



Research Paper

Self Confidence of Students of Government and Private Schools of District Samba of UT of J&K: A Comparative Study

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ABSTARCT:

Self-confidence of students has direct bearing on their personality development and adjustment. Better the self-confidence, better will be the adjustment and progress of the students. The students having confidence in self will prove successful in their life. The present study was undertaken to study the self-confidence of students studying in Govt. and private schools of district Samba. The students of Govt. and private schools were compared on the self-confidence scores in the general view, in the boys as well as girls' groups and sex differences among the students of Govt. and private schools. The study was conducted on 200 students selected at random from various Government and private schools of district Samba. The results were worked out by calculating mean, S.D. and critical ratio.

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I. INTRODUCTION:

The personality pattern is a unified multidimensional structure in which the concept of self is the core or center of gravity. Self-confidence is one of such personality traits. The self is a composite of a person's thoughts and feelings, striving and hopes, fear and fantasies, his view of what is, what has been, what he might become and his attitude pertaining to his worth. Self -confidence is a positive attitude of oneself toward one's self-concept. Self- confidence refers to a person's perceived ability to tackle situation successfully and on other hand to have a positive self -evaluation. Self - confidence is a simply an attribute of perceived self like self -construct. Self-confidence is a phenomenon and logical construct. It is a self- assurance, trust in one 's own ability, capacities and judgment. A self - confidence person perceives himself to be socially competent, emotionally mature, intellectually adequate and successfully satisfied, independent, reliant and self- assured and forward moving fairly. Self - confidence is needed quality for success of youngsters in all walks of life be it sport, education or interpersonal relationships. Low- self- confidence is associated with in inadequate social skills, loneliness and poorer performance following a failure experience. Hence it is a quite evident that if a teenager wishes to become a good sportsperson or brilliant student, one of the most needed qualities is self-confidence.

1. Justification of the study

It has been said that obtaining a good education is the key to being successful in the world. Self-confidence is very important for every person in all walks of life as well as in education. Self-confidence is needed quality for success of youngsters in every field. It supports education and interpersonal relationships. Self-confidence of students has direct bearing on their personality development and adjustment. Better the self-confidence, better will be the adjustment and progress of the students. The students having confidence in self will prove successful in their life.

In the view of this, the present study was undertaken to study the self-confidence of students studying in Govt. and private schools of district Samba. The students of Govt. and private schools were compared on the self-confidence scores.

2. Definitions of certain terms used

(a) **Self Confidence:** It is a self-assurance, trust in one's own abilities, capabilities and judgment. Self-confidence has been used in the sense in which students are able to express their desires and goals. In general terms, self-confidence refers to an individual perceived ability to act effectively in situation, to overcome obstacles and to get things go alright.

(b) **X Class Students:** In the present study, the students studying in class X of various Govt. and private schools of district Samba were considered.

(c) **Type of Schools:**

(i) **Govt. Schools:** These schools are established and run by the Government.

(ii) **Private Schools:** These schools are established and managed by the trusts.

(d) **Sex:** Boys & Girls.

3. Statement of the problem

The problem of the present study is stated as under:

“SELF CONFIDENCE OF STUDENTS OF GOVERNMENT AND PRIVATE SCHOOLS OF DISTRICT SAMBA OF UT OF J&K: A COMPARATIVE STUDY”

In the present study the adolescent students of Govt. and private schools were compared on the self-confidence variable in the general view, in the boys' group, in the girls' group and sex differences in different type of schools.

4. Objectives of the study

1. To study and compare the significance of difference on “**Self-Confidence**” between the adolescent students of Govt. and private Schools.

2. To study and compare the significance of difference on “**Self-Confidence**” between the adolescent students of Govt. and private schools in boys' and girls' groups respectively.

3. To study whether there are significant sex differences in “**Self-Confidence**” among the adolescent students of Govt. and private schools.

5. Hypotheses

1. There will be no significant difference on “**Self-Confidence**” between the adolescent students of Govt. and private schools.

2. There will be no difference on “**Self-Confidence**” between the adolescent students of Govt. and private schools in boys' and girls' groups respectively.

3. There will be no significant sex differences in “**Self-Confidence**” among the adolescent students of Govt. and private schools.

