

Investigation into Educational Managers' Level of Confidence and its Role in the Management of Educational Enterprise

¹Muhammad Arshad Dahar, ²Khalid Fareed, ³Rashida Ahmad

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ABSTRACT

Purpose: The paper aims to explore 1) the educational managers' level of confidence, and 2) the role of confidence in the management of educational enterprise. The idea revolves around the reason that confidence greatly contributes towards the success of any versatile enterprise like education and that lack of confidence on the part of managers may influence the management process adversely.

Design/Methodology: The nature of the study is descriptive; therefore, survey method was used. The population comprised the managers of educational enterprise in whole Pakistan. Managers from 4 educational departments at Islamabad were chosen as the sample of the study. The simple random sample technique was used and 40 managers were randomly selected from each department comprising total sample of 160 managers. Questionnaire, comprising 25 close ended questions, was the instrument for data collection. Data were collected personally and then analyzed through statistical calculations and procedures such as mean, percentage, standard deviation and chi-square. MS Excel and Statistical Package of Social Sciences (SPSS) were used to apply the statistical procedures and formulae to analyze the data.

Findings: From the results, conclusion is drawn out that educational managers possess the characteristics of confidence to a great extent and that confidence plays a vital role in the management system for sustained success of educational enterprise. Recommendations have also been put forward which may help to boost up managers' confidence so that they may manage the educational enterprise in a more fruitful manner.

Implications: The paper envisages great implications for the managers and the management of educational enterprise. It may serve as a source of motivation for educational managers to further enhance their confidence level and equip themselves with such characteristics and capabilities that they may evolve an effective quality management system for sustained success of educational enterprise.

Keywords: Confidence, management, educational enterprise, literature of developing countries.

^{1,2} PMAS Arid Agriculture University, Rawalpindi (Pakistan) Email: arshid1969@hotmail.com

³ Government College Women University, Faisalabad (Pakistan). Email: arshid1969@hotmail.com

1 Introduction

Management system occupies an eminent place in any organization and confidence plays a vital role in the overall management of any enterprise. Confidence is a plain cognitive discipline but it has far reaching effects. It is the capability to take suitable and efficient steps in any circumstances, whether easy or demanding. It is the driving force for the managers. It serves as a strong tool to motivate them (Burton & Platts, 2006). Lack of confidence on the part of managers may influence the management process adversely. Confidence greatly contributes towards the success of any versatile enterprise like education. Confidence may be among the contributory factors to equip the educational managers with such characteristics and capabilities that they may evolve an effective quality management system for sustained success of educational enterprise.

Interpersonal confidence exerts positive effects on the performance of the individuals, their satisfaction with the work, teamwork, relationships, cooperation and problem solving (Thomas et al. 2009). It improves the decision making power (Koszegi, 2006). It increases the interests and motivates to do the best (Brunnermeier & Parker, 2005). It enhances the quality and quantity of knowledge and thoughts (Moye et al. 2005). Organizational confidence helps to create and maintain a conducive environment that encourages the workforce to fulfill their obligations through extra efforts (Hodson, 2004).

The paper investigates the educational managers' level of confidence and the role of confidence in the management of educational enterprise as it is envisaged that confidence greatly contributes towards the success of any versatile enterprise like education and that lack of confidence on the part of managers may influence the management process adversely. For this purpose managers from 4 educational departments in Islamabad were chosen as the sample of the study. Questionnaire was the instrument for data collection. Data were collected personally and then analyzed through statistical calculations and procedures. Results highlight that educational managers possess the characteristics of confidence to a great extent and that confidence plays a vital role in the management system for sustained success of educational enterprise.

1.1 Problem Statement

Education sector has been lagging behind as compared to other sectors in Pakistan. The whole infrastructure of educational enterprise seems to be in the doldrums. Many aspects lead towards the assumption that there are different elements that are jeopardizing all efforts and creating hindrances in the development of education sector. Some of the elements may be visualized as the lack of managerial potential, skills, and capabilities; indifference and ineptness of management in the management and utilization of human and non-human resources. Confidence is one of the important factors that may add to the expertise of the managers to cope with this dilemma. So, it urged the need to investigate the educational managers' level of confidence and explore as to what

extent confidence plays its role in the management of educational enterprise for its sustained success.

