PAPER ID: 11A05C

COMPARISON OF PUBLIC, PRIVATE SCHOOLS, AND DEENI MADARIS SECONDARY STUDENTS REGARDING CONFIDENCE AS SOCIAL ADJUSTMENT IN THE SOCIETY

Mati Ullaha [1*], Allah Noor Khan [1]

[1] *Institute of Education & Research, Gomal University, Dera Ismail Khan, PAKISTAN.*

A R T I C L E I N F O	A B S T R A C T
	Adjustment is the interaction between a person and his environment. It is the ability to bring a desirable change in society. Similarly, confidence is the belief about yourself, your abilities and experiences. This is a cross-sectional study wherein all the public, private secondary schools and Deeni Madaris of the southern region of Khyber Pakhtunkhwa, Pakistan was the population of the study. The main purpose of the study was to compare public, private schools and Deeni Madaris students about confidence as a social adjustment in society, using questionnaires as a study tool. The respondents included principals, teachers, students, and parents were a sample of study by applying L.R.Gay Sample Size rule of thumb. The simple random, disproportionate, stratified and convenient sampling was used for a sample collection from respondents. Data were statistically analyzed through frequency and one way ANOVA which provides significant information for the stakeholders and policymakers. The study finds that students from all the institutions whether public, private and Deeni Madaris are confident about their social adjustment in society.

Disciplinary: Education Sciences (Secondary Education), Psychology.

1. INTRODUCTION

Confidence is the belief regarding yourself and your abilities for which wisdom, holistic intelligence with experience, enthusiasm and determination are highly mandatory to achieve desired objectives while living in society (Pepi et al., 2006). Confidence is the tool through which trust with the inner strength of someone is fully ensured and the purpose ought to achieve in the society becomes true (Kleitman & Stankov, 2007). Confidence is the key to unlock the potentials of person and confidence is a feeling of trust in one's qualities, judgment, and capabilities (Eccles & Wigfield, 2002). An individual may pass through different levels of confidence such as low confidence (to govern your behavior based on what other people think; optimal confidence (your belief about your doings to be right even others criticize you for that). In this type of confidence decisions are made

with absolute trust and clarity without any sort of others' approval); Overconfidence (Egotism and stubbornness or in simple words superiority complex) (Lane et al., 2004). The confidence power can be properly developed by adopting the sequence likewise the goal, setting, analysis, creation, action, and evaluation (Greenberg, 2008).

When someone identifies the negative thoughts and turns it into positivity, then his confidence level is automatically enhanced and maintenance of positive support networking, complete elimination of negativity from mind, identification of own talent by taking pride in own self, gracefully acceptance of compliments with smiling in the society are all the key factors that enhance the confidence of someone (Bridgeman & Shipman, 1978). Those people who are highly confident are happier, men of strength and capabilities, free of self-doubt, fear, stress, social anxiety and depression (Covassin & Pero, 2004). Confident students act with full vigor and motivation; they enjoy interacting with others and they are successful members of society (Farooq et al., 2011). Confidence is the knowledge someone may do something well by applying skills that are quite essential in almost all aspects of life (Sander & Sanders, 2002). Confident Parents, their children to feel good and satisfactory about yourselves and analyze yourself by focusing more on where you behind are, so that your confidence power may be polished and developed (Aggarwal & Mishra, 2005). Confident students mostly show better academic grades because they believe themselves (Sandra & Ruppert, 2006). They are theoretically and practically genius from all aspects of life and they show better performance in every field where they indulge or where they get in (Al-Hebaish, 2012).

2. LITERATURE REVIEW

It is highly mandatory for parents to train and nourish children to have full belief on own abilities, talents, and experiences to enhance own confidential power. The students can ensure their beliefs on themselves in two ways like understanding themselves and overestimating themselves, and a realistic assessment of their abilities is the key to acquire confidence (Ochoa & Sander, 2012). Confident students never make wrong decisions and they are honest and positive thinkers of the society; their feelings, self-esteem, skills, abilities, and experiences are developed (Ziegler & Heller, 2000; Martins et al., 2002). Confident students communicate with others quite effectively, they always speak concisely and with clarity (Purwar, 2002; Koç & Polat, 2006). Confident students always prefer to live with smile and satisfaction in society; they always monitor their progress; they do the right things; they are long term planner; they always follow their abilities, skills, and beliefs; they always do what they are afraid to do (Martin, 2004).