6. Delimitations of the study

1. The present study was confined to Govt. and private schools of district Samba.

2. The study was confined to X class students only.

3. The study was confined to the schools recognized by J&K Govt. and affiliated to JKBOSE.

4. The study was confined to the co-educational schools only.

5. To study was confined to English knowing students only as the tool to be used is in English language.

B. REVIEW OF RELATED RESEARCH LITERATURE

Smith (1962) identified self-confidence as one of the upper self-confidence and self-concept. **Basavanna (1975)** remarked that self-confidence is an aspect of self-confused with self-concept or self. **Lenney & Orono (1977)** highlighted previous reviewers who have suggested that women display lower self-confidence than men across almost all achievements situations. The empirical validity of this suggestion is assessed. The literature indicates that although low self-confidence is a frequent and potentially debilitating problem among women, they are not lower in self-confidence than men in all achievement situations. Instead, it is argued that the nature of this sex difference depends upon such situation variables as the specific ability area, the availability of performance feedback, and the emphasis placed upon social comparison or evaluation. It is concluded that future research must more precisely identify the variables that influence women's self-confidence.

Konvalina (1981) investigated self-assessment, achievement, and confidence in basic mathematics skills. Thirty college students enrolled in a self-paced developmental mathematics course were randomly assigned to either an experimental group that performed a written self-assessment before each test, or to a control group that did not perform the written self-assessment. No significant differences were found between the groups in achievement or general confidence in basic mathematical skills. However, the experimental group consistently had a higher confidence mean over a 25-item basic skills inventory and scored higher on a significant proportion of skills. A

significant correlation was found between group confidence and group achievement for the experimental group, but not for the control group.

Agnihotri (1987) further analyzed the meaning of self-confidence as person though, feeling, and fear and fantasies, his view of what he is, what he has been, when he might become and his aptitude pertaining to his worth.

Bandrall (1987) conducted his research on, “difference in self-confidence among internal and external High school students.” The findings of the study were (i) External are more confidence than that of internal students (ii) There is a no significant sex difference in self-confidence. **Verma (1990)** aims to analyses the sex differences in risk-taking, self-confidence and anxiety among adolescent learners. His sample consisted of 200 adolescents with equal number of male and female students studying in class X, selected randomly from different institutions of Behror in Alwar District in Rajasthan. Results indicate that male adolescent learners showed higher mean risk-taking than female adolescents. Female adolescent learners had significantly more anxiety than male adolescent learners.

Pandey (2003) conducted study on “Developing student self-confidence inventory.” The finding of the study was: The construction and standardization of students’ self-confidence inventory will help to spur research interest in the area which has long been ignored and warrants much greater attention. **Hannula et al. (2004)** with the help of this paper presents some preliminary results of the longitudinal aspect of a research project on self-confidence and understanding in mathematics. They collected a survey data of 3057 fifth graders and seventh-graders and a follow-up data of ten classes (191 pupils) one and a half years later. The longitudinal data indicates that the learning of mathematics is influenced by a pupil’s mathematics-related beliefs, especially self-confidence. Pupils’ level of understanding fractions also influences their developing understanding of infinity. These relationships between different variables depend also on pupils’ gender and age.

Al Hebaish (2010) conducted study on “The co-relation between general self-confidence and academic achievement in the oral presentation course.” The finding revealed a positive significant co-relation between general self-confidence and academic achievement. **Jafri (2011)** found significant and positive correlation between self-confidence and academic achievement of senior secondary school students. Students varied significantly on academic achievement as well as self-confidence with respect to gender, stream, family climate as well as study habits. Boys had higher self-confidence than girls. Specifically, self-confidence had a significant impact on academic achievement and vice-versa among senior secondary school students. **Neelima (2011)** reported that males had higher self-confidence than female counterparts. Similarly, rural college students were found high on self-confidence than urban counter parts. Results also depicted a significant effect of self-confidence on mental health among college students. Specifically, self-confidence, mental health and emotional intelligence had a significant and positive correlation with each. **Shastri (2012)** found a significant relationship between self-confidence and personality. College students varied on self-confidence as well as personality type with reference to gender. Males had higher self-confidence than female counter parts. **Sharma and Sahu (2013)** reported that excessive use of social networking sites had an adverse effect on self-confidence. People who had a habit of frequently using social networking sites were found low on self-confidence as compared to those who had least usage of social-networking sites.

