FACTORS AFFECTING THE CONFIDENCE LEVEL OF FEMALE STUDENTS IN PUBLIC SCHOOLS: A CASE STUDY OF DISTRICT KECH, PAKISTAN

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ABSTRACT

The effectiveness of educational systems and learning approaches work best when associated aspects make the process fluid and adaptive. Self-confidence plays a critical role in determining dent learning outcomes. This study aimed to explore the impact of self-confidence on female students' educational experiences in District Kech Pakistan. A qualitative research method was used to explore the impact of self-confidence on female students' academic performance. Data were collected through 10 semi-structured interviews conducted with principals, and instructors, and 3 focus groups discussions with students. This research found systemic education inadequacies that cause student inequalities. The research found that self-confidence levels in male and female students greatly impact teaching and learning practices. Due to restricted educational possibilities, low enrollment rates, cultural norms, and internalized educational systems, ladies lack self-confidence. Overcoming such problems helps female students reduce stress, stop overthinking, and boldly pursue academic and personal objectives. By exploring new roles, interests, and activities, female students can overcome concerns about societal reactions, a difficult obstacle rooted in the socialization process that undervalues their education and undermines their self-confidence compared to men. According to the research, social factors are the main element affecting female students' confidence. The study recommends implementing focused interventions to boost female students' self-confidence, creating an inclusive learning environment that encourages them to attain their full potential.

INTRODUCTION

Pakistan's educational system is complicated and has far-reaching effects on the nation's future. Pakistan ranks second internationally in out-of-school children with 22.8 million (UNICEF, 2018). Girls, especially poor ones and those in specific regions are severely affected. The large gap between elementary and secondary school enrollments suggests educational attrition. From 10.7 million males and 8.6 million girls in elementary schools to 3.6 million boys and 2.8 million girls in secondary schools, gender distribution changes dramatically (Bari, 2021). This severe drop-off exposes systemic educational challenges and deeply ingrained sociocultural elements that disproportionately hinder females' education. Since 60% of out-of-school youngsters are females, the gender gap widens. This mismatch persists throughout maturity, resulting in gender literacy discrepancies. Disparities hinder individual progress and the country's socioeconomic development. The public and private sectors of Pakistan's education system have different issues. Free education from the government-funded public sector is available to more people. It struggles with quality, infrastructure, and resource allocation. Private institutions, seen as providing high-quality education, have reduced illiteracy and improved education (Ali et al., 2024; Ul-Haq et al., 2023). This industry has grown because of perceived public system deficiencies and families' ambitions for better educational results for their children. However, private schools' tuition costs exclude economically disadvantaged youngsters. This also widens the socioeconomic educational gap, making great education a luxury rather than a right.

Global challenges endure, as several governments grapple with the task of guaranteeing universal access to fundamental education. In Africa, the percentage of females attending elementary schools is 57%, while the percentage of boys attending is 75%. Education, especially for women, is crucial for social progress as it amplifies their involvement in diverse areas such as agriculture, commerce, and domestic administration

(Yu et al., 2021). Self-esteem, which is essential for achieving academic achievement, is formed via social interactions and the dynamics within one's family. It has an impact on society's standards, moral ideals, and educational endeavors (Nur et al., 2023; Nuckols, 2023). Self-esteem has a significant influence on several aspects of life, including academic achievement, social integration, physical attractiveness, school atmosphere, and family relationships. There is a strong positive relationship between having a high level of self-esteem and achieving success in academics, financial stability, overall well-being, and personal contentment (Kärchner et al., 2021).

South Asia has a poor allocation of resources to education, with Pakistan investing around 2% of its GDP. This places Pakistan's education system among the lowest in the world, according to the Pakistan Economic Survey of 2015. Balochistan, the most extensive province in Pakistan in terms of land size, is distinguished by a scattered populace residing in several communities, each having its educational establishments. Typically, smaller hamlets have elementary schools, but bigger communities include high schools and specialized schools for females, prioritizing the significance of female education (Islam et al., 2024; Tahir et al., 2021). District Kech, is the second most populous district in Balochistan, with a population of 907,182, with a substantial majority residing in rural areas. Although there are 708 public schools, the quality and accessibility of education continue to be problematic (EMIS, 2019-2020). The district is positioned at the 72nd place out of 141 districts in Pakistan in terms of education, indicating the need for development. Article 25A of the Pakistani Constitution stipulates that education is both free and obligatory for children between the ages of 5 and 16. This provision serves as the basis for educational objectives at the district level.

