

**ANALYSIS OF THE LEVEL OF SELF- CONFIDENCE OF STUDENTS AT  
UNIVERSITY LEVEL IN DISTRICT HAVELI KAHUTA AZAD JAMMU &  
KASHMIR**

Beenish Gull

Bushra Khalid

Sana Mehmood

**Corresponding Author:** \* Beenish Gul ([gulbenish44@gmail.com](mailto:gulbenish44@gmail.com))

**Received:** 29-07-2022

**Revised:** 12-09-2022

**Accepted:** 21-09-2022

**Published:** 30-12-2022

**ABSTRACT**

Self-confidence is the belief in one's own strength and capacity to complete a task. It is the conviction that one is generally capable of producing desired results and confidence is the first step to success. If someone have a lot of abilities and a lot of knowledge, if he don't have self-confidence he cannot be successful. Self-confidence plays significant role in learning and performance of students. This study investigates the link between self-confidence and student performance at the university level in Haveli Kahuta, AJK, Pakistan. Despite the acknowledged importance of self-confidence in learning and achievement, limited research has been conducted in this region. Employing a quantitative, descriptive research design, the study surveyed students in the Education Department across 4th, 6th, and 8th semesters at the University of Poonch Rawalakot, Haveli Kahuta Campus. Random sampling was used to select participants. The study revealed that while a majority of students demonstrated high self-confidence, some areas for improvement remain. Furthermore, a significant positive correlation was found between self-confidence and student learning and performance. Further research with larger sample sizes and diverse data collection methods is recommended. Additionally, universities and primary/elementary schools should implement counseling and training programs to foster self-confidence in students and teachers alike.

**Keywords:** Self-confidence; learning and participation.

**INTRODUCTION**

Success is based on self- confidence. Believing in one's own abilities gives support to someone even under challenging circumstances. Life failures are essential to overcome for the survival of humans. In order to achieve one's goals, both personally and professionally, self-confidence is necessary. Moreover, consistent performance is necessary for success and this strongly depends on how a person handles the situations or changes that come into his life (Ahmed, Qazi &Jabeen; 2011). Self-confidence is considered as the capacity to persevere and

the likelihood of an individual to succeed at a task, and it has an impact on all facets of human activity (Ansari & Khan, 2015). Confidence is a measure of how much you believe in yourself. (Grant, 2021).The general definition of self-confidence is a feeling of certainty. Having faith in oneself is self-confidence. The cornerstone of any great success and accomplishment is selfconfidence. The distinction between feeling sacred and unstoppable is self-confidence (Mehta &Panchai, 2020). Self-confidence is the belief or trust that a student has in his or her ability to do a task successfully (Kanza, 2016). Self-efficacy, self-esteem, and self-compassion

are the three factors that can affect a person level of self-confidence. Self-confidence is related to success, educational accomplishments, conciliation, and a person's wellbeing among other things (Perkins, 2018). For a student to take chances and participate in learning activities, they must have a high level of self-confidence. Self-confident people are sure of their skills and can set goals without worrying about the results (Kanza, 2016). When someone lacks confidence in themselves and their abilities, they are lacking in self-assurance. They frequently feel inadequate, unwanted, or incompetent. People with low self-esteem frequently worry about making errors or disappointing other people. Due to low self-esteem, a student may experience psychological barriers in the classroom such as feeling of insecurity, fearfulness, anxiety, and feeling alienated from society. These barriers can have a negative impact on an individual's performance. As a result, they may be causing someone to become preoccupied while learning (Rubio, 2007). . Since then, the connection between success and self-confidence has been the subject of thousand of papers published and studies conducted. This is a well-liked concept in both literature and more mainstream media. A substantial body of recent literature on student's self-confidence demonstrates that numerous researchers in different countries including; Sar, Arcu & Isiklav (2010) in Turkey, Verma & Kumari (2016) in Ludiana (Punjab), Fatima (2015) in India, Al-Hebaish (2012) in Saudi Arabia, Karimi & Saadatmand (2014) in Isfahan, Gardner, Dukes & Discenza (1993) in San Francisco, and Akbari & Sahibzada (2020) in Afghanistan, Rukkumsni & Kumaresan (2020) in Tamil Nadu; India, Tinsel (2015) in Turkey, Tripathy & Srivastare (2012) in Hadidwar; Uttarakand, Tridimanti (2018) in South Sumatera; Indonesia, Ansari and Khan (2015) in Aligarh, Moneva&Tribunalo (2020) in

Philippines, Nurmi, Hannula, Maijala & Pehkonen (2003) in Finland, Ciftci & Yildiz (2019) in Turkey, Jakobson (2006) in Sweden and Djurabekovna (2019) in America have considered students self-confidence as a key aspect in boosting their learning, and they made a lot of efforts to help pupils build that confidence.

