Impact of Self Confidence and Self Esteem on Learning: An Assessment

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ABSTRACT: Students who feel well about themselves have a good, realistic view of themselves. They are able to accept criticism, express love, and be upbeat and confident. Success in the past is crucial for the growth of self-confidence. Success in any profession often increases a person's confidence. Self-confidence inspires optimism and gives someone the drive to have faith in their talents despite the difficulties of the work at hand. In this article an attempt has been made to find out the self confidence of the students towards Learning and to find out the self esteem towards learning. The present study involves both qualitative and quantitative data. Population for the present study consists of the Undergraduate students of Paschim Medinipur district of West Bengal. 40 under graduate students(20 male+20 female) of Paschin Medinipur district have been selected randomly as sample for the present study. Two separate self structured questionnaire have been used for data collection. First questionnaire is based on the statements on Self Confidence consisting of 15 statements with the response of 'Strongly Agree', 'Agree' 'Disagree', and 'Strongly Disagree'. Second questionnaire is based on the statements on Self Esteem consisting of 17 statements with the response of 'Strongly Agree', 'Agree' 'Disagree', and 'Strongly Disagree'. Collected data were analyzed with simple descriptive statistics and t test. Findings of the study indicates that there is no significant difference in the self confidence between male and female students.

KEYWORD: Self-confidence, profession, self-assurance, Self-esteem, Self-esteem, online learning.

Introduction: A typical definition of the word "self-confidence" is "self-assurance in one's own judgment, ability, power, etc." From experiences of having mastered certain tasks, one gains self-confidence. It is a constructive notion to think that one can typically achieve their goals in the future. Self-esteem is an assessment of one's own worth, but self-confidence is more precisely the belief in one's capacity to do a particular task, which one meta-analysis found is comparable to generalization of self-efficacy.

Self-confidence is a positive opinion of oneself and one's talents. So, to put it simply, if you have self-confidence, it implies you feel good about yourself and are confident in your ability to accomplish your goals. If you look about self-confidence in more detail, you may define it as a positive self-perception that: Is derived from the way you see yourself and your talents; Naturally makes you happier and more successful in life; can endure any scenario or circumstances, even when abandoned or without material belongings. Simply said, self-confidence is a quality of how one views oneself. Self-confidence is a self-construct, much like

self-esteem. Self-confidence, in general, refers to a person's belief in their capacity to behave appropriately in a circumstance to get things done and overcome challenges.

One of the things that affects student success is self-confidence. Being self-confident entails having faith in your skill, fortitude, and estimation of yourself. The evaluation of oneself in question is a favorable one. The evaluation will eventually inspire the person to value himself higher as a result of the assessment. Self-confidence is a belief in all of one's possessions, and that belief gives one the sense of being able to accomplish a variety of objectives in life.

Self-esteem is a life skill that all civilizations, regardless of their level of development, greatly value. It is the method through which people evaluate themselves and gain the information, skills, and attitudes necessary to contribute productively to society. Kholode (2009) asserts that a person's degree of prosperity, welfare, and security is somehow influenced by their education of their own worth. It is the basis for social and economic progress and a fundamental way to increase peoples' well-being.

REVIEW OF LITERATURE:

Heaven, (2005) asserts that the concept of self-esteem is well known. Teachers, parents, therapists, and others have concentrated efforts on improving self-esteem on the presumption that high self-esteem would result in a variety of favorable outcomes and advantages. This research critically examines this presumption. Several variables make evaluating the impact of self-esteem difficult. We stress objective assessments of outcomes since many persons with high self-esteem overestimate their accomplishments and favorable characteristics. A diverse group, positive self-esteem includes both those who openly acknowledge their positive traits and those who are egotistical, defensive, and pompous. He points out that there is no evidence to suggest a link between high self-esteem and successful academic achievement from the weak correlations between these variables. Instead, strong academic success contributes to positive self-esteem. It has not been shown that raising students' self-esteem improves academic achievement, and it may sometimes have the opposite effect.

