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RING OF CONFIDENCE

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ABSTRACT

This is an exploratory study of how eight Year 12 and Year 13 Pacific teenage females living in Auckland and Rotorua defined the concept of confidence and examines how they perceived family, church, school, friends and community influencing their confidence levels, either positively or negatively, and what factors they believed could help to improve their confidence levels in these different settings. A comparison of the two sample groups from Rotorua and Auckland was undertaken to determine whether living in a community where Pacific people are either the majority or minority, impacts differently on their overall confidence. It is within this framework that this study will discuss how the Pacific teenage female's confidence contributed to their own psychological wellbeing.

The semi-structured interviews and focus groups were the techniques used to collect rich qualitative data. The general inductive approach was used to analyse the qualitative data related to the research objectives. Specific categories and themes were developed which captured core messages reported by the participants. Categories that emerged for positive influences on confidence included 'encouragement, enjoyment, development, achievement, and spirituality / cultural identity'. For negative influences, categories included 'judgment, the fear of, family / friends, and culture'. Ways to improve one's confidence highlighted categories of 'communication, motivation, and enjoyment'.

Living in a community where Pacific people are either the minority or the majority does have some impact on the confidence development of participants. All the participants agreed that having confidence enabled them to make decisions about study, career goals, as well as broader life choices, and that all these factors contributed to their psychological well-being.

This study suggests ways confidence can be improved and the results are discussed in terms of the theories of perceived competence, self efficacy, motivation goal theory, and the social exchange model, and how motivational issues relate to one's psychological wellbeing.

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AUTHOR'S NOTE

“The kingdom of Heaven is within you... Seek ye first the kingdom of Heaven and all things will be added unto you.” Matthew 6: 33

Growing up in a family of 6 girls, my mother raised us on her own from the age of 35 years, after being widowed at a young age following the sudden death of our father at 43 years of age. My mother was faced with having to make all the decisions on her own about finances, accommodation, her children's care and protection, education, health and how to maintain her psychological wellbeing as well as that of her children. Confidence is something my mother had to have or quickly develop in order to bring up her children, as she was a migrant to New Zealand, she was not educated here, and she was not fluent in the English language. I believe my mother was my first role model of confidence.

I grew up in the East Auckland suburb of Glen Innes during the 1970's where there were about 6 Pacific Island families living in the area. Throughout my primary, intermediate and college education I was part of an ethnic minority group. The majority culture of students during this time was Pakeha (New Zealanders or white European) and then Maori. I attended Auckland Girls Grammar School in Form 5 and 6 and this was my first experience of learning together with hundreds of other Pacific Island students. However, this changed

again when I attended Otago University from 1983 -1985 and I was once again part of an ethnic minority group in all my Arts papers.

Upon reflection, I realise that being part of an ethnic minority group affected my confidence at different stages of my learning. During primary schooling, I was not so aware of my being different from others. I competed academically with fellow students and saw learning as fun and exciting. In class I would assume roles of responsibilities in class like class captain, sports captain, bell monitor and road patrol. I was confident in carrying out these roles.

It was when I reached Intermediate School years that being Samoan started becoming an issue for me. Derogatory words were used to describe my ethnicity for example – ‘bunga’, ‘coconut’, ‘blackie’, ‘nigger’ to name a few. It was not ‘cool’ to be a Pacific Islander in the 1970’s with Pacific Islanders competing with New Zealanders for employment, the immigration issue of over-stayers and being different to the mainstream culture. I tried to blend in with others and hung around mainly with the Maori students not advertising that I was Samoan. I can remember there were a few students who arrived from Samoa and their behaviour was not what I considered to be cool. I can remember avoiding them and feeling embarrassed by them. I can remember showing confidence in areas of learning and sport, which I enjoyed, for example, subjects like maths, which I excelled in, and playing representative hockey. I can remember playing the piano for the choir at a school concert at night, and being a member of the Mt

Wellington Youth Council and travelling to the Beehive in Wellington to represent the Mt Wellington Borough Council. These two activities would have required a certain amount of confidence, looking back at that time.

At college, one of the things, which drove me to succeed academically, was to prove to others that this 'Samoan' was just as good as anyone. I became protective of who I was and would clearly state that I was Samoan rather than be mistaken for being Maori. In sporting and social events, I enjoyed being noticed for my achievements or strengths. I had a fair amount of confidence, which at times turned into defiance if I came across any form of what I thought was injustice towards myself or my friends.

At university, my confidence plummeted being in a strange city at the bottom of the South Island, not knowing anyone other than my sister and brother-in-law, and being part of the minority again where my reputation did not precede me. I was definitely not outspoken, and most of the time I felt invisible during lectures and tutorials. However, I did develop a strong sense of pride about being Samoan because I met other Samoans and Pacific Islanders who were studying towards professions that I never thought Samoans would pursue – medical, law school and business qualifications. After completing an Arts Degree in 3 years, I developed the belief that anyone can achieve their goals if they put their mind to it and work hard.

When I joined the workforce in 1986, I was one of two Pacific Island social workers in the northern part of Auckland. I was very green in terms of social work experience and acquired many of my skills from members of my team who were middle-aged, white, middle class women who had worked in other professions prior to becoming social workers. Even though it took many years to gain confidence amongst my peers, I showed confidence in working with children, young people, and families. I could relate to these families being from similar working class backgrounds. We had lived in the area for some years, and I had established some good networks with the Glen Innes and Panmure communities.

Within the last decade changes have occurred in social work and I have had the opportunity to attend training, workshops and conferences specifically for Pacific Island social workers and this has been a unique experience. To be in a learning environment where I am amongst my own people or those very similar to me allows for confidence that I never experienced in all my years of schooling from primary through to university in the 1970s to early 1980s. To share common experiences, values, and humour are just a few things that have served to enhance my confidence in myself as a Samoan woman, in my work, my academic studies and in my family life as a wife and mother.

In hindsight, there were major influences in the development of my confidence over the years, beginning in the home within my family, amongst my friends,

certain intervals during my school life, within my church and the wider community which also included cultural and sporting activities.

Although confidence is something that has helped me to succeed in my academic study and work life, confidence is not always seen as a positive attribute within my own culture. When growing up in a Samoan family, it does not always pay to have too much confidence otherwise you could be seen as 'showing off' or 'being too cheeky' – 'fia poto'. Your family plays an important part in keeping you grounded by reminding you that your successes are not just your own, but that of your family and especially God who plays the major part in these successes. Families are your biggest critics, and can either make or break you, depending on how you deal with this criticism. For example, for me the sibling teasing made me feel really dumb, but this also made me determined. I was going to prove that I was not the dumb baby in the family and that I was going to succeed. Sometimes your parents may say harsh things about the way you behave or perform a task or activity but this is their way of trying to motivate you to strive for excellence. In a way this "reverse psychology" has contributed to my determination and motivation to work hard at the goals I have set myself, have confidence in my ability to achieve these and reap the benefits with the knowledge, skills and experiences that are gained along the way.

The research topic started to evolve from discussions between my daughter and I, about her and her friend's future study, career options and some of the life

choices they made about boyfriends, drugs, alcohol and sex. I shared with my daughter how I arrived at decisions around study, career and my own life choices. We spoke about how confidence played a very strong part in making these decisions and achieving goals. From this discussion emerged an interest in whether the factors that influenced my confidence 25 years ago were still influential factors for today's Pacific teenage females. Growing up within a minority culture in one's community, I believe, made a difference to my confidence. The question arises whether growing up within a majority culture in the same community I grew up in, has made a difference for the Pacific teenage females today.

CHAPTER ONE: INTRODUCTION

Teenage or adolescent years can be marked by dramatic physiological and psychological changes. One transition point that can influence how teenagers handle these changes is the move from school education to tertiary study or employment. Pacific parents' expectation for 18 year olds is tertiary study, both tertiary study and part-time employment or full-time employment (Barwick, Gray, Martin, & Asiasiga, 2002). How teenagers manage this move from college education to tertiary study or employment requires confidence in their ability to perform and to achieve the goals set in whatever study or career path they have chosen.

Exploring how Pacific teenage females define confidence and identifying the key contributors to the development of their confidence, is the main focus of this research. While many adolescents experience of the transition from childhood to adulthood is a relatively smooth one, for others this transition period is characterised by increased risk of suicide and depression. Female adolescents are at a higher risk of attempting suicide and suffering from depression. The Pacific context in which Pacific teenage females live (low socio economic, high number on benefits, unemployment almost double the national rate) places them at a further disadvantage. By understanding what influences female confidence, perhaps professionals such as psychologists, teachers, health workers, and coaches to name but a few are then able to implement more effective programmes to develop or improve the confidence

of Pacific teenage females and assist them through this transition from adolescence to adulthood.

Confidence: *(noun) Freedom from doubt; belief in yourself and your abilities.*

Self-confidence is having confidence in oneself. It is generally perceived as having the courage to speak in front of a large number of people, the willingness to try something new, the willingness to go against what others are thinking or doing, the ability to comfortably do something he or she could not do and/or the willingness to explore what has not been explored. Confidence or self-confidence has been used interchangeably with concepts such as self-esteem, self concept, self efficacy throughout literature in some disciplines and at other times these concepts have been treated as separate concepts.

Until recently, New Zealand youth have been overlooked in terms of national policy, age-specific health services, and nationally representative population-based databases. This is despite New Zealand's current generation of youth recording among the highest rates of unintended pregnancy, suicide and self-harm in the Western world (Ministry of Health, 2000 and 2002). There have been studies based on the concepts of self-confidence, self-esteem, self concept and the affect the perspectives of education, health and welfare have on these concepts during the adolescent's transition to adulthood. There is a specific paucity of information on the health and wellbeing of Pacific youth and in particular, Pacific female youth.

The purpose of this study was to investigate the major influences of confidence for Pacific teenage females and the impact of these influences upon their decisions about future study, career and life choices.

The general inductive approach (Thomas, 2006) employed in this study allowed participants to share their experiences without being informed of prevailing theoretical perspectives about concepts of confidence, self esteem, or self-efficacy. This study's methodology, findings and discussion sections that follow, address the following research objectives:

1. To define what confidence means to teenage Pacific Island females;
2. To describe positive influences to teenage Pacific Island females confidence in the different settings;
3. To describe negative influences to teenage Pacific Island females confidence in the different settings;
4. To describe how to improve the confidence of teenage Pacific Island females confidence in the different settings;
5. To examine whether confidence impacts on future study or career decisions and life choices of teenage Pacific Island females ;

6. To examine whether growing up as a minority in your community has any impact on the development of confidence for teenage Pacific Island females;
7. To contribute to the body of knowledge on how confidence contributes to the psychological wellbeing of teenage Pacific Island females in New Zealand.

The chapter on findings outlines the substantive theory that captures the Pacific teenage female's experiences, of defining and improving their confidence, and how confidence impacts upon decisions about future study, career and life choices. The final discussion chapter provides a summary conclusion of the main findings as it relates to the aims and objectives outlined from the beginning, as well as its significance. Included also are the limitations and possibilities for future research.

CHAPTER TWO: LITERATURE REVIEW

Adolescents / Teenagers

The concept of adolescent is difficult to define when considering there is no psychological criterion associated with age, and no psychological state that is recognized globally as the symbol of adolescence (Durkin, 1995). In general however, adolescence labels a diversity of young people which most psychologists describe as: “a period of transition between childhood and adulthood, acknowledging that the boundaries (and indeed the experiences) of this part of the life cycle can be subject to considerable individual variation (Durkin, 1995)

Research by Simmons, Burgeson, Carlton-Ford, and Blyth (1987) indicates that for many contemporary children, the period of adolescence runs parallel with major life changes related to biology, social status and organizational contexts (as cited in Durkin, 1995). Such life changes can bring about conflict in the adolescent’s life that many will not be equipped to deal with. Lau (1990) found that the adolescence period presented substantial challenges to the developing young person, many of which were stressful (as cited in Durkin, 1995).

Within this period of adolescence or teenage years, confidence continues to be shaped not only by their own perceptions and expectations, but also by the perceptions and expectations of significant people in their lives and how they are perceived and treated by parents, teachers and friends. The closer the

reconciliation between their perceived self, (how they see themselves) and their ideal self, (how they would like to be), the greater their confidence.

Pacific Context

Pacific people comprise 6% of the total population in New Zealand with approximately two-thirds of Pacific people living in Auckland. The six main Pacific communities (from smallest to largest) are: Tokelauan, Fijian, Niuean, Cook Islands, Tongan and Samoan. The Samoan community contributes up to half the Pacific population with more than half this number registering under the age of 15 years. It is a population of mostly low socio-economic status with a high number of people living on benefits. Within the Pacific communities, education is regarded as a means of breaking out of what can become a cycle of poverty. With the current Pacific unemployment rate almost double the national rate (8.2% compared to with 4.9% in December 2002); it is increasingly important that Pacific youth enter the workforce with the necessary skills for employment. Despite the rising cost of education, participation in tertiary education has increased with more young women than young men completing their studies (Barwick, Grey, Martin, & Asiasiga, 2002).

