

İlkokul Birinci Sınıf Öğrencilerinin Özgüvenleri*
Students' Self Confidence In The 1st Classes At Primary Schools

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Extended Summary

Purpose

The aim of the study is to determine whether self-confidence of the first grade students in primary school differs according to having or not having pre-school education, gender, educational background of the mother, educational background of the father, mother's working or not working, child's having or not having a brother or sister and economic condition of the family. These sub problems have been answered to explain this purpose:

Does self-confidence of the first grade students in primary school differ according to having or not having pre-school education, gender, educational background of the mother, background of the father, mother's working or not working, child's having or not having a brother or sister, the economic condition of the family?

Method

A descriptive model was used in scan type in the study. Working area consisted of 91 schools providing service in Erzurum city centre in 2011-2012 school year. Study sample, by dividing into three groups having different social economic conditions(SEC) with the mentioned area layering techniques, consisted of total 9 primary schools being 3 schools from every group. The data were acquired based on the opinions of the 36 teachers, who teach first grade students in 9 schools, about 410 students studying in their class. The data in the study were acquired by the 'Self-Confidence Observation List' developed by Günalp(2007) and the opinions of the 36 teachers teaching first grade students about 410 students' self confidence. Categorical data were collected with 'Personal Information Form' prepared also by taking

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experts' opinion. One-way Analysis of Variance, T Test, Kruskal Wallis and Dunnett's T3 Tests were used in statistical analysis.

Results

The main problem in this study is to determine whether self-confidence of the first grade students in primary school differs according to having or not having pre-school education, gender, educational background of the mother, educational background of the father, mother's working or not working, child's having or not having a brother or sister and economic condition of the family. Working area consisted of 91 schools providing service in Erzurum city centre in 2011-2012 school year. Study sample, by dividing into three groups having different social economic conditions (SEC) from the mentioned area, consisted of total 9 primary schools being 3 schools determined by random method from every group. The data were acquired based on the opinions of the 36 teachers, who teach first grade students in 9 schools, about 410 students studying in their class.

As a result of the study conducted, a significant differentiation was found in the self-confidence of the first grade students in primary school based on the variables such as having or not having pre-school education, gender, educational background of the mother, educational background of the father, mother's working or not working and economic condition of the family. Not any significant differentiation was found based on the variable whether the child has a brother or sister.

Discussion

It was recorded that the self-confidence of the students who had pre-school education before starting first grade in primary school was significantly high when compared to the students who did not have pre-school education. When this result is taken into consideration, it can be said that pre-school education is a factor improving self-confidence. Pelin and Nilay (2014), as a result of the study they carried out, came to the conclusion that parent's participation level, the gender of the child, educational background of the mother, mother's working or not working and income of the family played a significant role in the education of pre-school and primary school children. This result matches up with the findings of this study.

It was found that the self-confidence scores of the girl students in the first grade of the primary school were significantly higher than boy students' self-confidence. This result shows that gender is an important factor in the students' self-confidence. In the study they made, Laskovic and Dekovic (1990) came to the conclusion that the level of the self-confidence of the students varies by gender and girls are more self-confident than boys. This finding supports the result of this study.

It was seen that there had been a significant differentiation between the self-confidence of the first grade students in the primary school based on their mothers' and fathers' educational background. This differentiation is in favour of the ones whose mother or father is university graduate. It can be concluded from this result

that the increase in the mother's or father's level of education affects the student's feeling of self-confidence positively. In the study he made, Özcan(1996) examined the sub-dimensions of the self-confidence both from the point of the general self-confidence of the students and several characteristics and obtained some differences between the educational background of the mother and self-confidence characteristics. It was found that the self-confidence related to the social acclaim of the students, whose mothers were high school graduate, are at the highest level. This finding support the result of the study. Moreover, mothers' being educated increases their self-confidence. The more mothers are educated, the more cognitive awareness will be. This situation will increase the mothers' self-confidence and the children will be affected positively from such mothers. In the study they made, Smokowski, Bacallao, Cotter, Evans, (2015) found that the children, whose parents were educated and had good communication, had less mental problems together with self-confidence. This result shows that parents' having higher education is highly important for the children.

Based on their mothers' working or not working, the self-confidence of the primary school first grade students having working mothers was found significantly higher from the self confidence of the ones having not working mothers from the point of score average. According to this result, it can be said that students' mothers' working or not working causes a significant differentiation on the students' self-confidence. This situation causes one to think that mother's having a social environment other than home, her having a different occupation and economic freedom improve mother's self-confidence and that it affects mother's behaviour to her children and the development of the self-confidence.

Not any significant differentiation was seen between primary school first grade students based on their having or not having sisters/brothers from the point of score average. This situation can be thought as that primary school first grade students' having or not having a brother/sister does not make any difference in their self-confidence level. In the study he made, Özcan(1996) examined sub-dimensions of self-confidence from the point of both the general self-confidence of the students and several characteristics in respect to the number of the children in the family and could not find any differentiation. This finding matches up with the result obtained from this study.

It was seen that there had been a significant differentiation between primary school first grade students' self-confidence score average based on their families' monthly income, the self-confidence of the ones, whose family had a higher monthly income, was found significantly higher. According to this result, it can be said that as the monthly income of the family increases, the self-confidence of the student improves, and as the monthly income of the family decreases, the self-confidence of the student decreases, too. In a study that Kasatura(1998) made, it was found that family's being in financial difficulty caused the student to lose self-confidence and have the feelings of fear and worry instead, and this situation affected student's success negatively. This finding matches up with the results obtained in this study.

Conclusion

It was found that pre-school education, educational background of the parents, the number of the brothers/sisters and income level were important variables for the children's self-confidence. This facts should be taken into consideration when making studies regarding the development of the self-confidence of the children.
