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Theoretical Aspects of the Study

2.1 Introduction
The brief introduction of the present study was given in the first chapter. There is a need to clear the basic concepts of the self-confidence and self confidence scale. So the investigator go through various books and websites related to self confidence and the researcher got the adequate knowledge about the variables associated with the research and the outer aspect of research without which the research turns useless and aimless. There are several variables which needs the in depth understanding by the researcher with this concept and the detailed knowledge about the variables under the study. The variables review by the researcher in the study has been discussed as follows.

2.2 Meaning of self
The idea of self commences right from the period of infancy and continues during childhood, adolescence and maturity. As the child grows up, he/she starts feeling that he/she is separate from others. The dictionary meaning of self is people or thing’s own individuality or essence. The psychology of self is the study of either the cognitive and affective representation of one’s identity or the subject of experience.

Meaning of confidence
The word confidence originates from the Latin word “confidere”, meaning to trust. Trusting and believing in ourselves, having faith in our ability in whatever situation we need to perform. The dictionary meaning of confidence is having firm trust.

Confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Confidence can be a self fulfilling prophecy (foretelling of future events) as those without it may fail or not try because they lack it may succeed because of an innate ability.
The Merriam Webster dictionary definition of confidence then states "A feeling or consciousness of one’s powers or of reliance on one’s circumstances."

**Meaning of self confidence**

Generally speaking, self confidence is: A feeling or belief in your powers and abilities. The dictionary meaning of self confidence is having confidence in one’s own ability.

Two main things contribute to self confidence: self efficacy and self esteem. A child gains a sense of self efficacy when that child sees himself mastering skills and achieving goals that matter in those skill areas. This is the confidence that, if a child learn and work hard in a particular area, will succeed and it’s this type of confidence that leads people to accept difficult challenges and persist in the face of setbacks.

This overlaps with the idea of self esteem, which is a more general sense that a person can cope up with what is going on in their lives, and that they have right to be happy. Partly, this comes from a feeling that the people around us, agreed with us, which may or may not be able to control. However, it also comes from the sense that a person is behaving virtuously, that they are competent at what we do, and that we can compete successfully when they put their minds to it.

Some people believe that self confidence can be built with affirmations and positive thinking. Self confidence is the oil that smoothly turns the wheels of the relationship between an individual and their capability- that is, their natural talents, skills and potential.

**2.3 Definition of self confidence**

In the words of Basavanna (1975), “In general terms, self confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.”

In the words of Bandura (1986), “Self confidence considered as one of the motivators and regulators of behaviour in an individual’s everyday life.”

In the words of Sieler (1998), “Self confidence is an individual’s characteristics (a self construct) which enables a person to have a positive or realistic view of situations that they are in.”
2.4 Characteristics of a self confident person

(1) Self Belief
Self confident people simply believe that they can succeed and do what they set out to do. They are able to define goals for themselves and to take steps to obtain them. Their self belief allows them to rise to any challenge. Believing in our own self is a powerful force, motivating and empowering.

(2) Assertiveness
All the self confident people have the courage to be assertive enough to stand up for themselves and their beliefs. Even if their opinion is considered unpopular. Self confident people will stand up for what they believe in. Being assertive is not about being aggressive.

(3) Optimism
Self confident people have a view of their future. They can recognize that even bad situations will eventually right themselves and that difficulties can be overcome with sensible plans. They have the ability to see the light at the end of the tunnel and plan their journey toward it. Optimism allows self confident people to believe that they will be fine, no matter how bad the current situation.

(4) Yourself
Self confident people have realistic self images. They can look at themselves and find things they like. They don’t focus on the negative, instead realizing the things and they do well. However, they also recognize aspects of themselves on which they have to improve and through improving these things, they thus become stronger and more confident.

(5) Taking responsibility
Self confident people have the courage to take responsibility for their own actions. When they make a mistake, they own up to and admit they are wrong. They have the ability to learn from
their mistakes and make changes needed to avoid the same mistakes in the future. That in turn increases their self confidence.

