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Role of Institutional Environment in Enhancing Confidence among Female Students at University Level

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Abstract: *The study focused on how the institutional environment affects the confidence of female undergraduate students studying social sciences (BS Education and Economics) and natural sciences (BS Botany and Zoology) at Women's University and Bahauddin Zakriya University. The study, which included the whole population of 355 natural sciences and 248 social sciences students, used a stratified random sampling technique, yielding a sample size of 196 and 152 individuals from each department. A self-developed questionnaire with 27 items and three criteria was used, encompassing topics such as institutional laws, personal strength awareness, and a sense of belonging. Descriptive statistics, such as percentage, mean, and standard deviation, were utilised to assess the data acquired during validation and pilot testing. Additionally, deductive statistics, such as the T-test, were used to test null hypotheses. The findings provided information on the perceived influence of institutional elements on female students' confidence in both academic fields. Overall, the study used a rigorous and methodical approach to investigating the research objectives, integrating quantitative and deductive methodologies to produce a full grasp of the issue.*

Key Words: Institutional, Students, Environment, University

Introduction

University students' educational experiences and academic achievement are heavily influenced by their institutional environment. This thorough examination includes instructional methodologies, institutional norms, attitudes, behaviours, and formal restrictions that all contribute to the learning environment. Positive learning settings have shown to improve academic achievement, but unpleasant ones might have the reverse impact. The research highlights the relevance of using student performance data to guide teacher approach changes and resource distribution. It also emphasises the influence of institutional services, teacher-student relationships, and the general school environment on students' academic performance and character growth. The business sector's private educational institutions are also putting parents and students in difficult social, psychological, and economic circumstances. Status queue (Adnan, 2022). Furthermore, the study emphasises the importance of institutional factors such as location, teaching ability, environment, financial position, and student achievement in predicting academic success. The current educational systems in society have also resulted in sub-divisions among pupils, as noted by the Bulletin of Business and Economics, 106. Furthermore, socioeconomic status is a significant factor. (Ali, 2021) The study closes by examining the link between the institutional environment and academic performance among University of Punjab, Lahore students, with the goal of shedding light on the critical interplay between these elements.

The structure of higher education maintains gender inequities, favouring male administrators and marginalising females. Executive leadership roles, which have traditionally been dominated by white males, are still overwhelmingly held by men who influence financing choices. Despite advances in equal rights, women remain underrepresented in academic and leadership positions, particularly at the top

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levels. Although enrollment statistics suggest that women outweigh men in terms of degrees attained, the gender gap remains in executive leadership. Studies show that there are barriers and prejudices against women, emphasising the need for universities to promote diverse leadership that reflects their student body. Despite progress, women, particularly those from minority groups, remain underrepresented in crucial leadership positions, emphasising the continued problems for women in higher education leadership. Obtaining the rank of full professor affords women the opportunity for leadership in faculty governance, extends national influence in the disciplines, and is a traditional prerequisite for climbing the leadership ladder (O'Connor, 2015).

Competence, knowledge, and performance are all interconnected and critical for individual job success, and their absence might make it difficult to achieve academic and personal goals. Students who lack self-confidence confront barriers to effective participation and success in education, contributing to systemic problems. Self-confidence is defined as the believe or trust that a student has in performing something successfully (Kanza, 2016). Self-confidence has a significant impact on learning, since it influences students' willingness to take chances and participate in activities. Anxiety and social concerns can have a negative impact on self-esteem, highlighting the importance of a healthy learning environment. Learning is described as a long-term change in conduct brought about by experiences, and self-confidence is essential to this process. It is a conviction in one's own ability to successfully complete educational pursuits. 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. Understanding the dynamics of self-confidence is critical for understanding differences in students' learning experiences and results since it is connected to success, accomplishments, and general well-being.

Literature Review

This study investigated the role of institutional environment in enhancing confidence among female students at university level. It had three objectives: to determine the role of the institutional environment in enhancing confidence among university students: to evaluate that the rules and the norms are fair, just, and equitable for all participants in institution: to recognize an environment of institution where female students feel included and valued. It is also expected that the study address all three objectives and findings. For the purpose of research, several papers are studied to understand the law and polices of institution and factor to build the self confidence in female students, as presented by different researchers. Several of the papers are used as references in this investigation.

