

Evaluation of Self-Confidence Test for High School Students in Al- Preparatory School in Nasiriya City

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ABSTRACT

Study Design: Cross-Sectional.

Objective: The purpose of this study was to evaluate a self-confidence test among high school students at Al Preparatory School in Nasiriya.

Methodology: From December 19, 2018 to January 9, 2019, a cross-sectional descriptive study of high school students was conducted to assess their self-concept. The students are 100 men and women. The data collection method was conducted by researchers through direct interviews with students, using a structured data collection method (questionnaire), a formal document test and assessment used to collect and record information about the importance of self-concept among high school students ,The questionnaire consists of two parts: Part one Demographic Data Consist item Age, gender, grade, type of family, number of family members, father's testimony, mother's certificate, father's profession, mother's profession and monthly income, Part two It includes many questions related to the self-confidence test.

Result: Most of students have an average level of self-confidence (n = 77; 77.0%), followed by those who have a good self-confidence (n = 21; 21.0%), and those who have a poor self-confidence (n = 2; 2.0%).

Recommendations: Recognize and take advantage of the positive aspects of personality, recognize your personal strengths to be able to excel and attention to appearance.

Keywords: Self-confidence, Students, Schools

INTRODUCTION

Trust is a skill that must be learnt rather than inherited. If you lack self-confidence, it's likely that you were criticized, hurt, or lost a loved one as a youngster, and you blamed yourself or others for it¹.

If left untreated, a lack of confidence is not always permanent, but it can be resolved. Religious views, cultural influences that form our opinions, gender, socioeconomic class, and, most importantly, our parents all impact and contribute to our self-confidence. People who are confident in their talents may appropriately judge their abilities and have faith in their future¹.

They also feel that, within reason, they will be able to do, prepare, and expect what they desire, regardless of foreseeable impediments. However, because this mindset is governed by more realistic expectations, persons with confidence remain positive, believe in themselves, and accept their current constraints with renewed vigor, even if some of their goals are not met¹.

High confidence, however, does not imply that they will be able to do whatever they want. This viewpoint is ideal for perfectionists, yet it is unrealistic¹.

Our urge to perform well in whatever we do in order to impress others arises from competitive inclinations and a lack of personal

reinforcement. Every truly successful life is a reward and a demonstration of our ability to learn from setbacks, increasing our resilience, confidence, and resolve².

True confidence requires us to constantly face and deal with the possibility of failure. But even our identities can be questioned when we keep losing achievement and recognition. Essentially, self-confidence is an attitude that allows us to be positive and realistic about ourselves and our abilities³.

Personal characteristics such as self-assurance, optimism, enthusiasm, affection, pride, independence, trust, critical ability, and emotional maturity characterize it³.

Confidence does not imply that a person is capable of anything. People who are confident may have high expectations³.

Even if some of their expectations are not reached, they remain optimistic and accepting of themselves³.

People who lack confidence rely too heavily on the approval of others to feel at ease. As a result, people are hesitant to take risks because they are afraid of failing³.

Confidence isn't always a universal quality that pervades all aspects of one's life. While pursuing other pursuits, such as academics or athletics,

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people often feel extremely safe in various areas of their lives. Social relationships, personal image⁴.

The growth of self-confidence can be influenced by a variety of variables. The attitude of a parent has a big impact on how a child sees himself, especially in the early years. When parents accept their children, they provide a strong basis for a positive self-image.

Children may feel incompetent, inadequate, or inferior if one or both parents are extremely critical or demanding, or if they are overprotective and hinder them from gaining independence.

Children learn to accept themselves and go on a road of growing self-confidence when their parents encourage them to be autonomous and accept and love them when they make errors.

METHODOLOGY OF THE STUDY

A descriptive cross-sectional study of high school students to assess their self-concept, starting from 19th December 2018 to 9th January 2019. administrative arrangements Licensed by the Ministry of Education through a contract between the Ministry of Education/ Directorate of Education Dhi Qar, Research and Educational Studies Division school administrations, And College of Nursing, delivered to collect necessary data and interview students in each discipline. Setting of the study, on -Probability (purposive) sample of 100 female and male students, those who were visits Aljumhurih Preparatory School for Boys, Alimrkzih Preparatory School for Boys, Aammar bin yasr. Preparatory School for Boys, Alsharqiih Preparatory School for Boys, Al Walayah High School for Girls and Mohammed Baqir al - Hakim Secondary School for Boys, in center of Nasiriyah, were included in the study sample.

