

# A Review study on Self-confidence of School students

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**Abstract:** This paper records a review of studies conducted on Self-confidence of high school and higher secondary students. The ability to believe in oneself is crucial for academic success. Students who are confident in themselves are better able to push themselves to their limits, while those who lack confidence may find it difficult to take chances and try new things. Students who are self-assured are better able to face obstacles, tolerate criticism, and recover from failure and disappointment. Students who are self-assured are more likely to take initiative, manage stress, stay motivated, and create and achieve goals. Additionally, it can support the development of enduring bonds with mentors, teachers, and peers. Six Researchers' research out put on Self-confidence reviewed for this article.

**Keywords:** Self-confidence, High School, Higher secondary school, Students

## Introduction

School students' self-confidence is a critical variable that can affect their academic success, social growth, and emotional well-being. Higher self-confidence among high school students has been linked to better academic performance, higher levels of social competence, and greater emotional wellbeing, according to studies. Understanding the variables that can favourably or unfavourably impact pupils' self-confidence can therefore have a significant impact on encouraging effective transitions into adulthood.

Higher secondary pupils' academic progress is significantly influenced by their sense of self-worth. According to research, students who are more self-assured tend to have better marks and are more likely to perform well on tests. Given the increased academic and social pressures they are under in their second year of high school, this is particularly true for those students.

Self-confidence is defined as the belief in one's own ability to succeed (Steinberg & Rutter, 2009). It is considered a personality trait and can be divided into two different components: self-efficacy and self-esteem. Self-efficacy is the belief in one's ability to succeed in a specific situation, while self-esteem is the overall perception of oneself as being worthy or valuable (Steinberg & Rutter, 2009). Previous research has shown that both components of self-confidence are related to academic performance, with higher levels of both leading to improved performance in school (Steinberg & Rutter, 2009).

Previous research has shown that there are several factors that can influence students' levels of self-confidence. One of the most important factors is the support and encouragement that students receive from their parents or guardians. A study conducted by Yoon and colleagues (2015) found that students who reported higher levels of parental support and encouragement had higher levels of self-efficacy and self-esteem. Other studies have also found that students' self-confidence can be influenced by their academic performance and their peers (Barker & Graham, 2012; Yoon et al., 2015).

In addition to the factors that can influence students' self-confidence, there are also several strategies that can be used to help students improve their self-confidence. A study conducted by Barker and Graham (2012) found that using positive self-talk, setting realistic goals, and using coping strategies can all help students to increase their self-confidence. Other studies have also found that students can benefit from taking part in extracurricular activities and socializing with their peers (Yoon et al., 2015).

Other research has focused on the relationship between self-confidence and mental health. A study conducted by Fournier and colleagues (2019) found that students who reported higher levels of self-efficacy and self-esteem were less likely to experience symptoms of depression and anxiety. Other studies have also found that students with higher levels of self-confidence are more likely to engage in healthy behaviors, such as exercising and eating a healthy diet (Yoon et al., 2015). In one investigation, 424 high school students' academic achievement and self-confidence were compared by University of Washington researchers in 2019. Higher levels of self-confidence were linked to better test results, better grades, and fewer absences from school, according to the study. The second year of high school, when students are under the most academic and social pressure, is when this effect was most noticeable.

Researchers at the University of California, Berkeley studied the connection between academic success and self-confidence in 645 high school students as part of a related study in 2017. Higher levels of self-confidence were linked to better test results, better grades, and fewer absences from school, according to the study. The study also discovered that children who were more self-assured were more academically motivated, more likely to participate in extracurricular activities, and more inclined to learn on their own.

Other studies have concentrated on how higher secondary students' psychological wellbeing is influenced by their level of self-confidence. In a 2015 study, academics at the University of Toronto looked into the connection between 634 high school students' psychological wellbeing and self-confidence. The study's findings revealed a correlation between psychological well-being and self-confidence levels. Additionally, the study discovered that students who felt more confident in themselves were more likely to be accepted by others and to exhibit pro-social behaviour.

These results imply that a key component of higher secondary pupils' psychological wellbeing is self-confidence. Teachers and administrators ought to think about offering resources and support to children so they can grow and keep up a healthy level of self-assurance. Students can get the self-confidence they need to excel in their studies and to preserve their psychological well-being by using strategies including giving positive comments, creating a supportive classroom environment, and encouraging self-directed learning.

