

Locus Of Control And Self Confidence As Correlates Among Secondary School Students' Academic Achievement

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Abstract

The research study was executed on the variables of self-esteem and academic performance among the secondary school students in online learning amidst COVID-19. These students were studying in private schools in Lahore. The purposes of the research are to check the difference between the progress of secondary level students in their academic accomplishments over personality and their self-assurance, to examine these factors among girls and boys, and to review the connection and role among personality, self-esteem, and academic achievement. For the current study, the Descriptive Survey Method was used. Random samples were collected for this study (about 200 girls who were in Secondary schools in Lahore districts). For the difference between internet aversions scores inspecting the significance of a t-test was conducted. The data was collected and measured with the 11.5 SPSS and the independent t-test to find the distinction between the variables to furnish the results whereas the test Pearson correlation was conducted to calculate the alliance within the mentioned variables. So, there was no such significance between self-confidence and academic achievement. Therefore, the research demonstrates the null hypothesis.

Introduction

Education in an important part in nurturing a child developed society because these societies gradually change with time and never remain same. According to WHO life skill is described as a capability for adapting optimistic behavior that helps people to deal with difficulties and challenges which occur in our daily life. Education-based upon life skills is considered a productive process that manages the complexities of life. When we talk about self-confidence it means a belief that one has in himself whether related to his/her wisdom or abilities. It is confidence that helps us to

gain success because when confidence increases so does the chances of success in life boosts. Self-confidence relies upon an individual's focus on self-worth and optimistic acceptance as people become aware of their surroundings which enable them to have a realistic view. People who are self-confident remain positive even when their expectations are not fulfilled.

Literature Review

The world is encountering a worldwide wellbeing emergency from the rising losses of life, hardship of human collaboration, and the overturning of individuals' lives. As per the United Nations (2020), the ongoing worldwide situation is past a wellbeing emergency, social and monetary. The Covid illness (COVID-19), considered as an epidemic by the WHO, keeps on going after social orders at the center from monstrous business closures, work misfortune, restricted transportation, dispersion of assets prompting shortage of necessities, to the grassroots level of the method of instructive learning.

With the arising movement of worldview, the degree of self-adequacy among understudies is by all accounts profoundly impacted. As understudies change to full-time web-based advancing as a defensive measure against the Covid pandemic, many are currently confused in light of the fact that they find it a new experience by and large (Key, 2020). Variation is supposed to occur to keep up with powerful scholarly execution like passing marks and kept learning, yet the deficiencies caused some obstacles in the smooth processing of learning in an academic atmosphere. During this pandemic, several issues disturbed the natural cycle of life. IN this respect, educational field got horrible consequences due to this pandemic. Many researchers have already pointed out the preasons behind this calamity. Wilde (2020) highlighted people who showed great courage to fight against the horrible impacts of this pandemic. The true perspective can be properly visualized as well as other people who showed great struggle, limiting their capability to adversely increment their self-adequacy levels.

Consequences of a concentrate by Estira (2020), show that understudies are really roused to learn on the web, nonetheless, can't use online apparatuses and self-viability in internet-based correspondence. Extraverted to that however understudies are accustomed to working online entertainment locales, they actually don't have enough capacity in involving mechanical devices or programming for instructive purposes. Also, Estira accentuated that the understudies' financial status influences their viability with regards to separate learning for an augmentation in their family's month to month pay results in an expansion in the components of PC/web self-viability. Then again, self-assurance as one's confidence in their capacity to put forth a valiant effort. It is pointed out that any person's ability to cope with the terrible time, shows his true self-efficacy and self-confidence maximally for the achievement of "ideal." It is characterized as monitoring one's capacities and having great confidence. Martin (2013) demonstrated good concept of fearlessness that has been closely connected with the scholarly improvement. The current perspective justifies Ballane's (2019) concept of "fearlessness" that is considered to be the very vital and integral part of improvement. These variables are considered to be the sum and substance of the concept of

improvement of scholastic execution particularly among students who are going through different changes.

