

# A Study on Self Confidence and Academic Achievement among High School Students

Alex George<sup>1\*</sup>, Bhanupriya R<sup>2</sup>

<sup>1</sup>Assistant Professor, St. Thomas College of Teacher Education, Pala

<sup>2</sup>St. Thomas College of Teacher Education, Pala

[<sup>1</sup>Kavukattugalex@gmail.com](mailto:Kavukattugalex@gmail.com)

[<sup>3</sup>bhanupriyaremesh@gmail.com](mailto:bhanupriyaremesh@gmail.com)

## Abstract

Education through schools aims to develop an array of skills and clarities where language acquisition is an important part. In the content of school education in India, especially Kerala, English language is an integral part of the curriculum. Speaking, reading and writing skills in English is very important. The role of moving towards globalization where mass communication and internet demand a good knowledge of English. Among the four language skills, self-confidence plays an important role in attaining mastery over the skills. The achievement of oral performance is thought to be highly correlated with confidence. When there is low level of self-esteem and self-confidence, the learning of a second language foreign language is greatly affected, due to relationship between the learner and the challenge that is learning another language that makes them feel unable to be themselves when speaking a new language. Many factors affect the learning of foreign language self-confidence is an important factor that affect foreign language acquisition. Self-confidence refers to an individual's perceived ability to produce desired results. Self-confidence is a variable that can be improved with the help of teachers and parents in students through different methods and actionists. Every learner requires be and foremost, to be motive, to be attended to, to be valued and to be affirmed out of that attention and affirmation grow the confidence and the courage to learn. A study on the importance of self-confidence and the relationship between self- confidence and achievement is very much relevant. Since self-confidence and related variables are connected with affective domain too, a study on self-confidence and its relation with achievement will help the teachers to prepare their reasons and include activities that will help to improve the level of self confidence in the learners in their class. This is beneficial both for the teachers and the learners especially in the modern class rooms where the individual differences among learners are high.

Conducting a study on the relationship between self-confidence and academic achievements proved that there is a relationship between these two factors as self-confidence increases, academic achievements also increase.

**Keywords:** Self- confidence, Achievement, Language, Learners

## 1. Introduction

Education is the process of developing the capacities and potentialities of individual to as to prepare the individual to the successful in a specific society a specific culture. It helps to draw the out of one's mind and spirit. It makes a person rational, innovative, constructive, intelligent, and independent and creator of new values. Education is an important factor that helps in relining about various changes in human beings and also to the society.

Self-confidence and other individual factors like individual difference and learning styles has a major influence on Language learning. Self-confidence can be defined as the learner's relief that they are captive to achieve the assigned tasks. Self-confidence is also an achievement of a second language. Studies claim that language learning activities will be carried out successfully without this affective variable.

A study on the importance of self-confidence and its relationship with achievement in the case of language is significant in the present scenario. The materials and to induced activities that will help to develop the feeling of confidence and esteem among learners. This is beneficial both for the teachers and learners in order to make the class more effective and to improve achievement.

## 2. Need and Significance of the study

A study on the importance of self-confidence and the relationship between self- confidence and achievement is very much relevant. Since self-confidence and related variables are connected with affective domain too. A study on self-confidence and its relation with achievement will help the teachers to prepare their reasons and include activities that will help to improve the level of self confidence in the learners in their class. A study on the importance of self-confidence and its relationship with achievement in the case of language reaming in significant in the present scenario. The materials and to induced activities that will help to the feeling of confidence and esteem among learners. This is beneficial both for the teachers and the learners especially in the modern class rooms where the individual differences among learners are high.

## 3. Objectives of the study

The objective of the study on self-confidence and achievements are:

1. To study the level of self-confidence among High school students
2. To compare the self-confidence and academic performance of the selected students.

## 4. Methodology

For the study on self-confidence and academic achievement among high school students. 29 students of S.H.G.H.S.S, Bharanaganam were taken as the sample. The tool was administered on 23<sup>rd</sup> October 2018. A self-confidence inventory was used to collect and identify the response of the people. It consisted of 15 statements. First 10 were positive statements and the rest were negative statement students had to choose either yes on. For the first 10 statements 'Yes' option was given 1 mark and 'no' option wasn't given any marks. For the next 5 statements. Each 'no' given any marks. The inventory had a total of 15 statements and 15 marks.

