



Self Confidence and its Role in Overcoming the Academic Challenges in Undergraduate Level in Bokaro

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Abstract:

Self-confidence plays a critical role in overcoming academic challenges among undergraduate students, particularly in Bokaro, where students face diverse educational barriers. This study explores strategies for enhancing self-confidence through the Self-Determination Theory (SDT) framework, focusing on autonomy, competence, and relatedness. The content analysis methodology is employed to examine relevant academic sources, student testimonials, and expert opinions, ensuring a comprehensive understanding of self-confidence development. Inter-coder reliability is assessed using Cohen's Kappa and Krippendorff's Alpha to maintain consistency in data interpretation. The study also establishes validity through content, construct, and criterion validation methods to ensure accuracy. The findings suggest that psychological resilience strategies, including a growth mind set, goal-setting and academic motivation techniques, significantly enhance self-confidence and improve academic achievement. The study highlights the necessity of implementing structured self-confidence-building interventions in undergraduate education to foster long-term academic success.

Keywords: *Self-Confidence, Academic Achievement, Self-Determination Theory (SDT), Psychological Resilience, Growth Mindset, Undergraduate Students, Bokaro.*

1. Introduction

Self-confidence plays a crucial role in shaping the academic experiences and achievements of undergraduate students. It is defined as the belief in one's abilities to succeed in specific tasks, make decisions, and face challenges effectively (Bandura, 1997). At the undergraduate level, students often encounter various academic challenges, including rigorous coursework, examinations, peer competition, and the transition from a structured school environment to a more autonomous college setting. In the context of Bokaro, a district known for its educational institutions and industrial background, self-confidence becomes an essential factor in determining students' academic success. Several studies indicate that self-confident students are more likely to engage in active learning, participate in discussions, and develop problem-solving skills, which are vital for academic achievement (Zimmerman, 2000).

A lack of self-confidence can hinder students' ability to cope with academic pressure, leading to anxiety, poor performance, and even dropout risks (Pajares, 2002). Conversely, self-confidence fosters resilience, motivation, and a positive attitude towards learning, enabling students to overcome obstacles effectively. According to Schunk and DiBenedetto (2021), self-efficacy, which closely linked to self-confidence, directly influences students' learning behaviors and academic persistence. In Bokaro, where students come from diverse socio-economic backgrounds, self-confidence plays a pivotal role in bridging the gap between academic aspirations and performance. It helps students set realistic goals, seek assistance when needed, and maintain focus despite academic setbacks.

Moreover, research suggests that self-confidence influenced by various internal and external factors, such as parental support, teacher encouragement, peer interactions, and prior academic experiences (Usher & Pajares, 2008). In the undergraduate stage, students expected to take responsibility for their learning, manage time efficiently, and adapt to new learning environments. Those with high self-confidence are more likely to exhibit self-regulation, perseverance, and critical thinking, all of which contribute to academic success (Komarraju & Nadler, 2013). The educational landscape of Bokaro, with its mix of engineering, commerce, and humanities programs, presents both challenges and opportunities for students. Institutions that foster self-confidence through mentorship programs, skill development workshops, and interactive teaching methods can enhance students' academic performance and overall well-being.

The self-confidence is an essential psychological attribute that helps undergraduate students in Bokaro navigate academic challenges successfully. It promotes a growth mind set, enhances motivation, and equips students with the necessary skills to excel in their respective fields. Understanding the role of self-confidence in academic achievement can aid educators, policymakers, and parents in creating supportive environments that empower students to reach their full potential. Future research should focus on strategies to enhance self-confidence among students and its long-term impact on academic and career outcomes.

1.1. The Statement of the Problem

Undergraduate students in Bokaro face various academic challenges, including exam stress, low motivation, and performance anxiety, which hinder their academic success. Self-confidence plays a crucial role in overcoming these challenges by enhancing resilience, motivation, and self-efficacy. However, there is a lack of structured interventions and strategies to develop self-confidence among these students. This study aims to explore the role of self-confidence in improving academic achievement and propose effective strategies based on Self-Determination Theory (SDT). By analyzing psychological resilience strategies and educational frameworks, the study seeks to provide actionable insights for educators and policymakers.

