Review of relevant literature


Objectives: To examine the relationship between L2 learner’s anxiety, self-confidence and oral performance.

Findings:

- The results of the analyses showed that there were significant effects of anxiety and self-confidence on L2 learner’s oral performance.
- The higher anxious the students were about speaking English, the lower scores they gained on their oral performance.
- The higher confident they were, the higher oral performance they showed the correlation analyses of anxiety/confidence and the elements of oral performance showed that confidence was more closely correlated with the L2 learner’s attitude and interaction including communication strategies and social conversation skills of oral performance, while anxiety was more negatively correlated with the L2 learner’s range of oral performance such as vocabulary and grammar.

Dhall Shikha & Thkral Praveen (2000) Intelligence as related to self-confidence and academic Achievement of school students

Objectives:

- To find out relationship between intelligence and self-confidence of secondary school students.
- To explore the relationship between intelligence and academic achievement among secondary school students.
- To find out sex difference among the boys and girls of secondary school with regard to intelligence, self-confidence and academic achievement.

Hypothesis:

- There exists significant relationship between Self-confidence and Intelligence in respect of secondary school students.
There exists significant relationship between Self-confidence and Intelligence in case of secondary school boys.

There exists significant relationship between Self-confidence and Intelligence in case of secondary school girls.

There exists significant relationship Academic Achievement with Intelligence of secondary school students.

There exists significant relationship in respect of Academic Achievement with Intelligence of secondary school boys.

There exists significant relationship in respect of Academic Achievement with Intelligence of secondary school girls.

There exists significant difference between boys and girls of secondary school in terms of Intelligence.

There exists significant difference between boys and girls of secondary school in respect to self-confidence.

There exists significant difference between boys and girls of secondary school in terms of Academic Achievement.

Findings: The results of the study revealed that Intelligence is significantly and positively related with self-confidence and Academic Achievement.


Objectives:

- To develop a psychological education input program for the enhancement of self-concept and achievement motivation among college students.
- To study the effect of the program on the self-confidence and achievement motivation of the students to whom the input treatment is given,and
- To explicate special individual features of growth and identify specific changes in thought processes and behavior of a few cases out of those who gained high self-concept, high self-confidence and achievement motivation through the input treatment.
Findings:

- The three-phased input program was effective in significantly raising the self-concept, self-confidence and achievement motivation.
- Self-knowledge, self-understanding, self-acceptance and self-discovery were intensified through the input exercises on ‘self’.

The input program helped in deepening of achievement imagery and in developing a strong sense of altruism.

**Deshmukh (2000)** investigated on anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement of junior college students with high and low self-concept. The sample consisted of 832 students ranging in age from 16 to 20 years studying in XII\(^{th}\) standard, in Amravati. All the 832 self-concept scores of students are classified into two extreme groups viz. high and low, P73 and P27 being the cutting points. The results of the study reveal that high and low self-concept groups of junior college students differ significantly on anxiety and intelligence. These groups do not differ significantly on goal discrepancy and academic achievement.

**James C. Martin, (2003)** Self-confidence of selected Indian students

Objective:

The present study was conducted to determine if selected primary and junior high Indian students self-confidence was related to grade level and to the number of years enrolled in a particular bureau of Indian affairs boarding school.

The sample consisted of 144 elementary and junior high Indian students from a BIA boarding school located in Oklahoma. The study included only Indian students enrolled in the third through eighth grades. Within the sample there were 13 third-grade students, 21 fourth-grade students, 19 fifth-grade students, 22 sixth-grade students, 30 seventh-grade students, and 39 eighth-grade students.

The instrument used was the Barclay classroom climate inventory (1972), a multiple-needs assessment system which utilized multiple inputs from self-report, peer judgements, and teacher expectations. The instrument had within its dimensions four self-report scales which measured
the student’s perception of his own interpersonal relationship skill competencies. The four scales served as the self-confidence measure and are defines as follows:

1) Artistic-Intellectual. The scale measure self-competency skills in the intellectual, scientific, and artistic domain.
2) Realistic-Masculine. This factor focuses on concrete abilities and skills of masculine and practical nature.
3) Social-Conventional. The social-conventional orientation reflects concern for others, affiliation, and succourance of others through social reinforcement.
4) Enterprising. This scale measures leadership ability, creativity, and the ability for divergent thinking.
5) The subjects responded to the self-report scales by placing a check mark next to the particular skill item believed to be possessed. A total self score was determined by summing up all the checked skill items for all four self scales.

