

## SELF CONFIDENCE AND STUDENT ACADEMIC ACHIEVEMENT

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### ABSTRACT

Self-confidence is an uplifting state of mind of oneself towards one's self idea. Self-assurance alludes to a man's apparent capacity to handle circumstances effectively without inclining towards others and to have a positive self assessment. Self-confidence is the conviction that one is for the most part equipped for delivering required results. Fearlessness is connected with achievement. A certain demeanor, a conviction and a confidence in oneself and one's thoughts are crucial in excelling however it ought to likewise be recalled that self-assurance develops with achievement that implies it is alluring to build up those qualities inside oneself that makes for achievement. It has been found that the child who sees himself to be capable, sure, sufficient and a man of worth has more vitality to spend on scholarly accomplishment and will utilize his knowledge to be most beneficial avenues whereas the kid who sees himself as useless unable and less sure may not come up to the ideal level of fulfillment.

**KEYWORDS:** Self Confidence, Conviction, Capable, Confident, Success, Attitude

### INTRODUCTION

Education does not mean only to get a high degree but it creates a difference between wild and civilized person. Well established and coordinated education system is able to produce educated and trained persons. A student is lying at the core of the education system. Student performance is an effective gauge to measure the credibility of any education system in any country.

Various studies have been directed to know the impact of various variables on student performance. Self regard has a significant part in one's performance. Self-confident student indicates preferred result over low confident students. Leary et al (1995) talked about that self esteem as a persuasive factor to scholastic achievement, productive conduct and mental and physical wellbeing in kids. Benninga et al (1981) contend that instructor state of mind has a more prominent impact on the student performance.

Self-esteem can be defined as one's overall sense of self-competence and self-worth. Self-competence, as defined by Romin W. Tafarodi and William B. Swann, is "a generalized sense of one's own efficacy or power". Simply put, self-competence is having self-confidence or the conviction that one is generally capable of producing desired results. Cognitively, self-competence is characterized by the presence of a generalized expectancy for success (Fibel and Hale, 1978).

Students with high self-regard participate energetically in the learning procedure. Such Students are more certain, dynamic and propelled towards learning. Students with high self-regard perform better in examination when contrasted with those students who have low self-esteem (Jordon and Kelly (1990). Wood et al (1994) found that there is cozy

relationship between self-esteem / self-regard and high rate of scholarly accomplishment. Students with low self-regard don't take part effectively in the instructing and learning process. They stay noiseless, uninvolved and have a withdrawal state of mind towards learning exercises. Correspondingly Tootoonchi (1993) highlights that students with low self-regard don't uncover their aptitudes or ability to participate in the learning procedure effectively. They additionally attempt to shroud their unfavorable attributes which as indicated by them are not enjoyed by others. As per Gaus et al. (1994) students with poor self-regard abstain from anything that may place them in a danger of presenting their defects to others. Because of this reason they don't indicate much enthusiasm for the exercises which may bring them distinction and name in the class. Students with low self-regard don't take challenges that could likewise bring rewards, trees to them, for example, promotion of their training and acquiring them great name their groups of friends both in school and at home (Wood et al, 1994). In another study Murayama et al. (1981) have inspected the relationship between student's self-regard, their accomplishments and classroom support. The rate of scholastic accomplishments of students with high self-regard was observed to be exceedingly noteworthy.

The students were put in three classifications for examination. These three classifications of students comprised of students who joined different administrations after culmination of their secondary school training. Studies conducted by Tootoonchi (1993) on jail detainees to see their level of self-regard. The study uncovered that greater part of them didn't have positive self-idea about their own selves. They had less certainty to impart their perspectives to others amid their school days. They avoided taking an interest in exercises with their schoolmates. After this study, similar detainees were given preparing on creating positive self-regard. The post training interviews, and demonstrated that this training had expanded their self-awareness, fearlessness, and self-regard.

McCaul et al (1992) found that person with high self-regard did not drop out from school. The best number dropout happened in schools where the students had low self-regard. Kelly and Jordan (1990) have inferred that self-regard of talented students (those with high level of scholarly accomplishments) was much higher than those with low level of scholastic accomplishments. Skilled students have therefore more positive mental self portrait and self-idea. As indicated by Wiggins (1987) there are different factors which contribute towards self-regard and expanded rate of support in learning exercises by students, for example, nature of family life, thankfulness from instructors and guardians, cooperation in co curricular exercises and positive associate connections. This study was conducted in District Swabi to know the view of instructors in government secondary schools as what did they think about the relationship between self regard and students' scholarly accomplishment, since, it is watched that not very many studies are accessible on this issue in Pakistani state funded schools.

