

## Self-Confidence and Cognitive Style among the Secondary School Students in Sri Lanka

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This study was commenced to identify the self-confidence of secondary school students concerning cognitive style. Self-Confidence was the dependent variable and cognitive style (Integrated, Intuitive, Split, Systematic, and Undifferentiated) along with demographic variables i.e. gender (Male & Female) were the independent variables. The method of the study was a descriptive survey. The sample was 400 students studying in grade 11 selected through multi-stage random sampling technique. Cognitive Style Inventory (CSI) and Self-confidence inventory (PSCI) were used to collect the data and Two-Way ANOVA with the 5×2 factorial design was used to analyze data. Levene's Test of Homogeneity of Variance was applied to test the assumption of homogeneity of variance for ANOVA. The first and foremost effect of cognitive style and gender on the self-confidence of secondary school students was found to be significant. Further, the double interaction effect of cognitive style and gender on the self-confidence of secondary school students was also found to be significant. The outcomes of the study have a suggestion for school teachers that they have to plan their teaching accordingly by adopting active teaching methods, proper teaching strategies, tools, and by guiding students and encouraging them for their academic achievements and self-confidence. For this, guest lectures, workshops, and seminars can be organized for the students who are lagging behind the poor selection of cognitive style.

**Keywords:** *Cognitive Style, Gender, Secondary School Students, Self-Confidence*

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