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RESEARCH ARTICLE

A COMPARATIVE ANALYSIS OF PRIMARY & SECONDARY SCHOOL TEACHERS IN REFERENCE TO THEIR "SELF CONFIDENCE"

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Abstract

In the present study, an attempt has been made to compare the self confidence of primary and secondary school teachers of Bareilly District on the basis of 10 areas :-I- Physical Confidence, II - Technological Confidence, III - Social Confidence, IV - Psychological Confidence, V - Judgment Confidence, VI - Readiness Confidence, VII - Environment Confidence, VIII - Stage confidence, IX - Status confidence, X - Peer Independence Confidence. This study has been conducted on a sample of 114 primary and secondary school teachers selected randomly from schools affiliated to C.B.S.E. & U.P. Board. The main finding of the study exhibited significant difference between male and female, primary and secondary school teachers of C.B.S.E & U.P. Board. Male teachers were found to possess more physical confidence as compared to that of female teachers. Further, significant difference in physical confidence was also found between male and female teachers of primary and secondary schools. No significant difference was found in other dimensions such as:-Technological Confidence, Social Confidence, Psychological Confidence, Judgment Confidence, Readiness Confidence, Environment Confidence, Stage Confidence, Status Confidence and Peer Independence Confidence.

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Introduction:-

Confidence is catching, if teachers are confident, then the students will become more confident and a confident student enjoys the work more, spends more time on it and hence learns and enjoys in a virtuous circle. A strong and a self confident teacher believe in his/her abilities. They do not fear in classroom activities and who have low self confidence for them it is very difficult to face classroom activities so self confidence is very important aspects for any teachers. Teachers who are self confident can work creatively with children and youth. Teachers have two fold need, firstly they need to be self confident about what they are doing and secondly they have the responsibility to assist the children or youth working with them to gain self confidence in their own lives.

The self confident teacher plays a vital role in the learning environment or in classroom and solves the important issues of the classroom and students.

The teacher is the major element in any educational program. It is the teacher who is mainly responsible for implementation of the education process at any stage." Teacher is the important pillar of any educational system,

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thus self confidence of teachers has great impact on their students. Education has a pivotal role in enhancing self confidence. Explaining the concept of self-confidence it can be said that, 'Self Confidence' is the belief in one's ability. It describes an internal state made up of what we think and feel about ourselves. This state is changeable according to the situation we are currently in and our response to events going on around us. Confidence and self esteem are terms which are often used interchangeable, but although there is overlap perhaps there are also subtle differences. Self Confidence can refer to how we feel about ourselves and our abilities whereas self esteem refers directly to whether or not we appreciate and value ourselves. It is considered one of the most influential motivators and regulator of behavior in people's everyday lives. A growing body of substantiation suggests that one's understanding of ability of self confidence is the foremost mediating construct of achievement strivings.

Rationale Of The Study

Teacher development is the process of becoming "the best kind of teacher that he or she personally can be." Teacher development is not just to do with language or even teaching, it is also about confidence- building, language development, , computing, assertiveness training, counseling skills and meditation, cultural broadening- almost anything, in fact.

Having confidence is key to success and can improve overall effectiveness as a teacher. Self Confidence is helping for teachers for to be prepared the challenges of particular classes. When teachers are well versed in their subject , then they are more confident, better connected and more integrated, they tend to teach their subject more dynamically, represent it in more varied ways , and encourage and respond fully to student's comment and questions. It helps teachers to build a better body language or posture in classroom. It also helps in making rules for class room. It really does help to overcome negative self perceptions and recognize teacher's strengths in the class room.

Gaining confidence in their teaching skills and developing their teaching abilities in general are not just the concern of teachers who are new to the profession, but also of experienced teachers when they meet new challenges which seem to threaten their long standing values and beliefs about learning teaching, especially if these may imply changes to their teaching practices. Thus the study aims at finding out the level of Self Confidence of Primary and Secondary school teachers in Bareilly District.

Statement Of The Problem

The present investigation is titled as - "A Comparative Analysis of Primary & Secondary School Teachers in Reference to their "Self Confidence".

