

IMPACT OF PERCEIVED ACADEMIC ACHIEVEMENT ON SELF-CONFIDENCE IN UNDERGRADUATE UNIVERSITY STUDENTS

Dr. Vikas Kumar Sharma

Assistant Professor, Amity Institute of Behavioural & Allied Sciences, Amity University Madhya Pradesh,
Gwalior, India

Abstract

Present era is the age of competition. Everyone is running so as to make others a step behind in this competitive world. Scholastic achievement has therefore been an important development task, which the pre-adolescents and the adolescents are expected to attain. In society today, academic performance plays an essential role in many peoples' lives. This study aims to see the effect of perceived academic achievement on the level of self-confidence undergraduate students. The study was conducted on a sample of university going students $N = 100$ (male and female) by administering the Agnihotri's Self-Confidence Inventory (ASCI) constructed by Dr. Rekha Agnihotri. The participants belonged to the age group of 17-21 years were taken from Dev Sanskriti University, Haridwar (UK). The study follows Expost Facto Research Design to draw interface regarding relationship between study variables. To test the hypothesis independent sample t -test was applied. Result shows that there was statistically significant difference on self-confidence between students having high academic record ($M = 12.52$, $SD = 7.98$) and students having low academic record ($M = 20.32$, $SD = 12.04$). The findings revealed that high academic achievers have more self-confidence than low academic achievers.

Keywords: Academic achievement, self-confidence, academic performance, scholastic achievement

INTRODUCTION

When we boil the milk, we have to keep watch for it, otherwise it will be spread out from the pot and will be useless. Like this during the journey of life the stage of adolescents is such a turn in which the blood of vessels boils. In this stage all youths have enthusiasm in their blood. Like the boiling milk it is necessary to keep watch for youths or it can be said that we should keep watch to all youths. All we know that the responsibility of any country has to be taken by the youths of any country. Generally, India is the country of youths. With 356 million 10-24 years olds, India has the worlds largest youth population despite having smaller population than China, a UN report said (The Hindu, 2014). But, think a bit what an illiterate youth can make his country in the category of literate countries; perhaps, no. On the other hand, if any person is literate, but has lack of self-confidence, he will suffer from the feeling of inferiority and insecurity always. Then his education doesn't help in his progress. Such person will remain fail to catch a minor job.

Today's era is the age of competition. Everyone is running so as to make others a step behind in this competitive world. Competition can be seen in various aspects of human life, whether it is a field of education, sports, politics or it may be business. Every individual has a feeling of competition among others. Education is an essential part of human life. Because education is such progressive process which helps person to improve his psychosomatic potentials for complete development. Only education guides properly to the person on the path

of life. Education is becoming an important phase of life because without it, nor a politician become successful, neither the businessman flourishes his business at a height where he supposed it to be. Education is considered to be a vital entity to flourish in every aspect of life. Hence, Indian government carries the 'Sarva Shiksha Abhiyan' from 1980 onwards after understanding the importance of education. Education is such a procedure by the help of which the inner traits are enhanced in any children.

Academic achievement has been and continues to be one of the most important values held in highly arrives in all cultures, countries and times. Scholastic achievement has therefore been an important development task, which the pre-adolescents and the adolescents are expected to attain. In society today, academic performance plays an essential role in many peoples' lives. In fact, grades, the formal measure of academic performance, become important as early as pre-school and remain important through the process of seeking employment, as many employers request transcripts along with job applications. One's academic performance is measured for a significant portion of his or her life. Past grades play an influential role in critical decisions made by others about one's future. In short, educational development is the threshold of all progress.

Every day we read in various newspapers like that a 12th standard or a B. Tech. student commit suicide due to become fail in examination. Clearly, we can say that it is the result of low level of self confidence. Fraih (1997) was decided the aim of the present study is to examine the relationship between scholastic achievement and self confidence. The samples taken included 1,410 male and female high school students studying under two educational systems: the general education system and the elective courses track. All students responded to the Self-confidence Scale developed by the present researcher. The scholastic achievement rate was taken from the school records. It was found that the scholastic achievement of females excels that of their male counterparts in the elective system. However, the aforementioned result did not apply to students in the general education system. The study revealed statistically significant differences between males and females in self-confidence in the two scholastic disciplines, in which males had the highest mean scores. Furthermore, the study showed significant positive correlations between achievement and self-confidence in all groups except for females studying in the elective system.

