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Research Paper

A Study of the Level of Self-Confidence among High and Low Achiever School Students

Ashok Malhotra[1]*, Sushmita Kumari[2], Shagufta Faiyaz[3]

ABSTRACT

Aim- The purpose of the present study is to study the level of self-confidence of school students. It also investigated the region as well as academic achievers' differences regarding these variables. *Method:* Samples were selected by a stratified random sampling method. A total sample of 100 students from class XI and XII schools studying in different schools and streams under the Central Board of Secondary Education (CBSE) was selected. For data collection, Agnihotri's self-confidence inventory, developed by Agnihotri (1987), was used for data collection. The data was analyzed using percentages, means, standard deviations, and the t-test. *Results-* The overall population's high and average levels of self-confidence were found to be 40 and 38 percent, respectively. The t-ratio (2.04) for self-confidence and academic achievers (high and low achievers) was significant ($P<0.05$). The mean score (18.45) for high-achieving students was higher in confidence in comparison to low-achieving students (21.54). The t-ratio (6.56) for the region (urban and rural) was significant ($P<0.01$). *Conclusions:* Maximum cases ranged between average and high levels of self-confidence among the total sample. High achievers have high levels of self-confidence and low achievers have average levels of self-confidence and they are significantly different from each other. The level of self-confidence is higher among urban compared to rural school students.

Keywords: Self-confidence, Academic achievers and Region.

The definition of self-confidence is self-assurance in one's own judgement and competence. Self-confidence is a mindset that encourages you to think favorably, realistically, and see any scenario. Personal characteristics such as optimism, pride, trust, independence, and the ability to face adversity define self-confidence. Self-confidence is widely considered an important individual asset in most societies. Self-confidence is the assumption that one is, in general, capable of achieving one's goals. Academic achievement occupies a crucial position in the career building of students. Academic achievement is a function of many cognitive and non-cognitive aspects of personality.

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[1] Ph.D. Research Scholar University Department of Psychology, Ranchi University, Ranchi
[2] Ph.D. Research Scholar University Department of Psychology, Vinoba Bhave, Vinoba Bhave University, Hazaribag
[3] Ph.D. Research Scholar University Department of Psychology, Ranchi University, Ranchi
*Corresponding Author

Literature has shown that there is a link between overall self-confidence and academic achievement. It's a contentious relationship, with contradictory findings from various studies. Several studies have discovered a correlation between self-confidence and language course grades. Female self-confidence is not lower than male self-confidence (Sleeper *et al*. 1987). Students' academic success encompasses both curricular and co-curricular activities (Mehta, 2007). Academic achievement, according to several studies, is influenced by factors such as school or college design, structure, socioeconomic status, and well-adjusted behavior. Besides this, intelligence, personality factors, and social intelligence are also important for academic achievement. The most important characteristic that impacts learners' willingness to participate in spoken activities in language courses is self-confidence (Yashima, Zenuk-Nishide, & Shimizu, 2004). A study has been conducted on the impact of self-confidence on students' willingness to participate in expressive activities in the classroom (Al-Sibai, 2005; Brown, 1994). Low-confidence students are hesitant to use the phrase in public because they are afraid of being judged or disapproved of. As a result, they have a lower success rate because high self-confidence can increase a learner's willingness to speak and help them improve their language skills. It can also lead to improved academic success (Al-Sibai, 2005). Academic achievement rises in tandem with self-confidence. Students' academic achievement declines as a result of their lack of self-confidence (Fook *et al.,* 2011; Aryana, 2010; Harris, 2009; Fathi-Ashtiani *et al*., 2007; Al-Hattab, 2006; Mahyuddin *et al*., 2006; Yamini & Tahriri, 2006; Al-Enezi, 2005; Eldred *et al.*, 2004; Lloyd & Sullivan, 2003; Lloyd & Sullivan, 2003; Bankston & Zhou, 2002; Lawrence, 1996; Brown, 1994). It was also obvious that there were few studies in Saudi Arabia on the association between general self-confidence and academic achievement (Al-Hattab, 2006 & Al-Sibai, 2006). Finally, this survey shows that the results of the previous studies don't seem to agree with each other, as shown by the results.

Objectives of the study
- To examine the level of self-confidence among the total sample.
- To compare the mean scores of self-confidence of high achievers and low achievers students.
- To compare the mean scores of self-confidence of urban and rural school students.

