

CONFIDENCE BOOSTERS: A CLOSE LOOK AT HOW LOW SELF-CONFIDENCE INFLUENCES STUDENT LEARNING AND STRATEGIES FOR OVERCOMING EDUCATIONAL OBSTACLES

Prof. Farida Akbari

English Language and Literature Department Kandahar University Kandahar, Afghanistan

Abstract

Competence, knowledge, and performance are interconnected concepts that play a pivotal role in an individual's career success. Students who lack these attributes may encounter numerous challenges in achieving their academic goals and intended outcomes. Among these, self-confidence is a critical factor influencing students' participation and progress in the learning process. The current educational system is grappling with a crisis caused by low self-confidence, resulting in decreased engagement and unsatisfactory academic performance.

This research aims to explore the impact of self-confidence on students' learning experiences. The study delves into how students' learning is influenced by their level of self-confidence, distinguishing between those with high self-confidence and those with low self-confidence. Learning is defined as a permanent change in an individual's behavior resulting from experiences and knowledge acquired through shared experiences or teacher-led instruction. Self-confidence is characterized by a student's belief in their ability to perform successfully in various activities. It is closely related to a student's motivation, educational achievements, well-being, and adaptability to challenges. Self-efficacy, self-esteem, and self-compassion are identified as factors that can influence an individual's level of self-confidence. The research identifies low self-confidence as a major challenge for students, adversely affecting their vulnerability in the learning process. Students with low self-confidence may experience psychological barriers such as insecurity, fearfulness, anxiety, and a sense of detachment from society, leading to reduced participation and distracted learning. The researchers have observed poor class participation among students at Kandahar University, which they attribute to the lack of self-confidence impacting their academic performance. The study also highlights the link between self-confidence and motivation, emphasizing that students' low self-confidence can lead to a lack of motivation and a negative attitude toward learning. Consequently, the achievement of desired educational outcomes and effective curriculum implementation become challenging. To address these issues, language teachers are encouraged to cultivate students' self-confidence by avoiding behaviors that may diminish it. In conclusion, self-confidence is a vital element in students' academic journey, impacting their motivation, participation, and overall learning experience. By understanding its significance, educators and institutions can adopt strategies to foster self-confidence among students, enabling them to overcome challenges and achieve their academic goals effectively.

Keywords: self-confidence, learning, motivation, academic performance, educational outcomes, student participation

1. Introduction

Competence knowledge and performance are interrelated concept and they are the key success for individual in their career. Due to the lack of each one can face many challenges their lives. Students with the lack of any of these may face various challenges in achieving intended outcomes which have been set out by their respected institutions or the goals they have for themselves. The lack of self-confidence in students may not only create problem for students but for institutions areas of thereof and in effective implementation of curriculum.

Most of the current crisis in the educational system is due to low self-confidence that led a number of students having lack of enough participation and unsatisfactory progress after much time spends in the class. As Norman & Hyland (2003) state confidence is a factor in learning which can have its effects on students' participation and progress. Self-confidence is very necessary for a student to take risks and engage in the learning activities and those who have self-confidence they are assured of their abilities and are setting goals for themselves and work hard to achieve their goals without worrying about the outcomes (Kanza, 2016).

Mutluer(2006) & Yavuzer (1998) (as cited in Sara, Avcu & Isiklar 2010) assert that human is born with self-confidence but it is changeable during the age Students' self-confidence can be lowered due to students' anxiety, self-insecurity, fear and feeling of being apart from the society (Rubio, 2007). According to Benabou & Tirole (2002), self-confidence is very effective in motivating humans and can lead to changing human's behavior. The self-confidence should be considered as the quality of a student in which the student feels him/herself assured of successfully performing of different activities in the class and out of the class for the purpose of learning. However, the impact of self-confidence in learning process the researcher means that how students' learning varies when students experience either high self-confidence or low self-confidence.

Functionally, learning is a set of changes which are brought to the behavior of a person resulting from the experiences done by a human (Houwer, Holmes & Moors, 2013). Taylor & Mackenney (2008, p.263) defines learning as a permanent change in the behavior of an individual. They further define learning as the act of engaging students in activities and letting them get knowledge through their sharing experiences or getting information from the teacher.

Self-confidence is defined as the believe or trust that a student has in performing something successfully (Kanza, 2016). According to Perkins (2018) self-confidence is related to success, achievements in education, conciliation, and a persons' well-being, among other things and self-efficacy, self-esteem, and self-compassion are the three factors which can affect the level of self-confidence of any individual.

