

A Study Of The Confidence Of Higher Secondary Level Student With Respect To Their Social Evolving

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ABSTRACT

Theorists have long held that a person's self-assurance and their network of friends and acquaintances are intertwined. However, the empirical data has been mixed, leading to much ambiguity as to whether or not connections constitute a significant component in the growth of confidence. Confidence may be affected by a variety of characteristics, such as one's physical appearance, socioeconomic situation, gender, degree of education, parenting style, family environment, and employment. There are other things at play besides the event itself that might undermine one's sense of self-worth. The purpose of this research was to examine whether or not there was a correlation between high school students' internet use and their feelings of isolation and low self-esteem. Three hundred students at the upper level of secondary education participated in the research. The study's results were examined in light of the existing literature, and some recommendations were made. The findings show that someone with higher levels of social evolution and confidence acts as a de-facto leader, with others following their direction as a result of the influence they wield.

Keywords: Confidence, Social, Students, Level, Relation.

I. INTRODUCTION

A. About Confidence

Confidence refers to the conviction in oneself and his/her talents. Confidence describes an inner condition framed by what one believes and feels about himself/herself and his/her talents. Confidence being an attribute of perceived self refers to an individual's regarded capacity to manage effectively the events without depending on others and to stimulate constructive self-evaluation. Confidence so is the courage to recognise oneself, faith in oneself and skills and act successfully on the beliefs and abilities. Confidence amalgamates the capacities and the powers of the body and mind and leads them towards the goal. How much secure a person is in his/her own judgement is indicated by the degree of Confidence. Confidence reflects the amount of confidence or belief or faith one has on his/her own self and talents. Confidence is a mental state that lets people see the best in themselves and the world around them, regardless of their circumstances. Welford (2013), "Confidence is being aware of when a person is suffering and having the power and willingness to do something about it". Rufus (2014) 'Confidence includes self-respect and having the

confidence to say the truth about what you are, what you enjoy and what you believe'. Confidence, according to the 2018 edition of the Dictionary of Psychology, is 'the feeling that one has the resources and skills to meet the problems and meet the demands of everyday life.'

Honest self-assurance is the driving force behind all successful endeavours. Confidence assimilates the energies of body and mind and directs them towards the goal. No one can become successful just by acquiring more information and developing their skills. Growth, improvement, and achievement can't happen without self-assurance. Self-confident folks regard themselves to be intellectually sufficient, socially competent, emotionally mature, contented, decisive, optimistic, successful, independent, forward going, reasonably aggressive, self-reliant, self-assured and possessing leadership abilities. Building self-assurance is a skill that may be taught but not inherited. Students that are secure in their talents and their futures have a strong belief in their own potential. They believe that, within reason, they will be able to accomplish what they want, plan, and anticipate to do with their life. This confidence is channelled by more reasonable expectations. Even when their stated aims are not met, they nevertheless continue to be optimistic, believe in themselves and

they accept their existing limits with fresh fire and excitement.

Emotional growth and the capacity to objectively evaluate one's own skillset are two outcomes of cultivating confidence. A student's confidence level should not be so high that they believe they can achieve the impossible. If a student feels confident in his or her own abilities, has a positive outlook, and is aware of the strengths he or she has, then he or she is more likely to make the most of those assets and achieve success. Students who lack confidence or who are too confident in themselves struggle to believe in their own skills. Such kids find solace in the approval of their peers. Students with this mindset often avoid taking chances because they are afraid of failing. Conversely, pupils who are overconfident are risk takers who may have inflated notions of their own talents and potential.

II. CONFIDENCE AND SATISFACTION WITH SOCIAL RELATIONSHIPS ACROSS TIME

The importance of self-assurance and interpersonal connections to achievement in many spheres of life has been well documented (e.g., Orth & Robins, 2014). Researchers in the social sciences have taken a keen interest in the correlation between self-assurance and romantic success (Van Scheppingen et al., 2018). Particularly, high levels of Confidence are linked to higher levels of relationship quality and satisfaction, demonstrating that a person's perception of their own value influences their happiness in their friendships and romantic partnerships.

