Study Of Academic Achievement Of Secondary School Students In Relation To Their Self-Confidence

Nikhil Kumar[1*]

[1*]Dept of Education, MDU Rohtak 124001, MDU Rohtak, Haryana, India

*Corresponding Author: Nikhil Gupta
*Dept of Education, MDU Rohtak 124001, MDU Rohtak, Haryana, India

INTRODUCTION

Education is important for development of self and society, as it help the individuals to gain knowledge and skills that are required for their growth and development. School is the second home for students where teachers provide them basic training of education. The phase of secondary school is an important period for self-confidence development. Self-confidence may be defined as a belief in oneself or his/her capabilities or a kind of attitude that allow the person to be realistic towards himself and circumstances of the life. (Welford,2013) has defined self-confidence "to be aware of when a person is struggling and he has the strength and commitment to do something about it." (Neill, 2005) has stated that self-efficacy and self-esteem in combination forms the self-confidence. According to (Stevens,2005) self-confidence may be defined as "an individual's expectation about his/her ability to attain goal in a given situation and very significant factor in ensuring an individual's potential." Self-confidence is defined as a belief in potential of someone to achieve goals and has been found to have an impact on learning outcomes and academic performance of the students (Bhat,2022). Students undergo significant physical, intellectual, and emotional changes during this period that can impact their academic engagement along with self-perception (Eccles et al., 1993). The relationship between self-confidence and academic achievement of secondary school students is an area of interest in both psychological and educational research areas. (Bandura, 1997) has defined self-confidence as an individual's belief in their ability to succeed that is linked with success in various life domains. Self-confidence of students can affect their processes of learning, engagement, and overall academic outcomes dramatically, in the educational context (Pajares,1996). Therefore, understanding the self-confidence dynamics in this stage of development is crucial for educators, parents, and policymakers as well. The study will draw upon existing frameworks and theories, like Social cognitive theory of Bandura (1986), and Expectancy-Value Theory of Eccles' (1983), which links achievement-motivation and self-concept. (Dictionary of Education, Good,1959) stated that self-confidence is a kind of faith in one's own abilities. This study aims to bridge the gap that how self-confidence affect academic achievement directly, among secondary school students. It will take into account several dimensions of self-confidence like resilience, academic self-concept, and their correlation with indicators of academic performance like test scores, grades, and classroom participation. By analyzing these relationships, the study intends to offer insights that could inform educational practices and interventions aimed at enhancing student outcomes through the nurturing of self-confidence.

Background

Various research studies have explored the relationship between self-confidence and academic-achievement, offering valuable insights into this dynamic.

In a study conducted by **(Tripathy and Srivastava, 2012)**, a significant relationship between academic achievement and self-confidence level of students was found. Results showed that students with high academic achievement showed higher self-confidence levels as compared to the low academic achiever students.

(Al-Hebaish, 2012) found a correlation between self-confidence and academic achievement in oral presentation course. The data was collected with the help of questionnaire. A significant correlation was revealed by the results between self-confidence and academic achievement.

(Kukulu, Korukcu, Ozdemir, Bezci, and Calik, 2013) conducted a study on self-confidence, gender, and academic achievement of nursing students. The level of self-confidence was low(78.6%) in female students as compared to the male students (92.3%). Thus, the scores obtained by male students were high than female students showing a positive correlation between self-confidence and academic achievement.

(Sharma and Sahu, 2013) conducted a study and found that use of social-network sites in excess has a negative effect on self-confidence. Students who spend more time on social media were found with low self-confidence in comparison to those who spend less time over social sites.

(Srivastava, 2013) concluded in his study that there was a remarkable effect of academic achievement on self-confidence in male as well as female students. He found that self-confidence had a significant result on high academic achiever.

(Mukopadhyay, 2015) in their study found a negative correlation between learning disabilities and self-confidence. Students with disabilities of learning were found at lower level of self-confidence. In general, self-confidence had a significant relationship with learning disabilities.

(**Nadiah et.al., 2019**) conducted a study and found that self-confidence had an important effect on promoting public speaking among students as the students with high self-confidence were able to speak clearly. Also, they had better communication with the audience, clear pronunciation, eye contact in a proper way, and controlled gestures and expressions.

(**Wu, Li, Zheng, and Guo, 2020**) in their research study on medical students' motivation and academic performance. Significant indirect effect of both intrinsic and extrinsic motivation was observed on academic performance of students.

