

## Self-Confidence of the Second Year College Students of the University of Northern Philippines

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### Abstract

*This study looked into the level of self-confidence of the 298 second year college students from the six selected degree programs of the University of Northern Philippines during the second semester of the school year 2006-2007. The three dimensions of self-confidence were personal relationships, social situations, and public situations. These were correlated with the respondents' age, birth order, family size, parents educational attainment, parents work status, and place of residence.*

*The findings of the study revealed that most of the respondents are Ladderized Nursing students, eldest siblings in the family, both parents are college graduates; majority of them are aged 18, belong to a medium sized family, both parents are unemployed, and live near the town proper.*

*The study showed that the respondents have moderate level in all the three dimensions of self-confidence. It was also found out that there are significant differences on the level of self-confidence between students in the ladderized and traditional Nursing programs.*

*Taken singly, personal relationship is significantly related to the respondents' age, family size, and father's educational attainment. Likewise, family size, mother's educational attainment, and father's work status have a significant relationship with the social dimension of self-confidence.*

*As a whole, the self-confidence of the respondents is mainly influenced by the fathers work status which greatly and positively built the solid foundation of sound self-confidence and self-esteem of the students.*

*Based on the findings of the study, the researcher advances the following recommendations: the home and school as partners should continuously cooperate with each other by providing wholesome, challenging, and varied activities/programs that could help strengthen and enhance the self-confidence of the students; the College of Health Science and College of Nursing should maintain the intensification of the experiences, both curricular and co-curricular;*

*of students; the clinical staff should continuously attend professional development programs; educated parents should likewise unceasingly enhance themselves professionally by undergoing in-service educational programs in line with their field of expertise; and a similar study should be conducted using different variables not mentioned in the study and with the non-degree students as respondents.*

## Introduction

### Background of the Study

Self-confidence is faith in one's own abilities. People with high self-confidence typically have little fear of the unknown, are able to stand up for what they believe in, and have the courage to risk embarrassment

According to studies, fear is man's enemy hindering self-confidence. These studies stressed clearly that "fear thought" is an illness that can be detected and identified. It largely arises from a corrupt mental pattern wherein the mind is allowed consistently to dwell on doubtful thoughts, inefficiency, and failure. This power will become great when freely allowed affecting life to a lesser degree in virtually every undertaking.

Psychiatrists likewise point out that when one has self-confidence, it normally results in having great self-esteem. Further studies have shown that people with self-confidence and good self-esteem tend to be happier in general, therefore, they live a more enjoyable life and are more successful in what they do. On the other hand, people without self-confidence and with a low self-esteem tend to live a life filled with depression, anxiety, stress, and many more problems that can affect both their mental and physical well-being.

A person with a good foundation of self-confidence can properly defend such decisions and will not even hesitate to make it. Such has been proven that even wrong decisions become right ones, mostly depending on how it is defended by the person who actually make the said decision. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves. Therefore, self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that within reason, they will be able to do what they wish, plan, and expect. However, in some instances, self-confidence is not necessarily a general characteristic which pervades all aspects of a person's life. Typically, individuals will have some areas of their lives where they feel quite confident like academics and athletics while at the same time they do not

feel at all confident in other areas such as personal appearance and social relationships. (<http://www.mindtools.com/selfconf>)

Hurlock (1982) cited that the greater the social participation of adolescents, the greater their social competency as seen in their ability to dance, to carry on conversations, to play sports and games that are popular with agemates, and to behave correctly in different social situations. As a result, they gain self-confidence which is expressed in poise and ease in social situations.

The key for people today is on how to build on set careers. Discovering their inner talents and being able to build on their self-confidence is a step in setting careers on the right track. Without self-confidence, a person will always be walking on a thin line, not having the ability to make his own judgment with regards to personal decisions, more so with eventual business decisions he will be tasked to undertake later on. William James, the father of modern Psychology in America, mentioned that often, one's faith or belief is the only thing that can assure his success.

In the University of Northern Philippines, it is observed that few if not many of the students cannot express themselves fully; their thoughts properly, emotions clearly, and actions confidently. Perhaps these vivid phenomena have something to do with the concept of self-confidence. Their inability to convey themselves freely might cause their lack or poor self-confidence. Hence, such picture of their self-confidence can likewise affect their performance in the attainment of their life goals.

Along these premises, the researcher was prompted to conduct a study relative to the self-confidence of the second year college students of the University of Northern Philippines. Findings of this study may serve as baseline information in enhancing the self-confidence and self-esteem of the students.

