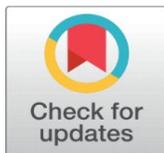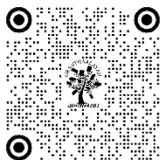# SELF-CONFIDENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study aims to understand the level of self-confidence in higher secondary students in Ukhrul District HQ, Manipur. The study aims to study the self-confidence level among secondary school students in Ukhrul District HQ. To study the level of self-confidence among secondary school students concerning the difference of gender, stream, and classes. The investigator selected 200 higher secondary school students from classes XI and XII. The sample was drawn by using a simple random sampling technique. The investigator collected data using a standardised Adolescents' Self-confidence scale (ASCS) developed by Ghazala Zia. Statistical techniques such as percentages and t-tests were used to analyse and interpret the data. The study's main findings are that the overall self-confidence level of secondary students of Ukhrul HQ is average/moderate. A significant difference exists in the self-confidence level of male and female students. There is a significant difference in the self-confidence of arts and science students. There is a significant difference in students' self-confidence in the XI and XII classes.

Keywords: Adolescence, Self-Confidence, Secondary School

1. INTRODUCTION

Adolescence is the most critical period that requires continuous adjustment to changing biological, social, and emotional demands that may lead to a higher risk of developing different mental health problems (Monika, et al., 2023). Adolescence necessitates constant adjustment to a constantly evolving developmental process. During this time, adolescents face a variety of pressures and difficulties, including biological changes, interpersonal changes, identity formation, high parental expectations, physical growth and emotional changes, all of which increase the likelihood that they will experience mental health problems (Zahra & Saleem, 2021).

Self-confidence is the capacity to predict one's actions or skills. It enhances academic performance and maintains a healthy personal life. A crucial component of a student's success is their confidence. Adolescents with self-confidence typically think well of themselves and become accustomed to working independently on tasks, including problem-solving (Moneva &Villegas, 2020). A student's self-confidence is influenced by various aspects such as their home environment, motivation, school environment, peer group, cognitive style, educational goals, learning and thinking styles, and the attitude of their parents (Hooda & Devi, 2018).

According to Perkins (2018), self-efficacy, self-esteem, and self-compassion are the three elements that might influence an individual's self-confidence. Self-confidence is linked to success, accomplishments in school, conciliation, and general well-being.

Self-confidence is a person's mental attitude toward testing and depending on oneself and one's ability to achieve the goal. It alludes to the mentality that enables people to be optimistic about themselves and their situations. Learning, success, and adjusting to school are all significantly impacted by self-confidence. students who are confident in themselves have a realistic and optimistic view of themselves. They can be forceful, positive, and able to take criticism. Self-confidence combines the physical and mental aptitudes that point them toward the objective (Rajkumari, Kirti, 2023).

2. SIGNIFICANCE OF THE STUDY

A self-confident person is defined as one who perceives himself as generally capable, satisfied, decisive, emotionally mature, socially competent, possessing leadership skills, resilient, reasonably forceful, self-contained, satisfied, decisive, optimistic, independent, fruitful, and forward-thinking. Students' self-confidence can be decreased due to their anxiety, self-insecurity, fear, and feeling of being apart from society.

Our degree of confidence is influenced and contributed by some elements, including our parents, gender, socio-economic status, religion, and the culture that shaped our viewpoints. Fundamentally, self-confidence is an attitude that enables us to view ourselves and our skills in a realistic and positive light. Personal characteristics that define it include assertiveness, optimism, excitement, affection, pride, independence, trust, and the capacity to take criticism. Success requires a positive mindset, faith in one's abilities, and a strong sense of self. However, it is important to remember that developing traits like emotional maturity and bravery within oneself also helps one become more confident.

People who succeed have opened and understood the value of self-confidence, seized its potential, and utilised it to their advantage. No matter how big or small the assignment is, it takes self-confidence to complete it successfully and artistically. Self-confidence is great, but we must study and practice to grow self-reliant. A key component of leading a contented and radiant life is having self-confidence. Living your best life begins with realizing the advantages of self-confidence.