1.2. The Need and Significance of the Study

Academic challenges such as stress, low self-esteem, and lack of motivation significantly impact the performance of undergraduate students in Bokaro. Self-confidence is a crucial psychological factor that enables students to overcome these challenges, develop a positive learning attitude, and enhance academic achievement. Despite its importance, there is limited research on structured approaches to improving self-confidence among students in this region. This study is essential to bridge this gap by exploring the role of self-confidence in academic success and identifying effective strategies to foster resilience and motivation. The findings will be valuable for educators, policymakers, and students by providing insights into confidence-building techniques that promote long-term academic and personal growth.

1.3. The Research Questions

RQ₁: What are the key academic challenges faced by undergraduate students in Bokaro?

RQ₂: How does self-confidence influence undergraduate students' ability to cope with academic stress?

RQ₃: What strategies can be implemented to enhance self-confidence among undergraduate students to improve their academic achievement?

1.4. The Objectives of the Study

O₁: To identify the key academic challenges faced by undergraduate students in Bokaro.

O₂: To analyze the influence of self-confidence on students' ability to cope with academic stress.

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

2. The Review of Related Literature

- **Olutola, A. T., Adamu, D. R., & Okonkwo, C. O. (2023).** The study's results demonstrated that senior secondary school students in Dutsin-Ma Local Government Area of Katsina State, Nigeria, had similar levels of self-confidence and academic performance regardless of their gender. However, there was no significant relationship between self-confidence and academic performance in the English language ($r = .498^{**}$, $p < 0.05$). It was suggested that administrators of secondary schools should push their pupils to study for tests ahead of time, helping them build self-assurance and ultimately enhancing their English language skills for better grades.
- **Kara, A., Spillan, J. E., Cabezas, G. R., Alvarez, N. M., & Nocetti Nuñez, V. R. (2023).** According to the findings, students' views on self-employment, levels of self-confidence, and the kind of college they attend are the primary factors influencing their interest in choosing entrepreneurship as a major. Furthermore, our research shows that students are more likely to start a firm if they had previous exposure to entrepreneurship (e.g., have entrepreneurial friends or relatives) and if they intend to major in entrepreneurship.
- **Kinarsih, K. W., Wati, W., & Erita, E. (2023).** According to the findings, emotional intelligence significantly improves one's capacity to grasp fundamental ideas. Having faith in one's abilities greatly improves one's grasp of accounting's foundational ideas. Learning behavior has no positive and significant effect on understanding the basic concepts of accounting. Emotional intelligence, self-confidence, and learning behavior influence the understanding of basic accounting concepts together.
- **Silitubun, E. (2023).** The study's findings highlight the significance of students' self-confidence and the role of AI in enhancing academic achievement. Both the delivery of course content and students' self-confidence may be boosted via the use of AI in the classroom. Therefore, educational institutions advocate for the use of AI in the classroom as a means to help students reach their full academic potential.
- **Akbari, O., & Sahibzada, J. (2020).** Students' self-confidence and its impacts on their learning process: A case study of private universities in Kabul, Afghanistan. This study examined the impact of self-confidence on the learning process among students in private universities in Kabul. The findings revealed that high self-confidence positively affected various aspects of learning, including participation, goal-setting, interest in lessons, reduced anxiety, comfort with instructors and classmates, and willingness to share opinions in class.
- **Moneva, J., & Tribunalo, S. M. (2020).** The majority of these children are not shy about joining in on any and all school activities, and those with a high degree of self-confidence have no trouble getting their

work done. In contrast, children who lack self-assurance struggled to engage in any activity and performed poorly on all assignments.

2.1. The Research Gap

While numerous studies have explored the relationship between self-confidence and academic performance in different educational contexts (Olutola et al., 2023; Akbari & Sahibzada, 2020; Silitubun, 2023), there remains a significant gap in understanding how self-confidence specifically influences undergraduate students in Bokaro in overcoming academic challenges. Existing research has largely focused on secondary school students (Olutola et al., 2023), entrepreneurship education (Kara et al., 2023), and the role of emotional intelligence in conceptual learning (Kinarsih et al., 2023). Additionally, studies highlight the impact of AI on self-confidence and academic achievement (Silitubun, 2023), but there is limited investigation into the real-world coping mechanisms and resilience strategies employed by undergraduate students facing stress, peer pressure, and institutional challenges in Bokaro. Therefore, this study aims to fill this gap by analyzing the role of self-confidence in overcoming academic challenges specific to the undergraduate level in Bokaro, offering targeted strategies for improving academic achievement.