(**Akbari and Sahibzada, 2020**) reported in their study that there was significant effect of self-confidence on sharing of opinions, learning process, seeking goals, developing relations with peers and teachers, and developing interest in chapters to learn more effectively, among the students.

(**Gultom and Oktaviani, 2022**) conducted a study on students' self-esteem and concluded that self-esteem of students had a significant effect on their performance i.e. higher the self-esteem, higher was the score obtained by the students.

(**Tamanaifar, Arfai, and Mohammad, 2023**) in their study found the relationship between emotional intelligence, self-concept, and self-esteem in relation to academic achievement. But they found no significant relationship between all the factors.

1.1 ACADEMIC ACHIEVEMENT

"Achievement is something that somebody has done successfully; especially using his/her own efforts and skills," states the Oxford Advanced Learners Dictionary (2010). Thus, achievement, also known as scholastic achievement, refers to the intended degree of performance that a student demonstrates in academic assignments as indicated by grades. In terms of academic work, it refers to a certain degree of accomplishment or expertise acquired in a particular field. Generally speaking, it refers to the results of the yearly test. It is a component of the larger concept of educational advancement and is useful in determining the pupils' current standing.

It is the degree of knowledge, comprehension, application, and skill that students have acquired in a particular subject. Teachers typically assess this level of learning through test results in their exams. Academic achievement was described as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance" by **Trow (1956)**. As defined by **Good (1959)**, academic achievement is "the knowledge obtained or skills developed in the school subjects usually designed by test or marks assigned by the teacher." According to **Mehta K.K. (1969)**, "a student's academic performance includes both curricular and co-curricular performance." Academic success is "knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both," according to **C.W. Good (1973)**. It is the pupils' learning objective. The use of SRL strategies by students was found to be strongly correlated with superior academic functioning in **Zimmerman & Martinez-Pons' (1986)** investigation. Students on lower achievement tracks also tended to respond more frequently than those on the advanced track to several common non-self-regulated responses.

Factors Influencing Academic Achievement

(a) Motivation

Research has found that motivation is related to academic achievement. Achievement motivation for example has been found to be beneficial to academic performance. According to a study, greater motivation is associated with good performance in academics, showing that learners with stronger motivation tend to do better academically (Liu, Shi and Wang, 2022). Moreover, achievement motivation directs behavior toward academic success, thus, indicating it an important determinant of academic achievement (Steinmayr, Weidinger, Schwinger, and Spinath, 2019).

b) Extracurricular Activities

Organized extracurricular activities have yielded a positive relationship with high academic performance including increasing attendance rates, School engagement, GPA,postsecondary education, as well as a decrease in dropout rates and depression (NCES). Activities like arts, sports, and reading books may have different impacts on academic achievement (Balaguer, Benitez and Lara, 2020). Academic achievement can be influenced by extracurricular activities like nourishing students throughout adolescent development, and providing leadership opportunities (Ortman,1966). The impact of extracurricular participation is more effective than traditional academic interventions like skills training. Longitudinal research studies have shown that participation in extracurricular activities is positively related to academic success (Lewis, 2004).

(b) Self-Control

Self-Control, in the academic setting, is related self-discipline, self-regulation, delay of gratification and impulse control. It has been found in several studies that learners with more self-control are more likely to invest more time in learning and achieve better performance (Shi and Qu, 2021). Additionally, in two field studies it was found that self-control is related with better academic performance and less counterproductive behavior (Zettler, 2011).

(c) Cognitive Factors

Cognitive factors are related closely to academic achievement. Studies has shown that cognitive abilities, like attention, working memory, and reasoning play an important role in predicting academic performance (Peng and Kievit, 2020). Cognitive ability has been identified as a positive predictor of comprehensive academic achievement, with a direct impact on academic performance and learning activities (Psychol, 2022). Furthermore, the impact of cognitive ability

on academic achievement has been found to be mediated by factors like self-control and self-discipline, highlighting the complex interplay between cognitive factors and academic success (shi and Qu, 2021)

1.2 SELF- CONFIDENCE
Perceived self-evaluation attribute of self-confidence refers to an individual's ability to effectively handle challenges without seeking assistance from others. Self-assurance unites the physical and mental faculties and directs them toward a shared objective. The degree of self-confidence reflects an individual's level of assurance when making life decisions. It is a gauge of a person's confidence or self-assurance. Yavuzer (1998) and Mutleur (2006) claimed that human is born with self-confidence but as the human growth and development take place, it changes. According to (Rubio, 2007) the students' self-confidence get lowered due to factors like anxiety, fear, insecurity, etc.

