

# A STUDY ON SELF - CONFIDENCE AMONG HIGH SCHOOL STUDENTS

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## *Abstract*

*The current study's problem aims to study the "Self Confidence among High School Students." The demographical factors of gender, location, school type, and medium of instruction were all included in this study. self-confidence scale prepared by Rekha Gupta (2013), a standardized tool was used for the study. Appropriate objectives were formulated, along with the hypotheses needed to test them. The study used the normative survey approach. The study's sample consisted of 260 high school students from 13 schools. They are from private, government-aided, and government schools. Percentage analysis and differential analysis were used to statically examine the gathered data. The study's conclusions show that high school pupils have a reasonable degree of self-confidence.*

**Keywords:** *Self-confidence, students, high school*

## INTRODUCTION

Self-confidence plays a crucial role in the development of high school students, influencing their academic performance, social interactions, and overall well-being. During these formative years, students experience significant changes and face numerous challenges that can impact their self-esteem. High levels of self-confidence enable students to approach tasks with a positive mindset, take on new challenges, and recover from setbacks more effectively. Conversely, low self-confidence can lead to anxiety, reluctance to participate in class, and a general sense of inadequacy. Understanding the factors that contribute to self-confidence in high school students is essential for educators, parents, and the

students themselves to create supportive environments that foster growth and resilience. The development of self-confidence in high school students is influenced by a variety of factors, including personal achievements, peer relationships, and support from teachers and family. Academic success often boosts students' self-confidence, as they feel competent in their abilities. Positive reinforcement from teachers and parents can further strengthen their belief in themselves. Peer relationships also play a significant role; students who have supportive and encouraging friends are more likely to feel confident. On the other hand, negative experiences such as bullying or social exclusion can severely undermine a

student's self-worth and confidence. Thus, fostering a positive school culture that promotes inclusivity and respect is vital for enhancing students' self-confidence. Addressing the issue of self-confidence among high school students requires a multifaceted approach that includes building a supportive community, providing opportunities for success, and teaching coping skills. Schools can implement programs that focus on social-emotional learning, helping students to develop a strong sense of self and effective interpersonal skills. Encouraging participation in extracurricular activities allows students to explore their interests and talents, further boosting their confidence. Additionally, educators and parents should be vigilant in recognizing signs of low self-confidence and provide timely support and interventions. By creating an environment that nurtures self-confidence, we can help high school students navigate this critical period of their lives with greater assurance and optimism.

## **REVIEW OF RELATED LITERATURE**

Self-confidence was examined by **Kayhan et al. (2023)** as a potential predictor of metacognitive awareness in high school pupils. By employing two distinct measures, 390 high school students studying at general and vocational high schools provided the data. The

predictiveness of the research data was assessed using the hierarchical regression analysis approach. Findings indicated that the participants' self-confidence scores explained 46% of the change in metacognitive awareness scores, the type of high school and grade point average had a 9% effect on metacognitive awareness scores and the metacognitive awareness scores were moderately and highly correlated with the self-confidence level total score and sub-dimension scores.

**Duzenli, et al.'s (2023)** study examined the usage of social media, internet addiction, and self-confidence among high school students. 340 High School students provided the data. Interviews and rating scale on social media use, internet addiction, and self-confidence were responded by the participants. ANOVA, Pearson correlation tests, t-tests, and descriptive analyses were employed. The participants' degrees of self-confidence fluctuated, according to the results, and 6.5% of them had an Internet addiction. Ninth-grade students exhibited higher levels of self-confidence, although eleventh-grade students' usage of social media varied greatly. There were no differences among gender. Self-confidence and social media use declined in internet addiction. The participants' varied uses of the internet and social media, as well as

their struggles with self-control, were highlighted by the qualitative findings.

**TITLE OF THE STUDY-** The title of the study is entitled “**A STUDY ON SELF-CONFIDENCE AMONG HIGH SCHOOL STUDENTS**”.

### **OBJECTIVES OF THE STUDY**

To study the level of self-confidence of high school students.

To find the significant difference in the self-confidence of high school students based on the select subsamples as gender, locality, types of school and medium of instruction.

### **HYPOTHESES OF THE STUDY**

The level of self-confidence of high school students is moderate.

There is no significant difference in the self-confidence of high school students based on the select subsamples of gender, locality, types of school and medium of instruction.

### **METHODS AND PROCEDURE**

**Research Design-**A normative survey method was adopted.

**Population and Sample-** The population of the study includes high schools in Salem District is identified as the select sample. For the present study, a stratified random sampling method was used. In the present study, 260 high school students from 10

selected schools formed the sample. They were from government, government-aided, and private schools.

**Tools used for the study-** The self-confidence scale developed by **Rekha Gupta (2013)** was used and it contains 56 items.

### **Statistical techniques used for the study-**

The data collected from the sample are statistically analyzed by using percentage analysis and differential analysis techniques.

### **HYPOTHESIS TESTING**

**H0: The level of self-confidence of high school students is at a moderate level**

#### **Inference**

From the above table, it is inferred that 24.61 % of high school students have a low level, 43.85% of them are at a moderate level, and 31.53% of high school students have a high level of self-confidence. Hence The hypothesis “the level of self-confidence of high school students is moderate” is accepted.

**H1: There is no significant difference in the self-confidence of high school students based on their gender.**

#### **Inference**

From the above table, it is indicated that the- t-value (2.554) is greater than the table value (1.96) at 0.05 level. The girls'

students' mean score is (60.45) which is better than the boys mean score (56.13). Hence there is a significant difference between the high school boys and girls in their self-confidence. Therefore, the, formulated null hypothesis is rejected.