Furthermore, when it comes to Pakistan, studies like Firdous (2017) in Lahore, Arshad, Zaidi & Mehmood (2015) in Faisalabad, Shoukat & Bashir (2014) in Rawalpindi, Akram& Ghazanfar (2014) in Gujrat, Ahmed, Qazi & Jabeen (2011) in Punjab, Mehmood, Adnan, Shehzad & Shabbir (2019) in Lahore, and Nasir & Iqbal (2019) in Lahore have identified self-confidence as a crucial element for improving students learning and significant efforts have been made to help students build this trait. A supportive environment and constructive criticism will result in the pupils having a strong level of self-confidence (Karimi & Saadatmand, 2014).students who enjoy themselves more in all aspects of life tend to have higher self-confidence (Sari, Erci, Soyer, & Eskiler, 2014). Having a solid relationship with others is necessary for developing high self-confidence (Sharma & Agarwala, 2015). Additionally, according to Palavan (2017), a student lack of confidence might lead to their lack of motivation, which can make school mandatory and cause them to have a bad attitude towards learning. Academic success of child depends on a variety of elements, such as interest and motivation of students for the subject they are studying the tools and techniques used by teachers in the classroom, the family structure, and one's self-confidence. But we must understand that self-confidence is always essential for success. Many people have the ability to feel more confident, and most parents may successfully help their kids feel more confident by giving them praise. However, a lot

of people actually believe that they lack self-confidence. They may compliment one another but can occasionally produce consequences they are in conflict with one another (Verma & Kumari, 2016). One can assume that he or she is capable of accomplish something with ease and tranquility when they feel confident. An individual becomes unbeat and satisfied with himself or herself as a result. However, self-confidence does not mean one can feel superior to others. In both children and adults, self – confidence is essential for healthy psychological adjustment, personal fulfillment, and efficient functioning. Children that have high sense of self-worth find it simple to interact with people, to voice their opinions, and to resist being readily swayed by others. On the other side, youngsters who lack self-confidence constantly doubt themselves, are afraid to speak up, are easily swayed by others, and won't even try to new things. These timid youngsters are more inclined to give up when things get tough. The capacity to act appropriately and effectively in any circumstance, no matter how difficult it may seem to you or others, is confidence. Genuine self-confidence comes before accomplishments. Self-confidence unifies the faculties of mind and body and concentrates them on the objective. Only such focused energy can accomplish any type of task. In short, the first step toward growth, development, success and accomplishment is self-confidence (Burton & Platts, 2006).

## RESEARCH METHODOLOGY

Quantitative research method was used to “analyze the confidence level of students at university level in District Haveli Kahuta AJK”.

### Table 4.1 I am a valuable individual.

### Sampling:

Sample was selected from 4th, 6th and 8th semester of Education Department through random sampling technique.

### Research Instrument and Data Collection:

Self-constructed questionnaire was used to solve this problem. The Likert Scale method with three points was utilized to create the questionnaire. It comprised of close ended questions and was designed in two parts. First part was about measuring the level of self-confidence of students. Second part was about measuring the effects self- confidence of students on their learning and participation. Both first and second parts were comprised of fifteen and ten items respectively and had a choice of three scales such as: 1. Agree, 2. Un Decided, and 3. Disagree "First hand data collecting technique" was used to gather the data. Researcher was collected data through questionnaire and visited personally to each selected semester. Additionally, the researcher verified the validity and reliability of the research tool. Data was collected from 4th, 6th and 8th semester because students of these semesters had gotten enough experience of their self-confidence in the university and were able to provide the needed information for this study. The entire process was completed in six months.

## RESULT AND DESCRIPTIONS

This chapter described the results of the study. Following tables reflected the different results and their interpretation.

| Sr. No | Responses | Frequency | Percentage |
|--------|-----------|-----------|------------|
| 1      | A         | 49        | 98%        |
| 2      | UD        | 1         | 2%         |
| 3      | DA        | 0         | 0%         |

The table 4.1 shows that 98% students agreed with the statement that they are valuable person, 2% students are undecided with the statement, and no one is disagree on above statement.

**Table 4.2 I feel good about myself.**

| Sr. No | Responses | Frequency | Percentage |
|--------|-----------|-----------|------------|
| 1      | A         | 42        | 84%        |
| 2      | UD        | 6         | 12%        |
| 3      | DA        | 2         | 4%         |

The table 4.2 shows that 84% students agreed with statement that I feel good about myself, 4% students disagreed with the statement and 12 % students are undecided on the above statement.