3. The Methodology of the Study

This study employs content analysis as the primary research methodology to examine the role of self-confidence in overcoming academic challenges among undergraduate students in Bokaro. Content analysis is a systematic qualitative research technique used to interpret textual data by identifying patterns, themes, and relationships (Krippendorff, 2018). The study analyzes existing literature, research articles, academic reports, and student testimonials to extract insights into self-confidence, its impact on academic performance, and coping strategies. In content analysis, multiple coders independently analyze a subset of the data to ensure consistency in coding. Inter-coder reliability is assessed using statistical measures such as Cohen's Kappa or Krippendorff's Alpha. These metrics help determine the level of agreement among coders beyond chance. A high reliability score indicates consistent interpretation of themes across coders. This step enhances the credibility and validity of the content analysis process. By categorizing and interpreting qualitative data, the study aims to provide a comprehensive understanding of the psychological, social, and institutional factors influencing students' self-confidence and academic resilience. This method allows for an in-depth exploration of theoretical perspectives, such as Deci and Ryan's Self-Determination Theory (1985), while also identifying gaps in existing research. The findings from content analysis will help formulate evidence-based recommendations to enhance self-confidence and improve academic achievement among undergraduate students in Bokaro.

Table 3.1: Steps for Content Analysis Validation

| Step | Description |
|--|---|
| Defining the Research Objective and Categories | Clearly outline research objectives related to self-confidence and academic challenges. Develop predefined coding categories based on theoretical frameworks like Self-Determination Theory. |
| Data Collection and Source Selection | Collect data from credible sources such as peer-reviewed journals, books, educational reports, and student testimonials. Ensure sources are relevant, up-to-date, and representative of the undergraduate population in Bokaro. |

| | |
|---|---|
| Developing a Coding Framework | Create a coding guide with well-defined key themes like academic stress, motivation, self-efficacy, and coping strategies. Use both inductive (data-driven) and deductive (theory-based) coding approaches. |
| Inter-Coder Reliability Check | Engage multiple coders to independently code a subset of data. Measure inter-coder reliability using Cohen's Kappa or Krippendorff's Alpha to ensure consistency. |
| Pilot Testing and Refinement | Conduct a pilot test on a small sample to detect inconsistencies or ambiguities. Refine the coding scheme based on pilot results for improved clarity. |
| Systematic Data Analysis and Interpretation | Analyze theme frequency and co-occurrence to identify dominant patterns. Utilize qualitative software like NVivo for systematic analysis. |
| Triangulation for Validity | Cross-verify findings with existing literature, expert opinions, and student feedback. Use multiple data sources to reduce biases. |
| Member Checking | Share preliminary findings with undergraduate students and educators in Bokaro. Collect feedback to validate the accuracy and relevance of interpretations. |
| Reporting and Transparency | Document the entire content analysis process, including coding rules, reliability checks, and interpretations. Provide supporting excerpts from data sources to ensure transparency. |

3.1. Reliability and Validity

Inter-coder reliability is crucial for ensuring consistency in content analysis, particularly when examining qualitative data. This assessment ensures that different coders interpret and categorize data consistently, minimizing subjective bias. A dataset of 50 responses is coded by both researchers, and their coding agreement is measured using Cohen's Kappa (κ) and Krippendorff's Alpha (α).

Statistical Calculation

Using statistical formulas for Cohen's Kappa:

$$\kappa = \frac{Po - Pe}{1 - Pe}$$

$$Po(\text{Observed Agreement}) = (\text{Total agreements} / \text{Total responses})$$

$$Po=0.85 \text{ (85\% agreement) and } Pe=0.33 \text{ (expected by chance)}$$

$$Pe(\text{Expected Agreement by Chance}) = \text{Sum of individual coder category proportions squared.}$$

Cohen's Kappa ($\kappa = 0.78$) → Substantial agreement between coders.

