



SELF-CONFIDENCE AND ITS IMPACT ON STUDENTS ACADEMIC ACHIEVEMENT: AN OVERVIEW

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Abstract: Confidence is a clear-headed belief in the correctness of a theory or forecast, or in the best or most successful course of action. Self-assurance in one's personal judgement, ability, power, and so on is a frequent definition of self-confidence. Experiences of satisfactorily doing certain things boost one's self-confidence. It is a positive conviction that one can typically achieve one's goals in the future. In both children and adults, self-confidence is essential for successful psychological adjustment, personal satisfaction, and efficient functioning. The phrase "self-confidence" refers to an individual's opinion of themselves. Self-confidence has an important influence in academic achievement, learning, and performance. Students that have high self-esteem have a positive and realistic perception of themselves. They can deal with criticism, express affection, and remain upbeat and forceful. In order to create self-confidence, it is vital to have a history of achievement. A person's confidence is often boosted by success in any area. Self-confidence fuels optimism and encourages a person to believe in his or her own skills, no matter how difficult the endeavour may be. Self-confidence motivates people to take chances, try new things, and learn new abilities in order to deal with a difficult circumstance. The majority of the present educational problem is due to poor self-confidence, which has resulted in a lack of adequate involvement and inadequate growth despite spending a significant amount of time in class.

Keywords: Self-confidence, Students, Academic Achievement.

INTRODUCTION

The conviction in oneself and one's talents is referred to as self-confidence. Self-confidence is an interior condition characterised by one's thoughts and feelings about oneself and one's talents. Self-confidence is a perceived self-evaluation trait that relates to an individual's capacity to manage problems well without relying on others and to support positive self-evaluation. Thus, self-confidence is the bravery to recognise oneself, have faith in one's own skills, and act on those beliefs and abilities successfully. Self-confidence brings together the body's and mind's powers and leads them toward a common objective. The amount of self-confidence describes how confident a person is in his or her own decision. Self-confidence is a measure of one's self-assurance, belief, or faith in oneself. Self-confidence is an attitude that allows people to be optimistic and realistic about themselves, as well as their circumstances and situations in life.

Mutluer (2006) & Yavuzer (1998) (as cited in Sara, Avcu & Isiklar 2010) claims that human is born with self-confidence but it changes during the age. Self-confidence of students can be lowered due to students' anxiety, self-insecurity, fear and feeling of being apart from the society (Rubio, 2007). According to Benabou & Tirole (2002), in motivating humans self confidence is very effective and can lead to changing human's behaviour.

The trait of a student in which the student feels certain of effectively executing various tasks in and out of the classroom for the goal of learning is referred to as self-confidence. However, the researcher's interpretation of the influence of self-confidence on the learning process is that how pupils learn differs depending on whether they have high or low self-confidence.

Confident people have a strong belief in their future and are able to appropriately judge their own strengths. They also have a broad sense of control over their life and believe that, within reason, they will be able to do what they want, plan for, and anticipate, regardless of the anticipated difficulty. Self-assurance is a mindset that helps us to have a positive and realistic view of ourselves and our skills. Assertiveness, optimism, excitement, affection, pride, independence, trust, the capacity to take criticism, and emotional maturity are some of the personal characteristics associated with it. Basavana (1975)"Self-confidence relates to an individual's perceived capacity to behave successfully in a situation to overcome hurdles and make things go right."

Self-confidence is a mindset that helps people to see themselves and their circumstances in a positive yet realistic light. People who are self-assured believe in their own skills, have a general sense of control over their life, and believe that they will be able to achieve what they want, plan, and anticipate, within reason. Self-assurance does not imply that people will be able to do whatever they set out to do. People that are self-assured have realistic expectations. They maintain a happy attitude and accept themselves even though some of their expectations are not reached.

PURPOSE OF THE STUDY

The goal of this overview was to look into and identify the elements that influence students' self-confidence and how it affects their academic achievement. Self-confidence is not the same as self-esteem, which is an assessment of one's own worth, but self-confidence is more explicitly a belief in one's capacity to achieve a goal, which according to one meta-analysis is comparable to self-efficacy generalisation. Many people, including Abraham Maslow and others after him, have stressed the need of distinguishing between self-confidence as a basic personality trait and self-confidence in relation to a specific job, skill, or difficulty (i.e. self-efficacy). The term "self-confidence" usually refers to a person's overall self-assurance. This is distinct from self-efficacy, which is defined as "belief in one's capacity to succeed in certain settings or complete a task" (Albert Bandura) and so is the phrase that more truly relates to specific self-confidence.

Omidullah Akbari & Javed Sahibzada (2020) found that just a few students had poor self-confidence, whereas the majority had strong self-confidence. Furthermore, students' self-confidence influenced their learning in the areas of engagement, goal-setting, generating interest in lessons, reducing fear, feeling at ease with their instructors and classmates, and giving their ideas about teachings in class.

Dian Anggeraini & Muh. Farozin (2019) found that many pupils still lacked communication and confidence abilities. It was found that 57 percent of students had poor interpersonal communication skills and 59 percent had low self-confidence. It was also found that Group guidance services using psychodrama role playing techniques might be used to improve the students' interpersonal communication skills and self-confidence.