It is within this context that Pacific teenage females make decisions about future tertiary study, career and life decisions, so examining whether they have the confidence to make such decisions or knowing how they can gain or improve confidence is crucial to their success.

Perceived Competence

White (1959) defined competence in terms of the individual's efficacy in meeting environmental demands. White posited that humans have an intrinsic drive to influence the environment. This "urge towards competence" provides motivation for exploring, manipulating, and acting on the environment. Competence is defined by the individual in terms of his or her ability to control the immediate social and physical environment. Functional self-efficacy is based on the individual's perception of this competence. Bandura (1977; 1982) postulated that self-referent thought affects psychosocial function. Individuals' perception of their abilities affect how they behave, their level of motivation, thought processes, and emotional reactions to challenging circumstances.

Self Efficacy

During the past two decades, the tenets of the self-efficacy component of the social cognitive theory have been widely tested in varied disciplines and settings. The tenets have received support for their findings from a growing body within diverse fields. It has been determined that self-efficacy beliefs are related to clinical problems such as phobias (Bandura, 1983), addiction (Marlatt, Baer, & Quigley, 1995), depression (Davis & Yates, 1982), social skills (Moe & Zeiss, 1982), assertiveness (Lee, 1983); to stress in a variety of contexts (Jerusalem & Mittag, 1995); to smoking behaviour (Garcia, Schmitz, & Doerfler, 1990); to pain control (Manning & Wright, 1983); to health (O'Leary, 1985); and to athletic performance (Barling & Abel, 1983).

Self-efficacy beliefs have also received increasing attention in educational research, primarily in studies of academic motivation and of self-regulation (Pintrich & Schunk, 1995). In this arena, self efficacy researchers have focused on three areas. Researchers in the first area have explored the link between efficacy beliefs and college major and career choices, particularly in science and mathematics (Lent & Hackett, 1987). This line of enquiry has important implications for counselling and vocational psychology theory and practice, given that findings have provided insights into the career development of young men and women and can be used to develop career intervention strategies. Findings from the second area suggest that the efficacy beliefs of teachers are related to their instructional practices and to various student outcomes (Ahston & Webb, 1986). In the third area, researchers have reported that students' self efficacy beliefs are correlated with other motivation constructs as well as student's academic performances and achievement. Constructs in these studies have included attributions, goal setting, modelling, problem solving, test and domain-specific anxiety, reward contingencies, self-regulation, social comparisons, strategy training, other self-beliefs and expectancy constructs, and varied academic performances across domains.

Albert Bandura is credited with developing the construct of self-efficacy (DiClemente, 1981; Maibach & Murphy, 1995; O'Leary, 1985). According to Bandura's (1977a) early social learning theory of behavioural change, cognitive processing mediates behaviour change and cognitive events are induced or altered by experiences of mastery. In later works, Bandura (1982;

1989; 1997) identifies human agency and control as essential components of self-efficacy.

Bandura's work focus on perceived self-efficacy, which he defines as a belief in one's capabilities to organise and execute the course of action required to attain a goal. Within the construct of perceived self-efficacy, the causal predictor (motivation) of behaviour is one's belief in the capability to perform an act (Bandura, 1997).

The underlying premise of self-efficacy, as developed in the literature of social psychology, is self-regulation of behaviour by cognitive, affective and motivational processes. Three primary characteristics of self-efficacy identified from this author's review of literature are self-concept, control, and cognitive processes.

Self-concept. One's sense of self is acquired and influenced by social interactions and experiences. Jersild (1952) defines the self as "a composite of thoughts and feelings" from which each person derives his "conception of who and what he is". Thus, self-concept is a global description of one's personal essence. It is a set of innate values and attitudes learned and developed through transactions within an environment that creates a self-image. Through self-regulation of behaviours each person strives to maintain a positive self-concept in a world of dynamic interactions.

Self-concept is distinct from self-efficacy. According to Bandura (1997), self-concept reflects people's beliefs in their personal efficacy. Concept of self,

and the closely related constructs of self-image and self-esteem, influence a person's general outlook on life. Self-concept is introspective--a descriptive composite of one's self. Self-efficacy is concerned with one's judgment of personal capabilities. People analyse each transaction for its effect on perception of self, and judge their ability to perform a desired activity. Mastery (successful performance) experiences lead to a high level of self-efficacy and inspire perseverance and intentional repetition of the behaviour. Experiences of failure lower perception of self-efficacy and impede the behaviour.

Control. Two aspects of control in self-efficacy are referred to in the literature: locus of control and self-actualization. Locus of control, a conceptual model developed by Rotter in 1966, is primarily concerned with causal beliefs about outcome determination (Bandura, 1977a; Maibach & Murphy, 1995). The individual believes that outcomes occur either by chance, an external locus of control, or as a direct result of personal effort, an internal locus of control. Self-efficacy focuses on one's belief in the ability to enact a desired behaviour. Actual ability or the result of the action is secondary to the perceived ability to effect behaviour change (Bandura, 1997).

People seek to control self for the purpose of maintaining congruency with self-concept. This precept includes both a motivational process of experiencing a feeling of control and a cognitive process of interpreting a causal relationship between personal action and goal attainment (Gecas, 1989). A person with high self-efficacy believes that he is capable of accomplishing a goal, and is willing to pursue the activity in spite of difficulties

that may be encountered. Inefficacious beliefs, fostered by experiences of failure, hinder a person's willingness to face adversity. Self-actualisation is determined by an individual's confidence in successful performance.

Competence motivation theory. According to Harter's (1978) Competence Motivation Theory, an individual is motivated by a demonstration of competence, therefore he/she attempts mastery (e.g. learn and demonstrate sport skills) at an achievement task. The individual is rewarded with a positive effect if successful, which may result in continued motivation to participate (Weiss & Chaumeton, 1992). Therefore, individuals who believe they are competent at a skill will maintain interest, participate longer, and continue mastery attempts. Alternatively, those with limited perceived competence will not be as persistent and may ultimately lose interest (Feltz & Brown, 1984).

Achievement Motivation – Goal Theory

David McClelland (1985) developed a theory on achievement motivation which envisaged that a person is in need of three things but people differ in degree in which the various needs influence their behavior: These needs include the need for achievement (desire for significant accomplishment), the need for power (to be in charge on social and personal level), and the need for affiliation (to belong to a group).

In the area of achievement motivation, the work on goal-theory has differentiated three separate types of goals: mastery goals (also called learning goals) which focus on gaining competence or mastering a new set of

knowledge or skills; performance goals (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort; and social goals which focus on relationships among people (Ames, 1992; Urdan & Maehr, 1995). In the context of school learning, which involves operating in a relatively structured environment, students with mastery goals outperform students with either performance or social goals. However, in life success, it seems critical that individuals have all three types of goals in order to be very successful.

One aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, but still keep the high expectations for success.

Cognitive Process

Ultimately, whether human behaviour affects or is affected by cognitive processes is a difficult distinction. More likely, it is both. Bandura's (1989) Social Cognitive Theory is founded on a model that views self-efficacy beliefs as proximal determinants of human action. Expectation of efficacy affects thought patterns and may stimulate a person to set high goals when confident in their ability to succeed, or to limit activities as a result of self-doubt. Instinctual preservation of the self-concept underlies much of the motivation to

act, but the actions are mediated by thought processes. As a person judges that he or she is able to competently perform behaviour, the behaviour is reproduced with increasing confidence.

Social Exchange Model

The Social Exchange Model proposed by Thibaut and Kelly (1959, cited in Smith, 1986) to understand athletic burnout, can be used to understand why young people may withdraw from activities they previously participated in.

The model presumes that perceived ability and behaviour depend on the balance between positive and negative experiences. Therefore, an individual is driven to maximise the positive and minimise the negative experiences. To achieve this, the person sets a 'comparison level,' based on past outcomes, other people's outcomes, and momentary states.

Individuals compare the momentary states and outcomes of their behaviour to other alternatives, which then influences participation and withdrawal. For example, Burton and Martens (1986) found that boys who dropped out of wrestling reported low perceived ability at wrestling but not at other sports (as cited in Nicholls, 1992). This is consistent with the popular finding of Sapp and Haubenstriker (1978), that individuals drop out of sport or exercise to undertake other activities (as cited in Weiss & Chaumeton, 1992). However, when individuals face negative experiences in a sport and other alternatives are less appealing they will continue to participate.

According to Smith (1986), when individuals develop feelings of 'learned helplessness' they lose the ability to discriminate between activities that are under control and those that are not. This learned helplessness results in an attitude that a situation cannot be modified, which consequently causes a loss of meaningfulness and a re-evaluation of their commitment to an activity. However, coaches who notice rigidity in behaviour and a decreased level of performance may be able to prevent withdrawal from an activity and reductions in interpersonal relations and social support. Therefore, management of these barriers to stress may assist individuals to return to normal participation (Smith, 1986).

In conclusion, the Social Exchange model has important practical implications for psychologists who may be dealing with issues of commitment, participation, and withdrawal and how these issues impact on the person's confidence.

Antecedent Conditions

Social experiences precede self-efficacy and affect whether self-efficacy is perceived as high or low. Efficacy expectation is influenced by learning experiences, either through modelling or vicarious description of a situational behaviour, which generates knowledge and an interest in repeating the action. Mastery experiences instil confidence and advance a positive sense of self-efficacy; failure fosters a negative estimation of self-efficacy. Confidence in personal competence influences the individual's decision to attempt or to persevere in a new activity.

Confidence

Confidence is considered an important construct within developmental psychology and education because of the interaction of affective and cognitive dimensions on students' behaviour and learning. Confidence impacts on how individuals behave. It influences attitudes positively or negatively. It determines how we approach tasks, how we communicate and relate to others, how we resolve conflict, how we cope with failure, and our ability to "have a go" at new things. Confidence is thought to influence achievement through its affect on motivation and self-efficacy processes. Individuals with low confidence have been shown to have less positive characteristics in the domains of cooperation, persistence, leadership, anxiety, expectations for future education, and peer interactions when compared to peers with high confidence (Nottelman, 1987).

One of the theories that attempts to understand behaviour is Bandura's Social Cognitive Theory. As already explained, Bandura suggested that self-confidence is the result of three constantly interacting variables:

- Personal factors such as confidence in one's ability to engage in exercise (self-efficacy judgments)
- Environmental factors (teacher/peer/parental/church/community feedback)
- The behaviour itself (performance) and its outcomes.

If individuals feel confident in their ability to perform and they value the activity it is more likely that they will persist and succeed, even if there are minor or temporary setbacks. Low self-confidence reduces motivation to participate

and will often result in avoidance behaviour which inhibits the possibility to improve their ability. It creates a negative cycle that can spiral downward and cause complete withdrawal (Weis & Chaumeton, 1992). High self-confidence can be fostered by providing a stimulating environment, early independence training (guided discovery) and being responsive to student behaviours with warm support and non-punitive disciplinary techniques (Weis & Chaumeton, 1992).

Summary

With reference to the literature presented, current research considers the construct of confidence and how this impacts on the behaviour and decisions of adolescents or teenagers. Theories and concepts of perceived competence, self efficacy, motivation - goal theory, cognitive process, and the social exchange model are considered, as to the impact these may have on influencing one's confidence. Therefore, the study seeks to examine and report on the underlying psychological factors that are possibly at play in the development of Pacific teenage females.

CHAPTER THREE: METHOD

Introduction

This chapter will outline the method used to conduct the present study. Firstly, this section outlines how the research topic was derived. Secondly, a brief description is provided describing the selection process of the eight participants. Thirdly, ethical issues are considered. Fourthly, the forms of data collection used are summarised. Lastly, the method of data analysis and process utilised is explained.

Research Topic

The research topic was first discussed with my Cultural Supervisor, Ben Taufua. The topic is personal to me in the sense that I am a Pacific woman, of Samoan descent, with teenage children. The research relates to Pacific cultures, Pacific people and the shared and varied experiences and backgrounds we belong to and share as Pacific people. My cultural supervisor also has teenage children and the discussion around the plight of Pacific teenage females in today's society was viewed as a very real concern to us as parents. If a snapshot was possible of Pacific teenage female thinking regarding their future in terms of study, career and life choices, then as a parent and a practitioner, the insights gained could be well utilised when considering the appropriate approach to working with Pacific teenage females. Hence, the decision to undertake this research – confidence specifically in relation to what influences the decisions made by Pacific teenage females in relation to future study, career and life choices.

A discussion of the appropriate cultural approach to be used to guide my research practice throughout concluded that respect was of the utmost priority. Given that I would be approaching church clergy, Pacific leaders, families and young people, the need to ensure that my research practice reflected the value of respect / 'fa'aaloalo' which is very important within Samoan culture was necessary. A discussion of the appropriate Pacific cultural protocols and processes that would be used throughout the research process which involved me are as follows:

- upholding Pacific 'ownership' of the objectives and processes of the research.
- seeking and utilising Pacific input at all stages of the research and use consultative and participatory processes.
- proceeding in a manner appropriate to the cultural contexts concerned and ensure that language is not a barrier to participation.
- ensuring that all aspects of the research were monitored closely for safety and relevance, both by my cultural supervisor and mentor.

