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Impact of Self Confidence on the Academic Achievement of the College Students: An Assessment

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Abstract:
Confidence in oneself among students is crucial for academic achievement. It is among the most crucial psychological needs of people. If self-confidence is properly established, there will be positive and beneficial results like self-efficacy, feeling of ability, power, and qualification. However, if it is not well-shaped, it will have a number of detrimental effects, such as making one feel unworthy, unqualified, and useless in life. An effort has been made to ascertain the degree of self-confidence among college students in this article. It evaluates the effect of students' self-confidence on their academic performance as well. For this purpose Normative survey method has been applied. The researcher has selected a sample of 100 students by following the simple random sampling method. Self confidence inventory with the response of TRUE/FALSE constructed and standardized by M. Basavanna is used and administered. Academic Achievement of the students were determined on the basis of their previous class academic scores. Descriptive Statistics, ANNOVA and Pearson Correlation Coefficient are used for the data analysis. The obtained results show that the level of self confidence is high and there is significant impact of self confidence on the academic achievement of the college students.
Keywords: Academic Achievement, Self-confidence, Students', College.

Introduction:
A positive self-perception about oneself and one's talents is called self-confidence. To put it another way, having self-confidence simply implies that you are confident in both your identity and your capacity to accomplish your goals. If you go a little further, you can define self-confidence as having a positive self-perception that stems from your own self-perception, naturally increases your happiness and success in life, and endures in any situation or circumstance—even in the absence of external support or material possessions. 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" (Mc Clleland 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 a mindset that enables people to see themselves and their circumstances in a positive yet realistic light. People who are self-assured have faith in their own skills, feel generally in charge of their life, and think they can do everything they set their minds to, as long as it's within reason. For both children and adults to operate well psychologically and to be happy, self-confidence is essential. The phrase "self confidence" describes a person's assessment of oneself. Children who have good self-concepts overall are certain of their capacity to reach their objectives, their academic proficiency, and their relationships with classmates and parents. Youngsters who lack self-confidence often shy away from drawing attention to themselves and are reluctant to voice unconventional or controversial opinions. Students' trust in themselves will determine much of their destiny.

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One of the most important aspects of personality is self-confidence. Students may overcome challenges in intellectual, social, academic, and individual domains if they possess self-confidence. This essay aims to investigate how students in their final year of secondary school see themselves in relation to their academic performance. Self-awareness increases self-awareness and boosts scholastic and intellectual performance.

Review of Literature:

Malik U. (2014) studied the relationship between academic achievement and self-confidence in a sample of 200 students. pupils in the eleventh grade from four different schools in Rohtak City make up the sample of pupils. In this investigation, the random sampling approach was used. After statistical analysis of the data using the mean, S.D., and t-test, the research found a significant difference in the academic accomplishment of 11th class students who had high and low self-confidence.

According to Bhat. R.I., (2022), self-confidence has a significant role in learning, performance, and academic accomplishment. Self-confidence is a predictor of academic success. One's chances of succeeding academically are greater the more confident they are. In order to increase pupils' academic performance, learning capacities, and self-esteem and confidence, parents and teachers work together to a great extent. Self-assurance is the most crucial component of a person's personality. If students are confident in themselves, they may overcome obstacles in the intellectual, social, academic, and individual domains. Self-confidence enhances academic and intellectual performance and helps people become more self-aware.

The purpose of **Attar.(2002)** is to determine the degree of self-confidence among King Abdul Aziz University students and how it relates to their drive for academic success. It also seeks to determine the link between self-confidence and the variables of year and specialization. The study's sample comprised 400 randomly selected students. The researcher created a questionnaire to gauge the students' degree of self-confidence in the Faculty of Education, and the scale (Latif, 2002) was utilized to gauge the students' drive for success. While the researcher recommended that college students' levels of confidence be strengthened and enhanced through lectures by professors, the results also demonstrate that students have a good level of confidence and that there is a relationship between self-confidence and motivation for academic achievement. Additionally, the results did not show significant differences in self-confidence according to the variables (year, specialization).

