

## SELF-CONFIDENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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### **Abstract**

*The present research is titled as "Self-confidence and Academic achievement of Higher secondary students". The values reflect the true picture of development of a society or nation. They indicate the level of development of a nation or society. Values are intrinsic importance, characteristics and principles which are the foundation for action and beliefs. The aim of the study was to know the Self-confidence and Academic achievement of higher secondary students. The design of the study was a survey which includes purposive sample of 300 students of higher secondary in Virudhunagar District. District. The analysis of data was made statistically in percentage, mean, standard deviation and 't'-test. A large number of higher secondary students were at average level of Self-confidence and Academic achievement.*

**Keywords:** *Self-confidence, academic achievement, survey method, percentage analysis, standard deviation and 't'-test.*

### **Introduction**

Smith (1964) and Ghiselli (1973) reviewed studies that have attempted to predict performance on spatial tests. Spatial tests do not contribute much to the prediction of success in the usual school subjects; not even in Geometry after the general ability is entered into the regression equation. There are a number of possible explanations for the discrepancy between the importance of spatial abilities and their usefulness in predicting performances. First, it could be that, once above a certain level, spatial abilities are not all that critical for school or job success. Second, the relative strength of Self-confidence, relative to other abilities, such as verbal and phonemic fluency abilities, may be more important in predicting how problems are solved rather than whether they are solved. Third, the criterion measures used in most studies may be biased in favour of other abilities, such as verbal or reasoning abilities. Fourth, current tests may not be very reliable measures of spatial abilities.

People can set goals. A student may make a goal of a good grade in an examination. Goal setting can have benefits in any aspect of life. When a person knows what he or she wants to achieve, it gives a focus on what needs to be improved on and usually subconsciously promotes this goal. Setting and planning makes for long term vision and short term motivation. It directs attention, motivation, learning, and mobilises resources. The more the combination of intelligence and motivation, the more the academic achievement. Thus, the achievement or

successful performance of an individual related to his superior values and goals through a scientific evaluation with social acceptance is academic achievement. In all the sustainable development, there are three sets of objectives - knowledge, skill and values. Students can achieve their academic goals if they are focusing on their goals with complete devotion and dedication. In fact adolescents' academic achievement is not only because of intelligence (Lourdhusamy, 2012).

At the higher secondary stage of general education the courses are diversified for the students to study a group of any three subjects in depth with freedom in the combination of subjects. To provide the all-round development of the adolescents personality, the curriculum provides half the time to electives, one- fourth of the time to language and one- fourth to physical education, arts and crafts, moral and spiritual education.

### **Significance of the Study**

The main endeavor of the present study is to investigate the Self-confidence and academic achievement of higher secondary students. The current study will be beneficial to both students and teachers because the awareness of the relationship between the factors being studied will help students to plan their Self-confidence in consideration of these factors. The present study will give us an idea about the ability of the skillful of where stuff is in relation to other stuff. Ability to understand or perceive track or extension. Self-confidence is to perceive the optical environment accurately, changes and adjustments in one's verbal perceptions, and to be able to re-composed elements of one's optical know, without the presence of relative physical stimuli Ability for goods extension in track. Individual's ability is to perceive differences and relations among spatial objects to perceive spatial dimension of an object (including one's own). This will also help teachers to develop student friendly practices to build up good Self-confidence in the school. And training and guidance can also be provided to the child based on their abilities to develop self-concept, reduce anxiety and increase scholastic performance.

At present it is believed that in India academic achievement is a result of training provided by the teacher to the student in the school environment. Though our examination system is not objective and scientific in presenting the real academic achievement of the students but it is the only way to get academic achievement. Thus, the current study might be beneficial to the students and teachers in handling different issues in academic achievement of the students. It will also be of great help for students and teachers in giving them a strong motivation to work on improving their Self-confidence that determines the academic achievement. Hence, it has been deemed necessary to take up this topic and it has been planned to investigate the Self-confidence and academic achievement of higher secondary students.

### **Objectives of the Study**

1. To find out the level of Self-confidence of higher secondary students.
2. To find out the level of academic achievement of higher secondary students.

### **Null Hypothesis**

1. There is no significant in Self-confidence of higher secondary students with reference to gender.
2. There is no significant difference in academic achievement of higher secondary students with reference to gender
3. There is no significant relationship between Self-confidence and academic achievement of higher secondary students.

### Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

### Population for the Study

The population for the present study is higher secondary students studying in Srivilliputtur Taluk.

### Sample for the Study

In the present study, random sampling technique is employed. The sample for the present study consists of 300 higher secondary students from 10 schools in Srivilliputtur Taluk.

### Tool

1. Self-confidence Inventory of higher secondary students is to be constructed and validated by investigator and guide.
2. The academic achievement refers to the total mark scored in the half yearly examination which is the academic year 2025-2026.

