To Study the Effect of Academic Achievement on the Level of Self – confidence

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Abstract

The material comforts scientific achievements are all the products crystallized out of the human self-confidence and determination. The human self-confidence conquered Nature and made slave for the welfare of mankind, and in the process, can even create the things which were not even available in the world before. Behind all the technological progresses are the determined efforts of hundreds of dedicated men and women, who faced all the challenges to make their dream, comes true. Many of what we see today as solid facts of life and proof of man's achievements were only mere ideas yesterday in the minds of a few men of great self-confidence. Those ideas would not have become realities, had they not put the will and determination to their ideas into practice. Our scriptures too have given us examples of men of great self-confidence, like *Viswamitra* who could even create a new world outfit sheer out of will power & self-confidence also. All men of achievement had the blessing of tremendous will power in their makeup, and History is full of names of such men of achievement. It is everywhere seen that in this remaking of one's destiny, there is negative and there is a positive approach. The negative approach essentially is careful observance of the quality and texture of our thoughts, detecting the dissipations within, and eradicating those false values and wrong tendencies in our thought-patterns. To have Thus, a healthy mind within-one that has learned to negate and weed out its unproductive jungles of thought-is the secret of living in physical well-being, in harmony and happiness. The present study aims to examine the relationship between the academic achievement and inferiority & insecurity feeling. This research attempt to determine that academic achievement can effect on the level of self confidence in school going children. It is recognized by the result that the level of self confidence, variables have been effected by the academic achievement.

Key Words: Academic Achievement and Self Confidence

Introduction

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. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves.

Self-confidence is not necessarily a general characteristic which pervades all aspects of a person's life. Typically, individuals will have some areas of their lives where they feel quite confident, e.g., academics, athletics, while at the same time they do not feel at all confident in other areas, e.g., personal appearance, social relationships.

Self confidence is a belief in yourself and your abilities, a mental attitude of trusting or relying on yourself. Confidence is sometimes equated with freedom from doubt; however when confidence is needed is usually when the outcome is uncertain, so that true confidence is actually about feeling comfortable with uncertainty and not knowing what the outcome will be.

A very popular sayings of Swami Vivekananda "Stand up, be bold, be strong. Take the whole responsibility on your shoulders and know that you are the creator of your own destiny. All the strength and succor you want is within you. Therefore, make your own future."

Aldous Huxley says that "There is one corner of the Universe you can be certain of improving and that is your own self."

 So we can understand that Self-confidence is *the expected probability that a person will achieve a goal in a certain situation.* For example if Mark estimates that his probability of achieving an "A" on a calculus exam is 90%, we would conclude that Mark had high self-confidence in his ability to do well on a calculus exam. If Mark had estimated 10%, then we would say he had low self-confidence about his ability to do well on the exam.

During the past decades various studies, researches works have been done on the ACADEMIC ACHIEVEMENT. Following is an epitome of these research works: Augustsson and Engstand (2001) This study examined of whether there are any long-term differences in academic achievements between children with and without observed or treated middle ear disease in a population with a stable long-standing treatment policy. Methods: A birth cohort of 2156 children was previously studied through a questionnaire to the parents at 4 years of age, follow-up after audiometric screening at 4, 7, 11 and 14 years of age, and study of records from all Ear, Nose and Throats

departments in the area; 2095 of these still lived in the area and received academic grades on leaving the ninth year of the state school system. We have compared these grades, and the choice of high school course for children with different experiences of otitis media. Results: A history of treatment for bilateral secretory otitis media was correlated to minor group difference in the mean of grades, but not to any significant difference in the individual grades or in the choice of further studies. Having many episodes of acute otitis before the age of four was uncorrelated to lower grades and to less tendency to continue with theoretical studies. Conclusions: No harmful effect of middle ear disease could be shown in a large sample, suggesting that Swedish children do not suffer long-term effects on learning from otitis media.

Hampton and Mason (2003) This study examined the impact of gender, learning disability (LD) status, and sources of efficacy on self-efficacy beliefs and academic achievement in the concept of Bandura's self-efficacy theory. Two hundred and seventy-eight high school students participated in the study. Structural equation modeling was used. The results revealed that LD status had indirect influence on self-efficacy via the source variable; gender did not have direct or indirect influences on self-efficacy; sources of efficacy had direct impact on self-efficacy, which in turn affected academic performance. The structural model fit the data well and explained 55% of the variance in academic achievement.