1.2 Objectives of the Study

The objectives of the study were to:

- a) To find out confidence level of educational managers.
- b) To find out the role of confidence in the management of educational enterprise.

2 Literature Review

2.1 Confidence

Confidence “is the ability to take appropriate and effective action in any situation, however challenging it appears to anyone” (Burton & Platts, 2006). It is not some marvel medicine or rare food that a person can buy from a shop. It is the capability to take suitable and efficient steps in any circumstances, whether easy or demanding. It denotes self-assuredness, which means one’s confidence in his capability to carry out some task to a specific level. It connotes the belief in others’ capability which asserts on one’s expectations from others to behave in a reliable and proficient manner. It indicates to conceal certain information from concerned people, which shows a person being confident (Burton & Platts, 2006).

Confidence is almost all about perception. Dreams, apparitions or perceptions excite the individual to foster thoughts for the events which he desires to occur in his life and makes a sketch of them in his mind. No doubt it is a plain cognitive discipline but it has far reaching effects. It serves as a strong tool to motivate the individual and takes his confidence sky high (Burton & Platts, 2006).

Self-confidence is one of the characteristics that deeply influence a person’s life. It makes the humans powerful to govern and dictate their lives and future. It improves the decision making power (Koszegi, 2006). It increases the interests and motivates to do the best (Brunnermeier & Parker, 2005). Mobius et al. (2011) stated in their research paper “Managing Self-Confidence: Theory and Experimental Evidence” that the employees who possess confidence feel more satisfied, motivated and absorb things quickly and perform their duties more actively as compared to the less confident employees.

Level of self-confidence may be ascertained by one’s “life skills”. Life skills are a combination of interpersonal, social and cognitive skills which can assist in communicating, decision making, self-management, increasing productivity, developing survival skills and healthy life. Each person should try to enhance his life skills and acquire the capability to cooperate, communicate, prevent injurious behaviours to deal with mental and emotional turmoil and express his desires and hopes (Albertyn et al., 2004). Moshtarak (2011) inferred in his study entitled

"Effectiveness of life skills training on reducing aggression without support" that getting training in life skills increases confidence to cope with stress, reduce aggressive inclination and increase competency in managing life and organizational issues.

Interpersonal confidence exerts positive effects on the performance of the individuals, their satisfaction with the work, teamwork, relationships, cooperation and problem solving (Thomas et al. 2009). It helps to establish good relationships and mutual trust between managers, line-staff and other employees. The managers and other personnel should be transparent, clear and honest in their relationships so that an environment of mutual trust and confidence may develop in educational enterprise (Bryk & Schneider, 2002).

2.2 Organizational Confidence

Organizational confidence helps to create and maintain a conducive environment that encourages the workforce to fulfil their obligations through extra efforts (Hodson, 2004). Social scientists have regarded confidence as a precondition for managers to manage the organizational affairs effectively. It plays a vital role in the achievement of the objectives of the organization (Uray, 2014). Cho and Park (2011) viewed that confidence has constructive effects on the commitment of the organization and the employees towards one another. The confidence phenomenon put into practice in any educational organization yields fruitful results. The organization satisfies the needs of the personnel and the personnel in return try their utmost to achieve the organizational objectives.

Researchers and psychologists have highlighted the worth of confidence in their studies. It is put forward that confidence is essential not only in education sector but also in all other sectors of life (Baramkoochi, 2009). High confidence contributes towards good health, well-being and establishing good relations with others (Dobois, 2004). Improving confidence in educational organizations facilitates to set principles or standards for the personnel of the educational institutions about their behaviour towards one another. When mutual confidence is established, it encourages all and sundry to do the best (Sergiovanni, 2005).

