



Effect of Self-Confidence on Academic Achievement of Children At Elementary Stage

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ABSTRACT

The present study has been conducted on a sample of 300 students of Ludhiana (Punjab) to study the academic achievement of children at elementary stage in relation to their self-confidence. Multi stage random sampling technique was used for selection of the sample. The data was analyzed statistically by using mean, S.D., t-test and correlation (r). Findings of the study revealed that significant relationship exists between self-confidence and academic achievement of elementary school students. No significant difference was found in the self-confidence of male and female elementary school students. It was also found that there exists difference in the academic achievement of elementary school students with high and low self-confidence.

KEYWORDS

Academic Achievement, Elementary Schools Students, Self-confidence

INTRODUCTION

Academic achievement plays an important role in the life of an individual. In educational life academic achievement is highly valued. The parents and the teachers expect that the achievement of the students should be the highest. Academic performance can represent a variety of learning outcomes such as knowledge, understanding, attitude, intelligence, skill and application. On the basis of the achievement, the child is graded and evaluated as high achiever or low achiever. Good or high academic achievement tends to help both in improving the personality of the students and also their recognition by parents, peer groups, teachers, neighbours and society at large. It boosts their morale and develops feeling in them that they are useful in the family, school and society.

The achievement of the child depends upon the main factors namely child's interest, motivation, conceptual learning, understanding in class, adjustment, school environment, home environment and reading interest. It further depends on numerous factors like child interest and motivation in the subject that they study, the devices and methods adopted by teachers in class, family set up, self-confidence and study habits. But we must know that confidence is always crucial for one's success. Many people can be more confident, most parents can manage to make their children feel more confident by praising them. But as a matter of fact, a lot of people feel that they are not confident enough. They come out with different results, at times, complementing each other but at times contradicting each other.

Confidence is a feeling that makes one think that he or she is capable of doing something with ease and calmness. It makes an individual optimistic and pleased with himself/herself. But confidence is not the feeling where one can think he is superior to others. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. Children with high self-confidence can easily communicate with others, dare to express their opinion, and are not easily influenced by others. On the other hand, children who do not have enough self-confidence remain in doubt, don't dare to give their opinion, are easily influenced by others and do not even dare to try new things. Such children who lack confidence are more likely to give up while facing difficulties. Confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others. (Burton & Platts, 2006). Genuine self-confidence is the forerunner of achievements. Self-confi-

dence integrates the powers of mind and body and focuses them towards the goal. Only such a concentrated energy can reach the goal. Self-confidence is the first step to progress, development, achievement and success.

Ziegler et al. (2000) indicated that girls already expressed significantly lower levels of self-confidence regarding chemistry than the boys. Huang et al. (2001) reported that perceived respect from professors as the strongest determinant of female academic self-confidence whereas the perceived quality of teaching is the strongest predictor among male students. Purwar (2002) investigated the self-confidence, intelligence & level of aspirations among urban and rural schedule caste boys and girls. The results revealed that self-confidence is positively correlated. Martin (2003) found that, for one particular sample of Indian students, a significant negative association did exist between grade level and the classification of self-confidence. The students in the higher grade levels tended to check fewer skilled competencies than did the students in the lower grades. Aggarwal and Mishra (2005) found that rejection, demand, symbolic reward love and object reward affects the self-confidence of students significantly. Mittal (2010) studied self-confidence and scholastic achievement of the girls of working and non-working mothers and the results indicate that daughters of non-working mothers were relatively higher on achievement and confidence but they suffered from greater inferiority feelings as compared to daughters of working mothers.

Many researches have been conducted regarding self-confidence and academic achievement of school students. But no study or only a few studies have been conducted taking elementary school students into consideration. This fact encourages and led the investigator to make an attempt to study academic achievement of children at elementary stage in relation to their self-confidence.

VARIABLES USED IN THE STUDY

Dependent Variable

- Academic Achievement

Independent Variable

- Self-confidence

OBJECTIVES OF THE STUDY

- To study the effect of self-confidence on academic achievement of elementary school students.

- To compare the self-confidence of male and female elementary school students.
- To compare the academic achievement of elementary school students with high and low self-confidence.

HYPOTHESES OF THE STUDY

- There is no significant relationship between self-confidence and academic achievement of elementary school students.
- There is no significant difference in self-confidence of male and female elementary school students.
- There is no significant difference in academic achievement of elementary school students with high and low self-confidence.

METHODOLOGY

Descriptive survey method was used for the present study.

POPULATION

All elementary school students studying in Ludhiana (Punjab) constituted the target population for the present study.

SAMPLE

The sample for the present study consists of 300 students studying in the elementary schools of Ludhiana (Punjab).

TOOLS USED IN THE STUDY

Academic Achievement was measured using academic scores of previous class i.e. 5th class.

Self-Confidence Inventory (1987) by Agnihotri will be used to measure level of self-confidence of elementary school students. This scale has 56 items. The validity coefficient of the inventory is 0.82 which is significant beyond 0.01 level.

STATISTICAL TECHNIQUES USED

Means, SDs, 't' test and Pearson Product Moment Correlation (r) were used as statistical techniques for analyzing the collected data.

DATA ANALYSIS & INTERPRETATION

The collected data was analyzed both quantitatively as well as qualitatively. After the scoring procedure Mean, Standard Deviation, 't'-values were calculated to find out the significance of difference between variables of the study. To find out the relationship between different variables product moment coefficient of correlation (r) was calculated.

In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

To study the effect of self-confidence on academic achievement of elementary school students.

For the purpose of studying the effect of self-confidence on academic achievement of elementary school students, the following null hypothesis was formulated:

H₀₁ There is no significant relationship between self-confidence and academic achievement of elementary school students.