Self-confidence is extremely important in almost every aspect of our lives yet so many people struggle to find it. In the words of Basowanna (1975), "Self Confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right." Self-confidence has been found to be related positively to academic achievement. Several studies have found that learners having higher self-confidence perform better in academics in a meta-analysis of 32 studies (Driver, 2023).

Self-confidence has also been identified as an important predictor of academic engagement, that is a key-factor in academic achievement (Zhao, Zheng, Pan and Zhou, 2021). Learners whose self-confidence is positive, were found with higher levels of academic self-efficacy, which in turn affects academic engagement of the individual and is closely related to performance in academics (Basel, 2023). In conclusion, self-confidence is positively related to academic achievement and learners with higher self-esteem and self-confidence tend to perform better academically.

1.3   SIGNIFICANCE OF THE STUDY
The significance of the study lies in its potential to provide valuable insights into the impact of self-confidence on the academic performance of secondary school students. The study may help:

1) **Understanding the correlation between self-confidence and academic achievement:** The study may help to find if there is a positive correlation between self-confidence and academic performance of the learners. It would indicate that learners with higher self-confidence achieve better in academics.
2) **Aiding in early intervention:** By understanding how self-confidence impacts learning may help to identify learners who might not be able to perform well in academics due to low self-confidence. Therefore, early interventions can be designed to assist these type of learners.
3) **Helping Parents and Teachers:** Valuable insights could be provided by the study for Parents as well as the Teachers about the significance of fostering self-confidence at home and school to complement academic efforts.
4) **Contributing to psychological research:** The study might be able to contribute to the broader Psychology field, by providing empirical data on the impact of self-confidence on performance.
5) **Implications for educational strategies:** If a strong link is found between self-confidence and academic achievement, it could influence educational strategies. Therefore, schools and educators might implement programs to increase self-confidence of the learners, thereby potentially improving their performance.
6) **Influencing policy decisions:** The findings might influence policy decisions at School or District level. Thus, policies could be aimed at providing environments that nurture self-confidence among learners.
7) **Long-term implications:** As we know that self-confidence developed during school can impact future life aspects, including personal and career relationships, the study may have long-term implications beyond academic achievement.

1.4   OBJECTIVES OF THE STUDY
1. To compare the academic achievement of male and female secondary school students.
2. To compare the self-confidence of male and female secondary school students.
3. To compare the academic achievement of secondary school students having low and high level of self-confidence.
4. To study the relationship between academic achievement and self-confidence of secondary school students.

1.5   HYPOTHESES
1. There is no significant difference in academic achievement of male and female secondary school students.
2. There is no significant difference in self-confidence of male and female secondaryschool students.
3. There is no significant difference in academic achievement of secondary schoolstudents having low and high level of self-confidence.
4. There is no significant relationship between academic achievement and self-confidence of secondary school students.

DESIGN AND PROCEDURE OF THE STUDY
The plan and procedure adopted to complete this study is-
2.1 Design of the Study
2.2   Variables
2.3   Population
2.4   Sample

2.5 Tools Used
2.6 Data Collection
2.7 Statistical Techniques used.

2.1 DESIGN OF THE STUDY
The current study aims to gauge secondary school students' levels of self-confidence. This chapter aims to provide an overview of the steps taken, the design used, the sample chosen, the tool used for data collecting, and the statistical analysis carried out in order to meet the study's goals. For this study, the researcher employed the descriptive survey approach.

2.2 Variables

2.3 Population
Population in research technique refers to the traits of a particular group. Participants in the current study were senior secondary school students in the Rohtak district. Due to the enormous and widely dispersed population, it was exceedingly challenging to reach them with the limited time and financial resources available. Furthermore, gathering data from the entire population appeared unnecessary when a small but representative sample might provide the necessary information. For this reason, sampling has been done to ensure that the research findings are accurate and cost-effective.

