

# Self-confidence and its Relationship with Motivation for Achievement among Female Students at King Abdul- Aziz University

Dr. Eqbal Attar<sup>1</sup>

<sup>1</sup>*King Abdul-Aziz University, Saudi Arabia*

## Abstract

The research aims to identify the level of self-confidence among the students of King Abdul Aziz University and its relationship to the motivation for academic achievement and to identify the relationship in self-confidence according to (year, specialization) variables.

The sample of the study consisted of (400) students who were chosen randomly and to identify self-confidence, the researcher prepared a questionnaire to measure the level of self-confidence among the students of the Faculty of Education, the researcher used the scale (Latif, 2002) to measure motivation to achievement .

The validity of the two instruments has been verified by apparent validity by presenting it to the experts and the stability has been verified using test/ retest technique.

The data was statistically treated using the Pearson correlation coefficient and the T-test for one sample and two independent samples. The results show that students have a good level of self-confidence as well as the existence of a relationship between self-confidence and motivation for academic achievement, it did not show significant differences in self-confidence according to the variables (year, specialization) as the researcher recommended the need to strengthen and enhance the level of self-confidence among college students through lectures by professors.

**Keywords:** Self-confidence, Motivation for Achievement

## Introduction

The motivation for achievement is one of the important aspects in the system of human motivation, which researchers interested in studying it in the field of social psychology, personal research as well as those interested in academic achievement and performance in the framework of educational psychology, and interest is due to the study of motivation for achievement because of its importance not only in the psychological field, The fields of applied and scientific fields such as the economic field, the instructional field, the educational field and the academic field, where the motivation for achievement is an important factor in guiding the behavior of the individual and the behavior of those around him.

The motivation for achievement is also an essential component in the individual's quest for self-fulfillment and affirmation in which the individual feels himself through what he achieves and in terms of his goals, while seeking a better lifestyle and greater levels of his human existence (Khalifa, 2000).

The motivation for high achievement increases the ability of individuals to control themselves in the work and their ability to solve problems and also helps them to try to overcome all the difficulties and obstacles that stand in front of them, and that this category of individuals to perform the tasks of moderate difficulty and are pleased to do so, and are directed to work with great vigor, on the contrary, low-motivation people avoid problems and soon stop solving them when they face difficulties (Shawashreh, 2007).

The success of the student in the school depends on his motivation to achieve that and on the contrary if his motivation less than that he lost his interest, and his achievement declines, so most studies supported the existence of a sign between the motivation of achievement and the student's performance, higher achievement learns faster and more accurately than low achievers (Waly & Mohammad, 2004).

With regard to the relationship of self-confident with motivation for achievement, studies indicate that strong proponents of achievement are characterized by a tendency to self-confidence, preference for individual responsibility, preference for knowledge of their work outcomes, high grades, active environment and college, and are characterized by moderate risks in situations that rely on their own decisions for risk-dependent situations, and motivated individuals for high achievement, prefer jobs that provide them with reasonable opportunities for success and a reasonable material return as well, while low-performing individuals tend to have easy jobs with little returns (Al-Mishaan, 1999).

## Components of self confidence

There are factors that affect the self-confidence and work to strengthen them and make them a significant force

in building personality of the individual and its psychological growth and the occurrence of stability and mental health sound has been mentioned the happiest of which:

- Physical components

A person's good health and ability to cope with difficulties, lack of disabilities and diseases guarantee him a good part of self-confidence.

- Psychological components

Underneath it are three pillars: intelligence, power of memory and imagination.

- The emotional components

Changing moods and adjusting them and trying to control them only comes from those who have sufficient confidence and self-confidence, and a firm belief in their ability to be free from what they may have received as a child. One of the most important emotional factors that earn the individual self-confidence is free from the fears of disease and the doubts and illness and whispers that lead the person to lose confidence or vibration.

