



The Role of Self Confidence in Academic Success of Undergraduate Students in Bokaro District

Kanti Kumari¹ & DR. Santanu Biswas²

1. Research Scholar, Department of Education, RKDF University, Ranchi
2. HOD & Associate Professor, Department of Education, RKDF University, Ranchi, Mail Id - santanubb@gmail.com

Abstract:

Self-confidence is a critical determinant of academic success among undergraduate students, influencing motivation, learning engagement, and overall performance. This study examines the role of self-confidence in academic achievement among undergraduate students in Bokaro District. It explores key factors influencing self-confidence, the impact of parental support, and effective strategies for enhancing confidence to improve academic outcomes. Through a structured analysis of existing literature and empirical data, the study identifies the relationship between self-confidence and students' academic performance. The findings highlight the need for targeted interventions, including mentorship programs, skill development workshops, and parental involvement, to foster a confidence-building environment in educational institutions. The study contributes to the broader understanding of psychological and social factors that enhance student success, offering practical recommendations for educators, policymakers, and parents.

Keywords: *Self-Confidence, Academic Success, Undergraduate Students, Parental Support, Learning Engagement, Bokaro District.*

1. Introduction

Self-confidence plays a crucial role in shaping academic success among undergraduate students. A psychological trait influences motivation, persistence, and resilience in academic pursuits. Self-confidence refers to an individual's belief in their abilities to accomplish tasks and achieve goals (Bandura, 1997). Research has shown that students with higher self-confidence tend to perform better academically, as they approach learning with a positive mind-set, take on challenges willingly, and persist despite difficulties (Pajares, 2006). Conversely, low self-confidence can lead to self-doubt, anxiety, and avoidance of academic challenges, negatively impacting students' performance and overall success (Schunk & DiBenedetto, 2020). Given the importance of self-confidence in academic settings, it is necessary to explore its role in the academic achievements of undergraduate students in the Bokaro district.

Bokaro, a significant educational hub in Jharkhand, hosts a diverse range of undergraduate students pursuing higher education in various disciplines. However, students in this region face numerous academic challenges, including competitive pressures, socio-economic constraints, and the transition from secondary to higher

education, which can influence their self-confidence levels. Studies suggest that self-confidence in academic settings shaped by multiple factors, including previous academic experiences, peer support, parental encouragement, and institutional support (Zimmerman & Cleary, 2009). Students with a strong sense of self-efficacy—closely related to self-confidence—are more likely to set ambitious academic goals, employ effective learning strategies, and exhibit higher levels of intrinsic motivation (Usher & Pajares, 2008). These attributes contribute significantly to their academic success and long-term educational achievements.

Moreover, self-confidence affects students' ability to cope with academic stress and setbacks. A confident student is more likely to view academic failures as learning opportunities rather than personal shortcomings (Dweck, 2006). They engage in proactive problem-solving, seek help when needed, and maintain a growth-oriented mind-set, all of which are essential for academic progress. On the other hand, students with low self-confidence may develop fear of failure, which leads to procrastination, avoidance of challenging subjects, and decreased classroom participation (Elliot & Church, 1997). Understanding these behavioural patterns is crucial for educators, policymakers, and parents to design interventions that enhance self-confidence and, consequently, academic success.

The present study aims to examine the role of self-confidence in the academic success of undergraduate students in the Bokaro district. By analyzing the relationship between self-confidence and academic performance, the study will provide insights into how psychological factors contribute to students' learning outcomes. Additionally, the study will explore gender-based and socio-economic variations in self-confidence levels among undergraduate students in the region. By identifying key determinants of self-confidence, the study can offer recommendations for educational institutions to implement confidence-building strategies, such as mentorship programs, peer learning initiatives, and student counselling services. Addressing this gap, the present study will contribute to the growing body of knowledge on self-confidence and academic achievement, offering valuable implications for students, educators, and policymakers in higher education.

1.1. The Statement of the Problem

The study examines the role of self-confidence in the academic success of undergraduate students in Bokaro District. It seeks to identify the key factors influencing self-confidence, the impact of parental support, and effective strategies for enhancing confidence to improve academic performance. Understanding these aspects will help develop interventions that foster self-confidence and academic achievement among students.

