Research Paper Education

A Study of The Effect of Self-Confidence on Academic Achievement Among Senior Secondary School Students

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ABSTRACT

The study has been conducted on a sample of 200 students to examine the effect of the Self confidence on Academic Achievement. The sample of the students has been taken of those students who are studying in 11th class in four school of Rohtak city. The random sampling technique was used in this study. The data was analyzed statistically by using mean, S.D. & t-test and the study revealed that there is significant difference among academic achievement of 11th class students with high and low self-confidence.

KEYWORDS

INTRODUCTION

Education is the process of developing the capacities and potentials of the individual so as to prepare the individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing. It is an instrument for development and change.

Achievement in the educational situation has frequently been referred to as scholastic achievement or academic attainment. The term scholastic achievement signifies various aspects of learning as "Measures of motivation" (McClleland 1953), "Level of aspiration" (Sawrey, 1958). Dictionary of Psychology (Chaplin, 1965) defines educational or academic achievement as specified level of attainment proficiency in academic work as evaluated by the teacher, by standardized tests or by combination of both. According to Dictionary of Education (Carter 1959), "Academic achievement means the knowledge attained or skills developed in school subjects, usually determined by test scores or by marks assigned by teachers or both."

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. Self confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term self confidence is used to refer to individual's judgement about themselves. Children with over all high self concepts are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers. Children with low self confidence tend to be apprehensive about voicing unpopular or unusual ideas and avoid attracting attention. The future of students depends mostly on their self-confidence. Self-Confidence is the essential factor of personality. On the strength of self-confidence the students can solve the difficulties in individual, social, intellectual, educational fields. This paper attempts to study the effect of Self-Confidence on Academic Achievement among senior secondary school students. Self-Confidence makes them aware of their self and improve their intellectual and academic achievement.

VARIABLES INVOLVED IN THE STUDY

Dependent Variable

- Academic Achievement

Independent Variable

- Self Confidence

OBJECTIVES OF THE STUDY

The main objectives of the study are as under:

1. To compare the Academic Achievement of 11th class students with high and low self confidence.

2. To compare the Academic Achievement of 11th class boys with high and low self confidence.

3. To compare the Academic Achievement of 11th class girls with high and low self confidence.

HYPOTHESES OF THE STUDY

Ho_1 There is no significant difference among academic achievement of 11th class students with high and low self confidence.

Ho_2 There is no significant difference among academic achievement of 11th class boys with high and low self confidence.

Ho_3 There is no significant difference among academic achievement of 11th class girls with high and low self confidence.

METHOD

Descriptive survey method of research has been used.

SAMPLE

In the present study, random sampling technique was used to select the sample of 200 senior secondary school students. These were further stratified on the basis of male and female students with high and low self confidence. Out of these 200 students, 82 were high self confidence and 67 were low self confidence and out of these 38 were boys and 44 were girls of high self confidence and 30 were boys and 37 were girls low self confidence.

TOOLS USED

Agnihotri's Self Confidence Inventory (ASCI) was used to measure self confidence of school students.

Academic Achievement of the students were determined on the basis of their previous class academic scores.

STATISTICAL TECHNIQUES

Mean, S.D. and t-test were used as statistical technique for the analyzing the collected data.

RESULT AND DISCUSSION

1. Comparison of Academic Achievement of 11th graders with high and low self-confidence.

The objective of the present study was to compare of academic achievement of 11th graders with high and low self-confidence. To achieve this objective the data were subjected to t-test. The mean academic achievement scores of the students with high and low self-confidence have been presented in the table and the figure 1.

Table-1

Mean, S.D. and 't' value of Academic Achievement scores of 11th class students with high and low self-confidence

Group (Self-confidence)	N	Mean	S.D.	't' Value
High	82	73.69	9.78	3.85**
Low	67	67.57	9.64	

**** Significant at 0.01 level** ***Significant at 0.05 level**
NS Not Significant

Figure-1

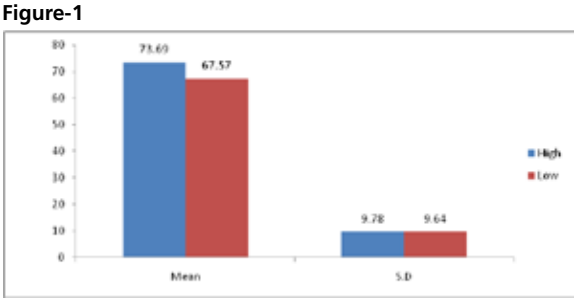


Fig 1 Mean and S.D. scores of Academic Achievement of 11th class students with high and low self-confidence.