## Objectives of the Study

The study primarily attempted to determine the self-confidence of the second year college students of the University of Northern Philippines during the second semester of the school year 2006-2007.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following personal-related variables:
  - a. course,
  - b. age,

- c. birth order,
  - d. family size,
  - e. parents' educational attainment,
  - f. parents' work status, and
  - g. place of residence?
2. What is the level of self-confidence of the respondents in terms of the following dimensions:
    - a. personal relationships,
    - b. social situations, and
    - c. public situations?
  3. Are there significant differences in the levels of self-confidence between and among the respondents from the different courses?
  4. Are there significant relationships between the profile of the respondents and their levels of self-confidence?

#### Scope and Limitation of the Study

The study mainly looked into the self-confidence of the second year college students of the University of Northern Philippines during the second semester of the school year 2006-2007. The respondents of the study came from the six selected degree programs of the university.

The independent variables of the study were the personal-related factors of the respondents which consisted of their course, age, birth order, family size, parents' educational attainment, parents' work status, and place of residence. On the other hand, self-confidence was the dependent variable which has three dimensions: personal relationships, social situations, and public situations. The mentioned variables used in the study were gathered through questionnaires.

#### Review of Related Literature

Self-confidence, social skills, and social roles develop during early childhood. Cognitive growth permits children a greater appreciation of psychological roles, motives, and feelings, deepening their understanding of others and themselves. (Berger & Thompson, 1986)

Confidence as a psychological quality is related to, but different from, self-esteem. This may be considered to be made up of a number of components: social confidence, physical presence, stage presence, status confidence, and peer independence (Free Encyclopedia).

Many factors affect the development of self-confidence. Parents' attitudes are crucial to children's feelings about themselves, particularly in children's early years. When parents provide acceptance, children receive a solid foundation for good feelings about themselves. If one or both parents are excessively critical or demanding, or if they are overprotective and discourage moves toward independence, children may come to believe that they are incapable, inadequate, or inferior. However, if parents encourage children's moves toward self-reliance and accept and love their children when they make mistakes, children will learn to accept themselves and will be on their way to developing self-confidence (<http://www.mindtools.com/selfconf/>).

Studies show that girls especially smarter ones have severe problems with self-confidence. They consistently underestimate their own ability. When asked how they think they will do on different tasks whether the tasks are untried or ones they have encountered before they give lower estimates than boys, and in general underestimate their actual performance as well. Furthermore, low self-confidence is the plague of many girls and it leads to a host of related problems. Girls are highly suggestible and tend to change their minds about perceptual judgments if someone disagrees with them. They set lower standards for themselves. While boys are challenged by difficult tasks, little boys demonstrate more task involvement, more self-confidence, and more likely to show incremental increases in IQ (<http://www.positive-growth.com/build-confidence.html>).

The level of self-confidence can show in many ways as demonstrated by people's behaviors and their body language. The following are comparisons of common confident behavior with behavior associated with low self-confidence:

High Self-Confidence	Low Self-Confidence
Doing what one believes to be right, even if others mock or criticize him/her	Governing one's behavior based on what other people think
Being willing to take risks and go extra miles to achieve better things	Staying in a comfort zone, fearing failure and so avoid taking risks
} Admitting mistakes and vowing to learn from them	Working hard to cover up mistakes and praying that one can fix the problem before anyone is the wiser
> Waiting for others to congratulate one's accomplishments	Extolling one's virtues as often as possible to as many people as possible
} Accepting compliments graciously	} Dismissing compliments offhandedly.

Low self-confidence can be self-destructive and it often manifests itself as negativity. Self-confident people are generally more positive. They believe in themselves

and their abilities. They also believe in the wonders of living life to the fullest ([Http://www.mindtools.com/selfconf](http://www.mindtools.com/selfconf)).

In the study on the Determinants of Academic Performance of the UNP Laboratory High School Sophomores (Dulay, Dolores, & Vitarnog, 1996) with self-confidence as one of the variables, it was found out that majority of the respondents (119 or 74.38%) belonged to the average level of self-confidence.

Ricon (1983) conducted a study to determine the correlation of self-concept with six factors. From her investigation, she found out that the educational attainment of parents is significant in the development of the self-concept of the individual.

The investigation is different from the studies conducted by Dulay, et. al and Ricon because the former focused more on academic performance and self-concept, while the latter primarily looked into the self-confidence of the college students.