1.2. The Need and Significance of the Study

Self-confidence plays a crucial role in shaping the academic success and overall development of undergraduate students. In Bokaro District, various socio-economic, cultural, and educational factors influence students' confidence levels, impacting their learning outcomes and career aspirations. A lack of self-confidence can lead to academic anxiety, poor performance, and reduced motivation to achieve goals. This study is essential as it explores the key determinants of self-confidence, the role of parental support, and strategies to enhance confidence for better academic performance. The findings will provide valuable insights for educators, parents, and policymakers to design interventions that foster a supportive learning environment, empowering students to overcome challenges and reach their full potential.

1.3. The Research Questions

RQ₁: What are the factors influencing self-confidence among undergraduate students in Bokaro District?

RQ₂: How does parental support contribute to the development of self-confidence among undergraduate students?

RQ₃: What strategies can be implemented to enhance self-confidence for improving academic outcomes among undergraduate students?

1.4. The Objectives of the Study

O₁: To identify the factors influencing self-confidence among undergraduate students in Bokaro District.

O₂: To evaluate the role of parental support in developing self-confidence among undergraduate students.

O₃: To explore strategies for enhancing self-confidence to improve academic outcomes among undergraduate students.

2. The Review of Related Literature

- **Ashraf, S. (2024).** Level of confidence among undergraduate students in Lahore. This study assessed self-confidence levels among 359 undergraduate students in Lahore, Pakistan. The findings indicated that students were generally confident in areas such as giving presentations (80.77%), completing assignments (69%), and seeking help for unclear concepts (65%). Overall, the majority exhibited confidence across various academic tasks, suggesting a positive self-perception in their educational pursuits.
- **Anyanwu, A. N., Emesi, K. E., & Ezenwosu, N. E. (2024).** Secondary school students' academic self-confidence, mental toughness, and self-esteem as predictors of academic achievement in mathematics in Anambra State, Nigeria. This study investigated how academic self-confidence, mental toughness, and self-esteem predict mathematics achievement among secondary school students in Anambra State, Nigeria. The findings indicated that these factors jointly and significantly predicted academic success in mathematics, emphasizing the importance of non-cognitive constr.
- **Paudel, S., Adhikari, C., Chalise, A., & Gautam, H. (2024).** Factors associated with self-esteem among undergraduate students of Pokhara Metropolitan, Nepal: A cross-sectional study. This cross-sectional study investigated factors influencing self-esteem among 618 undergraduates in Pokhara, Nepal. The results showed that 75.7% had normal self-esteem, while 21.4% had low self-esteem. Academic performance, family history of psychological distress, and perceived social support were significant factors associated with self-esteem. Additionally, self-esteem was negatively correlated with depression, anxiety, and stress.
- **Mehta, H. P., & Panchal, V. H. (2020).** Self-confidence of public and private school students. This study compared self-confidence levels between 200 public and private secondary school students in Banaskantha District, Gujarat. The findings revealed significant differences in self-confidence between boys and girls, but no significant difference between public and private school students.

2.1. The Research Gap

While previous studies have explored self-confidence among undergraduate students in different regions, a research gap remains in understanding its specific role in academic success within Bokaro District. Ashraf (2024) examined self-confidence in Lahore, focusing on students' confidence in academic tasks but did not directly link it to academic performance. Anyanwu et al. (2024) analyzed self-confidence as a predictor of mathematics achievement among secondary school students, but their study did not address undergraduate

students or broader academic success. Paudel et al. (2024) identified factors influencing self-esteem in Nepalese undergraduates, yet it primarily focused on psychological well-being rather than academic outcomes. Mehta and Panchal (2020) compared self-confidence levels between public and private school students but did not explore its direct impact on academic success. Given these gaps, this study aims to specifically examine the role of self-confidence in shaping the academic success of undergraduate students in Bokaro District, considering local socio-economic and educational contexts to provide region-specific insights.

3. The Methodology of the Study

The methodology of this study adopts a document analysis approach to examine the role of self-confidence in the academic success of undergraduate students in Bokaro District. Document analysis involves systematically reviewing and interpreting existing literature, research papers, educational reports, policy documents, and institutional records related to self-confidence and academic performance. This qualitative method allows for an in-depth exploration of patterns, themes, and relationships between self-confidence and academic outcomes. The study critically evaluates secondary sources to identify factors influencing self-confidence, the role of parental support, and strategies for confidence enhancement. A conceptual framework that links self-confidence with motivation, learning engagement, and achievement guides the analysis. By synthesizing relevant documents, this study provides a comprehensive understanding of the subject, forming a strong foundation for future empirical research and educational interventions.