Methods and tools of data collection: Data collection methods are conducted by researchers by directly interviewing students using structured data collection methods (questionnaires), which are formal documents used to collect and record information. This questionnaire was created after a thorough review of the relevant literature, focusing on the importance of testing and assessing high school students' self-concept.

The questionnaire consists of two parts:

Part 1: Demographic Data Consist Item Age, gender, grade, type of family, number of family members, father's testimony, mother's certificate, father's profession, mother's profession and monthly income. Date Collection Demographics were determined and developed by conducting face-to-face interviews with each student in the study using a questionnaire format. The data collection process took place from December 19, 2018 to January 9, 2019.

Each answer takes approximately 15-25 minutes to complete the questionnaire format.

Study Results.

Table 1: Participants' sociodemographic characteristics (N = 100)

List	Variable	Frequency	Percent
	Student's Age (Year): Mean (SD): 17.2 ± 1.2		
	15	2	2.0
	16	38	38.0
1.	17	20	20.0
	18	26	26.0
	19	9	9.0
	20	5	5.0

	Gender		
2.	Male	77	77.0
	Female	23	23.0
	Grade		
3.	Fourth	40	40.0
	Fifth	15	15.0
	Sixth	45	45.0
	Family Type		
4.	Nuclear	79	79.0
	Extended	21	21.0
	Number of children in the family: Mean (SD): 5.2 ± 2.9		
	1	2	2.0
5.	2	8	8.0
	3-4	42	42.0
	5-6	22	22.0
	≥ 7	26	26.0
	Student's Birth Order		
	1 st	32	32.0
6.	2 nd	28	28.0
	3 rd	11	11.0
	4 th	8	8.0
	5 th or lower	21	21.0
	Father's level of education		
	Primary school graduate	13	13.0
7.	Secondary school graduate	26	26.0
	Diploma	28	28.0
	Bachelor's degree or above	33	33.0
	Mother's level of education		
	Primary school graduate	31	31.0
8.	Secondary school graduate	22	22.0
	Diploma	37	37.0
	Bachelor's degree or above	10	10.0
	Father's occupation		
9.	Retired	7	7.0
	Freelancer	24	24.0
	Governmental employee	69	69.0
	Mother's occupation		
10.	Housewife	60	60.0
	Governmental employee	40	40.0
	Family's monthly income		
11.	Insufficient	8	8.0
	Somewhat sufficient	26	26.0
	Sufficient	66	66.0

Students' mean age is 17.2 ± 1.2' less than two-fifth age 16-years (n = 38; 38.0% (, followed by those who age 18-years (n = 26; 26.0%), those who age 17-years (n = 20; 20.0%), those who age 19-years (n = 9; 9.0%), those who age 20-years (n = 5; 5.0%), and those who age 15-years (n = 2; 2.0%).

Concerning students' gender, most are males (n = 77; 77.0%) compared to females (n = 23; 23.0%). With respect to their grades, less than a half are in the sixth grade (n = 45; 45.0%), followed by those who are in the fourth grade (n = 40; 40.0%), and those who are in the fifth grade (n = 15; 15.0%).

Regarding family type, most are of nuclear families (n = 79; 79.0%) compared to those who are of extended families (n = 21; 21.0%). With respect to the number of children in the family, the mean of children is 5.2 ± 2.9; more than two-fifth have 3-4 children (n = 42; 42.0%), followed by those who have seven or more children (n = 26; 26.0%), those who have 5-6 children (n = 22; 22.0%), those who have two children (n = 8; 8.0%), and those who have one child (n = 2; 2.0%).

Concerning students' birth order, less than a third came in the first birth order (n = 32; 32.0%), followed by those who came in the second order (n = 28; 28.0%), those who came in the fifth or lower order (n = 21; 21.0%), those who came in the third order (n = 11; 11.0%), and those who came in the fourth order (n = 8; 8.0%).

Regarding fathers' level of education, around a third hold a bachelor's degree (n = 33; 33.0%), followed by those who hold a diploma degree (n = 28; 28.0%), those who are secondary school graduates (n = 26; 26.0%), and those who are primary school graduates (n = 13; 13.0%).