Objectives Of The Study:-

1. To find out if there is any difference in level of Self Confidence of Male Teachers and Female Teachers at both the levels.
2. To compare the level of Self Confidence of Primary Male school Teachers and Primary Female school Teachers.
3. To study the comparative level of Self Confidence of Secondary school Male Teachers and Female Teachers.

Hypotheses Of The Study

1. There is no significant difference between the levels of Self Confidence of Male & Female Teachers.
2. There is no significant difference between the levels of Self Confidence of Primary School Male & Female Teachers.
3. There is no significant difference between the levels of Self Confidence of Secondary School Male & Female Teachers.

Research Methodology:-

For this present study, based upon the objectives, the **Descriptive Survey Method** is used.

Population

All the male and female teachers of primary and secondary schools affiliated to U.P. & C.B.S.E. Board of Bareilly District, Uttar Pradesh constituted the population of the study.

Sample & Sampling Technique

Random sampling technique was used for the selection of the samples for this study. The sample comprised of 114 male and female teachers of primary and secondary schools affiliated to C.B.S.E. & U.P. Board of Bareilly District. The samples were selected randomly from schools.

Tool Used

In this present investigation for the data collection, "Teacher's Self Confidence Scale" developed and standardized by "B.Gupta and A. Jha" was used.

Statistical Technique Used

For analysis of collected data; Mean, Standard Deviation and 't' test statistical technique has been applied.

Analysis & Interpretation Of Data

In the present investigation, the data were tabulated under different headings of the variables under study and the analysis is made in the manner described below-

Table-1:- Comparison of level of Self Confidence between the Male & Female Teachers.

SR.NO.	DIMENSIONS	Male Teachers		Female Teachers		t-value	S/NS
		N=53		N=61			
		MEAN	SD	MEAN	SD		
1	Physical Confidence	17.5	1.78	16.38	2.16	3.04	S
2	Technological Confidence	39.13	4.17	37.51	5.38	1.82	NS
3	Social Confidence	53.9	4.99	52.74	5.90	1.13	NS
4	Psychological Confidence	72	7.57	69.38	8.45	1.74	NS
5	Judgment Confidence	32.02	3.41	32.07	3.93	0.07	NS
6	Readiness Confidence	30.02	2.98	29.52	2.81	0.92	NS
7	Environment Confidence	48.7	4.84	48.15	4.95	1.89	NS
8	Stage Confidence	30	3.48	29.26	3.65	1.12	NS
9	Status Confidence	20.5	2.96	20.2	3.03	0.50	NS
10	Peer Independence Confidence	45.96	3.56	45	4.28	1.31	NS
	OVERALL	389.73	24.83	380.21	25.74	2.00	S-at 0.5 level

Analysis of table -1 reveals that the mean values of male and female teachers a found to be 389.73 & 380.21 respectively and their standard deviation was calculated to be 24.83 & 25.74 respectively. The 't' value was estimated 2.00 (table value at 0.01 & degree of freedom 112 is 2.63 and at 0.05 is 1.98) thus the first null hypothesis is rejected at 0.05 level of significance.

On analyzing the data on different dimensions of self confidence namely- physical, technological, social, psychological, judgment, readiness, environment, stage, status and peer independence confidence. The mean values of male and female teachers were found to be 17.5, 39.13, 53.9, 72, 32.02, 30.02, 48.7, 30, 20.5, 45.96 and 16.38, 37.51, 52.74, 69.38, 32.07, 29.52, 48.15, 29.26, 20.02, 45 respectively. The standard deviation values estimated for male and female were 1.78, 4.17, 4.99, 7.57, 3.41, 2.98, 4.84, 3.48, 2.96, 3.56 and 2.16, 5.38, 5.90, 8.45, 3.93, 2.81, 4.95, 3.65, 3.03, 4.28 respectively. The 't' values calculated were 3.04, 1.82, 1.13, 1.74, 0.07, 0.92, 1.89, 1.12, 0.50, & 1.31 respectively. Therefore the hypothesis was rejected on the first dimension of self confidence namely physical confidence and accepted at the other nine dimensions. It is seen that the mean values of male teachers is higher than female teachers on basis of their physical confidence. Therefore we can say that male teachers are physically more confident than female teachers.