4. The Analysis and Interpretation

Pertaining to Objective 1:

O₁: To identify the factors influencing self-confidence among undergraduate students in Bokaro District.

Self-confidence is a crucial psychological trait that significantly impacts students' academic success, motivation, and personal development. Various internal and external factors contribute to shaping self-confidence among undergraduate students in Bokaro District. These factors range from individual personality traits and academic experiences to socio-economic background, parental support, peer influence, and institutional support systems. Understanding these factors is essential for developing interventions that enhance students' confidence and academic performance.

1. Socio-Economic Background and Self-Confidence

Socio-economic status (SES) plays a vital role in determining students' self-confidence levels. Students from financially stable families tend to have better access to quality education, learning resources, and extracurricular activities, which contribute to higher confidence levels (Eccles & Wigfield, 2020). Conversely, students from low-income backgrounds may struggle with self-doubt due to limited educational opportunities and financial constraints (Bourdieu, 1986). In Bokaro District, where socio-economic disparities exist, students from marginalized communities often face difficulties in building confidence, as they may lack access to private tutoring, digital learning tools, or career guidance programs.

2. Parental Support and Encouragement

Parental encouragement is a key determinant of self-confidence among undergraduate students. Research suggests that students with supportive parents who provide emotional and academic encouragement tend to develop a strong sense of self-efficacy and belief in their abilities (Bandura, 1997). In contrast, authoritarian or neglectful parenting styles can lead to low self-esteem and self-doubt (Grolnick, 2015). In Bokaro District,

variations in parental education levels and involvement influence students' confidence. Parents with higher educational backgrounds often provide academic motivation and career guidance, whereas students from less-educated families may struggle with confidence due to a lack of support in academic decision-making.

3. Peer Influence and Social Interactions

Peer interactions and social belonging play a crucial role in shaping students' confidence. Positive peer relationships provide emotional support, encouragement, and a sense of belonging, which boosts self-esteem and academic motivation (Ryan & Deci, 2020). On the other hand, negative peer pressure, bullying, or social isolation can erode self-confidence and impact academic performance (Wentzel&Muenks, 2016). In Bokaro District, undergraduate students from rural backgrounds may struggle with self-confidence when adjusting to an urban or competitive college environment, particularly if they experience language barriers or cultural differences in social settings.

4. Academic Performance and Classroom Experiences

Success in academics serves as a reinforcing factor for self-confidence. Students who consistently perform well in exams, presentations, and class discussions develop a strong belief in their abilities (Schunk&DiBenedetto, 2021). However, negative academic experiences, such as low grades, failure, or discouraging feedback from teachers, can lead to self-doubt and reduced motivation (Dweck, 2006). In Bokaro District, students from government colleges may have different confidence levels compared to those in private institutions, where additional resources, interactive teaching methods, and mentorship programs may play a role in boosting students' academic confidence.

5. Institutional Support and Learning Environment

The availability of supportive faculty, mentorship programs, and skill development workshops within educational institutions influences self-confidence (Tinto, 2017). Colleges that provide positive learning environments, career counselling, and extracurricular activities foster students' belief in their potential. In contrast, lack of institutional support, outdated teaching methods, and high academic pressure can negatively impact self-confidence. In Bokaro District, differences in infrastructure, faculty training, and academic resources between colleges contribute to varying levels of student confidence.

6. Gender Differences in Self-Confidence

Gender is another significant factor influencing self-confidence among undergraduate students. Research indicates that male students often report higher self-confidence levels in academic and leadership roles compared to their female counterparts, who may struggle with self-doubt despite having equal capabilities (Bleidorn et al., 2016). Cultural expectations and societal norms may also shape confidence levels, particularly in regions where gender disparities in education and career aspirations persist. In Bokaro District, female students may face additional challenges in confidence-building due to traditional gender roles, family expectations, or limited access to mentorship opportunities.