Moreover, it has been found that understudies having more significant levels of fearlessness will generally positive changes for the sake of learning atmosphere. In this context, Kaleci and Akleman (2019) highlighted the crux of web-based learning is to prepare students for arriving at the domain of learning goals academically. They are of the view that the sole purpose of web-based learning is to make students compatible with technology and advancement in the modern world. They elaborate that information regarding the matter alone isn't adequate for arriving at such targets. Rather, it is made sense of that understudies should achieve a comprehension of the topic and guarantee appreciation of the internet-based content through epitomizing fearlessness in web-based learning.

Moreover, Bjork et al., (2020) see that as assuming one continually sees their encounters as victories, an expansion in fearlessness is noticed. Alternately, seeing encounters as disappointments prompts a diminishing in self-assurance levels. Without any doubt, web-based learning presents dangers to self-assurance as it could ingrain dread, disgrace, and dissatisfaction. Most of understudies had voiced out that the pandemic has extraordinarily impacted their fearlessness, particularly towards scholarly execution. The understudies focused on that it is altogether harder to concentrate by only gazing at the screen for practically the whole day than participating in classes inside an actual setting where both instructor and schoolmates are available. Thus, it is a battle for most understudies as proactive tasks assume a significant part in their learning and it basically can't be done on the web.

As the new arrangement of students who wish to proceed with their schooling attempt to adapt to the new learning techniques and conditions, concerns might be raised in regards to exactly how different the challenges they face currently are contrasted with while conventional learning was as yet drilled. They want to adjust appears to enormously decrease their fearlessness, while their self-viability tends to change as the new arrangement of understudies who wish to proceed with their schooling attempt to adapt to the new learning techniques and conditions, concerns might be raised with respect to exactly how different the challenges they face currently are contrasted with while customary learning was as yet rehearsed.

This has caused the analysts to decide any possible connection between the two. The aftereffects of this study can probably offer a guaranteeing response, which could empower most instructive foundations to make an approach to adjust to the ongoing circumstance really. The analysts have distinguished the following exploration holes:

- (1) vagueness and disarray between the two factors,
- (2) lack of writing on the two factors in the web-based setting and COVID-19 setting,
- (3) greater part of conditions of existing investigations are tertiary levels, and

(4) the extent of the ongoing review is simply restricted to understudies concentrating on in private schools. As they keep on answering the new web-based learning requests. This has caused the specialists to decide any possible connection between the two.

Abdullah (2000) led a review to look at the relationship among accomplishment inspiration, self-esteem, and locus of control and scholastic execution of school children. Using blended procedure, this exploration examines the connection between confidence and scholarly accomplishment for youthful teenagers inside two Western social settings: The United States and Britain. Quantitative and subjective information from 86 North American and 86 British young people were used to look at the connections between confidence and scholastic accomplishment from the very start to the furthest limit of their scholarly year during their eleventh twelfth year old enough. For the two examples, quantitative outcomes exhibited that fall confidence was connected with numerous marks of later year scholastic accomplishment. While country contrasts arise before the year's over, math seems to have a steady relationship with confidence in both country settings. Subjective investigations discovered some help for British understudies' self-insights as more precisely mirroring their scholastic experience than the understudies from the United States (Booth and Gerard, 2011).

The significances of this study can almost certainly offer a guaranteeing response, which could empower most instructive organizations to make an approach to adjust to the ongoing circumstance really. The scientists have recognized the following exploration holes: (1) uncertainty and disarray between the two factors, (2) inadequacy of writing on the two factors in the web-based setting and COVID-19 setting, (3) greater part of conditions of existing examinations are tertiary levels, and (4) the extent of the ongoing review is simply restricted to understudies concentrating on in tuition-based schools. There are several researchers who worked on the topic, these are listed below:

L.A. Udayakumari in 2020

The research aims while pertaining the cognitive style of the students of secondary level according to their self-confidence. The cognitive style (intuitive, split, integrated, undifferentiated, and systematic) is accompanied by the variables of demographic which is gender where the variable exists independently whereas else self-confidence was the dependent variable.

