Self-Confidence Among Sabooj Sathi Scheme Recipient Students Of Purba Bardhaman District: A Study

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ARTICLE INFO	ABSTRACT
	Self-confidence is faith of one's meeting demands successfully of a task. It is self-assurance of an individual and trust in his or her abilities, capacities, and judgment. To explore the status of self-confidence of Sabooj Sathi scheme recipient school going students, the present study was undertaken through the descriptive survey method by administering standardized Adolescents Self-Confidence Scale-ASCS by Zia,G (2021) on a random sample of 255 secondary and higher secondary level students of Purba Bardhaman district of West Bengal. The results showed that maximum number of Sabooj Sathi scheme recipient students had above average level of self-confidence and there was no significant gender difference of self-confidence among the beneficiaries of the scheme. **Keywords:** Self-confidence, Sabooj Sathi scheme,

1. Introduction

An important attitude of an individual is self-confidence. Latin word 'con' and 'fidere' makes the word confidence which means 'with trust'. Self-confidence is trust or belief in one self or belief in one's power or abilities to perform the required task. According to **Shrauger & Schohn (1995)** self-confidence is people's sense of competence and skill, their perceived capability to deal effectively with various situations. In other word self-confidence is about how well a person control certain aspects of his or her life. **Lauster (2012)** defines self-confidence as an attitude or feeling of confidence in an individual's abilities so that the individual concerned is not too anxious in every action, can be free to do things that are liked and be responsible for all actions that are done, warm and polite in interacting with others. Self-confidence is essential for all round development of students. It helps a student to build up self-image, take risk in life, helps to achieve goal and above all a self-confident student possessed more resilience and determination in life rather than the low confident student.

1.1 Sabooj Sathi (Bicycle Distribution Scheme)
A free bicycle distribution scheme named 'Sabooj Sathi' launched in the year 2015 by Government of West Bengal for secondary and higher secondary level students of Govt. and Govt. Aided schools and Madrasahs in the state. Literally the name 'Sabooj Sathi' means green companion in Bengali but it implies companion of children. Mamata Banerjee, Hon'ble Chief Minister of West Bengal, hailed off the bicycle distribution programme under the scheme in the month of October 2015 from Paschim Midnapur district. The aim of this scheme is to empower the young pupils to achieve new accomplishment in the future through the bicycle. The implementation cost of the Scheme is provided by the different departments Govt. of West Bengal such as Backward Classes Welfare department for SC & OBC students, for Minority category students Minority Affairs & Madrasah Education department, Tribal Development for ST students and for General category students School Education department. More than 1.25 crore students have gotten bicycles under this scheme since 2015. In 2020 Sabooj Sathi online3.0 got the Winner Award in WSIS Prizes 2020 in Category 7: e-Governance **(:: *Sabooj Sathi* ::, n.d.).**

1.1.1 Objectives of the Scheme
Entry to secondary education is an important aim of Sabooj Sathi scheme but scheme hope for increasing students' retention in school, motivating pupils to take part in higher studies, inseminate sense of confidence

amid girls' students, facilitating environment friendly and healthful means of transportation. The objectives of the scheme are aligned with the four goals of 2030 Agenda of Sustainable Development-SDG3, SDG4, SDG5 and SDG13.

1.2 Objectives of the study
The objectives of this study were
1. To explore the present scenario of self-confidence among Sabooj Sathi scheme recipient students of Purba Bardhaman district.
 2. To compare the self-confidence of male and female Sabooj Sathi scheme recipient students.

1.3 Research Question
RQ.1. What is the present scenario of self-confidence among Sabooj Sathi scheme recipient students?

1.4 Hypothesis of the study
Ho[1]. There exists no significant difference of self-confidence of male and female Sabooj Sathi scheme recipient students.