2.4 Sample
Sampling is the process of choosing individuals from the population so that each has an equal chance of being included in the sample and representing the population's proportion while taking costs, time, utility, and suitability into consideration. The investigator chose to use a multistage random sample technique to select four secondary schools from the Rohtak district that are connected with the CBSE and HBSE. As a result, 120 students—68 male and 52 female—who were chosen at random from class 9 make up the study's sample. The entire sample was placed in the group that best fit the study's goals.
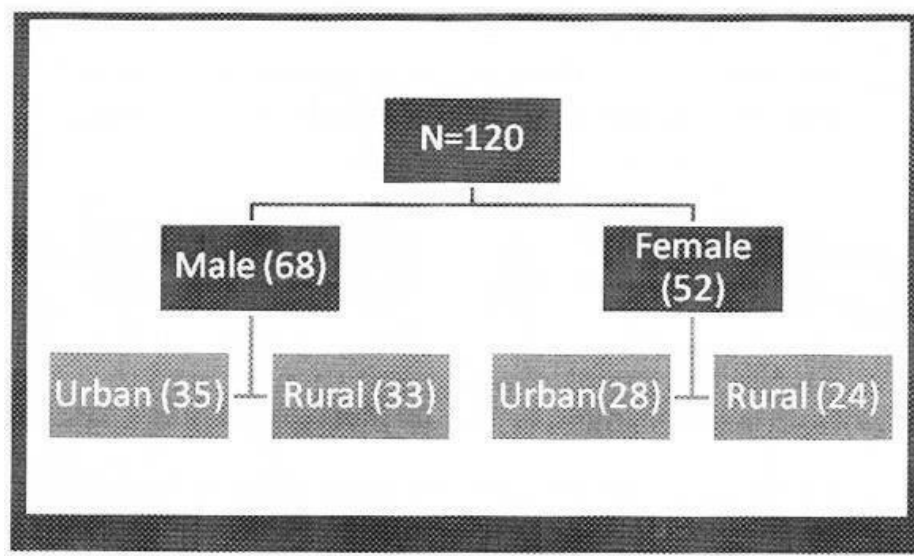

Fig. 3.1: Layout of the Sample

Table 3.1 : Name of Schools

S.No.	Name of School	Number of Students
1.	Shree ram senior sec. School, Meham (Rohtak)	30
2.	R.K.P. Public School, Madina (Rohtak)	30
3.	Maharaja Agrasen senior sec. School , Meham(Rohtak)	30
4.	Saraswati vidya mandir senior sec. School, Meham(Rohtak)	30
	Total	**120**

2.5 TOOLS USED
1. Pandey Self Confidence Inventory (PSCI) (1983)
2. Academic Achievement Test scores have been taken from the academicperformance of students in previous examination.

2.4.1 Description of Self-confidence Inventory
Items with a discrimination index of.29 or higher were kept in the inventory's final version. A few items that were on the verge of reaching this stage were also considered, but with minor adjustments. As a result, only 60 things were kept in the final draft. After that, they were organized in a methodical, random order.
Reliability - The obtained Reliability Coefficient are reported as below:

Reliability of the Inventory

Method	N	Reliability Coefficient
Test-RetestMonths) (After two	100	.8822
Split-Half	100	.8924

Validity - All items have been prepared on the logical basis to measure each dimension of student's self-confidence. Again, the items and the test as a whole appear to be plausibleand relevant to the student's life situation. Furthermore, the items in the inventory have hundred percent agreement against educational and psychological experts regarding their suitability to measure student's self-confidence. Therefore, test possess high face validity.
In addition to this, attempts have also been made to establish construct validity. For thispurpose, the results of the study by Aruna (1975) were took into account. According to her,student leaders and non-leaders differed significantly with regard to self-confidence. Themean self-confidence scores for leaders and non-leaders were determined as 9.66 and 36.14 respectively. The difference of the mean scores was significant at .01 level of significance. Thus, the instrument has a fair degree of construct validity.

Administration - The inventory is self-administering in nature. There is no fixed timelimit. However; it takes merely half an hour to complete it.

Response Mode - Only two responses are provided for each item either yes or no. subjectsare requested to answer all the items.