They commit themselves to their success; their focus is always on the basics; they first set their goals and then confidently achieve it; unhappy, melancholic and confused the students always show poor academic grades due to the stress and lack of the confidence and lack of confidence negatively influences the social relations, career, achievements, and moods of students (Van-Laar, 2000). The confidence comes from practice and knowledge; a student with more knowledge and practice becomes more confident due to which he/she can easily face new challenges in society due to which they successfully avail different opportunities (Crocker & Luhtanen, 2003). Confidence is the combination of ability, strong feelings of self-esteem as well as self-belief, personal judgment, and power; confident students always feel competency from their inside and outside and they always use their talent and experiences for the achievement of their goal with patience which helps them in

increasing their confidence on themselves (Ross & Broh, 2000).

Confident students utilize their energies and determinations in the best way resulting in better and quality work; confident students have positive controlled behaviors and emotions; they always motivate others to do the right things boldly without any fear; they are highly mature and professional minded due to which they show better performance in the society as well as in academics (Legum & Hoare, 2004). Confident students always accept themselves as they are and they start their day with a smile; they believe in trial and error; they always think positively. They are not anxious, they are highly optimistic; they maintain their self-esteem and their personalities are quite social in society (Freih & Owayed,2005). Confident students spend most of the time with confident people and the majority of students are better sportsmen as they follow a competitive approach in life (Levy et al., 2010). Confidence does not come when you have all answers but it comes when you are ready to face all questions but show better performance in academics because of talent and confidence to do and show performances (Huang et al., 2001).

This study examines and compares the confidence of public, private & Madaris secondary students as the social adjustment.

3. RESEARCH METHODOLOGY

This study applied a statistical tool to analyze and compare students' confidence as obtained from questionnaire respondents. All principals, teachers, students, and parents of public, private secondary schools and Deeni Madaris of Southern divisions (Kohat, Bannu, and D.I.Khan) consisting six districts (Kohat, Karak, Bannu, Lakki Marwat, D.I.Khan, and Tank) Khyber Pakhtunkhwa, Pakistan were the studied populations, see Table 1. This study collects the primary data from the total 1500 respondents were taken as samples as per L.R.Gay sample size rule of thumb. Districts were selected through the judgmental sampling technique from each category as in Table 1.

Table 1: Target population and sample of this study.

Study statistics	Public Schools				Private Schools				Deeni Madaris			
	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents
Population	322	5511	77227	65935	232	4428	43909	34215	752	2702	89794	80930
Total	148995				82784				174178			
Sample	20	90	300	90	20	90	300	90	20	90	300	90
Total	500				500				500			

The questionnaire is a six-point Likert scale having options Strongly Agree, Agree, Slightly Agree, Slightly Disagree, Disagree and Strongly Disagree carrying values 6, 5, 4, 3, 2 and 1 respectively.

4. RESULT

The split-half reliability was used to analyze and assess the internal consistency of the research instrument thereby using Cronbach's alpha to determine the internal consistency among the different measures of the study. The Cronbach's alpha result is reliable and acceptable, see Table 2.

Table 2: Reliability statistic.

Cronbach's alpha	N of Items
0.886	16

The data were statistically analyzed through frequency and one-way ANOVA by using SPSS. The frequency table provides the variation in responses of the respondents about the confidence as the social adjustment of the students in the societies from different dimensions like the public schools, private schools, and Deeni Madaris.

Table 3: Confidence in Students (Frequency).

