

## SELF-CONFIDENCE AS A PREREQUISITE FOR THE MENTAL HEALTH OF YOUNG MEN IN PHYSICAL EDUCATION CLASSES

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### Abstracts

Based on a theoretical analysis, it has been established that self-confidence affects the mental health of students and their emotional well-being. Self-confidence is a positive integrated attitude towards one's own capabilities, which is caused by the peculiarities of personal development, the formation of self-awareness, the overcoming of the dependence of the individual on external determination, the coordination of the I-real and I-ideal. Instead, the reason for the formation of self-doubt and depressive personality disorders is the predominance of inhibition processes over excitation processes, which leads to the formation of a «inhibitory personality», unable to openly express their feelings, desires and needs. The following characteristics of the mentally healthy and self-confident personality are defined: openness, nonverbal communication, faith in own forces, spontaneous expression of feelings, self-realization «here and now». Systematic physical education encourages students not only to maintain a healthy lifestyle, but also develop the ability to adequately assess the capabilities of their personality; form confidence in themselves and their physical and moral strengths; promote the ability to build a positive emotional connection in cooperation with partners in physical culture activities; develop the ability to manage their experiences and negative emotional states. It is established that the majority of respondents have an average level of self-confidence, which manifests itself in moderate expression of determination and perseverance. High school students of this level are quite balanced in defining their goals and the means with which they intend to achieve their goals. It is noted that in the process of physical education students have an interest and habit to systematically perform physical exercises, develop moral and volitional qualities: courage, perseverance, discipline, mutual assistance, self-confidence and their capabilities, and the like.

**Key words:** self-confidence, mental health, physical culture, self-attitude, emotional well-being.

**Ірина Сундукова. Упевненість у собі як умова психічного здоров'я юнаків на уроках фізичної культури. Актуальність.** На основі теоретичного аналізу з'ясовано, що впевненість у собі впливає на психічне здоров'я учнів та їхнє емоційне благополуччя. Упевненість у собі – це позитивне інтегроване ставлення до власних можливостей, що зумовлюється особливостями особистісного розвитку, становленням самосвідомості, подоланням залежності особистості від зовнішньої детермінації, узгодженням Я-реального та Я-ідеального. Натомість причиною формування невпевненості в собі й депресивних розладів особистості є переважання процесів гальмування над процесами збудження, що призводить до формування «гальмівної особистості», не здатної до відкритого вираження своїх почуттів, бажань і потреб. **Результати.** Визначено такі характеристики психічно здорової й упевненої в собі особистості: відкритість, невербальне спілкування, віра у власні сили, спонтанне вираження почуттів, самоздійснення «тут і зараз». Систематичні заняття фізичною культурою спонукають учнів не лише до ведення здорового способу життя, а й розвивають здатність адекватно оцінювати можливості своєї особистості; формують упевненість у собі та своїх фізичних і моральних силах; сприяють умінню налагоджувати позитивний емоційний зв'язок у взаємодії з партнерами у фізкультурній діяльності; розвивають здатності управляти своїми переживаннями та негативними емоційними станими. Установлено, що більшість респондентів мають середній рівень упевненості в собі, що виявляється в помірному вираженні цілеспрямованості й наполегливості. Старшокласники цього рівня доволі зважено ставляться до визначення своїх цілей та засобів, якими мають намір досягати поставленої мети. **Висновки.** Зазначено, що в процесі занять фізичною культурою в учнів з'являються інтерес і звичка до систематичного виконання фізичних вправ, розвиваються морально-вольові якості: сміливість, наполегливість, дисциплінованість, взаємодопомога, упевненість у собі та своїх можливостях тощо.

**Ключові слова:** упевненість у собі, психічне здоров'я, фізична культура, самоставлення, емоційне благополуччя.

**Ирина Сундукова. Уверенность в себе как условие психического здоровья юношей на уроках физической культуры. Актуальность.** На основе теоретического анализа установлено, что уверенность в себе влияет на психическое здоровье учащихся и их эмоциональное благополучие. Уверенность в себе – это