### 5. Analysis and Interpretation

Objective 1: To study the level of self-confidence among the students of class (VIII)

From the questionnaire for the statement 1, it shows that 41% of the respondents can speak confidently in English while 59% of the respondents are unable to do so.

Yes		No	
No. of Respondents	Percentage	No. of Respondents	Percentage
12	41	17	59

**Table 1:** Frequency distribution of respondent on statement 1

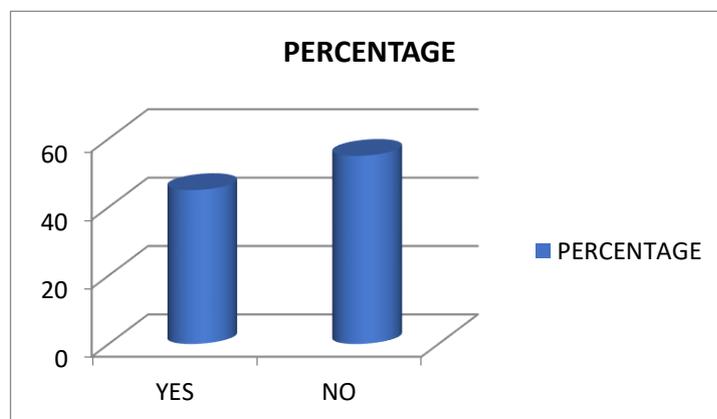
For the statement 2, ‘I Feel Motivated to Speak English in Class’, the information collected from the class reveals that, majority of the learners are not motivated to speak English while 34% of the respondents are motivated to speak English.

Yes		No	
No .of Respondents	Percentage	No. of Respondents	Percentage
10	34	19	66

**Table 2:** Frequency distribution of respondent on statement 2

The third statement about the language activity in the classroom.

#### Graph 1:



From the above table, it is clear that almost half of the class (45%) feel comfortable when there is an oral languages activity in English in the class. However, 55% the learners prefer oral activities in their mother tongue, Malayalam.

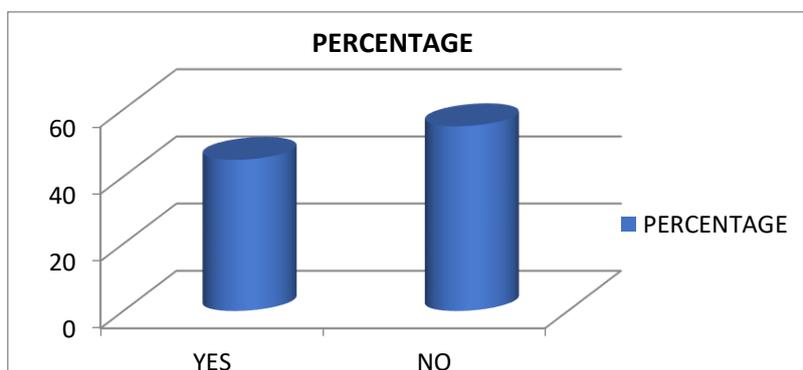
The respondents on the statement 4, ‘I believe I can speak good English if I try hard.’ The results shows that majority of the learners (62%) have the confidence that they can speak good English somebody if they try hard. 38% of the learners are not confident that they can speak good English.

**Table 2:** Frequency distribution of respondent on statement 4

Yes		No	
No. of Respondents	Percentage	No. of Respondents	Percentage
18	62	11	38

The response of the learners regarding the statement 5 whether they are a good English language student.

**Graph 2:**



From the above graph, 45% of the learners feel they are good English language students where as 55% of the learners feel they are not good in English language and related activities.

For the statement 6, ‘I can share my ideas and feelings with others in English’. it is clear that majority of learners are confident about using English as a medium of expressing ideas and feelings whereas, 31% of the respondents are confident that they can express their ideas and feelings, of needed in English.

