

Self Confidence of Gender- a study of Secondary School Teachers of Kashmir Division

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ABSTRACT

The purpose of this paper is to study, compare and correlate the self-confidence of secondary school teachers with respect to gender. Usable questionnaires were collected from 324 teachers in secondary schools. The research design for the current study is a combination of exploratory, quantitative and descriptive. The research method used in this particular study involves the use of descriptive hypothesis testing. The results indicated that self-confidence varies according to gender and the Self-confidence among both the genders is also found to be significant. The self-confidence of teachers should be developed on all the ten dimensions of Physical Confidence, Technological Confidence, Social Confidence, Psychological Confidence, Judgment Confidence, Readiness Confidence, Environment Confidence, Stage Confidence, Status Confidence and Peer Independence Confidence. In schools, the whole environment should be such so that the teacher's confidence level should be increased and therefore they can actively manage their daily day to day life problems.

Keywords: Teacher Self-confidence, Quantitative, Exploratory, Descriptive, Secondary School

1. INTRODUCTION

Education is one of the vital determinants that counts for the development of human civilization and constitutes an important discovery of mankind. It is a journey from converting the human being into being human. It includes all the things learned imposingly or willingly and therefore it is the basic need of all. Education enables one to make wise decisions both for the society in which he lives as well as for the whole country. Thus, it cures different social evils and discriminations. Unless the

education makes you a good human being, it is of no use as it is the only thing that differentiates between right and wrong things. Education opens up the ways by which an individual can live and lead his/ her life prosperously. It serves as a process of learning things, experiencing ideas and understanding the behavior of anything.

Self-confidence is a feeling of being secure in our self and in our abilities. It is the assurance of a person on his own judgment, ability, and power. Self-confident people have faith in their

capabilities and have belief in the accomplishment of their every desire. Self-confident people are less affected by criticism, less anxious, less jealous, feel more worthy irrespective of social or economic status. The better view of these concepts can be gained from the self-concept model given by Lawrence (2006) [1]. Self-efficacy of teachers is negatively related to stress [2]. It is seen that higher the self-efficacy of teachers lower stress level.

Gender, locale and subject specialization has no significant impact on the secondary school teachers [3]. The teaching competency is dependent on the self-confidence of teachers and in order to enhance the teaching competency of teachers, the strategies for developing self-confidence should be the prime focus [4]. The self-esteem of teachers is positively related to the pupil's learning and self-esteem which is a positive indication for the performance of a teacher [5].

The academic motivation and adjustment of secondary school students significantly differ with respect to self-confidence [6].

Even though a plethora of research has been conducted on Self Confidence and Stress Management but a little attention has been paid towards the association of different dimensions of Self-Confidence and Stress Management in a combined framework. Therefore, the present

research study has been undertaken as such the investigator is keenly interested in observing the impact of both these variables on the teachers in terms of their gender and the combining effect of both these two variables together among both the genders. This elicits the need to study the Self-confidence and Stress Management of teachers with respect to their gender. Therefore, this research is an attempt to study the self-confidence and stress management of higher secondary school teachers in the State of Kashmir.

2. METHOD AND MATERIAL

2.1. Research Design

This research design for the current study is a combination of exploratory, quantitative and descriptive. The present investigation was carried out to procure insights about self-confidence and stress management of secondary school teachers in the Jammu & Kashmir State. Multi-stage sampling was chosen for the present study. The present study was conducted in Kashmir valley which comprised 10 districts. For the sake of reliability, the Kashmir division was divided into three geographical units/strata as North, South, and Centre.

2.2. Location of the Study

The whole Kashmir division (North, south and central Kashmir) was taken as the area of the

Table 1. Scoring Procedure of Self-confidence scale adopted for the study

Sr. No.	Type of Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Positive	5	4	3	2	1
2.	Negative	1	2	3	4	5

study and information was collected from teachers of thirty government higher secondary schools working in the districts of Anantnag, Baramulla, and Srinagar.

2.3. Sample Unit

The random teachers both male and female from thirty government higher secondary schools each from three districts of Kashmir participated in the study.

2.4. Sample Size

Krejcie and Morgan table was used to draw the sample size for the current study [7]. The sample size for the current study came out to be 390. The larger sample size was chosen due to the nature of the present study. Moreover, the sample size of 300 or above is always better [8]. However, the questionnaire was distributed to 360 respondents. The reason for distributing the questionnaire to additional respondents in the study was to account for the possibility of any non-responses, incomplete entries, unengaged responses and outliers in the questionnaires. However, the total number of responses received back from the respondents was 324.

2.5. Research Instrument

A structured questionnaire was employed for collecting primary data from government higher secondary school teachers working in three selected districts of Kashmir. The relevance of any research work depends on the appropriateness of the tools employed in the study.