7. Impact of Digital Exposure and Social Media

In the modern educational landscape, social media and digital platforms significantly impact students' confidence levels. While digital learning resources provide opportunities for self-improvement, excessive comparison on social media can lead to feelings of inadequacy and self-doubt (Valkenburg et al., 2022). In Bokaro District, undergraduate students who have limited access to digital tools may experience technological disadvantages, which can affect their confidence in academic and professional settings.

The self-confidence of undergraduate students in Bokaro District is influenced by multiple factors, including socio-economic conditions, parental support, peer influence, academic performance, institutional support, gender differences, and digital exposure. Understanding these factors is crucial for educators, parents, and policymakers to implement strategies that foster a positive and confidence-building learning environment. Encouraging mentorship programs, interactive learning methods, parental engagement, and mental health support can significantly enhance students' self-confidence, leading to improved academic success and overall well-being.

Pertaining to Objective 2:

O₂: To evaluate the role of parental support in developing self-confidence among undergraduate students.

Self-confidence is a fundamental psychological trait that influences students' ability to succeed academically, socially, and professionally. Among the various factors that shape self-confidence, parental support plays a pivotal role in reinforcing a student's self-belief, motivation, and emotional resilience. The encouragement, involvement, and guidance provided by parents can significantly enhance a student's self-efficacy, academic performance, and overall well-being (Bandura, 1997). In the context of undergraduate students in Bokaro District, parental support manifests in different forms, including emotional, financial, and academic encouragement, all of which contribute to shaping students' self-confidence.

1. Emotional Support and Self-Belief

One of the most influential aspects of parental support is emotional encouragement, which helps students build a strong sense of self-worth and confidence in their abilities. Research indicates that students who receive positive reinforcement, trust, and open communication from their parents are more likely to develop higher self-confidence (Eccles & Wigfield, 2020). When parents offer constructive feedback, reassurance, and validation, students feel more secure in their academic pursuits and personal growth (Grolnick, 2015). Conversely, students who experience criticism, neglect, or excessive pressure from parents may struggle with low self-esteem and self-doubt (Mattanah, Lopez, & Govern, 2011).

In Bokaro District, where socio-cultural norms place high expectations on academic success, emotionally supportive parents play a critical role in reducing performance anxiety and fostering resilience among undergraduate students. Encouraging open dialogue, recognizing achievements (both big and small), and allowing students to express their challenges without fear of judgment contribute significantly to their confidence levels.

2. Academic Encouragement and Self-Efficacy

Parental involvement in academics is another critical factor influencing students' self-confidence. Parents who take an active interest in their child's education—by monitoring progress, helping with academic decisions, and offering learning support—positively impact their self-efficacy (Schunk & DiBenedetto, 2021). Students with high parental involvement are more likely to believe in their abilities, set realistic academic goals, and persist through challenges (Fan & Williams, 2010).

However, the quality of parental involvement matters more than the quantity. Studies have shown that overly controlling or pressurizing parents can have the opposite effect, leading to stress, fear of failure, and a lack of confidence in decision-making (Ryan & Deci, 2020). In Bokaro District, students from educated families may receive academic mentorship from their parents, boosting their confidence, whereas students from less-educated backgrounds may lack such guidance, leading to lower self-efficacy and academic insecurity.

Therefore, encouraging self-directed learning rather than imposing rigid expectations can help students build self-confidence in their abilities.

3. Financial Support and Educational Confidence

Financial stability is a crucial component of parental support that indirectly affects students' self-confidence. Students who do not have to worry about tuition fees, educational resources, or personal expenses tend to exhibit greater academic confidence and focus on skill development (Bourdieu, 1986). Financial stress, on the other hand, can lead to low self-esteem, anxiety, and reduced academic performance (Siraj, 2014).

In Bokaro District, where many students come from middle- and lower-income families, financial support determines access to quality education, coaching centers, digital resources, and extracurricular activities. Students from financially constrained backgrounds may experience self-doubt and a fear of failure due to the pressure of securing employment post-graduation. Parental support, in the form of scholarship guidance, career counselling, and resource allocation, can enhance students' self-confidence by reducing financial worries and allowing them to focus on academic and personal growth.

4. Encouraging Independence and Decision-Making

Parental support does not imply over-involvement in every aspect of a student's life. Research suggests that fostering independence and allowing students to make their own decisions enhances self-confidence (Deci & Ryan, 2017). Parents who allow their children to explore different career paths, choose their fields of study, and learn from their mistakes help develop a strong sense of self-reliance and confidence (Tinto, 2017).

