Assessment of Self-Confidence Levels in Adolescents in Terms of Certain Variables

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ABSTRACT: The purpose of this study is to examine the self-confidence levels in adolescents in terms of certain variables. While the population consisted of adolescents who were aged between 13 and 18 and were studying in İstanbul, the sample of the study consisted of 200 high school students (93 male and 107 female). Comparative rational screening model was used in the study. Self-Confidence Scale developed by Akın (2007) to examine the self-confidence levels of adolescents was used in the data collection. Cronbach Alpha internal consistency reliability coefficient of the scale was found as 88. 't test' and variant analysis were used in the assessment of the data collected. It was determined that sex, satisfaction from physical appearance, age and academic success were influential on the self-confidence levels of the adolescents while attitudes of parents and income levels did not have impacts on the self-confidence levels.
Key Words: Student, Adolescent, Self-Confidence, Self-Confidence Level, Self, Self-Esteem, Self-Sufficiency

INTRODUCTION

Determining and discussing whether self-confidence which is defined as "a person's belief in successfully fulfilling something and reliance on his/her judgment, skills, power and decisions" is affected by certain variables in adolescents is the principal objective of this study. These variables are sex, satisfaction from physical appearance, age, attitudes of parents, income levels and academic success perception.

There are many different definitions for self-confidence. Self-confidence is a person's reliance on his/her own skills, judgments, power and decisions. Thus, it plays a vital role in an individual's personal and social life (Felts, 1988).Self-confidence is a part of the inner person or personality which comes to the surface in association with satisfaction or dissatisfaction with oneself as a result of an assessment on his/her own emotions and thoughts and determine the manners, attitudes and behaviours of an individual (Hambly, 2003). Self-confidence consists of two parts: internal and external. Internal confidence is a state of self-identification including positive thoughts. It means that the person is satisfied with, is at peace with and embraces himself/herself. Self-esteem, self-love, self-knowledge, setting specific goals and positive thinking are the main elements of internal confidence. External confidence, on the other hand, is the ability of a person to control communication, emotions, attitudes and behaviours (Erdem, 2006). Lindenfield, too,

talks about two different types of self-confidence as internal self-confidence and external self-confidence. While internal self-confidence is characterized by self-love, self-knowledge and setting explicit goals for oneself and positive thinking while external self-confidence is characterized by the abilities to communicate, express oneself clearly and control emotions (Lindenfield, 2004).

People use both internal and external self-confidence involuntarily. Self-confidence is associated with success. Provided that we have positive thoughts towards one work, we will have the necessary motivation for that work. However, if we have negative thoughts, our motivation for that work will decrease and the possibility of success will also reduce (Lindenfield, 2004).

According to Feltz, self-confidence is not a general characteristic but represents the belief of one person in becoming successful in a specific action as well as his/her reliance on his/her skills, power, judgment and decisions (Feltz, 1988). Hambly defines self-confidence as the absolute belief of one person in his/her own skills (Humbly, 2003). According to Bandura, "it is the conviction of one person to feel himself/herself esteemed". As to the opinion of Covington, self-confidence is an intrinsic desire which emerges due to the need of being acclaimed in social life and

getting rid of the feeling of insignificance and directs one to avoid of failure and to become successful. In other words, self-confidence is defined as the ability and success of concluding something in a positive manner (Kocaarslan, 2009).

Pervin and John (2001) states that self-confidence is not specific to individual situations or is not temporary; on the contrary, it is a general personality trait. Self-confidence is the essence of psychological existence of one person. Sense of self enables one person to express who he/she is and take a decision on whether he/she appreciates his/her own identity. Self-confidence problem covers the judgment ability (Mckay, Fanning, 2009).

Self-confidence is a self-assessment. The level of self-confidence may be low or high. It is also possible that it is constant in some cases. It may vary depending on the conditions, developments and position. Low or high self-confidence has an impact on someone to shape his/her emotions and behaviours in a different way(Soner, 1995).

Individuals with high self-confidence levels usually feel confident, have the desire to succeed and achieve goals, do not give in easily, take responsibility, are open to experiences and are easy-going in their relationships. Individuals with low self-confidence levels, on the other hand, consider their goals to be unachievable and themselves to be unsuccessful, do not take responsibilities, live in fear of rejection and feel stressful and anxious due to continuous despair (Kurtuldu, 2007). Such thoughts and feelings as self-doubt, excessive adaptation, submission, depression, sensitiveness against criticism, feeling of not being liked and feeling of inferiority are indicators of lack of self-confidence (Kurtuldu, 2007).

Humphreys (2002) reports that it is highly probable that the parents of a child with a low level of self-confidence also have low levels of self-confidence. Self-confidence has a varying structure and has many connections. It is not an inherent feature, and it has been reported that it is a central feature which develops slowly starting with the childhood period. Disappointments and psychological problems experienced by an individual damage self-confidence in a systematic manner, and the more an individual has disappointments, the more the self-confidence decreases and the more the individual has fears (Lauster, 2010; Merey, 2010).