Pakistan's educational system, notably in District Kech, Balochistan, presents complex challenges for female students. Gender inequalities in academic confidence and achievement persist despite rising literacy rates. Research shows that confidence influences students' academic achievement by altering their willingness to engage in class, seek help, and study. Male students are more confident than female students in public schools. Social expectations, cultural norms, and structural biases lower female educational self-efficacy, generating this discrepancy (Yaseen & Habeeb, 2023). Traditional gender stereotypes and limited educational resources restrict female students in District Kech. Despite literacy gains, the gender confidence gap threatens to undermine these gains and perpetuate educational inequalities. A lack of education and role models complicates rural villages like Pidrak in District Kech. District Kech public school females' confidence gap is examined here. This study covers several reasons for low confidence in District Kech public school girls, recognizing its importance to academic performance (Ali et al., 2021; Sharif, Anwar & Mehmood, 2023). The results of this study can guide educational policy and implementation. The project aims to determine the primary elements that impact female students' confidence. This information will be used to build evidence-based solutions that may help establish educational settings that are more helpful and empowering for students.

Research Questions
1. What are the factors that affect the confidence level of female students in public schools of District Kech?
2. What is the role of confidence in female students' academic performance in public schools of district Kech?

Literature Review
Confidence in education is crucial to student growth and academic achievement but frequently overlooked. This complex idea goes beyond self-confidence to promote students' personal development, academic success, and possibilities. In education, confidence is a student's conviction in their ability to complete tasks, overcome obstacles, and reach objectives. Beatson, Berg & Smith, (2020). Stress that self-belief greatly impacts classroom, test, and social performance. Confidence affects EVERY aspect of a student's education, from classroom participation to academic and professional goals. Education confidence's malleability is crucial.

Confidence changes with life and environmental circumstances. This changeability poses educational problems and possibilities. While bad experiences or unsupportive surroundings might lower a student's confidence, good interventions, and supportive structures can enhance self-confidence and academic success (Kim & Kutscher, (2020). Multiple, linked elements affect student confidence. Fear, uncertainty, and social

alienation lower confidence. These psychological obstacles might be especially strong in schools where pupils may feel criticized or compared to classmates. In contrast, Edgerton & Mckechnie, (2023) stress the importance of supporting classmates, encouraging instructors, and a caring school environment on student confidence. This emphasizes the need for inclusive, supportive schools that provide all pupils with a feeling of belonging and worth.

Aliedan et al., (2023) note that poor educational facilities and family and friend support may disproportionately influence females' self-confidence. This suggests female students require tailored treatments and support networks to overcome their particular problems. Merten's (2020) study stresses the importance of peer and teacher support for female students' academic achievement, especially in higher education. These results show that gender equality in education should include methods to improve female student confidence. UNESCO's Education for Sustainable Development and the OECD's Programme for International Student Assessment see confidence as essential to educational achievement. These worldwide programs emphasize the significance of building academic knowledge and personal characteristics and abilities that allow students to apply their learning successfully in real-world situations.

Albert Bandura's Social Cognitive Theory explains school-related confidence development. Bandura's theory emphasizes confidence and self-efficacy. Self-efficacy is a person's belief in their ability to achieve. Applying this idea to female students' confidence reveals several important elements. Kling et al. (2019) demonstrate how gender discrimination and societal constraints might impair female students' confidence. External restrictions may hamper personal success, societal influence, and role models. Day & Gregory (2017) found that positive feedback and successful female role models boost confidence. According to Bandura, vicarious experiences and social persuasion boost self-confidence. Female STEM students often lack self-efficacy, which lowers confidence. This suggests supportive learning environments and STEM female role models to address this disparity. Bandura believed vicarious experiences and social persuasion increased self-efficacy.

A growth mindset may increase self-esteem and education. Believing in intellect and ability malleability enhances confidence and academic performance, according to Yeager et al. (2019). This method complements Bandura's self-efficacy emphasis on personal experiences and perceptions. Social and cultural norms strongly impact female students' confidence. Educational gender norms and biases may make female students doubt themselves. Extrinsic factors may inhibit positive personal experiences and social persuasion required to build confidence. Hussain (2018) notes that school gender imbalance and support might reduce confidence. This suggests that schools must make systematic changes to improve confidence in all children, regardless of gender. Parental expectations and socioeconomic status might alter students' confidence. These factors impact student experiences, opportunities, and social support. These societal issues must be addressed for fair confidence development. Khalid, Munawar & Noreen (2024) demonstrate how positive representations and support may lessen imposter syndrome and enhance confidence. Vicarious experiences and social persuasion boost self-efficacy, according to Bandura.