Looking at the role of confidence in educational enterprise, it is required to search for mentally sound people and arrange training programmes to increase their level of confidence. Different life skills programmes may be fruitful such as improvement in self-confidence and self-esteem. Shaibani and Tafti (2010) concluded in their study entitled "Effectiveness of cognitive source of control based on the self-esteem of students in Yazd" that more the cognitive development, the more will awareness be about self-esteem and self-knowledge.

In schools, the teachers play their vibrant role to improve the quality of education through imparting quality education to the students, so the school managers should be well aware of the dynamics of confidence in school environment. Pour et al. (2010) has concluded in a study entitled "Effectiveness of life skills adaptation on visually impaired students in Isfahan" that providing training to blind students in life skills enhances their confidence to adjust themselves with their

environment. Rokhfard (2009) carried out a study entitled "Effectiveness of life skills training on social adjustment and self-esteem of mental backwards students in Isfahan's high school". The results of this study showed that imparting training to the students to learn life skills enhances their confidence which enables them to adjust in society.

2.3 Confidence and Management

Confidence enhances the quality and quantity of knowledge and thoughts (Moye et al. 2005). Confident persons always feel satisfied even if they do not know all the answers. They believe that everything will be all right. When one acts with confidence, he is probably to possess some qualities. He knows the values and feels provoked further. He remains relaxed. He has the potential to see positive side of things. He knows his potential and field of expertise. He has the ability to adjust his behaviour. He tries to learn and explore new experiences. He takes care of his health. He is willing to take risks to solve any problem. He tries to lead purposeful life and possesses a sense of coherence in all spheres of life (Burton & Platts, 2006).

Studies have shown that confidence relieves depression and resultantly managers can perform their duties whole heartedly to manage the organization. Persons possessing lower self-confidence are easily susceptible to depression as compared to the persons who have high level of self-confidence (Moghari & Pour, 2004). Confidence and other skills enable the individuals to cope with conflicts and stress in a well-suited manner. They positively transform and shape the emotions, behaviours and attitudes of the managers which help them to evolve a quality management system for educational enterprise (Lavassani et al., 2010).

Confidence decreases the symptoms of anxiety, depression and disorders due to which the quality and quantity of managers' actions and behaviour is enhanced in the overall organizational management process (Seaward, 2006). Studies of Smith et al. (2004) advocate that training to learn life skills increases confidence which considerably decreases the occurrence of dangerous behaviours. Khalatbary and Zadeh (2011) concluded in their study entitled "The Impact of life skills and coping with stress on the mental health of female students in Rasht" that life skills improve mental health which helps to manage stressful situations confidently.

Confidence enhances emotional intelligence. Emotional intelligence may encompass cognition, behaviour, emotions, feelings etc. Emotional intelligence has been considered an important characteristic of managers which helps them to tackle organizational issues and manage manpower in a better way (Goleman, 1996). A research carried on 968 organizations in United States showed that the managers who managed the manpower confidently and exploited their management skills and strategies more intelligently, effectively and competently reaped more benefit as compared to the managers, of other organizations, who showed less confidence, intelligence and competency in managing the manpower of their organizations (Huselid, 1995; Pfeffer & Veiga, 1999).

Confidence occupies an eminent place in launching and managing projects. Sandbacka, (2007) carried out a research in his organization in order to observe how confidence plays its role and helps to manage the project activities. As a result he states in his paper “Be Sure – The Importance of Confidence in Project Management” that evaluating the risks and factors of success, being motivated, getting support from the members of the team, having optimistic and positive approach may boost the confidence of the managers to accomplish the project efficiently.

Confidence increases the interests and boosts the morale of the employees. Bauer (2015) published a paper entitled “Onboarding: Enhancing New Employee Clarity and Confidence”. The aim of this paper was to highlight the practices of the organizations to enhance the role confidence of newly inducted employees. The research showed the results that confidence is a strong force that increases the interest and morale of the employees and ultimately helps in the development of the organization.