The respondents on the statement 7, ‘I don’t feel shy to speak English to my classmates’.

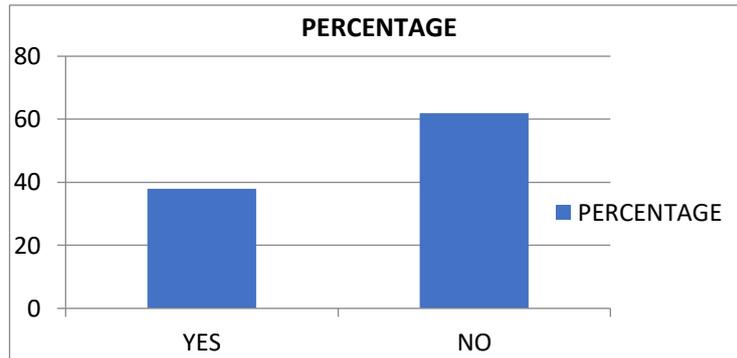
**Table 3:** Frequency distribution of respondent on statement 7

Yes		No	
No. of Respondents	Percentage	No. of Respondents	Percentage
12	41	17	59

The above table shows that 41% of the learners are not shy to speak English to their classmates whereas 59% of the learners feel shy to speak in English to their classmates.

The response of the learners to the statement 8, ‘I don’t feel shy to Speak English to my teachers’.

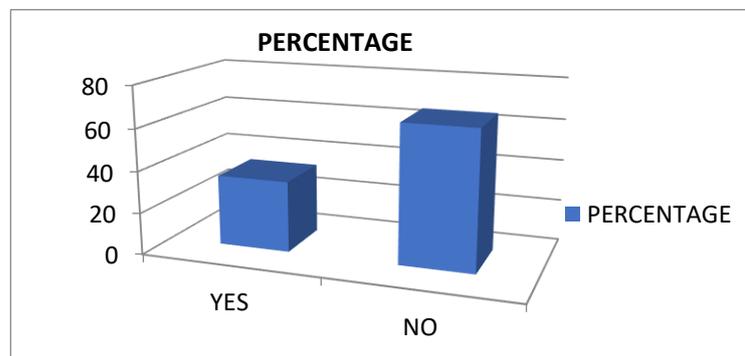
**Graph 3:**



The results from the graph 3, show that the majority of the learners (62%) are not confident to speak in English to their teachers where as 38% the respondents are not shy.

The statement 9, ‘I can respond to questions and interact with confidence in English’.

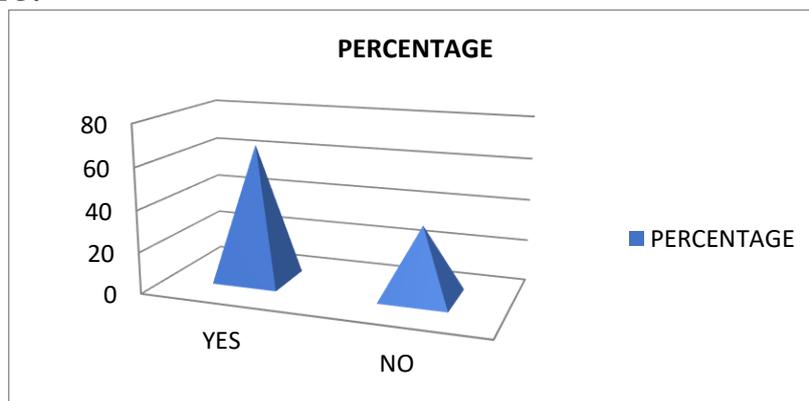
**Graph 4:**



The above graph 3, shows that 66% of the respondent in the class cannot respond to questions and interact with confidence in English. However, 34% of the learners are able to respond and interact with confidence in English.