Statement of the Problem

Although self-confidence enhances a student's motivation in learning process and its impact is explained thereof. There are various challenges exists for students with lower self-confidence. For instance, Benabou & Tirole (2002) point out that there is still one big challenge that students are having as their vulnerability in learning is the lack of self-confidence which can adversely affect the learning of any students. According to Rubio (2007) due to low self-confidence many psychological barriers such as feeling of in secureness, fearfulness, having anxiety, and feeling yourself apart from the society are

possible barriers that may arise for a student during the class which can adversely affects the performance of individual. They can consequently be leading an individual being distracted from the learning process. Based on personal experiences of the researchers, it has been observed that most of students at Kandahar University having poor participation in classes. Since the participation is closely related to selfconfidence, this is the major concern that students' poor performance maybe due to the lack of self-confidence which can consequently affect their vulnerability in learning process.

According to Benabou & Tirole (2002) self-confidence has its effect on motivation and can change humans' behavior and is considered as a factor for students' problem-solving skill at the university. In addition to that Palavan (2017) states that students' lack of self-confidence can cause for students' lack of motivation which in result can cause education become compulsory and make student show negative attitude toward learning. These are the key causes and inspirations for conducting the research. Because if students' poor performance continues, the intended outcomes set out the respected departments and effective curriculum is not possible to be achieved. Tunçel (2015) suggest language teachers to develop their students' selfconfidence and avoid those behaviors which lower students' self-confidence.

2. The Significances of the Study

A large body of current literatures related to students' self-confidence shows that in many counties many researchers, specially: Sar, Avcu & Isiklar (2010) in Turkey, Verma & Kumari (2016) in Ludhiana (Punjab), Fatma (2015) in India, Karimi & Saadatmand (2014) in Asfahan, Al-Hebaish (2012) in Saudi and Gardner, Dukes & Discenza (1993) in San Francisco has considered self-confidence as an important factor for enhancing students' learning and many efforts has been taken for developing students' self-confidence in learning while less attention is paid to this issue in Afghan context especially, Kandahar university. There is need for measuring students' self-confidence and its impact on their learning process to fill somehow the existed gap. This study will add to the existing literature of students' self-confidence through conducting a study related to students' self-confidence with a different population in different research cite. In addition to that, this study will benefit the ministry of higher education, department of educational psychology, department of pedagogy, university curriculum designers, university policy makers, university teachers, and university students in identifying the causes of their lower performance and possible solutions to exist in effective curriculum implementation. Moreover, this study will also help school teachers and students and other related organizations who deal and care with students' self-confidence. This study will give a clear picture of the Kandahar University students' self-confidence level and its effects in learning process to the thereof sectors. The purpose of this study is to measure students' self-confidence on learning and find its impacts on learning process.

4. Research Objectives

The current study aims to identify the level of students' self-confidence in learning at Kandahar University. Besides that, finding out how the self-confidence had impacts on students' learning at Kandahar University is another key aims direct the study toward its findings.

5. Research Questions

- What is the level of students' self-confidence in learning at Kandahar University?

- What are the impacts of students' self-confidence on their learning process at Kandahar University?

6. Review of the Literature

This part of the study explores previous studies related to students' self-confidence. It explores the level of students' selfconfidence on learning and the impacts of students' self-confidence on their learning and scholar's opinion about self-confidence and its impact has been documented.

6.1 Students' Self-confidence Level

A large body of literature is related to measuring students' self-confidence in learning. Tripathy & Srivastava (2012) believe that self-confidence is an attitude and students with self-confident believe on their abilities, they are goal-directed, they believe that they will reach their goals and expectations. Self-confidence is not the same in all areas of a person's life. It is possible that an individual be very confident in one area of life and less confident in some other areas of life.

Mahyuddin et.al (2006) has investigated the relationship between students' self-efficacy and their English language achievement on 1,146 students and has found out that more than a half of the students were highly self-confident and less than the half number of students were low self-confident. On the other hand, Atherton (2015) measured confidence of male and female students in open access enabling courses and found that male students were not having any significant lack of confidence in regard to the assessment tasks that involved the quizzes and the final exam. On the other hand, his study revealed a significant lack of confidence among female in regard to all areas, including course satisfaction, mid-semester test, their relation with their professors, taking pre-requisite textbooks and materials, quiz performances and their performances in final exam.

Similarly, Sar, Avcu, & Isiklar (2010) studied undergraduate students' level of self-confidence in and found some important differences at the level of students' self-confidence based on students' genders and departments. However, Verma & Kumari (2016) investigated the effects of self-confidence on academic achievement of elementary school students and did not find any significant difference in students' self-confidence in term of gender. Moreover, Tripathy & Srivastava (2012) studied the effects of academic achievements on the level of self-confidence also found no difference in students' self-confidence in terms of students' gender but the researchers found that there was a relationship between students' academic achievements and selfconfidence. The study further revealed that students with higher academic achievement had a higher level of self-confidence and students with lower academic achievements had a lower level of self-confidence.