With respect to mothers' level of education, less than two-fifth hold a diploma degree (n = 37; 37.0%), followed by those who are primary school graduates (n = 31; 31.0%), those who are secondary school graduates (n = 22; 22.0%), and those who hold a bachelor's degree (n = 10; 13.0%).

Concerning fathers' occupation, most are governmental employees (n = 69; 69.0%), followed by those who are freelancers (n = 24; 24.0%), and those who are retired (n = 7; 7.0%). For mothers, most are housewives (n = 60; 60.0%) compared to those who are governmental employees (n = 40; 40.0%). Lastly, most of students' families have a sufficient monthly income (n = 66; 66.0%), followed by those who have a somewhat sufficient monthly income (n = 26; 26.0%), and those who have an insufficient monthly income (n = 8; 8.0%).

Students demonstrated better self-confidence for the items "Coordinate and organize my business", "I try to benefit from the experiences of others", and "I am trying to develop my own confidence" (Mean = 2.31 ± 0.7) for each of them. On the other hand, they demonstrated the lowest self-confidence for the items "I am not afraid of the unknown" (Mean = 1.94 ± 0.8), "I do not hesitate to express what is happening in

my mind" (Mean = 1.94 ± 0.7), and "I accept the criticism with open arms" (Mean = 1.96 ± 0.7).

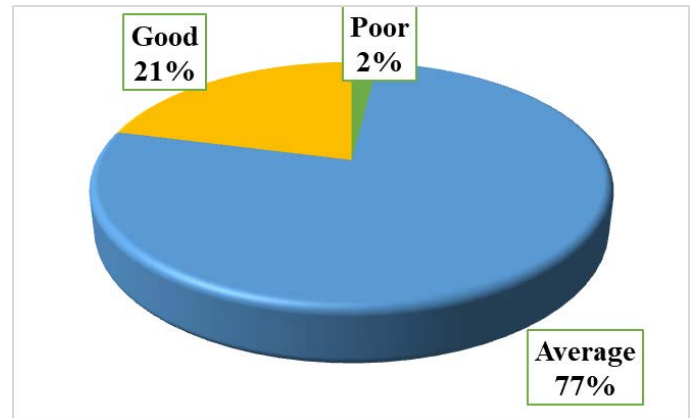


Figure 1: Students' self-confidence levels

Most of students have an average level of self-confidence (n = 77; 77.0%), followed by those who have a good self-confidence (n = 21; 21.0%), and those who have a poor self-confidence (n = 2; 2.0%).

There is no statistically significant association between students' age, number of children in the family, birth order, and their self-confidence.

DISCUSSION

Students' mean age is 17.2 ± 1.2' less than two-fifth age 16-years (n = 38; 38.0% (, followed by those who age 18-years (n = 26; 26.0%), those who age 17-years (n = 20; 20.0%), those who age 19-years (n = 9; 9.0%), those who age 20-years (n = 5; 5.0%), and those who age 15-years (n = 2; 2.0%).

Table 2: Descriptive statistics for student's self-confidence items

List	Item	Rarely (f %)	Sometimes (f %)	Never (f %)	Mean (SD)
1.	Coordinate and organize my business	18 (18%)	33 (33%)	49 (49%)	2.31 ± 0.7
2.	I have the ability to resist the problems you are experiencing	17 (17%)	37 (37%)	46 (46%)	2.29 ± 0.7
3.	I try to benefit from the experiences of others	14 (14%)	41 (41%)	45 (45%)	2.31 ± 0.7
4.	I carry positive beliefs about myself	22 (22%)	43 (43%)	35 (35%)	2.13 ± 0.7
5.	I have the ability to adapt to the social environment in which I live	19 (19%)	40 (40%)	41 (41%)	2.22 ± 0.7
6.	I am not afraid to confront the social attitudes, whatever they go	21 (21%)	49 (49%)	30 (30%)	2.09 ± 0.7
7.	I am trying to develop my own confidence	17 (17%)	35 (35%)	48 (48%)	2.31 ± 0.7
8.	I feel secure and reassured in all cases	20 (20%)	47 (47%)	33 (33%)	2.13 ± 0.7
9.	I am not afraid of the unknown	36 (36%)	34 (34%)	30 (30%)	1.94 ± 0.8
10.	I do not hesitate to express what is happening in my mind	30 (30%)	46 (46%)	24 (24%)	1.94 ± 0.7
11.	I have the ability to explain my thought to others	28 (28%)	45 (45%)	27 (27%)	1.99 ± 0.7
12.	I accept the criticism with open arms	31 (31%)	42 (42%)	27 (27%)	1.96 ± 0.7
13.	I admit my mistake with confidence	27 (27%)	44 (44%)	29 (29%)	2.02 ± 0.7
14.	Do not let vanity dominate me	18 (18%)	43 (43%)	39 (39%)	2.21 ± 0.7
15.	I can evaluate myself	29 (29%)	38 (38%)	33 (33%)	2.04 ± 0.8