Statement	Respondents	Institutions/ Schools	Responses of Respondents						Sub Total	Total
			Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly disagreed		
Our Students are Confident.	Principals	Public School	2	8	3	4	2	1	20	
		Private School	3	6	2	4	2	3	20	60
		Deeni Madaris	4	7	2	1	3	3	20	
	Teachers	Public School	10	36	15	13	9	7	90	
		Private School	16	31	12	16	8	7	90	270
		Deeni Madaris	8	18	14	15	20	15	90	
	Parents	Public School	23	35	16	9	5	2	90	
		Private School	18	40	14	9	7	2	90	270
		Deeni Madaris	20	29	19	10	8	4	90	
	Students	Public School	47	156	35	36	16	10	300	
		Private School	35	175	40	31	11	8	300	900
		Deeni Madaris	39	121	34	38	29	39	300	
Total			225	662	206	186	120	101	1500	1500

Table 3, the overall, 887 respondents provide agree and strongly agree on responses, while 221 gives disagree and strongly disagree responses about the statement regarding ***"confidence in students".*** Table 2 is self-explanatory and a decision can be made in a variation of the responses wherein the majority of the respondents have shown their agreement with the statement that their students are confident and able to adjust socially in the society.

Table 4: Confidence in Students (ANOVA).

	Variables	Sum of Squares	df	Mean Square	F	Sig.
Principals	Between Groups	33.652	5	6.730	11.464	<0.001
	Within Groups	877.092	1494	.587		
	Total	910.744	1499			
Teachers	Between Groups	8.455	5	1.691	3.076	0.009
	Within Groups	821.195	1494	.550		
	Total	829.650	1499			
Parents	Between Groups	93.587	5	18.717	42.424	<0.001
	Within Groups	659.157	1494	.441		
	Total	752.744	1499			
Students	Between Groups	67.790	5	13.558	24.787	0.027
	Within Groups	817.194	1494	.547		
	Total	884.983	1499			

Table 4 reveals that the mean value of parents is maximum i.e. 18.717 with the significant value (.000) and after that the mean value of students i.e., 13.558 with the significant value (.027), then principals 6.730 with the significant value (<0.001) and at last teachers i.e. 1.691 with

significant value (0.009). So it is clear from the findings that the perceptions of parents regarding their children studied in public, private schools and Deeni Madaris having significant influence in the society. Overall results elaborate that the p-value is less than 0.05 for all four groups under study which means that there is a significant group mean the difference in responses of the respondents about the statement related to the social adjustment of the students in society. So it is interpreted that these results are generalizable.

5. CONCLUSION

This study highlighted and further explored the significant issue of the students' confidence from different perspectives like the principals, teachers, parents, and students hailing from the public, private and Deeni Madaris. The application of the frequency tabulation and ANOVA provide significant information in deciding and reaching the conclusion. Likewise, the majority of the respondents have shown their agreement that the students from all the institutions whether public, private and Deeni Madaris are confident about their social adjustment in the society which is also validated over the group mean differences by using the application of variance. This confirmed that there is a significant group means different concerning the confidence of the students which further helps them to adjust socially in society. The main reason behind this is the motivation and inspiration of the principals, teachers and parents towards the students in nurturing their confidence and to adjust to the society to become a social individual in the community. These motivation and encouragement inspire the students to focused upon their main objectives of achieving their academic and social status in the institution as well as in society.

6. DATA AND MATERIAL AVAILABILITY

Information regarding this study is available by contacting the corresponding author.

6. REFERENCES

Aggarwal, A., & Mishra, A.K. (2005). Impact of Parent Child Relationship on Self-Confidence. Indian Journal Psycho-Education, 36, 146-152.

Al-Hebaish, S. M. (2012). Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course. Theory and Practice in Language Studies, 2(1), 60-65.

Alves-Martins, M., Peixoto, F., Gouveia-Pereira, M., Amaral, V., & Pedro, I. (2002). Self-Esteem and Academic Achievement among Adolescents. Educational Psychology, 22(1), 51-62.

Bridgeman, B., & Shipman, V.C. (1978). Preschool Measures of Self-Esteem and Achievement Motivation as Predictors of Third-Grade Achievement. Journal of Educational Psychology, 70(1), 17-28.

Covassin, T., Pero, S. (2004). Relationship between Self-Confidence, Mood State, and Anxiety among Collegiate Tennis Players. Journal of Sport Behavior, 27(3), 230- 242.

Crocker, J., & Luhtanen, R.K. (2003). Level of Self-Esteem and Contingencies of Self-Worth: Unique Effects on Academic Social, And Financial Problems in College Students. Personality and Social Psychology Bulletin, 29(6), 701-712.