Rafferty, Shinn and Weitzman (2004) This study examined the school experiences and academic achievement of 46 adolescents in families who experienced homelessness and 87 permanently housed adolescents whose families received public assistance. Measures taken after the homeless students were rehoused showed that both groups valued school highly and were similar in cognitive abilities assessed with the similarities subtest of the Wechsler Intelligence Scale for Children—Revised (WISC-R). Formerly homeless students had more school mobility, more grade retention, and worse school experiences by mother report and lower plans for post-secondary education by self-report. Both groups scored poorly on standardized tests of academic achievement. Homelessness was associated with further declines in achievement during the period of maximal residential disruption, but did not have effects 5 years later.

Caprara, Barbaranelli, Steca and Malone (2006) Teachers' self-efficacy beliefs were examined as determinants of their job satisfaction and students' academic achievement. Over 2000 teachers in 75 Italian junior high schools were administered self-report questionnaires to assess self-efficacy beliefs and their job satisfaction Students' average final grades at the end of junior high school were collected in two subsequent scholastic years. Structural equation modeling analyses corroborated a conceptual model in which teachers'

personal efficacy beliefs affected their job satisfaction and students' academic achievement, controlling for previous levels of achievement.

Wagerman and Funder (2007) This study examined the personality as a predictor of college achievement beyond the traditional predictors of high school grades and SAT scores. In an undergraduate sample (N = 131), self and informant-rated conscientiousness using the Big Five Inventory (BFI; John, Donahue, & Kentle, 1991) robustly correlated with academic achievement as indexed by both freshman GPA and senior GPA. A model including traditional predictors and informant ratings of conscientiousness accounted for 18% of the variance in freshman GPA and 37% of the variance in senior GPA; conscientiousness alone explained unique variance in senior GPA beyond the traditional predictors, even when freshman GPA was included in the model. Conscientiousness is a valid and unique predictor of college performance, and informant ratings may be useful in its assessment for this purpose.

Caprara, Fida, Vecchione, Bove, Vecchio, Barbaranelli and Bandura (2008) This study examined the developmental course of perceived efficacy for self-regulated learning and its contribution to academic achievement and likelihood of remaining in school in a sample of 412 Italian students (48% males and 52% females ranging in age from 12 to 22 years). Latent growth curve analysis revealed a progressive decline in self-regulatory efficacy from junior to senior high school, with males experiencing the greater reduction. The lower the decline in self-regulatory efficacy, the higher the high school grades and the greater the likelihood of remaining in high school controlling for socioeconomic status.

Reciprocal cross-lagged models revealed that high perceived efficacy for self-regulated learning in junior high school contributed to junior high school grades and self-regulatory efficacy in high school, which partially mediated the relation of junior high grades on high school grades and the likelihood of remaining in school. Socioeconomic status contributed to high school grades only mediationally through junior high grades and to school drop out both directly and mediationally through junior high grades.

Thijs and Verkuyten (2008) This study examined the link between perceived peer victimization and academic adjustment in an ethnically diverse sample of 1,895 Grade 6 students nested within 108 school classes. It was hypothesized that students' academic self-efficacy mediates the (negative) link between victimization experiences and academic achievement outcomes. Multilevel analyses were used to test this hypothesis and to explore whether there are differences between ethnic minority and majority group children. Results indicated that peer victimization was negatively associated with both relative class-based, and absolute test-based measures of academic achievement. These associations were similar across different school classes. As expected,

the link between victimization and achievement was mediated by perceived academic self-efficacy, suggesting that victimized students did less well academically because they considered themselves to be less competent. The lower perceived self-efficacy of victimized children could be partly attributed to lower global self-esteem and depressed affect. Results were largely similar for ethnic minority and majority group children.

Demir (2009) This study estimated the individual and combined effects of selected family, student and school characteristics on the academic achievement of poor, urban primary-school students in the Turkish context. Participants of the study consisted of 719 sixth, seventh, and eighth grade primary-school students from 23 schools in inner and outer city squatter settlements. The findings indicated that the set of variables comprising student characteristics, including well-being at school, scholastic activities and support, explained the largest amount of variance in academic achievement among the urban poor. Although the effect sizes are small, family background characteristics and school quality indicators were also found to be significantly related to academic achievement. The implications of this study for improving primary schools in urban poor neighborhoods are discussed.