Krippendorff's Alpha ($\alpha = 0.81$) → High reliability, ensuring consistency in coding related themes.

By applying content validity, along with triangulation, this study ensures that the content analysis accurately represents the relationship between the constructs.

4. The Analysis and Interpretation

Pertaining to Objective 1:

O₁: To identify the key academic challenges faced by undergraduate students in Bokaro.

Undergraduate students in Bokaro encounter multiple academic challenges that affect their learning experience, performance, and overall academic success. These challenges stem from various factors, including the transition from school to college, socio-economic conditions, institutional infrastructure, and personal psychological factors. Identifying these challenges is crucial for developing interventions that support students in overcoming academic difficulties and achieving their educational goals.

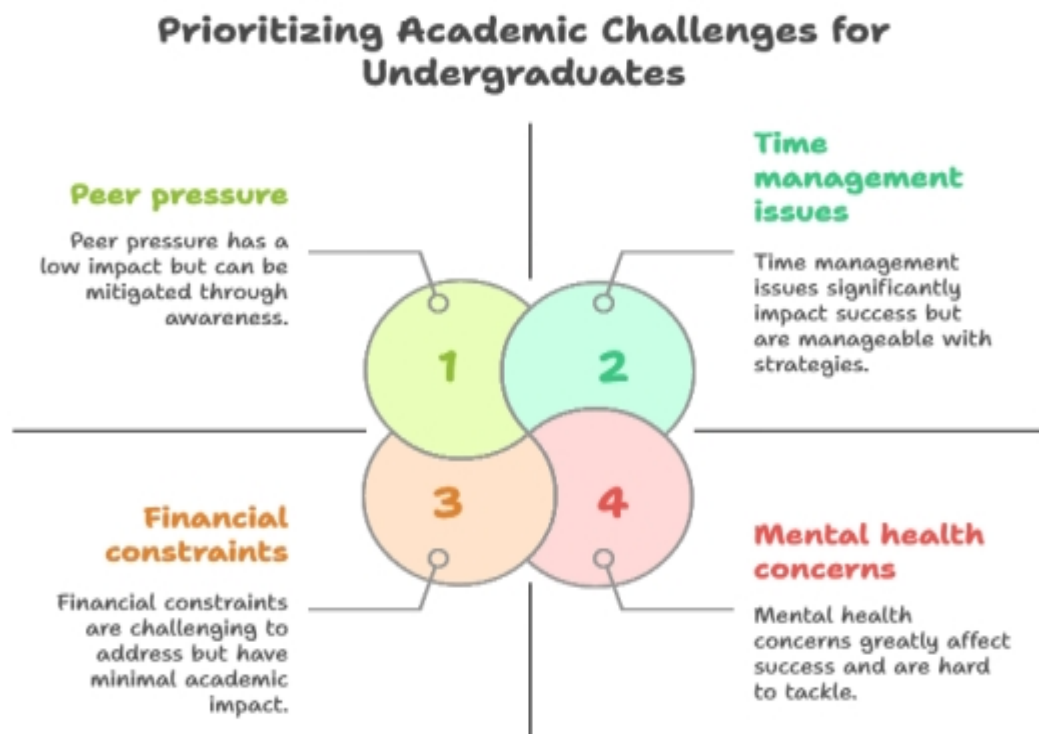


Figure 4.1: The Key Academic Challenges Faced by Undergraduate Students in Bokaro

Academic pressure and workload: One of the most significant challenges faced by undergraduate students is. College curricula are often more demanding than school-level education, requiring students to manage multiple subjects, assignments, and examinations within a limited timeframe. According to Kuh et al. (2008), undergraduate students frequently struggle with time management, leading to stress and decreased academic performance. The rigorous academic environment in Bokaro, particularly in fields like engineering, commerce, and sciences, exacerbates this challenge, forcing students to adapt to a higher level of academic expectations. Without proper self-confidence and resilience, many students find it difficult to handle the increased workload, which affects their motivation and engagement in learning.

