Self-confidence among Students and its Impact on their Academic Performance: A Systematic Review

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Abstract

Self-confidence refers to a state of mind which allows people to be constructive and sensible of themselves and their affairs. Self-confidence means the trust in one's abilities to attain the goal. Self-confidence can be described as a person's mental attitude of trusting and relying on himself/herself and his his/her abilities to attain the goal. Positive and careful attitude of parents, peers and teachers fosters self-confidence among students and negative attitude hampers self-confidence. Self-confidence has significant role in development of academic performance, learning and success. Students with positive self-confidence have a positive and realistic self-image. They have the ability to handle criticism, show affection, and be optimistic and assertive. Past success plays an important role in the development of self-confidence. Success in any field usually boosts the confidence of a person. Self-confidence leads to optimism and energises a person to believe in his/her abilities regardless of the challenges of the task. Self-confidence encourages a person to take risks, try novel ideas, new things and acquire different skills to combat a situation.

Keywords: **self-confidence, students, academic performance.**

Introduction

Self-confidence refers to the belief in oneself and his/her abilities. Self-confidence depicts an inner state framed of what one thinks and feels about himself/herself and his/her abilities. Self-confidence being an attribute of perceived self refers to an individual's perceived ability to handle successfully the situations without relying on others and to encourage constructive self-evaluation. Self-confidence thus is the courage to realize oneself, trust in oneself and abilities and act effectively on the beliefs and abilities. Self-confidence amalgamates the capacities and the capabilities of the body and mind and directs them towards the goal. How much secure a person is in his/her own decision is described by the level of self-confidence. Self-confidence shows the level of confidence or belief or trust one has on his/her own self and abilities. Self-confidence is an attitude which permits persons to be positive and realistic towards themselves and circumstances and situations of life.

Welford (2013), "Self-confidence means being aware of when a person is struggling and having the strength and commitment to do something about it". Rufus (2014) "Self-confidence involves self-respect and having the courage to tell the truth about what you are, what you like and what you believe". Dictionary of Psychology (2018) defines self-confidence as an individual's trust in his/her own abilities, capacities and judgements or belief that he or she can successfully face day to day challenges and demands. According to Neill (2005), self-esteem and self-efficacy in combination constitutes self-confidence. Self-confidence is an individual's characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in (Sieler, 1998). It refers to a person's expectation of his or her ability to achieve a goal in a

given situation and is a very influential factor in ensuring a person's potential is realised (Stevens, 2005). In other words, a person with a high self-confidence has a realistic view of himself and his capabilities which makes him persistent in his endeavours. "Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome and to get things go all right." Basavanna (1975). Self-confidence is faith in one's own abilities. Dictionary of Education, Good (1959), Self-confidence is confidence in oneself or on one's own unaided powers, judgement, etc. New Webster's Dictionary (2004), 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)

Purpose of the Study

The aim of this systematic review was to explore and identify the factors associated with development of self-confidence among students and its impact on their academic performance. Research has shown that stronger the individual's self-confidence and beliefs, the higher the goals they set for themselves and the firmer their commitments are to them. (Locke et al., 1984) In the words of 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."

Jafri (2011) found significant and positive correlation between self-confidence and academic achievement of senior secondary school students. Students varied significantly on academic achievement as well as self-confidence with respect to gender, stream, family climate as well as study habits. Boys had higher self-confidence than girls. Specifically, self-confidence had a significant impact on academic achievement and vice versa among senior secondary school students.

Neelima (2011) reported that males had higher self-confidence than female counter parts. Similarly, rural college students were found high on self-confidence than urban counter parts. Results also depicted a significant effect of self-confidence on mental health among college students. Specifically, self-confidence, mental health and emotional intelligence had a significant and positive correlation with each other.

Urmil (2011) reported that children of working mothers were high on emotional maturity as compared to children of non-working mothers. Similarly, children of working mothers had higher levels of self-confidence and security than the children of non-working mothers. Moreover, males were found more self-confident than females.

Shastri (2012) found a significant relationship between self-confidence and personality. College students varied on self-confidence as well as personality type with reference to gender. Males had higher self-confidence than female counter parts.

Sharma and Sahu (2013) reported that excessive use of social networking sites had an adverse effect on self-confidence. People who had a habit of frequently using social networking sites were found low on self-confidence as compared to those who had least usage of social-networking sites.

Kaushik (2014) found a significant relationship between self-confidence and defense mechanisms. Self-confidence determined the defense mechanisms to be adopted by adolescent girls. Principlization defense mechanism was adopted by girls who had high level of self-confidence. They also used separation to prevent themselves from anxiety and depression. However, the girls having low level of self-confidence used turning against object defense mechanism as well as turning against self-mechanism. Self - confidence also had a significant relation with adjustment among college entrant girls in Jaipur.

Kumaraswamy (2014) reported that type of school, family size, family income, parental qualification and occupation had a significant impact on self-confidence. The findings also showed a significant positive correlation between self-confidence and achievement in mathematics. However, a negative and significant correlation was found between self-confidence and mathematics phobia among secondary school students.

Mukhopadhyay (2015) found a significant but negative correlation between self-confidence and learning disabilities. Students with learning disabilities like reading error, spelling error, writing error, comprehension error, arithmetic error, attention error as well as memory error were found low on self-confidence. Specifically, self-confidence had a significant relation with dyslexia, dysgraphia and dyscalculia.