Despite the enormous interest in the correlation between Confidence and happiness with social interactions, at least two fundamental concerns surrounding their relation remain unsolved. Whether Confidence influences pleasure with social interactions or vice versa, or whether there is a bidirectional link between the two, is the first thing to consider while examining this correlation. Information describing the directionality of the association would give significant clues for the validity of alternative theoretical viewpoints and the processes behind the association. When considering the second query, it is important to consider the length of time (in months, years, or decades) during which this correlation takes shape. How quickly do changes in confidence lead to shifts in satisfaction in relationships, and how quickly do shifts in satisfaction lead to shifts in confidence? Not much is understood about the length of time necessary to

properly assess psychological consequences, or the correlations between self-confidence and contentment in one's most significant relationships.

Despite numerous theoretical theories providing varied ideas regarding the nature of the connection between Confidence and social interactions, researchers have usually analysed the two variables cross-sectionally, making it impossible to discern the directionality of this association. Fortunately, longitudinal study on the association between Confidence and social interactions has grown. A recent meta-analysis aggregated data from 42 longitudinal studies on Confidence and various indicators of social relationships (e.g., attachment security, popularity, time spent with a relationship partner, perceptions of social rejection), concluding that there is a reciprocal, albeit weak association between them

III. RELATION BETWEEN SOCIAL EVOLVING AND CONFIDENCE OF AN INDIVIDUAL

In social support theory, it is postulated that an individual's sense of resilience to external pressures may be improved if they believe that others around them have the capacity and intention to provide the resources they need. Therefore, it stands to reason that individuals who have supportive connections (or who are reminded of a supporting other) tend to feel more confident in themselves, since they know they can rely on their close friends and family for both emotional and practical assistance.

Learning and development require individuals to go out of their comfort zones, to try new things, to accept failure, and to push through obstacles. "Confidence, therefore, should encourage the conviction that one can achieve development by taking on any challenge." Science has proved over and over again that having confidence in oneself offers several growth-related advantages, including greater effort and perseverance (Zimmerman, 2000). Therefore, we expect that being in, or reminded of, a supportive relationship (as opposed to an unsupportive one) will lead to higher levels of confidence and the subsequent motivation to work on one's own development. Conversely, those who lack such connections (or who are constantly told that they cannot depend on others) are unlikely to discover any foundation for Confidence that may aid in their development. In addition, we suggest that, given the universal need to feel connected to others, there should be some universality to the ways in which people from

various cultures benefit from and are influenced by good social interactions.

While we acknowledge that concepts like self-efficacy (e.g., Bandura, 1977) and confidence (e.g., Rosenberg, 1965) are connected to confidence, we believe that confidence has its own unique components that may help individuals develop themselves. To begin, a person with high academic self-efficacy is confident in his or her capacity to do academic activities (such as acing a math exam), but not necessarily in other areas that might be important for development (e.g., cooking). Confidence, on the other hand, is concerned with a more generalised conviction in one's own capabilities (e.g., 'I feel I can succeed.'). Given that maturing as an individual entails more than just checking off a list of to-dos, it's appropriate that it be more closely associated with the concept of Confidence. This agrees with findings from studies based on the 'matching principle,' which proposes that the degree of abstraction of putatively related entities should coincide. Second, while Confidence is typically related with favourable psychological functioning (Krueger, & Vohs, 2003), several studies suggest that persons who are high in Confidence might have behavioural inclinations that can impair personal progress. People with high levels of confidence may also avoid challenging themselves (by not, for example, attempting to solve a tough arithmetic problem) for fear of damaging their self-esteem. Because of this, the benefits of Confidence to development remain obscure.

A. Theory On Confidence and Social Relationships

✚ Social relationships predict Confidence

Many theories, such the goniometer theory and the theory of managing fear, argue that an individual's sense of self-assurance is impacted by the quality of their social networks. Both interpersonal theory and sociometer theory postulate that an individual's level of confidence is formed by their estimation of how they are seen by others. In contrast, TMT sees confidence not as a measure of one's social worthiness but as a means to

deal with the stress associated with facing one's own death. "TMT suggests that higher quality relationships are good for people's confidence because they reduce feelings of anxiety and tension." Collectively, these three ideas show that Confidence is impacted by people's interactions with others, albeit they do so in various ways.

✚ Confidence predicts social relationships

Satisfaction with social interactions is often used as a proxy for relationship quality, and this is typically seen as evidence that confidence is significant for people's performance across a range of fields. The self-broadcasting perspective (SBP) is one such theory; it suggests that people's self-assurance may be read from how they interact with others (Southard, & Malkin, 2013). People who score higher on the confidence scale are more likely to have satisfying social interactions. People with high levels of confidence may be more likely to take actions that benefit their relationships, while those with low levels of confidence may be more likely to take actions that harm them. A person with low self-confidence may, for example, misinterpret the behaviour of a friend as rejection, leading to less frequent contact and, eventually, less fulfilment in romantic relationships.