Being a cognitive discipline, confidence develops the ability of communicating ideas, thoughts and feelings. It improves the four communication skills i.e. reading, writing, speaking and listening which add to good leadership. Abbasi (2011) observes in his paper “Role of Effective Communication for Enhancing Leadership and Entrepreneurial Skills” that good communication adds to the organizational and leadership skills. Expertise in four basic communication skills increases the capability of the managers to interact with employees in an effective way. Shukla (2005) concludes in “Communication Ability and Leadership Language in India” that outstanding expression skills enable a person to emerge as a good manager and leader. People listen to him attentively and perform their duties under his leadership willingly.

Strength, power and vigour of confidence is highlighted by Frankl (1946) in his theory. He was a great therapist. He put forward innovative viewpoints about psychotherapy when he was imprisoned in four Nazi death camps from 1942 to 1945. The essence of his theory is to believe that life is worth-living and we must not feel frustrated, whatever may be the circumstances. On account of his belief in life, he faced all hardships in the camp where many people died, but he did not lose heart and survived and afterwards treated many victims of the war. Frankl agreed with Nietzsche the great philosopher that “he who has a why to live for can bear with almost any how”. In the camps, Frankl came across many people who were hopeful to meet their loved ones, who had tasks they felt a need to be carried out, or who had great faith that they will have a better chance if they survive the hardships of the camps and the calamity of war.

When one of patient’s confidence crumbled and he lost hope to find meaning in life, Frankl tried to bring relief by three ways: First, he tried to widen the patient’s admiration of life by making him aware about the value of life, man’s achievements and accomplishments in life. Second, he tried to make man recover his peak experiences of life, such as, view from the mountain top, performance in athletics and love for other people. Third, he tried to make man find positive meaning from meaningless situations.

3 Research Methodology

3.1 Research Design

The nature of the study was descriptive, so descriptive research design was used. Survey method was used to explore, through questionnaire, the level of educational managers' confidence and the role of confidence in the management of educational enterprise. The population of the study to which the result of the study would be generalized consists of managers of educational enterprise in whole Pakistan. Due to limitations in data collection from all over the Pakistan, the study was delimited to educational departments of Islamabad. Managers from four educational departments of Islamabad were chosen as the sample of the study. The simple random sample technique was used and 40 managers were randomly selected from each department. Total sample comprises 160 managers.

3.2 Instrument for Data Collection

Questionnaire was used as an instrument to collect data. A self-developed and well-structured questionnaire, comprising 25 close ended questions, was prepared under the guidance of the experts. Pilot testing was carried out in order to ascertain whether the questions were relevant and easy to understand by the target respondents. For this purpose 30 employees were taken from an organization. The researcher himself visited the concerned department and disseminated the questionnaire to the employees and sought their opinion and recommendation. On the basis of feedback and the experience from the pilot testing, the questionnaire was refined, finalized and administered to the selected sample.

3.3 Data Collection and Analysis

In order to collect data, the researcher himself visited the four educational departments, chosen as sample, and administered the questionnaire personally to the sample managers, of the concerned departments. The filled in questionnaire was collected personally from the respondents. After receiving the filled in questionnaires, the data were tabulated, analyzed and interpreted. Data analysis was carried out through suitable statistical tools and procedures such as percentage, mean, standard deviation and chi-square. MS Excel and Statistical Package of Social Sciences (SPSS) were used to apply the statistical procedures and formulae to analyze the data.

4 Analysis and Discussion

4.1 Data Analysis

4.1.1 Educational managers' level of confidence

This analysis shows the results as to what extent educational managers possess confidence to manage the affairs of the educational enterprise. Table 1 (statement/question 1-15) represents this analysis.