Hypotheses
- The levels of Self-confidence vary among the total sample.
- There is no significant difference between the mean score of Self-confidence of high achievers and low achievers students.
- There is no significant difference between the mean scores of Self-confidence of urban and rural students.

MATERIAL AND METHODS
Study Design
A quasi-experimental research design was used to investigate the impact of academic achievement on self-confidence. A 2X2 factorial design was used to conduct the study. This design has four cells with 25 participants in each. Thus, the samples consist of 100 school students. The dependent variables were self-confidence and the independent categorical variables were academic achievers.

Sample

The present study consisted of 100 school students from classes 9th–12th studying in 5 different schools and streams under the Central Board of Secondary Education (CBSE). The stratified random sample technique was used. All of the students were from a middle-class family and ranged in age from 16 to 20 years. Hence, the total sample was classified into four groups based on urban, rural, high-achievers, and low-achievers. Students who received 60 percent or higher in the previous examination were labelled as high achievers, while those who received 55 percent or less were labelled as low achievers. Each group contains 25 cases.

Tools

Personal Data Questionnaire

A Personal Data Questionnaire was prepared by the investigator. Where relevant information was collected regarding the various social and demographic variables such as the name, last year's academic result, region, health status etc. A brief socio demographic details of school students with level of self-confidence was given in the following table 1.

Table 1: Socio demographic detaisl of school students with level of self-confidence

Variables	Number of school students with level of self-confidence, n (%)		
	High	Average	Low
Achievers			
High	18 (36.0)	24 (48.0)	8 (16.0)
Low	14 (28.0)	22 (44.0)	14 (28.0)
Region			
Urban	17 (34.0)	24 (48.0)	9 (18.0)
Rural	15 (30.0)	22 (44.0)	13 (26.0)
Total	32 (32.0)	46 (46.0)	22 (22.0)

Note. Very High level=7 and below, High level = 8-19, Average level= 20-32, Low level= 33-44 and Very low level= 45 and above, the lower the score the higher will be the level of self-confidence.

Agnihotri's Self Confidence Inventory

Agnihotri's Self-Confidence Inventory was developed by Agnihotri (1987). It is self-administrating in nature. In group administration, the instructions given in the test booklet may be read aloud by the examiner to facilitate starting at a time. There is no fixed time limit. Ordinarily, it takes an individual 20 minutes to complete the inventory. Hand scoring is possible for the inventory. A score of one is given for a response that demonstrates a lack of self-confidence, i.e., making a cross (x) response to items. Hence, the lower the score, the higher the level of self-confidence.

Procedure

The research tool, Agnihotri's Self-confidence Scale, along with a personal data questionnaire, was administered to the selected sample in a classroom situation. The students were offered a questionnaire and asked to complete it. The results were then used to assess their level of self-confidence. Participants were rated by their ability to make an answer right or wrong. A score is awarded for each answer. The lower the score, the higher the level of self-confidence.

Statistical analysis

The statistical Package for Social Sciences (SPSS) Version 26.0 was used for statistical analysis. Data of the present study is described using number, percentage, mean, SD, and t-test.

RESULTS AND DISCUSSIONS

The hypothesis, which can be tested with the help of response sheets of the respondents on Agnihotri's Self-confidence Inventory, was scored and statistically treated using percentage, mean, SD, and t-test, and the data can be analyzed using the Statistical Package for the Social Sciences (SPSS). The outputs of SPSS are as given in [Table 1and Figure 1].

Table 2: Comparison of mean self-confidence score between the student's high achiever and low achiever school students

Variables (Achievers)	N=100 (n= 50 for each condition)		t-test (df)	*P* Value
	Mean	SD		
High Achievers	18.45	7.55	2.04 (98)*	0.031
Low Achiever	21.54	6.10		

Note. *Significant at 0.05 level, High Achievers=60% and above marks in the last examination, Low achievers=45% and below marks in the last examination, df= Degree of freedom, Dependent variable= Self-confidence, Independent variables= Achievers (High and Low)