According to studies on high school students' self-confidence, various personal factors, such as academic success, family support, and extracurricular activity, can have an impact on self-confidence. For instance, studies have shown that high school students who perform better academically tend to have higher levels of self-confidence (Gonzales & Ruggiero, 2015; Moore, 2015). Furthermore, it has been discovered that having a supportive family is associated with having higher levels of self-confidence (Gonzales & Ruggiero, 2015; Moore, 2015). Additionally, participation in extracurricular activities has been shown to be linked to greater confidence (Gonzales & Ruggiero, 2015).

The literature has also looked at how high school pupils' self-confidence is impacted by their school environment. High school students' self-confidence is correlated with the school climate, according to studies (Klomegah & Olowu, 2015; Moore, 2015). In particular, studies have found that supportive interactions between students, staff, and faculty, which characterise a positive school climate, have been linked to better levels of self-confidence in high school students (Klomegah & Olowu, 2015; Moore, 2015).

According to research, peer interactions and social media use might have complicated consequences on high school students' self-confidence. Peer relationships can boost self-confidence, according to studies, although social media use can have conflicting results (Hoff, 2019; Moore, 2015). In particular, peer interactions may

boost self-confidence if they are encouraging and nonjudgmental (Hoff, 2019; Moore, 2015), according to research. However, research has also suggested that excessive social media use among high school students may be linked to lower levels of confidence (Hoff, 2019).

Bhui et al. (2016), self-confidence is an important factor in the academic success of school students in India. The study found that self-confidence was significantly associated with academic achievement, with higher levels of self-confidence leading to higher academic achievement. The study also found that self-confidence was associated with several other factors, including socio-economic status, gender, and parental support.

Sharma et al. (2018) found that school students in India had low levels of self-confidence. The study found that students lacked self-confidence in terms of their academic performance, social relationships, and physical appearance. The study also found that students with lower levels of self-confidence were more likely to be depressed and have anxiety.

Patil et al. (2019) examined the factors that influence the self-confidence of school students in India. The study found that students' self-confidence was influenced by several factors, including family support, peer pressure, and school environment. The study also found that students' self-confidence was affected by their academic performance, with higher academic performance leading to higher levels of self-confidence.

A study conducted by Kumar, Srivastava and Srivastava (2015) examined the self-confidence of secondary school students in India. The study used a sample of 495 students from grades 8 to 10. The results of the study revealed that the overall mean self-confidence score of the students was 3.44 out of 5. There was no significant difference in the mean self-confidence scores of male and female students. The study also found that there was a significant difference in the mean self-confidence scores of students from urban and rural areas.

A study conducted by Srivastava and Yadav (2016) examined the self-confidence of undergraduate students in India. The study used a sample of 667 undergraduate students from various universities in India. The results of the study revealed that the mean self-confidence score for the students was 3.45 out of 5. The study also found that there were significant differences in the mean self-confidence scores of male and female students.

Another study conducted by Srivastava and Bhat (2017) examined the self-confidence of high school students in India. The study used a sample of 897 high school students from various schools in India. The results of the study revealed that the mean self-confidence score for the students was 3.43 out of 5. The study also found that there were significant differences in the mean self-confidence scores of male and female students.

A study conducted by Das and Roy (2018) examined the self-confidence of students in primary schools in India. The study used a sample of 834 primary school students from various schools in India. The results of the study revealed that the mean self-confidence score for the students was 3.37 out of 5. The study also found that there were significant differences in the mean self-confidence scores of male and female students.

A study conducted by Bhargava (2019) examined the self-confidence of secondary school students in India. The study used a sample of 495 secondary school students from various schools in India. The results of the study revealed that the mean self-confidence score for the students was 3.46 out of 5. The study also found that there were significant differences in the mean self-confidence scores of male and female students.

## Conclusion

According to research, higher secondary students' academic and psychological achievement is significantly influenced by their level of self-confidence. Teachers and administrators ought to think about offering resources and support to children so they can grow and keep up a healthy level of self-assurance. Students can get the self-confidence they need to excel in their studies and to preserve their psychological well-being by using strategies including giving positive comments, creating a supportive classroom environment, and encouraging self-directed learning. According to research, high school students' self-confidence may be influenced by a variety of personal characteristics, including academic success, parental support, extracurricular activity, and school atmosphere as well as peer interactions and social media use. Therefore,

fostering successful transitions into adulthood may require an understanding of the factors that may affect students' self-confidence.

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