

A comparative study of self-confidence of English and Hindi medium school teachers in Moga district of Punjab

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Abstract

The present study was undertaken to find out the self Confidence of English medium school teachers in Moga district of Punjab. A sample of 100 teachers (50 English and 50 Punjabi), from different schools of Moga district of Punjab were selected. Self Confidence Inventory by Rekha Gupta (Agnihotri) was used for data collection. Results revealed that The English medium school teachers were more confident than Hindi medium school teachers. Research also shows that the English medium male teachers were more confident than English medium female school teachers. The study also revealed that the Hindi medium male teachers were more confident than Hindi medium female school teachers.

Keywords: self-Confidence, school teachers

Introduction

The issue of language is being debated in the context of Indian education. While some researchers argue for a uniform policy with respect to language use in schools, others perceive it as a constraint in the process of schooling. Language plays a vital role for gaining the confidence in the teachers. Self confidence in the teaching skills and developing teaching ability in general are not just the concern of teachers who are new to the profession, but also of experienced teachers when they meet new challenges which seem to threaten their long-standing values and beliefs about learning and teaching, especially if these may imply changes to their teaching practices. Self-confidence and developing teaching ability are closely related, and working on either concern leads to improvement on the other.

Review of Related Literature

Mellalieu, Stephen D & *et al.* (2006) ^[4]. Found that that high levels of self-confidence and low symptom intensity are needed for non-elite athletes to demonstrate a less debilitating interpretation. Kleitman, Sabina & *et al.* (2011) ^[3] found that academic self-efficacy and metacognitive competency beliefs define a broad factor--Metacognitive Beliefs--which serves as a key predictor of Self-confidence. Mastery goal-orientation and self-efficacy with teacher predicted Metacognitive Beliefs and, indirectly, Self-confidence. Students with stronger Metacognitive Beliefs were less engaged in self-handicapping behaviours. Practice. Self-Confidence as a Mediator of the Relationship between Competitive Anxiety Intensity and Interpretation. Rezaei, Ali (2012) ^[2] found that female students scored higher on collective, gender-based self-confidence but their personal feeling about their gender was more negative and their general self-efficacy was not different from the self-efficacy of male students. Filippin, Antonio; Paccagnella, Marco (2012) ^[5] found that cognitive tests should take place as early as possible, in order to avoid that systematic differences in

Self-confidence among equally talented people lead to the emergence of gaps in the accumulation of human capital. Sadler, Ian (2013) ^[1]. Found that self-confidence appeared as a key influence in the use of teaching strategies that actively involved the students. Content knowledge, experience and teaching skills were related to feelings of self-confidence.

Objectives of the study

1. To study the self-confidence of the Hindi and English medium school teachers.
2. To study the self-confidence of the English medium school teachers with respect to gender
3. To study the self-confidence of the Hindi medium school teachers with respect to gender

Hypotheses of the study

1. There will be no significant differences in self-confidence of English and Hindi medium school teachers.
2. There will be no significant differences in self-confidence of English medium school teachers with respect to gender.
3. There will be no significant differences in self-confidence of Hindi medium school teachers with respect to gender.

Delimitations of the study

1. The study will be confined to the sample of 100 teachers only.
2. The study will be restricted to the Moga district only.

Sample

A sample of 100 teachers (50 English and 50 Hindi) were randomly selected from different Schools of Moga district of Punjab.

Tools Used

Self Confidence Inventory by Rekha Gupta (Agnihotri).

Statistical Techniques to be used

- t-test

Results and Discussion

Table 1: Shows the mean difference in the self-confidence of English and Hindi medium school teachers.

Groups	N	Mean	SD	t-value	Significant level
English medium School Teachers	50	65.61	3.37	6.47	0.01
Hindi medium School Teachers	50	60.64	3.56		

The Table 1 shows the mean differentials in the self-confidence of English and Hindi medium school teachers. The mean score of English and Hindi medium school teachers found to be which are 65.60 and 60.66 respectively. The standard deviation of scores of English and Hindi medium school teachers found to be were found to be 3.37 and 3.56 respectively. Further the t-value calculated and found to be 6.45 which was -significant at 0.01 level of significant. The higher mean score of English medium school teachers shows that they are more self-confident as compared to Hindi medium school teachers. Therefore, the hypothesis, “There will be no significant differences in self-confidence of English and Hindi medium school teachers” is rejected.

Table 2: Shows the mean difference in the self-confidence of English medium school teachers with respect to Gender.

Groups	N	Mean	SD	t-value	Significant level
Male	25	38.10	3.32	3.54	0.01
Female	25	35.34	3.66		

The Table 2 shows the mean differentials in the self-confidence of English medium school teachers with respect to gender. The mean score of English medium school teachers (male and female) found to be which are 38.10 and 35.34 respectively. The standard deviation of scores of English medium school teachers found to be were found to be 3.32 and 3.66 respectively. Further the t-value calculated and found to be 3.54 which was significant at 0.01 level of significant. The higher mean score of English medium school teachers (male) shows that they are more self-confident as compared to English medium school teachers (female). Therefore, the hypothesis, “There will be no significant differences in self-confidence of English medium school teachers with respect to gender” is rejected.

Table 3: Shows the mean difference in the Self-confidence of Hindi medium school teachers with respect to Gender.

Groups	N	Mean	SD	t-value	Significant level
Hindi medium (female)	25	3.36	0.75	4.76	0.01
Hindi medium (male)	25	4.29	0.99		

The Table 2 shows the mean differentials in the self-confidence of Hindi medium school teachers with respect to gender. The mean score of Hindi medium school teachers (male and female) found to be which are 3.36 and 4.29 respectively. The standard deviation of scores of Hindi medium school teachers found to be were found to be 0.75 and 0.99 respectively. Further the t-value calculated and found to be 4.76 which was significant at 0.01 level of significant. The higher mean score of hindi medium school teachers (male) shows that they are more self-confident as

compared to hindi medium school teachers (female). Therefore, the hypothesis, “There will be no significant differences in self-confidence of Hindi medium school teachers with respect to gender” is rejected.

Conclusions

It is thus concluded that present study revealed that there is significant difference in self-confidence of English and Hindi medium school teachers. Investigator has drawn some conclusions which are being presented below

1. There was significant difference in self-confidence of English and Hindi medium school teachers. The English medium school teachers were more confident than Hindi medium school teachers.
2. There was significant difference in self-confidence of English medium school teachers with respect to gender. The English medium male teachers were more confident than English medium female school teachers.
3. There was significant difference in self-confidence of Hindi medium school teachers with respect to gender. The Hindi medium male teachers were more confident than Hindi medium female school teachers.

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