In addition to that, Nurmi, Hannula, Maijala, & Pehkonen (2003) have studied pupils' self-confidence in mathematics. They found that the weakest student had the lowest self-confidence and their study also revealed that students' self-confidence was varying among male and female students. Their study showed that boys had remarkably higher self-confidence than girls and the study has also examined students' self-confidence on most skillful students for the second time to see either the finding is the same or not and found that boys were noticeably more confident in compare to girls.

Moreover, Fatma (2015) have investigated self-confidence of adolescents in relation to their gender, locality and academic achievement. She found that male had higher self-confidence in comparison to

females. Her study rejected her proposed hypothesis of the study that said both male and female are having the same level of self-confidence. On the other hand, her study also found that there was no significant difference between the learning outcome of both male and female students.

The study further found that the level of self-confidence among the rural students was higher in comparison to urban students. However, she also found the academic achievements of the urban students were higher than the rural students'.

Some other researchers have explored the level of students' self-confidence in learning in regard to some other factors. For instance, Laird (2005) has studied diversity as the theoretical framework in their study and an influencing factor for students' self-confidence and studying college students' experiences with diversity and their effects on their self-confidence, social agency and disposition toward critical thinking. The study found that students with different experiences, different courses, having a positive relationship with their different partners were having a higher level of self-confidence. The study further found diversity as an important component for college students' education.

In addition to that Clark (1994) has explored the adolescents in post-divorce and always-married students. He found that students who live away from their parents for short or long time, or who have parents who do not show much interest in them are lacking the self-confidence. The researcher further claimed that the family factor can be effective in the development of self-confidence among students.

Palvan (2017) explored the impact of drama education on the self-confidence and problem-solving skills of students at primary school education and his finding indicated that the level of students' self-confidence and problem-solving skills were low before the drama education and after the drama education. The study further revealed that students' self-confidence and problem-solving skills levels were improved through the use of drama education and the researcher suggest teachers to use drama education in their classes.

On the other hand, Colbeck, Cabrera, & Terenzini (2001) have studied learning professional confidence, linking teaching practices, students' self-perceptions, and gender. They have found that teaching practices are an influencing factor for students' self-confidence rather than students' background characteristics. The study conducted by Still, Pulford & Sohal (2006) to explore student's self-confidence on academic abilities by measuring individual's learning profile. Their findings revealed that students' carefulness, honesty, and the attitude of expecting everything to be perfect are the strongest factors influencing students' academic confidence and had affected students' confidence.

6.2 Impacts of Students' Self-Confidence on Their Learning Process

A large body of literature is concerned to the impacts of students' self-confidence in learning process. Norman & Hyland (2003) have studied the role of confidence in lifelong learning. They have found students' confidence as a barrier to students' learning which a factor is affecting students' participation and progress. The study further shows that students' level of self-confidence can be affected by any individual student and his or her teachers, partners, temporary adviser and workplace supervisors. Similarly, Rubio (2007) studied self-esteem and foreign language learning and found that anxiety, self-insecurity, fear and feeling yourself apart from the society are a number of psychological situations which are possible to be arisen in learning due to low self-confidence.

Tuncel (2015) have studied the relationship between self-confidence and learning Turkish as a foreign language. The study found a relation between self-confidence and learning and the study showed that high self-confidence affected the learning positively and low self-confidence effected learning negatively. Similarly, in Cologne Laboratory, Fischer & Sliwka (2018) through experimentally studying the causal effects of external factors based changes on the motivation for learning, found that confidence in someone's ability to learn stimulates someone for learning. The finding of this study indicated that higher confidence in the level of prior knowledge causes students with low levels of knowledge to work and care more.

In addition, Verma et al. (2016) have studied the effects of self-confidence on academic achievement of elementary school students. They found out that self-confidence is affecting the academic achievement of students based on the low and high level of students' self-confidence and their study showed significant differences in academic achievements of students' either having low or high self-confidence. Fatma (2015) has studied self-confidence of adolescents in relation to their gender, locality and academic achievement. Her findings show that there is a correlation between the academic achievements and the self-confidence of the students. Her finding suggests that there is relationship between students' self-confidence and learning outcomes because her findings shows that with the increase of self-confidence the academic achievement also increased.

Karimi & Saadatmand (2014) conducted a study to find out the relationship between self-confidence with academic achievement based on academic motivation. Their study revealed that there was a relation between the academic achievement in both self-confidence and educational motivation. The researcher found that self-confident students gained success in learning. The researcher further states, the positive feedbacks, positive motivation, and school solving students' problems raises students' confidence. The link learning and motivation is also suggested by (Afzal, Ali, Khan & Hamid, 2010) who state the intrinsic motivation and extrinsic motivation are having positive impacts on students' learning.