Law and Polices of Institutions

The institutional environment of an educational setting includes formal laws, rules, regulations, instructional methodologies, norms, values, practices, and behaviour. It is an important factor in determining kids' academic progress and has long been studied. Policymakers, educators, and institutions are more aware of how the institutional environment influences many elements of education. This effect extends to teachers' lesson planning and resource availability, with legislators using this data to improve educational efficacy for both economic growth and individual efficiency. For leadership in faculty governance, extends national influence in the disciplines, and is a traditional prerequisite for climbing the leadership ladder (O'Connor, 2015). The paper highlights the favourable influence of an enhanced learning environment on students' academic achievement as well as the importance of excellent student-teacher relationships. Furthermore, the institutional atmosphere impacts students' character development, ethical growth, and ability to contribute productively to the community. The report also recommended that schools strive to keep their institutional services and that there should be a lot of connection between students and teachers. All pupils should be motivated by their teachers (Chukwuemeka, 2013). The study emphasises the importance of pleasant educational experiences, student motivation, and a sense of belonging to the institution in achieving overall academic achievement. Elements such as the institution's location are recognised as determinants influencing students' progress, highlighting the need for satisfying placement, the school environment, and location requirements. The research acknowledges the



importance of the institutional context in supporting student well-being, physical safety, the academic environment, and treating medical concerns. Overall, the study emphasises the multidimensional influence of the institutional environment on students' academic journeys, highlighting the need for a suitable and supportive educational environment.

Self-confidence in Female Students

Self-confidence is the certainty and conviction in one's own abilities and qualities that influence an individual's inner sense of self-assurance. It entails being determined to manage problems on one's own, encouraging positive self-evaluation, and having the bravery to reveal one's actual identity. The degree of self-confidence shows an individual's trust in their own judgement, which influences how they view themselves and the environment. This attribute combines both physical and mental abilities, guiding them towards reaching goals. The Dictionary of Psychology defines self-confidence as an individual's conviction in their capacity to deal with life's responsibilities. It combines self-efficacy with self-esteem. To summarise, self-confidence is an important factor that influences an individual's view of life, capacity to confront problems, and overall sense of empowerment.

Research on students' self-efficacy in academic accomplishment yields diverse results. Self-assured pupils who have trust in their abilities are more likely to feel they can achieve their goals. When compared self-efficacy to English proficiency, they discovered differences in confidence across life areas. (Atherton, 2015) revealed gender discrepancies, with male students lacking confidence in some areas, whereas variances among undergraduates. (Verma, 2016) observed no gender differences in elementary school children's confidence, however a relationship between academic achievement and confidence. Gender disparities in maths confidence, while (Fatma, 2015) found that males had stronger confidence despite identical learning results. (Palavan, 2017) drama education study discovered consistently poor self-esteem. In conclusion, these research help to better understand the varied character of self-confidence in academic contexts, which is impacted by aspects such as gender, academic achievement, teaching approaches, diversity, and family dynamics.

Female Students Feel Included/ Valued:

A large corpus of study investigates the effect of pupils' self-confidence on their learning ability. The challenge that poor self-confidence provides to education, impacting involvement and development. Learning a foreign language to self-esteem, implying that low self-confidence leads to psychological problems such as anxiety and self-insecurity. (Tunçel, 2015) on learning Turkish and (Fischer, 2018) highlight the good influence of high self-confidence on learning. (Verma, 2016) discovered that elementary school children' self-confidence improves academic achievement. A relationship between self-confidence, academic desire, and success, indicating that encouragement and positive motivation boost students' confidence. The importance of self-confidence in second language learning, whereas (Tridinanti, 2018) claims that self-confidence predicts speaking accomplishment. A link between academic self-confidence and the desire for achievement. (Sihotang, 2017) investigate the effect of learning strategies and confidence on results, emphasising the importance of computer use. The link between student performance, self-efficacy, and online technology, revealing gender differences in computer-related experiences. The performance to self-efficacy and discover a negative relationship with writing anxiety. The speech production with self-confidence in English language learners. The effect of self-esteem on behaviour and learning, discovering that self-confidence has a major influence on student motivation. The link between academic achievement and self-adjustment, academic self-confidence, and optimism. The effect of uplifting words on self-esteem, demonstrating a link between confidence levels and emotional well-being.

