

Self-Confidence and Goal Orientation Among Entrance Achievers and Dropouts

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ABSTRACT

The present study was conducted to examine the relationship and mean difference on self-confidence and goal orientation among entrance achievers and dropouts. This study will be conducted through the participants of 120 students studying in various colleges in Kollam & Thiruvananthapuram districts who will be administrated by psychological measures like self-confidence scale (Manikandan K,2015) and goal orientation scale (Button, Mathieu & Zajac, 1996). Stratified random sampling method will be employed to select samples. The statistical tools like, Correlation and t-test were used. The data collected were analysed with the help of SPSS. The results showed that there was a relationship between self-confidence and goal orientation.

Keywords: *Self-Confidence, Goal orientation, Entrance Achievers, Entrance Dropouts*

Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives. A growing body of evidence suggests that one's perception of ability or self-confidence is the central mediating construct of achievement strivings. Self-confidence is not a motivational perspective by itself. It is a judgment about capabilities for accomplishment of some goal, and, therefore, must be considered within a broader conceptualization of motivation that provides the goal context. Motivation is composed of two components: goal choice and self-regulation. Self-regulation, in turn, consists of three related sets of activities: self-monitoring, self-evaluation, and self-reactions. Self-monitoring provides information about current performance, which is then evaluated by comparing that performance with one's goal. The comparison between performance and goal results in two distinct types of self-reactions: self-satisfaction or -dissatisfaction and self-confidence expectations. Satisfaction or dissatisfaction is an effective response to past actions; self-confidence expectations are judgments about one's future capabilities to attain one's goal. This framework allows a discussion of self-confidence as it relates to a number of motivational processes, including setting goals and causal attributions. (Kanfer,1980)

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Self-confidence beliefs, defined as people's judgments of their capability to perform specific tasks, are a product of a complex process of self-persuasion that relies on cognitive processing of diverse sources of confidence information. These sources of information include performance accomplishments, vicarious experiences, verbal persuasion, and physiological states. Performance accomplishments are supposed to provide the most dependable confidence information because they are based on one's own mastery experiences. One's mastery experiences affect self-confidence beliefs through cognitive processing of such information. If one has repeatedly viewed these experiences as successes, self-confidence will increase; if these experiences were viewed as failures, self-confidence will decrease.

Bandura (1977) states that self-confidence is a major determinant of behaviour only when people have sufficient incentives to act on their self-perception of confidence and when they possess the requisite skills. He predicts that self-confidence beliefs will exceed actual performance

Goal orientation

Goal orientations are important in any model of learning because they may be viewed as the impetus for motivated behaviour. They can be the source of sustained effort and achievement. In the conceptualization of motivational orientations, the relationship between the orientation and the learning outcome is usually highlighted. Thus, in Gardner's theorizing, an integrative orientation (identification with the target language group) is viewed as being one of the characteristics of successful language learning; in self-determination theory, an intrinsic motivational orientation (interest in language learning) is viewed as being most desirable, and in goal orientation theory a task or mastery goal orientation (interest in a learning goal) is viewed as superior. It is important to note that orientations do not in themselves indicate the level of motivation, engagement or effort, but represent an aspect of a motivational profile. So, successful learners are likely to have intrinsic motivation, but it is possible for a learner to have an intrinsic goal orientation but not to engage in sustained effort. Current thinking in education research suggests that learners may hold multiple goals that previously were considered incompatible, such as task goals and performance goals. attributes the differences in the used goal orientations to the concept of abilities adopted by subject. The first, less differentiated one, states that an individual determines the level of current capacities and the difficulty of the task by reference to its current knowledge and level of performance.

According to the other, differentiated concept, an individual identifies those properties in comparison to other people - members of the normative group. When a man describes his capacities in relation to himself, the perceived difficulty of the task is directly proportional to the probability of failure in this task. At the same time, the more difficult the task is and the more effort it requires, the higher the level of competence felt after reaching success. When defining an individual's capacities compared to the normative group, the difficulty of the task is determined based on the performance level of others. An individual experiences the high level of competence if the execution of the task takes less time, is of better quality and requires less effort than that of other persons. The self-defeating ego orientation is characterized by avoiding demonstration of low competence and avoiding environment's negative reactions. Adoption of the self-enhancing ego orientation is associated with searching for an opportunity to confrontation, and the experience being competent is shaped by gathering positive feedback from the environment. This orientation is also called prove performance goal orientation. In contrast to the self-enhancing ego, there remains the self-

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defeating ego that avoids confrontation, while gaining the sense of being competent by protecting itself from negative feedback from the environment. Another name of this orientation is avoiding performance goal orientation.