Table 3: Linear regression between students' age, number of children in the family, birth order, and their self-confidence

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Age	0.109	0.422	0.028	0.257	0.798
Number of children in the family	-0.156	0.276	-0.095	-0.565	0.573
Birth Order	0.168	0.347	0.079	0.484	0.629

Table 4: Group Statistics for the difference in students' self-confidence between gender groups

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-Confidence	Male	77	31.4156	4.61790	0.52626
	Female	23	33.4783	5.31610	1.10848

Female students have better self-confidence than male students (Mean = 33.47 vs 31.41) respectively.

Table 5: Independent-sample T-Test for the difference in students' self-confidence between gender groups

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-Confidence	Equal variances assumed	1.426	0.235	-1.815	98	0.073	-2.06268	1.13668	-4.31838	0.19303
	Equal variances not assumed			-1.681	32.556	0.102	-2.06268	1.22706	-4.56045	0.43509

There is no statistically significant difference in students' self-confidence level between gender groups (p-value = 0.235).

Table 6: Analysis of Variance for students' self-confidence among grade groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22.379	2	11.189	0.473	0.625
Within Groups	2295.411	97	23.664		
Total	2317.790	99			

There is no statistically significant difference in students' self-confidence level between grade groups (p-value = 0.625).

Table 7: Group Statistics for the difference in students' self-confidence between family type groups

	Family Type	N	Mean	Std. Deviation	Std. Error Mean
Self-Confidence	Nuclear	79	31.9241	4.97371	0.55959
	Extended	21	31.7619	4.40346	0.96091

Students who live in nuclear families have a little bit better self-confidence than those who live in extended families (Mean = 31.92 vs 31.76) respectively.

Table 8: Independent-sample T-Test for the difference in students' self-confidence between family type groups

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-Confidence	Equal variances assumed	1.128	0.291	0.136	98	0.892	0.16215	1.19388	-2.20707	2.53136
	Equal variances not assumed			0.146	34.838	0.885	0.16215	1.11198	-2.09566	2.41995

There is no statistically significant difference in students' self-confidence level between family type groups (p-value = 0.291).

Table 9: Analysis of Variance for students' self-confidence among father's education groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	112.212	3	37.404	1.628	0.188
Within Groups	2205.578	96	22.975		
Total	2317.790	99			

There is no statistically significant difference in students' self-confidence level between father's education groups (p-value = 0.188).

Table 10: Analysis of Variance for students' self-confidence among mother's education groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	137.751	3	45.917	2.022	0.116
Within Groups	2180.039	96	22.709		
Total	2317.790	99			

There is no statistically significant difference in students' self-confidence level between father's education groups (p-value = 0.116).

Table 11: Analysis of Variance for students' self-confidence among father's occupation groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	51.179	2	25.590	1.095	0.339
Within Groups	2266.611	97	23.367		
Total	2317.790	99			

There is no statistically significant difference in students' self-confidence level between father's occupation groups (p-value = 0.339).

Table 12: Group Statistics for the difference in students' self-confidence between mother's occupation groups

	Mother's occupation	N	Mean	Std. Deviation	Std. Error Mean
Self-Confidence	Housewife	60	31.1000	4.11982	0.53187
	Governmental employee	40	33.0750	5.59939	0.88534

Students whose mothers are governmental employees have a better self-confidence than those whose mothers are housewives (Mean = 33.07 vs 31.10) respectively.

Table 13: Independent-sample T-Test for the difference in students' self-confidence between Mother's occupation groups

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self-Confidence	Equal variances assumed	2.574	0.112	-2.031	98	0.045	-1.97500	0.97245	-3.90479	-0.04521
	Equal variances not assumed			-1.912	66.504	0.060	-1.97500	1.03282	-4.03679	0.08679

There is no statistically significant difference in students' self-confidence level between mother's occupation groups (p-value = 0.112).