2.5.1. Scoring

The scoring for different tests was followed in accordance with the instructions given in the manual and scoring keys of respective tools (table 1).

3. RESULTS AND DISCUSSION

In the descriptive analysis, the percentage distribution of both the genders on different levels of self-confidence has been shown.

3.1. Self-confidence of Teachers (Gender Wise)

The self-confidence of Male Teachers: The percentage distribution of male teachers with respect to self-confidence is exhibited in the table 2.

From the table, it can be seen that out of 150 male respondents, 88 respondents accounting to 58.66% belonged to the 'Extremely High Self-Confidence' category, 49 accounting to 32.66%

Table 2. Showing the Percentage Dispersal of the Male representative on Self-confidence (N=150)

Sr. No.	N	Percentage	Grade	Level of Self-Confidence
1.	88	58.66%	A	Extremely High Self-Confidence
2.	49	32.66%	B	High Self-Confidence
3.	13	8.66%	C	Above Average Self-Confidence
4.	0	0%	D	Average/Moderate Self-Confidence
5.	0	0%	E	Below Average Self-Confidence
6.	0	0%	F	Low Self-Confidence
7.	0	0%	G	Extremely Low Self-Confidence

Table 3. Percentage Distribution of the Female Teachers on Self-confidence (N=150)

Sr. No.	N	Percentage	Grade	Level of Self-Confidence
1.	10	7%	A	Extremely High Self-Confidence
2.	40	26.66%	B	High Self-Confidence
3.	68	45.33%	C	Above Average Self-Confidence
4.	28	18.66%	D	Average/Moderate Self-Confidence
5.	4	2.66%	E	Below Average Self-Confidence
6.	0	0%	F	Low Self-Confidence
7.	0	0%	G	Extremely Low Self-Confidence

belonged to 'High self-Confidence' category and 13 accounting to 8.66% represented 'Above Average Self-Confidence' level. So, it can be concluded that the majority of male respondents belonged to the category of 'Extremely High Self-Confidence'.

The self-confidence of Female teachers: The table below showing the percentage distribution of female samples on different levels of Self-confidence (table 3).

From the diagram, it is observed that out of 150 female respondents, 10 respondents accounting to 7% belonged to the 'Extremely High Self-Confidence' category, 40 accounting to 26.66% belonged to 'High self-Confidence' category, 68 accounting to 45.33% represented 'Above Average Self-Confidence' level, 28 accounting to 18.66% represented 'Average Self-Confidence' level and 4 accounting to 2.66% represented

'Below Average Self-Confidence' level. So, it can be concluded that the majority of female respondents belonged to the category of 'Above Average Self-Confidence'.

3.2. Comparative study of gender's self confidence

Table 4 posts significant positive variance between male and female respondents concerning self-confidence ($t = 17.932$ & $\text{Sig.} = .000$). From the table, it can be deduced that gender significantly differs with respect to self-confidence wherein male respondents possess greater self-confidence (mean = 4.18) than female respondents (mean = 3.75).

Further in the study, a comparative analysis has been made between all the dimensions of Self-Confidence variable with respect to the gender which has been shown as below:

Table 4. t-test for significant notable variance in gender with reference to Self Confidence (on the basis of mean score)

Dependent Variable	Gender	N	Mean	SD	Std. Error Mean	t-Value	Sig. (2- Tailed)
Self-Confidence	Male	150	418.86	21.529	1.758	17.932	.000
	Female	150	375.19	20.639	1.685		
	Total	300					

Table 5. Pearson's Correlation between Self-confidence and Stress Management among male teachers

	Self-confidence	Stress Management
Self-confidence	1	.663**
Pearson Correlation Sig. (2 tailed)		.000
N	150	150

3.3. Studying Self-confidence and gender

3.3.1. Self-confidence of Male Teachers

While discussing the self-confidence level of male teachers, 58.66% belonged to the category of an extremely high level of Self-confidence, 32.66% belonged to high Self-confidence, 8.66% belonged to an above-average level of self-confidence. However, 0% belonged to the category of average/moderate, low and extremely low level of self-confidence respectively. From the above discussion, it can be deduced that the majority of male respondents belonged to extremely high self-confidence levels (table 5).

3.3.2. Self-confidence of Female Teachers

While discussing the stress management level of female teachers, it has been observed that the maximum number of respondents (45.33%) were found in the category of above-average level of self-confidence, 26.66% of respondents belonged to high level and 18.66% belonged to the category of average level of self-confidence. However, a small percentage of female respondents i.e. 7% and 2.66% were found in extremely high and below-average levels of self-confidence respectively. 0% of female teachers were found in a low and extremely low level of self-confidence (table 5).