Earlier studies have been shown researched about the relationship between self-confidence and goal orientation among entrance achievers and dropouts, the similar studies such as,

Asawa and Elizabeth (2004) reported that in the information age, technology is an essential tool in education as well as professional careers. However, not all individuals have equal access to develop information and computer literacy. Many of these individuals enter into graduate school unprepared for the tasks that require computer skills such as utilizing library information services, research and document preparation. This hidden disability in graduate schools today results in students who are unable to utilize technology tools in the educational process due to lack of training as well as adverse emotional reactions to technology. Within a mixed method approach, this study first explored students reactions to technology and then provided experiential interventions aimed at reducing students anxiety to technology. There were two phases to the sequential exploratory design. First, three art-based focus groups explored students emotional reactions to technology. The second expressive experiential intervention phase of the study unfolded in three modules: (1) survey of computer anxiety followed by art-based interventions; (2) computer classroom experiential; (3) survey of computer anxiety and art-based questionnaire. The study included qualitative and quantitative methods, allowing for the triangulation of many sources of data. These data provided the basis for inquiry into the development of experiential interventions aimed at reducing the students anxiety to technology. The outcomes suggested that students are able to express their reactions to technology utilizing the art modality. The most significant of these emotions is anxiety to technology. Art based interventions were developed to address and reduce the students levels of anxiety to technology. The results of the questionnaire and survey indicated that expressive experiential interventions were successful in reducing the student's anxiety to technology. The findings indicated that the intervention process developed in this study successfully diminished the students anxiety to technology. The findings revealed that the art making process created an optimal experience bound together in a metaphor, which enable the students to diminish their anxiety in order to learn new technology. Many of the students were also able to apply this metaphor to other new learning situations, such as research and clinical practice. These findings have implications for higher education and the field of art therapy in terms of practice and potential policy, including development of recommendations for technology integration.

Braten, Olaussen and Bodil(2005) examined whether distinct student profiles emerged from measures of interest, mastery goals, task value, and self-efficacy in samples of Norwegian student nurses and business administration students. Additionally, profile differences in self – reported strategy use and epistemological beliefs were examined, as well as changes in student profiles over one academic year. Distinct groups of participants were identified in both samples. With considerable consistency in student profiles across the two academic contexts. In both contexts, more positively motivated participants consistently reported more use of deeper-level strategies and expressed more sophisticated beliefs about the nature of knowledge and knowledge acquisition. The longitudinal analysis showed that despite overall decreases in adaptive motivation in both contexts, many participants were able to maintain relatively high levels of motivation across the academic year, and, especially among the business administration students, quite a few developed more adaptive

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motivation over time. Yet, a great many participants in both samples lost some of their enthusiasm and engagement.

Chen, Jun and Zhang, (2003) studied the achievement motive and fear of failure in middle school students with questionnaires. 454 middle school students (88 juniors and 1152 seniors 98 males and 102 females) from key middle schools and 165 juniors and 89 seniors (115 males and 139 females) from ordinary middle school in Guangzhou, china, completed the Chinese revision of the Achievement Motivation Scale and the Achievement Fear Test with projective technique. The results show that there were significant difference in achievement motives between the students from different type school: the level of achievement motive of the key school students was higher than that of the ordinary school students; however, there was no significant gender difference in instances of fear of failure. Fear of failure was related to the students academic work, interpersonal relation, family, and career. The students projected more achievement fear on the female leading character in the stories of the fear test. The achievement motive of seeking success was negatively related to the fear of failure, whereas, the motive of avoiding defeat was positively related to the fear of failure.