## Research Methodology

**Research Design.** This study made use of the descriptive-correlational method of research. It employed the questionnaire entitled "How Confident Are You?" as the main tool in gathering pertinent data about the self-confidence of the respondents.

**Population and Sample.** The populations of the study were the second year college students from the six selected degree courses of the university. The respondents were purposively identified during the clearance period of the second semester of the school year 2006-2007. In determining the total number of respondents, the Slovin's formula was employed. The population and sample of the study are reflected on Table 1.

**Table 1.** Distribution of the respondents of the study

Courses of the Respondents	Total Number of Population	Sample Population
Computer Science	92	23
Criminology	236	60
Engineering	87	22
Education	47	12
Ladderized-Nursing	482	123
Traditional-Nursing	226	58
<i>Total</i>	1170	298

**Data Gathering Instrument.** In this study, there were two sets of questionnaires used in the gathering of pertinent data. The first set gathered the personal-related factors about the respondents and the second set measured the three dimensions of the self-confidence of the respondents entitled "How Confident Are You?" This questionnaire was lifted from Mr. & Miss Magazine on August 15, 1995, pages 12-13. There were 14 items in the questionnaire and these items were expressed in different situations for the respondents to analyze and choose their best answers from the options presented. Items 1-5 measured the personal relationships, 6-10 measured self-confidence in social situations, and 11-14 measured self-confidence in public situations. Each option had a corresponding score. From their chosen answers, a corresponding score was given, then the total points obtained by each dimension were added. The total points obtained in the three dimensions represented the final ratings of the respondents. Based from the final ratings, the levels of self-confidence of the respondents were determined.

The following item scoring patterns were used in the three dimensions of self-confidence:

Items	Letter G option	Letter A option	Letter C option
1	3pts	5pts	1pt
2	1pt	5pts	3pts
3	1pt	3pts	3pts
4	3pts	1pt	3pts
5	1pt	3pts	3pts
6	3pts	3pts	1pt
7	5pts	3pts	1pt
8	3pts	1pt	3pts
9	1pt	3pts	3pts
10	1pt	3pts	3pts
11	5pts	1pt	3pts
12	5pts	3pts	1pt
13	5pts	3pts	1pt
14	5pts	1pt	3pts

The personal relationships and social situations had maximum points of 25 while the public situations dimension had total points of 20. The ratings in each dimension and as a whole with their corresponding interpretations are as follows:

<b>Dimensions of Self-Confidence</b>	<b>Points</b>	<b>Interpretation</b>
Personal Relationships and Social Situations	5-10	Fair
	11-20	Moderate
	Over 20	High
Public Situations	5-10	Fair
	11-15	Moderate
	Over 15	High
Overall Self-Confidence Scale	1-25	Fair
	26-50	Moderate
	51-70	High

**Data Gathering Procedure.** The gathering of the data was done during the clearance period of the college students during the second semester of the school year 2006-2007. Since it has been the culture and tradition of the university that all students have their clearance forms signed by their respective guidance counselors prior to their final examinations, the researcher who happened to be the guidance counselor assigned in the second year curriculum level took the opportunity to float and retrieve the questionnaires to the respondents of the study. The respondents were given enough time to read and answer the questionnaires given to them. There was no difficulty in the gathering of data because the researcher and her co-counselor who personally administered the instruments were able to explain the significance of the study to the respondents with the approval of the guidance specialist on the said endeavor.

### **Statistical Treatment of Data**

The study made use of the following statistical tools in treating the data gathered:

1. Frequency and percentage were used to describe the profile of the respondents.
2. Analysis of variance and Scheffé' test were utilized to compare the levels of self-confidence of the respondents from the different courses.
3. Simple correlation analysis was employed to correlate the personal-related factors of the respondents and the levels of their self-confidence.



## Results and Discussion

### Profile of the Respondents

**On Course,** Most (123 or 41.3%) of the respondents are students from the Ladderized Nursing program, followed by Criminology (58 or 19.5%), Traditional Nursing (58 or 19.5%), Computer Science (23 or 7.7%), Engineering (22 or 7.4%) and the least respondents are from Education (12 or 4.0%). The findings imply that Ladderized-Nursing as a profession is easier to employ because of the vocational opportunities and benefits it can bring to people.

**On Age, Majority** (176 or 59.1%) of the respondents are aged 18. Meanwhile, there is only one (0.30%) who is 22 years old and one (0.3%) who is 16 years old. The findings indicate that respondents are already at their age of maturity and accountability.