The study conducted by Yashima, Zenk-Nishide, & Shimizu (2004) to explore the influence of attitudes and effect on willingness to communicate and second language communication. Their findings revealed that self-confidence is a very important factor which can lead to students' willingness to participate in oral activities in the classroom. Moreover, Al-Hebaish (2012) studied the correlation between general self-confidence and academic achievement in the oral presentation course. He found that students' academic achievement can be affected by the self-confidence. Since, the study revealed that students with high level of self-confidence scored higher in oral test and students with low level of self-confidence scored lesser and showed lack of interest in having higher oral performance.

A similar study, by Tridinanti (2018) investigating the correlation between speaking anxiety, self-confidence, and speaking achievement of undergraduate EFL students. The findings of this study show that self-confidence is playing the role of a significant predictor for students' performance rather than anxiety. The study revealed that students having self-confidence had higher achievements and recommended students to improve self-confidence for having better performance. Jones (2001) conducted a study on academic self-confidence. His finding shows a correlation between the academic

self-confidence and achievement striving. His showed that academic self-confidence will have a high, positive correlational achievement striving. His findings furtherly showed that students who were confident at school were also confident in goal seeking and were very focused for achievements. Similarly, Verma & Kumari (2016) studied the effect of self-confidence on academic achievement of children at elementary stage. Their result indicated that there were some differences in the academic achievement of students in relation to their low and high level of self-confidence.

A study of Students' self-confidence and learning through dialogues in a Net-Based environment by Jakobsson (2006), revealed that a significant relationship exists between students' self-confidence and succession in their studies. And the study further showed that students with good self-confidence experienced working through the internet full of inspiration and they felt they had worked harder than the others.

Sihotang, Setiawan, & Saragi (2017) investigated the effects of learning strategies and confidence on student's learning outcomes. They have found that student's learning outcomes were related to learning strategy and self-confidence. Their study further revealed found that students who had high confidence had better learning outcomes in comparison to students who had low self-confidence.

In the field of technology, a study conducted by Gardner, Dukes & Discenza (1993) in studying computer use, self-confidence, and attitudes with a causal analysis of computers in human behavior. They have found that that the use of computer can give an individual a high level of computer self-confidence. The researchers further found that the negative experiences of computer in early life can cause negative attitudes toward computer. However, Puzziferro (2008) explored online technologies self-efficacy and self-regulated learning as predictors of final grade and satisfaction in college found that online technologies self-confidence is not related to students' performance.

Busch (1995) also studied gender differences in self-efficacy and attitudes toward computers. The study found gender differences in the level of self-confidence related to the completion of complex tasks in both word processing and spreadsheet software but there were no gender differences related to simple computer tasks. Their study further showed that females had fewer computer experiences in-compare to males since males were encouraged more to the use of computer and had more experiences in computer games.

Pajares & Johnson (1994) have investigated confidence and competence in writing and thy found the existence of a relationship between self-efficacy and performance and revealed that writing uneasiness was negatively affected by self-confidence. Arango (2015) studied students' self-confidence as a way to improve English oral production. His findings suggested showed that there is a relation between students' low self-confidence and oral production in classroom. And the researcher had a theoretical framework of three domains of learning: Cognitive, Affective and Psychomotor domains. In the study, the researcher used a strategy in the entire lesson plans and an oral project called, "building self-confidence". Through implementing this strategy tenth-grade students' self-confidence increased. As a result of their study students become aware of their abilities and were less reluctant to speak in the class and they were motivated to participate in the class.

Bauman (2012) has investigated self-esteem as a part of self-confidence in performing any activity and explored the importance of self-esteem in learning and behavior of children. He has found that there was no negative effect of self-confidence on students' learning and motivation. But oppositely the researcher found self-confidence as an important factor which influences students' motivation, learning, and behavior. Furthermore, Mahyuddin et.al (2006) investigating the relationship between students' self-efficacy and their English language achievement showed that students' trust on their ability or selfconfidence is an effective factor on students' learning. Similarly, Chemers, Hu, & Garcia (2001) studied the effects of academic self-efficacy and optimism on students' academic performance, stress, health, and commitment found that academic selfconfidence is related to students' performance and self-adjustment. They have suggested that it can affect students' performances directly and indirectly. Wright (2009) has studied Building Self-confidence with Encouraging Words. Their study indicated that that less confident student are experiencing fearfulness, being pessimist, having no vision of life and are feeling insecure and live to make others happy rather than themselves. whereas high self-confident students are ambitious and want more from life, are goal oriented, and have a real vision of life (seeing themselves in a better circumstance in life), and are attractive and open to others.