Devahl, King, Richard Williamson, Jon (2005) sought to determine whether a greater academic incentive would improve the effectiveness and student adherence to a 12-week voluntary exercise program designed to decrease students percentage of body fat. They randomly assigned 210 students to 1 of 2 groups with different academic reward structures. The group with the greater reward structure showed better exercise adherence and lost more body fat than those without the additional incentive. These findings suggest that an academic incentive can increase overall student adherence to a voluntary exercise program and can boost the effectiveness of the program in a university environment. The findings also have potential implications for on campus promotion of physical activity.

Istvan (2011) investigated on the relationship between motivational climate, goal orientation and psychological well-being among Swedish table tennis players. The aim of this research work was to study the relationship among dispositional goal orientation (task/ego), perceived motivational climate (mastery/performance) and psychological well-being (such as emotional affect and self-esteem) among elite and non-elite table tennis players. The samples were 85 table tennis players who take part in the competition on various stages. The work was carried out quantitatively by evaluating observations of success questionnaire, perceived motivational climate inventory, positive and negative affect in sport descriptor, and a self-esteem schedule. Findings showed no significance dissimilarities in goal orientations, perceived motivational climate and psychological well-being among elite and non-elite participants. More analysis however indicated that significant differences in motivational and psychological patterns that present within these two groups. The outcomes are talk over in relation to theoretical frameworks and previous research.

Jarvenoja, Hanna; Jarvela, Sanna (2005) reported that the aim of the study was to consider the sources of emotional and motivational experiences of secondary school students (N=18), 12- 15 years old, during computer - supported collaborative learning projects. We chose the concept of volition to frame the analysis of the various kinds of descriptions the students give of their emotional experiences in collaborative inquiry. Process-oriented interviews were conducted during and after lessons, and question dealing with students self - related beliefs and feelings, and the learning environment were asked. The analysis was

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complemented with a micro-level video analysis of two students working processes. The results show that students descriptions of them.

Laura et al., (2009) analyzed the dispositional goal orientations, motivational climate, and psycho biosocial conditions in youth sport. The purpose of the study was to understand the relationship of individuals' dispositional goal orientation (task/ego) and perceived sport motivational climate (mastery/performance) to pleasant or unpleasant psycho-biosocial (PBS) circumstances (i.e., emotion, cognition, motivation, bodily reactions, movement, performance, and communication) as assessed by the Individual Zones of Optimal Functioning (IZOF) model. Partakers were four hundred and seventy-three Italian youngsters (217 girls and 256 boys, aged 13–14 years) who participated in individual or team sports. The assessment was taken through a goal orientation questionnaire, a motivational climate inventory, and pleasant and unpleasant PBS descriptors. Moderated hierarchical regression analysis revealed that task orientation and a perceived mastery involving climate were associated positively to most components of pleasant PBS situations. Task orientation was also negatively related with most of the unpleasant situations. Ego orientation was positively related with the cognitive, bodily, movement, and performance components of pleasant PBS states, while the performance climate was positively linked to most of the unpleasant situations. Interaction results given extra insights into the interaction of achievement goals, motivational climate, and PBS states. Total results strongly supported the possibility and usefulness of implementing the IZOF framework to study achievement goal theory predictions in youth sport.

Li, Xiaodong; Lin, Chongde; Nie, Youyan; Pang, Ailian (2003) analyzed the relationships between classroom structure, personal goal orientation, self - efficacy, value, and academic self-handicapping in 216 middle school students (8th graders) by using structure equation modeling (SEM). The following results were obtained: Class ego orientation was a significant positive predictor of academic self-handicapping; self - efficacy, intrinsic value, and attainment value were the significant negative predictors of academic self - handicapping.

Mohsen (2007) made a study on relationships between goal orientation, motivational climate and perceived ability with intrinsic motivation and performance in physical education university students. The objectives of the present investigation were to know the relationships between goal orientation, motivational climate and perceived ability with intrinsic motivation, behavioral patterns and performance. There samples were 163 both males and females students from physical education classes carefully chosen and completed the Task and Ego Orientation, Intrinsic Motivation, Perceived Motivational Climate in Sport and Perceived Ability questionnaires. The end findings of structural equation models (SEM) and correlation coefficients revealed that there are significant correlations among ego-orientation, task-orientation and mastery climate with intrinsic motivation ($R = 0.58$, $\chi^2 = 103.72$, $p < 0.0001$) and between intrinsic motivation with trend, effort and performance ($R = 0.42$, $\chi^2 = 37.85$, $p < 0.0001$). The final result was, to increase trend and effort of students in sport classes their achievement goal orientations should to considered and increasing the intrinsic motivation, perceived ability and mastery climate have a facilitative role.