The descriptive method of survey was conducted, according to the technique of collecting multi-stage spontaneous samples of 11th-grade students with about 400 strengths. For the collection of data, the Self-confidence inventory (PSCI) and Cognitive Style inventory (CSI) was used and a factorial design of 5x2 along with ANOVA Two-Way for analyzing the data. For ANOVA the hypothesis of variance of homogeneity was tested by applying the Test of Homogeneity of Variance by Levene. The results occur significantly in the foremost impact of gender and cognitive style on the students of secondary school self-confidence. Moreover, the significant result also found about the effect of double interaction of gender and cognitive style of the students of secondary school on self-confidence.

The research study has the recommendation for the teachers as they should plan according to the methods of active teaching, adequate strategies, tools, and proper guidance for students, and students' self-confidence and academic attainments should be a great inducement. According to the students facing poor cognitive style, there is the organization of workshops, special guests for lectures, and seminars.

Abdullah Rahimi (2019)

The research paper investigates all those aspects which impact the self-confidence of high school students and their solutions. The approach used by the researcher was quantitative, where he executed a survey through a questionnaire that consisted of 20 different things based on a 5 Likert scale.

In data collection, there were a hundred students from high school which, consist of 75 males and 25 females the data was collected through random selection, and later on, it was studied in terms of standard deviation via software (SPSS). Through this research, it was inferred factors like depression, fear, and other effects student's self-confidence and factors like student's encouragement, support, and humor from teacher, motivated and boost their self-confidence.

In various exploration led by various analysts, like Klein and Keller, 1990; they consider low fearlessness may adversely affect unknown dialect learning close by with numerous other potential subjects. As per Rubio (2007), low fearlessness might prompt some mental circumstances like feeling of uncertainty, dread, nervousness, and introverted ways of behaving. This might be the case in unknown dialect advancing as well. At any rate, because of low fearlessness, the understudy cannot make a great beginning in unknown dialect learning, since low fearlessness influences understudies' learning inspiration. The unknown dialect learning capacities of understudies lacking fearlessness can't be uncovered. Such students can't mingle as expected and forgo talking in the study hall. As per Rubio (2007), there is a relationship between unknown dialect learning and study hall climate. Unknown dialect learning study halls must advance self-assurance. Thusly, establishing a climate where every understudy will feel fearless can be considered significant. The homeroom conditions in which understudies can address inquiries decisively communicate their thoughts with no trepidation or nervousness of making an error or being embarrassed by their instructor regardless of whether they commit an error will advance their fearlessness. In this way, educators' way of behaving, criticisms, and questions they ask to understudies, and the language instructing exercises they are expected to partake in are straightforwardly related with their fearlessness.

Dr. Rathee in 2017

The research study aimed to scrutinize the issue among students of secondary level of self-confidence and its courtship with academic dithering. The experimenter retains the sample of 60 students in the school by the technique of random sampling the test of self-confidence was

conducted by Dr. Rekha Agnihotri and Dr. Ashok K Kalia the Academic Procrastination tool is used. The results found show that the correlation between Academic Achievement and Self-Confidence is positive.

Furthermore, Bjork et al., (2020) see that as on the off chance that one continually sees their encounters as triumphs, an expansion in self-assurance is noticed. On the other hand, seeing encounters as disappointments prompt a decline in self-assurance levels. Without a doubt, web-based learning presents dangers to self-assurance as it could impart dread, disgrace, and dissatisfaction. Most of understudies had voiced out that the pandemic has enormously impacted their self-assurance, particularly towards scholarly execution. The understudies focused on that it is altogether harder to concentrate by just gazing at the screen for practically the whole day than participating in classes inside a actual setting where both educator and colleagues are available.

Thus, it is a battle for most understudies as proactive tasks assume a significant part in their learning and it just can't be completed on the web. Confidence is supposed to be an individual's point of view, concerning self-evaluation either decidedly or adversely (Baron and Byrne, 1991). Normally, confidence shows a singular's in general useful self-examination (Rosenberg, 1990). It comprises of two discrete viewpoints, worth and skill. The value part of confidence alludes to the degree to which individuals feel they ought to be esteemed. The ability part of confidence alludes to the level to which one feels effective what's more, competent. Branden (1992) thinks that confidence is the capacity to see oneself ready to adapt with the crucial issues of life and to be an individual who merits satisfaction. Additionally, Reasoner (2004) characterizes confidence as an encounter to confront preliminaries and views himself as for satisfaction. Woolfolk (2005) says that it is the significance or worth an individual partner with himself. The terms self-idea and confidence might be utilized reciprocally as both allude to an individual's perspective on his gifts. Puncture and Gardner (2004) contend that it is the degree to which an individual believes himself to be huge, fit, and commendable.

