

Students' Level of Self-confidence and Performance Tasks

Jerald Moneva¹, Shiela Mae Tribunalo²

¹Teacher, ²Student, Senior High School Department,
Jagobiao National High School, Cebu, Philippines
*freezingfire1979@gmail.com*¹, *Shielamaetribunalo@gmail.com*²

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Abstract – *Self confidence refers to as someone's' power and abilities to perform the required tasks. In order to accomplish the given tasks students must have self-confidence. This study investigated the correlation between students level of self-confidence and performance tasks and investigated if self-confidence influence to students' performance tasks. The study used descriptive correlation designed for the two variables. The respondents of this study are the Senior High School Students of Jagobiao National High School. The data were obtained from self-confidence and performance tasks questionnaire in which it is a form of checklist. Through presentation, Analysis and interpretation of data it was determined the overall weighted mean of the both variable. By the used of indicators the overall weighted mean was determined and it was interpreted as sometimes, while the overall weighted mean in the second variable was interpreted as sometimes. The association between the dependent and the independent variable were analyzed using pearson chi-square, result showed that there is a significant relationship between the two variable. In conclusion, there is an association between students level of self-confidence and performance tasks. It means that students who have high level of self-confidence can easily accomplish their tasks in school and most of them are not afraid to participate in every activity. While those students who have low self-confidence showed low performance tasks and they were hesitant to participate in every activity*

Keywords – *Performance Tasks, Self-confidence, Students*

INTRODUCTION

Self-confidence refers to as someone's power and abilities to perform a task (Merriam-Webster). It involves someone's feelings, thoughts and courage in improving themselves in performing tasks and activities that the teachers required to perform. It is also their belief on how to perform their tasks successfully without any hesitation. While performance tasks are different activities that teachers might required the students to perform and complete. However, performance tasks don't only refer to activities that need to be performed but also assignments, project and quizzes.

Self-confidence is a problem that baffles many students. They were having a hard time to cope with that particular problem. Studying self-confidence and performance tasks may aid students an understanding on how important to know the correlation between the two given variables. In performing different activities it does not only require intelligence and creativity. Conducting this study is important, most especially to every student, to know the correlation between

students level of self-confidence and performance tasks.

Performance task can be classified as the different activities that require to be performed and demonstrated. It needs knowledge, skills and creativity in order to accomplish the given tasks. However, performance tasks also refer to Academic requirements that need to be submitted like quizzes, assignments, project and other things that need to be passed on time.

In the study the researcher will learn the correlation between the self-confidence and performance tasks. The result of the study will be the bases if there is a correlation between the two. Additionally, the result of the study is beneficial to the researcher and others, it provides them an understanding and knowledge about the two variables.

The study intends to know the correlation between students' level of self-confidence and performance tasks among the Senior High School Students Jagobiao National High School.

Self-confidence refers to as someone's' power and abilities to perform the required tasks. In order to

accomplish the given tasks a student must have self-confidence.

Several studies have been carried out by the researcher to assess how self-confidence correlated to performance tasks. Academic achievement is correlated to students level of self-confidence that is students who are confident showed high academic achievement and students who are not confident showed low academic achievement [1]-[4]. Verbal persuasion can influence to students' self-confidence resulting to cognitive enhancement [5]. Having self-confident with good social skills can enhance the performance of the individual [6].

Self-esteem influences the academic performance [7]. There is a correlation between self-esteem and self-efficacy and self-efficacy substantially correlate with performance [8]. In the context of education, the concept of self-confidence is essential [9]. Based on the results; students' self-confidence affected their achievement significantly [10]. Compared to stress, self-esteem greatly affects academic performance [11]. Describing people increases the confidence of students in speaking skills [12].

There is a moderate and positive association between perception of interpersonal influence and perception of adjusted for vulnerability to interpersonal to interpersonal [13]. The school life of students, it is important to manage their academic performance [14]. Students face serious challenges that may impact their level of academic attainment [15]. The perceived utility value of academic discipline for students should be increased by educators and parents, thus it is recognized that an improvement in perceived utility value has a positive educational effect [16]. To enable students to discover the basic structures of subject, they must be actively involved in learning process [17]. Students with average academic quality find they attain achievement in various ways, without learning too much [18].

The findings of the study stated that there is a correlation students' level of self-esteem and academic attainment [19]. High level of self-confidence leads to enhance motivation and effort to improve the level of concentration [20]. Those students who have high self-esteem can go through their school tasks than those students' who have low self-esteem [21]. Having a high degree of academic confidence, they are inclined to long and to obtain important academic knowledge for their tasks [22]. For both types of school, parents, teachers and supportive peers had a significant relationship with the

positive self-discussion of students [23]. Parents' occupation has a little impact on the performance of their children in studies [24].