Scoring System - The same scoring system which followed in try out stage should beadopted in final form. According to this, all the positive items answered positively and negative items answered negatively received a zero score. All the positive items answerednegatively and negative items answered positively are given one point each. The sum ofall the item scores yielded an overall self-confidence score for the subject. The items arekeyed in such a way that the lower the score, the higher is the self- confidence.
The right response for item nos. 2, 7, 17, 19, 28, 31, 37, 38, 39, 43, 44, 47, 48, 50, 53, 54, 58, or 59 are true and for others are false.
Norms - The norms have been prepared on a sample of 1507 students, the raw score obtained by the subjects can be interpreted with the help of tables given below:

Raw Scores	Interpretation
11 and below	Very High Self Confidence
12-23	High Self Confidence
24-37	Average Self Confidence
38-48	Low Self Confidence
49 and above	Very Low Self Confidence

3. STATISTICAL TECHNIQUES USED
The significance of the difference between the means was determined by analyzing the data using various statistical approaches, including the mean, standard deviations, and "t"-ratio. Karl's Pearson's Product moment correlation ('r') between the study's two variables was computed using the SPSS (Statistical Package for Social Sciences) Software, version 20.0.

4. DATA ANALYSIS AND INTERPRETATIONS
Although they are not the only format, these data frequently take the form of transcripts from interviews and focus groups. The researcher seeks for patterns and insights pertinent to the main research concerns through procedures of reviewing and immersing oneself in the data, as well as by intricate actions of structuring, re-framing, or otherwise examining it. The researcher then uses these to address the client's brief. The data is subjected to a detailed statistical analysis in accordance with the study goals. Data was gathered from 120 secondary school pupils in the Rohtak area by giving the Pandey Self-Confidence Inventory and calculating academic accomplishment scores based on students' past test results. Significant differences between pupils' low and high levels of self-confidence and academic achievement according to

gender have been discovered. Academic success and self-confidence were discovered to be related in secondary school pupils.

5. RESULTS AND INTERPRETATION

Objective 1: To compare the academic achievement of male and female secondaryschool students.

Hypothesis 1: There is no significant difference in academic achievement of male andfemale secondary school students.

Table 4.1 Mean, Standard Deviation and 't' values of academic achievement of male andfemale secondary school students.

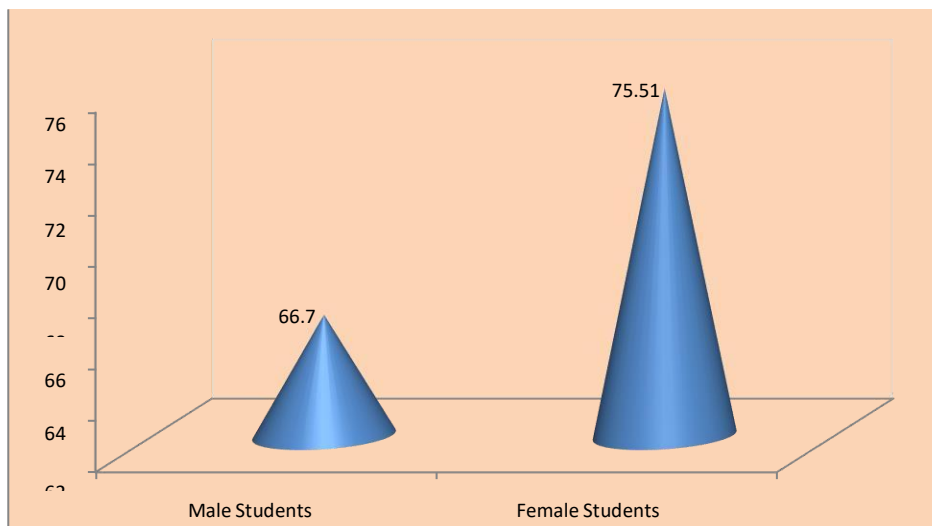| Gender	Number	Mean	S.D.	't'	Level of Significance
Male Students	68	66.70	13.34	3.775	Significant at 0.01level
Female Students	52	75.51	12.16		

Fig. 4.1: Mean values of academic achievement of male and female secondaryschool students.

From table 4.1, it is clear that the mean score of academic achievement of male and female secondary school students are 66.70 & 75.51 respectively. The calculated 't' value for 118 degrees of freedom is 3.775 which is more than the table value 2.58 at 0.01level of significance. It means that there is a significant difference in academic achievement of male and female secondary school students. Hence the null hypothesis, "There is no significant difference in academic achievement of male and female secondary school students" is not retained. The higher mean score of female secondary school students shows that they have more academic achievement than their counterpart male secondary school students.

Objective 2: To compare the self-confidence of male and female secondary school students.

Hypothesis 2: There is no significant difference in self-confidence of male and female secondary school students.

Table 4.2 Mean, Standard Deviation and 't' values of self-confidence of male and femalesecondary school students.