Shivappa (2015) reported that students varied significantly on self- confidence with reference to class, faculty, gender, religion, domicile as well as family type. Moreover, self-confidence had a significant relationship with educational qualification, faculty, college studied, gender, religion and domicile of students. Result also showed a significant and positive correlation between self-confidence and mental health among college students.

Kotkar (2016) reported socio economic status had a significant effect on personality characteristics, self-confidence as well as interpersonal behaviour style. Higher socio economic status student's had higher levels of self-confidence than low socio economic status counterparts. Self-confidence had a significant relationship with personality characteristics as well as with interpersonal behaviour style among students.

Devi (2017) found that self-confidence and life skills among secondary school students significantly and positively correlated to each other. Moreover, girls were found high on self-confidence than boys. Students of private school had better self-confidence than students of government schools.

Vanaja and Geetha (2017) found significant correlation between self-confidence and locus of control among secondary school students. Moreover, students did not differ significantly on locus of control as well as self-confidence with respect to gender, medium of instruction and type of school.

Kumari (2018) found a significant and positive correlation between self-confidence and occupational aspirations. Moreover, females were found high on self-confidence than males. Specifically, self-confidence had a significant impact on occupational aspirations among secondary school students.

Padmakala (2018) found that self-confidence was a significantly influenced by gender, parental education, parental occupation, family size and income, community, locale, type of school and religion of students. Moreover, self-confidence and parental support were found significantly and positively correlated with coefficient of correlation r=0.669. Result also showed a significant and positive correlation between self-confidence and academic achievement among higher secondary school students. Specifically, self-confidence and parental support had a significant and positive impact on academic achievement among higher secondary school students.

Ballane (2019) reported that self-confidence had significant role in academic performance development, learning and success. Self-confidence was found as a predictor of academic performance. Better the self -confidence better the academic performance. However, both teachers as well as parents had a significant role in boosting self-esteem as well as self-confidence among students for improving academic performance as well as learning ability among students.

Nadiah et al. (2019) reported that self-confidence had a significant effect in promoting public speaking among students. Students with high level of self-confidence were able to speak clearly, had better communication with audience, proper eye contact, clear pronunciation and intonation as well as controlled gestures and expressions. Specifically, self-confidence had a significant effect on student's public speaking ability.

Akbari and Sahibzada (2020) reported that self-confidence had a significant effect on learning process among students, sharing of opinions, developing relations with peers as well as teachers, seeking goals, controlling anxiety as well as developing interest in lessons to learn more effectively were determined by level of self-confidence.

Raniere et al. (2020) reported that teaching strategies and techniques and teachers behaviour had significant effect on student's satisfaction and self-confidence.

Conclusion

Development of self-confidence is affected by various factors. Parents' attitudes towards children are decisive to children's feelings about themselves. Positive and careful attitude of parents towards their children fosters self-confidence among children and negative attitude hampers self-confidence. Self-confidence has significant role in development of academic performance, learning and success. Self-confidence acts as a predictor of academic performance. Better the self -confidence better the academic performance. Both teachers as well as parents have a significant role in boosting self-esteem as well as self-confidence among students for improving academic performance as well as learning ability among students. Teacher's attitude towards students determines the level of self-confidence among students. Constructive acceptance and encouragement promotes self-confidence and unnecessary criticism and hostile attitude discourages students which in turn obstructs their self-confidence. Trust promotes self-confidence and mistrust obstructs self-confidence. Specifically, attitude of parents, teachers and peers as well as self-attitude,

self-efficacy, self-control and self-esteem determine self-confidence among students. Self-confidence means a strong sense of worth and capabilities. It develops through self-reinforcing positive cycles of thoughts, feelings and actions, which changes with experiences. Self-confidence is significantly related with self-control, self-image, self-satisfaction, self-respect, self-reliance, stress, spirituality and physical health.

Genuine self-confidence is the precursor for achievements. Self-confidence assimilates the powers of body and mind and directs them towards the goal. Mere knowledge and abilities cannot make one, a successful person. Self-confidence is the prerequisite for development, progress and success. Self-confident persons perceive themselves to be intellectually adequate, socially competent, emotionally mature, satisfied, decisive, optimistic, successful, independent, forward moving, fairly assertive, self-reliant, self-assured and having leadership qualities. Confidence is not inherited, it is learned. Confident students have profound faith in their future and can truly assess their capabilities. They also have a broad sense of control in their lives and consider that within reason, they will be able to do what they desire, plan and expect. This confidence is channelled by more realistic expectations. Even when their set targets are not attained, they still continue to be positive, believe in themselves and they admit their current limitations with new zeal and enthusiasm.

Self-confidence develops emotional maturity and capability to pragmatically assess competencies. Self-confidence does not mean that a student can attain anything and everything, even illogical goals. It actually means that the student will have a sense of control over his own abilities, a positive frame of mind and is probable to make the best use of his talents and skills in attaining positive results. Lack of self-confidence or under-confidence makes students doubtful about their abilities. Such students seek the endorsement of others for comfort. Due to fear of failure, such students have a tendency to avoid taking risks. However, over confidence is also undesirable, as such students may tend to have unrealistically high expectations and beliefs in their abilities and therefore motivates them for taking unwarranted risk.

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