Findings:

- The present study found that, for one particular sample of Indian students, a significant negative association did exist between grade level and the classification of self-confidence.
- The students in the higher grade levels tended to check fewer skilled competencies than did the students in the lower grades. However, it should be noted that students in each grade level differed in their length of enrolment at the boarding school. For example, a portion of the fifth grade students may have attended the school for four complete years while the remainder for only two or three years.
- Therefore, a second analysis was computed which attempted to relate number of years enrolled in the school and classification of self-confidence.

The result was a chi-square value of 3.4, which was not significant. Thus an increase in the number of years enrolled in boarding school did not result in a decrease in the number of self skill competencies checked.
Lifshitz et al. (2007) conducted a study on ‘Self-concept,’ Adjustment to Blindness, and Quality of Friendship among Adolescents with Visual Impairments’. In this study the self-concept and quality of friendship of 40 adolescents with visual impairments (20 in public schools and 20 in a residential school) were compared to those of 41 sighted adolescents. The findings indicate a similar self-concept profile for sighted adolescents and adolescents with visual impairments, although the scores of the participants with visual impairments were higher in all domains except their fathers’ concept of them.

**Brian Hemmings, Russell Kay, (2010)** Research self-efficacy, publication output, and early career development

*Objective* - This paper has two aims: to investigate the relationship of self-efficacy beliefs in terms of research on publication output; and, to identify the relationship of self-efficacy beliefs about research to the publishing outputs of neophyte lecturers.

*Findings* – Four research self-efficacy subscales were derived from a factor analysis. These subscales were positively and significantly related and accounted for 46 percent of the total variance in total publications accrued. Significant differences were found between two groups of neophyte lecturer on nearly all items forming the respective research self-efficacy subscales. And, group membership accounted for 45.4 percent of the total variance.

*Originality/value* – The findings have implications both theoretically and practically. Theoretically, the research self-efficacy construct was shown to have four underlying dimensions and to be highly predictive of a measure of publication output. From a practical perspective, the items forming the research self-efficacy subscales could be a useful tool to promote discussion about the tasks a lecturer may need to perform during an academic career. Further, the items could be ranked in terms of their discriminative capacity and, as a result, be used as the basis for researcher development and interventions to promote improved research self-efficacy and therefore increased publication output.

**Jodyanne Kirkwood, (2009)** "Is a lack of self-confidence hindering women entrepreneurs?"
Purpose – Studies have concluded that men tend to have higher self-confidence than women and that this affects their entrepreneurial intentions. However, little is known about how self-confidence affects entrepreneurs in their start-up decision, and even less is understood about how it affects entrepreneurs' decisions and actions in their ongoing business. The purpose of this study is to meet these two objectives by using a gender comparative approach. A total of 50 entrepreneurs (25 women and 25 men) in New Zealand were interviewed in a semi-structured format.

Findings – Women exhibit a lack of self-confidence in their own abilities as entrepreneurs compared to men. This finding parallels results of prior research. Once in an established business, women relate to entrepreneurship less than men and do not feel comfortable calling themselves entrepreneurs. For some women, entrepreneurial self-confidence grew over their time in business. For other women, it appears to continue to act as a constraint – affecting their ability to access finance and curtailing their growth aspirations.

**Francesca Burton, Cathy Schofield, (2011)** "Student confidence in using and applying research methods whilst studying within a sport and exercise discipline"

Purpose – This paper aims to investigate the confidence of foundation degree (FdSc) and top-up degree students in using and applying research methods within a sport and exercise discipline.

Findings – FdSc and top-up students were most confident in using research literature and presenting research findings, respectively. Both FdSc and top-up students were least confident in data analysis. Compared to FdSc, top-up students were less confident in data analysis (FdSc: 3.4±0.29 vs top-up: 4.38±0.39, p<0.01), interpreting research findings (FdSc: 2.99±0.39 vs top-up: 3.62±0.42, p=0.02) and presenting research findings (FdSc: 2.90±0.17 vs top-up: 3.33±0.15, p<0.01).