Positive parental and peer interactions boost self-esteem and confidence. This emphasizes the significance of social support for student confidence. Socioeconomic status (SES) affects confidence, creating inequalities. Low-income students struggle to build confidence, which may perpetuate scholastic disadvantage. Gender prejudice and cultural standards lower girls' confidence, highlighting a systematic problem in many educational institutions. This prejudice may range from subtle subject discouragement to overt discrimination, lowering females' academic goals (Xu, Xia & Pang, 2021).

Parental participation and a supportive home environment encourage academic achievement and confidence. This shows that family interaction measures should be used to increase student confidence. The research by Khan et al. (2020) on risk perception among high school students in Gilgit, Pakistan, adds an intriguing perspective to confidence discussions. The low perception of natural catastrophe risks, with fear being the main component, implies a relationship between confidence and risk appraisal. The gender inequalities in this research emphasize the necessity for gender-sensitive disaster preparation education and confidence-building. The increased self-esteem of private school pupils shows how educational resources and environment affect student confidence. The idea that parental and teacher support builds confidence in early childhood (Yavuzer, 2020) highlights the necessity of early interventions and constant support throughout a student's education. The glaring differences in literacy rates in Pakistan, namely the substantial disparity between male (66%) and female (42%) literacy rates, highlight a pressing educational problem based on

gender. This discrepancy not only represents ingrained social disparities but also has extensive consequences for the nation's socioeconomic progress. Comprehensive educational reforms are crucial for improving human capabilities and promoting overall national development. These changes should focus on both the quantitative indicators of literacy and the qualitative elements of education that promote self-assurance and proficiency among all students, irrespective of their gender (Khurshid, Fiaz & Khurshid, 2020).

The significance of companionship in addressing shyness and distrust among youngsters, emphasizes the crucial function of social contacts in educational environments. This viewpoint strongly corresponds to the Social Interaction Theory, which we will go into more. The statement implies that facilitating good peer connections in educational settings may be an effective strategy for enhancing self-assurance and promoting social and academic growth, especially for students who may face marginalization or have low self-esteem. This facet of confidence development implies that interventions should not just concentrate on external circumstances, but also on assisting pupils in cultivating constructive self-dialogue and resilience. Incorporating cognitive-behavioral techniques into instructional methods may have advantages in cultivating a favorable mental outlook and bolstering student self-assurance (Cordier et al., 2021).

The importance of creating classroom conditions that foster student self-expression and self-assurance is emphasized by Temel (2021). This highlights the crucial role that instructors and educational institutions play in cultivating student confidence. This viewpoint proposes that teacher training programs should prioritize the development of inclusive and supportive classroom environments that foster student engagement and self-assertion. These settings are especially important in situations when cultural norms may suppress the voices of students, particularly female students. The implementation of Social Interaction Theory, based on Vygotsky's sociocultural ideas, offers a comprehensive framework for comprehending the progression of language abilities and self-assurance via social exchanges. This hypothesis is especially pertinent in the Pakistani setting, where social and cultural elements have a substantial influence on the formation of educational experiences and results.

Research Methodology

This study adopted a qualitative method to understand the confidence levels of female students in public schools in Pidrak District Kech, Balochistan. Qualitative methods allow for in-depth interaction with participants, enabling the researcher to explore and describe factors affecting students' confidence (Kothari, 2016). A qualitative case study design was used to examine the confidence levels of female students. This approach is suitable for exploring complex, subjective phenomena like self-confidence and provides a comprehensive understanding of participants' experiences and perceptions (Creswell & Creswell, 2017). The study focused on head teachers, teachers, and students to identify factors influencing confidence levels. The targeted population comprised female students enrolled in grades 5-10 in public schools within Union Council Pidrak, District Kech, and Balochistan. Participants were selected based on their relevance to the study's objectives.

Research Sampling

The research area was Union Council Pidrak, District Kech. The study aimed to identify factors affecting female students' confidence levels, examine the impact of the classroom environment and teaching strategies, and propose effective interventions to boost confidence and academic success. The study employed purposive sampling to select participants based on specific criteria. The sample size was determined by data saturation, ensuring comprehensive coverage of relevant themes (Creswell & Creswell, 2017).

