Self-Confidence as Correlate of Senior Secondary School Students' Academic Performance in English Language

Dr. Olutola, Adekunle Thomas
Department of Educational Psychology and Counselling,
Faculty of Education, Federal University Dutsin-Ma, Katsina State.

Adamu, D. Rabi
Department of Administration and Planning,
Faculty of Education, Federal University Dutsin-Ma, Katsina State, Nigeria.

Okonkwo, Cyril Osinachi
Department of Educational Foundations,
Faculty of Education, Federal University Dutsin-Ma, Katsina State, Nigeria.

ABSTRACT: *The study investigated self-confidence as correlates of senior secondary school students' academic performance in English language in Dutsin-Ma Local Government Area. Descriptive survey research was used for this study. The population for this study consisted of three thousand and twenty-six senior secondary two students. The researcher used purposive sampling technique to select one hundred and twenty-four senior secondary school two students for the study. Self-confidence Inventory (SCI) and English Language Performance Test (ELPT) were used for data collection with reliability coefficient of 0.87 and 0.90 for SCI and ELPT respectively. Data collected were analyzed using Pearson Product Moment Correlation and t-test statistics. Findings of the study showed that there is significant relationship between no significant relationship between self-confidence and academic performance of senior secondary school students in English Language (r = .498**, p < 0.05) but there is no significant difference in the self-confidence (t = .661; df = 122; p > 0.05) and academic performance (t = -1.248; df = 122; p > 0.05) of senior secondary school students in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender. It was recommended that secondary school management should encourage their students to prepare for the examinations in advance so that they will develop self-confidence which will improve their academic performance in English language.*

KEYWORDS: self-confidence, secondary school students, academic performance, English Language

INTRODUCTION

The effectiveness of teaching and learning of English language in Nigeria secondary school is crucial because English language is one of the core subjects in secondary school. The importance of English Language acquisition for proficiency in all school subjects cannot be overemphasized because almost if not all, the school subject instructions are written in English Language in Nigerian schools. English language serves as the tool of the system of governance, commerce, and of international relations. The place of English language is more poignant in the field of education (Olutola, Iliyas & Abdusalam, 2017).

Also, the position of English Language has been affirmed in the country's National Policy of Education (FGN, 2013) when it states that from the fourth year English would progressively be a subject in the curriculum and a medium of teaching nearly all the school subjects. The performance of students in English language is not encouraging despite the use of traditional teaching methods. Moreover, there are different factors which may affect students' performance in English language such as self-confidence, self-concept, and test-anxiety.

The word "Self-confidence" is a compound word, derived from two root words 'Self and Confidence'. In a proper attempt to define self-confidence scientifically, there is need to first and foremost, delve into numerous scholarly meaning of these two words one after the other. Self is a person's essential being that distinguishes them from others. Self is the conscious reflection of one's own being or identity, as an object separate from others" (Kumari, Chamundeswari & Tamilnade, 2013).

Self-confidence is defined as the trust that a student has in performing something successfully. 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. 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.

According to Benabou and 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. Students' self-confidence can be lowered due to students' anxiety, self-insecurity, fear and feeling of being apart from the society (Rubio, 2007). Student's success is judged by test performance while the best

criterion of performance is the sum of the student's academic achievement in all the subjects taken. On the other hand, poor academic achievement is a performance that judged by the examinee and some other significant as falling below an expected standard (Mekonnen, 2014). Dinga, Mwaura and Ng'ang'a (2018) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. As a result, understanding the status and determinants of academic performance of students is essential for successful and effective intervention to bring quality education (Muhdin, 2016).

The relationship between general self-confidence and academic achievement has been documented in literature. It is a controversial relationship and different studies showed conflicting results. A significant number of studies reported the positive correlation of self-confidence with grades in language courses. Likewise, as high self-confidence may develop the learners' desire to communicate and help improve language proficiency, it may generate good school performance. The correlation between self-confidence and academic achievement is a dynamic one. As levels of self-confidence rise, academic achievement increases. As learners suffer from low self-confidence, academic achievement decreases. (Fook et al., 2011; Aryana, 2010 & Harris, 2009). Self-confidence had, in particular, an impact on learners' oral performance. It was linked to the output they produced, thus affecting L2 communicative competence. The fear of speaking is related to low levels of confidence and resulted in lower performance (Molberg, 2010). Contrary to the results of the above studies, some more recent studies indicated a modest or low correlation between self-confidence and academic achievement such as (Elrafei,2008; Pullmann & Allikk, 2008), and the results of other studies revealed that no correlation was found between the two variables (Ahmed et al., 2011; Zahra,2010; Yahaya & Ramli, 2009).