Mukhopadhyay (2015) found a significant but negative correlation between self-confidence and learning disabilities. Students with learning disabilities like reading error, spelling error, comprehension error, arithmetic error, attention error as well as memory were found low on self-confidence. Specifically, self-confidence had a significant relation and dyslexia, dysgraphia and dyscalculia. **Shivappa (2015)** reported that students varied significantly on self-confidence with reference to class, faculty, gender, religion, domicile as well as family type. Moreover, self-confidence had a significant relationship with educational qualification, faculty, college studied, gender, religion, and domicile of students. Results also showed a significant and positive correlation between self-confidence and mental health among college students. **Kotkar (2016)** reported socio-economic status had a significant effect on personality characteristics, self-confidence as well as interpersonal behavior style. Higher socio-economic status student’s had higher levels of self-confidence than low socio-economic status counterparts. Self-confidence had a significant relationship with personality characteristics as well as with interpersonal behavior style among students. **Khajuria, Preeti (2015)** conducted a study on the topic -study of self confidence and adjustment among the students of higher secondary schools and she found that the students of private schools depicted higher self confidence and adjustment than govt. school counterparts.

Kumar, Rakesh (2016) conducted a study on the self -confidence of students of different schools of tehsil Billawar and he found that the students of private schools depicted higher self- confidence than govt. school counterparts. **Priyanka (2017)** conducted a study on the self -confidence of students of different localities and she found that the students of urban locality depicted higher self -confidence than rural counterparts. **Devi (2017)** found that self-confidence and life skills among secondary school students significant and positively correlated to each other. Moreover, girls were found high on self-confidence than boys. Students of private schools had better self-confidence than students of government schools. **Vanaja and Geetha (2017)** found significant correlation between self-confidence and locus of control among secondary school students. Moreover, students did not differ

significantly on locus of control as well as self-confidence with respect to gender, medium of instruction and type of school.

Kumari (2018) found a significant and positive correlation between self-confidence and occupational aspirations. Moreover, females were found high on self-confidence than males. Specifically, self-confidence had a significant impact on occupational aspirations among secondary school students. **Padmakala (2018)** found that self-confidence was significantly influenced by gender, parental education, parental occupation, family size and income, community, locale, type of school and religion of students. Moreover, self-confidence and parental support were found significantly and positively correlated with coefficient of correlation $r=0.669$. Result also showed a significant and positive correlation between self-confidence and academic achievement among higher secondary school students. Specifically, self-confidence and parental support had a significant and positive impact on academic achievement among higher secondary school students. **Ballane (2019)** reported that self-confidence had significant role in academic performance development, learning and success. Self-confidence was found as a predictor of academic performance development, learning and success. Self-confidence was found as a predictor of academic performance. Better the self-confidence better the academic performance. However, both teachers as well as parents had a significant role in boosting self-esteem as well as self-confidence among students for improving academic performance as well as learning ability among students. **Nadiyah et al. (2019)** reported that self-confidence had a significant effect in promoting public speaking among students. Students with high level of self-confidence were able to speak clearly, had better communication with audience, proper eye contact, clear pronunciation and intonation as well as controlled gestures and expressions. Specifically, self-confidence had a significant effect on student's public speaking ability. **Kour, Tejinder (2019)** conducted a study on the self confidence of students of different streams and she found that the students of arts stream depicted higher self confidence than science stream counterparts.

Akbari and Sahibbzada (2020) reported that self-confidence had a significant effect on learning process among students, sharing of opinions, developing relations with peers as well as teachers, seeking goals, controlling anxiety as well as developing interest in lessons to learn more effectively were determined by level of self-confidence. **Raniere et al. (2020)** reported that teaching strategies and techniques and teachers' behavior had significant effect on students' satisfaction and self-confidence.

In nutshell, an attempt was made to review the studies conducted in India and abroad on self-confidence, which included the studies of investigators such as Smith (1971), Basavanna (1975), Lenney & Orono (1977), Konvalina (1981), Agnihotri (1987), Bandrall (1987), Verma (1990), Stoel et al. (2003), Pandey (2003), Hannula et al. (2004), Chang & Cheng (2008), Alias & Hafir (2009), Al Hebaish (2010), Jafri (2011), Neelima (2011), Urmil (2011), Shastri (2012), Sharma & Sahu (2013), Kaushik (2014), Mukhopadhyay (2015), Shivappa (2015), Kotkar (2016), Devi (2017), Vanaja & Geetha (2017), kumara (2018), Padmakala (2018), Ballane (2019), Nadiyah et al. (2019), Akbari & Sahibbzada (2020), Raniere et al. (2020), David Kipnis, William P. Lane (1962), Aron, Arthur and others (1981), Debra Instone, Brenda Major, Barbara B. Bunker (1983), Sleeper, Lynn, Georgia (1987), Hall, Evelyn (1990), Hripsime A. Kalaian, Donald J. Freeman (1994), Khajuria (1984), Einarson, Marne, Santiago, Anna (1996), Wilson, Rodney Carlton (2000), Ziegler, Albert, Heller, Kurt (2000), Meers and Prathan (2008), Ali Haydarsar, Ramazan Avcu, Abdullah Isiklar (2010), Sabira Kleitman, Jennifar Gibsun (2011).