Panagiotis and Stuart et al., (2000) studied on goal orientations and participation motives in physical education and sport: their connections in English school children. The significance of sport and physical education in school life and for health realities for better understand the motivation of young group in school in the direction of physical activity. This work,

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therefore, inspected the interrelationship between participation motivation (motives given for participation) and achievement goal orientations (how success is interpreted) within the physical education environment. In a cross-sectional survey, English secondary school students (N=412) finished the participation motivation questionnaire (PMQ) to measure motives for involvement in sport and physical activity and the task and ego orientation in sport questionnaire (TEOSQ) to measure achievement goal orientations. Canonical correlation analysis displayed a clear relationship between task orientation and intrinsic motivational patterns (e.g., team spirit, skill development), while ego orientation was related with more extrinsic forms of motivation (e.g., status/recognition). Outcomes showed that motivation is expected to be improved through the promotion of a task orientation. White et al., (1998) made a study on the association between goal orientation and perceived purposes of sport among youth sport participants. The samples were 192 youth sport sportspersons from the northeast region of the United States involved in the work. One hundred male and ninety-two females included in this study as participants. The children were participated in a variety of organized sports such as soccer, swimming, basketball, and ice hockey with almost equal figures of males and females represented in each sport action. Task and Ego Orientation in Sport Questionnaire (TEOSQ) and Perceived Purposes of Sport Questionnaire (PPSQ) were the tools for the study. Whole, outcomes from the work displayed that males more than females perceived that the function of sport involvement was to increase status and popularity, teach deceptive behaviours and superiority, and increase competitiveness. Canonical correlation exploration directed that children who were intensely task oriented observed that the objective of sport was to enhance self-esteem, developed good citizenship, raise the value of mastery and cooperation, and boost a physically active way of life.

Sean (2004) has examined the achievement goal orientations and perceptions of motivational climate displayed by intercollegiate athletes competing in track's two running disciplines, sprinting and distance running and then to learn the association between the athletes' goal orientations and perceptions of motivational climate. Data were collected on two questionnaires, the Task and Ego in Sport Questionnaire (TEOSQ) and the Perceived Motivational Climate in Sport Questionnaire (PMCSQ). From these, sprinters and distance runners were allotted group means for task and ego goal orientations, and for perceptions of mastery and performance involved motivational climates. The samples were 20 participants in the distance runner group and nineteen 19 participants in the sprinter group. Independent t-tests were used to understand the differences in these components between the two groups. Pearson product moment correlations were applied to analyse the relationships that present between goal orientations and perceptions of motivational climate for each group. Outcomes showed that changes in goal orientation and perceptions of motivational climate be present between the two groups. Specially, distance runners displayed higher levels of task-orientation and higher perceptions of mastery-involved climates. Sprinters marked higher in perceptions of performance-involved climates. Examination of the relationship between goal orientation and perceptions of motivational climate showed positive correlations between task-orientation and perceptions of mastery-involved climates for both groups. Additional positive correlations between ego-orientation and performance involved climate perceptions existed among distance runners, and between task orientation and performance-involved climate perceptions among sprinters. A negative correlation between ego-orientation and mastery involved climate perceptions was identified among the distance runners. The conclusions of this study propose the failure to separate track athletes into these two groups in earlier studies may have confounded results.

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Objectives of the study

- To examine whether there exists any relationship between self-confidence and goal orientation among entrance achievers.
- To examine whether there exists any relationship between self-confidence and goal orientation among entrance dropouts.
- To examine whether there exists any difference on self-confidence between entrance achievers and entrance dropouts.
- To examine whether there exists any difference on goal orientation between entrance achievers and entrance dropouts.