Table-2:- Comparison of level of Self Confidence between the Primary School Male & Female Teachers.

SR.NO.	DIMENSIONS	Male Teachers (Primary School)		Female Teachers (Primary School)		t-value	S/NS
		N=29		N=33			
		MEAN	SD	MEAN	SD		
1	Physical Confidence	17.5	1.68	16.5	1.8	2.38	S-at 0.5 level

2	Technological Confidence	39.3	4.38	37.8	5.57	1.19	NS
3	Social Confidence	54.2	5.04	53.5	6.1	0.49	NS
4	Psychological Confidence	72.4	8.36	69.5	9.26	1.30	NS
5	Judgment Confidence	31.9	3.22	32.3	3.79	0.45	NS
6	Readiness Confidence	30.4	3.09	29.3	2.8	1.48	NS
7	Environment Confidence	48.6	5.67	48.3	3.47	0.25	NS
8	Stage Confidence	29.8	3.43	29.4	3.95	0.43	NS
9	Status Confidence	20	2.6	20	3.12	0.00	-
10	Peer Independence Confidence	46	3.74	45.2	3.5	0.86	NS
	OVERALL	390.2	27.08	381.7	20.39	1.38	NS

Analysis of table -2 reveals that the mean values of primary school male and female teachers are found to be 390.2 & 381.7 respectively and their standard deviation was calculated to be 27.08 & 20.39 respectively. The 't' value was estimated 1.38 (table value at 0.01 & degree of freedom 60 is 2.66 and at 0.05 is 2.00) thus the second null hypothesis is accepted at 0.05 level of significance.

On analyzing the data on different dimensions of self confidence namely- physical, technological, social, psychological, judgment readiness, environment, stage, status and peer independence confidence. The mean values of primary school male and female teachers were found to be 17.5, 39.3, 54.2, 72.4, 31.9, 30.4, 48.6, 29.8, 20, 46 and 16.5, 37.8, 53.5, 69.5, 32.3, 29.3, 48.3, 29.4, 20, 45.2 respectively. The standard deviation values estimated for primary school male and female teachers were 1.68, 4.38, 5.04, 8.36, 3.22, 3.09, 5.67, 3.43, 2.6, 3.74 and 1.8, 5.57, 6.1, 9.26, 3.79, 2.8, 3.47, 3.95, 3.12, 3.5 respectively. The 't' values calculated were 2.38, 1.19, 0.49, 1.30, 0.45, 1.48, 0.25, 0.43, 0.00, 0.86 respectively. Therefore the hypothesis was rejected on the first dimension of self confidence namely physical confidence and accepted at the other nine dimensions. Thus we see that the mean values of primary school male teachers are higher than female teachers on the basis of their physical confidence, therefore we can say that primary school male teachers are having more confidence than female teachers.

Table-3:- Comparison of level of Self Confidence between the Secondary School Male & Female Teachers.

SR.NO.	DIMENSIONS	Male Teachers (Secondary School)		Female Teachers (Secondary School)		t-value	S/NS
		N=24		N=28			
		MEAN	SD	MEAN	SD		
1	Physical Confidence	17.54	1.93	16.29	2.46	2.08	S at 0.5 level
2	Technological Confidence	38.88	3.98	37.21	5.24	0.15	Ns
3	Social Confidence	53.30	5.00	51.86	5.64	0.97	Ns
4	Psychological Confidence	71.46	6.63	69.25	7.55	1.12	Ns
5	Judgment Confidence	32.21	3.71	31.82	4.15	0.36	Ns
6	Readiness Confidence	29.50	2.83	29.79	2.86	0.37	Ns
7	Environment Confidence	48.75	3.71	47.96	6.34	0.56	Ns
8	Stage Confidence	30.25	3.59	29.11	3.33	1.2	Ns
9	Status Confidence	21.17	3.29	20.43	2.96	0.85	Ns
10	Peer Independence Confidence	45.88	3.43	44.75	5.11	0.79	Ns
	OVERALL	389.13	22.39	378.46	31.21	1.43	Ns

Analysis of table -3 reveals that the mean values of secondary school male and female teachers are found to be 389.13 & 378.46 respectively and their standard deviation was calculated to be 22.39 & 31.21 respectively. The 't' value was estimated 1.43 (table value at 0.01 & degree of freedom 60 is 2.66 and at 0.05 is 2.00) thus the second null hypothesis is accepted at 0.05 level of significance.

value estimated was 1.38 (table value at 0.01 & degree of freedom 50 is 2.68 and at 0.05 is 2.01). Thus the third null hypothesis is accepted at 0.05 level of significance.