- Social Resources

A person cannot live in isolation from society, and if he feels that the society rejects him and does not want his presence, he will lose confidence in himself and around him. The individual is affected by the community around him from the moment of his birth, and feels the extent of his family's acceptance of him or refusal and insult.

- Economic components

There is a direct correlation between per capita income and self-confidence, the more per capita income is able to meet his needs and the fulfillment of many of his wishes, his self-confidence will increase

It is clear that motivation for achievement is a phenomenon worthy of attention and study and knowledge of its relation to some variables such as self-confidence. Therefore, the study will examine the motivation for achievement and its relation to the level of self-confidence among the students of King Abdulaziz University.

### **Significance of the Study**

The need for societies has increased to individuals, each of whom has a cohesive unit capable of integrating with each other to form a large social unit that takes its upward potential from the strength of this integration and the cohesion of its components. The cohesiveness of the personality is the most important elements of self-confidence (Khayyat, 2001) Level and an important component of effective adaptation and resilience to emergency situations, decision-making and self-reliance. A person who has confidence in himself and trusts others is more interested and a desire to start and take the hand of others and strong desire to let others expose him to their problems and give and give and keen on time tends to moderate tasks of difficulty (Rikabi, 2000).

The motivation of achievement is a development phenomenon that becomes more pronounced with age. Individuals differ in their pursuit of achievement. Some of them achieve achievement because he is motivated to achieve, and others achieve it in order to avoid failure. Therefore, individuals differ in their attitudes. They are connected to the control center (internal and external) (Dulaimi, 2001) and are positively associated with the degree of intelligence and organized thinking.

### **Statement of the Problem**

Achieving high achievement, creativity, ambition, independence and achievement of tasks is what distinguishes highly motivated individuals. The motivation for academic achievement stems from needs such as the pursuit of excellence and the attainment of lofty goals of success.

That most of the positive aspects in the personality of the individual such as independence, self-realization, ambition and achievement do not grow until the growth of self-confidence, so the present study was an attempt to identify self-confidence among Female Students at King Abdul- Aziz University and its relationship to some variables.

The researcher in this study investigated the relationship between self-confidence and motivation for achievement among Female Students at King Abdul- Aziz University through answering the following questions

### **Questions of the Study**

1. What is the level of self-confidence among students of the Faculty of Education at King Abdul-Aziz University?
2. Is there a relationship between self-confidence and motivation for academic achievement?
3. What are the differences in the level of self-confidence according to the General point average (GPA) variable (high,low)?
4. What are the differences in the level of self-confidence according to the specialization variable (scientific, humanitarian)?

5. What are the differences in the level of self-confidence according to the year variable (first year, fourth year)?

### **Definition of Terms**

**Self-confidence:** A personal trait in which the individual feels efficient and able to face punishment and different circumstances using the maximum of his abilities to achieve his desired goals, which encourages normal psychological growth and psychological and social adjustment.

### **Literature Review**

Gharghot, A. (2016) conducted a study entitled "Self-confidence and its relationship with motivation to achieve among the students of the university - University of Hama Lakhdar at Valley as a model". This study sought to explore the relationship between self-confidence and motivation to achieve at the university level. Where the study sample consisted of 110 students, randomly selected from the University of the Valley and the applied study tools were validated in the survey, and the statistical analysis was conducted. The results of the statistical program were used to validate the hypotheses that were agreed upon. The study reached the following results 1- There is a correlation statistically significant relationship between self-confidence and motivation to achieve. 2- There is a statistically significant difference between males and females in self-confidence.

Sinan (2009) also studied the practice of group games and their relationship to self-confidence. The study sample consisted of (845) students who were selected by the random class method according to the educational supervision offices. The researcher developed a descriptive approach. The researcher built 18 scales to measure the degree of group games and also to build a self-confidence measure for middle and high school students. The results showed that the degree of the practice of collective games among middle and high school students in Makkah was high, and that the dimensions of self-confidence among middle and high school students in Makkah were high.

