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.

**ARTICLE INFO**

<table>
<thead>
<tr>
<th>Article history:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received 06 April 2019</td>
</tr>
<tr>
<td>Received in revised form 19 June 2019</td>
</tr>
<tr>
<td>Accepted 28 June 2019</td>
</tr>
<tr>
<td>Available online 19 December 2019</td>
</tr>
</tbody>
</table>

**Keywords:**
- Students’ confidence;
- Social adjustment;
- Public School;
- Academic success;
- Secondary education;
- Self-confidence.

**ABSTRACT**

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.

©2020 INT TRANS J ENG MANAG SCI TECH.

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>
<thead>
<tr>
<th>Study statistics</th>
<th>Public Schools</th>
<th>Private Schools</th>
<th>Deeni Madaris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>322</td>
<td>232</td>
<td>20</td>
</tr>
<tr>
<td>Teachers</td>
<td>5511</td>
<td>4428</td>
<td>90</td>
</tr>
<tr>
<td>Students</td>
<td>77227</td>
<td>43909</td>
<td>300</td>
</tr>
<tr>
<td>Parents</td>
<td>65935</td>
<td>34215</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>148995</td>
<td>82784</td>
<td>90</td>
</tr>
<tr>
<td>Sample</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

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.
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, 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 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