7. Research Methodology

7.1 Research Types and Sampling Method

The study is descriptive in nature and quantitative questionnaire is used to measures self –confidence of the 1375 male and female in all level and different grade. They were selected through use of Stratified random sampling method from those faculties at Kandahar University whose self-confidence can be observed or engaged.

7.2 Data Collection Procedures

In the first phase of the study, students of different grades from six faculties namely, from Education that had total 1900 students 320 students were selected as samples, Literature faculty with total 600 from which 235 were sample, in Law and Political science had total 480 students from which selected samples were 214, in faculty Journalism that had from total 380 selected samples were 191, the faculty of Sharia and Law from total 500 selected samples were 218, and from total 400 population in Public Administration and Policy 197 samples were selected. They were randomly selected so that everyone has an equal chance to be selected as the participant of the study (Creswell, 2012). In order to ensure the real sample size with the accuracy of 0.5, the survey table of Krejcie and Morgan is used in thereof sampling method. It is due to the number of students in all faculties were not equal so the researchers have used the thereof sample size.

As the present study, was conducted at the end of the academic year so students of all grades including freshmen had gotten enough experience of their self-confidence in the university and were able to provide the necessary data for the present study.

7.3 Research Instrument

The main instrument in this study is a questionnaire. The questionnaire is designed in three parts. The first part is about the demographic information of participants', the second part is for measuring students' self-confidence in learning process and consists fifteen items and each item has a choice of

five scales such as: 1. Not Confident at all, 2. Less confident, 3. Confident, 4. More Confident and 5. Extremely Confident so that any participants can show the level of his or her confidence in performing several task or activities inside the class and out of the class related to learning. Items for the second part are adopted from Paul Sander and Lalage Sanders' "Academic Confidence Scale ACS" "Measuring Confidence in Academic Study" (Sander & Sanders, 2003). The adopted ACS was already tested for reliability through asking psychology students for two times to complete the questionnaire (Sander & Sanders, et.al). The third part of the questionnaire is considered with the impacts of self-confidence in students' learning process and has twelve items each of who are having five choice of Linkert scale 1. Strongly disagree, 2. Disagree, 3. Undecided, 4. Agree and 5. Strongly agree. The items for this part are drawn from the review of previews literature and are adapted from the ACS (Sander & Sanders, 2003). The designed instrument was taking around eight minutes to be answered. The collected data was analyzed with IBM SPSS Statistics 20th version and frequency and percentage and Percentage is presented in table and graphs.

8. Findings

The data was collected to find out the students' self-confidence and its impact of on leering process at Kandahar and the collected data was analyzed through SPSS 24 version for frequency and percentage that presented in tables.

Table 1. Demographics Data

	Characteristics	Frequency	Percent
Gender	Male	1259	91.6
	Female	116	8.4
	Total	1375	100.0
Faculties	Education	320	23.3
	Literature	235	17.1
	Law and Politics	214	15.6
	Journalism	191	13.9
	Sharia and Law	218	15.9
	Public Administration and Policy	197	14.3
	Total	1375	100.0
Classes or Grades	Freshman	460	33.5
	Sophomore	380	27.6
	Junior	310	22.5
	Senior	225	16.4
	Total	1375	100.0
Age	20-25	1319	95.9
	26-30	35	2.5
	31-35	10	.7

36 or Above	11	.8
Total	1375	100.0

Table 1 above shows 1375 total participants for the current study. Among them (91.6%) were male (8.4%) of them

were female. Based on their areas of study, (23.3%) were from Education faculty, (17.1%) from language and Literature faculty, (15.6%) of Law and Political science, (13.9%) of Journalism, (15.9%) were studying in Sharia and Law faculty and from

(14.3%) in the faculty of Public Administration. Regarding the grades of students (33.5%) freshman, (27.6%) sophomore, (22.5%) junior and (16.4%) senior students made the total number 1375 of the participants. The age of participants (95.9%) of the respondents were between 29 – 25, (2.5%) of the participants were at the age of 26-30, (0.7%) of the participants were at age of 31-35, and (0.8%) of the participants were either 36 or above that.

Measuring students' self-confidence in learning process.

The findings of this parts contains the collected data regarding the students' self-confidence level.

