Self-Confidence and Environmental Learning Adjustment among Secondary Level Students of Private and Public Sector in Punjab, Pakistan

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Abstract

The study attempted to explore the level of Self-Confidence and Environmental Learning Adjustment among the students in private and public sector schools at Secondary Level in Punjab, Pakistan. Secondary level students of District Jhang were the population of the study, and a convenient sampling technique was used for sample selection. Sample of the present study was N= 100 (n=50 students from the private sector and n=50 from the government sector. A 5-Point Likert scale questionnaire was used for data collection. After analyzing data through SPSS, ANOVA statistics showed a significant difference in the level of Self-Confidence and environmental learning adjustment among the secondary level students in the private and public sector. It can be accomplished that the different categories of school can affect the Self-Confidence and environmental learning adjustment level of students at secondary level. T-statistics showed that the private schools' students had more self-confidence as compared to government schools' students. Study findings also declared that students of private schools had more done their homework on daily basis; they make interaction with their peer group for learning problems, while they felt lonely and wished for company of their class fellows, felt bored in free time and made an effort to keep in touch with teachers as compared to government schools' students. It was recommended on the basis of conclusion that the administration of the government education department should arrange refresher courses for the teachers and students. The present study focused on the secondary level; similar study may be carried out in other levels of students.

Keywords: Self-confidence, ELA (Environmental Learning Adjustment), Secondary Level

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Introduction

Mostly individuals at school level face social relationship issues. Self-Confidence is simply an evaluative factor of a person, and it is the more extensive picture of oneself (Lee, 2014). Self-Confidence is the judgment about how a man should value oneself. Self-Confidence is a perception and recognition about how much a man is significant or respectable to the world or others. Self-Confidence plays a vital role in our daily routine and for surviving in society (Tus, 2020). The legitimate Self-Confidence is simply the positive or high regard. Confidence can be confidence and negative Self-Confidence. Poor mental self-view is simply the after effect of negative regard or low Self-Confidence (Makrani, 2019). At the point when the individual practices the low-down Self-Confidence then the individual has a negative state of mind towards oneself. In the low Self-Confidence the individual feels that he has no incentive before others or humanity, he is pointless for other individuals and feels that others are not take an incentive from him. In low down Self-Confidence the individual keeps away from the social circumstances, feels bothered to confront other individuals, feels agitated, and feels frail (Rosenberg, 2015).

Self-confidence is diligently linked to anxiety and motivation. Surya and Putri (2017) created in their learning that a scholars' self-confidence enlarged, their motivation was definitely exaggerated. Similarly, self-confidence is related to linguistic concern, excluding that it stresses a constructive factor in its place of undesirable (Melnikova, 2018). Brand (2018) designated those self-confidence hints to incentive to use the linguistic and particularly non languages use and forecast linguistic success. Assessment of their individual regard is linked by self-confidence that is inclined damagingly (Park & Lee, 2005).

Self-confidence is typically defined as one's ability to acknowledge and love oneself, and also to keep an eye on one's own emotions (Rumapea & Wennyta, 2020). Self-confidence may likewise be portrayed as feeling good because of extending good feelings. In the meantime, the condition of feeling great can be clarified as a concurrence with one's own self and with individuals around, mental fortitude and courage (Siekanska & Wojtowicz, 2020).

Self-confidence accompanies birth; nonetheless, this element changes on schedule as the improvement goes on since youth. The principal factor for the essential self-confidence sense is the time span between 0-1 years. During the game period, the kid sees his opportunity and innovativeness. During this time, as fellowship fosters the youngster learns the significance of social relations. In this interaction, the kid's relations with

his companions significantly affect his social turn of events. Kids who don't invest sufficient energy with his companions will be timid and suspicious (Carey & Markus, 2017).

Self-confidence can be arranged into two gatherings as internal certainty and external certainty. The components that structure internal certainty cherishes own self, self-information, defining unequivocal objectives, thinking decidedly. Internal certainty is the thoughts and sensations of a person that shows how much an individual is satisfied and content with him. The components that comprise external certainty are correspondence and the ability of controlling sentiments. People who are exceptionally internally certain are satisfied with themselves and have high confidence. Self-confident people consistently have express targets; self-confidence doesn't imply that an individual will be cheerful regardless of every single testing condition (Rahimi, 2019).