Hughes, Dyer, Luo and Kwok (2009) This study was 664 relatively low achieving first grade children were recruited into a longitudinal study. Measures of peer academic reputation (PAR), peer acceptance, teacher-rated academic engagement and achievement, and reading and math achievement were obtained in Year 2, when the majority of students were in second grade, and 1 year later. Measures of academic self concept were obtained in Year 1 and in Year 3. As young as second grade, children's perceptions of classmates' academic competence were distinct from their perceptions of peers' other social and behavioral characteristics.

SEM analyses found that Year 2 PAR predicted Year 3 teacher-rated academic engagement and reading (but not math) achievement test scores, above the effects of prior scores on these outcomes and other covariates. Furthermore, the effect of PAR on academic engagement and achievement was partially mediated by the effect of PAR on children's academic self concept. Implications of these findings for educational practice and future research are discussed.

Matthews, Ponitz and Morrison (2009) This study examined gender differences in self-regulation in the fall and spring of kindergarten and their connection to gender differences in 5 areas of early achievement: applied problems (math), general knowledge, letter–word identification, expressive vocabulary, and sound awareness. Behavioral self-regulation was measured using both an objective direct measure (N = 268; Head-Toes-Knees-Shoulders task) and, for a subsample of children, a teacher report of classroom self-

regulatory behavior (n = 156; Child Behavior Rating Scale). Results showed that girls outperformed boys in both assessments. Although gender differences in self-regulation were clear, no significant gender differences were found on the 5 academic achievement outcomes, as measured by the Woodcock–Johnson III Tests of Achievement.

Self-regulation consistently predicted math and sound awareness, although links were stronger with the direct measure as compared with teacher reports. Implications for understanding the role of gender and self-regulation in early and later academic achievement and the role of self-regulation in particular areas of achievement are discussed.

Carroll, Houghton, Wood, Unsworth, Hattie, Gordon and Bower (2009) This study was shown that self-efficacy, aspirational, and other psychosocial influences account for considerable variance in academic achievement through a range of mediational pathways, although no research to date has tested the mediational relationships identified.

The present research investigated the structural relations among self-efficacy, academic aspirations, and delinquency, on the academic achievement of 935 students aged 11–18 years from ten schools in two Australian cities.

The Children's Self-Efficacy Scale, Adapted Self-Report Delinquency Scale (Revised), and Children's Academic Aspirations Scale were administered to participants prior to academic achievement being assessed using mid-year school grades. Structural equation modeling was employed to test three alternative models for the relationships from academic, social, and self-regulatory efficacy on academic achievement.

A partial mediation model showed the best overall fit to the data. Academic and self-regulatory efficacy had an indirect negative effect through delinquency and a direct positive effect on academic achievement. Academic and social self-efficacy had positive and negative relationships, respectively, with academic aspiration and academic achievement; however, the relationship between academic aspiration and academic achievement was not significant in the final model.

The present study aims to establish relationship between the effects of academic achievement on the level of self confidence having following hypothesis

HYPOTHESIS 1: There is no significant difference on the level of Self-Confidence among high academic achiever & low academic achiever persons.

HYPOTHESIS 2: There is no significant difference on the level of Self-Confidence among high academic achiever boys & high academic achiever girls.

HYPOTHESIS 3: There is no significant difference on the level of Self-Confidence among high academic achiever & low achiever boys.
HYPOTHESIS 4: There is no significant difference on the level of Self-Confidence among high academic achiever & low achiever girls.

Methodology

For the study, sample size of 100 was selected through Quota sampling technique from the Dev Sanskriti Vishwavidyalaya, Haridwar, (Uttarakhand). Which was selected from two groups i.e. 50 from high academic achievement and 50 from low academic achievement and they were again divided into two subgroups of 25 males and 25 females.

For measurement of *'Self-Confidence'* researcher used **ASCI (Agnihotri's Self-Confidence Inventory)**. The inventor of this test is **Dr. (Miss) Rekha Agnihotry** P. G. Department of Psychology; R.G. College, Meerut.