Research Objectives

The objective of this research is focuses on:

- To determine the role of the institutional environment in enhancing confidence among university students.
- To evaluate that the rules and the norms are fair, just, and equitable for all participants in institution.
- To recognize an environment of institution where female students feel included and valued.

Research Questions

H01: There is no significant difference between the opinion of social and natural sciences students' regarding role of the institutional environment in enhancing confidence.

H02: There is no significant difference between the opinion of social and natural sciences students' regarding evaluate laws and policies of institution.

This study employs a quantitative approach. To collect information, a questionnaire was delivered to the target demographic. A questionnaire was developed by evaluating and revising aspects and factors. Likert scales are used in questionnaires. Developing self-reports Likert scales are an important part of current psychology. Furthermore, as methodological improvements continue, psychologists find it challenging to stay current on best practices. Measurement in psychology takes numerous forms, and one of the best techniques for many phenomena is the psychological Likert scale. (Jebb, 2021) On a Likert scale, factors are scored from strongly agree to strongly disagree in descending order. The range was indicated 5 to 1. Mark 5 denotes strongly agree, Mark 1 shows strongly disagree, and Mark 3 suggests indecisive, as seen in the table.

Table 1

Likert scale

Scoring of Data	SA	A	UD	DA	SDA
Positive	5	4	3	2	1

Questionnaire Design

A questionnaire was utilised to collect data on the responses provided by the participants. Three components made up the questionnaire. There are nine assertions in the first section, which discusses assessing the rules and policies of organisations. In order to gauge the understanding of personal power and boost confidence in female pupils, the second section included ten statements. In order to identify an institutional setting where female students feel included and appreciated, the third section includes eight statements.

Data Collection

The data were collected from female students of two different universities in Multan district. These universities include Women University Multan and Bahaudin Zakriya University Multan. The participants at these universities are belongs to Social Sciences department specifically BS Education and Economics and Department of natural sciences BS Botany and Zoology. A total of 603 samples were distributed among the students and get responses from only 348 participants which is 57.71% of total distribution. All the collected samples are usable.

Table 2

Sample response

Discription	Distributed	Response	Useable
Sample	603	348	348

Statistical analysis is created by implementing three types of analysis mean, standard deviation and T Test. The arithmetic mean is sometimes referred to as an average. The mean is the average of two or more values or readings. It is calculated as the sum of all readings divided by the total number of readings. Standard deviation is a statistical study that shows how different several data readings are from the mean. The mean and standard deviation are common measurements of central tendency and variability in data derived from scale variables. If data is not normally distributed, some researchers opt to present the median and quartiles instead. However, mean and standard deviation have valuable qualities and can be meaningful even when data is not normally distributed. (Lydersen, 2020)

The t test is a test of statistical significance for comparing the means of two groups. It is widely used in hypothesis testing to determine whether a technique or therapy has an impact on the sample being



studied or whether two groups differ from one another. For an analysis of means among two distinct groups, use an independent-group t test, followed by a paired t test. Because the t test is a descriptive test, samples must fulfil specific criteria, including normality, equal variances, and independence. (Kim, 2015) The t test is a descriptive difference test; hence, it makes the same data assumptions as other parametric tests. The t test assumes that the results are independent and (approximately) normally distributed, with the same amount of variance within each group being compared. The formula for the t-test is shown below.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

In this formula, t represents the t-value, x_1 and x_2 are the mean values of the two sets of data that have been compared, s^2 is the average standard error of both sets of data, and n_1 and n_2 are the total number of observations in each group of data. The t-test evolve around the hypothesis defined as: The null hypothesis (H_0) is that the true difference between these group means is zero.