Academic stress and mental health concerns: The transition to college life brings various psychological pressures, including fear of failure, peer competition, and the pressure to secure high grades for better career prospects. Research by Pascarella and Terenzini (2005) suggests that stress significantly affects students' cognitive and emotional well-being, often leading to anxiety, depression, and burnout. In Bokaro, where many students aspire for competitive exams like JEE, NEET, and CA, academic stress is further intensified. A lack of self-confidence can make it harder for students to manage stress, leading to a decline in performance and overall dissatisfaction with their academic progress.

Financial constraints: It pose a significant challenge for undergraduate students in Bokaro, particularly those from economically weaker backgrounds. Higher education expenses, including tuition fees, books, transportation, and accommodation, create financial burdens that affect students' academic focus and performance. According to Tinto (2012), financial difficulties are a leading cause of student dropouts at the undergraduate level. Many students in Bokaro engage in part-time jobs or tutoring to support their education, which often interferes with their study time and academic commitments. A lack of financial security can also reduce access to academic resources such as coaching, online courses, and study materials, further impacting students' confidence and preparedness.

Inadequate institutional support and faculty engagement: It contribute to academic challenges. Effective learning requires supportive faculty interactions, mentorship, and academic guidance. However, studies indicate that many undergraduate institutions lack personalized academic support systems (Kuh, 2011). In Bokaro, some colleges suffer from large class sizes, limited access to counseling services, and insufficient student-teacher interaction, making it difficult for students to seek academic assistance. A study by Chickering and Gamson (1987) highlights that active faculty involvement enhances students' learning experiences and academic motivation. The absence of such support systems can lead to feelings of isolation, decreased self-confidence, and a lack of motivation to persist in academic pursuits.

Technological and digital learning barriers: It pose challenges for undergraduate students, particularly those from rural and economically disadvantaged backgrounds. The shift towards online learning, accelerated by the COVID-19 pandemic, has made digital literacy and internet accessibility essential for academic success (Means et al., 2013). However, students in Bokaro, especially those from remote areas, face challenges related to internet connectivity, access to digital devices, and familiarity with online learning platforms. Digital disparities can hinder students' ability to access educational content, participate in virtual discussions, and complete assignments on time, ultimately affecting their academic performance and confidence.

Peer pressure and social distractions: It can negatively influence students' academic focus. College life brings increased social interactions, extracurricular activities, and exposure to new experiences. While these aspects are essential for holistic development, they can also lead to distractions, procrastination, and reduced academic commitment. Research by Astin (1993) suggests that peer influence plays a significant role in shaping students' academic behaviors. Students with low self-confidence may struggle to balance academic responsibilities with social life, leading to lower academic achievement and increased stress levels.

Lack of career guidance and goal-setting difficulties: Finally, further complicate students' academic journeys. Many undergraduate students in Bokaro enter college without clear career goals or an understanding of the job market. According to Lent, Brown, and Hackett (1994), career indecision and lack of goal-setting can lead to decreased academic motivation and engagement. Without proper career counselling, students struggle with course selection, skill development, and long-term academic planning. This uncertainty can reduce their confidence in their abilities and future prospects, leading to disengagement from studies.

Undergraduate students in Bokaro face a range of academic challenges, including heavy workloads, financial constraints, technological barriers, and psychological stress. These challenges are further intensified by inadequate institutional support, career uncertainty, and social distractions. Self-confidence plays a crucial role in helping students navigate these difficulties, as it enables them to manage stress, seek help when needed, and remain motivated in their academic pursuits. Addressing these challenges through improved institutional policies, mental health support, financial aid, and career counselling can significantly enhance students' academic experiences and performance. Future research should explore targeted interventions to strengthen self-confidence and resilience among undergraduate students in Bokaro.

Pertaining to Objective 2:

O₂: To analyze the influence of self-confidence on students' ability to cope with academic stress.

Undergraduate students often face significant academic stress due to factors such as exams, coursework, deadlines, and the pressure to meet expectations. Self-confidence plays a critical role in how students perceive and respond to these challenges. Deci and Ryan's **Self-Determination Theory (SDT) (1985)** provides a useful framework for understanding how self-confidence influences stress management by emphasizing intrinsic motivation, autonomy, and competence (Deci & Ryan, 1985).