Supervision with my cultural supervisor and mentor focused mainly on my approach during the entire research project.

Participant Selection Process

Eight Pacific Island Year 12 and 13 female students aged between 16 and 19 years of age participated in the study. There were four participants residing in Rotorua attend St Michael's Catholic Church and were enrolled at John Paul College in 2005. The four participants residing in Auckland attended Tamaki

Pacific Islanders Presbyterian Church, Glen Innes and were enrolled at Tamaki College in 2005.

I initially contacted the priest at St Michaels Catholic Church and the minister at Tamaki Pacific Islanders Presbyterian by phone and then a visit to speak to them about my masters' thesis research and the hope to recruit participants from their parishes. There was some discussion with the Samoan minister about the research and he was initially apprehensive about being involved in this due to past experiences where Pacific churches have been placed in a negative light. Once I explained to the minister what my research involved he was no longer concerned. The next issue of discussion was that as the minister he did not feel that I should be seeking approval from him to speak with the youth as this was a decision that the parents should make for their own children rather than him giving permission. I agreed that I would have rather spoken to the different Pacific youth groups and explain to all their members about the research so that both parents and children would hear this information together. After explaining that I was directed by the ethics committee to do this the minister accepted this. There were no issues raised by the Irish priest when I approached him about the research.

I followed this visit up later with a letter (see Appendix A), information sheet (see Appendix B) and approval form to approach the Pacific Island youth leaders of the respective youth groups to explain my research as per the ethic committee recommendation. These permission forms were signed by both the

minister and priest and sent to the ethics committee to sight before approval would be given.

I had arranged with the minister and Pacific youth leaders to attend the youth group meetings and explain the research project to parents and youth. The plan was that the information sheets would be distributed to the prospective participants at these meetings. Those interested in participating in the research project would sign the consents and then hand them back to the youth leaders. The youth leaders would return these consents to me and then I would make direct contact with the youth group members who had signed consents to participate in the research project. This process was not strictly followed with either of the church groups due to factors beyond my control.

At St Michael's Catholic Church the leaders for the Samoan and Tokelauan groups were approached and the research was explained to them. It was suggested by the leaders that the research information sheets be given out to the Pacific Island Year 12 and 13 students directly because their youth groups were not going to be meeting again in 2005. They gave me names of some of the students they knew in Year 12 or Year 13 or who were 16 years and over and still at school. I visited the prospective participants and their parents in their homes, explained the research project, answered any questions and gave them a copy of the research information sheet and a copy of the consent form (see Appendix C). I left them with this information and visited them later in the week to pick up the consent form. Five participants who were visited

signed the consent forms and appointment times were arranged for individual interviews.

At Tamaki Pacific Island Presbyterian Church the Samoan and Cook Island youth groups had their last meetings for the year prior to Christmas. One of the Sunday school teachers volunteered to approach the prospective participants, give them a copy of the information sheet and consent form and contacted them later to pick up signed consents if they were interested in participating. The names and contact details were given to me of five participants that were interested in participating. I contacted them by phone, answered any questions they had about the research process and then arranged individual interview times.

Interviews with only four of the five participants in Rotorua who consented to participate were completed, as one of the participants had a death in the family and could no longer meet at the set interview or focus group times. Interviews with only four of the five participants in Auckland that consented to participate were completed as one of the participants had other family commitments and could no longer meet at two set interview times or the focus group time that were arranged.

Individual interviews and a focus group with Rotorua participants were held at one of the rooms at the Rotorua Pacific Island Charitable Trust. In Auckland, the interviews and focus group were held at the house of one of the Sunday

School teachers because the church minister was on leave and the church buildings were not accessible to conduct the interviews.

All the semi-structured individual interviews were audio recorded, stored on a memory card, and the individual interviews were transcribed. Participants were offered the opportunity to check their transcripts, but none of the participants accepted this offer. Both focus groups were recorded on a video tape, and notes were made under main headings of topics that were covered during the focus groups.

Ethical Considerations

This was a low risk research project as defined in the Guidelines for Low Risk Notification and approval from the Massey University Human Ethics Committee (MUHEC) was not required. However, MUHEC approval process was completed for the purposes of gaining experience in the ethic approval process. An ethics proposal was submitted outlining the research project following consultation with both the Massey University academic and cultural supervisors and approval was granted.

The information sheet outlined the purpose of the research project, individual interview and focus group process, confidentiality and anonymity, their right to decline participation and to withdraw at any time during the interview process and the recording of the interviews by audio recording and the focus group by video recording. Following this, those who wished to participate in the

research project signed a consent form and then interview times were negotiated by the researcher with each of the participants.

None of the participant(s) responses were traceable to their names in the research report, and all collected data remains confidential to myself and my Massey University supervisor.

Before the commencement of each interview, I explained again the rights of the participants so as to avoid any ambiguity. Particular emphasis was placed on confidentiality. I also assured the omission of any information that could lead to participant identification, and explained the rationale for using pseudonyms in the research report.

Method of Data Collection

Semi structured interview. Semi-structured interview was one of the techniques used to collect qualitative data. I utilised a semi-structured interview with open ended questions (refer to Appendix F) developed to encourage the participants to focus on specific examples and describe in detail when and how they demonstrated confidence in each of the different settings – family, church, friends, school and community.

Audio recording method was used to capture information from the individual interviews and this was done with the permission of the participants. Audio recordings were transcribed verbatim, excluding 'ums' and 'ahs'. Each

participant was informed when the transcript of their interview was completed and asked if they wanted to check their transcripts. All of the participants declined the offer to check their transcripts.

The semi-structured interview was utilised because it is a systematic method of acquiring information covering the same areas from different participants; it is flexible in that the structure is used as a guide but the line of questioning can be varied depending on the content of the discussion between the participant and the researcher; and it encourages interaction, sharing and understanding between the participant and researcher.

These interviews were conducted over a three-month period with the eight participants (four living in Rotorua and four living in Auckland). The interview questions were aimed at defining confidence from the participant's perspectives; describing positive and negative influences on Pacific Island young women's confidence in different settings (family, church, school, friends and community); examining how these young women could improve their confidence, and what roles or responsibilities they would take on when they reached their desired level of confidence.

A set of questions were developed covering demographic information (see Appendix E), the participants' definitions of confidence and non confidence, specific examples of how they have shown confidence in the different settings - family, church, school, friends, and community, what has helped their confidence in these settings and what has not helped. The interview questions

also asked the participants to rate their confidence levels in these different settings using an analogue scale from 1 to 10 (1 having no confidence and 10 being very confident). The participants were asked to rate their current level of confidence in each of the settings and also to rate where they would like their confidence levels to be within the different settings. Having selected a desired rate of confidence level in these different settings the participants were asked about what things they could do attain this desired level of confidence and what roles or responsibilities would they want to achieve if they reached their desired level of confidence.

Focus group. The focus group (see Appendix G) was the other qualitative technique used to collect data. Each participant was asked to sign a confidentiality form prior to the group session beginning (see Appendix D). The focus groups were video taped and again this was done with the permission of the participants. Brief notes were written of the main points that were raised and discussed during the focus group. The focus groups were utilised to create an opportunity for discussion amongst the participants around the issue of confidence, how to improve one's confidence, future plans regarding study and career, and how their confidence has influenced their decisions around life choices. The participants in Rotorua and Auckland met as two separate focus groups.

The focus group tasks were divided into 3 parts which involved participants taking part in two tasks and a group discussion.

Task 1 involved each participant standing up in front of the group and completing an introduction about themselves covering things like their name, age, school they attend, if and where they worked, who is in their family, who lives in their home and what they have planned for 2006 in terms of study or work and what they want to do when they leave school.

Following the completion of Task 1 they were each asked to feedback on how well they thought they had introduced themselves and what they could do to improve their presentation. Each participant was also asked to rate their confidence level in completing this task from 1 to 10 (1 being no confidence and 10 being very confident).

In Task 2 each participant was asked to repeat Task 1 but before they did this they were given a pencil and paper and asked to take 5 minutes to prepare notes for themselves and practice what they wanted to say and how they wanted to say this. Each participant stood up again and completed Task 2. They were then asked to give feedback on their performance again and comment about what things helped their confidence when having to stand up and speak in front of others.

The group discussion involved participants commenting on how their confidence influences their life choice decisions such as smoking, drinking alcohol, using drugs, having sex and relationships with boyfriends or girlfriends. The discussion ended with a brief overview of what kinds of things they identified could help them gain confidence to achieve their goals. The

participants indicated by a show of hands of who in the group had the confidence to achieve the goals they had set themselves for 2006.

General Inductive Approach

Qualitative research studies people in their natural surroundings and aims to gain insights in how people make sense of their world and how they experience events (Willig, 2001). A qualitative approach gave me the opportunity to listen to the participants share their thoughts, experiences, personal goals and aspirations in relation to confidence.

The general inductive approach is a form of data analysis that primarily uses detailed readings of raw data to derive concepts, themes, or a theory through interpretations of the researcher's raw data (Thomas, 2006). This understanding of inductive analysis is consistent with Strauss and Corbin's (1998) description; "...the researcher begins with an area of study and allows the theory to emerge from the data."

The general inductive approach seemed an appropriate choice for the examination of Pacific Island teenage females' confidence given the current state of knowledge in this area. The methodological thrust of this approach is directed at the development of theory, without commitment to specific kinds of data, prior research or theoretical interests. The absence of theory leaves room for the current researcher to explore a new domain and develop fresh theory.

General Inductive Analysis Process

The taped interviews were transcribed and then the raw text was read in detail until I was familiar with the content and gained an understanding of the themes and events covered in the text. For each research objective I identified the main categories and common themes that emerged from these categories from the raw data. The process used when writing up my findings involved labelling each category, describing the meaning of the category and using quotations from the raw text to elaborate the meaning of the category and themes and to show that type of text that was coded to the category.

Summary

This chapter has summarised the research method used to examine the major influences of confidence for Pacific Island teenage females are and their confidence influences their decisions about life choices. Inductive analysis is a systematic approach applied to the collection, recording and analysis of data. The benefits of using a qualitative approach have been justified as an appropriate option in this study because it provides the best “fit” with my research question. It also enables these Pacific Island teenage females to tell their stories in their own words.

CHAPTER FOUR: FINDINGS

This chapter examines, evaluates and interprets the participant interview and focus group data through the categories and themes that have evolved applying the general induction approach.

Participant Profiles

This section gives a brief outline of the backgrounds of the 8 participants; pseudonyms have been given to protect the identity of these participants.

Amy. Amy is 16 years old and is of Samoan descent. There are five members in her family and she is the oldest child of three children. Amy lives with her parents and siblings. Amy was born in Auckland and is currently living in Rotorua. Both Amy's parents are New Zealand born Samoans. Amy first language is English. Amy is in Year 12 and plays volley ball, rugby and netball for school and is a member of the Pacific Island cultural group. Amy attends both St. Michaels and St Mary's Catholic Church. Amy attends activities for the Pacific Island Youth Group and is a member of the Samoan Society.

Mary. Mary is 16 years old and is of Samoan and Tokelauan descent. Mary is the eldest of three siblings. Mary was born in Rotorua and has lived in both Rotorua and Hamilton cities. Mary's father was born in Tokelau and her mother in Samoa. Mary's first language is English but speaks a little bit of Samoan and Tokelauan. Mary is in Year 11 and plays rugby. She is a

member of the Pacific Island cultural group. Mary attends both St. Michaels and St Mary's Catholic Church. Mary is a member of the Samoan Society.

Sue. Sue is 17 years old and is of Tokelauan descent. There are five members in her family and she is the eldest child of three siblings. Sue lives with her parents and siblings. Sue was born in Tokelau and initially resided in Auckland before coming to live in Rotorua. Sue's father was born in Samoa and Sue's mother was born in Tokelau. Sue's first language is Tokelauan but also speaks English. Sue is in Year 12 and she plays rugby and netball for school and is a member of the Pacific Island cultural group. Sue attends both St. Michaels and St Mary's Catholic Church. Sue attends activities for the Pacific Island Youth Group and is a member of the Tokelauan community.

May. May is 16 years old and is of Tokelauan descent. Mary is the youngest of six children. May was born in Wellington and is currently living in Rotorua. Both May's parents were born in Tokelau. May's first language is Tokelauan but also speaks English. May is in Year 12 and plays volley ball and rugby for school and is a member of the Pacific Island cultural group. May attends both St. Michaels and St Mary's Catholic Church. May attends activities for the Pacific Island Youth Group and is a member of the Tokelauan community.

Pia. Pia is 17 years old and is of Cook Island and Maori descent. There are seven members in her family and she is the second eldest child of five children. Amy lives with her grandmother. Pia was born in Auckland, and both Pia's parents were born in New Zealand. Pia's father is Maori and her mother

is Cook Island. Pia's first language is English and she is able to speak Cook Island and Maori as well. Pia is in Year 13 and was part of the Ball Committee, Sexuality Support and Head Student for the Music and Performing Arts Department. She plays touch, basketball, volley ball and rugby for the school. Pia attends Tamaki Pacific Island Presbyterian Church and is a member of the Cook Island Youth Group. Pia heads a dance group called Haka Hula.