Data Collection

Data were collected through semi-structured interviews with headmistresses, head teachers, and female students from various schools in Union Council Pidrak. The questions were open-ended to gather detailed insights. The researcher traveled to different schools for data collection, ensuring a diverse range of perspectives. A questionnaire was developed for head teachers and teachers to identify factors impacting female students' confidence. The questions were designed to address the study's objectives comprehensively. Thematic analysis was used to analyze the collected data (Creswell & Creswell, 2017). The process involved transcribing interviews, coding the data, and developing themes from the coded information. Interviews were conducted in Balochi, recorded with permission, and transcribed into English. Thematic patterns and

contradictions were identified through repeated review of the transcripts. Interviews with 11 participants provided a range of experiences and insights.

Table 1 - Demographic information of semi-structure interviewed participants

S.N	Coded Name	Gender	Qualification	Experiences
1	Principal	Female	MA, M. Ed	10-15 years
2	Principal	Male	MA, M. Ed	06-10 years
3	Principal	Male	MA, M. Ed	01-05 years
4	Principal	Male	MA, M. Ed	10-15 years
5	Teacher	Female	MA, M. Ed	06-10 years
6	Teacher	Female	MA, M. Ed	06-10 years
7	Teacher	Female	MA, M. Ed	10-15 years
8	Teacher	Female	MA, M. Ed	01-05 years
9	Teacher	Female	MA, M. Ed	01-05 years
10	Teacher	Male	MA, M. Ed	10-15 years
11	Teacher	Male	MA, M. Ed	10-15 years

The profile interviewees are shown in Table 1 together with details on their educational degree experiences and the posting they served. The interviewees had experiences ranging from 4 to 18 years. Additionally, shown in the table is the anonymity of the interview subject who was involved was given a fictitious name like Headmistress, head teachers, and teachers.

Table 2 - Demographic information of the respondents of the focused group

S.N	Coded Name	Gender	Class	Experiences	Schools
1	Students	Female	Class 10th	NIL	GBHSS Pidrak
2	Students	Female	Class 9th	NIL	GBHSS Pidrak
3	Students	Female	Class 8th	NIL	GGMIDS Pidrak

Focus group interviews were used to obtain data from middle school students and secondary school students. Focus groups were done in Balochi and interviews were recorded with an audio recording device. The recording of the interview was done with the prior permission and consent of the head of the schools and the students. The recording of the focus group was transcribed into English. Focus group interviews were conducted with 23 female students in three different group discussions. The 23 participants in the focus group belonged to middle and high school. Table 2 displays their gender, grade, and schools. The grades of the interviewees ranged from grade 6 to 10.

RESULTS AND DISCUSSION

Based on the interviews, the school system is the major cause of inequality. Confidence is an important aspect of school and improves learning for both boys and girls. Due to schooling scope, low enrollment, cultural standards, and internal education systems, female confidence is poor in most underdeveloped nations. While trying new positions, hobbies, and activities, they won't have to worry about what others think. The convention that female students may only have one side believing that female education is less essential and females have a lower identity than males is the primary problem. These ideas are crucial to understanding Pakistani pupils' learning and confidence, especially in Pidrak, District Kech. Thus, interviews showed that most professors knew nothing about female students and that the administration does not promote student confidence. Self-confidence is essential for good schooling and learning. This qualitative study examined variables impacting female public school pupils' trust in District Kech. The research revealed self-confidence's causes and remedies. According to a participant;

> *Self-confidence plays a significant role in students' personality and academic performance*
> *and consequently, they develop in life. Students with high levels of self-confidence perform*
> *better in class rather than those who do not have self-confidence. Students' self-confidence*

can be developed by both the teachers at home and students in classroom to provide them with various activities. (Respondent 1)

Anila Noor's narrative emphasized that self-confidence impacts not impact the academic performance of the students but also their personality development. In addition, she explained that low level of self-confidence sheds negative impacts on the life of the female students in the society. Accordingly, the study of Lauermann et al., (2018) found that female students who were more confident in their academic careers were more likely to enroll in advanced learning. She narrated that students who have higher level of confidence, take part in classroom activities and express their ideas better than those who do not. To develop students' self-confidence, parents at home and students at school should help support them involving in various activities. Another participant narrated,