The study of Hassib (2008) aimed at knowing the effectiveness of a program of self-confidence and reducing speech disorders in children in sixth grade. The sample of the sixth grade was 862 males and females (369 students and 383 females) (20) students were divided into two groups, "experimental and experimental, each group of 10 students". The most important results were the effect of the program on achieving a degree of self-confidence and reducing the state of speech in favor of the experimental group in the Post-test.

Ellen (2006) conducted a study aimed at identifying the relationship between self-confidence and psychological effectiveness of the child on a sample of (468) children (233 males and 235 females) of the sixth grade students and she used the self-confidence scale. The study concluded that the results of the study indicate that the children with the personal effectiveness have confidence in their academic abilities and in themselves, and progress on a regular basis, and they have the ability to solve problems and the skills of presentation of their work.

Defae (2004) conducted a study entitled "The impact of a psychological counseling program proposed in the development of self-confidence and its relation to the level of athletic performance". The study was designed to develop self-confidence in the field and field players and the impact of the program on self-confidence, athletic performance and the relationship between confidence and achievement. The study sample consisted of ( 20) players and within the ages (19-34) years used the scale of Ruyen and Meli which was translated by Mohamed Hassan Allawi, which includes (13) paragraph. The concurrent validity of the scale was (0.94) and the reliability of the test was recovered (0.88) and Pearson correlation coefficient as statistical means. The results showed no significant differences of confidence and achievement in the tribal test. There were differences in self-confidence for the experimental group in the post-test. There were significant differences in the self-confidence variables and the Athletic performance of the experimental sample between the pre-test and the post-test, and the existence of a significant relationship between athletic achievement and self-confidence among long-distance, medium and short-term players).

Al-Enezi and Al-Kindi (2004) conducted a study on scholastic achievement and its relation to self-confidence among secondary school students. The study sample consisted of (1410) secondary students in two parts: Semester system and course system. The researchers applied a scale of self-confidence and they obtained the rate of academic achievement from the school records, the results of the study showed a high level of educational achievement in females compared to males in the course system, while no differences in achievement between male and female students in semester system. The results of the study revealed significant differences in self-confidence in favor of males in the course system and the two-semester system. The results showed a significant correlation between scholastic achievement and self-confidence in males and females in the two-semester

system, There are links between the two variables in females in the course system.

Latif (2002) conducted a study entitled "Methods of parental treatment as perceived by children and their relation to the motivation of academic achievement among students of Baghdad University". The study aimed to identify the methods of parental treatment as understood by the children and the academic achievement and the nature of the relationship between them. The study sample consisted of (400) students. The researcher prepared a motivation scale. The academic achievement consists of eight areas (perseverance, endurance, perseverance, response to failures, competition, perception of speed of passage of time, desire for knowledge) and consists of (40) verbatim veracity has been verified through apparent and discriminative validity, The reliability using Cronbach Alpha, t-test and Pearson correlation coefficient as statistical methods resulted in the results of the existence of differences between treatment methods (father and mother (neglect, protection, democratic, authoritarian) and defended the academic achievement and motivation achievement average level and the superiority of females to males.

## **Method and Procedures**

### **Population of the Study**

The research community was identified as students of the first and fourth year of the Faculty of Education at King Abdul-Aziz University

### **The Research Sample**

After selecting the research population, a random sample was chosen from King Abdul-Aziz University (scientific colleges and literary colleges) with (400) female students (200) students from each academic year.

### **Research tools**

For the purpose of achieving the objectives of the research, there was a need of a questionnaire tool to detect the level of self-confidence, and reliance on a scale (Latif, 2002) to gauge the motivation of scholastic achievement as described below.

### **Tool Description**

#### **a. Self confidence**

For the purpose of achieving the research objectives, the researcher prepared a questionnaire to identify self-confidence among the students of the Faculty of Education by giving them an open question that includes (what are the characteristics of the person confident of himself) on a sample of students reached (50) students in scientific and humanitarian disciplines.