Gender	Number	Mean	S.D.	't'	Level of Significance
Male Students	68	35.58	6.86		Significant at 0.01level
Female Students	52	29.21	7.49	4.855	

Note : Lower mean score higher self confidence.
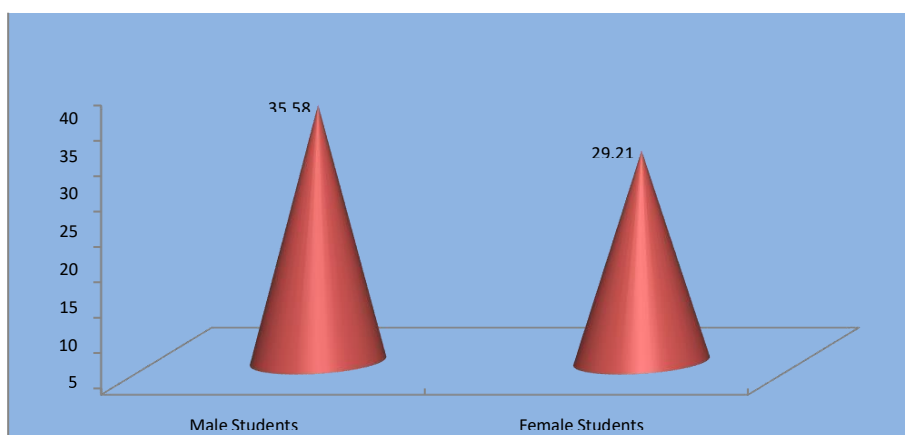

Fig. 4.2: Mean values of self-confidence of male and female secondary schoolstudents.

From table 4.2, it is clear that the mean score of self-confidence of male and female secondary school students are 35.58 & 29.21 respectively. The calculated 't' value for 118 degrees of freedom is 4.855 which is more than the table value 2.58 at 0.01 levelof significance. It means that there is a significant difference in self-confidence of male and female secondary school students. Hence, the null hypothesis, "There is no significantdifference in self-confidence of male and female secondary school students" is not retained. The lower mean score of female secondary school students shows that they have more self-confidence than their counterpart male secondary school students.

Objective 3: To compare the academic achievement of secondary school students havinglow and high level of self-confidence.

Hypothesis 3: There is no significant difference in academic achievement of secondaryschool students having low and high level of self-confidence.

Table 4.2 Mean, Standard Deviation and 't' values of academic achievement of secondaryschool students having low and high level of self-confidence

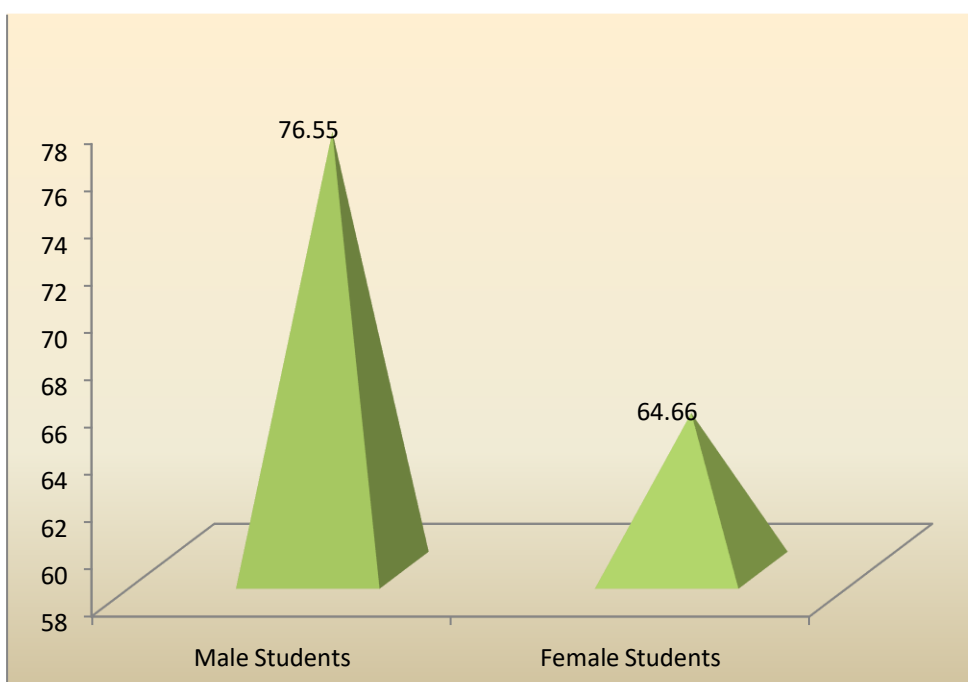| Gender	Number	Mean	S.D.	't'	Level of Significance
Male Students	68	76.55	12.83	4.150	Significant at 0.01level
Female Students	24	64.66	9.47		