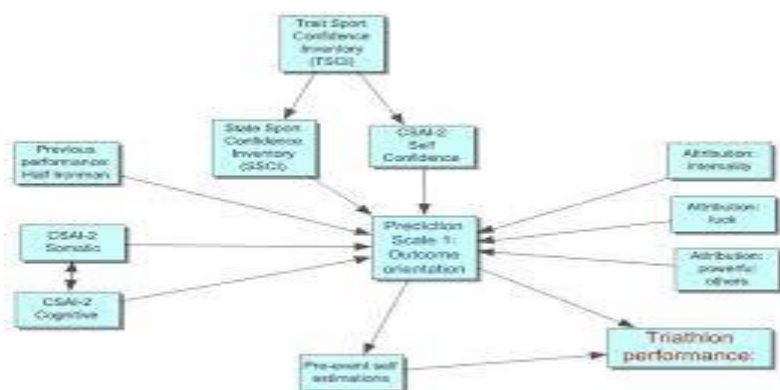
Zimmerman (2010) directed the examination to distinguish and concentrate on key cycles through which understudies self-manage their scholastic learning. In this outline, he presents an overall meaning of self-directed scholastic learning and recognizes the unmistakable highlights of this capacity for procuring information and expertise. Attracting on ensuing articles this diary issue as well as my exploration with partners, he examines how the investigation of part processes adds to our developing comprehension of the unmistakable elements of understudies' self-controlled learning. At long last, the ramifications of self-controlled learning point of view on understudies' learning and accomplishment are thought of. This study was to inspect the connection between scholarly accomplishment and the accompanying factors: nervousness, confidence, good faith, and negativity. The example comprised of different other cases with special references to create connection between confidence and academic achievement. The notable discoveries of the examination were the huge positive relationship between scholastic accomplishment and both

hopefulness and confidence-though the connections were negative between scholarly accomplishment and both tension and cynicism (El-Anzi and Owayed, 2005).

Methodology

In the Present Study, the descriptive survey method has been employed. From the Senior Secondary school of district Lahore, two hundred girls' sample and from the same district with its neighboring villages like Nankana Sab, Mor Khunda, Lulyani, Raiwind. hundred girls were chosen by Oengaging Random Sampling. Among each of the districts, two government and two private schools were chosen i.e. The method of random sampling was adopted in which 100 Girls from Government schools and Private schools.

There were two psychological tests taken in order to collect the sample data, one of them was by Rekha Agnihotri "Self-confidence Inventory" and the other was by Dr. Kusum Agarwal "Parental Encouragement Scale". When finding the differences among means, to find the relation between Self-confidence and academic achievements, a T-Test was applied in this study.



Self-efficacy constructs

Purpose of the research

Purposes which was extracted from this study:

1. Examining the confidence level of the student of secondary schools.
2. To know whether there is any notable difference in the confidence of:
 - The girls and boys who belong to higher secondary school.
 - The students of higher secondary (Boys and girls) studying in urban and rural areas.
 - Higher secondary student living in urban and rural areas.
 - Students acquiring education in Urdu and English medium.

Hypotheses of the study

1. "High level self-confidence" was demonstrated by students.
2. No notable discrepancies were found in the concept of self-confidence between:

- The girls and boys who belong to higher secondary school.
- The students of higher secondary (Boys and girls)
- The number of Higher secondary students in urban and rural areas.
- Students acquiring education in Urdu and English medium.