Result of statement 1 highlights that majority of respondents agreed that they are well aware of their desires in life and know how to fulfil them. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 2 represents that maximum number of respondents strongly agreed that they understand the purpose of important aspects of their life. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 3 shows that a large number of respondents agreed that they feel satisfied and motivated by their job which excites them to perform their duty with devotion. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 4 illustrates that majority of respondents agreed that they remain calm but alert when they encounter some challenge. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 5 demonstrates that maximum number of respondents agreed that they do not allow anger and nervousness overcome them when they face some conflicting situation. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 6 highlights that a large number of respondents agreed that they adapt or adjust their behaviour in accordance with the situation. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 7 represents majority of respondents agreed that they give due respect and weightage to other people's views while making decisions. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 8 shows that maximum number of respondents agreed that they possess an optimistic and positive mental approach. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 9 illustrates that majority of respondents agreed that they always see bright aspects of things in the face of difficulty and uncertainty. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 10 demonstrates that a large number of respondents agreed that they are well aware of their capabilities and limits as a human being. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 11 highlights that majority of respondents strongly agreed that they do not expect to be perfect in everything. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 12 represents that maximum number of respondents strongly agreed that they are always eager to learn new things by themselves and from others' experiences. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 13 shows that a large number of respondents agreed that they take care of their mental health and physical energy while handling stressful situations. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 14 illustrates that majority of respondents agreed that they have the courage to take risks to find out the solution of demanding problems. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Result of statement 15 demonstrates that maximum number of respondents agreed that they maintain consistency in day to day activities at home and work place accordingly. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Table 1: (Statement/Question 1-15)

Sr.	Statement/Question	N	Responses					Mean/SD
			SA/%	A/%	N/%	D/%	SD/%	
1	I am aware of my desires and future course of action.	160	69/43.1	70/43.8	9/5.6	6/3.8	6/3.8	4.18/0.969
2	I understand purposefulness of significant aspects of my life.	160	75/46.9	70/43.8	9/5.6	0/0	6/3.8	4.3/0.878
3	I feel motivated and satisfied by my job and perform my duties with dedication.	160	51/31.9	69/43.1	18/11.2	22/13.8	0/0	3.93/0.988
4	I remain calm but alert when I deal with some challenge.	160	38/23.8	100/62.5	22/13.8	0/0	0/0	4.1/0.604
5	I do not let the feeling of anger and nervousness overcome me in conflicting situations.	160	29/18.1	86/53.8	30/18.8	15/9.4	0/0	3.8/0.840
6	I adapt/adjust my behaviour according to situation.	160	55/34.4	87/54.4	18/11.2	0/0	0/0	4.23/0.634
7	I give due respect and weightage to other	160	62/38.8	77/48.1	15/9.4	6/3.8	0/0	4.21/0.763

	people's views while making decisions.							
8	I possess an optimistic and positive mental approach.	160	52/32.5	77/48.1	25/15.6	3/1.9	3/1.9	4.07/0.848
9	I always see bright aspects of things in the face of difficulty and uncertainty.	160	50/31.2	80/50.0	24/15.0	6/3.8	0/0	4.08/0.777
10	I am aware of my capabilities and limits as a human being.	160	74/46.2	80/50.0	6/3.8	0/0	0/0	4.42/0.565
11	I do not expect to be perfect in everything.	160	77/48.1	65/40.6	12/7.5	6/3.8	0/0	4.33/0.772
12	I am always eager to learn new things by myself and from other's experiences.	160	76/47.5	72/45.0	12/7.5	0/0	0/0	4.4/0.624
13	I take care of my mental health and physical energy while handling stressful situations.	160	47/29.4	77/48.1	30/18.8	6/3.8	0/0	4.03/0.793
14	I have the courage to take risks to find out the solution of demanding problems.	160	38/23.8	92/57.5	25/15.6	5/3.1	0/0	4.01/0.719
15	I try to maintain consistency in my day to day activities at home and work place accordingly.	160	39/24.4	85/53.1	28/17.5	8/5.0	0/0	3.96/0.785

4.1.2 Role of confidence in the management of educational enterprise

This analysis shows the results highlighting the role of confidence in the process of managing the affairs of the educational enterprise. Table 2 (statement/question 16-25) represents this analysis.