Adolescence feels joyful and happy in their real-experiences [25]. Good academic performance can be achieve if the students will be serious and focus towards their study [26]. Those students who spend less in using phone showed good academic performance [27]. The relationship between dependent variable and student attitude to attendance was predicted to be positive [28]. Communication is shown to be a more important factor influencing the quality of the students [29]. Students' engagement in education and the students' Home environment predicts academic performance [30].

OBJECTIVES OF THE STUDY

The study intends to assess the correlation between students level of self-confidence and performance tasks in Jagobiao National High School-Senior High School Department.

Specifically it attempts to address the following questions. What is the level of attitude of students towards performance tasks? What is the level of self-confidence of students? Is there a correlation between level of self-confidence and level of attitude towards performance tasks of the students?

METHODS

Design

The study used descriptive correlation designed of the two variables students' level of self-confidence and performance tasks.

Environment

The study was conducted in Jagobiao National High School located at Jagobiao Mandaue City, Philippines. The School built in 1984. They added Senior High School as part of k to 12 curriculums in 2015 and it can be seen in the lower part of Junior High School Building. They offer a strand of GAS (General and Academic Strand), ABM (Accountancy Business and Management), HUMSS (Humanities and Social Sciences), STEM (Science Technology Engineering and Mathematics), TVL (Technical Vocational and Livelihood).

Respondents

The chosen respondents of this study were the Senior High School Students in Jagobiao National High School. There are 245 respondents; they were

selected to be the respondents because they are the one who qualified to answer the question.

Instruments

The researcher used checklist as the tool instruments which contains different question that would lead the result of this study. The researcher provided two checklists for each variable, every checklist contains 10 items. The first checklist talked about self-confidence, while the second checklist talked about performance tasks. The respondents rate the checklist provided: 1 for never, 2 sometimes and 3 always. Data were collected with the aid of checklist to evaluate the correlation between students level of self-confidence and performance tasks among the Senior High School Students. The researcher used an instrumental tool that would fit to the study.

Data Gathering Procedure

The researcher conducted this study in Jagobiao National High School Senior High School Department School year 2019-2020. This study was conducted to know the relationship between students level of self-confidence and performance tasks. The researcher made a transmittal letter signed by the instructor adviser, researcher and approved by the school principal. After they signed the letter the researcher conducted the study in the respondents' most convenient time. The respondents will rate the questionnaires as 3 (Always) 2 (Sometimes) and 1 (Never). After they answered the questions, the researcher data gathered would be used in interpretation, Chi-square and data analysis to know the correlation between the dependent and independent variables.

Treatment of Data

The set of data was treated using chi-square, the testing of the relationship between the variables and the null hypothesis.

RESULTS AND DISCUSSION

Students' level of attitude towards performance tasks was found positive when they have high self-confidence to perform the required tasks. While if they have low self-confidence when it comes to the performance tasks their attitude might be affected. The level of the attitude of the students depends to their confidence and how they interact to the surroundings.

Those students who were hesitant to perform the required tasks tend to have low level of self-confidence. While those students who are confident enough to perform the required tasks are tend to have a high level of self-confidence.

There is an association between students level of self-confidence and performance task. Students who have high level of self-confidence can easily accomplish their tasks in school and most of them are not afraid to participate in every activity. While these students who have low level of self-confidence showed low performance in school and they were hesitant to participate in every activities.

Table 1. Self-Confidence

Indicators	WM	Interpretation
1. 1. I feel that I'm a person of worth, at least on an equal plane with others	2.24	Sometimes
2. 2. I feel that I have a number of good qualities	2.21	Sometimes
3. 3. I am able to do things as well as most other people	2.18	Sometimes
4. 4. I am inclined to feel that I am a failure	2.19	Sometimes
5. 5. I do not much to be proud of	1.98	Sometimes
6. 6. I take a positive attitude towards myself	2.07	Sometimes
7. 7. on the whole, I am satisfied with myself	2.47	Sometimes
8. 8. I certainly feel useless at time	2.41	Sometimes
9. 9. I wish I had more respect for myself	2.02	Sometimes
10. 10. At times I think I am no good at all	2.34	Sometimes
Overall weighted mean	2.21	Sometimes