Figure 1: Level of self-confidence among total sample
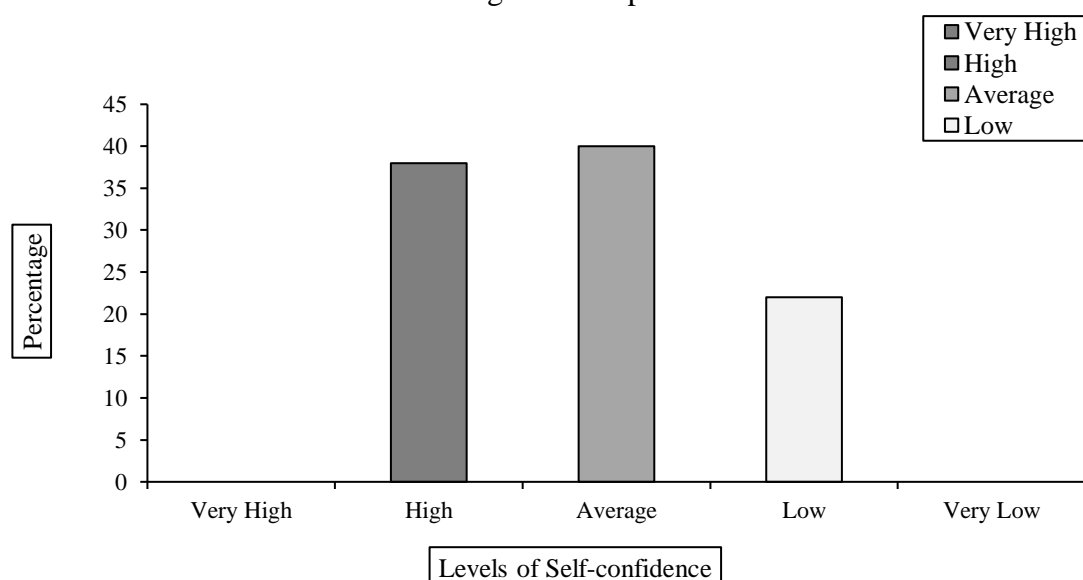
38 per cent of students have a high level of self-confidence, whereas 40% have an average level. Only 22% of students have a low level of self-confidence. zero per cent of students reported very high or very low levels of self-confidence.

The second objective was to compare the mean scores of self-confidence of high and low achiever students. The data was analyzed with the help of a t-test and the results are given in [Table 2 and Figure 2].

Table 3: Comparison of mean self-confidence scores between the students Urban and Rural school students

Variables (Region)	N=100 (n= 50 for each condition)		t-test (df)	P Value
	Mean	SD		
Urban	16.24	6.02	6.56	0.001
Rural	24.23	4.86	(98)**	

Note. **Significant at 0.01 level, df= Degree of freedom, Dependent variable= Self-confidence, Independent variables= Region (Rural and Urban)

Figure 2: Comparison of mean and SD scores of self-confidence between the students High achiever and Low achiever school students
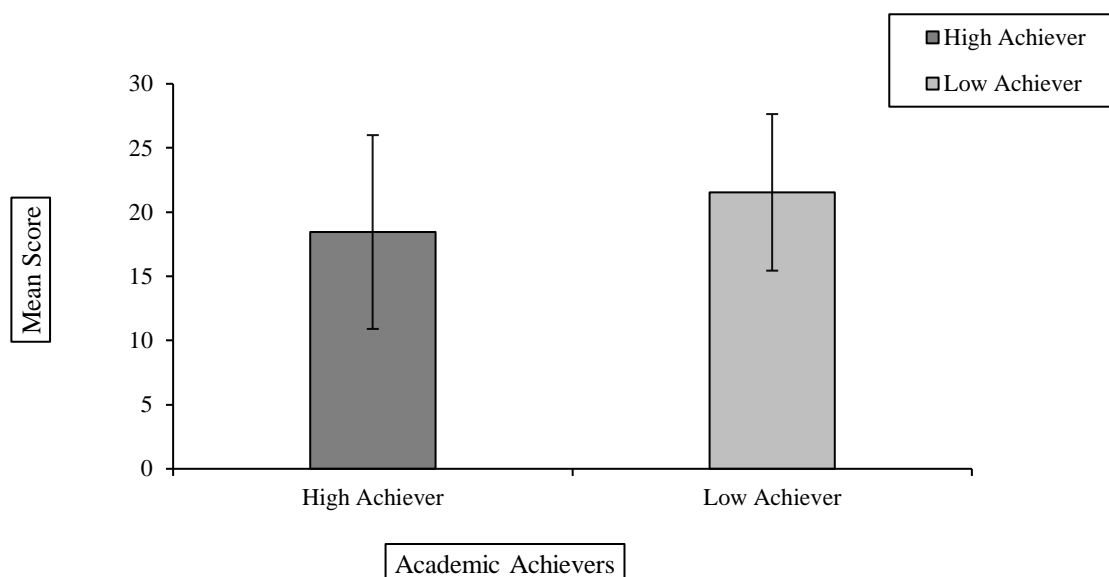
From [Table 2], it is evident that the t-value is 2.04, which is significant at the 0.05 level with df 98. It shows that the mean scores of self-confidence of high and low achievers students differ significantly. Thus, the null hypothesis that 'There is no significant difference between the mean score of Self-confidence of high achievers and low achievers students' is rejected. Further, the mean score of self-confidence of high achievers is 18.45, which is significantly lower than that of low achiever students whose mean score of self-confidence is 21.54. The lower the score, the higher the level of self-confidence. As a result, high-achieving students were found to be significantly more confident in their ability to succeed in a situation than their low-achieving counterparts.