**H2: There is no significant difference in the self-confidence of high school students based on their locality**

**Inference**

From the above table, it is inferred that the t-value (4.325) is greater than the table value (1.96) at the 0.05 level. The urban area's students mean score (58.79) is better than the rural area's mean score (51.55). Hence there is a significant difference between the rural and urban high school students in their self-confidence. Therefore, the, formulated null hypothesis is rejected.

**H3: There is no significant difference in the self-confidence of high school students based on their types of school**

**Inference**

From the above table, it is observed that the F- ratio (0.144) is less than the table value (4.60) at 0.01 level and hence there is no significant difference in the high school students ' - self-confidence based on their type of school. Therefore, the, formulated null hypothesis is accepted.

**H4: There is no significant difference in the self-confidence of high school students self - confidence based on their medium of instruction**

**Inference**

From the above table, it is inferred that the t-value (0.495) is less than the table value (1.96) at the 0.05 level. Tamil medium students' mean score is (51.48) better than English medium students' mean score (50.63). Hence there is no significant difference between Tamil and English medium students in their self-confidence. Therefore, the, formulated null hypothesis is accepted.

**MAJOR FINDINGS OF THE STUDY**

24.61 % of high school students have a low level, while 43.85% of them are at moderate level and 31.53% of high school students have a high level of self-confidence.

There is a significant difference between the high school boys and girls in their self-confidence mean scores. The girl students' mean score (60.45) is better than the boys' mean score (56.13).

There is a significant difference between the rural and urban high school students in their self-confidence mean scores. The urban area mean score is (58.79) better than the rural area mean score (51.55).

There is no significant difference between the high school student's self-confidence based on their types of school.

There is no significant difference between Tamil and English medium high school students based on their self-confidence mean scores. Tamil medium high school students' mean score is (51.48) better than English medium students' mean score (50.63).

### **DISCUSSION OF THE STUDY**

According to Duzenli et al. (2023), there were no gender-related variations in the greater levels of self-confidence among ninth-grade pupils. The results of the current investigation are not consistent with these findings. Given that the current study examines the moderate level of self-confidence among high school students and finds a substantial difference in the mean scores for self-confidence between high school boys and girls. The mean score of female high school students (60.45) is higher than that of male students (56.13).

### **CONCLUSION**

The analysis of self-confidence levels among high school students reveals several key insights. Firstly, the distribution of self-confidence levels shows that a substantial portion of students have moderate self-confidence (43.85%), followed by high self-confidence (31.53%), and low self-

confidence (24.61%). This indicates that while a majority of students possess moderate to high self-confidence, a significant number still struggle with low self-confidence, highlighting the need for targeted interventions. A gender-based comparison indicates a significant difference in self-confidence levels, with girls demonstrating higher self-confidence (mean score of 60.45) compared to boys (mean score of 56.13). Geographical location also plays a critical role in self-confidence levels. Urban students exhibit significantly higher self-confidence (mean score of 58.79) than their rural counterparts (mean score of 51.55). This disparity may stem from differences in resources, exposure, and opportunities available in urban versus rural areas. Interestingly, the type of school does not significantly impact students' self-confidence, indicating that factors other than the institutional environment might be at play in shaping self-confidence. Similarly, the medium of instruction (Tamil vs. English) does not significantly affect self-confidence levels, although Tamil medium students have a slightly higher mean score (51.48) compared to English medium students (50.63). This suggests that language of instruction is not a major determinant of self-confidence, and efforts to enhance self-confidence can be uniformly applied across different types of schools and instructional

mediums. In conclusion, while there are notable differences in self-confidence based on gender and geographical location, the type of school and medium of instruction appear to be less influential. These findings underscore the importance of tailored approaches to fostering self-confidence, particularly focusing on boys and rural students who exhibit lower self-confidence levels. By addressing these disparities and understanding the factors that contribute to higher self-confidence among girls and urban students, educational stakeholders can develop more effective strategies to support all students in building a healthy level of self-assurance.

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**Table 1: H0 : The level of self-confidence of high school students is at a moderate level**

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Self-confidence	64	24.61	114	43.85	82	31.53

**Table 2: H1: There is no significant difference in the self-confidence of high school students based on their gender.**

Variable	Gender	N	Mean	SD	t value	Level of significance
Self-confidence	Boys	122	56.13	13.451	2.554	Significant
	Girls	138	60.45	13.780		

**Table 3: H2 There is no significant difference in the self-confidence of high school students based on their locality**

Variable	Locality	N	Mean	Sd	t Value	Level of Significance
Self-confidence	Rural	135	51.55	13.511	4.325	Significant
	Urban	125	58.79	13.459		

**Table 4: H3 There is no significant difference in the self-confidence of high school students based on their types of school**

Variable		Sum of Squares	Df	Mean Squares	F Value	Level of Significance
Self-confidence	Between groups	112.45	2	56.225	0.144	Not Significant
	Within groups	99855.00	257	388.540		
	Total	99967.45	259			

**Table 5: H4 There is no significant difference in the self–confidence of high school students self - confidence based on their medium of instruction**

<b>Variable</b>	<b>Medium of instruction</b>	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>t Value</b>	<b>Level of Significance</b>
<b>Self-confidence</b>	Tamil	103	51.48	13.415	0.495	Not Significant
	English	157	50.63	13.675		

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