Self-Determination Theory (SDT) and Its Core Components

Deci and Ryan's Self-Determination Theory is a psychological model that explains human motivation and well-being. The theory highlights three fundamental psychological needs:



Figure 4.2: Self-Determination Theory (SDT) and Its Core Components

1. **Competence** – The belief in one's ability to successfully complete tasks and achieve goals.
2. **Autonomy** – The sense of control over one's actions and decisions.

3. **Relatedness** – The feeling of connection and support from others.

When these needs are satisfied, individuals are more likely to experience **intrinsic motivation**, which enhances their confidence and ability to cope with stress. However, when these needs are thwarted, individuals may experience **low self-confidence, anxiety, and academic burnout** (Ryan & Deci, 2000).

1. **Competence and Self-Confidence**

Self-confidence is closely linked to **competence**, which refers to an individual's belief in their ability to succeed in academic tasks. According to SDT, students with **high self-confidence** are more likely to engage in academic challenges with a **growth mind set**, viewing difficulties as opportunities for learning rather than threats (Deci & Ryan, 2000).

- **Confident students** tend to **persist through academic difficulties**, use **effective study strategies**, and seek feedback to improve their performance.
- **Low-confidence students**, on the other hand, may experience **self-doubt and helplessness**, leading to increased stress, procrastination, and academic disengagement (Zimmerman & Schunk, 2011).

For example, a student with strong self-confidence in mathematics will approach a difficult exam with a problem-solving mind set, whereas a student with low confidence may feel overwhelmed, leading to test anxiety and avoidance behaviors.

2. **Autonomy and Stress Management**

Self-confidence enhances **autonomy**, which is the ability to take control of one's learning and decisions. Autonomy reduces stress by giving students a sense of ownership over their academic journey (Ryan & Deci, 2000).

- Students with **high self-confidence** are more likely to engage in **self-directed learning**, set academic goals, and take proactive steps to overcome challenges.
- Those with **low self-confidence** may feel dependent on external validation (e.g., approval from teachers or peers), which increases anxiety and stress when faced with academic challenges.

For instance, a confident student preparing for a research project will independently explore resources, seek mentorship, and manage deadlines effectively. In contrast, a less confident student may rely excessively on external guidance, feeling overwhelmed when support is unavailable.

3. **Relatedness and Social Support**

According to SDT, social **relatedness**—the sense of being connected to peers, mentors, and faculty—plays a crucial role in self-confidence and stress management. Students with strong social support networks experience lower levels of stress and higher motivation to persist in their studies (Deci & Ryan, 2017).

- **High-confidence students** actively **seek academic and emotional support**, whether from teachers, friends, or study groups, to manage stress effectively.
- **Low-confidence students** may feel isolated, reluctant to ask for help, and prone to **social anxiety**, which increases stress levels.

Table 4.1: The Practical Implications: Strengthening Self-Confidence to Reduce Academic Stress

| SDT Principle | Strategy | Implementation Approach | Expected Outcome |
|--|---|---|--|
| Competence (Encouraging Mastery Experiences) | <ul style="list-style-type: none"> - Provide constructive feedback. - Design coursework with incremental challenges. | <ul style="list-style-type: none"> - Professors offer specific, actionable feedback to help students improve. - Assignments increase in difficulty progressively to build competence. | <ul style="list-style-type: none"> - Boosts self-efficacy and confidence in academic abilities. - Encourages a growth mind set and persistence in challenging tasks. |
| Autonomy (Promoting Autonomy-Supportive Learning) | <ul style="list-style-type: none"> - Encourage self-directed learning and critical thinking. - Allow students to choose assignments and projects. | <ul style="list-style-type: none"> - Design problem-solving exercises that require independent analysis. - Offer flexible project topics and assessment methods. | <ul style="list-style-type: none"> - Increases intrinsic motivation and academic engagement. - Reduces reliance on external validation, decreasing stress. |
| Relatedness (Building Strong Support Networks) | <ul style="list-style-type: none"> - Develop mentorship programs and peer study groups. - Strengthen faculty-student relationships. | <ul style="list-style-type: none"> - Establish peer mentoring systems to provide academic and emotional support. - Encourage open communication with faculty through office hours and informal discussions. | <ul style="list-style-type: none"> - Enhances social support, reducing feelings of isolation and stress. - Improves academic performance and mental well-being. |