Result of statement 16 highlights that majority of respondents strongly agreed that confidence helps the executives to deal organizational matters successfully. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 17 represents that maximum number of respondents strongly agreed that confidence helps the managers to solve demanding problems in the organization skilfully. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 18 shows that a large number of respondents strongly agreed that confidence supports to manage human and financial resources judiciously. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 19 illustrates that majority of respondents strongly agreed that confidence assists to deal with stressful situations without taking stress and pressure. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 20 demonstrates that maximum number of respondents agreed that confidence stimulates to learn new things and introduce innovations in the organization. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 21 highlights that a large number of respondents agreed that confidence helps the managers to see organizational matters optimistically and positively. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 22 represents that majority of respondents agreed that confidence provides flexibility in attitude to accommodate other people's opinions. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 23 shows that maximum number of respondents strongly agreed that confidence helps to remain calm and cool while dealing with conflicting situations. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 24 illustrates that majority of respondents agreed that confidence encourages to take risks to sort out vague and uncertain things. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Result of statement 25 demonstrates that maximum number of respondents strongly agreed that confidence gives awareness to recognize one's own capabilities and limits as a human being. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Table 2: (Statement/Question 16-25)

Sr.	Statement/Question	N	Responses					Mean/SD	χ^2
			SA/%	A/%	N/%	D/%	SD/%		
16	Confidence helps the executives to deal organizational matters successfully.	160	75/46.9	70/43.8	15/9.4	0/0	0/0	4.37/0.649	41.562 (df=2)
17	Confidence helps the managers to solve demanding problems in the organization skilfully.	160	72/45.0	67/41.9	18/11.2	3/1.9	0/0	4.3/0.739	90.150 (df=3)
18	Confidence supports to manage human and	160	70/43.8	66/41.2	15/9.4	6/3.8	3/1.9	4.21/0.897	137.688 (df=4)

	financial resources judiciously.								
19	Confidence assists to deal with stressful situations without taking stress and pressure.	160	63/39.4	61/38.1	20/12.5	13/8.1	3/1.9	4.05/1.004	98.375 (df=4)
20	Confidence stimulates to learn new things and introduce innovations in the organization.	160	63/39.4	69/43.1	19/11.9	3/1.9	6/3.8	4.12/0.953	125.500 (df=4)
21	Confidence helps the managers to see organizational matters optimistically and positively.	160	66/41.2	77/48.1	17/10.6	0/0	0/0	4.3/0.651	38.262 (df=2)
22	Confidence provides flexibility in attitude to accommodate other people's opinions.	160	57/35.6	80/50.0	18/11.2	5/3.1	0/0	4.18/0.748	89.950 (df=3)
23	Confidence helps to remain calm and cool while dealing with conflicting situations.	160	73/45.6	66/41.2	21/13.1	0/0	0/0	4.32/0.694	29.862 (df=2)
24	Confidence encourages to take risks to sort out vague and uncertain things.	160	63/39.4	88/55.0	6/3.8	3/1.9	0/0	4.31/0.636	133.950 (df=3)
25	Confidence gives awareness to recognize one's own capabilities and limits as a human being.	160	86/53.8	67/41.9	4/2.5	0/0	3/1.9	4.45/0.723	137.750 (df=3)

4.2 Discussion

Skilled manpower is an asset to any organization. This paper is an effort to find out the confidence level of educational managers and the role of confidence in the management of educational enterprise. A large amount of literature is already present on the subject. This study also relates to various prior research studies and is supported by lot of existing literature.

4.2.1 Educational Managers' Level of Confidence

Statements/Questions 1-15 aimed to investigate educational managers' level of confidence. Table 1 (statement/question 1-15) shows the results, worked out by mean and standard deviation that the trend is towards higher side from the midpoint. Majority of the respondents replied that they possess maximum qualities or characteristics of confidence that are required by a confident manager.

4.2.1.2 Awareness of Values and Course of Life

Statements 1-2 address the characteristics of "direction of life and its values". A confident manager is expected to know the purpose and course of action in his life because aimless wandering leads to dark alley. Most of the respondents agreed that they are well aware of their desires in life and know how to fulfil them; and majority of the respondents strongly agreed that they understand the purpose of important aspects of their life. The results also get support from Baharestan et al. (2010) that self-confidence is one of the characteristics that deeply influences a person's life and it makes the humans powerful to govern and dictate their lives and future.