Originality/value – Research methods are a defining feature of higher education degrees yet remain a challenging subject for many lecturers and students. Progression through FdSc and top-up programme provides an interesting transition with regard to research methods due to more diverse student cohorts and different research experiences. Limited insight into the experience...
and confidence of students studying for sport related FdSc or top-up programmes, with regard to research methods, is currently available.


Objectives

• To determine if there is any difference in the academic self-confidence of students given positive stimulus and negative stimulus
• To determine if there is any difference in the cognitive performance of students given positive stimulus and negative stimulus

Hypotheses

• There is no statistically significant difference between the academic self-confidence of students given positive and negative stimulus
• There is no statistically significant difference between the cognitive performance of students given positive and negative stimulus

The samples for the study were selected using the stratified random sampling method where one polytechnic was chosen randomly from 20 polytechnics and 122 subjects were selected from this polytechnic. The data gathering tools were a GSC questionnaire, an ACS instrument and a cognitive test instrument.

Result-The results indicate that cognitive performance among engineering students is improved when giving positive verbal input and the opposite is observed when given a negative verbal input.

Deirdre E. Russell-Bowie, (2012), Developing Pre service Primary Teachers ‘Confidence and Competence in Arts Education using Principles of Authentic Learning, Australian Journal of Teacher Education, Volume 37,1

Objective-

• To learn effectively and develop their confidence and competence in arts education
• To prepare a framework for developing confidence in art education
• To provide face-to-face hours for pre service primary arts education
Findings - Few students indicated that they felt confident or competent in relation to arts education. They suggested a variety of approaches which would help them develop this confidence and these were compared with the planned content of the subject. At the end of the semester, most of the students agreed that they had developed confidence and competence in arts education. They listed key aspects of the subject that helped them achieve this confidence and competence and these included the assessment items and the practical tutorials and lectures.


Through self-study, they have explored alternative ways to be authentic with their students as teachers – not acting like teachers but *being* teachers. The importance of authenticity in the teaching-learning partnership extended beyond peer-teaching and into our relationships with students. Our students’ responses to peer-teaching mirrored our own concerns around authenticity and safety in our teacher education practices. Our relative roles in the teaching-learning partnership shifted. Rather than teaching about our subjects we have made teaching about teaching our goal. We are now in a position to acknowledge that this goal is confounding and confronting. We have been apprehensive about giving up the old, familiar position of expert. Discussing our research with others in the teacher education community has informed and improved our practice and given us greater legitimacy to contribute to the on-going exploration of the complexities and challenges of teacher education.

**Lisa A. Gross, Shanan Fitts, Tracy Goodson-Espy, Ann-Marie Clark,(2010)*** Self as Teacher: Preliminary Role Identification of the Potential Teaching Candidate

In this study, the researchers used qualitative surveys to explore potential teaching candidates’ preliminary perceptions of self as teacher and examine how roles are identified, defined and constructed in the context of a tutoring lab that provides support to English Language Learners. Prospective candidates’ perceptions of their tutees, children whose cultural identities and backgrounds differ from their own, are also examined. Findings indicate participants’ teaching identities and conceptualizations of their roles as teachers became more specific and elaborated over the course of the semester. Additionally, the significance of multiple practicum experiences
Nicholas A. Gage and Kristin Lierheimer, (2011) Exploring Self-Concept for Students with Emotional and/or Behavioral Disorders as They Transition from Elementary to Middle School and High School

The purpose of this study was to identify how students with EBD (Emotional Behavioral Disorder) reported on their self-concept, how that view changed over time as students transitioned from elementary to middle and high school, and what factors contributed to the inter and intra individual self-concept differences. Of note, based on the mean values in Table 1 are the high levels of academic, social, and overall self-confidence. The mean scores are very near the ceiling of the measure (15), indicating that most of the students have very high levels of self-concept and that those levels remain high as the students transition into middle and high school. Although all of the correlations were significant at the $P = .05$ level, the significant correlations were not flagged in the matrix for two reasons: (1) significant correlations were not related to the research questions, and (2) the correlation significant values are a function of the sample size. The confirmatory factor analysis was developed to empirically verify the latent construct self-concept from the observed dependent variables.