Self-Confidence influences our trust in others, our relations, and our work, roughly each piece of our lives. Self-Confidence is generally mirroring the evaluative factor of the self-idea, a more extensive photo of the self that contains mental and social aspects and evaluative or enthusiastic ones. Although the idea is used most every now and again to specify a general feeling of dignity, smaller thoughts, for example, Self-Confidence or body-regard are utilized to propose a feeling of Self-Confidence in extra particular zones. It is too comprehensively expected that Self-Confidence works as a quality/attribute; that is, it is steady through time inside people. Self-Confidence is an immensely boundless idea in brain research and has been identified with each extra mental thought or zone, involving identity, behavioral, subjective and clinical contemplations (Donnellan et al., 2015).

Social adjustment is the strategy through which living beings hold the balance among their needs and the circumstances that impact the satisfactions of these requirements. Alteration is the procedure of disclosure and supporting conduct of conduct proper to the air or the change in the climate. Adjustment can be characterized as a strategy of changing one's conduct to achieve a wonderful connection with their social setting (Cheng et al., 2014). This is normally a response conveyed by some sort of change, which has occurred. The worry of this adjustment causes one to endeavor, to achieve another kind of harmony or homeostasis between the personalities (both subtly and remotely) and with their climate (Toheed, 2012).

According to psychology, "adjustment is the method by which the individual endeavors to hold a level of enthusiasm and physical adjustment". The individual adjustment contained (i) individual and in addition (ii) ecological segments. The family is the more basic foundation.

An Individual has created adjustment and absorbs his conduct, as he battles to delight his fundamental needs. Different examinations demonstrate that the individual will be balanced if the family association has been great, in youth and youthfulness. The family assumes an imperative part in the socialization of the youngsters (Toheed, 2012).

Objectives of the study

- To analyze the Self-Confidence and Environmental Learning Adjustment level among the students in private and public sector schools at Secondary Level.
- To compare the level of Self-Confidence and Environmental Learning Adjustment among the students in private and public sector schools at Secondary Level.

Significance of the Study

The current research study was fruitful for the students as well as their teachers to improve their self-confidence. It was also helpful to improve the learning while overcoming the Self-Confidence. It facilitated the learners as well as others to develop their attitudes in environmental settings. The study was crucial for counselors, education specialists, educational administration, professionals, and educators and researchers as it was providing the level of Self-Confidence and environmental learning adjustment of the students of public and private sector at secondary level. Study itself has become a base for further research and development in the field of education. This study was to contribute professionals, policy makers, managements, and planners to and improve Self-Confidence and environmental learning adjustment of public and private sector students at secondary level Punjab province of Pakistan.

Methodology

The present study was based on descriptive research design. A survey method was conducted for the completion of current research. The demographic characteristics of students, teachers and head teachers, age, class, gender, experience, status of school and living area were the important variables. Questionnaire was consisted of thirty statements of students and twenty statements of teachers and head teachers designed to analyze and compare the level of Self-Confidence and environmental learning adjustment among the students in private and public sector

schools at Secondary Level. The questionnaires were administered by researchers personally. The present study was delimited to only secondary level students of private and public sector schools of District Jhang. The population of the study consisted of boys' and girls' students of public and private sector at secondary level in all District Jhang.

After the identification of the targeted population, the sample of study was selected. For this purpose, a convenient sampling technique was used to collect the relevant information from the participants.   The sample of the present study consisted of 100 students both boys and girls of private (50) and government sector (50) at secondary level in District Jhang. Data was collected with questionnaires. The items of the questionnaire were viewed by the experts for analyzing and comparing the level of Self-Confidence and environmental learning adjustment among the students in private and public sector schools at Secondary Level. Collected data were analyzed though SPSS-22. Descriptive statistics ANOVA and t-test were used for data analysis.

Results and Discussion

Table 1
Demographic aspects of the study of students

Age	Frequency	Percent
14-16 Years	72	72%
17-19 Years	28	28%
Total	**100**	**100%**
Class		
9th	35	35%
10th	65	65%
Total	**100**	**100%**
Gender		
Male	48	48%
Female	52	52%
Total	**100**	**100%**
School Status		
Private	50	50%
Govt.	50	50%
Total	**100**	**100%**

Age: The above table indicated that 72% of the students were aged 14-16 years and 28% of the respondents were aged 17-19 years. **Class:** The above table indicated that 35% of the students were studying in 9th class and 65% of the respondents were studying in 10th class. **Gender:** The gender of the respondents is an important demographic variable. The

above table indicated that 48% of the students were male and 52% of the respondents were female. **School status:** The above table indicated that 50% of the students were studying in private institutions and 50% of the respondents were studying in government schools.

Table 2
Comparison of level of Self-Confidence and environmental learning adjustment among the students in private and public sector schools at Secondary Level on the basis of gender of students

Gender	N	M	df	t	Sig
Male	48	99.02	98	.199	.843
Female	52	98.50			

*P < .05 Level of Significance

Above table indicated that there is no significant difference found in the level of Self-Confidence and environmental learning adjustment among the students in private and public sector schools at Secondary Level on the basis of gender of students. It can be accomplished that the different gender does not affect the Self-Confidence and environmental learning adjustment level of students at secondary level.