**On Birth Order,** Out of 298 respondents, 109 (36.6%) are the eldest siblings in the family and 17 (5.7%) of them belong to the category "the only child." The findings imply that this group of respondents are said to be responsible considering that they are first born children.

**On Family Size.** Majority (157 or 52.7%) of the respondents belong to the medium size family structure having 4 to 6 children. On the other hand, there are 43 (14.4%) of them who characterized their families as large. The findings may mean that there are still some couples who are not yet oriented with the rudiments of the family planning program of the government.

**On Father's Educational Attainment.** There are 111 (37.2%) respondents whose fathers are college graduates and there is only one (0.30%) whose father is a doctorate degree holder. The findings show the importance of education as a need qualification in the occupational world.

**On Mother's Educational Attainment,** Most (147 or 49.3%) of the respondents have mothers who are college graduates and there are 2 (0.7%) respondents whose mothers are master's degree holders. The findings denote that mothers are given equal opportunities to enhance themselves professionally.

**On Father's Work Status.** Majority (155 or 52.0%) of the respondents' fathers are not employed while 135 (45.3%) of the respondents' fathers have work either in public or in private enterprises. The findings could be attributed to the lack of employment opportunities in the locality and in the national arena.

**On Mother's Work Status.** Of the 298 respondents, 186 (62.4%) of the respondents have mothers who are not employed. Meanwhile, there are 111 (37.2%) of the respondents whose mothers have employment as source of their livelihood. The findings mean that still majority of their mothers stay home and do housekeeping jobs.

**On Place of Residence.** Majority (161 or 54.0%) of the respondents reside near the town proper while 136 (45.6%) live far away from the town proper. The findings imply that many of them experience more on the luxury of living brought about by modern technology.

### The Level of Self-Confidence of the Respondents

The level of self-confidence of the respondents along personal relationships is shown on Table 2.

**Table 2. Mean ratings showing the respondents' level of self-confidence along personal relationships**

Course/s	X	DR
Computer Science	16.39	Moderate
Criminology	15.56	Moderate
Engineering	16.45	Moderate
Education	15.50	Moderate
Ladderized Nursing	15.39	Moderate
Traditional Nursing	14.94	Moderate
<i>Total</i>	15.50	Moderate

**Legend:** Over 20– High      11-20 – Moderate      5-11 - Fair

The level of self-confidence of the respondents along personal relationships is interpreted as "moderate" ( $x=15.50$ ). The table further shows that all the respondents from the different courses have "moderate" personal relationships. The Engineering ( $x=16.45$ ) respondents have the highest mean rating and the Traditional-Nursing respondents have the least mean rating of 14.94. However, all their ratings fall on the "moderate" level.

The findings show that they have a good measure of self-confidence along personal situations. This could lead them to a harmonious domestic life.

Table 3 reveals the level of self-confidence of the respondents when they are in social situations.

**Table 3. Mean ratings showing the respondents' level of self-confidence along social situations**

<b>Courses</b>	<b>X</b>	<b>DR</b>
Computer Science	16.69	Moderate
Criminology	18.18	Moderate
Engineering	18.90	Moderate
Education	17.83	Moderate
Ladderized Nursing	17.82	Moderate
Traditional Nursing	18.74	Moderate
<b>Total</b>	<b>18.07</b>	<b>Moderate</b>

As manifested on the table, the level of self-confidence of the respondents when they are in social situations is interpreted as "moderate" with the mean rating of 18.07. All the respondents from their respective courses obtained a "moderate" level of self-confidence as they involved themselves in parties and informal gatherings. The Engineering respondents received the highest mean rating of 18.90 while the Computer Science respondents had the lowest mean rating of 16.69. Nevertheless, all of them have similar level of self-confidence in social situations which is "moderate".

The findings could mean that they find enjoyment in social settings as they meet new friends. They may also be good receptionists and have command of the social scene.

**Table 4. Mean ratings showing the respondents' level of self-confidence along public situations**

<b>Courses</b>	<b>X</b>	<b>DR</b>
Computer Science	13.43	Moderate
Criminology	13.43	Moderate
Engineering	13.00	Moderate
Education	14.16	Moderate
Ladderized-Nursing	13.48	Moderate
Traditional-Nursing	15.00	Moderate
<b>Total</b>	<b>13.84</b>	<b>Moderate</b>

As gleaned from the table, the level of self-confidence of the respondents when they are in public situations is interpreted as "moderate" with a mean rating of 13.84. It is further noted that regardless of courses, they all have "moderate" level of self-confidence. The Traditional Nursing respondents got the highest mean rating of 15.00 and the Engineering respondents had the lowest mean rating of 13.00.