Self-confidence has an importance in everyone's life most particularly in female students' lives. Because, without developed self-confidence, students can't talk and even they can't speak well in class. Self-confidence helps students to express their ideas effectively. Family and teachers' motivation are among the significant factors to develop or destruct students' level of confidence due to which some students show good level of self-confidence and others do not. To build up self-confidence among students in school, I make them realize that we all are one in capacity building and secondly, I ask them questions in front of the class. We have programs such as school's annual result program and competitive quizzes programs to build up students' level of self-confidence. (Respondent 2)

By explaining the importance of students' level of self-confidence he said that it plays an important role in students' academic performance and helps them develop in society. In addition, he expressed that a high level of confidence supports students to take part in classroom activities. By highlighting the factors that impact students' level of confidence, he narrated that family and teachers are the significant factors that affect students' level of self-confidence. Suggestively, he explained that there should be extracurricular activities to enhance students' confidence. Accordingly, a participant opined as,

A developed self-confidence is essential for students in academic careers because without it students feel hesitation. Students with high levels of self-confidence can share their thoughts effectively and consequently, it pushes students toward development. I find the lack of an appropriate environment as a significant factor responsible for developing students' self-confidence. Firstly, parents and then teachers can also be factors to develop self-confidence among school children. To develop confidence in students, I mostly call students on stage to talk and make them discuss any topic in the class. According to the students' psychology, I provide them activities for competitive programs in the school' (Respondent 3).

Her explanation remarked that self-confidence is very important for students in academic career. It destructs hesitation which results in developing students to share their experiences, knowledge and skills effectively in the classroom. In addition, she narrated that lack of proper environment is one of the important factors of developing self confidence in students. In addition, she made teachers and parents as responsible for building confidence. To enhance students' level of confidence, in school, he said that he provides topics according to students' psychology and call them in front of class to ask them questions. Moreover, he shared that he organize competitive programs in school in which students take part to develop their level of confidence. Another participant described as,

Self-confidence plays a positive role in life, most importantly, it has a significant role on students' performance. Those students who have good level of self-confidence, express their thoughts impressively as compared to those who have low level of self-confidence. I think society as a significant factor of impacting students' self-confidence. Similarly, teachers' motivation has a positive reflection on student' self-confidence. Teachers providing clearer examples and explanations can enhance students' academic performance and consequently

their level of confidence develops. Annual Golden Week and Bazm.e.Adab are two programs organized in our school to develop students' level of self-confidence. Providing various activities can develop students' self-development' (Respondent 4).

His explanation helped to know that self-confidence role on students' academic performance is positive. In his narration, he expressed that the students with higher level of confidence can explain anything effectively and thoroughly in the class. This helps them nurture not only in academic life but also social life. He considered the society and teachers' reflection on students' performance as significant factors impacting students' life career. In addition, he explained that when teachers provide clear examples and explanation on topics than students' level of confidence can be enhanced. Providing them extra-curricular activities organized by schools can also have positive effects on students' confidence. Due to providing students with various activities makes students engage in different societies which enhance students' meeting with different people of different thoughts. According to a participant,

Self-confidence confidence help developing and explaining inner feelings with others. It helps individuals to impressively take part in discussions on any debate. Good level of self-confidence have positive impacts on academic performance. Without a developed confidence students feel ashamed in class that hinders them taking part in classroom activities. Lack of motivation by classmates and students are the main factors that impact students' level of self-confidence. Teacher must involve individuals in different activities in the class room to develop their level of confidence. Speech competition and students presentations as tablo can also develop student's confidence' (Respondent 5).

Saira's narration highlighted that self-confidence helps students to present their inner thoughts and feelings in an understandable way that effect the audience. In this way, it will reflect positive shadows on students' performance in academic career. Without a good confidence, students can't share their thoughts, ideas, skills, knowledge and experiences which consequently reflects negative impacts on students' performance. The most important factor that impact students level of confidence, according to Saira, are lack of teachers' and students' motivation in classroom. She suggested that teachers should provide students with different activities such as debates on topics and tablo to present their ideas as an effective way which lead students to be confidence. A respondent namely Sameera narrates,

I consider that without self-confidence, students can't develop and perform better in academic ground. If a student have low confidence, she can't perform in class. According to me, discouragement by teachers and students in the class are the important factors that affect students' level of performance. To develop students' level of confidence, I always appreciate students in the class while they respond on question. (Respondent 6)

This finding revealed that students' level of confidence is important for them to better perform academically. The most significant factor that impacts students' confidence is the student-teacher relationship in the class. According to her, students should always be encourage which results better to develop their level of self-confidence. In addition, another participant added her knowledge and experience as,

Confidence is very important for students to make good decisions and as well as survive a good life. Without self-confidence, students' can't express their ideas successfully. It helps students not only to develop in the academic career but also in social life. The factors that impact students level of selfconfidence is the students' social problems. Due to such problems, I always motivate my students. Teachers should be supportive and empathetic to feel students' problems to develop their level of self-confidence. Teacher-parent meetings in school can also enhance students' level of self-confidence' (Respondent 7).