положительное интегрированное отношение к собственным возможностям, что обусловлено особенностями личностного развития, становлением самосознания, преодолением зависимости личности от внешней детерминации, согласованию Я-реального и Я-идеального. Зато причиной формирования неуверенности в себе и депрессивных расстройств личности является преобладание процессов торможения над процессами возбуждения, что приводит к формированию «тормозной личности», не способной к открытому выражению своих чувств, желаний и потребностей. **Результаты.** Определяются следующие характеристики психически здоровой и уверенной в себе личности: открытость, невербальное общение, вера в собственные силы, спонтанное выражение чувств, самореализации «здесь и сейчас». Систематические занятия физической культурой побуждают учеников не только к ведению здорового образа жизни, но и развивают способность адекватно оценивать возможности своей личности; формируют уверенность в себе и своих физических и моральных силах; способствуют умению налаживать позитивную эмоциональную связь во взаимодействии с партнерами в физкультурной деятельности; развивают способности управлять своими переживаниями и негативными эмоциональными состояниями. Установлено, что большинство респондентов имеют средний уровень уверенности в себе, что проявляется в умеренном выражении целеустремленности и настойчивости. Старшеклассники этого уровня достаточно взвешенно относятся к определению своих целей и средств, которыми намерены добиваться поставленной цели. **Выводы.** Отмечается, что в процессе занятий физической культурой у учащихся появляются интерес и привычка к систематическому выполнению физических упражнений, развиваются морально-волевые качества: смелость, настойчивость, дисциплинированность, взаимопомощь, уверенность в себе и своих возможностях и т. п.

**Ключевые слова:** уверенность в себе, психическое здоровье, физическая культура, самоотношение, эмоциональное благополучие.

**Introduction.** The problem of development and formation of physically and mentally healthy personality is becoming more and more urgent in the modern world. There is a disparity between the importance of physical education and the amount of education workload of students which leads to constant tiredness accumulation and badly affects students' health and emotional state. It provokes psycho-physiological systems overdrive, which can be reduced by constant physical exercising. A key feature of physical education is that in the process of its organization students are forming and upgrading their skills, such physical qualities as strength, quickness, endurance, agility and flexibility, which greatly affects psychological development of a growing personality.

In the process of doing physical exercises, positive attitude to one's health is being formed and stable interest and habit for doing physical exercises appear. By doing sport, such moral and volitional qualities as courage, persistence, discipline, mutuality, self-confidence and confidence about one's abilities in the process of physical activity harnessing are developing.

**Analysis of the latest sources and publications.** Theoretical analysis of self-confidence reveals that such phenomenon as confidence has been studied as a complex and as personal characteristic (J. Volpe, I. Kon, M. Levitov, V. Romek, and A. Salter). Previous studies cover the specificity of self-confidence in the teenage age (Ye. Kochnieva, M. Seliverstova, O. Fedosenko). Theoretical principles of self-attitude were studied by O.V. Kaminska, V.V. Stolina, V.M. Miasyshchev, etc. Despite the variety of approaches to the phenomenon 'confidence' both in native and foreign psychological studies, self-confidence is considered as a trait of personality. (Y.P. Shcherbakov); as a process of excitation dominating over the process of inhibition (A. Salter); as a psychological state (M.D. Levitov); as self-esteem (O.O. Serebriakova). The idea of this notion is that self-confidence is positive attitude of a personality to his/her own skills, competences, capacities, capabilities and achievements.

**The purpose of the study** is to reveal the self-confidence level of high-school students in the physical training lessons.

**Methods and methodologies** that were used for achieving the study purpose: method of theoretical analysis and generalization of data collected from scientific-methodical literature; the method of gathering social information (interviewing); the mathematical statistic's method – Fisher's angular transformation criterion  $\varphi^*$ , comparative analysis with the following qualitative interpretation and meaningful generalization. The program Excel for Windows (release 2010) is used for data output of the study in a graphical form (charts, histograms).

Experimental research was conducted at the municipal educational institution named Multiple-Discipline Lyceum – Physics and Mathematics school – General-Education School of I-III Grades № 18 – the Children and Youth Creativity Centre 'Nadiia' in the city Kropyvnytskyi. The total amount of 167 high-school students took part in the experiment. The aim of the questionnaire 'Self-confidence' (Ph. Zimbardo)

was to identify this trait in the high-school students. Its high level characterizes internal perception of strength that manifests itself when it is necessary to do all difficult tasks in the physical education lessons. Medium level is found in appropriate balance of one's efforts and the difficulty of the given task. Low level is connected with the fact that a person with existing abilities and potential doesn't trust himself/herself.