The individuals with high levels of self-confidence are aware of their abilities. They know what they can or cannot do; they are aware of their weaknesses and strengths. These individuals use their abilities very well. They never refrain from new experiences since they are sociable and outgoing. On the other hand, individuals with low levels of self-confidence are not aware of their own capabilities since they do not recognize themselves (Günalp, 2007).

RESEARCH METHOD

Research Model

This research was conducted as a 'comparative relational screening model'. All research models which aim to determine relation and/or degree of relation between two or more variables are called as 'relational screening models' (Karasar, 2004).

Population and Sample

Population of the study consists of the adolescents aged between 13 and 18. However, the study was conducted with a total of 200 high school students (93 male, 107 female) studying in İstanbul.

Data Collection

Information and data used in the research were collected through Self-Confidence Scale.

Personal Information Form was prepared by the researchers with the aim of determining the socio-demographic features of the participants. The form has questions concerning such socio-demographic features of participants as sex, age, physical appearance perception, income level, academic success level and parent attitudes.

Self-Confidence Scale developed by Akın (2007) in order to evaluate the self-confidence levels of adolescents consists of 33 items and is a 5-point scale. There is no reverse-scored item in the scale. Factor loads of the scale range from ,31 to ,75. The confirmatory factor analysis aiming at confirming the two-factor structure of the scale shows that the Chi-square value (x^2=700. 41, sd=488, p=0.00) is significant. Goodness of fit values are found to be RMSEA=.044, NFI=.90, CFI=.96, IFI=.96, RFI=. 89, GFI=.94, AGFI=.91 and SRMR=.058.The concordance validity test indicates that the correlation between Cooper Smith Self-Esteem Inventory and the developed scale is ,87. Internal consistency coefficientof the self-confidence scale is ,83 for the whole scale while those of the internal self-confidence and external self-confidence subscales are ,83 and ,85, respectively. Test-retest reliability coefficients are ,94; ,97 and ,87 for the whole scale, internal self-confidence subscale and external self-confidence subscale, respectively. Also, item-total correlations of the scale vary between ,30 and ,72. While the highest score to be obtained from the scale is 165, the lowest score is 33.

DATA ANALYSIS

"t test" was employed on the data obtained from the scales applied on the participants in order to determine whether there are significant differences among the self-confidence level of the students in terms of sex and physical appearance perception. Also, variance analysis was used in order to determine whether there are differences among the self-confidence levels of the participants in terms of age, income level, academic success level and parent behaviours.

FINDINGS

Table 1. Comparison of Self-Confidence Levels of Adolescents in terms of Sex

Variable	Sex	N	Aver.	Sd	T	Sd	P
	Male	93	132,58	19,86			,012
Self-confidence					2,523	198	
	Female	107	125,47	19,92			

Results of the "t-test" conducted in order to determine, assess and compare the self-confidence levels of adolescents by sex are given in Table 1. When this table is examined, it is seen that male students have higher self-confidence levels than female students. While self-confidence score average of male students is 132,58, the average of female students is 125,47. The table also shows that this difference is statistically significant (p<.05).

Table 2. Comparison of Self-Confidence Levels of Adolescents in terms of Satisfaction with Physical Appearance

Variable	Satisfaction with Physical Appearance	N	Aver.	Sd.	T	Sd	P
	Yes	141	132,12	19,28			,000
Self-confidence			120,78	20,11	3,746	198	
	No	59					

Table 2 presents the self-confidence levels and standard deviation results of the participants who express dissatisfaction with physical appearance. It is seen that there is a statistically significant difference between the self-confidence levels of the students who express satisfaction and dissatisfaction with their physical appearances (p<.05).

Table 3. Descriptive Statistics of Self-Confidence Levels of Adolescents in terms of Age

Age	N	Average	Std. Deviation
13-14	54	133,93	21,29
15-16	86	124,86	19,91
17-18	60	129,75	18,56
Total	200	128,78	20,16

When self-confidence score averages of the participants are examined in terms of age, Table 3 shows that the highest self-confidence level is seen in the 13-14 age group.

Table 4. Variance Analysis for the Comparison of Self-Confidence Levels of Adolescents by Age

Source of Variance	Sum of Squares	Sd	Average of Squares	F	p
Between groups	2807,596	2	1403,798		,031
				3,544	
Intragroup	78041,279	197	396,149		
Total	80848,875	199			

When Table 4 is examined, a statistically significant difference is seen among the self-confidence score averages of participants by age (p<.05).

Table 5. Descriptive Statistics of Self-Confidence Levels of Adolescents by Parent Attitudes

Parent Attitudes	N	Average	Std. Deviation
Indifferent	10	119,70	21,10
Democratic	30	128,93	17,07
Authoritative	34	127,71	22,05
Protective	126	129,75	20,27
Total	200	128,78	20,16

When self-confidence score averages of participants are examined, Table 5 shows that the attitude with the highest self-confidence level is protective attitude with a score of 129,75.