(6) Complementing others
Self confident people have the ability to see the good and positive things about the people that surround them without feeling jealous. A self confident person will celebrate the accomplishments of friends, not get angry about them. Self confident people tend to be more successful in life. They stand out from the crowd, have better personal relationship and tend to perform better at school or at work.

2.5 Nature of self confidence
Being confident means feeling positively for one self and to have firm belief in what one do or say. Self confidence is mainly about-allowing a child to achieve their goals. Because self confident child:

- Deals with new situations, difficulties and opportunities-seeing them as challenges to be tackled and overcomes rather than threats to be avoided
- Takes responsibility for making change happen rather than wish their circumstances or the people around them will change
- Realize that, while they can’t always control what happens to them, they can always control how they respond.
- Moves outside of their comfort zones to try new experiences –they feel anxiety, worry, and fear but push on regardless in order to achieve their long term goals.
- Learn from mistakes and look for ways to move on rather than letting setbacks get them down
- Have a sense of purpose and set both long and short term goals to pursue what they want from life

2.6 Types of self confidence
Mainly there are two types of self confidence. They are as follows

(1) Outer or ‘’Enforce” self confidence
There is a perception that self confidence people are bold, loud, extrovert types who can handle any personal and professional situation that they face with minimum of fuss and maximum of certainty. The truth, however, is that these people who they are and what they do are often wearing a mask of self confidence. This is the outer expression of person’s behavior, which may hide an inner fear or uncertainty from which they are trying to escape. This is not real self confidence. It is enforced self confidence and they are self confidence enforcers. They wear the mask of self confidence to ensure that they remain in control of situations, and this is borne out of the fear of not being in control. They have others the greater respect they are afforded.

(2) Inner or ‘True self confidence’

True self confidence is different; it is quiet state and beings on the inside. In this context, ‘quiet’ means that there is no interference upon the natural state of affairs. No background noise, no doubts, no comparisons with others, no fear of failure, no worry about what others are thinking—this is the inner state of self confidence.

The state of no interference between the person and their capability, this allows them to perform at the peak of their ability, because there is nothing preventing them from doing so.

2.7 Cycle of self confidence

Psychologists have known for a long time what child feel, do and think are linked in a cycle, a continuous loop. Suppose someone feels nervous about going to a party. So what that child does is staying at home. Which makes child think himself be lonely forever, feel unhappy and even less confident about future happenings.

Or an individual thinks himself to be a loser. By thinking himself as a loser, feel unhappy, and even less likely to do anything. The individual can’t master can’t up the energy to try things and ends up proving right what turnout to be a loser.

If a person let this feeling get the better of him, he will create a vicious cycle, a self perpetuating loop that reinforces his fears and drains the self confidence.
On the other hand, if a person thinks differently, feel differently and will do differently. Force an individual to think more positively and start to feel happy and confident. Which gives the kick to person need to do something new, which in turn reinforces positive thinking and feelings. And so it goes round again, creating a virtuous cycle that grows the self confidence. A person can develop self confidence by intervening at any of the four steps:

![Confidence Cycle Diagram]

2.8 Self confidence spectrum

(1) Arrogance
Arrogant people assume that they will succeed at a given task. They have had success before. It is natural for them to think that success will continue to come their way. Arrogant people are disliked because they believe that they have a divine right to continued success.

When a politician or business magnate falls from grace, it can very often cause great delight in others because their assumption of continued power has been shattered. The assumption is in fact a belief that what was before will always be.

Arrogance, or the bloated self view that success is permanent, means that the person often becomes so consumed with the sense of their own self importance that they are no longer able to attract continued success. With every success their ego grows until there is no living space for anything else except them.
Supreme confidence + Assumption = Arrogance