Data Analysis & Results

The questionnaires were circulated throughout the selected population of 603 students to get a 57.71% result in the form of respondents which is 348. For research purposes, the students are selected from the two government universities, i.e., Women University Multan, & Bahaudin Zakriya University Multan with the ratio of 170 & 178 respectively. For the purpose of survey BS Education & Economics and BS Botany & Zoology students were selected. There are 152 participants from BS Education & Economics and 196 participant are from BS Botany & Zoology. The survey is specially design for female student irrespect of any further demographic analysis.

After getting the response, which is enough for this research, the SPSS tool is used to compile and put together the data and responses of the participants. After compiling the data, the report shows the result by analysing the data. As per the response, it is noted that 69% or participants were agree that the Institution Implement policies that ensure equal opportunities for women but 31% participants disagree with the statement. 60% participants were agree with, Institution Promote diversity and inclusion within the organization, fostering and environment where women feel valued and respected, but 40% were disagree with it. It is also noted that 89% participant agree with the Institution establish mentorship and sponsorship programs that connect female students and rest of the 11% were disagree. 77% were agree that, Institution offer training programs and skill development opportunities that empower women but 23% were disagree. The 87% participants were agree Institution promote a healthy work-life balance, which can boost confidence by reducing stress and burnout and the 13% were disagree. 87% claim that, Institution ensure that the achievements and contributions of women are recognized and celebrated within the institution, but 13% denied it. 92% were agreed that Institution encourage leadership that is supportive of women's professional growth and only 8% were disagree. It is noted that 59% accept that, Students are free to consult teachers after class in case students do not understand a concept but 41% denied it. All the 100% participants were agreed with the statement, Institutional environment is helpful for study and also helpful for women confidence level.

In 2nd section of questionnaire it is noted that 86% participants were agree with, Teacher give extra work to enhance understanding in subject they teach rest of 14% disagree. 90% agree that the teacher encourage me when I perform well in class but only 10% disagree with it. 62% accept that the teacher ensure that female students have the same opportunities as male students but 38% were denied. 86% claim that the teacher provide constructive and positive feedback to boost their confidence and motivation but 14% did not agree with it. 92% agree that, teachers create a safe and supportive environment where female students feel comfortable but only 8 % disagree. Also 92% accept that teachers don't allow male students to interrupt female students when they are speaking and 8 were denied. 83% agreed with, teachers ensure that female students participate all the activities in the class but 17% disagreed. 80% participants agree with teacher provide a supportive and engaging learning environment for female students but 20 were disagree. 90 accept that the teacher enable students to identify personal interest and values by supporting their freedom of choice and the 10% participant did not agree with it. 82% were agree

that the teacher encourage female students to visualize their goals but rest of the 18 % disagree with the statement.

In the final section of questionnaire it is noted the participated student reosponse on the statement as as: 81% agree with the welcoming and inclusive campus environment fosters higher level of confidence among female students and 19% disagree. 83% were agreed that, encouraging female students to express their opinions in the classroom cultivates confidence but 17% did not agreed with it. 81% agree with the collaborative learning environment foster confidence among female students but 19 were disagree. 70% accept that, engagement in research and innovation opportunities builds confidence in female students rest of 30% denied it. 96% agreed and only 4% disagree with the encouraging female students to take part in extracurricular activities can boost their self- confidence. 91% agreed with the statement, celebrating the achievement of female students can inspire confidence and motivation 9% did not agree with it. 70% accept that a supportive institutional environment can empower female students to reach their full potential but the 30% were disagree with it. 63% accept that the creating safe spaces for female students to express themselves can enhance their confidence and 37% disagree with the statement.

Table 3

T-test results

	Gender	N	M	SD	t	df	Sig.(p)
Institutional environment Laws and policies	SS Students	152	3.05	.596	.572	346	.568
	NS Students	196	3.09	.599			
Build Self confidence in female students	SS Students	152	3.23	.573	1.699	346	.090
	NS Students	196	3.34	.593			
Students feel included and valued	SS Students	152	3.58	.572	.467	346	.641
	NS Students	196	3.55	.589			
Overall ESC strategies	SS Students	152	3.26	.419	1.056	346	.292
	NS Students	196	3.32	.440			

Table 3 showed an independent sample t-test was conducted to for Institutional environment Laws and policies subscale, there was no statistically significant difference found in mean scores for natural sciences department female students (M=3.09, SD=.599) and social sciences department female students (M=3.05, SD=.596); $t(298) = .572, p > 0.05$. Conclusion: Departments have little influence on institutional environment laws and regulations, as indicated by the almost equal mean quantity ratings of SS department participants' replies compared to NS department participants.