2. A Brief Review on

i. Self-confidence
Ballane (2019) conducted a study on understanding of high school students' self-confidence and revealed that for learning, academic performance and success in life, self-confidence is a vital determinant. **Moneva, & Tribunal (2020**) examined a significant relationship between self-confidence and performance task. Having high self-confidence, students can easily perform their task. **Akbari & Sahibzada (2020)** identified that self-confidence can improve participation in learning, reduce test anxiety and increases interest in goal seeking. **Adharini & Herman (2020)** studied and found that self-confidence of high school students is related to their mathematical critical thinking skill. Low critical thinking skill students have medium self-confidence. Students' self-confidence effected speaking ability and talking abilities cab be encouraged by self-confidence of students **Kansil Tuna, & Liando (2022**). **Srivastava (2013)** conducted a study to examine the relationship between academic achievement and self-confidence. Result revealed that academic achievement had stunning effect on male and female students level of self-confidence. Self-confidence had remarkable result on high academic achiever students. **Dahlan (2019)** found that a significant relationship exists between self-confidence, social adaptation and achievement motivation. Students having high self-confidence have high achievement motivation.

ii. Sabooj Sathi Scheme
Pratichi Institute et al. (2017) conducted an assessment on Sabooj Sathi scheme and found that the beneficiary students not only use bicycle for schooling purpose but also for many other family purposes. The scheme had vast social impact and significantly improved general mobility. **Sahoo (2024)** stated that Govt. of West Bengal has taken different initiatives for universalization of secondary education such as providing scholarships, uniforms for students and bicycles under Sabooj Sathi scheme and these programmes increased students' enrolment in schools. **Adhikary, Mukherjee, & Makal (2024)** conducted a study to find out the impact of Kanyashree and Sabooj Sathi scheme on the development of rural areas. The study found that the recipients of bicycle under Sabooj Sathi scheme make use their bicycle for schooling, attending play grounds and private coaching centres, the family members of beneficiary students use bicycle for domestic activities also and the scheme along with other scheme contribute to empower girl students in the area of southern part of West Bengal. **Mondal, Mondal & Das (2023)** conducted a study to assess the effectiveness of different welfare schemes running in West Bengal including Sabooj Sathi scheme and they concluded that like other schemes Sabooj Sathi scheme is very imperative and effective to increase attendance, participation of girl students in school, acts as game changing issue for gross enrolment.

3. Method

For conducting the study descriptive survey method was adopted. The research was conducted on the Sabooj Sathi scheme recipient students of Purba Bardhaman District of West Bengal. The variable, sample, tool, procedure of data collection, and statistical technique are noted subsequently.

3.1   Variables
The only variable in this present study was Self-confidence.

3.2 Population of this study
Population of the present study involves all the secondary and higher secondary level school and Madrasah students of class IX to XII of Govt. Aided High School and Madrasahs of Purba Bardhaman District, West Bengal.

3.3 Sample of the study
The study was taken over among students studied in secondary and higher secondary standards, receiver of the Sabooj Sathi scheme and were attending different schools and Madrasahs within the Purba Bardhaman district. Applying the simple random sampling technique, a cohort of 255 students were carefully chosen from different schools and Madrasahs (Bengali medium) situated in both urban and rural areas.

3.4   Tool of Research
The below- mentioned research tool was used in the present study for collection of data.

3.4.1 Adolescents Self-Confidence Scale-ASCS by Zia,G (2021)
To assess the self-confidence of students Ghazala Zia's Adolescents' Self-Confidence Scale (ASCS)was used. This scale contains 42 items on five dimensions- i. Physical, ii Social, iii. Emotional, iv. Mental and iv. Educational. This scale contains 24 positive and 18 negative items. The reliability of ASCS was determined by calculating Cronbach's Alpha Coefficient which was found to be 0.80 and is significant at.01 level of significance. Both face and content validity of this scale was determined. Each item has five possible answers (Strongly Disagree=1 to Strongly Agree=5).

Table1: Interpretation of the Level of Adolescents' Self-confidence

Range of Raw Score of Full scale	Range of z-score	Grade	Level of Adolescent's Self-Confidence
167 & above	+2.01 and above	A	Extremely High
152-166	+1.26 to 2.00	B	High
136-151	+0.51 to 1.25	C	Above Average
116-135	-0.50 to +0.50	D	Average
101-115	-1.25 to -0.51	E	Below Average
86-100	-2.00 to -1.26	F	Low
85 & below	-2.01 and below	G	Extremely Low

3.5 Procedure for Data Collection
The researcher took a very through and methodical approach to gather data, personally administering the aforementioned tools in accordance with the guidelines outlined in the tool's manual.

3.6 Analysis of the Collected Data
The data acquired from ASCS underwent thorough analysis employing descriptive statistics. Within the scope of this investigation, a t-test was employed to distinguish variations in self-confidence levels among bicycle recipients. The calculation of the data was facilitated by the utilization of SPSS 20 software.

