

# SELF-CONFIDENCE AMONG THE HIGHER SECONDARY SCHOOL TEACHERS IN THE UKHRUL DISTRICT OF MANIPUR

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## Abstract

The present study aims to investigate self-confidence among higher secondary school teachers in the Ukhrul District of Manipur. The objective of the study was to determine the level of academic anxiety among higher secondary school teachers in Ukhrul District, Manipur, based on their gender, marital status, and school variation. The investigator employed a Descriptive Survey method. The study population consisted of teachers teaching in classes XI and XII from the Ukhrul District, Manipur, under the Council of Higher Secondary Education, Manipur (COHSEM). The study sample consisted of 50 participants, selected using Simple Random sampling. The questionnaire technique is employed, which is a widely used and cost-effective method for collecting quantitative data. A questionnaire is a set of questions arranged in a sequence and intended to be self-administered. The score ranged from 0-4. It has positive and negative statements. The statistical techniques used for data analysis are ANOVA, Mean, Standard Deviation, t-test, and Pearson Correlation Coefficient. The findings reveal that the majority of secondary teachers in the Ukhrul District, Headquarters, Manipur, experience an average level of self-confidence. No significant differences were observed across gender, marital status and school variation.

## INTRODUCTION

Self-confidence is the faith one has in one's own skills, abilities and judgment to overcome obstacles and accomplish goals. It is the ability to overcome obstacles and maintain a positive outlook. A positive and realistic view of oneself, along with a sense of competence and assurance, are all components of self-confidence. Having confidence in our abilities often leads to increased motivation, an improved mood, and taking action toward our objective. Self-confidence enhances success, while lower levels diminish it. This is because people who are confident in themselves tend to feel better and perform at a higher level. (Otacioğlu, 2008.)

Self-confidence is linked to several positive aspects of individual behaviour, such as enhanced personal abilities, well-being, mental health and motivation. A self-confident person is defined as one who perceives themselves as self-contained, capable, emotionally mature, satisfied,

resilient, optimistic, socially competent, possessing leadership skills, and forward-thinking. Our degree of confidence is influenced and shaped by several factors, including our socioeconomic status, culture, family background, gender, and religion.

### SELF-CONFIDENCE OF THE TEACHER

Students who established a connection with their teachers were observed to showcase more positive and progressive actions and experience anxiety and stress less. Positive student-teacher relationships resulted in less resistance and protest. Teachers who had positive relations with their students encountered less student resistance and opposition. Through interactions t foster educational goals and confidence. Teachers play a vital role in fostering a confident environment in the classroom. In teacher-student relationships, confidence-based interactions include respect, interest, mutual cooperation and efficient communication that create a confident atmosphere.(Akman, 2020).

Self-confidence is a personality quality that enables us to act successfully in social situations. It enables a person to adapt in any situation, such as a classroom, office and any other organisation. Teachers are well-established members of a society. They must possess self-confidence and be able to develop their teaching and learning process in a classroom. Self-confidence can help a teacher who is struggling to deliver effective instruction. It varies from individual to individual. A low-IQ teacher can accomplish remarkable results if they have self-confidence. (Sharma & Pawar, 2016)

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situation. Self-confident people believe in their abilities, have a general self-determination in their lives, and believe that they will be able to do what they plan, expect and wish. The teacher is highly respected in all nations and at the centre of the entire educational system. They ought to lead a happy and supportive life. Teaching is considered one of the most prestigious professions globally. (Sharma & Pawar, 2016)

The teacher-student relationship refers to the interpersonal relationship between teachers and students in schools, which is also one of the important social relationships in the process of students' socialization throughout their entire educational development. Teachers' verbal, behavioral and emotional reactions to students' actions during the teacher-student interaction process have a significant impact on experiences and play a crucial role in the development of psychological qualities, including self-confidence and self-concept.(Cui et al., 2020)

### SIGNIFICANCE OF THE STUDY

Self-confidence is the belief in one's abilities and capabilities. People with self-confidence are ready to showcase their talents and appear in public, whether giving a presentation in a group or in front of an audience. It makes people more mature and enables them to accept any kind of task and assignments. It is a motivator that helps individuals to overcome their built trust, introverted attitudes, and appreciate their uniqueness. It has something to do with oneself, such as achievement, failure, personal introspection, and analysing one's conduct. Self-confidence means that we have the courage to face the public without any help from others. It played a vital role in achieving our desires or goals. If we have self-confidence, we can face any situation

and adapt to the challenges that society presents to us. Self-confidence is the first step to success in our lives. Through self-confidence, we can seize all the opportunities that arise in the current societal context. Self-confidence increases our inner esteem and creates physical awareness and mental well-being. It's a common belief that a country's quality is determined by its citizens, that citizens' quality is influenced by the quality of education, that education is influenced by the quality of teachers, and, to say it further, that teachers' quality, especially in schools, is greatly influenced by the quality of teacher educators

### **OBJECTIVES OF THE STUDY**

1. To find out the self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur.
2. To find out the self-confidence level of higher secondary school teachers with regard to gender variation.
3. To find out the self-confidence level of higher secondary school teachers with regard to marital status.
4. To study the self-confidence level of higher secondary school teachers with regard to school variation.