Self-confidence is one of the most frequently cited psychological factors thought to affect athletic performance and it has also been called the most critical factors in sport. A lot of research on self- confidence has examined its relationship with motor performance. Stolz (1999) found that there is a significant decrease in the performance of individuals with lowered self-confidence. He also found that there is a significant increase in the performance of individuals with higher self-confidence. Christopher and Losh (2003) examined the relationships among students' academic performances, expectations, motivations, and self-confidence during a summer orientation at a large southeastern university (n = 4,012). The effects of parental education levels on students' performances were also studied. Significant positive correlations were found among all variables. These variables were also all significant predictors of students' academic performances.

In numerous previous researches, academic achievement was studied in relation to many psycho-social factors such as, gender, intelligence socio-economic status, motivation, test anxiety (Kuhn and Holling, 2008; Vogel and Collins, 2002; Pradhan 1997; Trivedi, 1987; Mitra 1985; Shukla 1984). But relation between academic achievement and self-confidence was not studied by the social science researchers so far. It is at embryonic stage. This study aims to see the effect of perceived academic achievement on the level of self-confidence undergraduate students.

Research Problem:

Does the academic achievement affect the level of self-confidence in undergraduate university students?

Hypothesis:

There is no significant difference on the level of self-confidence between students having high academic achievement and students having low academic achievement.

METHOD

Participants

Quota sampling was used to select participants from the population. The sample consisted of 100 students in the age group of 17 to 21 years - both male and female from Dev Sanskriti University, Haridwar, Uttarakhand. Out

of 100, 50 participants were belonged to the status of high academic achievement and 50 were low academic achievers. Both groups have equal no. of males and females.

Research Design

This study follows Expost Facto Research Design wherein the participants have already been exposed to varying amount of the independent variable.

Tool Used

In this study, Agnihotri's Self-Confidence Inventory (ASCI) was used to evaluate the status of self-confidence of participants. This inventory was administered to both groups. The ASCI has been designed in Hindi to assess the level of Self-Confidence among adolescents and adults. The inventory was also validated by correlating the scores obtained on this inventory with the scores obtained by the subject on Basavanna's (1975) Self-Confidence Inventory. The validity coefficient obtained is 0.82 which is significant beyond 0.01 level. The obtained reliability coefficient and the index of reliability are reported as 0.91 and 0.95 respectively.

The norms have been prepared on a sample of 2074 individuals. The raw score obtained by the subject can be interpreted with the help of following Table 1.

Table-1: Norms of ASCI

Raw Scores	Interpretation
7 and below	Very high Self-Confidence
8-19	High self-confidence
20-32	Average self-confidence
33-44	Low self-confidence
45 and above	Very Low self-confidence

RESULT

From Table 2 & Figure 1, it is evident that significant difference exists among high academic achiever & low academic achiever students in respect to their level of self-confidence; t-value being 3.82, significant at .01 level of confidence. The mean scores of both groups indicate that high academic achiever students have more self-confidence than low academic achiever students, means being 12.52 and 20.32 respectively.

Table-2: Significance status of t-value on self-confidence in undergraduate university students

Group	N	Mean	SD	SE _d	t-value	Significant at 0.01 level
High Academic Achievers	50	12.52	7.98	2.04	3.82	
Low Academic Achievers	50	20.32	12.04			