Furthermore, the relationship between self-confidence and students' academic performance has been reported empirically. 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, Elias, Cheong, Muhamad, Noordin & Abdullah (2006) investigating the relationship between students' self-efficacy and their English language achievement showed that students' trust on their ability or self-confidence is an effective factor on students' learning.

Fatima (2015) 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.

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In addition to that, Nurmi, Hannula, Maijala, and 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. Laird (2005) 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, Chemers, Hu, & Garcia (2001) studied the effects of academic self-efficacy and optimism on students' academic performance, stress, health, and commitment found that academic self-confidence is related to students' performance and self-adjustment. They have suggested that it can affect students' performances directly and indirectly.

Statement of the Problem
In Nigeria, there is abundant evidence attesting to senior secondary school students' difficulty in attaining high academic performance in English language both in internal and external examinations. The students' performance in National Examinations Council (NECO) English language examinations confirmed students' difficulty in attaining high academic performance in the compulsory subjects (Alufohai, 2016). Scholars have made concerted efforts at investigating the factors responsible for the poor level of students' achievement in English Language (Adegbite, 2005).

The NECO results revealed high failure in senior secondary school students' performance in English language. Based on this, the investigation of the self-confidence and their performance in English Language is of paramount importance to remedy the effect of personal factor affecting their progress with a view of providing lasting solutions. Therefore, this study investigated the self-confidence as correlates of senior secondary school students' academic performance in English language in Dutsin-Ma Local Government Area.

Objectives of the Study
The main objective of this study is to examine the relationship between self-confidence and senior secondary school students' academic performance in English language in Dutsin-Ma Local Government Area.
Specifically, the study seeks to:
1.   Determine the relationship between self-confidence and senior secondary school students' academic performance in English language.
2.   Find out the difference in the senior secondary school students' self-confidence in Dustin-Ma based on gender.

3.   Find out the difference in the senior secondary school students' academic performance in English language in Dustin-Ma based on gender.

Research Hypotheses
The following null hypotheses were formulated for the study and were tested at 0.05 alpha level of significance.
1.   There is no significant relationship between self-confidence and academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria.
2.   There is no significant difference in the self-confidence of senior secondary school students in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender.
3.   There is no significant difference in the academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender.

Research Design
Descriptive survey research was used for this study. The population for this study consisted of three thousand and twenty-six senior secondary schools in Dutsin-Ma, Katsina State, Nigeria. The population used for the study was made up of the following; male and female students from the sampled schools. The researcher used simple random sampling technique to select three senior secondary schools while purposive sampling technique was used to select one hundred and twenty four senior secondary school two students from the three sampled schools.

The researcher used two instruments for data collection namely: Self-confidence Questionnaire Inventory (SCI) and English Language Performance Test (ELPT). The instruments consisted of selection of section A to C. Section A: consist of information about the respondent's personal data which include name of school, gender and age. Section B: Self-confidence Inventory (SCI) was developed by (Geetha, 2018) with fifty (50) items (20 self-confidence items & 30 lack of self-confidence items). Only twenty (20) self-confidence items with a four (4) point Likert-type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) were adapted and used for the study. Section C: English Language Performance Test (ELPT) consisted of twenty (20) multiple-choice objective items with four options (A-D) for each item. Respondents were asked to circle the correct answer from A to D.

To ensure the validity of the instruments, copies of the drafted instruments were given two lecturers in the Faculty of Education and two English language teachers'. They all agreed that the instrument has both the face and content validity of the instruments. The reliability of the instruments were determined using split half method of the estimating reliability. The reliability coefficient of the instruments were found to be 0.87 and 0.90 for SCI and ELPT respectively. The researcher personally collected data from each of the school selected for the study this gave the researcher opportunity to answer relevant questions that were raised by the school authority. The data

collected for this study were tested at 0.05 alpha level of significance. Pearson Product Moment Correlation (PPMC) statistics was used to analyze hypotheses one (1) while t-test was used to analyze hypotheses, two (2) and three (3).