After unloading the students' answers and the researcher's reviewing of a number of previous studies, The (54) paragraphs of the questionnaire with alternatives (very, very agreeable, moderately agreeable, moderately agreeable, slightly agreeable, very few) were formulated and to identify the clarity of the paragraphs it was applied in its preliminary form to a sample of students reaching (20) students in the scientific and humanitarian disciplines and to determine the validity of the paragraphs the researcher sought to find its validity through the apparent validity.

#### **b. The motivation of academic achievement**

To achieve the objectives of the research, the scale of (Latif, 2002) was adopted to measure the achievement of scholastic achievement which consists of (40) paragraph (5) alternatives (agree to a great extent, Moderately agreeable, slightly agreeable, agree in little degree) and for the purpose of getting to know the validity of the paragraphs the researcher tried to find the validity through the virtual validity.

### **Validity of the two tools**

The paragraphs of the questionnaire of self-confidence (54) paragraphs and the paragraphs of the motivation for academic achievement scale (40) paragraphs were presented to a group of experts and professors (\*) in educational and psychological sciences who were (5) experts to ascertain the validity of the paragraphs and after taking notes and opinions of the experts, all paragraphs were accepted after some minor amendments, they were agreed upon (80%) or more.

### **Reliability of the two tools**

Reliability was established by retesting the two tools on a random sample of (40) with (20) students from each

year and the tools were re-applied three weeks after the first application. The coefficient of reliability was determined by calculating the Pearson correlation coefficient between the first and second application and the value of the reliability of the self-confidence questionnaire reached (0.83) and the achievement scale (0.85) and after verifying the validity and reliability of the two instruments; they could be considered ready for implementation.

### Correcting the Tools

To correct the paragraphs of the two tools, grades (1, 2, 3, 4, 5) were given to the positive paragraphs while the negative scores were given the grades (5, 4, 3, 2, 1), respectively.

### Statistical Methods

To extract the results, the following statistical methods were used:

1. Pearson correlation coefficient to find the stability of the tool.
2. The T-test of one sample and two independent samples (al-Bayati, 1977).
3. The point biserial correlation coefficient to test the significance of differences according to the research variables.

Research results, discussion, recommendations and suggestions First: the first objective involves identifying "the level of self-confidence of students of the Faculty of Education at King Abdul-Aziz University.

The arithmetic mean and the standard deviation of the scores of the research sample were calculated with a mean of (195.445) with a standard deviation (30.165) and when comparing the arithmetic mean of the students' scores with the mean average of (162) it was found that the arithmetic mean of the research sample was higher than the mean. This indicates that students have a good level of self-confidence. In order to identify the difference between the two arithmetic averages, the T-test was applied to one sample. The calculated T value (15,680), when compared to the tabulated T value of (1.96) At a level of significance (0.05) and a degree of freedom (199) it shows that the calculated T value is greater than the scale. Thus, the value resulted in the existence of a significant difference between the two arithmetic averages and in favor of the students' arithmetical average and table (1) illustrates this.

**Table (1): Mean scores of the research sample, the Premise average and the calculated and tabular T value and the level of significance**

Average scores of the research sample	Premise average	Standard deviation	Calculated T valu	Tabular T value	Sig at the level (0.05)
1.96	15.680	30.165	162	195.445	Statistically Significant

This result is due to the fact that the students have experienced social and economic conditions and suffered from poor conditions and the ravages of wars and tribulations. These conditions have strengthened them, increased their self-confidence and the need for self-reliance.

### Second: The second objective

The second objective is to identify the correlation between self-confidence and motivation for achievement. To achieve this objective, Pearson correlation coefficient was used (0.39). To test the significance of the correlation, the T test was used. The result showed that the calculated T value of the sample was (5.95). When compared to the tabular T value (1.96) at the level of significance (0.05) it was found that calculated T value as greater than the tabular T value. Thus, the result was a significant correlation between self-confidence and motivation for scholastic achievement and Table (2).