C. PLAN AND PROCEDURE

1. Population

The population of the present study comprised of all the 10th class students studying in Govt. and private schools of district Samba of UT of Jammu and Kashmir.

2. Sampling

The sample of the present study comprised of 200 students (Govt: 100 and Private:100) with equal number of boys and girls. These students were picked randomly from different Govt. and primary schools of district Samba.

Table 1. Details of sample of students selected from Govt. schools of district Samba

S.No	Name of the schools	Boys	Girls
1.	GHSS GHAGWAL SAMBA	4	3
2.	GHS REHIAN SAMBA	9	7
3.	GHS JAKH, SAMBA	7	5
4.	GHS SANOORA, SAMBA	5	4
5.	GHSS RAJPURA, SAMBA	6	5
6.	GHS JATWAL, SAMBA	2	2
7.	GHSS BAINGLAR, SAMBA	5	4
8.	GHS MAWA, SAMBA	3	5
9.	GHSS VIJAYPUR SAMBA	6	6
10.	GHSS RAMGARH SAMBA	1	3
11.	GHSS GURAH SLATHIA SAMBA	2	6
	TOTAL	N=50	N=50

Table 2. Details of sample of students selected from private schools of district Samba

S.No	Name of the schools	Boys	Girls
1.	CALVARY MISSION HIGH SCHOOL GHAGWAL SANDHI ROAD SAMBA	2	9
2.	VINOD VIDYA MANDIR HS NONATH SAMBA	6	6
3.	MODERN EDUCATION OF INSTITUTE GHAGWAL SAMBA	4	3
4.	ADARSH VIDHYA MANDIR HS GHAGWAL SAMBA	7	4
5.	TAGORE INSTITUTE OF EDUCATION HS GHAGWAL SAMBA	3	5
6.	WORLD MODEL HSS RAJPURA	8	7
7.	MODERN SHARMA HSS RAJPURA SAMBA	3	2
8.		4	3
9.	LORD KRISHNA HIGH SCHOOL SAMBA	8	7
10.	MV INTERNATIONAL SCHOOL SAMBA	5	4
11.	TOTAL	N=50	N=50

3.Tool used

Dr.M.Basavanna’s Self-Confidence Inventory

The inventory consists of 100 statements on self-confidence having alternatives in the form of true and false. The student has to respond in yes or no. The ‘yes’ response is given one mark and the no response is given zero mark. The marks of all the statements are added together to get the final score of the particular students. The score ranges in between 0 to 100.The more the score, the more self-confident the person is.

4.Statistical technique employed

Mean, Standard Deviation and Critical Ratio (CR)

D.ANAYLSIS OF DATA AND PRESENTATION OF RESULTS

1. MEAN COMPARISON BETWEEN STUDENTS OF GOVT AND PRIVATE SCHOOLS WITH REGARD TO “SELF CONFIDENCE”

In the present study, the first objective was to study and compare the significance of difference of mean scores on “Self Confidence” between the students of Govt. and private schools giving a general view. The students of Govt. and private schools were compared on “Self -confidence” scores. This comparison is presented in the Table 3

Table 3: Comparison of mean scores between students of Govt. and private schools on “Self Confidence”

Type of schools	N	M	σ	σM	σDM	CR
Govt.	100	62.2	14.9	1.49	4.65	3.01*
Private	100	76.2	15.67	1.56		

* Significant at .01 level

2 MEAN COMPARISON BETWEEN BOYS OF GOVT. AND PRIVATE SCHOOLS WITH REGARD TO “SELF CONFIDENCE”

The first part of second objective was to study and compare the significance of difference of mean scores on “Self -confidence between the students of Govt. and private schools in boys group. The boys of Govt. and private schools were compared on “Self -confidence” scores. This comparison is presented in the Table 4.