Method used

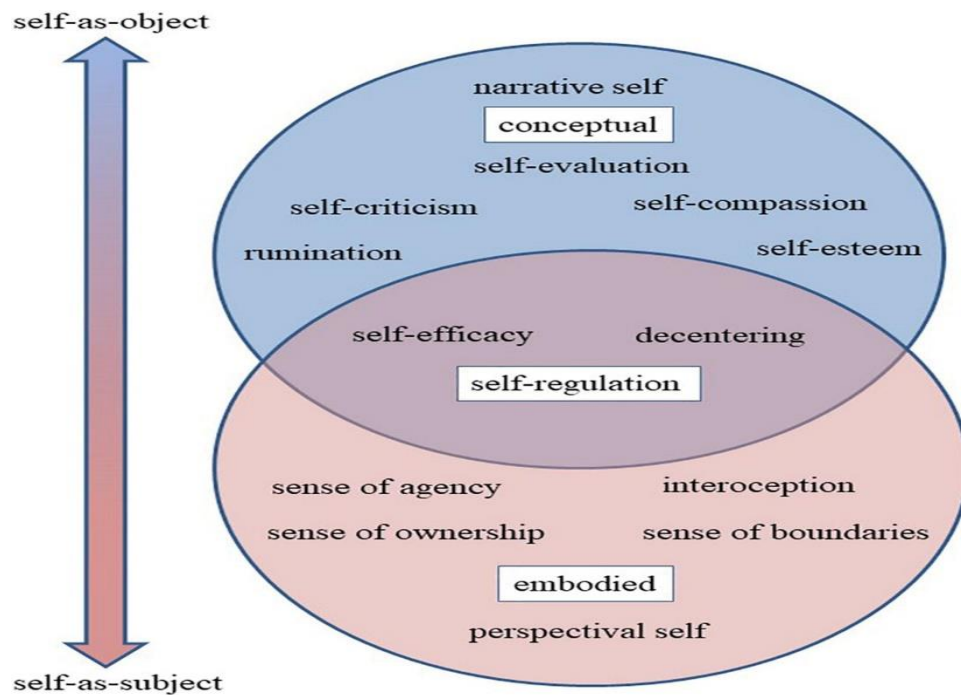
The approach which is used in the research is the normative survey method.

Sample

Testing of students from 500 secondary schools helped in the study.

Tool used in the study

Use of Self Confidence scale created and validated.



Analysis

For the evaluation purpose, the method chosen was mean and standard deviation, which were later calculated. To find out the difference between the mean and internet aversion, test value was used and at the end, data was calculated through SPSS 11.5, and result is shown in the table 1.

S.No	Samples	Sub-samples	N	Mean	SD	't' Value	Significant at 0.05. Level
1	Entire sample		500	26.86	4.70	-	-
2	Sex	Male Students	223	26.77	4.80	0.35	Not Significant
		Female Students	277	26.92	4.63		
3	School locality	Rural area	305	26.40	4.78	2.72	Significant
		Urban area	195	27.56	4.50		
4	Residence	Rural area	327	27.04	4.62	1.17	Not Significant
		Urban area	173	26.51	4.85		
5	Medium of study	Hindi medium	305	26.93	4.66	0.42	Not Significant
		English medium	195	26.74	4.77		

Table 1

Finding of the study

From Table-1 there are the crucial findings of the ongoing investigation are:

1. The average degree of self-confidence is shown by the students of higher secondary level.
2. Between girls and boys at the higher secondary level of the school, no significant distinction occurs in self-confidence.
3. The difference appears between the urban area and rural areas of higher secondary students as there is a significant deviation in self-confidence.
4. The higher secondary students residing in rural areas and the urban area have no significant variation in self-confidence between them.
5. No significant variation was found between the higher secondary level students who were studying in the Hindi medium and English mediums.

According to the Objectives, the flow analysis of variables along with the Data interpretation is shown in the following section.

I.The research study resulted in a self-confidence difference between girls taking education in private and government school.

Variable	Govt. Schools		Private Schools		T- Value
Self Confidence	Mean	SD	Mean	SD	2.47* (0.05)
	28.55	7.61	25.54	9.47	

Table 2

In table number 2, the mean scores and standard deviation of courageous girls studying in government and private schools have been portrayed. The T value was destined at 0.05. So, from the discussion been done, it is signaled that girls encompass more confidence who are studying in private schools as compared to government schools.

Therefore, the hypothesis stating about the equality of self-confidence didn't turn out to be a law as it was failed to be approved.

(II) Conclusion based results demonstrated on the basis of differences in parental support regarding high academic achievement.