Table 3
Comparison of level of Self-Confidence and environmental learning adjustment among the students in private and public sector schools at Secondary Level on the basis of age of students

Age	N	M	df	t	Sig
14-16 Years	72	96.70	98	-2.585	.011
17-19 Years	28	104.00			

*P < .05 Level of Significance

Above table indicated that there was a significant difference in the level of Self-Confidence and environmental learning adjustment among the students in private and public sector schools at Secondary Level on the basis of age of students. It can be accomplished that the different age level can affect the Self-Confidence and environmental learning adjustment level of students at secondary level.

Table 4
Comparison of level of Self-Confidence and environmental learning adjustment among the students in private and public sector schools at Secondary Level on the basis of school status of students

School Status	N	M	df	t	Sig
Private	50	95.24	98	-2.786	.006
Govt.	50	102.26			

*P < .05 Level of Significance

Above table indicated that there was a significant difference in the level of Self-Confidence and environmental learning adjustment among the students in private and public sector schools at Secondary Level on the basis of the category of school of students. It can be accomplished that the different categories of school can affect the Self-Confidence and environmental learning adjustment level of students at secondary level.

Table 5
Comparison of self-confidence among the students in private and public sector secondary schools

Statement	School Status	N	Mean	S.D.	T-value	P-value
On the whole, I am satisfied with my institution where I study	Private	50	3.98	1.115	-3.554	.001**
	Govt.	50	4.64	.692		
I think I am no good due to all the learning activities.	Private	50	2.56	1.072	-.710	.479[NS]
	Govt.	50	2.72	1.178		
I feel that I have a number of good learning qualities.	Private	50	3.58	1.051	-1.931	.056*
	Govt.	50	3.98	1.020		
I have an ability to perform useful activities as well as to help other students.	Private	50	3.62	.923	-3.749	.000**
	Govt.	50	4.26	.777		
I feel I have certain deficiencies which creates hindrance in my performance.	Private	50	2.38	1.276	-3.325	.001**
	Govt.	50	3.22	1.250		
I feel that I am not useful for others	Private	50	2.12	.982	-1.461	.147[NS]
	Govt.	50	2.44	1.197		
I feel that I am a student of worth for others.	Private	50	3.56	1.127	-2.074	.041*
	Govt.	50	4.00	.989		
I wish I should prove myself as respectful member of my society.	Private	50	3.72	1.100	-2.863	.005**
	Govt.	50	4.30	.909		
I am inclined to feel that I am a failure to achieve my targets.	Private	50	2.08	1.125	-2.919	.004**
	Govt.	50	2.72	1.061		
I have a positive attitude toward others in my opinion.	Private	50	3.76	1.001	-2.273	.025**
	Govt.	50	4.160	.738		

NS=Non-significant, *= Significant (at 5% level of significance),

** = Highly Significant (at 1% level of significance)

The above table represents the comparison of self-confidence among the students in private and public sector secondary schools. The self-confidence of students was measured through ten different statements.

T-statistics declared that eight out of ten statements of self-confidence are significant in favor of private school's students. It means, private schools' students had more self-confidence as compared to government schools' students.

Table 6

Comparison of environmental learning adjustment among the students in private and public sector secondary schools

Statements	School	N	Mean	S.D.	T-value	P-value
I missed my homework most of the time.	Private	50	2.00	1.124	-.447	.656NS
	Govt.	50	2.10	1.111		
Felt ashamed of how I have been doing my homework.	Private	50	2.04	.988	-1.426	.157NS
	Govt.	50	2.36	1.241		
Got angry with others who argued with my homework?	Private	50	2.60	1.261	.230	.818NS
	Govt.	50	2.54	1.343		
Felt upset, worried or uncomfortable about my homework.	Private	50	3.52	.953	1.747	.048*
	Govt.	50	2.50	1.370		
I have done my homework on a daily basis.	Private	50	3.42	1.295	-3.022	.003*
	Govt.	50	4.12	1.005		
Got angry when other people passed negative comment about my institution.	Private	50	3.66	1.364	-1.208	.230NS
	Govt.	50	3.96	1.105		
Found the home boring, unpleasant or difficult.	Private	50	2.70	1.147	-.412	.681NS
	Govt.	50	2.80	1.277		
To make interaction with my peer group for learning problems.	Private	50	3.40	1.069	-3.202	.002**
	Govt.	50	4.00	.782		
Talk about your feelings openly with your friends.	Private	50	3.50	1.017	-1.047	.298NS
	Govt.	50	3.80	1.087		
Done things socially with your friends (e.g. visiting, entertaining, going out together).	Private	50	3.54	1.110	-.358	.721NS
	Govt.	50	3.62	1.122		
Spent your leisure time on hobbies or other useful activities.	Private	50	3.60	.9689	-.379	.705NS
	Govt.	50	3.68	1.132		
Got angry with friends when they passed comments about my attitude.	Private	50	3.62	1.227	3.765	.000**
	Govt.	50	2.70	1.216		
Your feelings hurt by your friends.	Private	50	3.48	1.164	3.514	.001**
	Govt.	50	2.64	1.224		
	Private	50	2.92	1.046	-.526	.600NS