On analyzing, the data on different dimensions of self confidence namely- physical, technological, social, psychological, judgment, readiness, environment, stage, status and peer independence confidence. The mean values of secondary school male and female teachers were found to be -17.54, 38.88, 53.30, 71.46, 32.21, 29.50, 48.75, 30.25, 21.17, 45.88 and 16.29, 37.21, 51.86, 69.25, 31.82, 29.79, 47.96, 29.11, 20.43, 44.75 respectively). The standard deviation values estimated for secondary school male and female teachers were 1.93, 3.98, 5.00, 6.63, 3.71, 2.83, 3.71, 3.59, 3.29, 3.43 and 2.46, 5.24, 5.64, 7.55, 4.15, 2.86, 6.34, 3.33, 2.96, 5.11 respectively. The 't' values calculated were 2.08, 0.15, 0.97, 1.12, 0.36, 0.37, 0.56, 1.2, 0.85, 0.79 respectively. Therefore the hypothesis was rejected on the first dimension of self confidence namely physical confidence and accepted at the other nine dimensions. It is seen that the mean value of secondary school male teachers is higher than female teachers on the basis of their physical confidence; therefore we can say that secondary school female teachers are less physically confident than secondary school male teachers.

Discussion Of Findings:-

The present study has yielded some interesting and educationally significant results. The findings of the present analysis can be outlined as follows:-

1. Analysis of first hypothesis shows that there seems to be no difference in the self confidence of male and female teachers overall, but there seems to be difference in one of the dimensions i.e. their physical confidence. Thus the first hypothesis was accepted overall but rejected at the first dimension of self confidence. The mean values of male teachers are higher than female teachers in physical confidence dimension; therefore we can say that male teachers are physically more confident than the female teachers. It may be because male are more exposed to the environment and are getting more opportunities.
2. There seems to be no difference in the self confidence of primary school male and female teachers overall, but there seems to be difference one of the dimension i.e. their physical confidence. Thus the second hypothesis was accepted overall but rejected at the first dimension of self confidence. The mean values of primary school male teachers higher than primary female teachers on the dimension named physical confidence; therefore we can say that primary school male teachers are physically more confident than the primary female teachers. It may be because of the mindset of the society that hinders female teachers to show their physical confidence.
3. No significant difference found in the self confidence of secondary school male and female teachers overall, but there seems to be difference one of the dimension i.e. their physical confidence. Thus the third hypothesis was accepted overall but rejected at the first dimension of self confidence. The mean values of secondary school male teachers higher than secondary female teachers on the dimension named physical confidence; therefore we can say that secondary male teachers are physically more confident. It may be because male teachers are more involved in physical, sports and co-curricular activities in schools. Most of the time we observe that there is more involvement of male teachers than female teachers in physical curricular activities organized by schools.

Educational Implications.

The following educational implications derived from this study are as follows-

1. The subject of the present study is the vital concern of using self confidence by the teachers in various areas of education. There is well established relation between self confidence and creative teaching. Teaching styles represents a constant concern in the area of educational and communication.
2. The study may throw light on this. It may help in clarifying the theoretical conceptualization of teachers' level of self confidence in school activities. So, this knowledge may be useful for building up a more stable theory in future on teachers' level of self confidence in educational system.
3. The findings of the present study are of great importance for the Principals/Heads, because they are responsible for healthy environment of the school, which contributes significantly in the status of teachers' level of self confidence. If the Head of the school wants to achieve overall good results of the school then they must utilize the teachers' self confidence and experience as well, which may generate positive attitude and satisfaction among teachers.
4. On the basis of this study we see that faculty development program especially for female teachers should be part of educational system.

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