Table 2. Students' confidence of getting good grades in their assignments

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
16	1.2	114	8.3	386	28.1	509	37.0	350	25.5	1375	100.0

Table 2 above indicates that 25.5% of students were extremely confident, 37% students were more confident and 28.1% students were confident, making up a total of 90.6% of students who were confident in attaining good grades in their assignments 8.3% students were less confident and 1.2% students were not confident at all. Table 3. Students' confidence on performing well in exams

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
23	1.7	111	8.1	438	31.9	535	38.9	268	19.5	1375	100.0

Table 3 above represent that a total of 90.3% students were feeling confident performing well in exam, 19.5% students were extremely confident, 38.9% students were more confident and 31.9% students were confident and oppositely 8.1% students were less confident and 1.7% students were not confident at all.

Table 4. Students' confidence on being well prepared for their upcoming classes

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%

F	%	F	%	F	%	F	%	F	%	F	%
21	1.5	133	9.7	372	27.1	478	34.8	371	27.0	1375	100.0

Table 4 above indicates that 27.0% students were extremely confident, 34.8% students were more confident and 27.1% students were confident which makes a total of 88.9% confident students of being able to be prepared thoroughly for class while 9.7% students were less confident and 1.5% students were not confident at all in this regard. Table 5. Students' confidence on having debate with their classmates

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
35	2.5	123	8.9	311	22.6	432	31.4	474	34.5	1375	100.0

Table 5 represents that in regard to students being able to follow the debate with their classmates, majority of students were confident as 34.5% students were extremely confident, 31.4% students were more confident and 22.6% students were confident, making up a total of 88.5% confident students while only 8.9% students were less confident and 2.5% students were not confident at all in this regard.

Table 6 . Students' confidence of being able to understand the materials discussed by the lecturer

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
35	2.5	149	10.8	412	30.0	486	35.3	293	21.3	1375	100.0

Table 6 above identity that 21.3% students were extremely confident, 35.3% students were more confident and 30% students were confident however 10.8% students were less confident and 2.5% students were not confident at all of being able to understand the materials presented by the lecturer and means that in this regard also most students were highly confident Table 7. Students' confidence in academic debate with their peers

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
48	3.5	152	11.1	382	27.8	438	31.9	355	25.8	1375	100.0

Table 7 above shows that 25.8% students were extremely confident, 31.9% students were more confident and 27.8% students were confident, making up the total of 85.5% confident students however 11.1% students were less confident and 3.5% students were not confident at all of being able to engage in academic debate with their peers and it shows that the majority of students were feeling confident and a small percent of students (in total 14.6%) were either lacking confidence or were not confident at all in this regard.

Table 8. Students' confidence in completing the assignment based on required criteria

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
43	3.1	156	11.3	386	28.1	454	33.0	336	24.4	1375	100.0

Table 8 above shows that 24.4% students were extremely confident, 33.0 % students were more confident and 28.1%

students were confident, making up the total of 85.5% of confident students and means that majority of the students are highly confident to producing their university works at the required standards while 11.3% students were less confident and 3.1% students were not confident at all in this regard.

Table 9. Students' confidence in seeking help for unclear concepts.

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
55	4.0	150	10.9	351	25.5	435	31.6	384	27.9	1375	100.0

Table 9 shows that students' confident in seeking help from their instructors when they don't understand. Among them 27.9% were extremely confident, 31.6 % were more confident and 25.5% were confident which makes up the total 85% of confident students while just 10.9% students were less confident and 4% were not confident in thereof.

Table 10. Students' confidence in giving a presentation to a small group of fellow students or friends.

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
45	3.3	163	11.9	390	28.4	400	29.1	377	27.4	1375	100.0

Table 10 shows that majority (in total 84.9%) of the students were confident in giving presentations to a small group of fellow students or friends. For instance, 27.4% students were extremely confident, 29.1% students were more confident 28.4% students were confident but only 11.9% students were less confident and 3.3% students were not confident at all in performing this task.

Table 11. Students' confidence in seeking help from their lecturers

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%

57	4.1	158	11.5	377	27.4	409	29.7	374	27.2	1375	100.0
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Table 11 above illustrates that 27.2% students were extremely confident, 29.7% students were more confident and 27.4% students were confident but 11.5% students were less confident and 4.1% students were not confident at all in seeking help from their lecturers solutions they have with total 84.3% of students.

Table 12. Students' confidence in planning appropriate revision schedules for their lessons

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
55	4.0	163	11.9	328	23.9	429	31.2	400	29.1	1375	100.0

Table 12 above shows that 29.1% students were extremely confident, 31.2% students were more confident and 23.9% students were confident (in total 84.2% students were confident) to plan appropriate revision schedules for their lessons but just 11.9% students were less confident and 4% students were not confident at all to plan a revision schedule for their lessons.