4. Results

The data collected through Adolescents' Self-Confidence Scale (ASCS) was analysed through descriptive statistics. In this study t-test was used to compare the self-confidence level of male and female bicycle recipients. To analyse the data the researcher took help of SPSS 20 software and Graph Pad. Self –confidence of bicycle recipients had been calculated on the basis of ASCS. The tables below show the level of student's self-confidence and its comparison between male and female students in this study are as follows.

Table 2: Showing the level of Self-confidence of Sabooj Sathi Scheme recipient

Level of Self-confidence	Range of Raw score	Gender	N	Total	Percentage
Extremely High	167-173	Male	7	15	5.87
		Female	8		
High	154-163	Male	20	37	14.51
		Female	17		
Above Average	136-151	Male	58	120	47.1
		Female	62		
Average	120-135	Male	32	77	30.20
		Female	45		
Below Average	112-118	Male	3	6	2.35
		Female	3		
Low		Male	0	0	0
		Female	0		
Extremely Low		Male	0	0	0
		Female	0		
Total			255	255	100

Table 2 shows level of self-confidence of male and female school going students. More than 47% students both male and female have above average level of self-confidence. Students having average level of self-confidence is more than 30%. Also, students having low and extremely low-level self-confidence are zero in number where as extremely high and high level of self-confidence are 5.87% and 14.51% respectively. The range of raw score in full scale 116 to 135 indicates average level of self-confidence of students. In the above result it is shown that 77 respondents out of 255 score between 120 to 135 and the percentage of average level of self-confidence of male and female as whole is 30.20%. The range of raw score in full scale 136 to 151 indicates above average level of self-confidence of students. Results show that the level of self-confidence of 120 students falls between 136 to 151. Thus, the maximum number of students male and female as whole fall under above average level of self-confidence and its percentage is 47.10%. In case of high and extremely high level of self-confidence falls between 154 to 163 and 167 to 173 respectively and their percentage in total is 14.51% and 5.87% respectively.

Table 3: Gender wise differences of students Self-confidence

Self-confidence	N	Mean		SD		t	df	p	Significance
	Male-120	Male	Female	Male	Female	0.2018	253	0.8402	Not Significant
	Female-135	3.40	3.37	1.19	1.18				

Table 3, result showed that there are no statistically significant differences among male and female students' level of self-confidence (t = 0.2018, df= 253, P=0.8402). The mean and SD of students are male (Mean=3.40, SD=1.19), female (Mean=3.37, SD=1.18)

5. Discussion

RQ.1. What is the present scenario of self-confidence among Sabooj Sathi scheme recipient students?

The result from Table 2 revealed that 47.1% Sabooj Sathi scheme recipient students have above average level of self-confidence. Whereas 30.20% students have average level of self-confidence and 14.51% students have high level of self-confidence. Another result shown that 5.87% of students have extremely high level of self-confidence and on the contrary zero percentage students have extremely low and low level of self-confidence. Only 2.35% students have below average level of self-confidence. However, the findings of this revealed that most of the Sabooj Sathi scheme recipient students have above average level of self-confidence.

H0[1]. There exists no significant difference of self-confidence of male and female Sabooj Sathi scheme recipient students.

The result presented in the Table 4 indicated a statistically insignificant difference between male and female students level self-confidence (Mean for male = 3.40, SD= 1.19 and Mean for female = 3.37, SD = 1.18 where t = 0.2018, P =0.8402). Calculated P-value is insignificant at 0.05 level of significance. Thus, the null hypothesis H0[1] is retained. It means male and female beneficiary students of Sabooj Sathi scheme have similar level of self-confidence.

6. Conclusion

From findings of the study, it can be concluded that the Sabooj Sathi (free bicycle distribution scheme) scheme recipient students have above average level of self-confidence. Majority of Sabooj Sathi scheme receiver students are self-confident in physical, social, emotional, educational as well as mental aspect. Various kind of psychological issues arises due to lack of self-confidence among school-going students. Thus, it is necessary to maintain level of self-confidence for all round development of students. It is also founded that self-confidence level of Sabooj Sathi scheme beneficiary students do not differ significantly with respect to their gender. This fact may reflect the positive impact of Sabooj Sathi scheme in increasing self-confidence among girl students.

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