Hypothesis- there is no significant difference between self confidence of single child and child with sibling. For the purpose of study 80 children were being selected on random sampling basis out of cluster of students of class IX and X. in the area of NCR. Out of which 40 students were single child and 40 students were children with sibling.

For the purpose of study Agnihotri’s Self Confidence Inventory (ASCI) by Dr.(Miss) Rekha Agnihotri was administered to the sample.

Findings- The analysis of data revealed that the children with sibling have more self-confident than single children. There is significant negative relationship between sense of alienation and lack of self-confidence. If the sense of alienation is high, the level of self-confidence is low.
Dureja Gaurav and Singh Sukbir,(2011) Self-confidence and decision making between psychology and physical education students: A comparative study

Objectives

- To establish the difference between psychology and physical education students on the variable self confidence.
- To establish the difference between psychology and physical education students on the variable decision making.

Hypothesis

- Indicated that there would have been no significant difference between psychology and physical education students on the variable self-confidence.
- Indicated that there would have been no significant difference between psychology and physical education students on the variable decision making.

A total of eighty (N = 80) male subjects participated; forty (N = 40) psychology students and forty (N = 40) physical education students from various affiliated colleges of Punjab University, Chandigarh were randomly selected for the collection of data. The age of the subjects ranged between 19 to 25 years. Self-confidence was measured by applying self-confidence questionnaire and decision making was measured by applying decision making questionnaire.

Findings- The results revealed significant difference with regard to variable self-confidence between psychology and physical education students. However, the results with regard to the variable decision making were found statistically significant between psychology and physical education students. Physical education students have better self-confidence and decision making level as compared to their counterpart psychology students.


Hypothesis

- There would be significant effect of motivational techniques on the performance of players.
- There would be influence of self confidence on the sports performance.

Results
It is observed that mean scores of high self confident group is higher than the low self confident, in both pre-test and post-test. There is a significant effect of all motivational techniques on the performance of high and low SC students in speed, flexibility, agility and strength tests. Motivation produced significant increases in performance of low SC players in endurance test also. Self confidence produced significant differences in endurance, strength, flexibility and agility tests: high SC players scored significantly high means

**Raweewat Rattanakoses, M. S. Omar-Fauzee, (2009) Evaluating the Relationship of Imagery and Self-Confidence in Female and Male Athletes.**

**Objective**

To test the relationship between imagery and self-confidence in athletes by use of a self-report of sports experiences. It was expected that females would have imagery and self confidence differences compared to males. It was also expected that the use of imagery can improve an athlete’s physical fitness level and performance so that a high level of imagery may be linked to self confidence. In addition, it is predicted that for both genders, imagery ability and self-confidence will positively correlate with the range of low to high scores on the questionnaires.

The selected population consisted of athletes who were students of the Khon Kaen Sport School in Thailand, and who are studying and training in sports training programs 5 days a week. All subjects were randomly selected by purposive sampling—of all the selected athletes (n=120), 71 (59.2%) were male and 49 (40.8%) were female. These athletes had different competitive sports backgrounds (e.g. football, weightlifting, handball, boxing, and tennis) and also took a break in training during the off-season of their programs.

**Findings**

This study shows that there is a correlation between males and females, as determined based on an ANOVA test which compared imagery and self-confidence. Subscale physical fitness levels consisted of medium, high, and highest levels, and all levels were significantly different ($F=15.760, P<0.001$, $df$ (degrees of freedom) 2, 117) for imagery and significantly different ($F=6.088, P<0.05$, $df2$, 117) for self-confidence.
**Patricia A. Chesser-Smyth & Tony Long, (2013)** Understanding the influences on self-confidence among first-year undergraduate nursing students in Ireland

Aim - To report a mixed-methods study of the development of self-confidence in Irish nursing students undertaking the first year of an undergraduate nursing programme.