Fig. 4.3: Mean, Standard Deviation and 't' values of academic achievement ofsecondary school students having low and high level of self-confidence

From table 4.3, it is clear that the mean score of academic achievement of secondary school students having low and high self-confidence are 76.55 & 64.66 respectively. The calculated 't' value for 90 degrees of freedom is 4.150 which is more than the table value 2.58 at 0.01 level of significance. It means that there is a significant difference in academic achievement of secondary school students having low and high self-confidence. Hence the null hypothesis, "There is no significant difference in academic achievement of secondary school students having low and high level of self-confidence" is not retained. The higher mean score of secondary school students having high self-confidence shows that they have more academic achievement than theircounterpart secondary school students having low self-confidence.

Objective 4: To study the relationship between academic achievement and self-confidence of secondary school students.

Hypothesis 4: There is no significant relationship between academic achievement and self-confidence of secondary school students.

Table 4.4 Co-efficient of correlation between academic achievement and self-confidence ofsecondary school students

Variables	Coefficient of Correlation
Academic Achievement	
Self-Confidence	0.577***

**Significant at 0.01 level

The table 4.4 shows that co-efficient of correlation between academic achievement and self-confidence of secondary school students is 0.577 which is positively significant at
0.01 level. It indicates that academic achievement and self-confidence of secondary school students have positive relationship with each other. It can be said that internal level of self-confidence has positive influence on academic achievement of secondary school students. Hence, the null hypothesis, "There is no significant relationship between academic achievement and self-confidence of secondary school students" is not retained.It means that higher the self-confidence, better the academic achievement of secondary school students and vice-versa.

5.1 FINDINGS OF THE STUDY
1. There is a significant difference in academic achievement of male and female secondary school students. Female secondary school students were found to havemore academic achievement than their counterpart male secondary school students.
2. There is a significant difference in self-confidence of male and female secondaryschool students. Female secondary school students were found to have more self-confidence than their counterpart male secondary school students.
3. There is a significant difference in academic achievement of secondary school students having low and high self-confidence. Secondary school students havinghigh self-confidence were found to have more academic achievement than their counterpart secondary school students having low self-confidence.
4. Academic achievement and self-confidence of secondary school students have positive relationship with each other. It means that higher the self-confidence, better the academic achievement of secondary school students and vice-versa.

5.2 SUMMARY AND CONCLUSION
One important topic of research is the relationship between secondary school students' academic achievement and self-confidence. It clarifies the impact of students' self-confidence on their learning, performance, and academic achievement. The definition of self-confidence is "belief in one's ability to achieve goals." It is also a critical factor in pupils' academic achievement. There has been prior research on this subject, and the results showed a good correlation between academic success and self-confidence. High self-confidence students typically retain a positive and realistic attitude, feel in control of their lives, and have an innate belief in their capacity to succeed academically. The study's goal is to investigate the variables that can affect students' self-confidence and how it might affect their academic performance. Academic attainment was shown to be higher, subjects were studied for longer periods of time, and students with higher levels of self-confidence performed better academically. Furthermore, it has been shown that self-confidence is a strong predictor of academic achievement and affects many facets of students' performance and learning. In conclusion, it is critical to investigate the relationship between students' self-confidence and academic achievement in order to comprehend the elements that lead to students' success in the classroom. The results of this study can therefore be used to guide the creation of interventions and support systems that will boost students' self-confidence and, in turn, improve their academic performance and produce good learning outcomes. In order to ensure that students' academic performance and self-confidence grow to a suitable degree, teachers should create a friendly environment for them in the classroom. Teachers can assist children in developing healthy self-confidence by serving as mentors and friends. Students should receive guidance services to help them become more self-assured and capable of using their gifts, which will help them succeed in life. However, it's important to keep in mind that students' self-confidence shouldn't become their ego because doing so can lower their academic accomplishment. A person becomes a mature, self-assured, and responsible citizen when they develop their self-confidence throughout their growing year. Therefore, boosting adolescent kids' self-confidence for their future careers should be beneficial.

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