



Analysis of the Relationship Between Self-Confidence, Family Environment and Academic Achievement Among Eighth-Grade Students

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Abstract:

The family serves as the foundation for a child's development, shaping their social- emotional growth, communication skills, and academic success. A nurturing family environment fosters self-confidence, which plays a crucial role in academic achievement. Self-confidence, defined as faith in one's abilities, is learned rather than inherited and can significantly impact a student's capacity to handle challenges. The family provides emotional and psychological support, influencing a child's overall well-being and educational outcomes. While studies on academic achievement and self-confidence exist, limited research examines the combined impact of self-confidence and family environment on academic success. This study aims to bridge this gap by exploring the relationship between self-confidence, family environment, and academic achievement. Research indicates that self-confidence enables individuals to overcome obstacles and succeed academically. Understanding these factors can contribute to systematic educational efforts that promote positive attitudes, resilience, and academic excellence among students.

Keyword- family, Self-confidence, family environment, academic achievement

The family serves as the foundation for a child's development and socialization. It plays a crucial role in shaping basic life skills, social-emotional development, intellectual growth, communication, and collaboration skills (Chidi, 2015). According to Prianu (2017), the family is a primary social group consisting of individuals who share close bonds, engage in frequent face-to-face interactions, and adhere to established norms and expectations regarding behavior. The education a child receives from parents and other significant figures at home has a profound and lasting influence on their future behavior. The knowledge acquired at home, along with the family's encouragement toward education, significantly impacts the child's academic success in school.

In our society, academic achievement is considered a key criterion for judging one's total potentialities and capacities. Hence, it holds a very important place in education as well as in the learning process. A supportive family environment plays a crucial role in shaping a child's self-confidence, which directly influences their academic success. An information and technology-based society requires individuals who can think critically about complex issues, analyses and adapt to new situations, solve various problems, and communicate their thoughts effectively. Therefore, there is a need to make systematic educational efforts aimed at influencing attitudes, behavior, values, and personality development. A nurturing family environment, along with strong self-confidence, significantly contributes to a student's ability to manage their growth and academic

achievement successfully.

SELF-CONFIDENCE

Confidence is learned; it is not inherited. If you lack confidence, it probably means that, as a child, you were criticized, undermined, or suffered an explicable tragic loss, for which you either blamed yourself or were blamed by others. Lack of confidence is not necessarily permanent but it can be if it is not addressed. Confident people have faith in their future and can accurately assess their capabilities (Goel & Aggarwal, 2012).

Definitions of Self-Confidence

- "Self-Confidence means faith in one's own ability" (Good, 1959).
- The self is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitude pertaining to his worth. Self-confidence is a positive attitude of oneself towards one's self-concept. It is an attribute of perceived self. Self-Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation (Agnihotri, 1987).

FAMILY ENVIRONMENT

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior as he strives to satisfy his basic needs. The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection and overall well-being. Therefore, it would emerge that not only the social and physical well-being of the individual is taken care of by the family, but the psychological wellbeing as well (Bhatia & Chadha, 1993).

Family has been defined in the Oxford Dictionary as

- (i) The body of persons who live in one house or under one head, including Parents, children, servants, etc.,
- (ii) The ground consisting of parents, and their children, whether living together or not
- (iii) A person's children reared collectively, and
- (iv) Those descended, or claiming descent from a common ancestry.

A domestic group may be defined as a group of people who habitually share a common dwelling and a common food supply. "Family" as a group of persons, consisting of parents and their children (New Webster's Dictionary, 2004).

ACADEMIC ACHIEVEMENT

Academic achievement has always been a crucial point and main center of educational research despite varied statement about the aim of education. Academic development of the pupil is the primary concern and the most important goal of education. Not that other aspect of educational objectives is to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupil (Saini, 2010).