### **HYPOTHESES OF THE STUDY**

1. There is a high level of higher secondary school teachers in the Ukhrul district headquarters, Manipur.
2. There exists a significant difference in the level of self-confidence of higher secondary school teachers with regard to gender variation.
3. There exists a significant difference in the level of self-confidence of higher secondary school teachers with regard to marital status.
4. There exists a significant difference in the level of higher secondary school teachers with regard to school variation.

### **DELIMINATION**

The present study is confined to a few higher secondary school teachers teaching in Ukhrul District, Manipur, recognised by the Council of Higher Secondary Education in Manipur (COHSEM).

### **METHOD OF THE STUDY**

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

### **SAMPLE AND SAMPLING TECHNIQUES**

In the present study, the researchers selected 50 samples for analysis. The samples selected were higher secondary school teachers teaching in classes 11th and 12th in the Ukhrul District, Manipur. The study sample was selected using a simple random sampling technique.

### **TOOLS USED FOR DATA COLLECTION**

In the present study, the questionnaire technique is employed, which is a widely used and cost-effective method for collecting quantitative data. A questionnaire is a set of questions arranged

in a sequence and intended to be self-administered. It is used when the respondent can read or write. A questionnaire, consisting of a definite order, was distributed to the higher secondary schools of Ukhrul District, Manipur, with a request to answer the questions.

## SCORING

The score ranged from 0-4. It has positive and negative statements. For a positive statement, “strongly agree” score as 4, “always” as 3, “often” as 2, “sometimes” as 1, “rarely” as 0, “never”. For negative statements, 4, as “never”, 3, as “rarely”, 2, as “sometimes”, 1, as “often” and always as 0.

TABLE SCORING

| ITEMS    | Always | Often | Sometime | Rarely | Never |
|----------|--------|-------|----------|--------|-------|
| Positive | 4      | 3     | 2        | 1      | 0     |
| Negative | 0      | 1     | 2        | 3      | 4     |

## STATISTICAL TECHNIQUES

In the present study, the statistical techniques used for data analysis are ANOVA, Mean, Standard Deviation, t-test, and Pearson Correlation Coefficient. For the interpretation and analysis of data, the researcher used IBM SPSS, MS Excel, as well as other software, to achieve the desired results.

## ANALYSIS AND INTERPRETATION

**Objective 1: To find out the self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur.**

Table 4.1 The self-confidence level of higher secondary school teachers in Ukhrul District Headquarters, Manipur.

| Variable | N  | Mean    | SD       | Z-score mean | Z-score SD |
|----------|----|---------|----------|--------------|------------|
| Teacher  | 50 | 47.8600 | 10.20206 | 0.000        | 1.000      |

Interpretation of Table 4.1: The above table indicates the overall self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur. The mean and S.D. of the total Teacher self-confidence scores are 47.8600 and 10.20206. The mean Z-score of the total Teacher self-confidence score is 0.000, which ranges from +0.05 to -0.05 at the Z-score norms, and the S.D. is 1. Hence, there exists a 5-point average level of Teacher self-confidence among higher secondary school teachers in the Ukhrul District Headquarters, Manipur.

**Objective 2: To find out the self-confidence level of higher secondary school teachers with regard to gender variation.**

Table 4.2 The self-confidence level of higher secondary school teachers with regard to gender variation.

| Variable s | N  | Mean      | SD         | df | SEM       | t-value | p-value | Result          |
|------------|----|-----------|------------|----|-----------|---------|---------|-----------------|
| Female     | 40 | -0.049990 | 1.03865718 | 48 | 0.3553907 | -0.703  | 0.700   | Not significant |
| Male       | 10 | 0.1999596 | 0.8450286  |    |           |         |         |                 |

Interpretation of Table 4.2: The table above reveals the self-confidence levels of higher secondary school teachers, Manipur, with regard to gender variation. The Mean and S.D. of female and male teachers are -0.049990 and 0.1999596, respectively. The S.D. is 1.03865718 and 0.8450286, respectively. The degree of freedom (df) is 48, and the Standard Error Difference is 0.35539078. The t-value calculation for the female and male teachers is -0.703, which is significant at 0.700, a value greater than the 0.05 significance level. Hence, there is no significant difference in the self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur, with regard to gender variation.

**Objective 3: To find out the self-confidence level of higher secondary school teachers with regard to marital status.**

Table 4.3 The self-confidence level of higher secondary school teachers with regard to marital status.

| Variables | N  | Mean      | SD         | df | SEM        | t-value | p-value | Result          |
|-----------|----|-----------|------------|----|------------|---------|---------|-----------------|
| Married   | 24 | 0.3159492 | 0.88237200 | 48 | 0.27222504 | 2.232   | 0.921   | Not significant |
| Unmarried | 26 | -0.291645 | 1.02927924 |    |            |         |         |                 |

Interpretation of Table 4.2: The table above reveals the self-confidence level of higher secondary school teachers, regarding their marital status. The Mean and S.D. of married and unmarried teachers are 0.3159492 and -0.291645, and the S.D. are 0.88237200 and 1.02927924, respectively. The degree of freedom (df) is 48, and the Standard Error Difference is 0.27222504. 4 The calculation t-value of the female and male teachers is 2.232 and significant at 0.921, which is greater than the 0.05 significance level. Hence, there is no significant difference in the self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur, with regard to marital status.