**Table 4.3 On the whole, I am satisfied with myself.**

| Sr. No | Responses | Frequency | Percentage |
|--------|-----------|-----------|------------|
| 1      | A         | 35        | 70%        |
| 2      | UD        | 9         | 18%        |
| 3      | DA        | 6         | 12%        |

The table 4.3 shows that 70% students agreed with the statement that on the whole, I am satisfied with myself, 12% students disagreed with the statement and 18% students were undecided on the above statement.

**Table 4.4 I have positive attitude towards myself.**

| Sr. No | Responses | Frequency | Percentage |
|--------|-----------|-----------|------------|
| 1      | A         | 42        | 84%        |
| 2      | UD        | 6         | 12%        |
| 3      | DA        | 2         | 12%        |

The table 4.4 shows that 84% students agreed with the statement that I have positive attitude towards myself, 12% students disagreed with the statement and 12% students were undecided on the above statement.

**Table 4.5 I feel that I have number of good qualities.**

| Sr. No | Responses | Frequency | Percentage |
|--------|-----------|-----------|------------|
| 1      | A         | 32        | 64%        |
| 2      | UD        | 12        | 24%        |
| 3      | DA        | 6         | 12%        |

The table 4.5 shows that 64% students agreed with the statement that I feel that I have number of good qualities, 12% students disagreed with the statement and 24% students were undecided on the above statement.

## FINDINGS

After having gone through the study and analyzing responses/data, researcher found that:

1. Majority of the participants (98%) agreed with the statement that I am a valuable individual (Table No. 4.1).
2. Majority of the participants (84%) agreed with the statement that I feel good about myself (Table No. 4.2).
3. Majority of the participants (70%) agreed with the statement that on the whole, I am satisfied with myself (Table No. 4.3).
4. Majority of the participants (84%) agreed with the statement that I have positive attitude towards myself (Table No. 4.4)
5. Majority of the participants (64%) agreed with the statement that I feel I have number of good qualities (Table No. 4.5)

## DISCUSSIONS

As all the previous literature showed that self-confidence of students plays crucial role in their learning and performance and it is the key to success. But there's still unawareness about its importance in District Haveli Kahuta AJK. So the researcher conducted research on this topic because she felt that this is the need of the hour. The objectives of this study were to explore the level of self-confidence of students at university level and its effects on the learning and participation of students. The findings of the study show that the students of University of Poonch Rawalakot Haveli Kahuta Campus are self-confident and almost have positive attitude towards themselves but they also have some shortcomings in their personalities like fear of

speaking up in front of others, fear of things to be wrong from them and have a lot of care that what other people think about themselves. The study also revealed that self-confidence is necessary for learning and participation of students and it has considerable effects on learning and performance of students. The findings of this study are similar to the findings of studies conducted by Akbari & Sahibzada (2020) and Rukkuman & Kumareson (2020) in Afghanistan and India (Tamil Nadu) respectively in regards to effects of self-confidence on learning and performance of students. But it contradicts slightly with these studies in regards to level of self-confidence of students. These studies reveal that majority of the students are highly self-confident while remaining have low level of self-confidence. But the recent research shows that majority of the students at university level are self-confident but some shortcomings also present in their personalities regarding self-confidence. Moreover the recent study is similar to the studies Karimi & Sadaatmand (2014), Tuncel (2015) and Al-Hebaish (2012), Hill (2002) in regards to the effects of self-confidence on learning and participation. These studies also reveal like recent study that self-confidence has considerable effects on learning and is necessary for participation of students in the class and vice versa. The findings of this study also confirmed the findings of the studies Norman & Hyland (2003); Yashima, Zenuk-Nishidi, Shimizu (2004) that self-confidence has effects on performance of students. The main implications derived from the study in general refers to all primary, secondary as well as university teachers, parents and specially to Poonch University Kahuta Campus teachers to use present study's findings

showing that more than majority of the students at Poonch University Kahuta Campus are self-confident but they still have some shortcomings regarding confidence in their personalities and self-confidence is necessary for participation and learning of students. Therefore, the researcher considers it necessary for academic staff of Poonch University Kahuta Campus to pay special attention to students to overcome these shortcomings. There are two major limitations in this research that could be addressed in future researches. First because of time limit, this research was conducted only on a small size of population and considered one discipline which is Education Department. The researcher tried her best to accomplished objectives for achieving the purpose of research but if this study is basing on large sample as well as other disciplines also could have more generated more accurate results. Another limitation was that the researcher not had extensive experience of first hand data collection. As the topic of the research was to explore the level of self-confidence of students, so on this topic mostly people not feeling comfortable to talk and have some dignity issues that someone will not give them respect if he know about their level of self-confidence. They may give some biased answers due to this reason. So there's a chance that the nature of implementation of data collection method is flawed. Although the researcher ascertained to the students that nobody will know about their data; researcher think that this type of questionnaire is not suitable for knowing about accurate results. Therefore it is recommended to the future researchers that they should use another data collection method for conduct research on this topic. Moreover it is recommended that there's need to take some huge steps regarding development of self-confidence in students by teachers, parents, institutions and also students themselves by the use of this study.