Eccles, J. S. & Wigfield, A. (2002). Self-Concept, Domain Values, and Self-Esteem: Relations and Changes at Early Adolescence. Journal of Personality, 57 (2), 283-310.

Farooq, M. S., Chaudhary, H. A., Shafiq, M. & Berhanu, G. (2011). Factors Effecting Students Quality of Academic Performance: A Case of Secondary School Level. Journal of Quality and Technology Management, 2 (7), 1-14.

Freih, Owayed, E. (2005). Academic Achievement and Its Relationship with Anxiety, Self-Esteem, Optimism, and Pessimism in Kuwaiti Students. Social Behavior and Personality, 33(1), 95-103.

Greenberg J (2008). Understanding the Vital Human Quest for Self-Esteem. Perspectives on Psychological Science, 3, 48-55.

Huang, Penelope, M., Brainard., & Suzanne, G. (2001). Identifying Determinants of Academic Self-Confidence among Science, Math, Engineering, and Technology Students. Journal of Women and Minorities in Science and Engineering, 7(4), 315-37.

Kleitman, S., & Stankov, L. (2007). Self-Confidence and Metacognitive Processes. Learning and Individual Differences, 17, 161-173.

Koç, M., & Polat, Ü. (2006). Üniversite ö÷rencilerinin ruh sa÷lÕ÷Õ. ønsan Bilimleri Dergisi, 3(2), 1-22.

Lane, J., Lane, A.M, Kyprianu, A. (2004). Self-Efficacy, Self-Esteem and Their Impact on Academic Performance. Social Behavior & Personality, 32(3), 247-256.

Legum, H.L., & Hoare, C.H. (2004). Impact of a Career Intervention on At-Risk Middle School Students' Career Maturity Levels, Academic Achievement, and Self-Esteem. Professional School Counseling, 8(2), 148-155.

Levy, A. R., Nicholls, A. R., Polman, C. J. (2010). Pre-Competitive Confidence, Coping, and Subjective Performance in Sport. Scandinavian Journal of Medicine and Science in Sport, 21, 721-729.

Martin, G.N. (2004). Estimates of Emotional and Psychometric Intelligence: Evidence for Gender-Based Stereotypes. Sri Nagar Journal of Social Psychology, 144 (2), 149-162.

Ochoa, A. R. A, & Sander, P. (2012). Contrasting Academic Behavioral Confidence in Mexican and European Psychology Students. Journal of Research in Educational Psychology, 10(2), 813-838.

Pepi, A., Faria, L., & Alesi, M. (2006). Personal Conceptions of Intelligence, Self-Esteem, and school Achievement in Italian and Portuguese Students. Adolescence, 41(164), 615-631.

Purwar, M. (2002). Self-Confidence, Intelligence, and Level of Aspiration among Urban and Rural Scheduled Cast Boys and Girls. Journal of Psycho-Cultural Dimensions, 18(2), 111-114.

Ross, C.E. & Broh, B.A. (2000). The Roles of Self-Esteem and the Sense of Personal Control in the Academic Achievement Process. Sociology of Education, 73(4), 270-284.

Sander, P. & Sanders, L. (2002). Understanding Academic Confidence. The British Psychological Society, 1(12), 29-4.

Sandra, S., & Ruppert, C. (2006). Factor Affecting Students' Quality of Academic Performance: Journal of Quality and Technology Management, 24 (2), 1-4.

Van-Laar, C. (2000). The Paradox of Low Academic Achievement but High Self-Esteem in African American Students: An Attribution Account. Educational Psychology Review, 12(1), 33- 61.

Ziegler, A., & Heller, K. A. (2000). Conditions for Self-Confidence among Boys and Girls Achieving Highly in Chemistry. Journal of Secondary Gifted Education, 11(3), 144-51.

Mati Ullah is a PhD Scholar at Institute of Education & Research, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. He is interested in Teaching and Learning.

Dr. Allah Noor Khan is an Assistant Professor at the Institute of Education & Research, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. He got his PhD Degree from Institute of Education & Research, Gomal University. His research is Email: noormarwat2@yahoo.com