Scale: 100-1.67: Never; 1.68-2.34: Sometimes; 2.35-3.00: Always

Table 1 presents the level of confidence of the students in which the overall weighted mean indicates high level of self-confidence. This indicates that the negative responses of the students towards self-confidence. This indicates a normal attitude considering that they are still in the senior high school. This indicates too, that there has so much to learn in school, and self-confidence is an intangible one which needs an attention of the teachers to develop. For instance the indicator *at times I am no good at all* with an a weighted mean of 2.34 with the indicator realistically depict the apparent behavior of the students of Jagobiao National High School considering that they are not well-exposed to

participating activities that can boost their self-confidence especially academic activities. The activities are usually participated by the few and most of them are spectators. However, students are motivated to emulate performers on stage which primarily deals with the psychomotor domain of learning among the students. In the classroom, they tend to do similar activities. For instance, when students viewed K-pop dancing on stage, many students are amazed and delighted so that in the classroom they intend to create their own group and perform enthusiastically. Likewise, to improve academic self-confidence the verbal communication should be used as a tool of encouragement [1]. This can indicate that students are more inclined to kinesthetic activities than academic activities. This scenario presents the dilemma of which the teacher will have the difficulty of teaching the students considering that the curriculum guides in the public schools express highly lesson-centered though the approach of the teachers has to be learner-centered. As a result, the indicator “*I certainly feel useful at times*” with the weighted mean of 2.41 expresses that having a feeling of being no good at all can cause students to become an introvert and lost their confidence. Evident in the classroom, the students participate to the classroom activities and class discussions. This is further supported with the indicator “*on the whole I am satisfied with myself*” with a weighted mean of 2.47 which entails that students with less confidence prefer to be alone. When asked by the teacher during the classroom, they don’t answer the question most of the time. Similarly, few identified students can participate well in the performance tasks given, either individual or group performance. The worst is they feel that “*I am inclined to feel that I am a failure*”. Students who understand why they failed can probably cope up their failures through effort [5]. However, this effort pertains to their effort in doing kinesthetic activities inclined to the learning competencies indicated in the curriculum guide. Teachers for certain will have the difficulty to reconcile this considering that the assessment of the students is primarily very objective, that is, using objective of test because it is one of main bases of evaluating teacher performance. Followed by 2.18 with the indicator “*I am able to do things as well as most other people*” which entails that students are less likely to follow a purpose of presenting a performance task. Considering that, the performance task to be inclined to the learning competencies indicated in the curriculum guide, the students have to

be guided strictly, otherwise the performance is a mere performance of the students’ choice though this must be undermined because this expresses the real self of the students. The indicator “*I do not much to be proud of*” with weighted mean average of 1.98 expresses that students don’t like what they are doing, most probably, with the tasks required from them. It is because the teacher based his or her task on the learning competencies as required by the Department of Education but the interests of the students are not inclined. In school, it is noticeable that students are more interested of what they like to do and what satisfies their ego. While the overall weighted mean of the first variable was 2.21 and labeled as Sometimes. Teachers expected to students to have a high self-confidence which could help students to perform better in school and participate well in class. But the real scenario, the students are not and is evident in the result above. If a person boosts their self-confidence they have the abilities to explore new things [3].

Table 2. Performance Tasks

Indicators	WM	Interpretation
1. I do all tasks before deadlines	2.24	Sometimes
2. I spend my vacant time in doing the tasks given by the teachers	2.02	Sometimes
3. I try to complete one tasks before doing the next tasks	2.36	Sometimes
4. I exert more efforts when I have difficulty in doing the tasks	2.35	Sometimes
5. I rake positive attitude in doing the tasks	2.42	Sometimes
6. I enjoy doing the tasks given by the teachers	2.15	Sometimes
7. I am not afraid to the tasks that are required	2.08	Sometimes
8. I do the given tasks regularly	2.23	Sometimes
9. I am able to perform the tasks that are required to perform	2.33	Sometimes
10. I have enough skills in doing the tasks	2.13	Sometimes
Overall weighted mean	2.23	Sometimes

Scale: 1.00-1.67: Never; 1.68-2.34: Sometimes; 2.35-3.00: Always

Table 2 above reveals level of performance of the students towards their tasks in school. The indicator “*I exert more efforts when I have difficulty in doing the task*” with weighted mean of 2.35 was determined as sometimes. Seemingly, students exert efforts in doing the task but the result sounds that there is leniency. It is further supported with the second indicator with weighted mean of 2.36, “*I try to complete one task*

before doing the next tasks". Most of the students most of the time in school submit their performance tasks or perform their tasks on the eleventh hour. It is observable that students become busy when the deadline of submission or performance is near. Their attitude changes with the constraint of time as indicated with "I take positive attitude in doing the tasks". There can be reasons behind this and is noticed in the indicator, "I have enough skills in doing the tasks" with a weighted mean of 2.13.