A sequential, mixed methods three-phase design was used. The design involved pretest and posttest measurements of self-confidence, focus group interviews, a student self-evaluation questionnaire and analysis of the relevant curriculum content. Data were collected between September 2007–April 2008 and sampling was from three cohorts of students at three different Institutes of Technology in Ireland. Data collection matched the nature of the data, including descriptive, non-inferential statistics and qualitative content analysis.

Results - There was considerable variation in the amount and nature of theoretical preparation. Factors in clinical practice exerted the most influence. Self-confidence fluctuated during the first clinical placement and as students’ self-confidence developed, simultaneously, motivation towards academic achievement increased. Conversely, self-confidence was quickly eroded by poor preceptor attitudes, lack of Communication, and feeling undervalued.

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**Safa Mohammad Al-Hebaish, (2012)** The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course.

Objective - To study the correlation between general self-confidence and achievement in the oral performance test of undergraduate female English majors.

Findings -

The findings mentioned importance of self-confidence in speaking a foreign language. Self-confident learners are ready to speak in public. They work hard, perform well and accordingly, achieve academic progress. On the contrary, the issue of developing oral communication skills becomes problematic when learners suffer from a lack of self-confidence. Low confident learners feel uncomfortable, afraid and frustrated in the classroom. As a result, they tend to perform with less effectiveness and satisfaction, which is affecting their academic achievement in general.

Hypothesis

- There will be no significant effect of Shaktipat Meditation on self confidence.
- There will be no significant effect of meditation, gender & their interaction on self-confidence by taking pre-self-confidence as covariate.
- There will be no significant interaction effect of meditation and gender on self-confidence by taking pre-self-confidence and pre general intelligence as covariates.
- There will be no significant effect of meditation, religion and their interaction on self-confidence by taking pre-self-confidence as covariate.
- There will be no significant interaction effect of meditation and religion on self-confidence by taking pre-self-confidence and pre general intelligence as covariates.

Findings

There was no significant effect of religion on self confidence when pre self confidence was taken as covariate. It means that both Hindu and Sikhs student-teachers have equal level of self-confidence. No study was found which examined the relationship of religion and self confidence.

There was no significant effect of interaction between meditation and gender; and meditation and religion on self confidence when pre self confidence was taken as covariate. It means that male and female (gender); and both Hindu and Sikhs (religion) student-teachers have equally benefited from meditation. Same results regarding interaction between meditation and gender; and meditation and religion on self confidence were found, when pre- self confidence and pre general intelligence were taken as covariates. It means that male and female (gender); and both Hindu and Sikhs (religion) student-teachers have equally benefited from meditation when pre-self confidence and general intelligence were controlled.


Hypothesis

Females would possess more self-confidence in their ability at cheerleading and its various subtasks than would males, and that cheerleaders would rate their sport as less gender-stereotyped than would noncheerleaders.
Findings

Findings suggest that males possess greater confidence than females on overall athletic ability. Although many male subjects were not very confident with their cheerleading ability, most were extremely confident in their overall athletic ability. Although males may get a later start at cheerleading than females do, they may participate in other sports and gain confidence in their overall athletic ability. The responses on this more general statement are more consistent with findings in other studies on gender differences in self-confidence.

By considering gender and confidence with a feminine sport task, the current study fills a gap in the literature. Of course, many questions remain unanswered.

Statement of the problem

CONSTRUCTION AND STANDARDIZATION OF SELF-CONFIDENCE SCALE OF TEACHERS: A STUDY

Definition of key terms:

Construction:

According to L.P. Agarwal (2005), The first step in the construction of an adequate test is to have a full and clear understanding of the objective of the study and the nature of data needs.

Standardization:

According to Sonderson, “The establishment of uniform conditions for administering a test and interpreting test result.”

According to C.V. Good, “Test standardized: A test for which content has been selected and checked empirically, for which norms have been established, for which uniform methods of administering and scoring have been development and which may be scored with a relatively high degree of objectivity.”
**Self Confidence Scale:**

Self confidence is the believing in you, to believe that one is able to accomplish what one sets out to do, to overcome obstacles and challenges. Self Confidence is having positive attitude and firm and belief in teacher’s own identity.

Self Confidence Scale is five points Rating scale which will be able to do a systematic and detailed investigation of Self Confidence in teachers.