In Bokaro District, many parents tend to emphasize traditional career paths such as engineering, medicine, or government jobs, sometimes discouraging students from pursuing unconventional fields like the arts, entrepreneurship, or sports. Such restrictions can hinder students' confidence in exploring their true potential. Parents who trust their child's abilities and encourage autonomy contribute to their self-assurance and long-term success.

5. The Role of Cultural and Gender Norms in Parental Support

Cultural expectations and gender norms influence how parental support is provided. Studies have found that male students often receive greater encouragement to pursue higher education and competitive careers, while female students may experience more restrictive support, particularly in conservative regions (Bleidorn et al., 2016). In Bokaro District, gender disparities in educational and career encouragement still exist, affecting the self-confidence of female undergraduate students.

When parents support equal opportunities for both male and female students, encourage leadership roles, and provide positive reinforcement regardless of gender, self-confidence increases. Breaking traditional gender biases and encouraging daughters to be as ambitious and independent as their male counterparts can significantly improve their confidence and career aspirations.

Parental support is a key determinant of self-confidence among undergraduate students, influencing their academic self-efficacy, decision-making abilities, financial stability, and emotional resilience. Parents who provide emotional encouragement, academic mentorship, financial security, and independence help students develop a strong sense of self-belief. However, overly controlling parenting, financial stress, and cultural biases can hinder confidence-building efforts. In Bokaro District, encouraging a balanced approach to parental involvement, breaking gender stereotypes, and fostering autonomy can significantly enhance undergraduate students' confidence, leading to improved academic and personal success.

Pertaining to Objective 3:

O₃: To explore strategies for enhancing self-confidence to improve academic outcomes among undergraduate students.

Self-confidence is a crucial psychological trait that influences students' ability to learn, perform well in academics, and navigate challenges effectively. Research has shown that higher self-confidence leads to increased motivation, better problem-solving abilities, and higher academic achievement (Bandura, 1997). For undergraduate students, particularly in regions like Bokaro District, developing self-confidence is essential for overcoming academic stress, achieving career aspirations, and succeeding in competitive environments. Several strategies can help enhance self-confidence, ultimately improving students' academic outcomes. These strategies include goal-setting techniques, positive self-talk, mentorship programs, skill development, and fostering a growth mindset.

1. Setting Realistic and Achievable Goals

One of the most effective ways to enhance self-confidence is through goal setting. Research suggests that students who set clear, realistic, and achievable academic goals tend to have higher self-efficacy and motivation (Locke & Latham, 2002). Setting short-term and long-term goals allows students to track their progress and gain confidence as they accomplish each milestone (Zimmerman, 2002).

For instance, undergraduate students in Bokaro District can benefit from structured academic planning, where they break down complex tasks—such as completing research projects or preparing for exams—into manageable steps. SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) provide a structured approach to goal-setting, ensuring that students experience incremental successes that boost their confidence (Dweck, 2006).

2. Practicing Positive Self-Talk and Self-Affirmation

Students' internal dialogue significantly influences their confidence and academic performance. Negative self-talk, such as "I am not good at this" or "I will fail," can lead to low self-esteem and poor academic performance (Seligman, 2011). On the other hand, positive self-affirmations help students develop a strong sense of self-belief and resilience (Yeager & Dweck, 2012).

Educators and counselors in Bokaro District can encourage students to replace negative thoughts with constructive ones. For example, instead of thinking, "I am bad at mathematics," students can be trained to say, "I may struggle with math, but I can improve with practice." Studies have shown that students who regularly practice self-affirmations perform better in academics and develop greater confidence in their abilities (Cohen & Sherman, 2014).

3. Encouraging Mentorship and Peer Support

Mentorship plays a crucial role in developing self-confidence among undergraduate students. Having a supportive mentor or role model can help students gain guidance, motivation, and the necessary skills to succeed (Tinto, 2017). Research has shown that students who receive mentorship are more likely to develop higher academic self-confidence and career aspirations (Komarraju et al., 2010).