Rationale of the study

Keeping in mind this point the present problem is selected for investigation few studies have been conducted on academic achievement, self-confidence and academic achievement and family environment. After reviewing the related literature, the investigator concludes that no attempt has been made so far to study the variable self-confidence, family environment and academic achievement together. This gap in the area leads the investigator to take the combined study of self-confidence, family environment in relation to academic achievement, Thus, keeping in mind these points, the present problem is selected for investigation. Maikhuri and Panole (1977) highlighted that there is no considerable relationship between academic achievement and Self Confidence. While as, significant differences were revealed in the academic achievement of students

possessing high and low self-confidence. Basavana (1975), "self- confidence means to a delicate professed skill to act effectively in a state to overcome obstacles and to obtain things go all right. Self- confidence is very significant to attain achievements in an individual's life. It gives you liberation to overcome from obstacles and switch with failures without felling valueless. Individuals who don't have self-confidence not have the internal faith in their ability to be successful.

Literature Review

Self-confidence plays a crucial role in students' academic performance. Rafiq Ahmad Lone (2021) highlighted that higher self-confidence leads to setting ambitious goals and stronger commitments, influenced by past experiences, task difficulty, effort, guidance, and success- failure patterns.

Neelima (2011) reported that males exhibited higher self-confidence than females, and rural college students had greater self-confidence than their urban counterparts. Additionally, self-confidence positively impacted mental health and emotional intelligence. Urmil (2011) found that children of working mothers had higher self-confidence and emotional maturity than those of non-working mothers, with males being more self-confident than females.

Shastri (2012) identified a significant relationship between self-confidence and personality, showing variations based on gender. Sharma and Sahu (2013) observed that excessive social media use negatively affected self-confidence. Kaushik (2014) linked self-confidence to defense mechanisms, with high self-confidence aiding in anxiety prevention, while low self- confidence led to self-directed negative mechanisms. Kumaraswamy (2014) found that school type, family size, income, and parental education significantly influenced self-confidence. A positive correlation was observed between self- confidence and achievement in mathematics, while a negative correlation existed between self-confidence and mathematics phobia.

Research Problem Statement

Exploring the relationships of Self-Confidence, Family environment and Academic Achievement Among Eighth Grade Students

Operational Definition

Self-confidence - The self is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become and his attitude pertaining to his worth.

Family environment - family environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family.

Academic achievement - Academic achievement is the percent of marks obtained by the students in class 7th of school.

Research Method:

In this study, researcher is used Survey Method for collection of data.

Sample of the study:

In this study class 8TH 100 students (50 boys and 50 girls) are selected the sample from schools of Nagpur city. The students selected by simple random method.

Research design:

Research design is a correlational research design used.

Tools used in the study:

The following tools are used in the study -

self-confidence inventory by Agnihotri (1987)
Agnihotri's Self - confidence Inventory (ASCI)

Family environment scale by Bhatia and Chada (1993)

Academic Achievement will determine on the basis of percentage obtained by the students in class 7th Annual Examination conducted by Schools in Nagpur city.

Statistical Techniques:

The following statistical tool are used in the present study for Analysis of data.

In statistics Analysis for descriptive statistics and Pearson's Product movement correlation were used.

Data was analysed by using SPSS 18.0 version

Objectives of the study

Exploring the relationships between self-confidence and academic achievement of 8th class students.

Exploring the relationships between family environment and academic achievement of 8th class students.

Exploring the relationships between self-confidence, family environment and academic achievement of 8th class students.

Hypothesis of the Study

There is significant relationship between self-confidence and academic achievement Among Eighth Grade Students.

There is significant relationship between family environment and academic achievement Among Eighth Grade Students.

There is significant relationship between self-confidence, family environment and academic achievement Among Eighth Grade Students.

Objective No. 1

Exploring the relationships between self-confidence and academic achievement of 8th class students.

Hypothesis No. 1

There is significant relationship between self-confidence and academic achievement Among Eighth Grade Students.