Variable	Govt. Schools		Private Schools		T-Value
Parental Encouragement	Mean	S.D	Mean	S.D	0.74
	337.5	30.10	333.9	37.41	

Table 3

Table 3 portrayed the mean scores and standard deviation of initiatives and concerns of parents regarding their children's inclining towards high academic achievement in private and government institutions. The T value suggested an unimportant result. So, from above discussion, it was assured that students who get the education in private schools get the same motivation from their parents as those of students who study in government schools. Therefore, the hypothesis turned into a law and it was spontaneously accepted based on research done.

(III) Results on the behalf of contrast between self-confidence and parental support.

Variable	Self Confidence
Parental Encouragement	0.44

Table 4

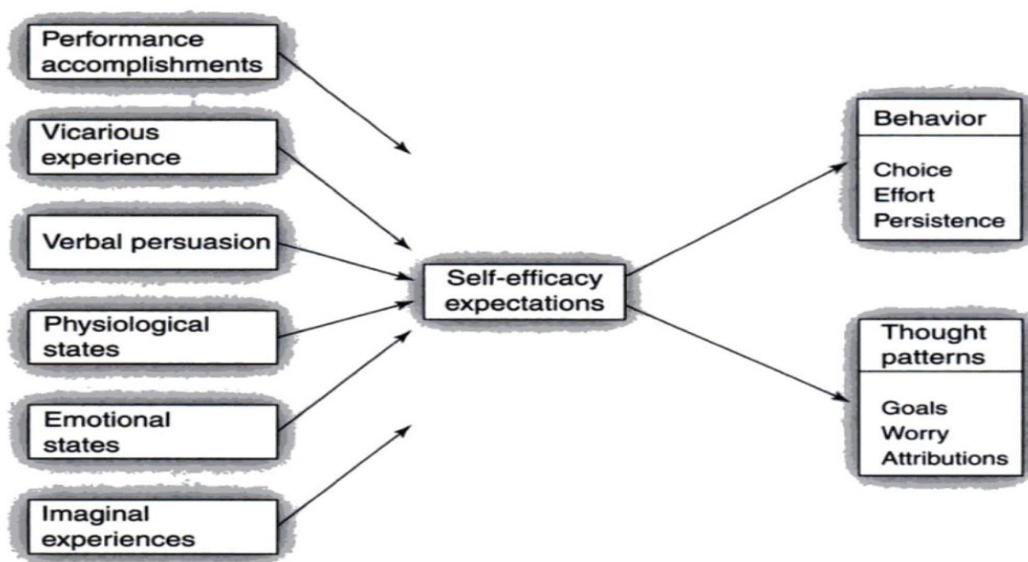
Self-confidence and parental support for students (girls) exhibit a coefficient of correlation in the above table 4. According to the above study and analysis, it can be easy to comprehend that self-confidence and parental reinforcement demonstrate a positive relation. It reveals that the more parental motivation comes, the more self-confidence within girls enhances. Thus, a hypothesis named "There exists no significant relationship in the self-confidence and parental encouragement of senior secondary girls" becomes spurn.

Discussion

The main speculation of the review was about the connection between confidence and scholastic accomplishment. It was speculated that confidence has no critical relationship with scholastic accomplishment. The aftereffects of the review showed that confidence has no critical relationship with scholarly accomplishment when taken overall. So, the invalid theory was acknowledged. The consequence of the review goes against the discoveries of Mehmood (2015), Mohammad (2010), Rahmani (2011) and Ishak, Husin, Mohd. Saat, and Omar (2012) who saw as huge ($p < .01$) positive connection between confidence and scholarly accomplishment. The revelations of the survey don't maintain the disclosures of Reynolds (1988) who found in his investigation that insightful self-thought is associated in a positive and colossal manner to grade point typical in students. The survey results conflict with the revelations of Lockett and Harrell (2003); Schmidt and Padilla (2003b); and West, Fish, and Stevens (1980) who generally found a positive connection among certainty and educational execution. However, when we think about only the associations in case of male students, then, our revelations support the previously mentioned examinations. Our disclosures extend the assessment of Van Laar (2000) who definite essentially no association among certainty and academic result in African American students and of Iniama (2004) who moreover fights that there is no basic association between optional school grade point typical and certainty record score.