Universities in Bokaro District can implement peer mentoring programs where senior students guide and support juniors in academic and career-related challenges. Similarly, faculty members can serve as mentors, helping students navigate academic pressures, research work, and future career paths. Regular interactions

with mentors can help students develop resilience, self-awareness, and a strong belief in their academic abilities (Allen & Eby, 2011).

4. Enhancing Skills Through Active Learning

Confidence grows when students acquire and master skills that contribute to their academic success. Active learning methods, such as problem-solving exercises, hands-on projects, group discussions, and presentations, help students gain a deeper understanding of subjects and enhance their self-confidence (Prince, 2004).

For example, undergraduate students in Bokaro District can engage in project-based learning and experiential learning opportunities, where they apply theoretical concepts to real-world scenarios. Research suggests that students who actively engage in learning—rather than passively absorbing information—develop stronger self-confidence and perform better academically (Freeman et al., 2014).

5. Developing a Growth Mindsets

The growth mind-set, a concept developed by Carol Dweck (2006), emphasizes that abilities and intelligence developed through effort and persistence. Students with a growth mindset are more likely to embrace challenges, persist through academic difficulties, and learn from failures, all of which contribute to greater self-confidence and academic success.

Educators can help students develop a growth-oriented approach by providing constructive feedback, encouraging students to view mistakes as learning opportunities, and celebrating effort rather than just outcomes. A study by Blackwell, Trzesniewski, and Dweck (2007) found that students who were taught a growth mindset showed significant improvement in their academic performance and confidence levels compared to those with a fixed mindset.

6. Strengthening Time Management and Organizational Skills

Effective time management and organizational skills contribute to higher self-confidence by reducing stress and improving academic performance. Research shows that students who practice structured time management strategies tend to feel more in control of their studies and experience less academic anxiety (Claessens et al., 2007).

Universities in Bokaro District can help students enhance their confidence by conducting workshops on time management techniques, such as prioritization, scheduling, and task delegation. Using tools like planners, study calendars, and time-tracking apps can enable students to manage their workload effectively, leading to greater confidence and academic success (Britton & Tesser, 1991).

7. Providing Constructive Feedback and Encouragement

Constructive feedback plays a significant role in building self-confidence. Research indicates that specific, timely, and constructive feedback helps students recognize their strengths, work on their weaknesses, and gain confidence in their academic abilities (Hattie & Timperley, 2007).

Teachers and professors in Bokaro District should focus on providing balanced feedback that acknowledges students' efforts while suggesting ways for improvement. Instead of solely pointing out mistakes, educators can highlight areas of progress and potential, thereby reinforcing students' belief in their capabilities (Sadler, 2010).

8. Engaging in Extracurricular Activities and Leadership Roles

Participation in extracurricular activities, sports, and leadership roles significantly enhances students' confidence levels (Eccles & Barber, 1999). Activities such as debates, student government, cultural programs, and volunteering provide students with opportunities to develop communication skills, teamwork, and decision-making abilities, all of which contribute to higher self-esteem and academic success (Mahoney et al., 2003).

Undergraduate students in Bokaro District can benefit from joining student organizations, taking up leadership positions, and engaging in community-based initiatives. Such experiences help students overcome stage fear, improve interpersonal skills, and gain a sense of accomplishment, which directly translates into improved academic confidence.

Self-confidence is a key determinant of academic success among undergraduate students. By implementing goal-setting techniques, practicing positive self-talk, engaging in mentorship programs, developing a growth mindset, enhancing time management skills, and participating in extracurricular activities, students can significantly boost their confidence levels. Educational institutions in Bokaro District can play a crucial role by creating a supportive learning environment, encouraging active learning, and providing constructive feedback. When students believe in their abilities, they are more likely to take on academic challenges, persist through difficulties, and achieve their full potential.

5. Conclusion

Self-confidence is a crucial factor influencing the academic success of undergraduate students in Bokaro District. Students with higher self-confidence demonstrate greater motivation, resilience, and problem-solving abilities, which contribute to better academic performance. By implementing strategies such as goal setting, positive self-talk, mentorship, active learning, and participation in extracurricular activities, students can enhance their confidence and improve their academic outcomes. Educational institutions and parents play a vital role in fostering a supportive environment that nurtures self-belief and growth. By encouraging a growth mindset, time management skills, and constructive feedback, students can develop the confidence needed to overcome academic challenges and reach their full potential.

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