(2) Supreme confidence
Supremely confident people have no doubts that they will succeed. They focus on their strengths and have a keen sense of what they want, but allied to this is a powerful will—a hunger and desire to succeed. Each success that they attract confirms their self-worth. Their hunger and desire prevents them from becoming assumptive about success. These are the people who set the trends and breaks the records for others to follow. The supremely confident person believes with every cell of their being that they will succeed, but if for some reason it rarely diminishes their strong and powerful self-view that they will succeed next time.
This type of person invariably learns wisely from their failures, and it will take a major shock and reverse to sever their line of trust between themselves and their capability. There is a very fine line, however, between supreme confidence and arrogance. Sometimes when a person too familiar with success they cross thin line dividing line. Too much success can lead to arrogance, because the person has become so used to success that they take it for granted that success will continue to occur.
The test for the supremely confident person is: can they continue to keep renewing their relationship with success and remaining hungry for success. It is the absence of familiarity with that keeps the supremely confident person on the right side of the line.
Confidence + belief = supreme confidence

(3) Confidence
Confident people prepare to attract the outcome they seek. They focus on the strengths that they will bring to any given situation. They focus on the strengths that they will bring to any given situation. They have had success and draw on those successes to inform them that can attract success again. Their well of success is deep and their line of trust between themselves and their capability is strong.
Natural capability + trust = confidence

(4) Self doubt
Self doubt tend to focus on all the things that will or could go wrong. They worry about the potential negative outcomes, because past evidence suggests that they will have a negative outcome. They focus on their own doubt rather than their own strengths. Their self doubts are stronger than their ability to focus on their strengths, because of the impact that ‘failure’ has had on them before. They feel the pain of previous failure and are worried of having more ‘failure’ to experience. They know that they have the ability to take on the situation they face, but nevertheless these doubts still hold sway. The line of trust between themselves and their capability has been disconnected.

**Capability – trust = self – doubt**

(5) Low self – esteem

Self esteem means the value that a person places upon who they are and what they do. People with low self esteem feel that it is not worth even trying to succeed, because they will fail anyway. Their opinion of themselves is low because they have resigned themselves to playing the role of the loser or the victim. They believe that others win and succeed in life, but they don’t. They become trapped in this cycle.

Where there is low self esteem, confidence needs careful rebuilding. This can be achieved through the person sampling small, achievable successes, so that they begin to have a relationship with success and self confidence.

**Natural capability – trust –self worth = low self esteem**

2.9 Distinguish between high self confidence& low self esteem

Self confidence is not always about feeling good inside. Self confident people can feel self assured and good about themselves. But they sometimes feel scared or overwhelmed too. Self confident people can still feel anxious about important project at work or by troubles in their personal lives. The difference between more self confident people and less self confident people is not in how much they feel fear anxiety, but how self confident people put up with those feelings and deal with their situations regardless.
Level of self confidence can be shown in many ways through behavior, body language, how you speak, what you say and so on. Following table presents the comparisons between high self confidence and low self confidence.

<table>
<thead>
<tr>
<th>High self confidence</th>
<th>Low self confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing what you believe to be right even for if others criticize you for it</td>
<td>Governing your behaviour based on what other people think.</td>
</tr>
<tr>
<td>Being willing to take risks and go the extra mile to achieve better things</td>
<td>Staying in your comfort zone, fearing failure and so avoid taking risks</td>
</tr>
<tr>
<td>Admitting your mistakes and learning from them</td>
<td>Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices</td>
</tr>
<tr>
<td>Waiting for others to congratulate you on your accomplishments</td>
<td>Extolling your own virtues as often as possible to as many as possible</td>
</tr>
<tr>
<td>Accepting compliments graciously. “Thanks, I really worked hard on that prospectus. I’m pleased you recognize my efforts.”</td>
<td>Dismissing compliments off handedly. “Oh that prospectus was nothing really, anyone could have done it.”</td>
</tr>
</tbody>
</table>

2.10 Steps for building self confidence
Following are the steps for building self confidence.

(1) Find self confidence in everyday life
A very simple way to begin to gain self confidence is to think about examples of where self confidence exists in everyday life. The purpose of this is that child become a self confidence ‘researcher’ and thereby starts to think in a more positive way.