3. OBJECTIVES OF THE STUDY
1) To find out the level of self-confidence in the higher secondary school students in Ukhrul HQ, Manipur.
2) To study whether there is a significant difference in self-confidence among the higher secondary students for gender.
3) To determine whether there is a significant difference in self-confidence between arts and science students.
4) To study whether there is a significant difference in self-confidence between class XI and XII.

3.1. HYPOTHESES OF THE STUDY
- $H_0 1$ No significant difference exists in self-confidence among higher secondary students of different genders.
- $H_0 2$ There exists no significant difference in self-confidence between arts and science   students.
- $H_0 3$ There exists no significant difference in self-confidence between classes XI and XII students.

3.2. METHOD OF THE STUDY

In the present study, the investigator employed a descriptive survey method.

4. POPULATION AND SAMPLE OF THE STUDY

The study population was confined to students in classes XI and XII. The study sample was drawn from 200 students, 100 from class XI and 100 from class XII, using simple random sampling from Ukhrul District HQ, Manipur, under the Council of Higher Secondary Education Manipur (COHSEM).

5. TOOLS AND TECHNIQUES USED

The Adolescents' Self-Confidence Scale (ASCS, 2015), developed by Ghazala Zia, is a standardized questionnaire to measure self-confidence among higher secondary school students. The present study used descriptive and inferential statistics, viz., percentage method and t-test to compare two groups.

6. DELIMITATION OF THE STUDY

The study was confined to 200 students (100 from both genders and 100 from both streams) from classes XI and XII for the academic session 2024 of Ukhrul HQ, Ukhrul District, affiliated with the Council of Higher Secondary Education Manipur (COHSEM).

7. ANALYSIS AND INTERPRETATION OF THE STUDY

Self-Confidence Level Among Higher Secondary School Students in Ukhrul HQ, Manipur.
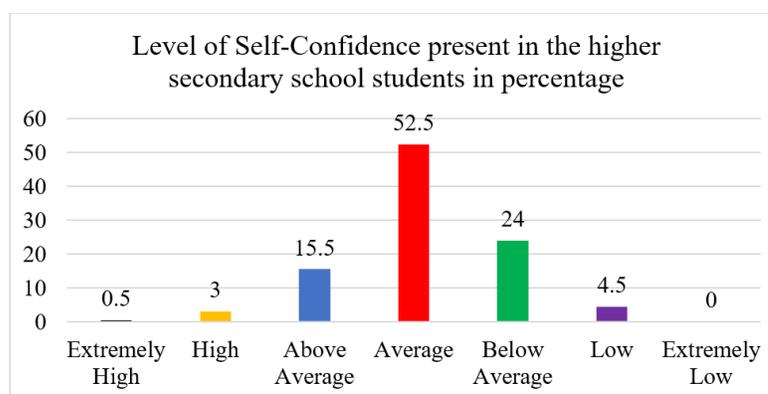

Figure 1 Self-Confidence of Students at Various Levels.

Figure 1 indicates that 0.5% have an extremely high level of self-confidence, 3% have a high level of self-confidence, 15.5% have an above average level of self-confidence, 52.5% have an average level of self-confidence, 24% have below average self-confidence, 4.5% have a low level of self-confidence and none of the students have an extremely high level of self-confidence. So, it can be stated that a maximum number of students are at an average level of self-confidence. It can be concluded that out of the 200 sampled students, most have average self-confidence.