Table 13. Students' confidence in solving exam questions`

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
65	4.7	173	12.6	401	29.2	444	32.3	292	21.2	1375	100.0

Table 13 above indicates students' confidence in solving exam questions. Among 1375 students, 21.2% are extremely confident, 32.3% are more confident, 29.2% are confident, 12.6% are less confident and 4.7% are not confident at all.

Table 14. Students' confidence in responding to questions asked by the lecturer

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
41	3.0	213	15.5	508	36.9	369	26.8	244	17.7	1375	100.0

Table 14 above shows that 17.7% students were extremely confident, 26.8% students were more confident and 36.9% were confident, confident, 15.5% were less, 3.0% not confident at all.

Table 15. Students' confidence of being able to manage their workload to meet coursework deadlines

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%

F	%	F	%	F	%	F	%	F	%	F	%
71	5.2	319	23.2	474	34.5	325	23.6	186	13.5	1375	100.0

Table 15 above represents that majority (in total 71.6%) of the students were confident in managing their workload to meet the course work deadlines as 13.5% students were extremely confident, 23.6% students were more confident and 34.5% students were confident but 23.2% students were less confident and 5.2% students were not confident at all. Table 16. Students' confidence in studying effectively independently

Not confident at all		Less confident		Confident		More Confident		Extremely confident		Total	
F	%	F	%	F	%	F	%	F	%	F	%
54	3.9	235	17.1	462	33.6	404	29.4	220	16.0	1375	100.0

Table 16 above represent students' confidence in studying effectively independently. Among 1375 respondents, 16% were extremely confident, 29.4% were more confident and 33.6% were 17.1% were less confident and 3.9% were not confident at.

The effects of students' self-confidence on their learning process

The data was collected to find out the effect students' self-confidence on their learning process.

Table 17. Students' confidence can make students more interested toward goal seeking

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
22	1.6	58	4.2	115	8.4	535	38.9	645	46.9	1375	100.0

Table 17 above illustrates that most (in total 85.8%) of the students agreed that confidence can make learners interested toward goal seeking since 46.9% students strongly agreed, 38.9% students agreed, 8.4% students were undecided, 4.2% students disagreed and 1.6 students strongly disagreed.

Table 18. Student's confidence can cause them to make a regular plan for reviewing their lessons

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
26	1.9	71	5.2	115	8.4	595	43.3	568	41.3	1375	100.0

Table 18 above indicates that 41.3% students strongly agreed, 43.3% students agreed that confidence can cause them to make regular plan for reviewing their lessons however 8.4% students were undecided, 5.2% students disagreed and 1.9% students strongly disagreed. And the total percent of agree student is 84.6% which shows that most of the students agreed to this regard.

Table 19. Student's confidence can cause students to confidentially give their opinions in discussions

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
30	2.2	69	5.0	114	8.3	666	48.4	496	36.1	1375	100.0

Table 19 above indicates s that majority of students (84.5%) students agreed that confidence cause them confidentially give their opinions regarding the lesson as: 36.1% students strongly agreed and 48.4% students agreed, 8.3% students were undecided, 5% students disagreed and 2.2% students strongly disagreed in this regard.

Table 20. Student's confidence can cause students being active in class participation

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
36	2.6	65	4.7	72	5.2	657	47.8	545	39.6	1375	100.0

Table 20 above represents that majority of students (84.4% students) agreed that confidence can cause them to have more class participation since 39.6% students strongly agreed 47.8% students agreed, 5.2% students were undecided, 4.7% students disagreed and 2.6% students strongly disagreed to the statement "Students' confidence can cause students have more class participation."

Table 21. Student's confidence can cause students have good presentation

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
26	1.9	78	5.7	110	8.0	632	46.0	529	38.5	1375	100.0

Table 21 above shows that 38.5% of the respondents agreed that self-confidence helps students give good presentation. In addition, 46.0% students agreed, 8.0% students were undecided, 5.7% students disagreed and 1.9% students strongly disagreed.

Table 22. Student's confidence can help them doing their assignments based on required

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
24	1.7	78	5.7	127	9.2	662	48.1	484	35.2	1375	100.0

Table 22 above represents majority of students agreed that confidence helps them doing their assignments based on required standards as 35.2% students strongly agreed and 48.1% students agreed but 9.2% students were undecided, 5.7% students disagreed and 1.7% students strongly disagreed with this statement.

Table 23. Student's confidence can cause them in asking questions confidentially related to their lessons from their classmates

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
32	2.3	81	5.9	99	7.2	544	39.6	619	45.0	1375	100.0

Table 23 above indicates that majority of the students agreed that confidence can cause students confidentially ask lesson related questions from their classmates. 45% students strongly agree 39.6% students agreed: the two combined made the 84.6% agreed students and just 7.2% students were undecided, 5.9% students disagreed and 2.3% students strongly disagreed.