Despite the fact that there are a couple contextual investigations which can't be summed up because of the way of the study and its constraints. Along these lines, this quantitative study was directed to research the impression of instructors in government schools about the relationship between self-regard and scholastic accomplishments of understudies. A few studies demonstrate that self-regard impacts scholastic execution (Haarer, 1964; Jones and Grieneekz, 1970; Lamy, 1965; Morse, 1963; Smith, 1969; Wattenberg and Clifford, 1964). Explore has demonstrated that self-regard is a superior indicator of scholarly accomplishment than measured knowledge (Morse, 1963; Smith, 1969; Wattenberg and Clifford, 1964).<sup>5</sup> Researches aside; sound judgment directs that our contemplations impact our sentiments and conduct. Our conduct, subsequently, impacts our execution. Life is basically a self-satisfying prescience. Sound judgment likewise

manages that an understudy who has self-uncertainty and needs self-acknowledgment is probably not going to achieve scholarly magnificence. By what means can an understudy set up testing objectives in the event that he or she does not have a feeling of self-fitness or self-viability? In what capacity can an understudy focus completely on studies on the off chance that he or she needs self-endorsement?

## TEACH DECISION MAKING AND PROBLEM SOLVING

I continually emphasize that a basic feature of high self-esteem and resilience is the belief one has control over many areas of one's life and can accurately define these areas. This belief is tied to a feeling of ownership, a vital foundation for motivation. If we wish our children to develop this sense of control, it is essential we provide them with opportunities from an early age to learn and apply problem-solving and decision-making skills.

When I consult with schools and have the opportunity to interview students, I often ask, "What choices or decisions have you made in the past month in school?" Choices and decisions must be present if we are to help students with learning problems gain a feeling of ownership and become self-advocates. Teachers in one school gave a certain number of problems for homework but said to the students, "It's your choice. Look at all six problems, and then do the four you think will help you learn best." By offering the students the choice to "do less," they actually received more homework than in the past, especially since the students felt a greater sense of ownership. When children are having difficulty learning, it is advantageous to discuss with them what they think might be most helpful and to attempt certain strategies. As Dr. Myrna Shure has found using her "I Can Problem-Solve" program, even young children are capable of coming up with different options to help them learn more effectively.

## CLASS ROOM ACTIVITY TO BUILD SELF CONFIDENCE

There are no shortcuts when it comes to gaining self-confidence. Because confidence grows from knowledge and experience, kids need to work hard until it develops naturally. Take a look at the tips below to help your child improve and build confidence in his or her performance.

- **Get Motivated.** The first step to gaining self-confidence is getting started. To be successful, your child has to want to do well in school. You can try the 9-step motivation model if he or she isn't motivated.
- **Plan Ahead.** Preparation is vital to success. Your child can't do his or her best without scheduling enough time to finish assignments and study for exams. Show your child how to make his or her goals more manageable by breaking large projects into small parts.
- **Assemble a Learning Toolbox.** Part of planning ahead is gathering educational resources for you and your child. Start your collection with the 10 resources you need in your back-to-virtual-school toolbox, which will help the two of you kick off each semester.
- **Award Praise.** When your child does a great job, celebrate it! Share his or her work with other family members and then hang it on the fridge. Katty Kay, co-author of *The Confidence Code*, says, "The virtue of confidence is that it is constructed on solid achievements," so every success will help your child become self-confident.
- **Learn From Mistakes.** Effort deserves your praise, too, even if the results aren't perfect. Set aside time each

week for you and your child to go over recent grades. Don't let him or her get discouraged by wrong answers—instead, help your child learn from mistakes.

- **Repeat the Process.** Building confidence takes time. Throughout the school year, pay attention to how your child's successes and failures affect his or her well-being. Consider his or her motivation, time management, organization, stress, attitude, and any other characteristics that affect the learning process.

## CONCLUSIONS

In the present circumstances the youth are facing difficulties which are giving rise to many problems such as frustration, anxiety, tension and emotional imbalance in day to day life. We humans are constantly striving to establish a satisfactory relationship with our environment or we can say that trying to fulfill our need in order to live happily and function effectively. Parents are an essential part of their child's environment. Therefore, in order to foster caring, responsible and strong children, adults need to have a positive view of them and serve as role models for their children. Self-awareness is another key part of child's development. Self-awareness is how much we know about ourselves, our beliefs about who we are, and what we think our capabilities are. As child's sense of self develops, so does the child's ability to blossom in school and with peers. This is why the parents' ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own.

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