The mean scores for female students in the natural sciences department (M=3.34, SD=.593) and the social sciences department (M=3.23, SD=.573) on the subscale measuring female students' self-confidence were not statistically different; $t(298) = 1.699, p > 0.05$. It is determined that department has no effect because the mean extent of replies from SS department participants was almost equal to that of NS department participants.

The mean scores of students in the NS department (M= 3.55 SD=.589) and participants in the SS department (M= 3.58 SD=.572) for the strategy of "female students feel included and valued" did not vary statistically significantly; $t(298) = .467, p > 0.05$. It is determined that departments had no effect since participants in the SS department's mean valued strategy measurement was nearly identical to that of the NS department.

The mean scores of NS department participants (M= 3.32 SD=.440) and SS department participants (M= 3.26 SD=.419) on the overall Enhancing self-confidence techniques scale did not vary statistically significantly; $t(298) = 1.056, p > 0.05$. Since the mean statistics for the participants in the NS department's overall Enhancing self-confidence tactics were nearly identical to those of the SS department, it can be argued that department has no bearing.

Discussion



The study's results aligned with the findings and investigation. Students' academic progress and performance are positively impacted by their institutional environment. The educational atmosphere in institutions has influenced students' learning, development of character, significant role in society, and ethical and emotional growth. Students benefit from the good activities that the school environment encourages them to participate. (Lombardi, [2019](#)) Students grow into helpful, kind, responsible, truthful, and well-mannered individuals as a result of the supportive school environment. They also learn to resolve behavioural issues and refrain from using foul language and violence. (Ali A. a., [2017](#)) Because education is essential to surviving in society, this study highlights the benefits of education.

The school environment is supportive of student character building and respectful relationships with peers and adults at school and out of school. Which students have good experiences in school and become more motivated, active, and engaged in the learning process? Those students are in touch with teachers and participate in different activities. Another study explored that though the institutional environment and scholastic execution are of much importance, the location of the institution is another important factor for students motivation and for increasing their affiliation feelings with the institution (Nayir, [2017](#))

The study describes the factors in the institutional environment. The location of the institution is one of the factors that affected students' academic performance. Sometimes educational institutions are located near noisy areas or in the centre of a city where goings-on disturb the education of the students. Student academic performance depends on the institutional environment and whether institutions fulfil needs like the institution's placement, school place of residence, and school climate (Baafi, [2020](#)) The significance of this study was based on teaching skills, climate, financial status, and student performance. The ideal institutional environment includes understudy security, physical space, a scholastic environment, and understudy medical problems that underpin physical wellbeing (Baafi, [2020](#)).

(Palavan, [2017](#)) explored the impact of drama education on the self-confidence and problem-solving skills of students at primary school, and his findings indicated that the level of students' self-confidence and problem-solving skills was low before and after the drama education. The study further revealed that students' self-confidence and problem-solving skills were improved through the use of drama education, and the researcher suggests teachers use drama education in their classes.

On the other hand, (Johnston, [2021](#)) have studied learning professional confidence, linking teaching practices, students' self-perceptions, and gender. They have found that teaching practices are an influencing factor for students' self-confidence rather than students' background characteristics. The study was conducted by (Akbari, [2020](#)) to explore students' self-confidence in their academic abilities by measuring an individual's learning profile. Their findings revealed that students' carefulness, honesty, and the attitude of expecting everything to be perfect are the strongest factors influencing students' academic confidence and have affected students' confidence.

Conclusion

the institutional environment at the university level significantly influences the confidence of female students. A combination of supportive policies, inclusive practices, mentorship, and a commitment to addressing diverse needs contributes to a positive environment that empowers female students to thrive academically and personally. As institutions continue to prioritize gender equity and inclusivity, the collective body of research emphasizes the importance of these efforts in fostering a more confident and successful female student population.

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