Peta. Peta is 18 years old and is of Samoan descent. There are seven members in her family and she is the youngest of five children. Peta lives with her parents. Peta was born and raised in Auckland. Both Peta's parents were born in Samoa. Peta's speaks both Samoan and English. Peta is in Year 13 and has participated in dragon boating and out rigging for the school. Peta attends Tamaki Pacific Island Presbyterian Church. Peta is not a member of any community groups.

Val. Val is 17 years old and is of Cook Island Maori descent. There are six members in her family and she is the oldest sibling of four children. Val lives with her parents. Val was born and raised in Auckland. Both Val's parents were born in the Cook Islands. Val's first language is English. Val is in Year 13 and has played club netball in the past. Val attends Tamaki Pacific Island Presbyterian Church and is a member of the Cook Island Youth Group. Val is not currently involved in any groups within her community at this time.

Eli. Eli is 17 years old and is of Cook Island Maori descent. There are six members in her family and she is the second eldest of four children. Eli lives with her parents. Eli was born and raised in Auckland. Both Eli's parents were born in the Cook Islands. Eli's first language is English. Eli is in Year 13 and has played club netball in the past and has joined the Niuean sports team at school. Eli attends Tamaki Pacific Island Presbyterian Church and is a member of the Cook Island Youth Group.

1.1 Demographics of participants at time of interview

Participant *	Age	Ethnicity	School Year	Birth order in Family	Born in NZ	First Lang. Eng	2006 plans	Future study/ career
Amy	16	Sam	12	1/ 3	Y	Y	Y13	Qual.in physical instruction
Mary	16	Sam/Tok	11	¼	Y	Y	Y12	Police/ Nursing
Sue	17	Tok	12	1 / 4	N	N	Y13	Preschool Teaching
May	16	Tok	12	6 / 6	Y	N	Y13	Performing arts
Pia	17	Cook.Is/ Mao	13	2 / 4	Y	Y	Study	Performing arts
Peta	17	Sam/ Tuvalu	13	2 / 2	Y	N	Study	Study stage/set design
Val	17	Cook Is	13	1 / 4	Y	Y	Y13	Fashion design
Eli	17	Cook Is	13	2 / 4	Y	Y	Y13	Qual. in sports

Table 1.1 (* - Not participants real names)

Demonstration of Confidence in the Different Settings

The following are brief summaries of the examples given by the participants about how they demonstrated confidence in the different settings. These examples have been extracted from the transcripts.

Amy

Family - Practicing her prepared speech for English in front of her parents

Church - Singing hymns with the Samoan church choir in front of the whole St Michael's parish

School - Performing a lip sink item with three friends at the school lip sink competition heats and finals.

Friends - Confident in all situations with friends

Community - Participating at the annual Pacific Island Cultural Festival performing song and dance from the different Pacific Islands.

Mary

Family - Go-carting with mother and cousins during a school holiday in Wellington.

Church - Singing with the Samoan church group in front of parish at mass.

School - Being responsible for calling out the class roll at school and documenting those children who are present or absent from class.

Friends - When friends have come over to my home and I have hosted them as opposed to when I visit at friend's homes and am very shy or ashamed.

Community - During one of the sulufaga I took the bible up to the altar during the church service.

Sue

Family - Instructing younger cousins how to behave and doing jobs during family functions.

Church - Taking the offertory up to the altar to hand over to the priest during mass.

School - Speaking up about an issue in Religious Education class and in other classes as well.

Friends - Being open and honest with friends and asking direct questions to get truthful answers.

Community - During the 2002 Tokelauan Tutolu tournament I took over the captain's role and spoke to the team about working together, playing their

hardest, not to worry about the result and have fun. I also took the team for a warm up before the game.

May

Family - At a family reunion I got up with some cousins and performed a Tokelauan dance item in front of the whole family.

Church - Performing the duties of an altar server when rostered on for Saturday or Sunday mass.

School - Leading the Pacific Island students in a dance practice in the absence of the leader or tutors who were yet to arrive at the practice.

Friends - Leading friends through the creek at night in total darkness to pick some clothing from home which we needed to perform in the lip sink competition.

Community - Serving the older people food at a Tokelauan community gathering when they can be demanding and all calling out instructions at the same time.

Pia

Family - Caring for my younger siblings, including 2 preschoolers, for a week when I was 15 years old when my mother disappeared and left us on our own.

Church - Leading devotion at the beginning of the Cook Island Youth meeting. This involves talking about a topic relevant to youth, selecting a bible reading to support your topic and facilitating discussion on the topic and ending the devotion with a prayer.

School - Leading one of the teams at the 7th form camp when I did not know the other students well.

Friends - Not following friends when they wanted to wag school to drink alcohol or participate in their gossip about other students or friends.

Community - Leading a dance group called "Haka Hula" and performing during the Lions Tour at the viaduct.

Peta

Family - Singing for family and friends when my dad asks me to without any preparation or warning.

Church - Leading singing during praise and worship meetings with my peers at church.

School - Stepped in at the last minute to MC the school talent quest finals and managing back stage as the teacher and student responsible were no longer able to do this.

Friends - Being able to have a good time with friends and not drink alcohol when all my friends are drinking alcohol.

Community - No examples as I have no current community involvement.

Val

Family - Being able to stand up to my aunty and choose not to go to Australia but to stay in New Zealand to try out for netball representative trials.

Church - Volunteering to stand up and say the prayer in front of the whole Sunday school.

School - Performing a Shakespeare play "Taming Of The Shrew" in front of the whole school and having a main character role.

Friends - Saying "no" to friends when they wanted me to participate in activities that would get them in to trouble.

Community - No examples as I have no current community involvement.

Eli

Family - Asking family members for things like smokes or money on behalf of my parents.

Church - Volunteering to lead songs or pray during Sunday school sessions.

School - Saying my English speech in front of the class.

Friends - Not going with friends who wanted me to come along with these older adult men they did not know who has offered to take them out on the town.

Community - No examples as I have no current community involvement.

Definition of confidence

What does confidence mean to you?

1.2 Definition of confidence

CATEGORY	KEY THEMES
A. Confidence	1.1 Assertiveness
	1.2 Courage
	1.3 Knowledge
	1.4 Self-assuredness

Confidence was defined by participants as being assertive in the way that one is able to “*stand up for what you believe in*”; that confidence requires courage “*to do something that you would not normally do*”; that confidence involves knowledge by “*knowing about things*”, that you “*don’t question what they’re on about they just know*”. Confidence also includes being self-

assured *"knowing what you are doing", "no matter what happens you've got this feeling that things are going to go well even though you can't see them"*.

What is non confidence? Non confidence was seen as *"not feeling a 100% about yourself"* or a person who would *"be like just sitting there not saying anything if you know your right but you just let them say your wrong and stuff so it's like your not standing up for yourself"*. Non confidence was described as a person like *"a coward backing away from anything not wanting to do anything just sitting back"* and as *"someone that has no self esteem...someone who doesn't think they're good enough just being who they are..."*. In a group situation a non confident person would *"probably just sit there and not talk ...there were people getting asked questions and ... you just sat in the corner and just not say anything..."* People who were non confident were thought to have *"no life"* and *"they'd be shy and like they wouldn't be talking and they're normally in groups."*

What does a confident person look like? Participants were asked to describe what a confident person would look like. Their descriptions could be categorised in to the same themes as the definition of confidence but also included a new theme of composure. Confident people are assertive in the way *"they can talk"* and *"can tell people what to do and stuff"*; they show courage as *"they wouldn't be scared"* and they *"wouldn't fear anything"*. Confident people show their knowledge in the *"way they talk they know what they're talking about"* and they look self-assured being able to *"just talk in front of a lot of people"*. They demonstrate composure by *"standing tall"*, *"walking*

proud”, the “*way they present themselves, their appearance, their smile*” and their “*body language tells they’re confident*”.

What ethnicity is a confident person? When participants were asked what the ethnicity of the person was who they saw as confident. Four participants stated that they saw a confident person as being Palagi (white European). Three participants saw them as being Pacific Islanders (two Samoan and Tokelauan and one was Tongan). One participant stated “*I was thinking of my uncle...he like a confident guy he doesn’t really back down...he’s just straight up about everything*” and one participant saw a confident person as being Indian as “*they interact with other people rather than stick to themselves*.”

Positive influences

What helps your confidence in this setting?

A. Encouragement. Encouragement was seen one of main influences on these young women’s confidence. Encouragement was provided to the participants from a range of people in the different settings including parents, family members, teachers, church members and friends. Themes that arose from this category included support, compliments, good feedback and advice.

- May, referring to family: “*They’re all encouraging us and when someone encourages you must want to do it more and I guess they support you in what you’re doing and think they just tell you when you’re doing something wrong and you know not to do it again.*”

- Sue, talking about when adults / parents listen to young people in a community setting: *“Encouragement from other people when you’re talking about something and from parents when you say something...”*

1.3 Major categories and key themes that are positive influences to confidence

CATEGORY	KEY THEMES
A. Encouragement	1.1 Support
	1.2 Good feedback
	1.4 Advice
B. Enjoyment	2.1 Being yourself
	2.2 Feeling comfortable
	2.3 Having fun
C. Development	3.1 Research
	3.2 Preparation
	3.3 Practice
	3.4 Learning from mistakes
D. Achievement	4.1 Representing
	4.2 Extending oneself
	4.3 Accomplishments
	4.4 ‘Can do it’ attitude
E. Spirituality / Cultural Identity	5.1 Strength through God
	5.2 Cultural identity

Support from family was very important to participants and this also influenced their level of commitment to the task on hand or their performance.

- Amy, referring to her parents: *"Just encouraging and supporting me in what I was doing so it made me more comfortable"*

- Pia: *"My aunty again it's always her yea just mainly her supporting" "...also advice from teachers and friends yea made me confident"*

- Peta, about family support: *"I guess it's the family support that they give...like you know they always say... just do it ...I'm sure you'll be alright...it's only family... we don't care if you go flat or anything or anything..."*

- Pia: *"...people know that I'm a good dancer you know they ... think that I can do well in my future with my career yea also what made me confident was the support of my aunty she's the leader and my sisters who help me ... just the support makes me confident."*

Good feedback was another form of encouragement that boosted participants ego and self-esteem and encouraged participants to continue with what they were doing which again was seen a positive influence to their confidence.

- Sue, referring to friends: *"They kind of like be there for you and they always tell you ... just say it who cares if you're wrong and stuff just try to say what you want anyway..."*

- May, referring to teachers and peers: *"Teachers help your confidence when you're at school... they tell me when I'm not doing something good and they encourage me ... and when students are telling me that I'm doing good."*

- May, referring to friends: *"Because they like to compliment me sometimes they just like my hair or what I'm wearing or how I look it makes me like walk down the street like miss popular."*

- Peta: *"It feels good that people telling me your good at school cause it makes you feel good it makes you fell like you want to do it again."*

- Val, seeking feedback from her teachers: *"Talking to teachers like making them explain what they do in classes ... having a talk after each class ... to see how I'm doing in classes... It's feels good you know... it boosts my confidence just to say that someone's there to help with my school work."*

Advice was seen as a good influence as long as this was given in a positive sense.

- Sue: *"...teachers they tell you don't be shy we all here to learn and stuff so you don't have to hide and stuff just say what you want to ask yea and nothing bad will happen"*

- Val: *"... my mum...she encourages me a lot to speak up"*

- Eli: *"When my parents encourage me to talk and be more open"*

B. Enjoyment. All participants spoke about themes including being yourself, feeling comfortable and having fun, which have been categorised under enjoyment. A commonality highlighted in this category by all participants was that enjoyment was experienced mainly amongst friends.

- Amy: *"... enjoying something, having fun at doing something and when you're doing it with people you know helps your confidence."*

- Pia: *"I was just confident because...I have a lot of experience with dancing and dancing is something I love so that's what makes me confident because it's something I have a passion for and love..."*

Being yourself, not being false, not needing to feel that you have to be like something your not was another area when participants felt enjoyment when doing a task or performing. As long as they were able to be themselves then they felt that this was a positive influence on their confidence. Most of the participants found they could be themselves most of the time amongst their friends and some times around their family.

- Amy: *"It helps a lot when I can just be myself and have fun..."*

- May spoke about what helps her confidence amongst her friends:
"Being myself...having fun... I think cause we're all the same... we get along."

- Peta, speaking about her praise and worship group: *"I think it's because the people in that group kind of know who I am and they know what I'm like and don't like have to sort of be fake around them yea I think that it's because they know me."*

- Eli spoke about being herself when amongst family: *"I'm more confident in family stuff... Cause I know them... Yea I know my family well...Oh they like mock me but I'll get over it...Not the same as at school."*

Feeling comfortable was also important and this mainly had to do with the people they were with rather than the task that they were doing. Participants mainly felt comfortable around their friends. If participants were trying something they had never done before feeling comfortable with the instructor, those that were observing, the environment they were in and the task made a difference to their enjoyment in participating.