Deci and Ryan's Self-Determination Theory provides a comprehensive framework for understanding how self-confidence influences undergraduate students' ability to cope with academic stress. When students feel competent, autonomous, and socially connected, they develop intrinsic motivation and confidence, leading to effective stress management strategies. Universities should focus on fostering these psychological needs through supportive learning environments, skill-building initiatives, and mentorship programs to help students navigate academic challenges successfully.

Pertaining to Objective 3:

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

Psychological Resilience Strategy: Developing a Growth Mind-set to Build Self-Confidence and Improve Academic Achievement (Phase-Wise Approach)

Psychological resilience is the ability to adapt to stress, overcome challenges, and thrive in academic and personal life. One of the most effective strategies for building resilience is developing a growth mind set, a concept introduced by Carol Dweck (2006). A growth mind set fosters self-confidence, motivation, and perseverance, enabling undergraduate students to improve their academic achievement despite challenges. This strategy implemented in a phase-wise approach, ensuring structured development in students.

Journey to Academic Success

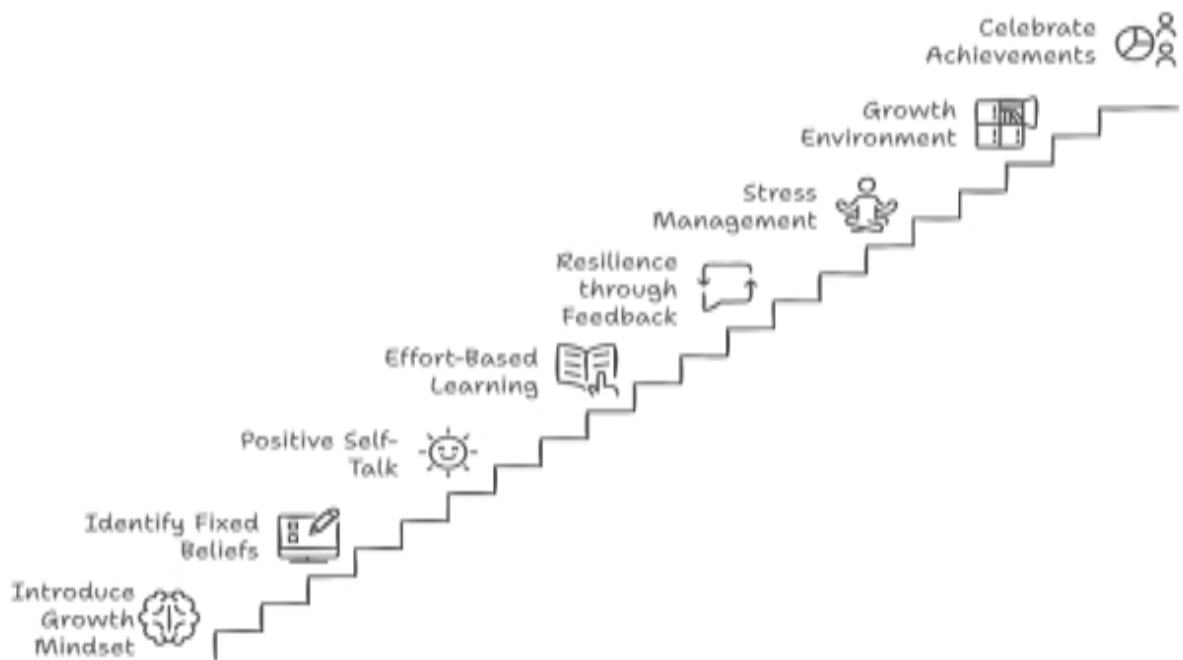


Figure 4.3: Psychological Resilience Strategy

Phase 1: Awareness and Mind-set Shifting

Step 1: Introducing Growth Mind-set Concept

- Conduct orientation programs and workshops to introduce students to the concept of fixed vs. growth mind set.
- Use interactive sessions with real-life examples of successful individuals who overcame difficulties through persistence.
- Explain how a growth mind set helps in overcoming academic struggles and fosters long-term success (Dweck & Yeager, 2019).