4.2.1.3 Motivation and Satisfaction

Statement 3 focuses the characteristics of "motivation and satisfaction". Confident actions of managers motivate them to carry out their jobs more enthusiastically. Maximum respondents agreed that they feel satisfied and motivated by their job which excites them to perform their duty with devotion. The findings are in line with the results of research paper of Mobius et al. (2011) that the employees who possess confidence feel more satisfied, motivated and absorb things quickly and perform their duties more actively as compared to the less confident employees.

4.2.1.4 Stable Emotions

Statements 4-5 encompass the characteristics of "emotional stability". Confident managers always keep control over their emotions which helps them to tackle the affairs cool heartedly. The maximum number of respondents agreed that they remain calm but alert when they encounter some challenge; and majority of respondents agreed that they do not allow anger and nervousness overcome them when they face some conflicting situation. The results get support from Lavassani et al. (2010) that confidence and other skills enable the individuals to cope with conflicts and stress in a well-suited manner. They positively transform and shape the emotions, behaviours and attitudes of the managers which help them to evolve a quality management system for educational enterprise.

4.2.1.5 Flexible Behaviour

Statements 6-7 cover the attribute of “flexibility in behaviour”. Confidence creates flexibility in behaviour which facilitates to accommodate others’ opinions. Most of the respondents agreed that they adapt or adjust their behaviour in accordance with the situation; and a large number showed that they give due respect and weightage to other people’s views while making decisions. The results are supported by Thomas et al. (2009) that interpersonal confidence exerts positive effects on the performance of the individuals, their satisfaction with the work, teamwork, relationships, cooperation and problem solving. The results are also supported by Brocas and Carrillo (2000), that self-confidence is a great source of self-control and provokes to respect others’ views.

4.2.1.6 Optimistic Approach

Statements 8-9 address the attribute of “optimistic approach”. Confident managers are expected to possess an optimistic approach because it always helps to see bright aspects of life. The majority of the respondents agreed that they possess an optimistic and positive mental approach; and maximum respondents agreed that they always see bright aspects of things in the face of difficulty and uncertainty. The results also get support from Burton and Platts (2006) that confident persons always feel satisfied even if they do not know all the answers and they believe that everything will be all right.

4.2.1.7 Awareness of Self

Statements 10-11 focus on the attribute of “self-awareness”. Self-awareness is an important quality of confident managers which helps to know one’s own strengths and weaknesses. A large number of respondents agreed that they are well aware of their capabilities and limits as a human being; and most of the respondents strongly agreed that they do not expect to be perfect in everything. The results are in line with the views of Moshtarak (2011) who advocated in his study entitled "Effectiveness of life skills training on reducing aggression without support" that getting training in life skills increases confidence to cope with stress, reduce aggressive inclination and increase competency in managing life and organizational issues. Akerlof and Dickens (1982) and Caplin and Leahy (2001) also support that self-confidence provides a sense to be conscious of safety and good health and self-confidence infuses a spirit of goodness, welfare and overall well-being.

4.2.1.8 Eager to Grow

Statement 12 addresses the characteristic of “eagerness to develop”. Confidence spurs the managers to develop their abilities further. The majority strongly agreed that they are always eager to learn new things by themselves and from others’ experiences. The results correspond to the results

of the study carried out by Shaibani and Tafti (2010) that more the cognitive development, more the awareness about self-esteem and self-knowledge.

4.2.1.9 Mental and Physical Health, Courage to Take Risk, Consistency in Activities

Statements 13-15 address the characteristics of “health and energy, courage to take risks, and consistency in activities”. Confident managers are always conscious of their health and day to day activities. Maximum respondents agreed that they take care of their mental health and physical energy while handling stressful situations; a large number agreed that they have the courage to take risks to find out the solution of demanding problems; and most of the respondents agreed that they maintain consistency in day to day activities at home and work place accordingly. The findings are in line with the study by Albertyn et al. (2004) that life skills are a combination of interpersonal, social and cognitive skills which can assist in communicating, decision making, self-management, increasing productivity, developing survival skills and healthy life. Each person should try to enhance his life skills and acquire the capability to cooperate, communicate, prevent injurious behaviours to deal with mental and emotional turmoil and express his desires and hopes.