RESULTS

The results of the analysis of the data collected were presented below.

Hypothesis One: There is no significant relationship between self-confidence and academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria.

Table 1: Pearson Product Moment Correlation (PPMC) Showing the Relationship between Self-Confidence and Academic Performance of Senior Secondary School Students in English Language

Variable	Correlation, Sig. & N.	Self-Confidence	Academic Performance
Self-Confidence	Pearson Correlation	1	.498[**]
	Sig. (2-tailed)		.000
	N	124	124
Academic Performance	Pearson Correlation	.498[**]	1
	Sig. (2-tailed)	.000	
	N	124	124

**. Correlation is significant at the 0.05 level (2-tailed).

Table 1 reveals r - value of .498[**], which is significant at 0.05 alpha levels, (r = .498[**] P < 0.05). Therefore, the null hypotheses of no significant relationship between self-confidence and academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria is rejected. This means that there is significant relationship between no significant relationship between self-confidence and academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria.

Hypothesis Two: There is no significant difference in the self-confidence of senior secondary school students in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender.

Table 2: t-test Summary Table Showing the Difference in the Self-Confidence of Male and Female Senior Secondary School Students in English Language

Variable	Gender	N	Mean	SD	Df	t-Cal.	Sig. of t-value
	Male	36	63.9167	9.69057			
Self-Confidence					122	.661	.510
	Female	88	62.7273	8.84571			

Table 4.3.3 reveals that there is no significant difference in the self-confidence of senior secondary school students in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender. (t = .661; df = 122; p > 0.05). Therefore, the hypothesis three is accepted. This indicates that, self-confidence of male and female senior secondary school students in Dutsin-Ma Local Government Area of Katsina State, Nigeria is not statistically different.

Hypothesis Three: There is no significant difference in the academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender.

Table 3: t-test Summary Table Showing the Difference in the Academic Performance of Senior Secondary School Students in English Language

Variable	Gender	N	Mean	SD	Df	t-Cal.	Sig. of t-value
	Male	36	8.5833	4.05234			
Academic					122	-1.248	.214
Performance	Female	88	9.6932	4.66180			

Table 3 reveals that no significant difference in the academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender (t = -1.248; df = 122; p > 0.05). Therefore, the hypothesis five is accepted. This implies that, academic performance of male and female senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria is not statistically different.

DISCUSSION OF FINDINGS

The result of hypothesis one indicated that there is significant relationship between self-confidence and academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria. The correlation between self-confidence and academic achievement is a dynamic one. As levels of self-confidence rise, academic achievement increases. As learners suffer from low self-confidence, academic achievement decreases (Fook et al., 2011; Aryana, 2010 & Harris, 2009). Contrary to the results of the above studies, some more recent studies indicated a modest or low correlation between self-confidence and academic achievement such as (Elrafei,2008; Pullmann & Allikk, 2008), and the results of other studies revealed that no correlation was found between the two variables (Ahmed et al., 2011; Zahra,2010; Yahaya & Ramli, 2009). Tripathy & Srivastava (2012) studied the effects of academic achievements on the level of self-confidence found that there was a relationship between students' academic achievements and self-confidence.

Findings in hypothesis two reveals that there is no significant difference in the self-confidence of senior secondary school students in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender. The results in hypothesis two disagree with Fatima (2015) who 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. 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.

Findings from hypothesis three indicates that there is no significant difference in the academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender. Fatima (2015) agrees with the result in hypothesis three, she found that there was no significant difference between the learning outcome of both male and female students. But, Olutola (2016a) disagrees with the findings of the study, he found that female students performed significantly better than male students in WASSCE multiple choice Biology test and Olutola (2016b) who found that female students performed significant better than male students in NECO SSCE multiple choice Biology test.

CONCLUSION

It could be concluded from the study that self-confidence is one of the major factors than can affect students' performance in English language. Therefore, the following recommendations are made in view of the finding of the study:

1.   Secondary school management and teachers should encourage their students to prepare for the examinations in advance so that they will develop self-confidence which will improve their academic performance in English language.

2.   Guidance counsellors should organized orientation programmes on self-confidence for the students. This will go a long way to increase their self-confidence and improve students' academic performance.

3.   Both male and female senior secondary school students should be assisted by their teacher to improve their performance in English language.

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