- Amy, about friends: *"Cause I know them so well and I'm comfortable around them and they don't judge me that's why when I do something wrong they help me."*

When participants were doing things they found fun then they would take more of an active role rather than sit back or not take part.

- Sue, when she is with her friends and how this helps her confidence:
"...just hanging out having fun... not backstabbing each other..."

Activities and performances were most enjoyable when doing these things with friends. Participants felt the most comfortable and safe to be themselves and would attempt things outside of their comfort zone if asked by their friends. Most of the situations described were activities at school or church. Issues concerning life choices for example about consuming alcohol or taking drugs were things that participants were quite clear about that if they were not comfortable about participating in these activities they could be honest and straight up with friends and say no.

C. Development. Participants identified practice, learning things from your mistakes, learning new knowledge and skills, and preparation were all things that would help the development of new knowledge and skills and improve one's confidence in performance.

- Sue: *"...we were practicing and we were laughing first time we put our uniform on and we were laughing the whole dance it just kind of muddled that day just try not to think about it and just get on with it if you make mistakes.*

- Eli comments on how she can improve the delivery of her speech: *“By saying it more...saying it properly instead of rushing it.”*

Focus group comments on how to improve performance: “Preparation, knowledge of topic, knowing your audience, practice what you are going to say, think about how you want to look like, stand straight, don't say ‘um’, don't laugh, don't move around, smile and look at your audience, psych yourself up, use meditation, think positive, say “I can do it” and practice some more.”

D. Achievement. Being able to “represent” one's family, school, church, community group was seen as a positive thing. Being able to share the skills and knowledge with others and advocating for others was seen as an achievement. Extending yourself by doing things you have not tried before and attempting things that you may have been scared to try were all seen as positive once the participants had given it a go. One participant described it when psyching herself up to do these things saying “You can do it” and when the task was completed the self satisfaction and sense of achievement was great.

- Amy: *“Exam time...I showed it (confidence) by showing that I could do it...Studied hard...motivated myself to study... It felt good... I think it boosted my confidence because I found it hard studying all the time.”*

E. Spirituality / Cultural Identity. At least half of the participants found encouragement through their spirituality and were clear about their confidence

being contributed to by God, as a source from which they drew their courage and strength. Culturally, participants also drew strength from who are they are in terms of being “Samoan, Cook Island, Tokelauan”.

- Pia, referring to gaining confidence to do things: *“...I’d have to pray about it cause only through God can things happen and work after that I don’t know you’d probably have to start talking with whose ever in charge...”*

- Val: *“It’s just like me praying to God to give me the confidence and guidance in my life and stuff to help me through my life.”*

- Pia, needing spiritual uplifting: *“...there came a time when I was so frustrated that I just gave up but then you know my aunty she just prayed because you know she knows that I was just taking a lot...just her praying ..just gave me a boost ... and her supporting is even better.”*

- Val: *“I know that God’s there for me when I need him...”*

- Eli: *“...when we first started Sunday school ... somebody asked if there were new people at Sunday school I was the only one that stood up when we were asked I’m more confident to sing and to participate in groups than before.”*

- Amy: *"Talk more Samoan at home so I can have more confidence in speaking at white Sunday and when people are talking to me in Samoan I can understand it properly... It would help me cause you'd be more be able to speak and act more comfortably around everyone or if we are doing performances and stud be more relaxed."*

- Sue, about cultural input during mass: *"People saying things oh that's cool like how the Palagis they think it's cool when islanders sing a song and take flowers and stuff and it's cool cause after church people say oh you look pretty when you went oh thank you."*

- Amy, referring to cultural dancing: *"Just enjoying what I do and performing with people I like I'm comfortable ... and I'm proud of dancing."*

- Sue, giving the cultural group words of encouragement just before their performance: *"... for the Polyfest when we were all getting changed getting ready to go on stage I don't care what I say to people just go hard out there have fun, don't worry if we win or lose or anything made sure you have fun and don't think you going to do something wrong. Just go with the flow."*

- May: *"The tutolu dance ...my mum made a song for it ... for the competition and we had to get up and show everyone the song and the actions and I felt pretty confident in that it was me and my sister and"*

me cousin and we had to get up in from of the whole dancing group and dance and sing the song and after that we all learnt it and at the festival we sung it and I felt pretty good.”

Negative Influences

What makes you non confident in this setting?

1.4 Major categories and key themes that are negative influences to confidence

CATEGORY	KEY THEMES
A. Judgements	1.1 Negative feedback
	1.2 Put downs / mocking
	1.3 Gossip
B. The Fear of...	3.1 Making mistakes / shame
	3.2 Unfamiliar territory
	3.3 Adult disapproval
C. Relationships with Family / friends	4.1 Restrictions
	4.2 Strained relationships
D. Culture	5.1 Language barrier
	5.2 Lack of knowledge

A. Judgements. Negative influences on participants' confidence were discussed covering the different settings and themes such as negative feedback, put downs, and gossip was raised. Negative feedback from family, teachers, and peers was something that did not help their confidence. If the feedback was given with some positive feedback and some negative feedback

it was not so hurtful. Negative feedback on its own made participants reluctant to try or participate in that activity again.

-Amy: "Wondering what they're going to say like negative stuff or yea that and their feedback that I just don't want to hear...The negative things they say."

- May: "I know Tokelauan is my first language but...I kind of lost it in primary school but when I'm speaking Tokelauan to an older person and I'm just sitting there talking...and they correct me in what I'm saying so I just sit there don't want to say anything else or like they laugh at you, you feel kind of stupid."

Put downs and mocking is something that happens regularly in families and is tolerated but when the put downs come from people outside of the family and friends circle then this is when it affects one's confidence.

- Val: "My dad he's like always he never sees the good stuff in us kid but always brings up the faults in us and that's what brings us kids down."

- May: "... this lady told me I wasn't dancing properly ...it made me feel stink cause I thought I was doing mean good and then after that I was kind of clumsy and didn't know what to do so I just stood there kind of fell like crying it was sad cause they said it in front of everybody it

wasn't just me ...there were like other girls she was talking to as well... They felt stink we all just stood there like ok we all wanted to punch her but we just stood there."

- Peta: "The whole church they like to talk it's like oh no you always got to be wary around those kind of people cause ... its like there is one little flaw that you have where they try and pick at it yea I hate that and cause I've seen it with them doing it to other people in front of me what are they like when I'm not here and ... I always think of that because I remember I was sitting in church and I was sitting in front of one of the girls at church and one of the other girls was on stage performing like in their family service wore these really big earrings... and all I heard was oh my gosh ...someone can fit their hand in there and rip her ears out...I just felt really sorry for her...so ever since I heard that I just don't like saying things or doing things in front of them..."

The major source of negative influence on the participants' confidence was gossip, which included general talking about someone; criticising how one looks; discussing other's personal business and making up lies about a person. Examples of gossip were given in all five settings by different participants but the setting that had the most negative impact on at least half of the participants was the church setting. Not only did the participants describe examples of gossip by their peers at church but also by the mothers' of their peers so there was a two tier level of gossipers. This has resulted in

some participants limiting their level of involvement in church activities to avoid or reduce being the target of gossip.

- Pia: *"...when someone talks about you then that's when everything is just like again I don't really care because I know I'm not at church for them I'm here for the Lord that's it so that's what kind of makes me better than them you know come to church you come here to prayer or ask for forgiveness and yet they still talk so you just got to ignore it..."*

- Peta: *"I don't like the whole attention of getting talked about I hate it I'd rather just be a nobody yea it's easier for me less stressful and it makes it easier to go to church I mean if you don't they're talking about you and if you know there's something going on like going around the church about you, you don't really want to go to church...if you can just go to church and no one will talk about you and stuff then it's easier for me I'd rather have no one on my back than have heaps of people jumping on."*

- Val, talking about her Nana: *"I would but then she'd tell the whole church...No it's like she talks to them about us but in the wrong way yea she's like my dad they see the bad stuff never the good stuff she just tells the Cook Island people and they like just stare at us but they see the different side of us."*

B. The Fear of... The “fear of” category covers themes including making mistakes and thus causing shame or embarrassment, fear of things that are unfamiliar such attempting or participating in an activity that is new or has not been experienced before, and the fear of adult disapproval, which included participants’ parents as well as other adults.

- Amy: *“If I do something to do with the Samoan tradition stuff I’m scared that some of the adults I’m scared I’m going to it wrong and not confident.”*

- Mary: *“When you’ve got to speak another language in front of people and other adults you know and you can’t pronounce it properly that doesn’t make you confident.”*

- Sue, trying to encourage fellow students not to worry if they make mistakes during their performance: *“...I wasn’t thinking it just came out and like looking at the people like our group and stuff and like the young kids nervous ...no don’t worry about it you’ll fun go hard and who cares if we lose or not if you do a mistake who cares do the other actions and you’ll be all good.”*

- May: *“...I use to be like scared to get up and do anything in front of people like dancing or just anything even altar serving was a bit shame to get up in front in case I made a mistake I don’t like making mistakes.”*

- Pia: *"I was just like afraid to be that leader because I didn't want to speak up a lot I just wanted them to be happy so I just did whatever they did..."*

C. Family / Friends – Relationships. Some participants spoke at length about examples within their families where restrictions and relationships have had negative influences on their confidence.

- Sue: *"Arguing with my mother it won't help when me and my mum argue but yea I always let her make the last word cause when I turn around she smack me on the back yea she fighting over nothing actually..."*

One participant described how being restricted by family members in doing things meant that she was not allowed to experience things for herself and learn from her own mistakes. Instead she was continuously told about the mistakes of her mother and aunties and was restricted in doing things with friends because her family wanted to protect her from making the same mistakes.

- Pia: *"...not being able to let me grow up is sort of what limits me from life actually or just being who I am and confident because she's protected me from the world when I'm trying to tell her to let go so I can just learn from it but she says she sees a lot of bad stuff that she*

doesn't want me to do but in order for me to actually learn from it is to go out and experience it but she won't let go yea she's just too worried that I'll get hurt so that's what keeps me from yea just limits me from being confident cause then I know that I know I will grow up but she doesn't want me to grow up not yet..."

One participant described how there is a strained relationship between her Nana, mother and her mother's siblings, which has affected this participant's relationship with her nana and cousins and yet their issues have nothing to do with the grandchildren. This has had a negative influence on this participant's confidence when it comes to communicating with family members.

- Val: *"...maybe my Nana I'm scared to let her know...it's hard she's like never supported us and stuff only the other grandchildren not us...It's like we don't even exist in their world but they do...Yea you have to try and find her approval."*

- Pia: *"...my Aunty says no because if bring the family together it brings out more issues like it will just turn into a fight because there are a lot of unresolved problems between our family between the sisters... It is because then it affects us kids because when we were young me and my cousins and my sisters were all tight but as time passed we just didn't like each other because of what our mothers were to each other so their conflict has influenced us girls...we can't be confident because of the actions that we might end up doing something bad what I mean"*

is like I think the unresolved problems between parents it kind of makes you not confident because then we don't know if we're doing the right thing or not... ”

Another participant described how her father's family tries to have a say in how her parents raise her and they have tried to place their values on her. This has created strained relationships with the participant and certain members of her father's family to the point where she finds it hard to socialise or communicate with them.

- Peta: "... this is my dad' family we're talking about I mean ...if it was my mum's family I would be different I could talk to them about anything I do all the things that I don't do with my dad's family only because I think maybe ... there is a reputation issue with my dad's family...I feel that I don't meet the mark and so I think if I sort of you do the whole fence sitting and just be neutral then I won't get talked about..."

Strained relationships amongst friends were another area that was raised by some participants as having negative influence on their confidence. These strained relationships were usually caused by someone in their friendship group judging or gossiping about another friend or through jealousy. Participants spoke about being rejected or isolated from their friends for a period and this was when they were least confident given that they were open to being the target of more gossip.

- Pia: "...a lot of students my age 7th form they didn't like what I did like dancing hip hop and that because they would always think that I would always use dancing like not to entertain but like to just hook up with people how dumb is that and I'm like oh my gosh I've been dancing all my life and I would never ever just use my talent in an inappropriate way..."

- Pia: "They're just jealous I reckon...because like I would be talked about because I'm like one of the most popular girls and like I don't know just if hang out with the wrong crowd then I'm like one to talk about throughout the whole year and I'm like oh my gosh so if I just like say hi to like one of the disabled girls because I find them cool ton hang out with but people always like ooh look at her she's like changed now ... I didn't care because it was my last year I wanted to make my last year worth while instead of just dishing people."

- Peta: "...I don't want to be in their little circle of friends what ever you call it I don't want to be involved with people like that who just say things about people yet they don't know them they don't even try to get to know them."

- May: "I was like stuck in the middle there were like two people like fighting...they were like both my best friends and I didn't know which side to go on to I didn't want to so I just stayed in the middle and didn't talk to either of them so there ended up being 3 of us. I wasn't angry I

just didn't know what to do ...I feel like telling them to shut up...I can't cause they're my friends I don't like telling them no don't do that..."