Checking the relationship out among study hall and fearlessness from Bandura's point of view (2006), there is major areas of strength for a between a singular's identity certainty (and self-competence) and the gathering he is in. Individuals are leaned to think like the gathering they are in. Hence, an understudy's identity certainty can be advanced by other understudies' identity capability furthermore, fearlessness in an unknown dialect learning homeroom with understudies high in self-assurance. While referencing the central issues of making progress in unknown dialect learning. Guaranteeing a decent correspondence with students is an accomplishment of achievement for unknown dialect instructors. Just self-assured instructors and understudies can accomplish this achievement. Fearless educators feel great in homeroom and can pass their messages on to understudies without upsetting them. Their quiet and sure nature what's more, activities can advance understudies' fearlessness (Öner,2008).

As for as the concept of self-certainty might help unknown language educators speak with their understudies and advance their understudies' self-assurance. Studies investigating fearlessness (and self-capability) showed that fearless educators could significantly affect their student's understudies' accomplishments and inspirations. (Gibson, 2013). The point of view of self-assured educators are not complicated in nature. They can make a casual homeroom air for their students, engage their understudies while show a thing or two, educate an unknown language without exhausting them, act cautiously not to bring down their students' fearlessness as needs be right their errors, and get understudies far from tensions in homeroom, since they don't request any execution past their understudies' abilities. In this way, self-assured unknown dialect instructors can add to their understudies' accomplishments. Accomplishment of progress assumes a part in expanding fearlessness. Instructors ought to have the option to make sense of plainly what they request from their understudies in unknown dialect classes; as such, they ought to have the option to make sense of the reason for language programs plainly. This will assist understudies with unwinding and increment their fearlessness in unknown dialect learning. Students' self-assurance about unknown dialects was likewise explored in this review. The condition of considering themselves as adequate towards unknown dialects, number of unknown dialects, and the instance of reasoning that there may be a few themes that can't be learnt notwithstanding difficult work were explored.



It is significant to notice that female students have lower level of confidence, yet they have higher achievement than their male accomplices. Additionally, our disclosures support the revelations of Saadat et al. (2011) who found an enormous difference in the certainty among male and female school students, but there it very well may be a direct result of the level of students. They furthermore found a qualification in light of subjects, for instance, the students of Psychology and Education have a higher score on the certainty scale. Hussain, Khan, Latif, Amin, and Sibtain

(2011) investigated academic achievements of Science and Arts students and found that female Arts additionally, Science students out performed male students in both the disciplines. Then, the hypothesis of the survey communicates that there is no qualification in certainty in view of discipline (Arts and Science). The results showed that there is an immense differentiation in the mean score of self-esteem among Science and Arts students. Decore (1984) found that male students didn't perform better contrasted with female in Mathematics and Science at the school level.

Recommendations

(1) Teachers and guardians might attempt to help up the confidence of students. This might be done by valuing the little outcome of students, giving them focuses as per their abilities and giving direction without making them feel bad.

(2) as per our discoveries, there is a massive distinction in oneself - regard of male and female understudies at the auxiliary level, so understudies may not be segregated based on orientation. They might be offered equivalent chances.

(3) The confidence of female understudies might be engaged in schools and homes. On the off chance that their confidence is raised, they might perform obviously better than male understudies.

(4) Their confidence might be upgraded through various strategies, such as appreciating, consolation, backing and giving independence, and confiding in female understudies. The investigation discovered that male understudies have higher confidence, yet they didn't perform better or at standard with their female partners. Along these lines, instructors and guardians might check out different reasons for low accomplishments. In our general public, young men are dependably bustling in making some difference guardians in their business and cultivating. The understudies don't time to study. The vast majority of the understudies just concentrate in schools and they can't give additional chance to their examinations because of different social and financial issues.

Conclusion

Self-esteem is an individual power to know their own worth and believe one has in them but the home atmosphere also plays an important role in their growth. From the data, it can be analyzed that when the outcome scores of the home atmosphere are more than self-esteem and academic achievement will also gain higher scores. Thus, home environment of a young student is profitable for the growth of self-esteem then he can face tribulation and hardship easily.

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