The self confidence magnet
To attract self confidence student must have self confidence. If child don’t have self confidence, he must go and collect some, thus becoming a self confidence magnet.
(2) **How to combat negative influences**

Every child is born with a degree of natural self confidence. This gives the ability to do without even thinking all those things that child might now think of. It is only when student feel fear and might lose one of these innate’ abilities that student will realize how much it means in everyday living. The natural self confidence, however, is soon affected by negative influences such as:

- Blame and criticism
- Conformity
- Exclusion
- Competition
- Disappointment
- Perfectionism
- Dominance

Once the student have learned how to combat all the negative influences that are thrown in the way, can start to focus on the positive ones and these will gradually help student self confidence to grow and flourish.

(3) **Overcoming fear of failure**

The fear of failure can have a debilitating impact upon a person’s self confidence. The consequences of this fear means that student stay in their own comfort zone. Every student does what they know it is safe to do. Fear of failure prevents the student from taking risks in failures. Thus, when challenges and new opportunities present themselves, child does not meet them foe fearing of failing.

As well as experiencing the fear of failure, child can also suffer from the fear of success. Every child does not want to succeed and stand out from the crowd, because this would mean that the individual has to step outside from their personal comfort zone. People would suddenly notice and child might have to live up to new expectations. An individual can experience fear of success because they don’t want others to think any less of them. Peer- group pressure can disable a person’s desire to get ahead in their life or career, simply because child may feel afraid of the reaction when they leave friends behind.

(4) **Conquering fear of failure**
Children learn quickly because they are not afraid to fail. Imagine the condition of a child who falls after they take their first step. The pressure to get things right first time inhibits the ability to learn. Failure is only a problem if child interpret it as such. There may be an extremely good reason to explain why child failed in any particular situation. This may or may not have been within the control of a child. If it wasn’t why worry? If it was, however, child must use the experience in a positive way to improve.

(5) The self doubting approaching
Self doubters use failure as proof of their inadequacy. When a child who suffers from self doubt ‘fails’ and perceive himself to be a failure. In other words, child takes the failure very personally. Child associates himself with the failure rather being able to see the failure as an opportunity to learn. Often child will give up and retreat back into the comfort zone because of the desire not to repeat the experience of failure again. The intelligent child does not take the rejection personally, and learns how to become better in future happenings.

(6) The confident approach
Confident student, on the other hand, see any failure as an opportunity to learn and improve. Child should never blame himself at the times of failures, but look to see what went wrong, why it went wrong and try to learn from the experiences. Confident child give himself permission to fail. Child may take on a personal challenge and fail. What separates the best in child is the ability to handle failure. Confident child use as a source of feedback; thus, if an individual fail, look for the reason and find a solution to the problem, list opportunity and try again.

(7) Overcoming barriers to success
On any journey towards achieving the goals, it is entirely natural to expect that some difficulties or barriers will come for a child to overcome. Success is not easily gained. Child may or may not be worthy of wearing the crown’ of success. This is why challenges or difficulties occur in the way to see how serious child is about achieving success. The successful child never takes mind off the goal and will always try to
achieve them. Child knows that the time of the greatest difficulties very often and that success is not far away.

So, in overcoming obstacles, successful individual is driven by a goal or a sense of mission and purpose that keeps them going forward. In the darkest hour, a child should always remind the reason of pursuing that particular goal, and reconnects to the desire to succeed.

(8) Dealing with failure

If child had experienced previous failures and the negative impact of it stops the person to try something new, it is important to 'resolve 'the failures first. When things happen that seriously affect the confidence, the images from those negative moments influences the behavior.

The mind connection is a very powerful one. For everything that child thinks, regardless of whether it is good or bad. For example, if a child had a bad dream? However, there was something bad going on. So, if a child had negative images stored in mind from the past, it can very easily have an adverse effect on the self confidence in the present.

So, to conclude, self confidence is such an important and integral part of a individual's personality that it cannot be neglected at any cost, because this is a trait on which their present and future depends.

From the above discussion it is clear that self confidence comprises of the several components. Based upon the review of the study, in the present study the researcher has described self confidence as the sum total of physical confidence, technological confidence, social confidence, psychological confidence, judgement confidence, readiness confidence, environment confidence, stage confidence, status confidence, and peer independence confidence.