Table 1 reveals that the mean academic achievement scores of 11th class students with high and low self-confidence are 73.69 and 67.57 respectively. The obtained 't' value is 3.85. When compared with the table value, the obtained t-value (3.85) is significant at 0.01 level of significance. Hence the null hypothesis, "There is no significant difference among academic achievement of 11th graders with high and low self-confidence" stands rejected. The present finding is supported by the finding of Maikhuri & Panale (1997) who also found that there is significant difference in the academic achievement of the students with high and low self-confidence.

2. Comparison of Academic Achievement of 11th class Boys with high and low self-confidence.

The objective was to compare the academic achievement of 11th class boys with high and low self-confidence. To achieve this objective the data were subjected to t-test. The mean academic achievement scores of 11th class boys with high and low self-confidence have been presented in the table and the figure 2.

Table-2

Mean S.D. and 't' value of Academic Achievement scores of boys with high and low self-confidence.

Group (Self-confidence)	N	Mean	S.D.	't' Value
High	38	71.23	9.06	0.68 (NS)
Low	30	69.7	9.34	

** Significant at 0.01 level *Significant at 0.05 level
NS Not Significant

Figure-2

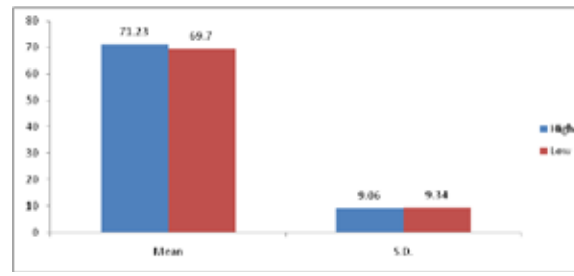


Fig 2 Mean and S.D. scores of Academic Achievement of boys with high and low self confidence

Table 2 reveals that the mean academic achievement scores of boys with high and low self-confidence are 71.23 and 69.7 respectively. The obtained 't' value is 0.68. When compared with the table value, the obtained t-value (0.68) is insignificant at 0.01 level of significance. Hence the null hypothesis, "There is no significant difference among academic achievement of 11th class boys with high and low self-confidence" stands accepted. The present finding is contrast with the finding of Vamadevappa (2003) who found that self-confidence is in positively related to the achievement in biology, underachievers and overachievers differ significantly in their self-confidence. Underachievers have low self-confidence from this it may be concluded that low self-confidence is the cause of under achievement.

3. Comparison of Academic Achievement of 11th class Girls with high and low self-confidence.

The objective was to compare the academic achievement of 11th class girls with high and low self-confidence. To achieve this objective the data were subjected to t-test. The mean academic achievement scores of 11th class girls with high and low self-confidence have been presented in the table and the figure 3.

Table-3

Mean, S.D. and 't' value of Academic Achievement scores of girls with high and low self-confidence.

Group (Self-confidence)	N	Mean	S.D.	't' Value
High	44	75.82	9.98	4.56**
Low	37	65.84	9.66	

** Significant at 0.01 level *Significant at 0.05 level
NS Not Significant

Figure-3

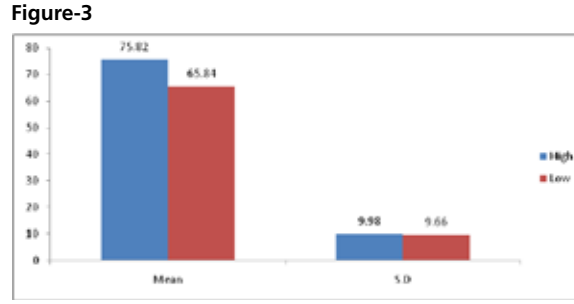


Fig 3 Mean and S.D. scores of academic achievement of girls with high and low self confidence

Table 3 reveals that the mean academic achievement scores of girls with high and low self-confidence are 75.82 and 65.84 respectively. The obtained 't' value is 4.56. When compared with the table value, the obtained t-value (4.56) is significant at 0.01 level of significance. Hence the null hypothesis, "There is no significant difference among academic achievement of 11th class girls with high and low self-confidence" stands re-

jected. The present finding is supported

by the finding of Al-Hebaish (2012) who also found that there is positive significant correlation between general self-confidence and academic achievement.

FINDINGS OF THE STUDY

1. There is significant difference among academic achievement of 11th class students with high and low self-confidence. Therefore the null hypothesis is rejected.

2. There is no significant difference among academic achievement of 11th class boys with high and low self-confidence. Therefore the null hypothesis is accepted.

3. There is significant difference among academic achievement of 11th class girls with high and low self-confidence. Therefore the null hypothesis is rejected.

The study concludes that there is significant difference among academic achievement and self-confidence of 11th class students. In this study it was further founded that self-confidence effects the academic achievement of girl students and there is no effect of self-confidence on academic achievement of boy students.

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