$H_0 1$: **No significant difference exists in self-confidence among higher secondary students of different genders.**

Table 1 Self-Confidence Between Male and Female

Gender	N	Mean	SD	t-Value	df	P-Value	Result
Male	100	127.7	14.98	4.43	198	0.032	S
Female	100	119.28	11.90				

Table 1 shows a significant difference in self-confidence between male and female students. The researcher selected 100 students from both genders, and the mean value of male self-confidence was 127.7 and 119.28 for females, respectively. The standard deviation for males and females were 14.98 and 11.90, respectively. The t-value of both genders is 4.43, and the degree of freedom is 198, and significant at 0.032. So, the p-value is smaller than 0.05 (P<0.05) level of significance. According to the findings of the analysis, thus there is a significant difference in self-confidence among male and female higher secondary school students. Therefore, the null hypothesis was rejected.

$H_0 2$: **There exists no significant difference in self-confidence between arts and science students.**

Table 2 Self-Confidence Between Arts and Science

Stream	N	Mean	SD	t-Value	df	P-Value	Result
Arts	100	123.60	11.75	0.080	198	0.011	S
Science	100	123.44	16.26				

Table 2 shows a significant difference in self-confidence between arts and science students. The mean value of arts and science stream students is 123.60 and 123.44 for science, respectively. The standard deviation for arts and Science was 11.75 and 16.26, respectively. The t-value of both streams is 0.080, and the degree of freedom is 198, which is significant at 0.011. So, the p-value is smaller than 0.05 (P<0.05) level of significance. According to the findings of the analysis, there is a significant difference in self-confidence among higher secondary school students in the arts and science stream. Therefore, the null hypothesis was rejected.

$H_0$3: **There exists no significant difference in self-confidence between class XI and XII students.**

Table 2 Self-Confidence Between Arts and Science

classes	N	Mean	SD	t-Value	df	P-Value	Result
XI	100	125.95	12.148	2.458	198	.030	S
XII	100	121.09	15.596				

Table 3 shows a significant difference in self-confidence between class XI and class XII students. The mean value of class XI is 125.95 and 121.09 for class XII, respectively. The standard deviation for classes XI and XII was 12.148 and 15.596, respectively. The t-value of both classes is 2.458, and the degree of freedom is 198, which is significant at .030. So, the p-value is smaller than 0.05 (P<0.05) level of significance. According to the findings of the analysis, there is a significant difference in self-confidence among higher secondary school students of classes XI and XII. Therefore, the null hypothesis was rejected.

8. MAIN FINDINGS

1) That maximum number of students are at an average level of self-confidence. It can be concluded that out of the 200 sampled students, most have average self-confidence.
2) There is a significant difference in self-confidence among male and female higher secondary school students. Therefore, the null hypothesis was rejected.
3) There is a significant difference in self-confidence among arts and science stream higher secondary school students. Therefore, the null hypothesis was rejected.
4) There is a significant difference in self-confidence among higher secondary school students of classes XI and XII. Therefore, the null hypothesis was rejected.

9. CONCLUSION

Education is the only means to strengthen children to become active participants in changing society by equipping children with spiritual, moral, and material knowledge. With their passion and excitement, the younger generation is the one that may most swiftly bring changes in society. Early possession of these vital life skills may assist these youngsters in becoming more capable members of society by lowering their academic anxiety and improving their test scores.

According to research findings, the average student presents insecurity, especially when participating in educational activities and tests. Some of these signs are the inability to express questions or ideas throughout the learning process, the dread of public speaking, the agitation during the test, and the absence of friends. High self-confidence enables people to improve themselves and accomplish their objectives actively. Students who lack confidence will eventually find developing their independence, academic achievement, interpersonal skills, and intrapersonal relationships challenging. They will also become meticulous in all they do. Internal factors, such as a lack of willpower, vague ideas, and unprepared life ambitions, frequently cause students to lack confidence in the class. Then, outside variables include the home, friends,

school, neighbourhood, and society. Self-confidence is a crucial component of adolescent development and plays a vital role in the lives of adolescents, influencing their mental health, relationships, and future prospects. By recognising the significance of self-confidence and taking the initiative to promote it, we can help adolescents navigate the challenges of growing up, build for a lifetime of success, and succeed in all aspects of life.

CONFLICT OF INTERESTS

None.

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