D. Culture. For five of the eight participants English is their first language. These participants spoke about being proud of their Pacific Island culture, that they have a sense of belonging to where they come from and that their culture helps define who they are. They also described experiences where their lack of fluency in their language and lack of knowledge in aspects of their culture did have a negative influence on their confidence. However, all participants were keen to change this by being open to learn their language, practice speaking in the home or with family and learn about cultural practices and customs they are expected to participate in.

- Amy: *"Talk more Samoan at home so I can have more confidence in speaking at white Sunday and when people are talking to me in Samoan I can understand it properly... It would help me cause you'd be more be able to speak and act more comfortably around everyone or if we are doing performances and stuff be more relaxed."*

- Mary talks about speaking to her Nan to improve her Samoan and Tokelauan language: *"Talk to my Nan... ask her for help...practice ...find out the meaning of what you're saying... cause then you know what you're saying."*

Confidence Levels in the Different Settings

Each participant was asked to use an analogue scale from 1 to 10 (1 being not confident and 10 being very confident) to rate their “current’ confidence level (see Table 1.5) after explaining how they demonstrated confidence in each of the five different settings. They were later asked to state ‘where they want to be’ in terms of their level of confidence (see Table 1.6).

1.5 Confidence Level Ratings - Scale 1-10 (Current)

	Family	Church	School	Friends	Community
Amy	5	7	8	9	6
Mary	5	7	9	9.5	7
Sue	5	4	5	8	5
May	6	10	8	9.5	8
Rot. Mean (Rounded)	5.3	7	7.5	9	6.5
Pia	7	5	7	10	10
Peta	4.5	2	8	9	N/A
Val	9	10	9	9	N/A
Eli	8	8	6	9	N/A
Ak. Mean (Rounded)	7.1	6.3	7.5	9.3	2.5

‘Current’ confidence

In comparing the mean confidence level ratings between the Rotorua and Auckland participants, the Rotorua participants’ confidence was higher than the Auckland participants in the church and community settings; the same in school setting; but lower in the family and friends settings. Auckland

participants rated their confidence higher in settings where they are amongst people they are closest to (i.e. family and friends). Whereas, Rotorua participants, rated their confidence higher in settings where may, or may or not have, any close relationships with other people in that setting.

1.6 Confidence Level Ratings - Scale 1-10 (Where they want to be)

	Family	Church	School	Friends	Community
Amy	10	9	10	9	10
Mary	10	10	10	10	10
Sue	8	6	8	8	9
May	10	10	9	10	10
Rot. Mean (Rounded)	9.5	8.8	9.3	9.3	9.8
Pia	10	10	7	10	10
Peta	8	6	10	10	N/A
Val	10	10	9	9	N/A
Eli	8	6	8	9	N/A
Ak. Mean (Rounded)	9	8	8.5	9.3	2.5

‘Where they want to be’ confidence

In comparing the mean confidence level ratings between the Rotorua and Auckland participants, in ‘where they want be’ in terms of their confidence, the Rotorua participant’s was higher in family, school, church and community settings but the same in the friend’s setting.

In comparing the average means of each of the participants for 'current' and 'where they want to be' confidence level ratings, Rotorua participants differences in the average mean ranged from 0.3 to 4.2. The mean differences in confidence levels between the Auckland participant's 'current' and 'where want to be' ranged from 0 to 1.9. There was a wider range in the mean differences in confidence levels for the Rotorua participant's compared to the Auckland participants. Rotorua participants want to be a lot more confident than where they currently are compared to their Auckland counterparts.

Improving Confidence

What things can you do to achieve this confidence rating scale?

Three categories communication, motivation and enjoyment were identified when participants were asked about how they could improve their confidence after giving an analogue rating of their current level of confidence. (see Table 1.7)

A. Communication. Communication was identified as a key factor in terms of improving one's confidence. Being able to talk to people either on a one-to-one basis or in front of a group of people was a skill that required confidence. Some participants felt they were more comfortable speaking in front of an audience they did not know because if they made a mistake or did not perform well then they may never see these people again where as if they know the audience then there was the fear that they would be "mocked" or put "put

down”. Other participants preferred to speak or perform in front of an audience they know as they could be themselves as the audience already knows them.

- Peta: *“I think it was because I started taking music and like when I first did a performance I was too scared to perform in front of people but I had to (for NCEA)...so my first audience were these two girls and that wasn't enough...so I performed in front of my school on our prize giving and that was my first performance with a big audience...”*

1.7 Major categories and key themes to improve confidence

CATEGORY	KEY THEMES
A. Communication	1.1 Talk to family
	1.2 Openness / honesty
	1.3 Listen
	1.4 Be more sociable
B. Motivation	2.1 Participate
	2.2 Practice
	2.4 Assertiveness
C. Enjoyment	3.1 Have fun
	3.2 No fefe
	3.3 Belief in yourself

All participants agreed that in order to improve one's communication skills they needed to start talking to family members more and to initiate conversation skills to get to know them. Some participants when in their

extended family settings did not make an effort to speak to family members but would instead wait until they were approached and someone else initiated conversation with them.

- Amy, talking about how she could be more confident around family:
"Tell myself not be shy because it's my family yea they'll love me no matter what... It would help if I get into trouble or that, no problem to talk to them and tell what's wrong... I'd be able to say what's on my mind when it's needed."

- May: *"...I could talk more cause I hardly talk in front of my family I'm usually just quiet cause I have nothing to say."*

- Peta: *"...probably talk more cause every time I go to my family I never talk. Like if someone was to go oh are you alright I'd go yea and that's about it but other than that I done really go up and spark up conversations with my family ..."*

Some participants thought that using family members to practice doing things in front of was a good way to improve their communication skills. Practicising tasks such as speeches, prayers, devotions, and presentations for school projects by saying these in front of a family audience was a the way to improve your confidence. Families were seen as people who would give direct and honest feedback.

Other participants felt that they needed to be more open and honest in what they speak about to individual people (e.g., teachers) so that they can be assisted in improving certain communication skills. One participant would regularly seek feedback from teachers after class so she would know what to practice and try to improve on her performance in the next sessions.

- Sue, talking about communication with her mother: *“Like talking more with my mum and try not to fight over little things because most of the time we always do.”*

Listening was a communication skill identified by participants that they did not do well. Some did not find listening easy, especially if it involved listening to lectures from parents or family members, listening to criticism even if this was constructive. However, most participants thought that it was necessary to listen to this in order to improve on their performance.

- Sue, on ignoring her mother when she doesn't want to listen:*“she always try to talk to me but when she wants to talk to us I don't feel like talking so I just ignore her and get up and go somewhere to another room.”*

Being more sociable amongst people whether they are family, friends, school or church groups or other social circles was one way to practice talking to people they know and do not know. Another way to practice this skill was talking to people when finding our information or researching a topic.

- Amy, talking about community involvement: *“Just don’t be shy I guess in front of people and talk to all people without being shy and be more sociable to everyone...It would help a lot cause I’d be more involved with community activities and may become a leader of my community.”*

- Pia, talking about building relationships at church: *“...maybe like start also talking building relationships with other people like you getting to know them and like them getting to know you instead of just looking at their out appearances...actually taking that step of talking to them... make the first move...”*

B. Motivation. This category identified themes to improve their confidence, which included participation, practice and being assertive. Motivating oneself to participate or get involved more in activities within all the five settings was one way to improve current knowledge and skills, broaden experiences and improve confidence.

- Mary, speaking about playing rugby: *“All the other girls they were playing hard as well which made me play as hard as them.”*

- Sue spoke about trying out new things: *“Cause we are like going to get involved with like joining the Ball committee and stuff like the magazine designing it and...we are going to play netball because they’re going to Aussie.”*

- Peta: *"...I felt I had to be confident because if I wasn't then they'll know that and the students would walk all over me and ... they won't listen to any of your instructions and stuff so that was one of the times when I felt I was confident...I had to be brave like an adult and not be knid of you know child like in my manner so try and be responsible and that was one of the times when I felt that I was confident."*

- Pia: *"...that's another thing that gives you confidence is that you know that people around you don't like you but sometimes you just don't know what to do except ...just to stand up for who you are or be who you are that will make them more angry but yea later on they will get over it and move on..."*

Participants spoke about not being shy or shame to do things and not to care what others think otherwise you will be deterred from participating or stepping out of your comfort zone.

- Mary: *"Get to know family...yea you wouldn't be shame in front of them."*

- Sue, talking about how she can overcome her shyness: *"I'd like to read the bible but I'm too shy and shame...Just don't look at the people pretend they're not there... Just try not to look at them, like they're staring at you but think of them listening to the words you're saying..."*

Practicing was seen as a way to improve your performance at a task, skill or activity. Another part of practicing was preparation which included such things as gathering information, planning, having the resources and then practicing if you wanted to perform well in something. An example of this was learning your Pacific Island language and being more comfortable in speaking your language if you are prepared in what you have to do and then practice this. The more you practice the more calm and relaxed you will be when you are required to speak or perform in your own language.

Being self motivating by being assertive, initiating things or taking a lead role, teaching others skills or sharing information that you have with others, was also a way of participating in activities in order to build your confidence.

- Sue, commenting about taking a leadership role: *"... be seniors to the juniors...try to tell the juniors not to do that thing when you know its bad I use to let them do whatever."*

- May, using initiative: *"There was this one time at PI practice this was this year the PI captain wasn't there neither were any of the tutors so I decided to start up the dancing then the tutors came and the parents... they were all glad that we didn't waste our time and I was happy cause I started it... Oh I felt confident."*

- Sue on asserting herself, giving encouragement and leading a team: *"2002 tournament so I kind of had the feeling that like you have to say*

something try and make the team come together and think straight and try their hardest keep playing even if we lose... just have fun cause its just for one day then finished so yea that tournament was the first time I talked to the group ...it was really good actually cause the captain was just standing around she wasn't really saying anything...just letting everyone do whatever...yea I took over and got the captain to listen to me... I felt really good cause I felt I was the captain today...and they listened."

Val: *"I'm usually that leader of the group but I don't like calling myself that I'm just like a person that just find my own path foes my own way is anyone follow they follow"*

C. Enjoyment. This theme is one of the most important themes as participation and practice comes easier if you are enjoying what you are doing or you have fun doing it because you want to experience this feeling of enjoyment again and again.

- Amy spoke about enjoying doing lip sink: *"Me and a group of my friends performed a lip sink in front of the school ... I was doing something fun ... and with people I'm comfortable with."*

Participants reported that when they are enjoying something, they are comfortable with the people they are with or the environment they are in, they are relaxed and have a positive attitude towards things.

- Amy: *"Just enjoying what I do and performing with people I like I'm comfortable my friends and I'm proud of dancing"*

- Mary: *"...we want go-carting with my family and it was fun and I felt confident."*

The fear is no longer there (no "fefe" – no fear), they feel inspired or encouraged by those around them and they believe they can do anything. Enjoyment was definitely identified as a key factor to building one's confidence.

- Mary: *"It was I think it was when we started losing most of our games and then I just wasn't scared anymore... and just got hard and played the game."*

- Sue, talking about how she felt one time when she spoke out in a group: *"Good actually I feel mean good it's like hell I can't believe I said that but yea it was good to say something."*

Future Study, Work and Life Choices

How does confidence affect decisions about your future? This objective was addressed in two different ways during the individual interviews and focus groups. During the individual interviews the participants were asked to give an example in the different settings of when they had demonstrated confidence and were then asked to rate their current level confidence using an analogue

scale from 1 to 10 (1 being no confidence to 10 being very confident). The participants were then asked what level they would like their confidence to be at and if they attained this level of confidence what roles or responsibilities would they take on within each of the different settings. The roles / responsibilities have been documented in Table 1.8.

1.8 What participants could achieve or what roles / responsibilities would they take on if they reached the confidence level they want to be at in the different settings.

	Family	Friends	School	Church	Community
Amy	Be more sociable	Talk openly with friends	More involved in activities & getting to know people	Confident speaking Samoan at White Sunday	Leadership in sport activities
Mary	Bring in more money	Get to know their families	Get along with teachers	Become president of church group	Teach the young ones
Sue	Making decisions with mother	Be there for friends to listen if they have problems	Become involved in things haven't done before	Read the bible in church	Could be a leader
May	Talk more in front of family	Continue to be mother hen to friends	Participate in school drama production	Join church youth band & teach Sunday Sch	Teaching Tokelauan dance

	Family	Friends	School	Church	Community
Pia	Be provider for family give advice and support	Take what I've learnt and apply to friends	Would have liked to be prefect	Become Sunday School teacher	Open a dance studio
Peta	Get to know family better	Be available to friends	Would have liked to be prefect	Wouldn't take on any roles etc	Join in a sporting activity
Val	Build relationship with nana	Be support for friends	Peer support or leadership role	Lead youth group	Leader in sports area
Eli	Care for younger siblings	Talk in group settings	Take on prefect role	Sunday School teacher	Be involved in sporting activities

During the focus groups in Rotorua and Auckland each participant was asked to share what their future study or career goals were (see Table 1.9).