In modern-day lives, the self-confidence of people is the main key which keeps them away from every aspect of stress. Likewise, in schools, the teachers need to be confident so that they can manage themselves from all aspects of stress i.e. physical, psychological, behavioral, physiological, cognitive etc. Self-confidence level vary according to gender and a lot of difference has been shown by male and female teachers on the variable. Suffice empirical evidence was provided by the study results which signifies that self-confidence according to gender and it has also been concluded that self-confidence can be used as an effective strategy to prevent or in managing the level of stress. This eventually leads to building self-confidence among the teachers so that they can cope with the strenuous demands of their functions. Therefore, self-confidence must be built-in teachers through various activities which will help them to refrain from every sort of stressful situation. Thus, self-confidence can be used as an efficient and effective strategy to manage the stress levels in the teachers. Considering the importance of self-confidence in stress management and lack of literature in showing the relationship between these two variables, this research has put forward some important things. This endeavor has studied Self-confidence. On the one hand, the effects of individual dimensions of Self-confidence on gender have been studied where the male

teachers show a higher confidence level on all the dimensions of self-confidence wherein they exhibited much higher score on the dimension of psychological, readiness and peer independence confidence. And on the other hand, the impact of cumulative Self-confidence on gender has also been studied where again males show a higher score on both the variables than the females. Thus, this comprehensive framework is a unique contribution in itself. The conceptual model of Self-confidence used in the study was found to be significant as all the dimensions of study variables influence male and female teachers respectively. Furthermore, the Self-confidence and Stress Management relationship among both the genders is also found to be significant.

The study of self-confidence with respect to gender, age, experience, type of management, salary and locale on a sample of 300 teacher educators exhibited different results [9]. Gender significantly differs with respect to self-confidence wherein females exhibit more confidence level as compared to their counterparts. The study results also depict that rural, self-financed, teachers below 35 years of age, less experienced and low-income teacher educators are more confident than the urban, aided, teachers above 35 years of age, highly experienced and with low-income teachers respectively.

The study of emotional level and self-confidence among 97 university teachers on the basis of their teaching profile exhibited that self-confidence and a positive attitude about teaching are prevalent among teachers with consonant learning-focused profiles [10]. However, a low level of self-confidence and negative feeling about teaching was found

among teachers with consonant content-focused profiles. The findings reveal that the Teachers Participation in workshops changes self-confidence and self-efficacy among teachers [11] and positively influences their attitude towards technology incorporation in classrooms, active engagement of students in learning process which eventually helps students in making the practical connection between the subject content, curriculum, community, and technology-based resources.

A study of 746 teachers exhibits more self-efficacy, belief and collective efficacy among female teachers [12]. It also figured out that trust and teaching experience are positively related.

Classroom practice is positively influenced by the knowledge and self-confidence of teachers [13]. Self-efficacy of teachers are positively related whereas, a high level of self-efficacy is associated with high-level stress management and vice-versa [14]. Stress management reduces stress and enhances the self-esteem of individuals which eventually improves the personal and professional quality of life in individuals [15]. Self-confidence reduces stress among teachers [16]. Stress management skills enhance self-esteem and behavioral adjustment. Self-confidence and burnout are negatively related to each other [9]. Self-efficacy and stress management strategies are positively related which reduces stress [17]. Stress and burnout are less among teachers possessing a high level of self-efficacy [18]. High-level self-efficacy and coping strategies reduce stress and burnout [19].

4. CONCLUSION

The study findings suggest that Self-confidence will increase the stress management strategy of teachers. Therefore, it becomes clear that the self-confidence of teachers should be developed on all these ten dimensions to refrain them from every sort of stressful condition. In schools, the whole environment should be such so that the teacher's confidence level should be increased and therefore they can actively manage their daily day to day life problems. The educational administrators, therefore, need to manage the complete journey of teachers.

1. Self-confidence should be developed among teachers on all the dimensions i.e. physical, social, technological, psychological, readiness, status, stage, environment, judgment, peer independence confidence as their own whole performance and success depends on their self-confidence.
2. In schools' healthy environment should be provided to the teachers. The whole organizational climate and structure of schools should be developed i.e. adequate access to facilities, healthy staff relations, class size should be maintained, collegial support, teacher-student relationship, class discipline, student-teacher ratio, etc. Their worth should be praised and recognized.
3. Orientation classes should be provided to teachers especially female teachers to guide them on how to develop confidence. Different programs focussing on the recognition, prevention and treatment of confidence related problems among teachers can be conducted. Self-Confident teachers can help in creating a pleasurable educational environment which eventually

will accelerate the nation's progress by developing the future generation both economically and socially.

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6. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

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NA

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