Hypotheses

Following were the hypotheses as:

- There will be a significant relationship between self-confidence and goal orientation among entrance achievers.
- There will be a significant relationship between self-confidence and goal orientation among entrance dropouts.
- There will be a significant difference on self-confidence between entrance achievers and entrance dropouts.
- There will be significant difference on goal orientation between entrance achievers and entrance dropouts.

METHODOLOGY

Sample

The present study was conducted among students studied in colleges from Kollam and Thiruvananthapuram district. Total numbers of 120 students were taken from Kollam and Thiruvananthapuram. The age of the sample ranges from 18 to 25 years of age.

Design

The present research based on descriptive research design. Besides how the self –confidence and goal orientation is varying among entrance achievers and drop outs.

Tools/Measures

The participants were administered the following tools:

- **Self-confidence scale:** Self-confidence scale was developed in 2015 and it is constructed and standardized by Manikandan, K. This test compresses of 13 statements and it was rated in 5-point Likert scale. The scores for the responses were 5,4,3,2 & 1 respectively for Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree for the items. Reliability of the scale was estimated by the method of Cronbach Alpha and found to be .74 for the social dimension and .78 for the personal and .84 for the whole scale. External validity of the scale was estimated by correlating scores and it was found to be .77.
- **Goal orientation scale:** Goal orientation scale was developed in 1996 and it is constructed and standardized by Button, Mathieu & Zajac. This test compresses of 16 statements and it was rated in 5-point Likert scale. The scores for the responses were 5,4,3,2 & 1 respectively for Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree for the items. The internal consistency reliability of the scale was found to be .70.
- **Socio-demographic data sheet:** Socio-demographic data sheet developed by the researcher was used to collect the socio demographic information of the participants

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such as age, course joined, to know about their educational status (entrance achiever or dropouts).

procedure

The questionnaire would be a self-administrating one. Instructions were printed at the beginning of the inventories. Response space would be provided against each item, and the respondents were required to tick the appropriate column representing his response. All the psychometric properties of the concerned scale were clearly discussed with the participant.

Statistical Analysis

The different scores obtained on the result were computed by using SPSS statistical techniques in which such as the statistical tools of correlation analysis, and independent sample t-test were used to find out the objectives of the study.

RESULTS

Table.1: Relationship between goal orientation and self-confidence among entrance achievers. (N=60)

Variable	1	2
1.goal orientation	()	-.258*
2 Self- confidence		()

* Significant at 0.05 level

Table 1 shows the correlation between goal orientation and self-confidence. It can be observed that there is a significant positive correlation among goal orientation and self-confidence ($r=0.258$, $p<0.00$) which means when goal orientation increases Self-confidence increases or vice versa.

Table: 2; Relationship between goal orientation and self-confidence among entrance dropouts (N=60)

Variable	1	2
1. goal orientation	()	-.225*
2. Self -confidence		()

* Significant at 0.05 level

Table.2 shows the correlation between goal orientation and self-confidence. It can be observed that there is significant negative correlation among goal orientation and self-confidence ($r=- 0.225$, $p<0.00$) which means when goal orientation increases Self-confidence decreases or vice versa.

Table 3: Difference in the study variables on the basis of Group

Variable	Group	N	Mean	SD	t
1.Goal orientation	Entrance achievers	60	53.68	5.63	8.86**
	Entrance dropouts	60	64.28	7.35	
2.Self-confidence	Entrance achievers	60	62.15	10.81	4.55**
	Entrance dropouts	60	55.45	3.57	

**Significant at 0.01

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Table: 3 compares the means of 60 entrance achievers and 60 Entrance Dropouts in the study variable between goal orientation and self-confidence. The t-value of goal orientation and self-confidence are 8.86 and 4.55 respectively. They are significant at 0.01 level. It shows that there is significant difference in goal orientation and self-confidence on the basis of group. Goal orientation of Entrance Dropouts is more than Entrance Achievers and Entrance Achievers have high Self-confidence than Entrance Dropouts. The mean score for goal orientation of Entrance Achievers is 53.68 and Entrance Dropouts is 64.28. The mean score for Self-confidence of Entrance Achievers is 62.15 and Entrance Dropouts is 55.4

Findings

Following were the findings of the study as:

- *There is a significant positive relationship between goal orientation and self-confidence among entrance achievers.*
- *There is a significant negative relationship between goal orientation and self-confidence among entrance dropouts.*
- *There is a significant difference between entrance achievers and dropouts on their level of goal orientation.*
- *There is a significant difference between entrance achievers and dropouts on their level of self-confidence.*

DISCUSSION

The rationale of the current research is to gain understanding of goal orientation and self-confidence on Entrance Achievers and Entrance Dropouts. Sample consists of 120 Entrance Achievers and Entrance Dropouts. Self-confidence Scale and goal orientation scale were administered to collect data.