2.11 Gender

Gender is the wide set of characteristics that are seen to distinguish between male and female entities, extending from one’s biological sex to, in humans, one’s social role or gender identity.

Gender identity is one’s own personal experience with gender role and persistence of one’s individuality as male, female or androgynous, especially in self awareness and behavior.

A classification of human beings as male and female means gender. The males are physically stronger, well built up and stout. The females are delicate and caring natured.
In this research study, gender refers to male and female teachers of Gujarat whose self confidence is to be examined.

2.12 Category
Category is purely due to a problem being born in a particular group. The system of division of society into classes based on difference in family, creed, rank or wealth. In Indian society, category is divided into open and other (SC, ST, and OBC).
In the present research category is system of division of society into classes based on difference in caste and the birth of the respondent in a particular family. The category in this research study has been divided into open and others.

2.13 Types of school
Based upon the nature of the school it can be divided into several groups. Depending upon the gender of the child the schools can be divided as co-education schools, boy’s schools, and girl’s schools.
There are two types of school like, Granted school and Non granted school depending upon the schools source of income.Granited schools are those which are getting grant from the government. Non granted schools are those which are not getting grant from the government. Granted school means a sum of money given by the government or some other organization to fund such things as education or research. The students have to pay minimum amount for studies.
Non granted schools means the schools where the teachers are not paid by the government but the trust or the owner of the school pays the teacher by charging fees from the students. The Education act 1990 defines a non granted school as a school, other than a government school, registered under part 7 of the Act has its major activity the provision of education, either primary or secondary (or both) or of a kind, or for children of a kind, prescribed by the regulations.
In the present research type of school indicates the different schools with different sources of income to run the school as per the instructions of GSEB or GHSEB where the students get the formal education. The type of school in this research study has been divided into granted school and non granted school.
2.14 Boards of school

The board of school means a local board which oversees the public schools. A group of people who are elected to make decisions about how to manage a school.

In India there are different boards who follow their particular education system like CBSE board, GSEB board, ICSE board etc.

The CBSE to reach its present pre-eminent position has come a long way since 1929 continuously expanding its jurisdiction and over reach both nationally and globally. The Board was established by a Govt. Resolution as a self financing autonomous organization with the Secretary, Ministry of Human Resource Development, Govt. Of India as its Controlling Authority. It has its headquarters at Delhi with eight Regional Offices at Delhi, Allahabad, Guwahati, Chandigarh, Ajmer, Chennai, Patna and Bhubaneswar. The CBSE, a pace-setting National Board of School Education in the country, aspires to be a centre of unmatched excellence for providing quality education by continuously raising the educational standards to meet the national and global needs through the dual process of affiliating schools within and beyond the national geographical boundaries and conduct of examinations at the end of classes X and XII.

GSEB board rests the responsibility of determining the policy-related, administrative, cognitive, and intellectual direction the State's higher educational system takes. Its brass-tacks functions fall into following categories:

ACADEMIC (Preparing the curricula & syllabi for secondary schools, recommending Text Books for Government approval, registering new Secondary Schools, maintaining a periodically updated register of secondary schools of the State, conducting inspection & supervision of secondary schools in the State, prescribing school timings, vacations, internal examinations & promotion rules, holidays, etc., advising the State Government on academic matters).

RESEARCH & DEVELOPMENT (The R&D division of the Board takes up research projects, and publishes research papers. It conducts training courses for inspecting officers and teachers and other functionaries in of Secondary Education. It publishes a monthly magazine named 'Madhyamik Shikshan&Parikshan', containing articles on various issues related to Secondary Education. This magazine is circulated among all the Schools in the State free of cost. It also conducts Academic Panel inspections, to bring up the quality of schools identified as low-performing).
In the present study, CBSE and GSEB boards have been taken into consideration because in Gujarat most of the schools have adopted these boards.

2.15 Conclusion:
This chapter dealt with the theoretical aspects such as self confidence, gender, and category, types of school and boards of the schools related to the research study. The investigator will discuss the researches which are related to this study means review of the past studies.