**Objective 4: To study the self-confidence level of higher secondary school teachers with regard to school variation.**

Table 4.3 The self-confidence level of higher secondary school teachers with regard to school variation.

| Descriptives                |    |            |            |            |                                      |             |          |         |
|-----------------------------|----|------------|------------|------------|--------------------------------------|-------------|----------|---------|
| Z-score (total)             |    |            |            |            |                                      |             |          |         |
|                             | N  | Mean       | SD         | SEM        | 95% confidence interval for the mean |             | Minimum  | Maximum |
|                             |    |            |            |            | Lower bound                          | Upper bound |          |         |
| Sacred Heart Hr. Sec School | 20 | -0.1088015 | 0.98322033 | 0.21985475 | -0.5689                              | .35135      | -1.94667 | 1.77807 |
| K.T.L Excel                 | 10 | 0.4058004  | 0.76764493 | 0.24275064 | -0.1433                              | .95494      | -0.37835 | 1.97411 |

| Hr. Sec. School       |    |            |            |            |            |           |          |         |
|-----------------------|----|------------|------------|------------|------------|-----------|----------|---------|
| Ukhrul Hr. Sec School | 5  | 0.1509499  | 0.93401752 | 0.41770534 | -1.0087    | 1.3106858 | -1.16251 | 1.18996 |
| Alice Hr. Sec. School | 15 | -0.1757815 | 1.17650521 | 0.30377234 | -0.8273084 | .4757454  | -2.33874 | 1.58203 |
|                       | 50 | 0.0000000  | 1.00000000 | 0.14142136 | -0.2841969 | .2841969  | -2.33874 | 1.97411 |

Interpretation of Table 4.3: The table above shows the self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur, regarding school variation. The Mean, Standard Deviation, and Standard Error of Scared Heart Higher Secondary School are -0.1088015, 0.98322033, and 0.21985475, respectively. K.T.L. Excel Higher Secondary School has values of 0.4058004, 0.76764493, and 0.24275064. Ukhrul Higher Secondary School has values of 0.1509499, 0.93401752, and 0.41770534. Alice Christian Higher Secondary School has values of -0.1757815, 1.17650521, and 0.30377234, respectively.

| Table 4.4: ANOVA |                |    |             |       |       |                 |
|------------------|----------------|----|-------------|-------|-------|-----------------|
| Z-score (total)  |                |    |             |       |       |                 |
|                  | Sum of squares | Df | Mean square | F     | Sig.  | Result          |
| Between groups   | 2.461          | 3  | 0.820       | 0.811 | 0.494 | Not Significant |
| Within groups    | 46.539         | 46 | 1.012       |       |       |                 |
| Total            | 49.000         | 49 |             |       |       |                 |

Interpretation of Table 4.4: The above ANOVA table reveals the overall self-confidence level of higher secondary school teachers in Ukhrul District Headquarters, Manipur, with respect to variation of institutions. The Sum of Squares of schools of Between Groups and Within Groups are 2.461 and 46.539, the degrees of freedom (df) of Between Groups and Within Groups are 3 and 46, and the Mean squares are 0.820 and 1.012, respectively. The F-value is 0.811, which is significant at 0.494, a value greater than the 0.05 significance level. Hence, there is no significant difference in the overall self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur.

## MAIN FINDINGS

1. There exists a positive average level of teacher self-confidence in higher secondary school teachers in the Ukhrul District Headquarters, Manipur.
2. There is no significant difference in the self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur, with regard to gender variation.
3. There is no significant difference in the self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur, with regard to marital status.



4. There is no significant difference in the overall self-confidence level of higher secondary school teachers in the Ukhrul District Headquarters, Manipur.

## CONCLUSION

The present study aims to investigate self-confidence among higher secondary school teachers in the Ukhrul District of Manipur. The findings reveal that the majority of secondary teachers in the Ukhrul District, Headquarters, Manipur, experience an average level of self-confidence. No significant differences were observed across gender, marital status and school variation. Teacher Effectiveness is the measure of a teacher's success in carrying out institutional and other specific duties demanded by the nature of their position. The quality and standard of Education depend on the quality and standard of teachers. Effective education can be achieved through the efforts of well-qualified, competent and effective teachers. To realise the objectives of universalising primary and secondary education, the Indian education system is highly dependent on its teachers, their commitment and dedication, and above all, their effectiveness and competency. Understanding the importance of efficient teachers in maintaining quality in education and improving student achievement, it is the duty of stakeholders to show more concern towards the effectiveness of teachers in schools and to maintain this efficiency through various professional development programmes.

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