IV. PROPOSED METHOD

The purpose of this research was to investigate whether or not there is a connection between high school students' feelings of isolation and their low levels of self-confidence in social situations. The quantitative study relies on a relational research strategy because of this. Using a relationship study design, researchers may examine the nature and strength of the connection between two or more factors and extrapolate potential results. (Creswell, 2012).

A. Participants

The study group of the research consisted of 300 students who study in a higher secondary. The Distribution of participants in the survey according to gender, age and income levels are presented in Table 1.

Table 1. Distribution of students in the study group by gender, age and income level

	F	%
Gender		
Female	153	51.0

Male	147	49.0
Age		
14	24	8.0
15	150	50.0
16	114	38.0
17	12	4.0
Income		
Inadequate	12	4.0
Moderate	210	70.0
Good	78	26.0
Total	300	

Looking at Table 1, we can see that females make up 51% of the sample while men account for 49%. "Participants vary in age from 14 to 17, with 8% being 14 years old, 50% being 15 years old, 38% being 16 years old, and 11% being 17 years old." The participants were asked to rate their income on a scale from 'inadequate' to 'excellent.' Results showed that 4% of respondents had an insufficient income, 70% have a moderate income, and 26% have an excellent income.

B. Data Collection Tools

- **Internet Addiction Scale (Internet Addiction Scale)**

The Internet Addiction Scale developed by Young (1996) was adapted to Turkish by Bayraktar (2001) and the Cronbach alpha internal consistency coefficient was found to be 0.91. It is a Likert type scale rated 0-5. The Internet Dependency Scale requires the marking of 'Never', 'Rarely', 'sometimes', 'often', 'Very often' or 'always'.

- **Interpersonal Sensitivity Measure**

Boyce and Parker established the rating scale (1989). Dogan and Sapmaz adopted the Turkish version of the scale (2012). Three components emerged from the factor analysis that was not included in the initial five-factor scale. These factors are 'interpersonal anxiety and addiction,' 'lack of social confidence,' and 'non-aggressive behaviours,' respectively.

The scale's internal consistency was determined to be .81 using the Cronbach alpha method of measuring reliability in this setting. Specifically, the internal

consistency coefficients for the 'personal anxiety and addiction,' 'lack of social confidence,' and 'non-assertive behaviour' subscales were respectively .84, .64, and .73. The interpersonal sensitivity scale was employed in this research, namely its lack of social confidence subscale.

- **Social and Emotional Loneliness Scale**

Ditommaso, Brannen, and Best (2004) created the original fifteen-item scale; eçen translated it into Turkish (2007). The three sub-dimensions of social, romantic, and social isolation make up the Social and Emotional Loneliness Scale. We used a 7-point Likert scale to arrive at our final (1: strongly disagree, 7: strongly agree). Analysis of the reliability coefficients for the scale reveals that the loneliness sub-dimension is .74 for social interactions.

C. Data Analysis

A simple correlation analysis was used to examine the connection between social isolation and low self-esteem based on the study's findings. "Using the correlation between social isolation and internet addiction as a predictor variable, a multi linear regression analysis was performed." Step-wise regression analysis was performed in order to find the most accurate predictor of internet addiction.

D. Objectives of the study

1. To understand significance of confidence in student's life.
2. To examine impact of social evolving on confidence of higher secondary students.

E. Hypothesis of the study

H1: There is an impact of social loneliness on social confidence.

H2: Internet addiction affects social loneliness and confidence of students.

V. RESULTS

Table 2: Descriptive statistics and correlation values of internet addiction levels, social loneliness levels,

	\bar{X}	SS	IA	1	2
Internet Addiction (IA)	32.9573	20.30949			
Predictive variables					
1.Lack of social Confidence	20.3049	5.60567	0.652**		
2.Social Loneliness	13.0213	6.33877	0.581**	0.410**	

**p<0,01

A statistically significant correlation between Internet addiction, isolation, and low self-esteem is seen in Table 2. Addiction to the internet has been linked to low self-esteem ($r= 0.652$, $p0.01$) and feelings of isolation ($r= 0.581$, $p0.01$). When looking at correlation levels, internet addiction and low social confidence are shown to have the strongest link. As a result, they experience isolation and depression.