The findings indicate that they are confident when they are exposed in public affairs. Hence, this is a good thing for public life which is largely a matter of give and take.

**Table 5. Summary of the level of self-confidence of the respondents**

Dimension of Self-Confidence	X	DR
Personal Relationships	15.50	Moderate
Social Situations	18.07	Moderate
Public Situations	13.84	Moderate
<i>Overall Total</i>	<b>47.41</b>	<b>Moderate</b>

As seen on the table, the level of self-confidence of the respondents taken as a whole is interpreted as "moderate" with an overall mean rating of 47.41. All the dimensions of self-confidence are described as moderate: personal relationships (X=15.50); social situations (X=18.07); and public situations (X=13.84).

The findings imply that the self-confidence of the respondents is within the reasonable average range. They may have areas of strong self-confidence where they feel totally in command, and others where they are really weak. Alternatively, they should be realistic about what they really can do and increase their confidence in appropriate situations. Further, the findings are similar with the study conducted by Dulay, et.al. where majority of their respondents belonged to the average level of self-confidence.

#### Analysis of Variance on the Self-confidence Between and Among the Respondents

Table 6. Results of the analysis of variance on the significant difference on the levels of self-confidence of the respondents

Dimensions	F-ratio	F-Sig
Personal Relationships	.883	0.493
Social Situations	2.273	0.047
Public Situations	2.983	0.012%
<i>Overall Self-Confidence</i>	.819	0.537

As seen on the table, social situations (F-ratio, F-sig=.047) and public situations (F-ratio, F-sig=.012) showed significant differences between and among respondents from the different courses. This was further subjected to Scheffé' Test to determine which pairs of group differed significantly.

Table 8. Results of Scheffé' test on the levels of self-confidence of the respondents along social situations

Courses	Comp Science	Criminology	Engineering	Education	Lad-Nursing	Trad-Nursing
Com Science		.486	.248	.941	.697	.141
Criminology	.486		.960	1.000	.987	.952
Engineering	.248	.960		.955	.755	1.000
Education	.941	1.000	.955		1.000	.963
Lad-Nursing	.697	.987	.755	1.000		.053
Trad-Nursing	.141	.952	1.000	.963	.053	

It is seen on Table 8 that respondents from the Ladderized Nursing (.053) and Traditional Nursing (.053\*) showed a significant difference on the level of their self-confidence when they are in social situations. This could be attributed to the differences of their program or curriculum. The student-respondents have related courses, however, they may have areas in their curriculum where they are skillful and efficient in the performance of their respective trainings. Hence, Ladderized Nursing second year curriculum deals on midwifery while the Traditional Nursing curriculum focuses on health education.

Table 9. Results of Scheffé' test on the levels of self-confidence of the respondents along public situations

Courses	Comp Science	Criminology	Engineering	Education	Lad-Nursing	Trad-Nursing
Com Science		.996	.998	.990	1.000	.385
Criminology	.996		.910	1.000	.983	.405
Engineering	.998	.910		.926	.989	.141
Education	.990	1.000	.926		.985	.970
Ladderized Nursin	1.000	.983	.989	.985		.040
Traditional Nursin	.385	.405	.141	.970	.040	

It is reflected on the table that same groups of respondents (BSN-I, and BSN-T, .040) differed significantly in the levels of their self-confidence when they are in public situations. The finding is probably due to the kind of training perspectives they have in their respective colleges. The BSN-Traditional students are more exposed to clinical related work while BSN-Ladderized students are oriented with community health related services/activities in the far flung areas of the society.

### Correlation Analysis of the Respondents' Level of Self-Confidence

As shown on the table, the personal relationships is significantly related to the age (.038) of the respondents. This is so because the development of the self-confidence goes with the age of the individuals. The older they are, the more confident they would become. This dimension is likewise significantly related to family size (.019). This implies that the greater number of siblings in the family can provide more avenues for socialization. Hence, the children tend to be more confident in themselves. Further, personal relationships is significantly related to fathers educational attainment (.026). This finding means that the higher the educational attainment of the male parents, the more confident their children would be. Their fathers' work status (-.020) and mothers' work status (-.037) are inversely significant to personal relationships dimension. This means that their parents' work status cannot affect their life's disposition.