**Results of the research.** It is known that physical culture is a part of the general social culture which directs personality to formation and development of his/her own physical skills, as well as health promotion in order to improve person's both physical and spiritual capabilities [10]. M.S. Korolchuk considered physical culture to be basic for health promotion of a person. He touched upon the matter of our health in the system of values, the choice of person's ideals and attitudes in an attempt to influence his/her own physical state purposefully. Health can't be brought to ideal and become the main life value without practical physical exercising [3].

Constant physical exercising influences youths' realization of their physical abilities, achieving physical perfection that appears in girl's fit body and boy's physical strength.

A. Salter was the first one who started to study the phenomenon of self-confidence. According to the scientist, the reason for forming self-doubt and depressive disorders is predominance of inhibition over excitation. In his opinion, this causes 'inhibitory personality' that isn't able to openly express feelings, desires and needs. He distinguished such features of mentally healthy and self-confident personality: open-mindedness, non-verbal communication, faith in his/her own efforts, spontaneous expression of feelings, self-fulfillment of 'here and now' [7].

K.A. Abulkhanova-Slavskaya studied self-confidence in the context of analyzing regulatory mechanisms of the personality's activity. Not finding an appropriate way of activity for external task by a person is expressed in two extremes, such as: underestimated role of 'I', self-doubt, and overestimated role of 'I', that is confirmation of his/her exclusivity. According to the ideas of the scientist, self-doubt serves a basis for differentiating different types of activity, self-regulation process which mediates interconnection between the requirements and achievements of a person. [1, p. 3–18].

V.O. Sukhomlynskyi considered self-confidence of a child to be a thing which forms self-belief. "A person has to learn to see himself/herself and see clearly. The task of adults is to teach a child how to report to himself/herself on his/her success and failures." [11]

As S.K. Melnychuk mentioned, the constant positive attitude of a personality to his/her capacities, abilities, skills, and achievements creates the foundation of his/her self-confidence [5]. V.H. Romek determined personality's self-confidence as the major condition of his/her mental health. He associated it with such peculiarities as the ability of a person to embody his/her plans and achieve goals. It causes the condition of being satisfied with one's life and with self. Such emotional experience displaces negative emotions and positively affects person's attitude to himself/herself and others [8]. Among the destructive emotions which are the barrier for reaching self-confidence in adolescence, J. Volpe distinguished anxiety. He said 'anxiety and self-doubt can be overcome if fear in social situation is replaced with another emotion or behavior not compatible with fear [16, p. 24-25]. Such 'replacers' can be the emotions that appear during a sport game (e. g. football or volleyball) or a performance of some difficult for high-school students elements of gymnastics.

The development of self-confidence is conditioned by the peculiarities of personal and professional self-determination, the development of self-understanding, overcoming of the dependence of a personality on external determination, the agreement between 'Real I' and 'Ideal I' and the increase of the ability for self-determination and self-development. [5].

V.H. Romek mentioned that a self-confident person expresses his/her feelings directly and without fear, achieves goals, is self-content, and speaks freely about his/her wishes without causing negative emotions [8].

According to the views of T.V. Shypelyk, self-confidence, purposefulness and persistence correlate with personality's feeling of responsibility for the way he/she fulfils himself/herself in life [14]. In this respect, A.O. Rean noted that the more positive image a personality has about himself/herself, the more optimistic his/her attitude to life is. First and foremost task is to form subjective and positive image about self [6]. N.Ya. Chyrenko mentioned that valuable attitude to self is a systemic personality formation, product of individual self-development which reveals an active subjective orientation of a person. The latter is related to values of his/her conscience and behavior [12].

According to A. Lazarus, a confident person should be able to speak about his/her wishes and requirements directly, to say 'no'; to speak about both positive and negative feelings; to develop contacts, to

start and finish conversation. Self-doubt appears as a result of incompetence and defectiveness of at least one of these abilities [15].

In her research I.V. Sundukova proved that the physical training lessons motivate high-school students to keep healthy lifestyle; develop the youths' ability to evaluate the abilities of their personalities in correlation with given tasks; form confidence in their selves as well as in their physical and moral strengths; contribute to capacity of adjusting their positive emotional connection to work together with partners during physical activities; develop students' abilities to cope with their worries and override negative emotional states [9].