Table 14: Analysis of Variance for students' self-confidence between family's monthly income groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	94.648	2	47.324	2.065	0.132
Within Groups	2223.142	97	22.919		
Total	2317.790	99			

There is no statistically significant difference in students' self-confidence level between family's monthly income groups (p-value = 0.132).

Concerning students' gender, most are males (n = 77; 77.0%) compared to females (n = 23; 23.0%). With respect to their grades, less than a half are in the sixth grade (n = 45; 45.0%), followed by those who are in the fourth grade (n = 40; 40.0%), and those who are in the fifth grade (n = 15; 15.0%).

Regarding family type, most are of nuclear families (n = 79; 79.0%) compared to those who are of extended families (n = 21; 21.0%). With respect to the number of children in the family, the mean of children is 5.2 ± 2.9; more than two-fifth have 3-4 children (n = 42; 42.0%), followed by those who have seven or more children (n = 26; 26.0%), those who have 5-6 children (n = 22; 22.0%), those who have two children (n = 8; 8.0%), and those who have one child (n = 2; 2.0%).

Concerning students' birth order, less than a third came in the first birth order (n = 32; 32.0%), followed by those who came in the second order (n = 28; 28.0%), those who came in the fifth or lower order (n = 21; 21.0%), those who came in the third order (n = 11; 11.0%), and those who came in the fourth order (n = 8; 8.0%).

Regarding fathers' level of education, around a third hold a bachelor's degree (n = 33; 33.0%), followed by those who hold a diploma degree (n = 28; 28.0%), those who are secondary school graduates (n = 26; 26.0%), and those who are primary school graduates (n = 13; 13.0%).

With respect to mothers' level of education, less than two-fifth hold a diploma degree (n = 37; 37.0%), followed by those who are primary school graduates (n = 31; 31.0%), those who are secondary school graduates (n = 22; 22.0%), and those who hold a bachelor's degree (n = 10; 13.0%).

Concerning fathers' occupation, most are governmental employees (n = 69; 69.0%), followed by those who are freelancers (n = 24; 24.0%), and those who are retired (n = 7; 7.0%). For mothers, most are housewives (n = 60; 60.0%) compared to those who are governmental employees (n = 40; 40.0%). Lastly, most of students' families have a sufficient monthly income (n = 66; 66.0%), followed by those who have a somewhat sufficient monthly income (n = 26; 26.0%), and those who have an insufficient monthly income (n = 8; 8.0%).

Students demonstrated better self-confidence for the items "Coordinate and organize my business", "I try to benefit from the experiences of others", and "I am trying to develop my own confidence" (Mean = 2.31 ± 0.7) for each of them. On the other hand, they demonstrated the lowest self-confidence for the items "I am not afraid of the unknown" (Mean = 1.94 ± 0.8), "I do not hesitate to express what is happening in my mind" (Mean = 1.94 ± 0.7), and "I accept the criticism with open arms" (Mean = 1.96 ± 0.7).

Most of students have an average level of self-confidence (n = 77; 77.0%), followed by those who have a good self-confidence (n = 21; 21.0%), and those who have a poor self-confidence (n = 2; 2.0%).

Students who live in nuclear families have a little bit better self-confidence than those who live in extended families (Mean = 31.92 vs 31.76) respectively.

Students whose mothers are governmental employees have a better self-confidence than those whose mothers are housewives (Mean = 33.07 vs 31.10) respectively.

Conclusions: There is a poor of Self-Confidence Test for high school students in Al- Preparatory School in

RECOMMENDATIONS

- Recognize and take advantage of the positive aspects of personality.
- Recognize your personal strengths to be able to excel.
- Attention to appearance.
- Building new friends, mixing into social life, and engaging in various interesting discussions, all of these steps strengthen self-confidence and reinforce new ideas.
- Exercise different activities and hobbies that improve a person's skills, improve his health, eliminate negative energy in the body, and enhance self-confidence.
- Every new experience is always to kill the fear within the person, and to enhance the ability to make a decision.

Authorship Contribution: Mei-Ling Huang: Conceptualization, Methodology, Writing- Original draft preparation, Investigation, Supervision, Writing-Reviewing and Editing, Funding acquisition. Ting-Yu Lin: Software, Formal Analysis, Data curation

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Competing Interest: None

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