Performance tasks should be enhanced and this has important implications in terms of knowing what kind of person they will be in the nearest future [17]. Sadly, the reality is not. Most students do not perform their assigned tasks immediately because of the skills they lack. Supposedly, teachers can facilitate on the performance of the tasks. However, there is this fear of getting things done as the indicator revealed that "I am not afraid to do the tasks that are required" with a weighted mean of 2.08. Students who are afraid to face the required task can cause low performance. Students are also worried about the challenges that they might encounter [15]. With fear of getting things done, they are less likely to spend or spare more time in doing the task as indicated in 2.02 with indicator "I spend my vacant time in doing the tasks given by the teachers" with a weighted mean of 2.02.

Meanwhile, most of the tasks primarily involve communication skills and the attitudes of the students towards performance of the tasks are constrained because of fear. Considering the nature of the family they come from or the parenting methods at home where students as sons or daughters are experiencing, the typical Filipino culture is very authoritative which includes that sons or daughters are not supposed to reason out when something unpleasant circumstances happen or the decision-making is completely vested on the parents. Such nature can intimidate students and gradually their communication skills.

Eventually, the overall weighted mean was 2.23 labeled as Sometimes. As mentioned, students' performance can also be influenced by communication, learning facilities, proper guidance and family stress [29]. Performance task should be enhanced and aligned with both students' interest and learning competencies indicated in the curriculum guide. It requires high self-confidence to perform the required task.

Based on Table 3, it indicated that there is an association between the variables because $.05 > .000$, thus null hypothesis was rejected. It means that

students' level of self-confidence can influence their performance tasks.

Table 3. Correlation Between Self-Confidence and Performance Tasks

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.227E2 ^a	195	.000
N of Valid Cases	245		

211 cells (94.2%) have expected count less than 5. The minimum expected count is .00.

There is an association between self-esteem and academic performance. Students who have a high level of self-esteem showed a high level of performance than those students who showed a low level of self-esteem [4]. Positive verbal communication can improve a student's level of self-confidence resulting in cognitive enhancement [1]. There is an association between students' level of self-confidence and academic attainment [10].

CONCLUSION AND RECOMMENDATION

There is a significant relationship between students' level of self-confidence and performance tasks. However, certain factors have to be considered in the actual scenario in school where students can be at the peak of their interest considering their assertiveness at their age but the performance tasks do not incline to their interest. The role of the teachers and facilitators of learning is truly critical and essential because this requires the 21st century skills like creativity and critical ability to determine the inadequacy and to find the appropriate means to resolve such a problem. Primarily, self-confidence and academic attainment have an association [31]. Students who perform well in school tend to have a high level of self-confidence and can easily accomplish the required tasks. While those students who cannot perform well in school tend to have a low level of self-confidence and they were having a hard time to accomplish the required tasks. Self-confidence and academic achievement were found positive and those students with a high level of self-confidence perform better in their performance [32]. Intelligent people are anticipated to work well in making solutions to solve the problem and these people are also anticipated to be confident in academics [33]. Students' level of self-confidence can influence their performance tasks in school. Students' self-talk has a positive impact on their performance tasks and can boost their self-confidence [34]. Self-confidence is very essential, most especially

to the students. Cooperative learning also develops the confidence of students in terms of participation and association [35]. However, in reaching success, there must be guidance services given to students in order to improve their level of self-confidence and that they can show their talents [36]. In the study students level of self-confidence and performance task it is recommended that students must enhance their communication skills so that they will learn how to speak confidently in front of the crowd. Activities should include both the interest of the students and the learning competencies indicated in the curriculum guide as required by Department of Education.

Limitations of the Study

This study titled students level of self-confidence and performance task has three limitations. Firstly, the study was conducted in Jagobiao National High School particular in Senior High School Department in which, the respondents involved are too good to represent the pleasure of the other students in other schools. Secondly, there is a need for reconciliation between students' interest and the learning competencies as indicated in the curriculum guide. This can entail that the learning competencies has not caught the interest of the students which has prevented the students to perform with a considerable level of self-confidence. Thirdly, the study only focuses the association between students level of self-confidence and performance task. There can be other factors that affect both.

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