1.9 Future study or career goals

	Future study / career
Amy	Study towards qualification in sports
Mary	Police or nursing
Sue	Preschool teaching
May	Performing Arts
Pia	Accepted into Performing Arts school
Peta	Accepted in to course covering stage and set design
Val	Fashion design
Eli	Sports academy

The focus groups also discussed how their confidence influences their decisions around life choices including smoking, drinking and drugs, sex and relationships. Table 1.10 below outlines the themes that were highlighted in their discussion about future study and career option and life choices.

1.10 Major categories and themes of how confidence impacts on future study or career decisions and life choices.

CATEGORY	KEY THEMES
A. Future study / career	1.1 Setting goals
	1.2 Making decisions
	1.3 Communication
B. Life choices	2.1 Awareness of consequences
	2.2 Assertiveness
	2.3 Respect

A. Future study / career. Participants all agreed that one’s confidence definitely impacted on future study and career decisions. If you have confidence in yourself and you believe that you have the ability then you are going to set achievable goals for yourself towards completing study or training for a future career.

- Pia, talking about her future goals: “...open a studio ... open a dance school and not just for people who got talent to dance but also for street kids that what I wanted to do and I’m still going to do it I don’t know how but I want to do that...”

Having the confidence to make decisions along the way to achieve these goals was seen as important. If you can not make decisions for yourself you may be forever considering your options but never achieving goals.

Communication was identified as the key to confidence because whether you decided to study or go straight in to the workforce your communication skills was going to help you in both these areas. An example given where communication highlighted as important was when applying for a job as you have fill out an application, you have to be interviewed, you need to negotiate a contract of employment, and verbal and written skills are both important to carry out any job.

B. Life Choices. Participants all agreed that confidence did impact on one's life choices. Three themes emerged in the discussion of life choices. Firstly, when making decisions about life choices it is important to know what you are getting yourself involved in to and what the possible consequences of your actions will be with whatever choice you make. Secondly, being assertive in terms of conveying to others what your decision is and sticking to this decision. Thirdly, people respecting the choice you have made and also respecting other people's life choices. There was a consensus about the importance of everyone having the confidence to make a decision they believe is right for them.

Participants were clear about which of these activities they were allowed to participate in and which ones they were not. Some participants shared their

experiences when they would drink alcohol without parent's permission as they did not have the confidence to say "no" to their friends and they stated that the drinking affected their confidence so that they still could not say "no". Participants thought that if your friends are real friends they will not push you into smoking, drinking or drugs and if they are pushy then it was best to stay away from these friends as they had no respect for your decisions.

Participants discussed and initially laughed about the topic of sex because they were talking to each other about what their parents would do to them if they participated in this activity. Participants talked about "sex" not being a topic that was discussed at home and they did not know whether this was a 'Pacific Island' thing or a 'Christian' thing. Some participants had strong views about no sex before marriage and they were clear that they had enough confidence to say "no". Others spoke about respect and if their boyfriends respected them then they would respect their decision on whether to have sex or not. One participant shared that you need to be strong and confident to say "no". She had seen her sister, mother and aunt have unplanned pregnancies, they could not afford to care for these children and the dreams and goals that they had for themselves were gone. Another participant shared about her two cousins the same age as her who became pregnant and was proud that she has been able to say "no" because she does not want to end up pregnant and being a disappointment to the aunts and uncles.

Some participants thought it was important be able to talk to people about the sex issue so that one can make an informed decision for yourself. Others

were not sure whether they would be able to talk to anyone about having sex or not and even if they were able to talk to someone they were not sure if they would tell any one if they did decide to have sex.

In terms of relationships participants thought these should be formed with people that one has confidence in and that they have similar likes and dislikes. It was seen as important to be able to make decisions together but also being able to stand up for ones self in a relationship. Being able to go with the flow was also seen as important. Participants acknowledged that they could end up in a relationship where they let others tell them what to do and if they team up with the wrong partner they may not be able to say "no". Again there was a consensus that you need confidence to make the right decisions for yourself when it comes to relationships.

How Confidence Contributes to Psychological Wellbeing

In sharing their experiences of how they have demonstrated confidence; describing negative and positive influences to their confidence; ways to improve their confidence; and how their confidence impacts on future study, career and life choice; the participants have shown how their own confidence has contributed to their psychological wellbeing. Believing in one self, setting goals and being the motivated to achieve whatever they set their minds to shows how their confidence has contributed to their psychological wellbeing.

- Amy *"Getting involved more in activities and getting to know more people around the school and teacher yea just getting more involved with school...I think I'd have more fun because I'd have more confidence to do more things around school, participate in more things and not caring what anyone else thinks."*

- Sue *"You have to be strong yea you have to be strong cause if you don't have any confidence in yourself you will get you no where actually yea get no where you'll be just sitting there not saying anything but you have to learn how to stand up and say something to ask a question you don't understand...I wasn't shame to say something the topic we were talking about cause usually I listen to them (other students) and I talk to my mates but this year its different to the other years ...I've been talking mostly all classes to the teachers and stuff so its all good."*

- May – *"I guess when I have to like cause we have leadership roles like we have groups and we have leaders and there was this one time where I was a leader you have to tell your cousins and uncles and aunties when to get up and do everything I guess it's cause I don't usually speak to my aunties and uncles like that but when you're kind of in that leadership role you have to be confident enough and you to have to even if you don't really want to."*

- Pia *"...when you're confident you're sure that you're going to make it even if you don't know what that means you just don't let anyone or*

anything bring you down its your life at the end its what matters is what you think or do because you don't want to leave this world nothing gained or anything."

- Peta "...this one time I came with my boyfriend and his parents dropped us off and then I kissed him goodbye and my aunty got really angry because I kissed in front of her but it was one of those kiss on the cheek ones... and then she went and started telling all the aunties and then my other aunty found out that's close to my mum she came and started talking to my mum about it and then my mum came and told me... I just kind of got really angry because it was her daughter that got pregnant...I want to be more open with my relationship with my family so that you know my boyfriend doesn't get introduced to the family in a way that he has to be introduced because I've fallen pregnant or something..."

- Val "Ok there was this one time when I had to choose between my netball and going to Australia with my family but my mum and my sister's were trying to tell my aunty that we wanted to go to netball and go with them ...then I went up to my aunty and just said no if you are going to like this and not support our netball career then what's the point of us going to Australia with you...I had to be confident and tell her straight up and then said no I'm going to my netball instead."

- Eli *"Yea I do the roster for work in the house like I clean, cook, do the washing and that while my sisters sit down cause my parents rely on me more than them two.. I'm confident that I could run the household if I had to..."*

Summary

These results show that growing up in a community where Pacific people are the minority (as the Rotorua participants are) may have an impact on their development of confidence as they show more confidence amongst people they do not have close relationships with as opposed to when they are with their family and friends. Also, the Rotorua participants want their confidence levels to be higher than they currently are in all the different settings but in particularly within their families.

Growing up in a community where Pacific people are the majority highlights the impact on the development of confidence for the Auckland participants amongst people they are close to, who are their family and friends. Also Auckland participants want their levels of confidence to improve a little bit in the family, church and school settings but are satisfied with where their confidence levels are at in terms of their friends and community.

CHAPTER FIVE: DISCUSSION

This study investigated the major influences of confidence for Pacific teenage females, and how these influences impact on their decisions about future study, career and life choices. This section examines and interprets the participant interview and focus group results through the research objectives.

1. To define what confidence means to teenage Pacific Island females:

Themes highlighted when participants were asked to define confidence included assertiveness, courage, knowledge and self-assuredness. These definitions have similar themes as those given for self-assurance, self-confidence, self esteem, self efficacy, and self concept. Bandura (1997) defined self-efficacy as "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations". Like confidence, self efficacy beliefs are used by individuals to exercise a measure of control over their environments.

Having discussed confidence for just over an hour, one of the participants, Mary, was asked "What does confidence mean to you?" Her response embodies the themes highlighted by all the participants in defining confidence:

"I don't know, I probably do know... Confidence is believing in yourself."

2. To describe positive influences to teenage Pacific Island females' confidence in the different settings:

Five categories were identified from the participants' descriptions of what the positive influences were on their confidence. These included encouragement, enjoyment, development, achievement, and spirituality / cultural identity.

These themes are relative to Bandura's Social Cognitive Theory. This theory suggests that self-confidence occurs when three variables of self efficacy judgements (one's ability to engage), feedback (environmental factors) and performance (behaviour itself), are constantly interacting with each other.

From this study it was shown that confidence was enhanced when participants received encouragement (environmental factors), they enjoyed what they were doing, they developed their knowledge and skills in certain areas of knowledge, skill and performance (behaviour itself), they set achievable goals (one's ability to engage) for themselves and gained strength through spiritual and cultural identities.

3. To describe negative influences to teenage Pacific Island females' confidence in the different settings;

When examining what the negative influences were for participants' confidence, the categories covered judgements, the fear of ... different things,

strained relationships between family members or friends and some cultural aspects.

Being judged by others in a negative light especially through gossip was the number one negative influence identified by participants. Being fearful of things like failure, making mistakes, looking the fool also had a negative impact. Relationship difficulties within the family or amongst friends affected their confidence as this restricted communication, affected social interactions and at times caused isolation from family and friends. The only setting where participants reported incidents when they restricted their participation was within the church setting and the main reason for this was because they were being judged and gossiped about which was identified as the main negative influence on the participants' confidence.

4. To describe how to improve the confidence of teenage Pacific Island females confidence in the different settings:

Three categories including communication, motivation and enjoyment, were highlighted when participants were asked about how they could improve their confidence.

These categories are similar to the types of goals outlined in the Achievement Goal Theory. The communication category incorporates themes that are similar to the social goals which focus on relationships with people. The participants highlighted that developing good communication skills across the board were important to the improvement of their confidence. Also the

motivation category which included themes of participation, practice and assertiveness had similarities to mastery goals (also called learning goals) which focus on gaining competence or mastering a new set of knowledge or skills. If one participates in an activity and practices until one gains competence in a new skill or knowledge then this motivates one to continue to participate in this activity. Enjoyment in an activity encourages participation and motivation and again contributes to mastering knowledge and skills.

Social cognitive theorists focus on the important task of raising competence and confidence through authentic mastery experiences. Decades earlier, Erik Erikson (1959/1980) put it this way:

“Children cannot be fooled by empty praise and condescending encouragement. They may have to accept artificial bolstering of their self-esteem in lieu of something better, but what I call their accruing ego identity gains real strength only from wholehearted and consistent recognition of real accomplishment, that is, achievement that has meaning in their culture.” (p. 95)

5. To examine whether confidence impacts on future study or career decisions and life choices of teenage Pacific Island females:

Future study and career decisions. Three themes of setting goals, making decisions and communication featured as an integral parts on how confidence impacts on the decisions about future study and career decisions. Setting achievable goals in terms of study or training options is necessary to secure qualifications for future careers. These themes are related to self efficacy

beliefs in terms of academic motivation and Bandura's work which focuses on perceived self-efficacy.

Life choices. Themes discussed by participants about decisions related to life choices included being aware of the consequences of one's decisions and subsequent actions, and being assertive enough so that one's decisions can be made clear to those who may be affected by these decisions. Respect was seen as important in making life choices which applied to the giving of respect and also receiving respect. These themes are supported by one's perceived competence in their abilities as this affects the way one behaves, how one thinks and reacts in situations that one faces when having to make life choices.

These findings are also consistent with White (1959) who posited that humans have an intrinsic drive to influence the environment. This "urge towards competence" provides motivation for exploring, manipulating, and acting on the environment. Individuals' perception of their abilities affect how they behave, their level of motivation, thought processes, and emotional reactions to challenging circumstances.

6. To examine whether growing up as a minority in your community has any impact on the development of confidence for teenage Pacific Island females:

Auckland participants, who live in a community where Pacific people are the majority, rated their level of confidence higher in settings when they were amongst people they are close to (i.e. family and friends). Whereas, Rotorua

participants who live in a community where Pacific people are a minority culture, rated their confidence higher in settings where they may know people but not necessarily have any close relationships with them (i.e. church and community). In terms of school both Auckland and Rotorua confidence levels were the same. Being in a majority or minority culture within your community did not appear to impact on one's confidence within the school setting as there were no differences between the two groups of participants. In comparing 'current' levels of confidence to 'where you want be' results showed that Rotorua participants want their confidence levels to be higher than Auckland participants in terms of where their confidence levels are at currently.

7. To contribute to the body of knowledge on how confidence contributes to the psychological wellbeing of teenage Pacific Island females in New Zealand.

The teenage period is a time of intense change and includes going through a stage where a range of possibilities for their lives are explored, such as future study options, career options, personal ideologies and life choices (e.g. relationships with the opposite sex). This study showed that Pacific teenage females demonstrated confidence in all five different settings. For Auckland participants, they experienced higher levels confidence among family and friends, for Rotorua, they experienced higher levels of confidence amongst church and community settings. The factors that were a positive influence participants' confidence (encouragement, enjoyment, development,

achievement, spiritual / cultural identity) are also factors that contribute to their psychological wellbeing.

