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Introduction to Research

1.1 Introduction

The former President of India A.P.J. Abdul Kalam has appealed the younger generation to develop self-confidence and courage and dedicate themselves to make India one of the developed nations by 2020. (Wings of fire)

Today, in globalized world we notice that most of the persons don’t have confidence in themselves and this lack of confidence affects their performance adversely in their professional life in spite of having good enough values, qualities, abilities and potential. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity.

Self-confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan and expect, no matter what the foreseeable obstacle. But this faith is guided by more realistic expectations so that, even when some of their goals are not met, those with confidence continue to be positive, to believe in themselves and to accept their current limitations with renewed energy. Here are the some examples of great leaders:

- Mahatma Gandhi.
  - Self confidence to uphold Truth and Non violence
  - Led to achieve freedom for a nation
- Abraham Lincoln
  - He struggled hard in his childhood days and studied well. With the moral support extended by his mother, achieved self confidence. It is only because of the self-
respect and self confidence that he rose to become one of the greatest presidents of America.

- Nelson Mandela
  - Self confidence and patience even though he was imprisoned for 27 years
  - won freedom for his people
- Martin Luther King Jr.
  - Self confidence as leader of the American civil rights movement and youngest man to be awarded the Nobel Peace Prize

The first wave came in the summer of 1913, when Wittgenstein temporarily destroyed Russell's philosophical self-confidence through his devastating attack on Russell's theory of judgment. The second wave came in 1919, after Russell had to some extent rebuilt his self-confidence, when he read Wittgenstein's Tractatus Logico-Philosophicus and became convinced by it that the view of logic that had motivated his own work on the philosophy of mathematics was fundamentally wrong.

Kalaian et al. (1994) reported gender differences among secondary teacher candidates across three categories of criterion measures i.e. self confidence in teaching, anticipated sources of professional knowledge, and educational orientations and beliefs. Ross (1994) found that technical expertise was the most important of those variables related to self confidence. Alsup (1995) found that the mathematics instruction based on constructivism was effective in helping them overcome their mathematics anxiety, and in strengthening their confidence in teaching mathematics. Einarson et al. (1996) found gender and ethnic differences in academic self-confidence, academic self efficacy. Salinas et al. (1999) suggested a positive effect of the teaching orientation for international teaching assistants (ITAS) on their perceived level of self-confidence about their ability to teach in English. Ziegler et al. (2000) indicated that girls already expressed significantly lower levels of self-confidence regarding chemistry than did boys. Wilson (2000) found that the perceived importance of various sources of sport-confidence differed between and within gender. Huang et al. (2001) reported that perceived respect from professors as the strongest determinant of female academic self-confidence whereas the perceived quality of teaching is the strongest predictor among male students. Velazquez-Zamora (2001) indicated that the variable gender was independent with regard to computer anxiety and computer confidence. Purwar (2002) reported that self confidence was found to be positively
correlated with intelligence at 0.05 level of significance under uncontrolled. Maizam Alias, Nurul Aini Hafizah Mohd Hafir, (2009) found that cognitive performance among engineering students is improved when giving positive verbal input and the opposite is observed when given a negative verbal input. Thus their confidence level is increased.

Parb, H., and Lee, Adam R., (1996) found 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. Dhall Shikha & Thukral Praveen, (2000) revealed that Intelligence is significantly and positively related with self-confidence and Academic Achievement. Olivia, Sr. M., (2002) explored that the three-phased input program was effective in significantly raising the self-concept, self-confidence and achievement motivation. Deshmukh, (2000) revealed 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) 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.

Lifshitz et al., (2007)’s research 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.

Jodyanne Kirkwood, (2009) revealed that women exhibit a lack of self-confidence in their own abilities as entrepreneurs compared to men. Francesca Burton, Cathy Schofield, (2011) investigated that 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. Thus, students show their self-confidence in presenting data analysis. Deirdre E. Russell-Bowie, (2012) did a research on developing Pre-service Primary Teachers ’Confidence and Competence in Arts Education using Principles of Authentic Learning and it shows that they felt more confident through this authentic learning. Lisa A.
Gross, Shanan Fitts, Tracy Goodson-Espy, Ann-Marie Clark, (2010)’s findings indicate that through self, participants’ teaching identities and conceptualizations of their roles as teachers became more specific and elaborated over the course of the semester. Goel Manisha, Aggarwal Preeti, (2012) revealed that the children with sibling have more self-confident than single children. Dureja Gaurav and Singh Sukbir, (2011) revealed that physical education students have better self-confidence and decision making level as compared to their counterpart psychology students. Shiroli Laxmikant B., (2011) investigated that 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. Safa Mohammad Al-Hebaish, (2012) investigated and 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 in compare to less self confident learners. Singh, T. and Kaur, P., (2008) found that 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.

Self-confidence performs a vital role in the future of a teacher, a detailed knowledge about its nature and relation to other important factors will provide an objective and encouraging basis for the teachers. It was felt that the knowledge of relationship between the self-confidence and the other variables would be inspiring and beneficial. As a teacher, we need to have self-confidence in ourselves to face the crucial situation and control the situation.

1.2 Statement of the problem

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

1.3 Planning of the following chapters

Chapter wise planning of research report prepared to present study is as follows:

Chapter-2 Theoretical perspective of the study:
Contextual role of self confidence is presented in this chapter. Discuss relating to the concept of self confidence, types of self confidence and various approaches relating to self confidence etc. is presented in this chapter.

Chapter-3 Review of relevant literature
In this chapter, an outline of activities performed for self confidence is given by showing importance of study of literature related to research performed earlier. And by this importance of this study has been made clearer, moreover, research graphs have been decided by doing critical analysis of summary of various researchers.

Chapter-4 Planning and procedure of the test
A detailed planning of the test construction, population, sample and information regarding different try outs are discussed in this chapter.

Chapter-5 Construction and Standardization of Scale
A detailed process of construction and standardization of scale is given in this chapter. Reliability and validity of the test have been discussed in this chapter. Reliability and validity of this test have been decided in different manner.

Chapter-6 Analysis and Interpretation of data
To test different objectives of the study, collected data are classified and its analysis is given in this chapter.

Chapter-7 Finding, Suggestion and New areas of Research
An import of whole essay is given in this chapter. Summary is presented after completion of all the process and new areas of research and on which subjects researches can be made in future are mentioned.

1.11 Conclusion:
Thus, in this chapter introduction, need of the study, statement of the problem, objectives of the study, hypothesis of the study, variable of the study, limitation of the study and planning of next chapters are given.

Next chapter deal with the theoretical aspects of the research study.