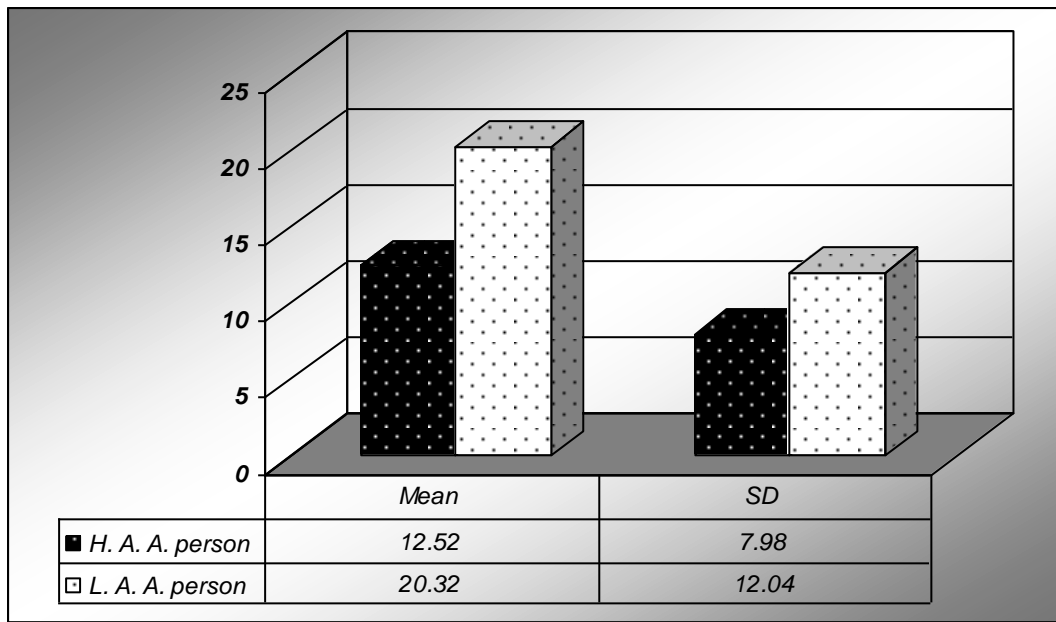


Figure-1: Comparison of Mean and SD on the level of self-confidence between high academic achievers and low academic achievers

DISCUSSION

Result reveals that null hypothesis is rejected. It means that there is a significant difference on the level of self-confidence between students having high academic achievement and students having low academic achievement. After examining the result it is come to know that there is higher self-confidence of one who has high educational achievement than one who has low educational achievement.

Christopher and Losh (2003) examined the relationships among students' academic performances, expectations, motivations, and self-confidence. Significant positive correlations were found among all variables. Fraih (1997) was examined the relationship between scholastic achievement and self confidence. Furthermore, the study showed significant positive correlations between achievement and self-confidence in all groups except for females studying in the elective system. Academic achievement is the indicator of the candidate’s level of acquired knowledge or skill which has been gained as a result of training or experience. Various factors like intelligence, need achievement, family background factors, gender difference, level of aspiration, race, ego, self-concept, emotional stability, socio-economic status affect academic achievement and vice-versa. In this series, one more name should be added i.e. self-confidence. Present study demonstrates that academic achievement and self-confidence in students are highly related and affect each other.

The outcome of this study lies in the fact that it provides us with empirical proof of the relationship between the two variables and helps us in improvising for the betterment of future generations.

CONCLUSION

To conclude, present study shows that there is a significant difference on the level of self-confidence between students having high academic achievement and students having low academic achievement. High academic achievement is the key indicator of high self-confidence.

REFERENCES

Agnihotri, R. (1987). Manual for agnihotri’s self confidence inventory (ASCI) National Psychological Corporation, Agra.

Christopher, T. M. & Losh, S. C. (2003). “Motivation, Self-Confidence, and Expectations as Predictors of the Academic Performances among Our High School Students.” Retrieved from

http://www.accessmylibrary.com/coms2/summary_0286-21393506_ITM

- Fraih, A. K. (1999). Achievement and its Relation with Self-Confidence among Secondary School Students. Retrieved from <http://pubcouncil.kuniv.edu.kw/jss/english/showarticle.asp?id=1099>
- Kuhn, J. T. and Holling, H. (2008). Gender, reasoning ability, and scholastic achievement: A multilevel mediation analysis. Retrieved from http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6W5P-4V2PMMN-1&_user=10&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=c2161aad772637c40698913f77c4a409
- Mitra, R. (1985). Some Determinants of Academic Performance in Preadolescent Children. Retrieved from <http://www.education.nic.in/cd50years/g/Z/91/0Z910J01.htm>
- Pradhan, D. (1997). Effect of Socio-economic Status and Intelligence on Scholastic Achievement of Girls. *Prachi journal of psycho- cultural dimensions*, 13(1): 41-44.
- Shukla, C. S. (1984). Achievement of Primary School Children in relation to Their Socio-economic Status and Family Size. Retrieved from <http://www.education.nic.in/cd50years/g/Z/91/0Z910J01.htm>
- Stephanie, S. L. (1999). The Importance of Self Confidence in Performance. Retrieved from <http://clearinghouse.missouriwestern.edu/manuscripts/99.php>
- The Hindu. (2014, Nov 19). India has world's largest youth population: UN report. Retrieved from <http://www.thehindu.com/todays-paper/tp-in-school/india-has-worlds-largest-youth-population-un-report/article6612615.ece>
- Trivedi, V (1987). A Study of the Relationship of Parental Attitude, Socio-economic Background and Feeling of Security among the Intermediate Students and their Academic Achievement. Retrieved from <http://www.education.nic.in/cd50years/g/Z/91/0Z910J01.htm>
- Vogel, H. L. & Collins, A. L. (2002). The Relationship between Test Anxiety and Academic Performance. Retrieved from <http://clearinghouse.missouriwestern.edu/manuscripts/333.php>