Result & Discussion

In this Research Paper mainly two types hypothesis have been formulated. Each hypothesis will be discussed below.
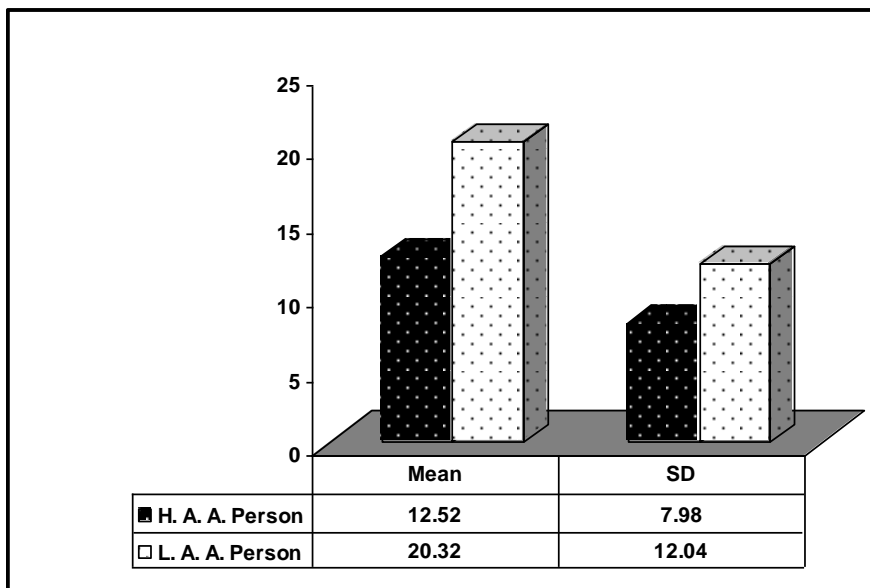
Hypothesis 1: There is no significant difference on the **level of Self-Confidence** among **high academic achiever & low academic achiever persons**.

TABLE 1: Comparison between High and Low Academic Achiever Persons on Self Confidence.

Group	N	Mean	SD	SED	CR	Significant at 0.01 level
H. A. A. Person	50	12.52	7.98	2.04	3.82	
L. A. A. Person	50	20.32	12.04			

df = 98

GRAPHICAL REPRESENTATION OF TABLE - I

	Mean	SD
■ H. A. A. Person	12.52	7.98
□ L. A. A. Person	20.32	12.04

From Table 1 & graph it is evident that significant difference exists among high academic achiever & low academic achiever persons in respect to their level of self-confidence; C_R-value being 3.82, significant at .01 level of confidence.

The mean scores of both groups indicate that high academic achiever persons have more self-confidence than low academic achiever persons, means being 12.52 and 20.32 respectively.
Hence, hypothesis 1 is rejected.

Hypothesis 2: There is no significant difference on the **level of Self-Confidence** among **high academic achiever boys & high academic achiever girls**.
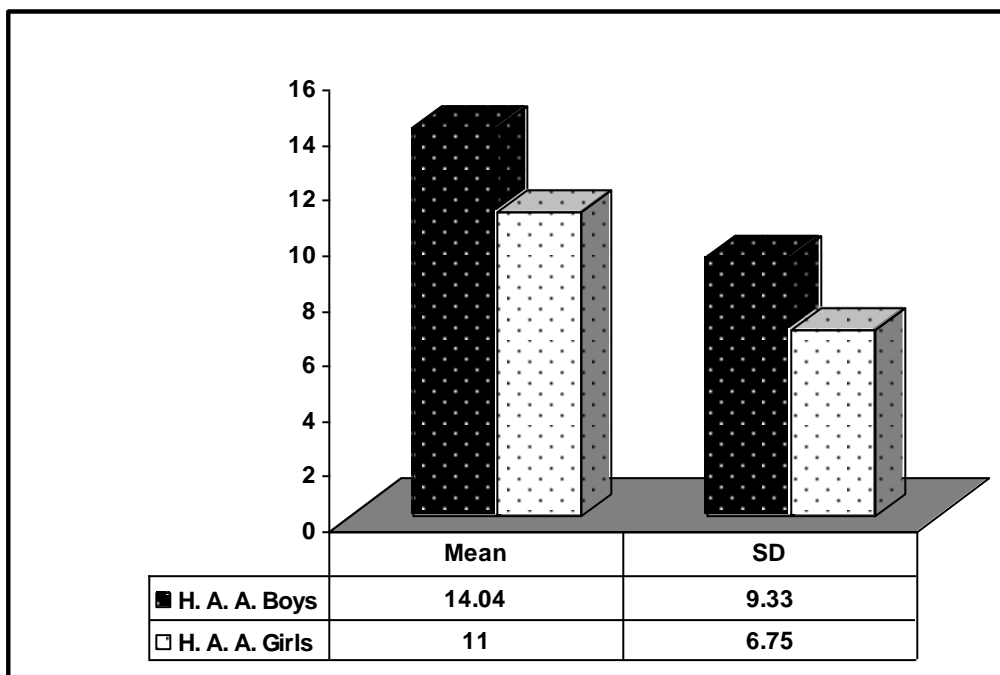
TABLE 2: Comparison between High Academic Achiever Boys and High Academic Achiever Girls on self confidence.