4.2.2 Role of Confidence in the Management of Educational Enterprise

Statements/Questions 16-25 intended to explore the role of confidence in the management of educational enterprise. Table 2 (statement/question 16-25) shows the results, worked out by mean and standard deviation that the trend is towards much higher side from the midpoint. The results highlight that confidence helps the managers a great deal to manage the organizational matters.

Statements 16-25 addressed the role of confidence in the management of educational enterprise. Maximum respondents strongly agreed that confidence helps the executives to deal organizational matters successfully; solve demanding problems in the organization skilfully; manage human and financial resources judiciously; deal with stressful situations without taking stress and pressure. A large number of respondents agreed that confidence stimulates to learn new things and introduce innovations in the organization; helps the managers to see organizational matters optimistically and positively; provides flexibility in attitude to accommodate other people’s opinions. The majority strongly agreed that confidence helps to remain calm and cool while dealing with conflicting situations; encourages to take risk to sort out vague and uncertain things; gives awareness to recognize one’s own capabilities and limits as a human being.

The results are supported by Brocas and Carrillo (2000), that self-confidence is a great source of self-control and provokes to respect others’ views. The findings are endorsed by the study of Sandbacka (2007) carried out by him in his organization in order to observe how confidence plays its role and helps to manage the project activities, that evaluating the risks and factors of success, being motivated, getting support from the members of the team, having optimistic and positive approach may boost the confidence of the managers to accomplish the project efficiently. The results

also correspond to the views of Baramkoohi (2009) that confidence is essential not only in education sector but also in all other sectors of life. Findings are also supported by Dobois (2004) that high confidence contributes towards good health, well-being and establishing good relations with others. The results are in agreement with the views of Benabou and Tirole (2002) that confidence gives awareness about one's strengths and weaknesses. The findings are also in line with the views of Cho and Park (2011) that confidence has constructive effects on the commitment of the organization and the employees towards one another. The results are in accordance with the views of Compte and Postlewaite (2004) that confidence phenomenon put into practice in any educational organization yields fruitful results and it enhances the performance of individuals at work place. The findings correspond to the findings of the research study by Khalatbary and Zadeh (2011) that life skills improve mental health which helps to manage stressful situations confidently.

5 Conclusion and Recommendations

5.1 Conclusion

The purpose of this study was to investigate the level of confidence of educational managers and the role of confidence in the management of educational enterprise. First, it is inferred from the results that majority of educational managers possesses maximum characteristics of confidence that are required by a confident manager to manage the educational enterprise. Second, it is deduced that confidence helps the managers a great deal to manage the organizational matters confidently and efficiently.

In the final analysis it is concluded from the results and findings that confidence plays an important role in the management and is among the vital contributory factors to equip the educational managers with such characteristics and capabilities that they may evolve an effective quality management system for the sustained success of educational enterprise.

5.2 Recommendations

In the light of results and findings, the following recommendations are put forward which may help the educational managers to enhance and improve their confidence further so that they may manage the organizational affairs more confidently.

- a) The educational managers should be proud of their self and stick to their values, aims and talents as it will add to their confidence whereas inferiority complex will lead to depression which may affect their performance.
- b) Educational managers should choose good role models as their friends and acquaintances because it will enhance their sense of confidence.
- c) The managers should be free from bias and must maintain a positive mental approach because the inside purity of thoughts leads to confident action on the outside.

- d) Job security should be ascertained to the managers so that they may perform their duties confidently and whole heartedly without any fear. It will enhance their performance.
- e) Reasonable remuneration package should be granted to the managers so that they may devote all their energies to their job instead of locating other means of earning because it may hurt their self-respect and they may lose their self-confidence which may ultimately affect the organizational performance.

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