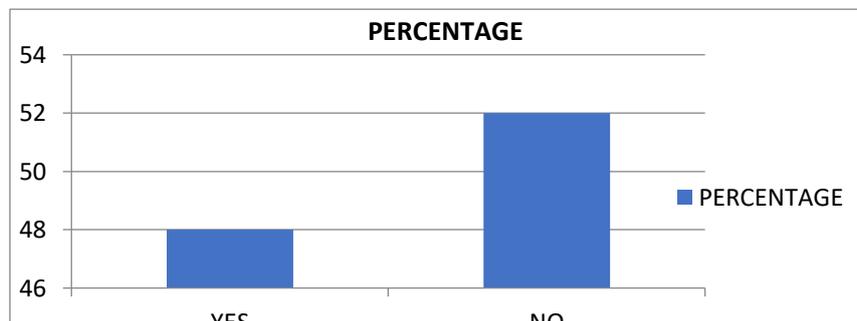
For the statement 10, regarding ability to read and understand stories in English.

**Graph 5:**



The results shows that majority of the learners are able to read and understand stories and essays in English. 34% of the learners cannot read and understand stories and essays in English. Statement 11, ‘I can participate in discussions held in the classroom and express my opinion in English’.

**Graph 6:**



The above graph shows that 52% of the learners can’t participate in discussions held in classrooms and express opinions in English whereas 48% of the learners cannot do so. Statement 12, ‘I feel more scored in the English class than in other classes.

**Table 4:** Frequency distribution of respondent on statement 12

Yes		No	
No. of Respondents	Percentage	No. of Respondents	Percentage
15	55	13	45

The above table shows that 52% of the learners are scored good in English classes whereas 45% of the learners scored less English Class than other classes.

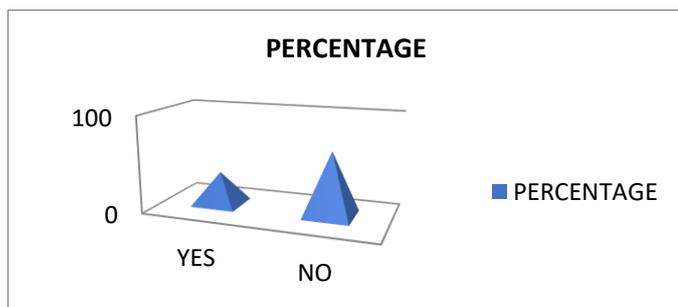
For the statement 13, regarding the fear of making mistakes while speaking English, response shows that 59% of the learners are afraid of making mistakes when they speak English and 41% of the learners are not afraid of making mistakes when they speak English.

**Table 5:** Frequency distribution of respondent on statement 13

Yes		No	
No. of Respondents	Percentage	No. of Respondents	Percentage
10	34	19	66

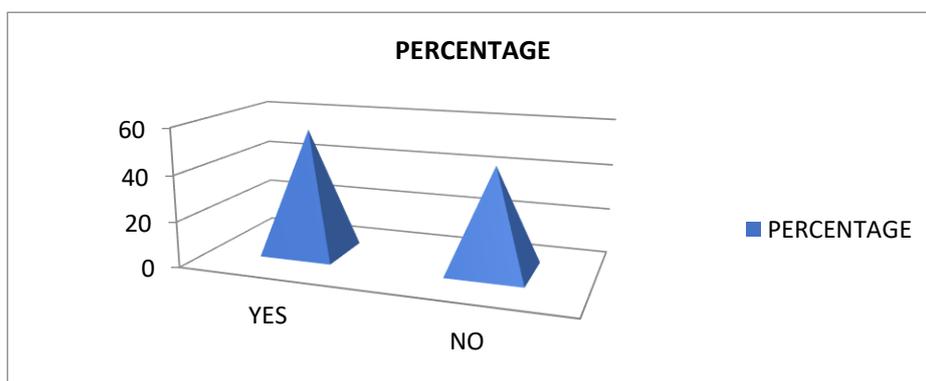
Statement 14, ‘I feel scared of writing English exam’. The below graph 7, shows that 66% of the learners are not afraid of speaking English exams while 34% are scared of it.

**Graph 7:**



For the statement 15, ‘I am worried about what opinion other students have of me when I speak English in the class’.