Table 4: Comparison of mean scores between boys of Govt. and Private schools on “Self Confidence”

Sex	Type of schools	N	M	σ	σM	σDM	C.R
Boys	Govt.	50	61.6	7.23	2.04	3.06	4.70*
	Private	50	76.00	15.52	2.29		

*Significant at .01 level

3 MEAN COMPARISON BETWEEN GIRLS OF GOVT. AND PRIVATE SCHOOLS WITH REGARD TO “SELF CONFIDENCE”

The second part of second objective was to study and compare the significance of difference of mean scores on “Self-confidence” between the students of Govt. and private schools in the girls group. The girls of Govt. and private schools were compared on “Self-confidence” scores. This comparison is presented in the table 5.

Table 5: Comparison of mean scores between Girls of Govt. and private schools on “Self- confidence”

Sex	Type of schools	N	M	σ	σM	σDM	CR
	Govt.	50	62.8	15.36	2.17		
Girls						3.10	4.38*
	Private	50	76.4	15.71	2.22		

**Significant at .01 level*

4: SEX DIFFERENCE AMONG STUDENTS OF GOVT. SCHOOLS WITH REGARD TO “SELF CONFIDENCE”

The first part of third objective of the present study was to study and compare the significant sex difference in “Self Confidence” among the students studying in Govt. schools. The boys and girls of Govt. schools were compared on “Self Confidence” scores and this comparison is presented in the table 6.

Table 6: Sex difference in “Self Confidence” among students of Govt. schools

Type of schools	Sex	N	M	σ	σM	σDM	CR
	Boys	50	61.6	14.47	2.04		
Govt.						2.97	0.40
	Girls	50	62.8	15.36	2.17		

5: SEX DIFFERENCE AMONG STUDENTS OF PRIVATE SCHOOLS WITH REGARD TO “SELF CONFIDENCE”

The second part of third objective of the present study was to study and compare the significant sex difference in ‘Self Confidence among students of private schools. The Boys and Girls of private schools were compared on “self-confidence” scores and this comparison is presented in the table 7.

Table 7: Sex difference in “Self-confidence” among students of private schools

Type of schools	Sex	N	M	σ	σM	σDM	CR
	Boys	50	76	15.52	2.29		
Private						3.18	0.12
	Girls	50	76.4	15.71	2.22		

E. MAIN FINDINGS:

1. Inferences based on general view:

Significant difference is found between students studying in Govt. and private schools. The students of private schools have better self confidence in comparison to the students of Govt. school counterparts.

2. Inferences based on boys group:

Significant difference is found between boys studying in Govt. and private schools. The boys of private schools have better self confidence in comparison to Govt. school counterparts.

3. Inferences based on girls group:

Significant difference is found between girls studying in Govt. and private schools. The girls of private schools have better self confidence in comparison to Govt. school counterparts.

4. Inferences based on sex differences among Govt. schools:

No Significant sex difference was found among the students of govt. schools. The boys and girls of govt. schools depicted alike self -confidence.

5. Inferences based on sex differences among private schools:

No significant sex difference was found among the students of private schools. The boys and girls of private schools depicted alike self -confidence.

F. EDUCATIONAL IMPLICATIONS

Significant Implications emanate from the foregoing findings and it is precisely one of the paramount reasons why we conduct study in the field education.

In the present study, the students studying in private schools showed better self -confidence and skills than the students studying in Govt. schools. Moreover, the boys as well as girls of private schools depicted sound self -confidence than Govt. school counterparts. So, it is desirable on the part of Govt. Schools' management to devise various programmes for raising the self -confidence of the students.

- The teachers are required to be trained to raise the self confidence among the students.
- The students should be given special training regarding the improvement of self -confidence.
- The curriculum designed for the students should include self -confidence raising activities and skills.
- The students should be involved in various curricular and co-curricular activities to promote self confidence among them.
- The students should be involved in different literary activities from time to time to raise their confidence.
- The students should be motivated towards different self -confidence and learning.
- Special remedial and tutorial classes shall be conducted on self -confidence skill and the students should be motivated in participating in these activities.
- Books on self -confidence shall be made available in the libraries of schools.
- The students should be given the tasks of responsibilities that will boost their morale.
- The self -confidence mechanisms shall be included in the school curriculum.
- The schools should create the atmosphere of boosting self confidence among students.

F. SUGGESTIONS FOR FURTHER STUDIES:

- A study on self -confidence of college and university students can be undertaken.
- A comparative study on “self -confidence” of adolescents studying in elementary and high schools can be undertaken.
- Same study can be undertaken on the schools run by Central Government such as K.V, Navodhya Vidhyala, and Army Schools.
- A comparative study on “self -confidence” can be conducted between students of rural and urban localities.
- Self confidence among the students of different localities can be conducted.

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