Group	N	Mean	SD	SED	t-value	
H. A. A. Boys	25	14.04	9.33	2.28	1.33	Not Significant
H. A. A. Girls	25	11.0	6.75			

df = 48

GRAPHICAL REPRESENTATION OF TABLE - II

	Mean	SD
■ H. A. A. Boys	14.04	9.33
□ H. A. A. Girls	11	6.75

From Table 2 & graph it is evident that no significant difference exists among high academic achiever boys & high academic achiever girls in respect to their level of self-confidence; t-value being 1.33, 'not significant' at .05 level of confidence. The mean scores of both groups indicate that there is no significant difference on the level of self-confidence among high academic achiever boys & high academic achiever girls, means being 12.52 and 20.32 respectively. The SD's of both groups are 9.33 and 6.75 respectively. Hence, hypothesis 2 has been accepted.
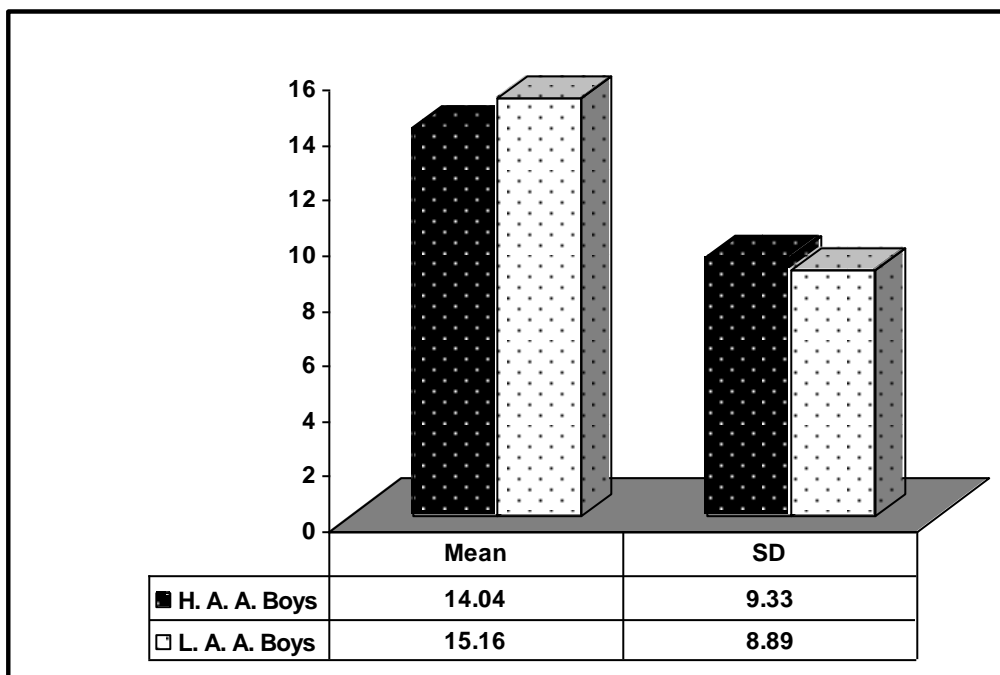
Hypothesis 3: There is no significant difference on the **level of Self-Confidence** among **high academic achiever & low achiever boys**.

TABLE 3: Comparison between High Academic Achiever Boys and Low Academic Achiever Boys on self confidence.

Group	N	Mean	SD	SED	t-value	
H. A. A. Boys	25	14.04	9.33	2.55	0.43	Not Significant
L. A. A. Boys	25	15.16	8.89			

df = 48

GRAPHICAL REPRESENTATION OF TABLE - III

	Mean	SD
▣ H. A. A. Boys	14.04	9.33
☐ L. A. A. Boys	15.16	8.89

On the basis of the result table 3 and graph, the mean scores of the high academic achiever boys and low academic achiever boys are 14.04 and 15.16 respectively on the level of self-confidence. The SD's of the high academic achiever boys and low academic achiever boys are 9.33 and 8.89 respectively. The t-test was used to assess the significance of the hypothesis. The obtained t-value is 0.43, since the obtained t-value is less than the table value at 0.05 level of confidence for df = 48. So, there is no significance difference on the level of self-confidence among high academic achiever boys and low academic achiever boys.
Since the hypothesis 3 is not rejected.