### Statistical Techniques

Percentage, Mean, standard Deviation, t-test, ANOVA and F-test.

### Analysis of data

#### Objective: 1

To find out the level of Self-confidence of higher secondary students.

**Table 1 Level of Self-Confidence of Higher Secondary Students**

Low		Moderate		High	
Count	%	Count	%	No.	%
35	11.7	201	67.0	64	21.3

It is inferred from the above table that 11.7% of have low, 67.0% of them have moderate and 21.3% of them have high level of Self-confidence of higher secondary students.

#### Objective: 2

To find out the level of academic achievement of higher secondary students.

**Table 2 Level of Academic Achievement of Higher Secondary Students**

Low	Moderate	High
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Count	%	Count	%	No.	%
48	16.0	198	66.0	54	18.0

It is inferred from the above table that 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of academic achievement of higher secondary students.

### Null Hypothesis: 3

There is no significant difference in Self-confidence of higher secondary students with reference to gender

**Table 3 Significant Difference in Self-Confidence of Higher Secondary Students with Reference to Gender**

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	130	41.44982	10.53048	0.960	NS
Female	170	41.43062	9.31735		

*(At 5% level of significance, for df 298, the table value of 't' is 1.96)*

It is inferred from the above table that calculated 't' value (0.960) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in Self-confidence of higher secondary students with reference to gender.

### Null Hypothesis: 4

There is no significant difference in academic achievement of higher secondary students with reference to gender

**Table 4 Significant Difference in Academic Achievement of Higher Secondary Students with Reference to Gender**

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	130	323.67492	58.08778	0.950	NS
Female	170	323.74002	59.28200		

*(At 5% level of significance, for df 298, the table value of 't' is 1.96)*

It is inferred from the above table that calculated 't' value (0.950) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in academic achievement of higher secondary students with reference to gender.

### Null Hypothesis: 5

There is no significant relationship between Self-confidence and academic achievement of higher secondary students.

**Table 5 Relationship between Self-Confidence and Academic Achievement of Higher Secondary Students**

Study Habits		Academic Achievement		$\Sigma XY$	Calculated 'r' Value	Remarks
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$			
43167	111354	6240547	42364694	16033077	0.060	NS

(Table value of 'r' is 0.088, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.060) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between Self-confidence and academic achievement of higher secondary students.

### Percentage Wise Analysis

- 11.7% of have low, 67.0% of them have moderate and 21.3% of them have high level of Self-confidence of higher secondary students.
- 10.8% of the male students have low, 61.5% of them have moderate and 27.7% of them have high level of Self-confidence of higher secondary students.
- 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of academic achievement of higher secondary students.
- 17.7% of the male students have low, 63.8% of them have moderate and 18.5% of them have high level of academic achievement of higher secondary students.

### Inferential Analysis

- There is no significant difference in Self-confidence of higher secondary students with reference to gender.
- There is no significant difference in academic achievement of higher secondary students with reference to gender.
- There is no significant relationship between Self-confidence and academic achievement of higher secondary students.

### Interpretations

The 't' test result shows that there is significant difference in Self-confidence of higher secondary students with locality of school. (i.e) the mean values of urban students are better than the rural students in their study habits. This may be because the urban students may have more access to various facilities such as libraries; borrowing books, magazines, newspapers and internet facilities and also they may need to use these facilities in their day to day life. So they have high level of Self-confidence

The result of "t" test indicates that there is significant difference in academic achievement of higher secondary school students with respect to the medium of instruction. The mean values of Tamil medium students are better than the English medium students. This can be because

the Tamil medium teachers should be consulted by guidance and counselling workers to plan for appropriate type of study schedule for better academic achievement.

### **Suggestions of the Study**

The following are the suggestions for further research studies.

1. Same study can be extended further with a large sample of students.
2. This study may be extended to compare the Self-confidence and academic achievement of higher secondary students belonging to different locality of school of study.
3. This study may be extended to compare the Self-confidence and academic achievement of higher secondary students belonging to different medium of instruction of study.
4. A study could be conducted on Self-confidence and emotional maturity of high and higher secondary level.
5. A study on Self-confidence and decision making ability of college students may be conducted.

### **Recommendations of the Present Study**

1. It is suggested that regular study habit training programmes in school must be arranged to improve the study habits.
2. It is suggested that teachers should help the students to frame the time- table for study. They should be instructed to adhere to it.
3. Parents should check whether their wards study in a quiet place away from disruption and disturbances.
4. It is suggested that teachers should correlate the subject matter with the life situations of the pupils, in order to make the subject matter interesting for the pupils.
5. It is suggested that university should make it mandatory for their students to visit the library; borrow books, magazines, newspapers and their visit should be marked with attendance there.

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