Silverstone (2003) noticed that having a healthy sense of self-worth did not shield kids from using tobacco, alcohol, drugs, or having early relationships. High self-esteem encourages experimentation, which may lead to earlier sexual activity or drinking, although overall, these impacts are minimal. One significant exception is that in females, having high self-esteem lowers the risk of developing bulimia. This demonstrates that pupils' poor behavior may happen whether their self-esteem is strong or low. According to Viktor (2012), the advantages of strong self-esteem come into two categories: increased initiative and pleasurable emotions. We have not discovered proof that increasing one's self-esteem (via therapy therapies or educational initiatives) has any positive effects. Our research does not support the extensive promotion of self-esteem in the belief that doing so would automatically result in better results. Given the diversity of good self-esteem, unrestrained praise might just as readily encourage narcissism, which has less favorable effects. Instead, as a reward for socially acceptable behavior and self-improvement, we advise utilizing praise to promote self-esteem.

Brittany Landrum,(2020) More study is required to understand the elements that influence students' opinions of their online courses as online course options continue to grow and more college students enroll in at least one online course. Few studies have looked at how learning management systems and online learning self-efficacy relate to perceptions of satisfaction and perceived usefulness of online classes, despite previous research finding a positive relationship between students' computer self-efficacy and their satisfaction with online learning. Self-control and time management, as well as prior online learning experience, are additional factors that have been linked to satisfaction with and usefulness of online learning. Students must not only have confidence but also implement and apply their learning skills in an online environment. This research

looks at how students' self-regulation skills, trust in their capacity to learn in online courses, and confidence in using online learning platforms may all be used to predict how satisfied they are with and how beneficial they consider online classes to be. The largest positive predictor of students' happiness and utility with online courses, according to multiple regression models, was their confidence in their ability to learn online. The findings suggest that while evaluating assessments of online programs, it is worthwhile to explore students' goals and motivations in addition to their skill set and learning styles.

Rafiq Ahmad Lone,(2021) Self-confidence is a mentality that enables individuals to be constructive and realistic about themselves and their situations. Self-confidence is the belief in one's capacity to achieve a goal. A person's mental attitude of believing in and depending on oneself or herself and his or her ability to achieve the objective may be characterized as having self-confidence. Those who have supportive and attentive parents, friends, and instructors have higher levels of self-confidence than those who have negative attitudes. Self-assurance has a crucial influence in the growth of academic achievement, learning, and performance. Students who feel well about themselves have a good, realistic view of themselves. They are able to accept criticism, express love, and be upbeat and confident. Success in the past is crucial for the growth of self-confidence. Success in any profession often increases a person's confidence. Self-confidence inspires optimism and gives someone the drive to have faith in their talents despite the difficulties of the work at hand. A person with self-confidence is more likely to take chances, try out new things and creative ideas, and to learn new abilities to deal with a problem.

Statement of the Problem: Emotional maturity and the capacity to pragmatistically evaluate skills are developed through self-confidence. Self-assurance does not imply that a student can succeed in everything, even unreasonable aims. It essentially implies that the student will feel in charge of his own abilities, have a positive outlook, and be likely to utilize his skills and talents in the best way possible to achieve success. Students who are insecure or lack self-confidence have trouble believing in their own skills. Such kids look for others' approval in order to feel secure. However, in order to take chances in their learning and to recover from failure or hardship, students need to feel confident in themselves and regard themselves as competent. Students who lack confidence or have low self-esteem are less likely to believe in their own abilities, which make them reluctant to participate in learning or take necessary risks for academic advancement. Therefore the problem stated here is "Impact of Self Confidence and Self Esteem on Learning: An Assessment"

Objectives:

✓ To find out the self confidence of the students towards Learning

✓ To find out the self -esteem towards learning

Hypothesis:

Hp1- There is no significant difference in the self confidence between male and female.