## CONCLUSIONS

The main objective of the study was to explore level of self-confidence of students and its effect on students learning and performance at university level. Keeping in view the findings of the current study researcher concluded that more than majority of the students were self-confident and have positive attitude towards themselves. But they also have some shortcomings in their personalities regarding self-confidence like fear of things to be wrong, fear of speak up in front of others and care a lot about what other people thinks about them. The study also revealed that self-confidence has considerable effects on the learning and participation of students at university level.

## RECOMMENDATIONS

It is suggested that research may be conducted to find out the causes of lack of self-confidence through qualitative research to overcome the shortcomings. It is recommended that research may be conducted to find out academic and non-academic factors that can influence self-confidence of students. It is recommended that research may be conducted to find out the ways through which students can boost up their self-confidence. It is recommended that research can be conducted on larger sample size by including the students of other disciplines which have not been included in present study because of limitations of resources.

## REFERENCES

Ahmad, I., Qazi, T., & Jabeen, S. (2011). Self-Efficacy: The predictor of educational performance among university students. *Information Management and Business Review*, 3(2), 57-62.

Al-Hebaish, S. M. (2012). The correlation between general self-confidence and

- academic achievement in the oral presentation course. *Theory & Practice in Language Studies*, 2(1).
- Akbari, O., & Sahibzada, J. (2020). Students' self-confidence and its impacts on their learning process. *American International Journal of Social Science Research*, 5(1), 1-15.
- Arshad, M., Zaidi, S. M. I. H., & Mahmood, K. (2015). Self-Esteem & Academic Performance among University Students. *Journal of Education and Practice*, 6(1), 156-162.
- Akram, B., & Ghazanfar, L. (2014). Self-efficacy and academic performance of the students of Gujrat University, Pakistan. *Academic Research International*, 5(1), 283.
- Agnihotri, R. (1987). *Manual for Agnihotri's self-confidence inventory*. National Psychological Corporation, Agra.
- Abadi, M. (2004, August). Trusted computing, trusted third parties, and verified communications. In *IFIP International Information Security Conference* (pp. 291-308). Springer, Boston, MA.
- Atherton, M. (2005). Measuring confidence levels of male and female students in open access enabling courses. *Issues in Educational Research*, 25(2), 81-98.
- Baskin, S. (2014). Empathy in narcissistic personality disorder: from clinical and empirical perspectives. *Personality Disorders: Theory, Research, and Treatment*, 5(3), 323.
- Benabou, R., & Tirole, J. (2002). Self-confidence and personal motivation. *The Quarterly Journal of Economics*, 117(3), 817-915.
- Bandura, A. (1994). Self-efficacy (Vol. 4, pp. 71-81). na.
- Burton, K., & Platts, B. (2006). *Building self-confidence for dummies*. John Wiley & Sons.
- Ciftci, S. K., & Yildiz, P. (2019). The Effect of Self-Confidence on Mathematic Achievement: The Metaanalysis of Trends in International Mathematics and Science Study (TIMSS). *International Journal of Instruction*, 12(2), 683-694.
- Clark, R. E. (1994). Media will never influence learning. *Educational technology research and development*, 42(2) 21-29.
- Colbeck, C. L., Cabrera, A. F., & Terenzini, P. T. (2001). Learning professional confidence: Linking teaching practices, students' self-perceptions, and gender. *The Review of Higher Education*, 24(2), 173-191.
- El Ansari, W., & Oskrochi, R. (2004). What really effects health professions students' satisfaction with their educational experience? Implication for practice and research. *Nurse Education Today*, 24(8), 644-655.
- Frooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. (2011). "Factors affecting students' quality of academic performance: a case of secondary school level." *Journal of quality and technology management*, 7(2), 1-14.
- Firdous, N. (2017). Comparison of Self-Esteem Level Between Female Students of Private and

Public Institutions of Pakistan. The  
Pakistan Journal of Social Issues, 8(1).