Table 1.1: Mean, S.D. and 'r' value of Male and Female Class 8th Students of self-confidence and Academic Achievement

Variable	N	Mean	S.D.	'r'
Self-confidence	100	30.59	6.746634	-0.084
Academic Achievement	100	74.9	10.87904	

From the Table 1.1, it is evident that the Pearson's coefficient of correlation (r) of self- confidence and academic achievements is -0.084. The correlation is weakly negative. It indicates that there is a slight inverse relationship between Self Confidence and Academic Achievements. When results are correlated in the context of the mean scores, The Mean of Academic Achievement is 74.9 & S.D. is 10.87, and the self-confidence Mean is 30.59 & S.D. is 6.75. there is a slight inverse relationship between Self Confidence and Academic Achievements, it means there is no positive impact of Self Confidence on the Academic Achievements of 8th class students.

The first hypothesis which state that “There is significant relationship between self-confidence and academic achievement Among Eighth Grade Students”, stand rejected in the light of above evidence.

Objective No. 2:

Exploring the relationships between family environment and academic achievement of 8th class students.

Hypothesis No. 2 :

There is significant relationship between family environment and academic achievement Among Eighth Grade Students.

Table 1.2: Mean, S.D. and ‘r’ value of Male and Female Class 8th Students of family environment and Academic Achievement

Variable	N	Mean	S.D.	‘r’
Family Environment	100	162.71	35.42	0.12
Academic Achievement	100	74.9	10.87904	

From the Table 1.2, it is evident that the Pearson’s coefficient of correlation(r) of family environment and academic achievements is 0.12. weak positive correlation between the two variables. When results are correlated in the context of the mean scores, The Mean family environment of is 162.71 and S.D. 35.42, and academic achievement Mean is 74.9 & S.D. is 10.879. there is a slight inverse relationship between Self Confidence and Academic Achievements. It means there is weak positive correlation between the two variables (self- confidence and academic achievements)

The second hypothesis which state that “There is significant relationship between family environment and academic achievement Among Eighth Grade Students”, stand rejected in the light of above evidence.

Objective No. 3

There is significant relationship between self-confidence, family environment and academic achievement Among Eighth Grade Students.

Hypothesis No. 3

Table 1.3 -Correlation (self-confidence, family environment and academic achievement)

Variable	Mean	S.D.	1	2	3
1-Self- Confidence	30.59	6.746634	1	-0.58	-0.084
2-Family Environment	162.71	35.42	-	1	0.116
3-Academic Achievement	74.90	10.879	-	-	1

From the Table 1.3, it is evident that the Pearson's coefficient of correlation(r) of self- confidence and family environment correlation with academic achievements are -0.084 and 0.116. The correlation with self-confidence and academic achievement are weakly negative. It indicates that there is a slight inverse relationship between Self Confidence and Academic Achievements. Family environment and academic achievement are weak positive correlation. Self Confidence and Family Environment correlation was found - 0.058, hence a very weak inverse relationship between self-confidence and family environment.

The last hypothesis which state that "There is significant relationship between self-confidence, family environment and academic achievement Among Eighth Grade Students", stand rejected in the light of above evidence.

Findings & Conclusion:

Self-Confidence and Academic Achievement: The value (r) is -0.084, indicating a weak negative correlation between self-confidence and academic achievement. This suggests that higher self-confidence may slightly correspond with lower academic achievement, but the relationship is weak.

Self Confidence and Family Environment correlation was found - 0.058, hence a very weak inverse relationship between self-confidence and family environment

Family Environment and Academic Achievement: The r value is 0.116, indicating a weak positive correlation between family environment and academic achievement. This suggests that a better family environment may be slightly associated with higher academic achievement, but again, the relationship is not strong.

There are weak correlations between self-confidence, family environment, and academic achievement.

Present study revealed that There is significant relationship between self-confidence, family environment and academic achievement Among Eighth Grade Students. The finding is similar to, Mukhopadhyay (2015) found a significant but negative correlation between self-confidence and learning. Hassan D., found that a positive but not significant correlation was found between positive- self-confidence females with their academic achievement academic record speaks for individual. Sadaf Jafri found that, no significant difference exists between Male and Female respondents of the Arts stream on the measure of the variable of Family climate.

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