Felt ill, tense or shy when met with new class teacher.	Govt.	50	3.04	1.228		
Felt lonely and wished for company of my class fellows.	Private	50	3.20	1.160	-3.352	.001**
	Govt.	50	3.96	1.105		
Felt bored in free time.	Private	50	3.24	1.021	-2.474	.015*
	Govt.	50	3.76	1.079		
Got angry when any relative passes negative remarks about my institution.	Private	50	3.68	1.219	.000	1.000^{NS}
	Govt.	50	3.68	1.132		
Made an effort to keep in touch with teachers.	Private	50	3.64	.942	-2.721	.008**
	Govt.	50	4.10	.735		
Be able to talk about your feelings openly with you teachers.	Private	50	3.32	.867	-.383	.703^{NS}
	Govt.	50	3.40	1.195		
Depended on your relatives for help seeking educational guidance.	Private	50	3.02	1.347	.975	.332^{NS}
	Govt.	50	2.76	1.318		

NS=Non-significant, *= Significant (at 5% level of significance),
** = Highly Significant (at 1% level of significance)

T-statistics showed that students at government schools were more upset, worried or uncomfortable about their homework; they got angrier with friends when they passed comments about their attitude, their feelings hurt by their friends as compared to private schools' students.

T-statistics also declared that students at private schools had more done their homework on daily basis; they make interaction with their peer group for learning problems, while they felt lonely and wished for company of their class fellows, felt bored in free time and made an effort to keep in touch with teachers as compared to government schools' students.

Conclusion

It was found out in the study that there is significant difference in confidence and environmental learning adjustment among the students in private and public sector school at secondary level on the basis of category of school of students. This study's findings are comparable to those of Mahyuddin et al. (2006), who discovered that more than half of students were confident in learning and fewer than half were not. In terms of students' confidence in their ability to study independently, 16% were extremely confident, 29.4% were more confident, 33.6% were confident, 17.1% were less confident, and 3.9% were not confident at all, and self-confidence was an effective factor on students' learning.

T-statistics showed that the private school students had more self-confidence as compared to government school students. It was correlated with the study conducted by Eremie and Chikweru (2015), where the authors discovered that kids at private schools had better levels of self-esteem than those in public schools. In terms of three different factors, girls greatly outperformed boys. However, the opposite result was found by Braun et al. (2006) and Colquhoun and Bourme (2012) Regarding all three categories, students from public schools outperformed those from private schools. Although public school students performed better academically than private school pupils, the school influence on study habits and success was insignificant. But in terms of self-esteem, public schools had a considerable advantage over private.

Study findings also declared that students at private schools had more done their homework on daily basis; they make interaction with their peer group for learning problems, while they felt lonely and wished for company of their class fellows, felt bored in free time and made an effort to keep in touch with teachers as compared to government schools' students. For both public and private school pupils, study habits and self-esteem are important predictors of academic success.

Public school has a bigger impact on private school children's academic performance, though. Public school has a bigger impact on private school children's academic performance, though. In other words, public school children lived up to social and parental standards, gained a healthy sense of self, established good study habits, and did well on academic assessments. Public schools in Bangladesh benefit from having qualified and competent instructors, better student-teacher ratios, more educational supplies and tools, a significant financial investment from the government, a better admissions process, and other factors that have an impact on private schools. As a result, in our nation, it is clear that public secondary schools and private secondary schools have different amenities. The previous investigation by Alimi et al. (2012) was able to suit this conclusion.

Recommendations

The present study focused on the explore and compare the level of Self-Confidence and Environmental Learning Adjustment among the students in private and public sector schools at Secondary Level in District Jhang. On the basis of findings and conclusions following recommendations were made:
- Administration of the government education department should arrange refresher courses from time to time for the teachers and students.
- The present study focused on the secondary level; similar studies may be carried out in other levels of students.

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