**Table (2) calculated and tabular T value and the level of significance of the relationship between self-confidence and motivation for scholastic achievement**

	Mean	Standard deviation	Correlation coefficient	Calculated T value	Tabular T value	Sig at level (0.05)
Self confidence	195.445	30.165	0.390	5.95	1.96	Sig
Motivation for achievement	139.640	20.647				

This result is due to the fact that self-confidence is one of the basic components of the motivation for scholastic achievement. The self-confident individual has set his goals and defined ways of reaching them, which contributed to raising the realism to accomplish them in less time, thus the interrelated relationship between self-confidence and motivation appeared.

**Third: The third objective**

The third objective is to "identify the relationship in self-confidence according to the following variables:

- a. General Point Average (GPA) (high, low) To achieve this goal, the Point biserial correlation coefficient was applied to extract the relationship in self-confidence between students with high and low GPA and the coefficient of correlation (0.125) after testing with a special T-test to test the significance of the correlation coefficient, the calculated T value (1.772) when compared to the T value (1.96) at the level of significance (0.05), it was found that the calculated T value is greater than the tabular T value and thus the result was no significant difference according to general point average variable and table (3).

**Table (3) calculated and tabular T value and significance of differences according to general point average variable**

GPA	Mean	Standard deviation	Correlation coefficient	Calculated T value	Tabular T value	Sig at level (0.05)
High	199.21	30.16549	0.125	1.772	1.96	Not Significant
Low	191.68					

This result may be attributed to the similarity in the teaching methods and assessment methods offered to the students led to equal confidence.

- b. Specialty (Scientific-Human) In order to achieve this objective, the point biserial correlation coefficient was applied to self-confidence among the students with the scientific specialization and the human specialization. The coefficient of correlation (0.07) and after testing with the special t-test to test the significance of correlation coefficient the calculated T value was (0.239) and when compared to the tabular T value of (1.96) at a significance level of 0.05, the calculated T value was found to be less than the tabular T value. The results showed that there was no significant difference between the students with the scientific specialization with the humanitarian specialization and the table (4).

**Table (4): Calculated and tabular T value and the level of significance of the differences according to the specialization variable**

Specialization	Mean	Standard deviation	Correlation coefficient	Calculated T value	Tabular T value	Sig at level (0.05)
Scientific	195.98	30.165	0.07	0.239	1.96	Not Significant
Humanitarian	194.91					

This is due to the similar circumstances and problems facing students in both scientific and humanitarian specialization.

- c. Year (first-fourth) In order to achieve this objective, the point biserial correlation coefficient of self-confidence was applied between first year and fourth year students. The correlation coefficient (0.03) and after testing with the special T- test to measure the correlation coefficient, the calculated T value was (0.422). When compared with the tabular T value of (1.96) at the significance level (0.05), it was found that the calculated T value is smaller than the tabular T value. Thus, the result was that there was no significant difference in the level of self-confidence according to the variable of the year and table (5) illustrates this.

**Table (5): Calculated and tabulated T value and significance level of differences according to year variable**

Year	Mean	Standard deviation	Correlation coefficient	Calculated T value	Tabular T value	Sig at level (0.05)
First	196.370	30.165	0.03	0.422	1.96	Not Significant
Fourth	194.520					

This result is due to the similarity of the socialization images used in the education of the first and fourth year students and that they are in transition. The first year students enter the university and the fourth year students graduated from it and entered into life.

### Recommendations

In light of the findings, the researcher recommends the following:

1. To strengthen and enhance the level of self-confidence of students through lectures given by professors to their students.
2. Establishing collective seminars for all students to guide them and educate them about self-reliance and others, especially since Jordan lives in special circumstances that need individuals who are confident of themselves.
3. The researcher recommends that other researchers conduct a similar study on students at other universities.

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