According to the first hypothesis, there exist a relationship between goal orientation and self-confidence among entrance achievers. It is observed from the above table that there is a statistically direct relationship between goal orientation and self-confidence among entrance achievers. it helps us to understand that lower the goal orientation the tendency of self confidence will be lower.

Considering the second hypothesis, there exist a relationship between goal orientation and self-confidence among entrance dropout's. It is observed from the above table that there is a statistically inverse relationship between goal orientation and self-confidence among entrance dropouts. it helps us to understand that lower the goal orientation the self-confidence will be high.

Considering the third hypothesis, there will be a significant difference between entrance achievers and dropouts on their goal orientation level. it is seen from the above Table 4. 3 that the goal orientation of the entrance dropouts is more (64.28) than the entrance achievers (53.68). The differences between the mean scores are also established by obtained t value (8.86) which is statistically significant at 0.01 levels. Hence it may be concluded that the goal orientation differs on the basis of the group.

According to the fourth hypothesis, there will be a significant difference between entrance achievers and dropouts on their self-confidence level. it is seen from the above Table 4.3 that

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the self-confidence of the entrance achievers is more (62.15) than the entrance dropouts (55.45). The differences between the mean scores are also established by obtained t value (4.55) which is statistically significant at 0.01 levels. Hence it may be concluded that the self-confidence differs on the basis of the group.

CONCLUSION

Self-confidence is the belief in one's ability to succeed. Generally human beings are born with innate capacity to perform any activities successfully. In olden days people are confident and approach the things/process without any hesitation. Due to many environmental as well as socio-technological developments and change brought many limitations and necessitated the understanding of psychological belief about one's own ability. Self-confident people know they have certain skills and qualities, but they don't boast on it. Usually, people who brag are trying to hide their poor self-confidence. Self-confident people are very happy to give credit to others, if the groups they belong accomplish something. What constitutes the "self" was a hot subject among philosophers and great teachers, religious leaders etc., for many years. The self of a person is the sum total of his thoughts, feeling and emotions, concerns, imagination, hopes etc. Behavioural scientists approached this as a construct and identified a number of self-constructs like self-esteem, self-efficacy, self-confidence, and self-concept. Self-concept is the nature and organization of beliefs about one's self. A self-confident person perceives him/herself to be successful, intellectually superior, emotionally stable, self-reliant, socially competent and relaxed. This is a quality essential for effective human being. Goals direct a person's attention, influence how much effort a person puts into a task, and affect how much a person persists in completing a task. In particular, the difficulty of the goals people set has an influence on how people perform in pursuing that goal. Further, in achievement situations, people have tendencies called goal orientations to set certain types of goal. Goal orientations have both trait like and state-like aspect and the goal orientations of a person can influence the level or difficulty of the goals that person set and it might be that a person's confidence in his or her own ability to pursue that goal, that person's self-confidence, has an effect on this relationship.

Limitation and suggestion for future research

The current study is limited to the subject matter that is self-confidence and goal orientation among entrance achievers and dropouts, a sample of students 120 only which is not sufficient for analysing results in exclusive research. The geographical area of the study is limited to Kollam and Thiruvanthapuram districts only. Thus, we cannot generalize the results to other districts and colleges of the country. Therefore, to strengthen the scope of the findings, a thorough study based on large and diverse population is needed. A mixed method (with both quantitative and qualitative research) study is also strongly recommended for future study. Not able to control the extraneous variables like environmental factors, socio-economic status, psychological factors, and genetic factors. By using many demographic variables, the study may become more effective. I hope that more researchers in the future will be motivated to apply these approaches to the understanding of the new and exciting field of self-confidence and goal orientation among entrance achievers and dropouts.

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