Problem Statement:

Studies have shown that a person's self-esteem and beliefs are positively correlated with the level of objectives they establish for themselves and the steadfastness of their commitments to them. (Locke and others, 1984) As stated by Bandura (1986), "Self-confidence is considered as one of the most influential motivators and regulators of behaviour in people's everyday lives." He further states that "the level of self-confidence within an individual depends upon his/her previous performance experiences, perceived difficulty of the task, the effort expended, the amount of guidance received, the temporal patterns of success and failure and one's conception of a particular 'ability' as a skill that can be acquired versus an inherent aptitude." Therefore the problem stated here is "**Impact of Self Confidence on the Academic Achievement of the College Students: An Assessment**"

Objectives: The present study has been undertaken with the following objectives-

❖ To find out the level of self confidence among the college students of Purba Medinipur.
❖ To find out the impact of Self Confidence on the academic achievement of the college students of Purba Medinipur, West Bengal.
❖ To study the relationship between the self confidence and academic achievement among the college students of Purba Medinipur, West Bengal

Hypothesis:

Hp1-There is high level of Self Confidence among the college students of Purba Medinipur, West Bengal.
Hp2-There is not positive impact of self confidence on the academic achievement of the college students.
Hp3-There is significant relationship between the self confidence and the academic achievement.

Methodology: To fulfill the objectives of the study the researcher has followed the normative survey method.

Population and Sample: Population for the present study comprises of the students studying in the colleges of Purba Medinipur, West Bengal. The researcher has selected a sample of 100 students by following the simple random sampling method.

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Tools: Self confidence inventory with the response of TRUE/FALSE used and managed; it was created and standardised by M. Basavanna. The pupils' academic achievement was assessed using the academic results from their prior classes.

STATISTICAL TECHNIQUES: Descriptive Statistics, ANNOVA and Pearson Correlation Coefficient are used for the data analysis.

Data Analysis and Interpretation:

Table 1-Descriptive Statistics of the Self Confidence

Parameters	Values
N	100
Minimum	10
Maximum	48
Mean	31.65
SD	9.26
SEM	0.92
Skewness	-0.18
Kurtosis	2.52

The above table shows that the mean value for the self confidence of the college students is 31.65 with the minimum value of 10 and the maximum value of 48. The calculated SD is 9.26 with the SEM of 0.92. The skewness value is -0.18 and the kurtosis value is 2.52. From the above obtained data it is evident that the mean value is higher than the mid value which indicates that the college students have higher level of self confidence.
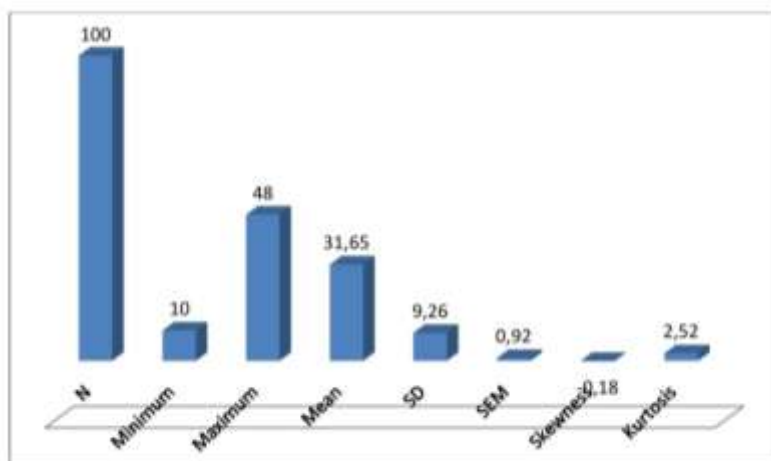

Fig. Showing the descriptive Statistics of the self confidence

**Table 2- One Way ANNOVA for Self Confidence and Academic Achievement**

Data Summary:

Group	N	Mean	SD	Std. Error
Self Confidence	100	31.65	9.26	0.92
Academic Achievement	100	68.04	6.51	0.65