Hypothesis 4: There is no significant difference on the **level of Self-Confidence** among **high academic achiever & low achiever girls**.

TABLE 4: Comparison between High Academic Achiever Girls and Low Academic Achiever Girls on self confidence.

Group	N	Mean	SD	SED	t-value	Significant at 0.01 level
H. A. A. Girls	25	11.0	6.75	3.24	4.47	
L. A. A. Girls	25	25.48	14.94			

df = 48

GRAPHICAL REPRESENTATION OF TABLE - IV

	Mean	SD
■ H. A. A. Girls	11	6.75
□ L. A. A. Girls	25.48	14.94
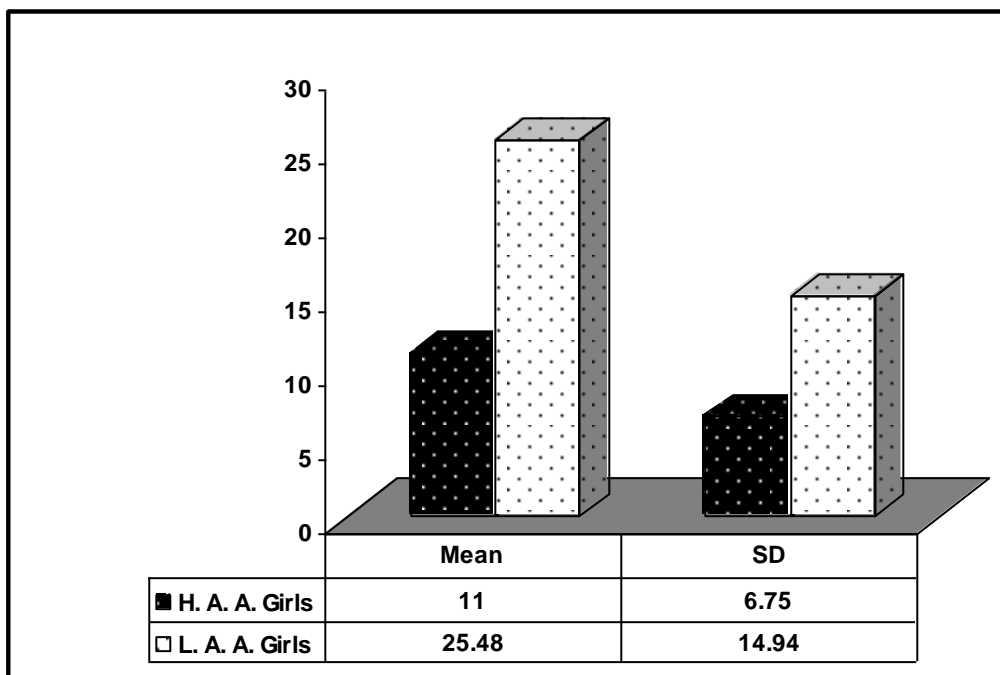
From Table 4 & graph it is evident that significant difference exists among high academic achiever & low academic achiever girls in respect to their level of self-confidence; t-value being 4.47, significant at .01 level of confidence. The mean scores of both groups indicate that high academic achiever girls have more self-confidence than low academic achiever girls, means being 11.0 and 25.48 respectively.

Hence, hypothesis 4 is rejected.

Conclusion

In present research work "To Study the Effect of Academic Achievement on the level of Self Confidence " researcher want to examine the relationship between the self-confidence & academic achievement and inferiority & insecurity feeling with academic achievement. This research attempt to determine that academic achievement can effect on the level of self-confidence and the level of inferiority & insecurity feeling in school going children. It is recognized by the result of this field study that *the level of self-confidence,* variables have effected to academic achievement. The main findings of the study were:

There was significant relationship between academic achievement and the level of self-confidence of adolescents, i.e. Students with high academic achievement showed higher level of self-confidence than low academic achiever students. There was no significant relationship between the level of self–confidence and sex.

Hence, we can declare that the academic achievement affects the level of self-confidence and inferiority & insecurity feeling of human being. But, there are many

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