In order to determine if the aforementioned characteristics may be utilised to predict internet reliance, a multiple linear regression analysis was conducted. The regression analysis is useful if there is a significant connection between the independent

The association between the internet addiction levels of 300 upper secondary students participating in the research and their social loneliness levels, and lack of social Confidence was studied by simple correlation analysis. Table 2 displays the descriptive statistics of associated variables together with their respective correlation values.

variables and the dependent variable, and if the relationship between the independent variables is lowers than 0.80. Table 2 displays the calculated correlation values, which indicate that these variables are appropriate for use in multiple regression analysis.

H1: There is an impact of social loneliness on social confidence.

The multiple connection hypotheses derived from the presumptions of the multiple regression analysis are further tested by looking at the Variance Increase Factor (VIF), Tolerance Value, and Condition index (CI) values. The findings are shown in Table 3.

Table 3: Coefficient Table for Multiple Connection Assumption

	Tolerance value	Variance Increase Factor (VIF)	Condition Index (CI)
Stable			1.000
Lack of social Confidence	0.816	1.225	5.582
Social loneliness	0.631	1.584	8.885

In order for the multiple link assumption to be true, it is assumed that Tolerance is more than 0.10, VIF is less than 10, and CI is less than 30. When all these constraints are taken into account, it is clear that the data set utilised in the research is adequate for multiple linear regression analysis and that there are no multiple connection difficulties.

H2: Internet addiction affects social loneliness and confidence of students.

Multiple regression analysis using a stepwise regression approach was used to investigate the impact of social anxiety and loneliness on internet usage among students in higher education. Stepwise regression was used to include the predictive factors into the model, taking into consideration the association between the independent variables and internet addiction; the findings are shown in Table 4.

Table 4: The level of predicting internet addiction of the lack of social Confidence, social loneliness variables

Model	Predictive Variables	B	Standard Error	β	t
1	Stable	5.866	1.954		3.003**
	Lack of social self-confidence	2.080	0.135	0.649	15.416**
		R=0.649	R ² =0.422	F=237.664	p=.000
2	Stable	-11.123	2.565		-4.336**
	Lack of social self-confidence	1.589	0.132	0.496	12.004**
	Social Loneliness	1.154	0.128	0.374	9.053**
		R= 0.734	R²= 0.538	F=189.325	p=.000

The Dependent Variable: Internet addiction, * $p < 0.05$; ** $p < 0.01$

VI. DISCUSSION AND CONCLUSION

The purpose of this research was to look at how much time high school kids spend on the internet relates to their feelings of isolation and low self-esteem. "The study's findings indicate a link between internet dependency and psychological issues including low self-esteem and isolation." In a stepwise regression study, poor social confidence emerged as the strongest predictor of chronic internet use, followed by isolation. In the first place, the findings of this research showed that internet addiction was positively associated to poor social confidence and social isolation. As a consequence, this finding is consistent with previous research. Young individuals who struggle with feelings of inadequacy and poor self-esteem often avoid social situations and develop less close friendships as a result. Because of the correlation between social confidence and the ability to interact with others, we can conclude that those with lower levels of social confidence receive less social support than those with higher levels, especially because the absence of social connections with loved ones often leads to isolation and increased time spent online. This person may now be someone who shies away from social situations and has difficulty interacting with people.

Several variables influence the maturation of one's self-assurance. The way parents treat their children has a profound impact on how those kids feel about themselves. Confidence in children grows when their parents treat them with positivity and care, and it withers when their parents treat them negatively. Increased self-assurance is a crucial factor in the growth of intelligence, aptitude, and success in school. One's academic success may be anticipated by one's level of

self-assurance. One's academic success is directly proportional to his or her level of self-confidence.

Finally, it is possible that this research will add anything new to the existing body of knowledge. This research is significant for a number of reasons, not the least of which is the fact that it takes a comprehensive look at issues like internet dependency, low self-esteem, and isolation. Potentially limiting this research is the fact that the participants were all in their last years of secondary school. By collaborating with larger samples, the researchers may set this ceiling. Furthermore, social self-efficacy and social isolation were the sole characteristics utilised to predict internet addiction. By taking use of the field, this research may be conducted using a wide range of factors.

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