To test the null hypothesis, co-efficient of correlation (r) was computed. The results are presented in Table 1.

Table 1
Coefficient of Correlation (r) between Self-Confidence and Academic Achievement of Elementary School Students

Variables	Coefficient of Correlation (r)	Interpretation
Self-confidence	-0.75**	Significant at 0.01 level
Academic Achievement		

A Perusal of Table 1 indicates that the coefficient of correlation between **self-confidence and academic achievement**

of elementary school students is 0.75 which is significant at 0.01 level of significance. Thus, the null hypothesis i.e. **there is no significant relationship between self-confidence and academic achievement of elementary school students, is rejected.** Magnitude of 'r' indicates negative correlation which means that increase in self-confidence scores leads to decrease in academic achievement scores and vice versa. In the present study, more self-confidence score means less confident and less self-confidence score means more confident. Thus, we can conclude that with the increase in self-confidence of elementary school students there will be increase in their academic achievement and vice-versa. The present finding is supported by the finding of Al-Hebaish (2012) who also found that there is significant correlation between general self-confidence and academic achievement.

To compare the self-confidence of male and female elementary school students.

For the purpose of studying the difference between self-confidence of elementary school students in relation to gender, the following null hypothesis was formulated:

H₀₂ There is no significant difference in self-confidence of male and female elementary school students.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from self-confidence scale was calculated with respect to gender. The results are presented in Table 2.

Table 2
Descriptive statistics related to the Self-confidence of male and female Elementary School Students

(Self-Confidence)	N	Mean	SD	't' value	Level of Significance
Male	128	25.28	9.12	0.52(NS)	Not Significant
Female	172	25.82	8.64		

NS- Not significant

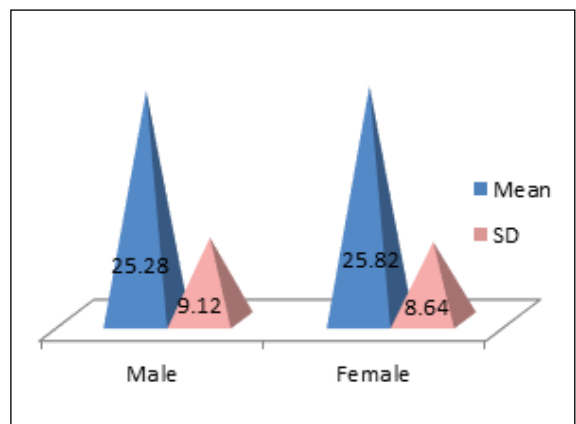


Fig. 1: Gender wise Mean self-confidence scores and SDs of Elementary School Students

From the Table 2 and Fig. 1, it can be observed that the t-value of 0.52 was not found significant at 0.01 levels with 298 degrees of freedom, which indicates that the self-confidence of male and female elementary school students did not differ significantly. So, the null hypothesis i.e. there is no significant difference in the self-confidence of male and female elementary school students, is **accepted**. Thus, we can say that self-confidence of elementary school students is not affected by gender. In terms of mean it was found that mean self-confidence score of female elementary school students i.e. 25.82 were greater than mean self-confidence score of male elementary school students i.e. 25.28. In the present study, more

self-confidence score means less confident and less self-confidence score means more confident. Thus, it can be concluded that male elementary school students are more confident than female elementary school students.

To compare the academic achievement of elementary school students with high and low self-confidence.

For the purpose of studying the difference between academic achievement of elementary school students with high and low self-confidence, the following null hypothesis was formulated:

H₀₃ There is no significant difference in academic achievement of elementary school students with high and low self-confidence.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the academic achievement scores of elementary school students with high and low self-confidence was calculated. The results are presented in Table 3.

Table 3
Descriptive statistics related to Academic Achievement of elementary school students with high and low self-confidence

Group (Self-confidence)	N	Mean	SD	't' value
High	99	87.99	8.56	16.14**
Low	83	62.49	12.06	

** Significant at .01 level

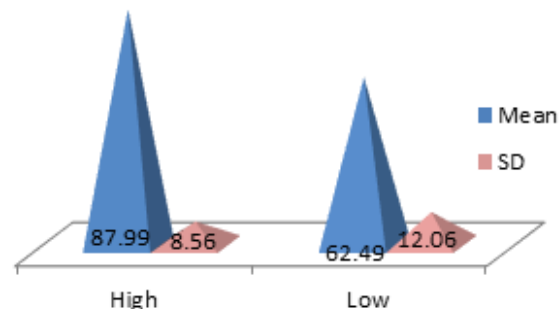


Fig. 2: Mean Academic Achievement scores and SDs of elementary school students with high and low self-confidence

From the Table 3 and Fig.2, it can be observed that the t-value of 16.14 was found significant at 0.01 levels with 298 degrees of freedom, which indicates that the academic achievement of elementary school students with high and low self-confidence differ significantly. So, the null hypothesis i.e. there is no significant difference in the academic achievement of elementary school students with high and low self-confidence, is **rejected**. Thus, we can say that academic achievement of elementary school students is affected by self-confidence. In terms of mean it was found that mean academic achievement score of elementary school students with high self-confidence i.e. 87.99 is greater than their counterparts i.e. 62.49. 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.

CONCLUSION

It was found that significant relationship exists between self-confidence and academic achievement of elementary school students. It was also found that **there exists** difference in the academic achievement of elementary school students with high and low self-confidence. So teachers should provide congenial environment to the students in the classroom for sufficient development of their self-confidence and academic achievement. The teacher by acting as a friend and guide can help students to develop healthy self-confidence. Guidance services should be provided to students to develop their self-confidence to use their talents which would help in achieving success in life. But, it should be remember that self-confidence of students should not turn into their ego, because it will result in reducing academic achievement.

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