These findings are in line with Bandura's work (1986, 1997) which stipulates that strong self-efficacy beliefs enhance human accomplishment and personal well-being in many ways. People with a strong sense of personal competence in a domain approach difficult tasks in that domain as challenges to be mastered rather than as dangers to be avoided, have greater intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, heighten their efforts in the face of failure, more easily recover their confidence after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills which they believe they are capable of acquiring. High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Conversely, people with low self-efficacy may believe that things are tougher than they really are; a belief that fosters stress, depression, and a narrow vision of how best to solve a problem. As a result of these influences, self-efficacy beliefs are strong determinants and predictors of the level of accomplishment that individuals finally attain.

Limitations of the Study

The present study was perhaps limited in certain areas. The findings were affected by limited availability of participants. The study focused on the experiences and viewpoints of eight participants. Further, the timeframe only allowed for a certain number of interviews to ensure a manageable workload.

The participant recruitment process was not followed as initially planned. The ethics approval process took seven months which meant that the timetable set for data collection was also delayed. By the time approval was given the church youth groups had broken up for the year so addressing the youth groups could not take place and therefore individuals had to be approached. The sample was taken from only a small portion of the youth groups as many of the potential participants had gone away for school holidays.

The nature of the research method allowed only a single interview with each participant, thus providing a 'snapshot' of perceptions towards confidence at that point in time. Participants' descriptions were reliant on memory, with emphasis on particular instances freshest in the memory affecting participants' perceptions of confidence.

The semi structured interview was used which relies on the interviewer selecting questions and probing in particular areas of interest to the interviewer. A disadvantage of this process is the interviewer bias and data interpretation bias, which may affect the resultant outcome.

Future research

The study produced a degree of consistency in the responses of those interviewed. This consistency, and the richness of the findings, supports further use of this type of research with a wider range of groups. It could be

useful to explore the views of a larger sample to enable comparisons to be made between different Pacific groups.

This research focused on the positives rather than the negative factors. It would be useful to build on this approach, which received a warm response from participants, many of whom welcomed the emphasis on their achievements as opposed to those that put young people at risk of failure. Further positive research could review research and reports relevant to various outcomes for young people on this topic. Some departments and agencies have undertaken work to do with young people in this area. It is important to build on this knowledge before embarking on new research.

In today's high-achieving world it is important that one believes in themselves as this is the difference between success and failure in most endeavours in life.

- Pia's last comment about confidence: ***"...when you're confident you're sure that you're going to make it even if you don't know what it means you just don't let anyone or anything bring you down. It's your life at the end, what matters is what you think or do because you don't want to leave this world having gained nothing."***

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APPENDICES

APPENDIX A: Letters to Minister and Priest of Church Parishes

27 September 2005

Reverend Setefano
Tamaki Pacific Island Presbyterian Church
Point England Road
Glen Innes
Auckland

Dear Reverend Setefano,

My name is Ailaoa Aoina and I am currently studying at Massey University completing a Masters Degree in Psychology. I want to do some research looking at female confidence amongst Year 12 Pacific Island students and would like to seek participants for this study from your church group.

It is my intention to liaise with the Pacific Island Youth Leaders and speak briefly at their youth meeting to introduce myself and what my research project is about and give out information sheets and consent forms to family and prospective participants. If there is any interest amongst the group to participate in the research then I will get the prospective participants to let their youth leaders know they are interested by handing them a signed consent form. Following this I will make contact with the prospective participants and set up times to meet to conduct the interview and focus group. I am seeking your permission to liaise with the Pacific Island Youth Leaders at your parish.

Should you wish to know more about this research project I am happy to meet with you to discuss this further.

Yours sincerely,

Ailaoa Aoina

I hereby give Ailaoa Aoina permission to liaise with the Pacific Island Youth Leaders of Tamaki Presbyterian Church in order to speak with the parents and prospective participants about taking part in this research project.

Signature

Date

27 September 2005

Father Aherne
St Michaels Catholic Church
Lake Road
Rotorua

Dear Father Aherne,

My name is Ailaoa Aoina and I am currently studying at Massey University completing a Masters Degree in Psychology. I want to do some research looking at female confidence amongst Year 12 Pacific Island students and would like to seek participants for this study from your church group.

It is my intention to liaise with the Pacific Island Youth Leaders and speak briefly at their youth meeting to introduce myself and what my research project is about and give out information sheets and consent forms to family and prospective participants.

If there is any interest amongst the group to participate in the research then I will get the prospective participants to let their youth leaders know they are interested by handing them a signed consent form. Following this I will make contact with the prospective participants and set up times to meet to conduct the interview and focus group.

I am seeking your permission to liaise with the Pacific Island Youth Leaders at your parish. Should you wish to know more about this research project I am happy to meet with you to discuss this further.

Yours sincerely,

Ailaoa Aoina

I hereby give Ailaoa Aoina permission to liaise with the Pacific Island Youth Leaders of St Michael's Catholic Church in order to speak with the parents and prospective participants about taking part in this research project.

Signature

Date

APPENDIX B: RESEARCH INFORMATION SHEET

This research is being carried out by Ailaoa Aoina, as part of the Master of Arts Degree in Psychology.

RESEARCH “RING OF CONFIDENCE”

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 05/81. If you have any concerns about the conduct of this research, please contact Dr John O’Neill, Chair, Massey University Campus Human Ethics Committee: Palmerston North, telephone 06 350 5799 x 8635, email humanethicspn@massey.ac.nz.

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Ben Taufua (Cultural Supervisor)
Telephone: 027 472-0037
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Researcher: Ailaoa Aoina
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School of Psychology
Massey University
Palmerston North

The Research

I wish to invite Year 12 Pacific Island female students to take part in an exploratory study about ‘Confidence’. I want to find out how Year 12 students define “Confidence” and what kinds of things influence how confident they are in different situations. “Confidence” plays a very important part in being able to make these decisions especially at this age where Year 12 students have to decide about their future study and career plans.

Participant Recruitment

To carry out this study I will need to get permission from the Tamaki Pacific Island Presbyterian Church Minister and the St Michaels Catholic Church Priest to approach the Pacific Island youth leaders. I will arrange through the

youth leaders to attend a youth meeting to explain the project to parents and prospective participants and ask the youth leaders to gather names of Year 12 Pacific Island females interested in taking part in my study. I am looking for 5 Year 12 Pacific Island female students from both church groups to take part in this study. If there are not enough Year 12 students then I will include Year 13 Students to make up the 10 Pacific Island female students for my sample.

Project Procedures

My study will involve an individual interview and a group session discussing the topic "Confidence". The interview and focus groups will be audio taped with the participant's agreement. If participants do not agree to audio taping then the researcher will take notes at the interview and focus groups. The information collected during this study and audio tapes will be kept in the possession of the researcher for five years for personal reference and further learning. No one will have access to the material. The tapes will then be destroyed by the researcher's supervisor after the five years.

After all the information is gathered the researcher will meet with the participants and feedback information that has been gathered about "Confidence". As no names are to be used and no identifying information is to be included in this research confidentiality will be kept.

Participant involvement

This study will involve participants who are 16 years and over so if you are under 16 years you will not be able to take part in this study.

Participants will be interviewed and asked questions about what "Confidence" means to them, to talk about times when they have felt confident and when they have been in situations which have either helped or hindered their "Confidence".

Similar questions will asked when participants come together in a focus group where peer discussion will take place about "Confidence".

It is hoped that the individual interviews and focus groups will take place at the Tamaki Presbyterian Church for those in Auckland and for those in Rotorua at the Rotorua Pacific Island Charitable Trust. However, these venues are yet to be confirmed.

The time involved in the individual interview may take between 1-2 hours, the focus group 1- 2 hours and then group feedback maybe an hour so in total the time the researcher needs to spend with participants is about 5 hours.

Confidentiality Agreement

As part of this study participants will take part in a focus group. It is very important that any information shared by participants during the focus group is kept confidential and that a Confidentiality Agreement will be signed by all participants prior to the focus group starting.

Participant's Rights

Year 12 Pacific Island female students do not have to accept this invitation to take part in this study. However, if you want to participate, you have the right to:

- *decline to answer any particular question;*
- *withdraw from the study at any time;*
- *ask any questions about the study at any time during participation;*
- *provide information on the understanding that your name will not be used unless you give permission to the researcher;*
- *be given access to a summary of the project findings when it is concluded.*
- *ask for the audio to be turned off at any time during the interview.*

Support Processes

There should not be any negative physical or psychological risks to participants who choose to take part in this study but if this does occur participants will be referred to the appropriate person or agency to help them with any issues or problems that arise from this study.

Project Contacts

Should you chose to accept this invitation to take part in this study you are welcome to contact the researcher and/or supervisor(s) if they have any questions about the project at the above contact details.

Please read the above carefully, sign the attached consent form if you agree to participate in this study and return the consent form to your youth leader who will return these to the researcher.

Thank you for reading this information and please feel free to contact me should you have any questions about this study.

Ailaoa Aoina
Researcher

APPENDIX C: RING OF CONFIDENCE

Participant Consent Form

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree to participate in the individual interview and focus group.

I understand that I have the right to withdraw from the study at any time and to decline to answer any particular question.

I agree to provide information to the researcher on the understanding that my name will not be used.

I agree to the interview being audio taped.

I understand that I have a right to ask for the audiotape to be turned off at any time during the interview.

At the end of the research I understand that the tapes of the interview and focus group will be retained by the researcher for 5 years for personal reference and further learning. No one will have access to the material. The tapes will then be destroyed by the researcher's supervisor after the 5 years.

Signature:

Date:

**Full
printed Name**

APPENDIX D

Ring of Confidence

PARTICIPANT CONFIDENTIALITY AGREEMENT

I (Full Name - printed)

agree to keep confidential all information that is shared during the focus group session concerning the project "Ring of Confidence".

I will not retain or copy any information involving the project.

Signature:

Date:

.....

APPENDIX E

Demographic Information

Name

Age

Ethnicity

How many in your family

What number are you in your family

Who lives in your home

Where were you born

In NZ, which places have you lived

Where was your father born

Where was your mother born

What is your first language

How many languages do you speak.

What are these languages.

What school do you go to

What form are you in

What positions / responsibilities do you hold

What sports/ recreation clubs do you belong to

What positions / responsibilities do you hold

What church(es) do you attend

What positions / responsibilities do you hold

What community group(s) do you associate with

What positions / responsibilities do you hold

APPENDIX F

RING OF CONFIDENCE

Interview Schedule

Semi-Structured Interview Framework

- What does the word confidence mean?
- What things make people confident?
- How do you know when someone is confident?
- Tell me about a time in the last year where you have shown confidence?
- In different settings does your confidence change?
- How do the following settings influence your confidence:
 - Family
 - Church
 - School
 - Friends
 - Community
- In each of the above settings tell me when you have been confident?
- What makes you confident in this setting?
- What makes you not confident in this setting?
- How confident are you in this setting on a scale of 1-10 (1 being no confidence and 10 being very confident)?
- Where would you like your confidence to be on a scale of 1-10?
- What is stopping you being that confident?
- What is helping you to be that confident?
- What can you do to improve your confidence?
- Any other comments about confidence?

APPENDIX G

RING OF CONFIDENCE

Focus Group

TASK 1

1. Pick a number. Stand up in front of this group and introduce yourself. In your introduction I want to state your full name, age, what school you go to, where you work if you have a job, your family details, who lives in your home, what you have planned for 2006 in terms of study or work in 2006, what do you want to study after you leave school, what kind of job you want when you leave school.
2. Rate yourself from 1-10 (1 being no confidence and 10 being very confident) in terms of the confidence you felt when completing this task.

FEEDBACK

3. -What you did well?
-What can you do to improve your presentation?

TASK 2

4. Prepare your introduction by writing what you want to say in point form.
5. Take 5 minutes to practice saying your introduction – keeping in mind the feedback you have heard about improving your presentation.
6. Stand up and introduce yourself again.

7. Rate yourself from 1-10 (1 being no confidence and 10 being very confident) in terms of the confidence you felt when completing this task.
8. Feedback to the group if your confidence rating scale has changed from the Task 1 to Task 2. If there is a difference in rating scale what was the difference?

DISCUSSION

- From these tasks and your own experience what things can help you to be confident?
- You know each other in this group what difference would it make to your confidence if did not know the people in this group?
- From these tasks and your own experience what things can help you to be confident where you do not know the people?
- How does confidence affect your lives in terms of decisions you have to make for yourselves in the future? Future study, work, other areas of life - smoking, drinking, drugs, sex, relationships...
- We talked about future study and career goals for 2006 and onwards. Who has the confidence to achieve their goals?
- From doing these tasks and your own experience what things can help you to have the confidence to achieve your goals?
- If you are confident in one setting can you become confident in other settings where you have not shown confidence before? How?