By studying self-confidence one should stress the role of self-respect of a young person which suggests satisfaction by his/her personality, self-acceptance, positive self-attitude, the agreement of both 'Real I' and 'Ideal I'. Psychological researches prove that high-school students, who have high level of self-respect, believe in themselves and in their ability to cope with their own imperfections. Students with low self-respect feel inferiority. It negatively affects emotional well-being and mental health of a personality. Regarding the views of V.M. Chernokozova, the meaning of students' valuable self-attitude consists primarily in their self-respect, recognition of self-esteem, development of individuality, finding the right place in the world and taking care about their physical, mental and moral development [13].

In general, positive self-attitude contributes to emotional comfort of young people. It correlates with the teachers', parents', and peers' estimation and with the level of academic success. In the empirical research of S.M. Labinska it is determined that such things as motivation for achieving the success, the medium ability for taking risks, low index of personal anxiety and the lack of fears connected with the situations of contact with teachers, parents and peers, cognitive motive of learning activities, the proper level of demand, self-confidence and self-respect can help to develop individual's positive self-estimation in this period [4]. Mentioned features are activated in the physical training lessons, namely the motivation for achieving success is being encouraged (when students receive a task to do some exercises and achieve some results), the student's desire to take a chance and raise the bar of their own physical abilities, to overcome unnecessary excitement and overcome fear of inability to cope with the given task are being revealed, etc.

The aforementioned things enable us to determine the following traits of self-doubt in the physical education lessons:

- Passive behavior in the physical education lessons;
- Inadequate reaction to teacher's remarks;
- Complete conformity to other people's points of view about themselves and everything that is happening;
- Undesirability to be in the center of events (competitions);
- The fear to refuse numerous requests of peers;
- comparing themselves with others and forming low self-esteem;
- constant anxiety that turns into chronic neuroses.

**Discussion.** For the purpose of revealing the level of self-confidence among students in the physical training lessons, we used a questionnaire 'Self-confidence' (Ph. Zimbardo) [2].

As the table 1 shows, the medium level of self-confidence dominates among high-school students (52% in the students of the 10<sup>th</sup> grade and 46,7% in the students of the 11<sup>th</sup> grade). It comes out in abstemious expression of the investigated purposefulness and persistence. High-school students with this level are quite balanced in determining of their targets and ways to achieve them. They usually adequately correlate their strength with complexity of the task to be done.

26,6% of 10<sup>th</sup> grade students and 35,8 % of 11<sup>th</sup> grade students ( $\varphi_{emp}=1,27$ ) demonstrated high level of self-confidence. The respondents possess such traits as persistence and purposefulness, the ability to take responsibility for their actions and results of activity. They are ready to make their own decisions, to implement them and organize others in the same situations. This belief in their own personality is driven from valuable attitude to themselves.

21,3 % students of 10<sup>th</sup> grade and 17,3 % students of 11<sup>th</sup> grade showed low level of self-confidence. They are distinctive for their getting off track after having set goals, as well as their not showing persistence in overcoming both external and internal obstacles.

While having extremely nice physical skills, they don't actually believe in the possibility to put them into practice or exhibit them in the physical education lessons. They are timid in making important decisions. High-school students of this level don't risk taking responsibility for their decisions as well as are not ready

to take any responsibility for others. The state of being closed and unconfident doesn't bring high-school students psychological well-being. Moreover, it creates negative emotional background in which it is even harder to find the solution to the problem of achieving mental health.

Table 1

**Quantitative index of self-confidence of high-school students n = 167**

The level of self-confidence	10 <sup>th</sup> grade n = 75		11 <sup>th</sup> grade n = 92		Fisher's criterion $\phi^*$
	absolute	in %	absolute	in %	
High	20	26,6	33	35,8	1,27*
Medium	39	52	43	46,7	0,68*
Low	16	21,3	16	17,3	0,64*
Total	75	100,0	92	100,0	

Notatio conventions: \* –  $\phi^*$ empirical <  $\phi^*$ criterion

**Conclusions.** The results of theoretical and experimental research showed that self-confidence influences students' mental and emotional well-being. Self-confidence is shown through positive self-esteem, self-respect and recognition of their own dignity.

It was established that a majority of respondents have medium level of self-confidence which comes out in moderate expression of purposefulness and persistence. High-school students of such a level are quite balanced in determining their targets and ways for achieving them. Constant physical exercising motivates students not just to keep healthy lifestyle but to evaluate their individual abilities in a proper way, build confidence in self as well as in their physical and moral strengths; it helps to learn how to develop positive emotional connection with their partners during physical activity.

**Further studies** will concern the increase of students' self-confidence and harmonious development of personality in the physical education lessons.

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