Martin Bernard & Eka Senjayawati (2019) discovered that VBA-based Math Games for Microsoft Excel can boost kids' capacity to learn junior high school and build a sense of confidence in their abilities to work on one-variable equations. Teachers may create more practical and efficient props by utilising VBA for Microsoft Excel to create mathematics instructional material.

Nur Maliya Isnarto, Sukestiyarno (2019) found Students with high self-confidence were extremely good at solving problems with the proper steps; students with low self-confidence were still having difficulty in solving problems with the necessary completion steps.

Nadiyah, Arina, & Ikhrom (2019) found Students' confidence levels in an advanced speaking class were assessed to be satisfactory. It was also found, students made various mistakes throughout their presentations, including not making eye contact, speaking with vibration, making repetitions, making many gestures, and also creating many pauses. Students' self-confidence was influenced by characteristics such as a negative outlook, a lack of desire, a lack of practise, a lack of vocabulary, a lack of skill, and a lack of preparedness.

Madhu Gupta & Bindiya Lakhani (2018) found School pupils' cognitive capacities have a substantial link with five aspects of the school environment (creative stimulation, cognitive encouragement, acceptance, permissiveness and control). It was also found that there is a substantial association between school kids' self-confidence and six elements of the school environment (creative stimulation, cognitive encouragement, acceptance, permissiveness and control). It was also found that out of the six elements of the school environment, five of them (creative stimulation, cognitive encouragement, acceptance, permissiveness, and control) had a substantial association with school kids' academic achievement.

Tripti Vyas & Ravi Gunthey (2017) found there was a significant difference in emotional maturity between male and female adolescents; there was no significant difference in level of emotional maturity between urban and rural adolescents; and there was no significant difference in self confidence between male and female adolescents, but there was a significant difference in level of self confidence between urban and rural adolescents.

Dr. Neeru Rathee & Sheetal (2017) found that there was a positive correlation between Self Confidence and Academic Achievement.

Agri Ibrahim Cecen (2015) discovered Self-confidence as an important attribute to have while beginning any action, particularly speaking. It was also found that self-confidence and speaking ability had a substantial relationship. Furthermore, speaking achievements varied significantly by department, but not by gender. There were considerable disparities in self-confidence levels by gender, but not by department.

Aeida Karimi & Zohre Saadatmand (2014) discovered that there was strong correlations between educational and academic motivation and self-confidence and academic performance, and that these two factors must be predicting academic accomplishment.

Seyed Fathollah Amiri Aghdaie & Farhad Khatami (2014) found that average self-confidence in customer buying behaviour was greater than the tested, and all hypotheses were verified; in the self-image congruence part, the only confirmed variable was the brand name, while the other two hypotheses, about retailing and satisfaction, were rejected.

Dr. Umender Malik & Yougesh (2014) found considerable difference in academic accomplishment between students in 11th grade who have strong self-confidence and those who have low self-confidence.

Srivastava, S. K. (2013) found boy's and girl's levels of self-confidence were shown to be significantly affected by academic success. The impact of self-confidence on high academic achievers was considerable.

Safaa Mohammad Al-Hebaish (2012) found there was a substantial association between overall self-confidence and academic success.

Dr. Manisha Goel & Preeti Aggarwal (2012) found that there was significant difference between self confidence of single child and child with sibling.

Ali Haydarsar, Ramazan Avcu, Abdullah Isiklar (2010) analysed Undergraduate students' self-confidence levels in terms of several characteristics. It was found Self-confidence has a big influence on how you express yourself in interpersonal interactions and how you build relationships with others.

Tirath Singh and Parminder Kaur (2008) proves that Shaktipat Meditation was an excellent technique for increasing self-confidence. Furthermore, gender has a considerable impact on self-confidence, although religion does not.

Geeta, Pastey and Vijayalaxmi, Aminbhavi (2006) found individuals with high emotional maturity have much more stress and self-confidence compared to teenagers with poor emotional maturity,. It was also found that the father's educational degree has a substantial impact on their adolescent children's stress. Adolescent guys experience much more stress than adolescent girls, whereas girls experience significantly more self-confidence.

Ziegler, Albert, Heller, Kurt (2000) found that girls already expressed significantly lower levels of self-confidence regarding chemistry than did boys.

CONCLUSION:

Self-confidence has an important influence in academic achievement, learning, and performance. Academic achievement is predicted by self-confidence. The higher one's self-confidence, the better one's academic success. Teachers and parents both play an important role in enhancing students' self-esteem and self-confidence in order to improve their academic achievement, performance and learning abilities.

The most important aspect of a person's personality is their sense of self-confidence. Students can overcome challenges in the individual, social, intellectual, and educational sectors if they have self-confidence. Self-confidence helps individuals become more aware of themselves and improves their scholastic and intellectual performance.

Self-confidence is a mindset regarding one's own strengths and skills. It signifies that you embrace and trust yourself, as well as the fact that you are in charge of your life. When you have a good outlook on yourself and are aware of your talents and weaknesses you can tolerate criticism and talk assertively. You establish reasonable expectations and goals.

Students' self-confidence is an important aspect in academic success. It is one of the most important psychological requirements of humans. There will be good and productive effects such as self-efficacy, sense of capacity, power, and qualification if self-confidence is appropriately developed. If it is not well-shaped, however, it will have a variety of negative consequences, including a sensation of being worthless, unqualified, and useless in one's life.

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