**Graph 8:**

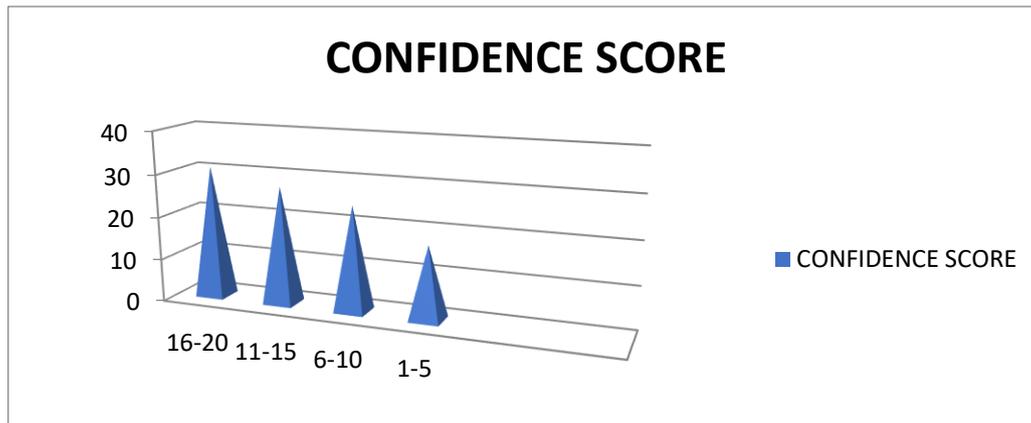


The above graph shows that 55% of the learners are worried about the opinion of others when they speak English while 45% are not.

Objective 2: To compare the self-confidence and the academic performance of the selected students.

Academic score (marks)	No. of Respondents	Percentage	Self Confidence Score	No. of Respondents	Percentage
31-40	10	34	16-20	9	31.0
21-30	13	45	11-15	8	27.5
11-20	6	21	6-10	7	24.5
1-10	0	0	1-5	5	17.0
Total	29	100	20	29	100.0

From the above table, it is clear that there is relationship between self-confidence and academic achievement in English. As confidence increases, achievement also increases.



## 6. Findings of the Study

The following are the major findings of the study

- 41% of the respondents can confidently speak English in class
- 62% of the respondents relive that they can speak good English if they try hard.
- 45% of the learners consider themselves as a good English language student.
- 59% of the respondents feel shy to speak English to classmates.
- 66% of the respondents can read and understand stories and essays in English
- 34% of the respondents are scared of attending English Exams.

## 7. Suggestions

Self-confidence is a factor that plays a supportive role in the achievement of a second language. Studies claim that no language learning achievements will be carried out successfully without this affective variable.

Suggestions for improving the self-confident and thereby academic include.

- Activities like speech completion, extempore, thought for the day etc. so that learners gain confide to speak in English.
- Including more discourse writing activities during the regular classes so that writing skills and confidence level can be developed.

## 8. Conclusion

Self-confidence is an important factor that affects the personality and overall development of an individual. Self-confidence also plays an important role in language. The speaking skills require self-confidence and motivation. Conducting a study on the relationship between self-confidence and academic achievements proved that there is a relationship between these two factors as self-confidence increases, academic achievements also increase. For improving English language learning we should include activities to improve self-confidence are also important.

## **References**

- [1] Arnold J. *Affect in language learning*. Madrid Cambridge University Press. (1999).
- [2] Al-Hebaish, Safaa Mohammad. "The correlation between general self-confidence and academic achievement in the oral presentation course." *Theory & Practice in Language Studies* 2.1 (2012).
- [3] Karimi, Aaida. "The relationship between self-confidence with achievement based on academic motivation." *Kuwait Chapter of the Arabian Journal of Business and Management Review* 4.1 (2014): 210.
- [4] Thompson and Wyatt. *Teaching of English in India*. Oxford University Press. (1952).
- [5] Tripathy, Dr, and S. K. Srivastava. "To study the effect of academic achievement on the level of self-confidence." Tripathy, M., & Srivastava, SK (2012). *To study the effect of academic achievement on the level of self-confidence*. *International Journal of Yoga and Allied Sciences* 1.1 (2012): 33-45.