The third objective was to compare the mean scores of self-confidence of urban and rural students. The data was analyzed with the help of a t-test and the results are given in [Table 3 and Figure 3].
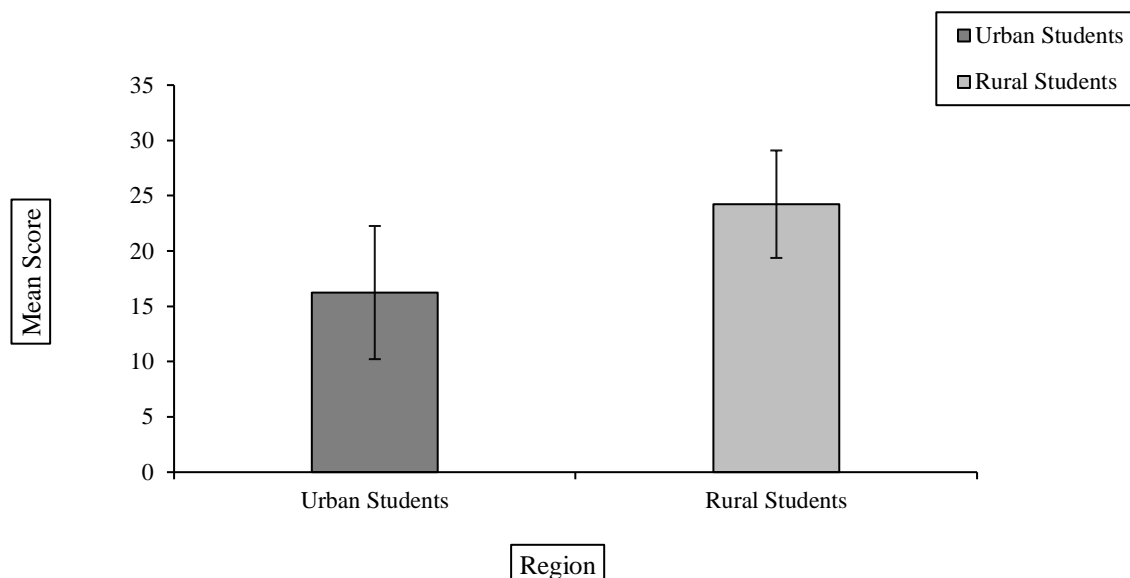
Table 4: Comparison of mean self-confidence scores between the students Urban and Rural school students

Variables (Region)	N=100 (n= 50 for each condition)		t-test (df)	P Value
	Mean	SD		
Urban	16.24	6.02	6.56	0.001
Rural	24.23	4.86	(98)**	

Note. **Significant at 0.01 level, df= Degree of freedom, Dependent variable= Self-confidence, Independent variables= Region (Rural and Urban)

Figure 3: Comparison of mean and SD scores of self-confidence between the Urban and Rural school students

From [Table 3], it is evident that the t-value is 6.56, which is significant at the 0.01 level with df 98. It shows that the mean scores of self-confidence of urban school students and rural school students differ significantly. Thus, the null hypothesis that 'There is no significant difference between the mean score of Self-confidence of urban and rural school students' is rejected. Further, the mean score of self-confidence of rural school students is 16.24, which is significantly lower than that of rural school students, whose mean score of self-confidence is 24.23. The lower the score, the higher the level of self-confidence. It may, therefore, be said that rural school students were found to be significantly more confident in their ability to succeed in a situation than their counterpart rural school students.

CONCLUSIONS

According to mean scores, the self-confidence of high achievers and urban school students significantly differed from that of low achievers and rural school students, respectively. According to the mean score of high achievers and urban students, they are more optimistic, proud, trusting, independent, and can face adversity in society. They also have confidence in themselves, trust in their abilities, and a general sense of control over their lives. As a result, they are safe and hard-working.

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