Hp2- There is no significant difference in the self esteem between male and female.

Methodology: The present study involves both qualitative and quantitative data.

Population: Population for the present study consists of the Undergraduate students of Paschim Medinipur district of West Bengal.

Sample: 40 under graduate students(20 male+20 female) of Paschin Medinipur district have been selected randomly for the present study.

Tools: Two separate self structured questionnaire have been used for data collection. First questionnaire is based on the statements on Self Confidence consisting of 15 statements with the response of 'Strongly Agree', 'Agree' 'Disagree', and 'Strongly Disagree'. Second questionnaire is based on the statements on Self

Esteem consisting of 17 statements with the response of 'Strongly Agree', 'Agree' 'Disagree', and 'Strongly Disagree'.

Statistical Techniques: Collected data were analyzed with simple descriptive statistics and t test.

DATA ANALYSIS AND INTERPRETATION

Table-1, Descriptive Statistics for Self Confidence of Male students

N	20
Minimum	20
Maximum	52
Mean	38.45
Median	40.5
Mode	42
SD	8.720
Std Error Mean	1.95
Skewness	-0.630

The above table shows the descriptive statistics on the self confidence of male undergraduate students. It is clear from the table that mean score for the self confidence of the male students is 38.45 with the SD score of 8.720 where minimum is 20 and maximum score is 52. The standard error mean score is 1.95

Table-2, Descriptive Statistics for Self Confidence of Female students

N	20
Minimum	22
Maximum	51
Mean	37.8
Median	39
Mode	42
SD	8.38
Std Error Mean	1.875
Skewness	-0.393

The above table shows the descriptive statistics on the self confidence of female undergraduate students. It is clear from the table that mean score for the self confidence of the female students is 37.8 with the SD score of 8.38 where minimum is 22 and maximum score is 51. The standard error mean score is 1.875.

Table-3,Unpaired t test for Self Confidence

Variables	Mean	SD	SEM	df	t value
Male	38.45	8.720	1.94	38	0.240
Female	37.8	8.38	1.873		

The above table shows the t value 0.240 at 95% confidence of interval which is less than the critical value1.99. It signifies that the hypothesis "There is no significant difference in the self confidence between male and female" is accepted.

Table 4, Descriptive statistics for Self Esteem of Male students

N	20
Minimum	23
Maximum	62
Mean	42.75
Median	45
Mode	48
SD	10.243
Std Error Mean	2.290
Skewness	-0.312

The above table shows the descriptive statistics on the self esteem of male undergraduate students. It is clear from the table that mean score for the self confidence of the male students is 42.75 with the SD score of 10.243 where minimum is 23 and maximum score is 62. The standard error mean score is 2.290

Table 5, Descriptive statistics for Self Esteem of Female students

N	20
Minimum	22
Maximum	54
Mean	36.65
Median	35
Mode	42
SD	8.604
Std Error Mean	1.923
Skewness	-0.294

The above table shows the descriptive statistics on the self esteem of female undergraduate students. It is clear from the table that mean score for the self esteem of the female students is 36.65 with the SD score of 8.604 where minimum is 22 and maximum score is 54. The standard error mean score is 1.923

Table 6- Unpaired t test for self Esteem

Variables	Mean	SD	SEM	df	t value
Male	42.75	10.243	2.290	38	2.039
Female	36.65	8.604	1.923		

The above table shows the t value 2.039 at 95% confidence of interval which is greater than the critical value1.99. It signifies that the hypothesis "There is no significant difference in the self esteem between male and female" is rejected.

Findings:

✓ No significant difference is found in the self confidence between male and female students.

✓ There is significant difference in the self esteem between male and female students.

Conclusion: Self-confidence has significant role in development of academic performance, learning and success. Self-confidence acts as a predictor of academic performance. Better the self -confidence better the academic performance. Both teachers as well as parents have a significant role in boosting self-esteem as well as self-confidence among students for improving academic performance as well as learning ability among students.

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