This has been found that students' academic and social development is due to their level of confidence. The factor that impact students' level of self-confidence is the social life issues which hinder students to perform better in class. The study results also revealed that social problems of the students can be eliminated

by supporting students in the class, being empathetic with students and organizing meeting program with students' parents in the school. Parents and instructors must assist and take care of their children and students respectively. It must be simple for them to build their confidence so that they can assist the children in overcoming difficulties in school (Sar, 2010). According to a participant,

> *Those students who do not have high level of confidence, can't perform better in class. So, self-confidence, according to me- plays crucial role on students' performance. In Baloch tradition, girls are bound at home and they are not allowed out of the home, is one of the significant factor impacting girls' level of confidence. Do build up students' level of confidence, out school organizes programs such as class-class competition, school-school competition, and other quizzes competition that enhance students' level of self-confidence in the school' (Respondent 8).*

Study findings show that cultural factors have an impact on students' level of self-confidence. Such as, the Baloch tradition does not allow their females out of the home which reflects negative effects on students' level of confidence. As reported by Bandura (1997 that families' trust and expectations impact girls' self-confidence levels. Low confidence levels among female students can be attributed to a variety of social and cultural factors. In addition this has been found that self-confidence has effects on students' performance. In this regarding the barriers which hinder self-confidence, should be eliminated. According to the results of the study, schools should organize extra-curricular activities to develop students' level of self-confidence.

The results of the study revealed that students who take part in various activities in school such as the competitive program in class and games, have high level of confidence that rather than those who do not. In addition, the results of the study revealed that the students can not feel hesitation if they take part in different activities however, the students who do not take part in school programs or debates have hesitation in class and they cannot express their thoughts properly. It can be concluded that students who are involved in various activities have higher levels of self-confidence rather than those who do not.

Summary of the main Findings

The results of this study revealed that the factors that affect the confidence level of female students in school are cultural factors, lack of teachers' motivation, lack of motivating students to take part in extra-curricular activities, teachers' relation with students, teacher-parent relationships in school, organizing competitive programs and lack of encouragement on students responses for students to develop their level of confidence. These factors lead students to destroy their level of self-confidence which affects their academic performance and consequently, they cannot develop in their social life. The study results suggested that these factors negatively impact students' self-confidence. To eliminate these influential factors, teachers should create an appropriate environment. For instance, competitive school programs, extra-curricular activities such as games, and parent-teacher meetings in school. In addition, study results reported that teachers should motivate students in the classroom by calling them on stage and engaging them in discussion.

Conclusion

To conclude, education has a positive impact on any society because it helps to develop the country's social and economic sectors. This study aimed to identify factors affecting the confidence level of female students in public schools at District Kech. However, the findings identified that females experience a dearth of self-confidence due to limited educational opportunities, low enrollment rates, cultural norms, and internalized educational systems. Therefore, the pedagogical approach employed and the lack of seriousness among staff in implementing modern teaching and learning methods contributed to diminished confidence levels, as well as the limited scope of education beyond school completion confined many female students to the boundaries of their homes. Hence, to identify these factors, the government, policymakers, higher authorities, families, communities, and other stakeholders should develop targeted interventions to promote self-confidence among female students, thus nurturing an inclusive learning environment that empowers them to reach their full potential.

Recommendations for Future Research

The self-confidence of the students cannot be studied in isolation; several aspects are essential for understanding the key confidence level questions. Like the remote area of Pidrak, the self-confidence of the female students must be studied with the social norms and culture of the school and the area as well. Even though the researcher found that there have been no programs at the school level. The researcher recommended that:

- There should be programs in schools such as talent shows, debate competitions, and science fairs that can help them gain confidence in their abilities.
- Female students should be empowered by creating an environment that encourages them to pursue their interests, participate in extracurricular activities, and develop their skills.
- Additionally, female role models should be invited to speak to students about their successes and how they overcame challenges.
- Parents should play a critical role in boosting the confidence of their daughters.
- Schools can involve parents by organizing parent-teacher meetings, workshops, and seminars that promote female empowerment.

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