Table   6. Variance Analysis of Comparison of Self-Confidence Levels of Adolescents by Parent Attitudes

Source of Variance	Sum of Squares	Sd	Average of Squares	F	p
Between groups	981,976	3	327,325		,493
Intragroup	79866,899	196	407,484	,803	
Total	80848,875	199			

In Table 5, parent behaviours are classified as indifferent, democratic, authoritative and protective and score averages, standard deviations and, as seen in Table, results of one way variance analysis on these values are given. At the end of the variance analysis performed to examine the difference between the self-confidence score averages of the students with different parent attitudes, a statistically significant difference **could not be detected**$(F_{3-196} = ,803, p > .05)$.

Table 7.Descriptive Statistics of Self-Confidence Levels of Adolescents by Income Status

Income Status	N	Average	Std. Deviation
Insufficient	27	124,37	23,33
Moderate	44	128,02	15,57
High	129	129,95	20,83
Total	27	124,37	23,33

Descriptive statistics applied with the aim of detecting differences among the self-confidence levels of students by **income** status and the results of ANOVA are shown in Table 7 and Table 8.

Table   8. Variance Analysis of Comparison on Self-Confidence Levels of Adolescents by Income Status

Source of Variance	Sum of Squares	Sd	Average of Squares	F	P
Between groups	727,881	2	363,940		,410
Intragroup	80120,994	197	406,706	,895	
Total	80848,875	199			

At the end of the variance analysis performed with the aim of detecting the differences among the self-confidence levels of students with different income levels, no statistically significant difference was found ($p<.05$). In this respect, it can be argued that income has no impact on the self-confidence of adolescents.

Table 9. Descriptive Statistics of Self-Confidence Levels of Adolescents by Academic Success Perceptions

Academic Success	N	Average	Std. Deviation
Insufficient	40	121,33	22,39
Moderate	80	125,88	19,28
High	80	135,40	17,97
Total	200	128,78	20,16

With respect to the impact of **academic success perceptions on self-confidence levels** of students, descriptive statistics are given in Table 9 while ANOVA values are presented in Table 10.

Table 10. Variance Analysis of Comparison of Self-Confidence Levels of Adolescents by Academic Success Perceptions

Source of Variance	Sum of Squares	Sd	Average of Squares	F	p
Between groups	6404,150	2	3202,075	8,474	,000
Intragroup	74444,725	197	377,892		
Total	80848,875	199			

A statistically significant difference was observed in the variance analysis performed to detect the difference between the self-confidence scores of the students having different academic success perceptions (F_{2-197}= 8,474, p< .001). Thus, as academic success perceptions of adolescents vary, their self-confidence levels vary as well.

DISCUSSION - CONCLUSION

The purpose of this study is to examine the self-confidence levels of adolescents in terms of different variables. The results of the 't test' performed to determine, assess and compare self-confidence levels in adolescents are given in Table 1. When this table is examined, it is seen that male students have higher self-confidence averages than the female students. While self-confidence score average of male students is 132,58, the average of female students is 125,47. A statistically significant difference was detected between the self-confidence scores of the participants by sex. According to the study conducted by Şahin (2015), the self-confidence levels of preschool teachers do not differ significantly by sex. In another study, Şar, Avcu and Işıklar (2010) detected a significant difference in favour of female participants among the self-confidence levels of preservice teachers studying in various departments. This study is in parallel to the findings of our study. In this respect, it was reported that self-confidence levels of adolescents were affected by their sexes. It can be stated that the male students have higher self-confidence levels than the female students. It can be thought that the self-confidence levels of men can be higher than women since they attach more importance to power. This situation should be supported by further research and cultural impacts should be revealed.

Self-confidence levels and standard deviation results of the participants who express dissatisfaction with their physical appearances are given above. A statistically significant difference can be seen among the self-confidence levels of the students who are satisfied or dissatisfied with their physical appearances. When the literature is examined, there is no study examining the relation between physical appearance and self-confidence level.

A statistically significant difference was found between the self-confidence score averages of the participants by age. When the literature is examined, Şahin reports that the self-confidence levels and subscale scores of the preschool teachers do not differ significantly by age (Şahin, 2015). Levent (2011) showed that self-confidence which is one of the personality traits of the classroom teachers does not change by age. These studies are not in parallel to the findings of our study. In terms of age groups, a significant difference is seen among the self-confidence levels of adolescents. In other words, self-confidence levels of the students aged 13-14 have higher than those aged 15-16.

A significant difference could not be detected between the self-confidence levels of the adolescents by the parent attitudes. Accordingly, whether the parents are democratic, authoritative, indifferent or protective does not influence self-confidence levels of adolescents.

The study showed that there was no significant difference between the self-confidence levels of the adolescents by income levels. In other words, self-confidence levels of adolescents do not differ according to insufficient, high or moderate income levels. When the literature is examined, there is no study examining the relation between income level and self-confidence.

This study reported that the self-confidence levels of the students with insufficient academic success perceptions are lower than those of the students with high academic success perceptions. The variance analysis performed in order to detect the difference among the self-confidence scores of the students with different academic success perceptions revealed a statistically significant difference. Accordingly, self-confidence levels vary depending on insufficient, moderate or high academic success perceptions of the adolescents.

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