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Analysis of Variance Results

Source	DF	Sum of Squares	Mean Square	F	P
Between Groups	1	66211.60	66211.60	1032.88	0
Within Groups	198	12692.51	64.10		

From the above table it is evident that the mean value for the academic achievement is 68.04 and the SD value is 6.51 where as the mean value of the self confidence is 31.65 and the SD value is 9.26. The obtained p value is 0 with the F statistics of 1032.8839. Since p-value<α, the formulated hypothesis "There is not positive impact of self confidence on the academic achievement of the college students" is rejected. Some of the groups' averages consider to be not equal. In other words, the difference between the averages of some groups is big enough to be statistically significant.
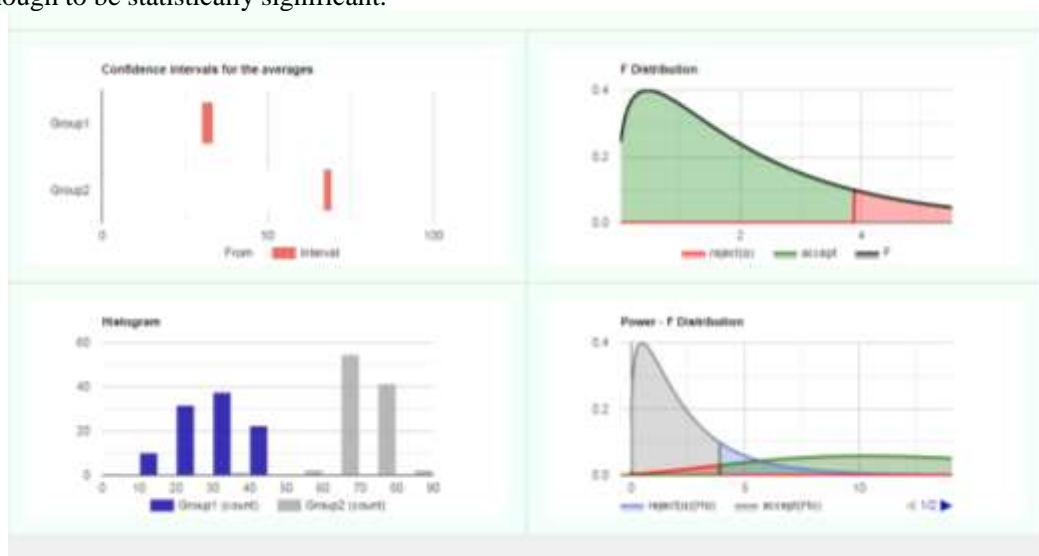
Table 3- Relationship between Self Confidence and Academic Achievement

Parameters	Values
Pearson Correlation Coefficient(r)	-0.03
P Value	0.73
Covariance	-2.03
N	100
Statistic	-0.33

From the above table it is clear that the Pearson correlation coefficient (r) is -0.033 with the covariance of -2.0364. The obtained P value is 0.7388. Results of the Pearson correlation indicated that there is a very small negative relationship between Self Confidence and Academic Achievement, ($r(98) = .0338, p = .739$).

Findings:
- The students studying in the college have high level of self confidence.
- Self confidence significantly influences the academic achievement of the college students.
- There exists a negative relationship between the self confidence and the academic achievement.

Conclusion:
Self-assurance fosters emotional development and the capacity for pragmatistically evaluating abilities. A pupil who lacks self-confidence is not capable of achieving any and all objectives, even those that are unreasonable. In actuality, it indicates that the learner will feel in charge of his own abilities, have an optimistic outlook, and most likely make the most use of his skills and capabilities to achieve favourable

outcomes. Students who lack confidence in themselves or who have low self-esteem distrust their own skills. For comfort, some kids look to others for approval. Students who are afraid of failing often shy away from taking chances. Overconfidence, on the other hand, is also bad as it may lead pupils to believe they are capable of more than they really are, which encourages them to take unnecessary risks.

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