**Table 10. Simple correlation analysis showing the relationship between the respondents' profile and their level of self-confidence**

Variables	Personal Relationships	Social Situations	Public Situations	Asa Whole
Age	.038°	.109	.064	.101
Birth Order	-.078	-.059	-.038	-.081
Family Size	.019¥+	.014	-.006	-.010
Father's Educational Attainment	.026	.101	-.030	.079
Mother's Educational Attainment	-.032	.030%	-.120	-.049
Father's Work Status		.039	.071	.014
Mother's Work Status	-.037	-.016	.092	-.011+
Place of Residence	-.057	-.031	-.020	-.060
<i>Overall</i>	.637	.592	.572	1.00

Legend:      significant correlation at .05      Significant correlation at .01

On the other hand, social situations is significantly related to family size (.014). This is so because bigger family size provides a better atmosphere for socialization among children making themselves skillful in meeting different kinds of people outside the home. The same dimension is significantly related to the mothers educational attainment (.030). The finding is more or less similar to the study of Ricon (1983) in which educational attainment of parents is significant in the development of the self-concept of the individual. Hence, the higher the educational attainment of their mothers, the more they feel confident in the way they think and do things with the presence of many people.

Further, social situations (.039) and fathers' work status are significantly related. The findings indicate that employment of their fathers either in public or in private agencies can boost strongly their morale and self-esteem, thus, making an increase in their self-confidence.

Respondents' mothers work status (-016) and place of residence (-.031) are not significantly related to social situations. The findings mean that the kind of jobs their mothers have and being near the town proper could not contribute much in the development of the respondents' self-confidence.

Moreover, respondents' birth order (-.038), family size (-.006), fathers educational attainment (-.030), and place of residence (-.020) are inversely significant to public situations. These findings imply that those variables cannot influence students' self-confidence in building social skills as used in dealing with varied people in public affairs.

As a whole, fathers' work status is significantly related to the overall level of the respondents' self-confidence. This means that the male parents' employment, either blue or white collar job, is considered a very important element in the development of their children's self-confidence. This further explains that since fathers' work can bring about economic security and survival, their children's self-confidence is greatly influenced. Thus, the more stable their fathers' work employments, the more their children would become socially confident.

## Conclusions

The following conclusions are drawn based from the findings of the study:

I. Most of the respondents are from the Ladderized Nursing program, eldest siblings in the family, both their parents are college graduates and majority of them are aged 18, belong to a medium sized family, both their parents are unemployed, and live near the town proper.

2. The "moderate" level of self-confidence of the respondents is indicative of the kind of upbringing at home and the intensity and extent of their exposure in school programs and activities, mass media, and other forces which can possibly be influenced by modern technology.

3. The significant differences that exist on the level of self-confidence between students in the BSN-Ladderized and BSN-Traditional show that they have dissimilarities in their educational career perspectives and vocational opportunities. The BSN-Ladderized students are prepared to work in the community at large while BSN-Traditional students are most likely to be oriented in hospital settings.

4. The significant relationships that exist between the personal relationships and the age, family size, and the fathers' educational attainment of the respondents would mean that these variables can positively influence the development of self-confidence.

Family size, mothers' educational attainment, and fathers' work status have significant relationship with the social situations dimensions of self-confidence. Such personal-related factors claim to contribute greatly in improving the respondents' self-esteem.

The significant relationship that exists between the self-confidence as a whole with the fathers' work status concludes that the work stability of male parents primarily builds a solid foundation for a sound self-confidence.

## **Recommendations**

The researcher recommends the following:

1. The home and school as partners should continuously cooperate with each other by providing wholesome, challenging, and varied activities/programs that would help strengthen and enhance the self-confidence of the students.

2. In as much as the College of Health Sciences and College of Nursing have similarities in terms of their mission and vision for their students, these two academic units should intensify the training experiences both curricular and co-curricular activities of the students through curricular updates and the teaching staff should continuously attend professional development programs in order to enhance their teaching/clinical competencies and eventually their students can achieve a higher percentage of passing in the Nursing Licensure Examination.

3. Educated parents more importantly should likewise unceasingly enhance themselves professionally by undergoing in-service educational programs in line with their field of expertise so that they can easily land on jobs relevant to their qualifications and can be easily promoted in their occupational work. With this rewarding enhancement they can acquire, eventually this can bring them happiness and boost the self-confidence and self-esteem of their family.



4. A similar study should be conducted using different variables not mentioned in the study and with the non-degree students as the respondents.

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