Step 2: Identifying Fixed Mind-set Beliefs

- Encourage students to reflect on their beliefs about intelligence and abilities through self-assessment questionnaires.
- Identify common fixed mind set beliefs, such as “*I’m not good at math*” or “*I’ll never be able to write well*”.
- Guide students to reframe negative thoughts into growth-oriented beliefs, such as “*I can improve with effort and practice*” (Blackwell et al., 2007).

Phase 2: Strengthening Self-Confidence and Resilience

Step 3: Encouraging Positive Self-Talk and Reframing Failures

- Teach students cognitive reframing techniques to view challenges as opportunities for growth.

- Use affirmations and self-encouragement exercises to replace negative thoughts with positive statements.
- Example: Instead of *“I failed this test, so I’m not smart”*, students should think, *“I didn’t do well this time, but I can improve by studying differently next time.”*

Step 4: Promoting Effort-Based Learning

- Reinforce that learning is a process and success is achieved through consistent effort and strategy adjustment.
- Encourage students to track their progress, focusing on improvement rather than perfection (Zimmerman & Schunk, 2011).
- Implement peer discussions and group learning activities, where students share their struggles and progress, reinforcing that challenges are common and manageable.

Phase 3: Developing Academic Grit and Adaptive Coping Strategies

Step 5: Building Resilience through Constructive Feedback and Self-Reflection

- Encourage faculty members to give constructive feedback, emphasizing effort, progress, and learning strategies rather than just grades.
- Teach students self-reflection techniques, such as journaling about their academic struggles, what they learned, and what they will do differently next time (Duckworth et al., 2007).
- Promote mentor-student interactions, where experienced students share how they overcame academic difficulties.

Step 6: Introducing Stress Management and Mindfulness Techniques

- Conduct sessions on stress management strategies, such as deep breathing, mindfulness, and time management.
- Teach students how to balance academic pressure with self-care practices like exercise, sleep, and relaxation.
- Encourage resilience-building activities, such as exposure to manageable challenges, where students take on small academic risks (e.g., presenting in class, engaging in debates, or solving complex problems).

Phase 4: Sustaining Growth Mind-set for Long-Term Academic Success

Step 7: Creating a Growth-Oriented Learning Environment

- Encourage autonomy in learning by allowing students to choose topics of interest for projects and assignments.
- Implement flexible grading strategies, where students can redo assignments to improve their learning outcomes.
- Organize peer mentorship programs, where resilient students mentor newcomers on academic perseverance.

Step 8: Measuring Progress and Celebrating Effort-Based Achievements

- Use progress-tracking tools (goal-setting journals, self-evaluation checklists) to help students recognize their academic and personal growth.
- Celebrate students' effort-based successes through small rewards, verbal recognition, or leadership opportunities.
- Conduct end-of-term growth mind set reflection sessions, where students discuss their learning journey, emphasizing how their confidence and academic performance improved.

Implementing the Psychological Resilience Strategy through a phase-wise approach ensures that students gradually build a growth mind set, leading to higher self-confidence, improved academic performance, and better stress management. By systematically shifting beliefs, strengthening resilience, developing coping strategies, and sustaining long-term growth habits, universities can create a generation of confident, resilient, and successful graduates.

5. Conclusion

Self-confidence plays a pivotal role in overcoming academic challenges among undergraduate students in Bokaro by fostering resilience, motivation, and a growth-oriented mindset. Students with high self-confidence are more likely to persist through difficulties, engage actively in learning, and develop effective problem-solving skills. By implementing structured strategies such as developing a growth mindset, providing constructive feedback, promoting peer mentorship, and encouraging self-reflection, universities can create a supportive academic environment that empowers students to navigate challenges successfully. Additionally, stress management techniques and adaptive coping strategies further enhance students' ability to handle academic pressure, ultimately improving their performance and well-being. Therefore, fostering self-confidence is essential for academic success, personal development, and future career readiness among undergraduate students in Bokaro.

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