Table 24. Student's confidence can make the lesson more enjoyable to the students

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
40	2.9	76	5.5	120	8.7	617	44.9	522	38.0	1375	100.0

Table 24 below indicates that most of the students 82.9% agreed that self-confidence can make the lesson more enjoyable to them as 38% students strongly agreed 44.9% students agreed, 8.7% students were undecided, 5.5% students disagreed and 2.9% students strongly disagreed with the statement.

Table 25. Student's confidence can cause students to confidentially ask lesson related question from their lecturers.

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
33	2.4	115	8.4	79	5.7	630	45.8	518	37.7	1375	100.0

Table 25 above illustrates that majority of the students (83.5% students) agreed that confidence can cause students confidentially ask lesson related questions from their lecturers as 37.7% students strongly agreed, 45.8% students agreed but 5.7% students were undecided, 8.4% students disagreed and 2.4% students strongly disagreed in this regard.

Table 26. Student's confidence can cause students have less anxiety about exam and do better in exams

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
41	3.0	110	8.0	136	9.9	617	44.9	471	34.3	1375	100.0

Table 26 above shows that in total 79.2 percent or more than a half of students agreed that confidence decreases students' anxiety in exam and can cause students do better in exams, on the other hand,

34.3% of students strongly agreed, 44.9% students agreed, 9.9% students were undecided, 8% students disagreed and 3% students strongly disagreed.

Table 27. Student's confidence can cause students work and learn more independently

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
38	2.8	115	8.4	114	8.3	613	44.6	495	36.0	1375	100.0

Table 27 above revealed that 36% students strongly agreed, 44.6% students agreed, 8.3% students were undecided, 8.4% students disagreed and 2.8% students strongly disagreed that confidence enhances students' independent working and learning. The total percent of agreed students is 80.6% which shows that most of the students agreed in this regard.

Table 28. Student's confidence can make students to computer and internet easier for their academic purposes

Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
F	%	F	%	F	%	F	%	F	%	F	%
73	5.3	101	7.3	149	10.8	499	36.3	553	40.2	1375	100.0

Table 28 shows that most of the students (76.5%) agreed that confidence makes the use of computer and internet easier for students' academic purposes as: 40.2% students strongly agreed, 36.3% students agreed and 10.8% students were undecided, 7.3% students disagreed and 5.3% students strongly disagreed in this regard.

9. Discussion

The findings of this study show that majority of students at Kandahar University are highly self-confident in performing several tasks in the class or out of the class, but still there are less students who have low self-confidence in their performance. It is also revealed that students' self-confidence is very effective in learning process and had positive impacts in their learning process. The finding of this study is similar to the findings of Mahyuddin et.al (2006) where more than a half of students were confident in learning and less than a half of the students were low confident in learning. In regards of students' confidence in being able to study independently, 16% of students were extremely confident, 29.4% of students were more confident, 33.6% of students were confident, 17.1% of students were less confident and 3.9% of students were not confident at all and self-confidence was an effective factor on students learning.

The findings of this study in regards of self- confidence can improve participation is in line with Norman & Hyland (2003);Yashima, Zenuk-Nishide, & Shimizu (2004) findings. The study revealed that 39.6% of the students strongly agreed and 47.8% of the students agreed in this regard. On the other hand, the finding of this study is in apposite with Puzziferro (2008) findings who assert that confidence in online

technology is not related to students' performance while this study revealed that 76.5% of students either strongly agreed or agreed that confidence can cause students to use the computer and internet easier for academic purposes. The findings of this study confirmed the finding of Jones (2001) that indicated 46.9% of the students strongly agreed and 38.9% of the students agreed for self-confidence have on students' interest towards goal seeking.

The main implication derived from the study in general refers to all university teachers and specially to Kandahar University teachers to use present study's findings showing that more than a half of students at Kandahar University were highly self-confident but still a small percentage of students at Kandahar University were low self-confident. Therefore, the researcher considers it necessary for academic staff of Kandahar University to pay special attention to students who have low selfconfidence by helping them to develop self-confidence for the findings of current study showed that self-confidence has many positive impacts on students learning and performance inside and outside the class.

10. Conclusion

The findings of this study revealed that the level of students' self-confidence in learning in various areas. It showed that students in some areas of learning have low self-confidence. On the other hands majority of them were highly self-confident. The study also found out the impacts of students' self-confidence in learning process at Kandahar University. for instance, the study found out that students 'with self-confidence can lead them improved participation, enjoy learning, reduced test anxiety, increased interest in goal seeking, growth of comfort with their lecturers and classmates and finally help them in sharing their experience and opinions in the class.

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