Self Confidence and Study of Values Test among College Students

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Abstract

This study investigates the levels of self-confidence and study value orientations among college students, and explores the relationship between these constructs. Using standardized instruments—the Self-Confidence Scale (Gupta & Lakhani) and the Study of Values Test (Ojha & Bhargava)—data were collected from 100 college students. Descriptive analyses revealed that 52% of students' exhibit below or slightly below average self-confidence, while 48% show slightly above average to very high self-confidence. Theoretical and Economic values emerged as the most highly endorsed motivational dimensions, whereas Social, Political, and Religious values showed greater variability, including notable proportions of poor to very poor value endorsement. Correlational analysis indicated a modest but significant positive relationship between self-confidence and study values ($r = 0.113$), underscoring their complementary roles in academic motivation. The findings suggest the need for targeted interventions to enhance both confidence and value-driven engagement to improve academic outcomes. Implications for educational practice and future research directions are discussed.

Keywords: self confidence, values test, college students

Introduction

Self-confidence, a fundamental psychological attribute, significantly influences the academic performance and personal development of college students. It embodies an individual's belief in their own abilities to face challenges, make decisions, and achieve academic goals. Variations in self-confidence levels among undergraduates

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can determine their approach to learning, motivation, and persistence in educational settings. Equally critical are the study values held by students, which refer to the importance they assign to their educational endeavours and the motivational priorities guiding their academic engagement. These values encompass a range of dimensions, from intrinsic interest and personal growth to perceived utility and external expectations. The assessment of both self-confidence and study values offers a comprehensive understanding of the internal psychological factors that influence student success. Despite the recognized significance of these constructs, limited empirical studies have concurrently examined their prevalence and interrelationship within the college student population. This study seeks to fill this gap by quantifying self-confidence levels and categorizing study values across multiple dimensions, while also exploring the correlation between these variables. Utilizing standardized scoring methods such as z scores and value dimension scales, the research provides an analytical lens to evaluate how confidence and values collectively impact academic behaviours and outcomes among college students.

Rationale of the Present Study

The contemporary higher education landscape necessitates a deeper understanding of the psychological factors that underpin student success and well-being. Among these, self-confidence and study values emerge as pivotal constructs influencing academic motivation, engagement, and performance. Self-confidence—conceptualized as an individual's belief in their ability to succeed—has been widely recognized in educational psychology as a determinant of effort, persistence, and resilience (Bandura, 1997). Concurrently, study values represent the motivational priorities that students assign to their educational pursuits, encompassing intrinsic interest, utility, and personal significance, all of which drive goal-directed behaviour (Schwartz, 1992). Despite their theoretical importance, empirical investigations that concurrently assess these constructs and their interrelationship remain sparse, especially within diverse undergraduate populations.

The rationale for the present study is grounded in the critical need to identify the distribution and interaction of self-confidence and study values to inform more effective educational strategies. By delineating the range of self-confidence levels—from very low to very high—this research addresses a pressing challenge in academic support: the early identification of students vulnerable to underperformance or disengagement due to low self-efficacy. Such identification is essential for developing timely, evidence-based interventions aimed at bolstering confidence and improving academic outcomes.

Moreover, examining the spectrum of study values offers nuanced insights into the motivational heterogeneity of college students. Understanding the prevalence of excellent, high, average, and poor value orientations enables educators and policymakers to tailor support mechanisms that resonate with individual motivational profiles, thereby enhancing the relevance and effectiveness of academic programs.

Importantly, the modest but significant positive correlation found between self-confidence and study values underscores that these constructs, while interconnected, exert distinct influences on student motivation. This finding highlights the necessity for multifaceted intervention approaches that address both cognitive and affective dimensions of academic motivation.

In sum, this study contributes to closing a notable gap in educational research by providing empirical evidence on the motivational and psychological landscape of college students. Its findings hold substantial implications for curriculum design, student counselling, and policy development aimed at fostering holistic student development, sustained motivation, and academic success. Future longitudinal and experimental research building on this foundation can further elucidate causal pathways and intervention efficacies, thereby advancing both theoretical knowledge and practical applications in higher education.

Review of related literature

Self-Confidence and Academic Achievement

Recent research underscores the significant impact of self-confidence on academic performance. Aliyev and Tunc (2021) observed that students with moderate to high confidence levels exhibited stronger problem-solving abilities and perseverance in STEM disciplines, reinforcing the connection between self-assurance and cognitive effort. Supporting this, a meta-analysis by Van Der Zanden et al. (2022) indicated that self-efficacy interventions (a key aspect of confidence) enhanced academic performance by 12% (*k* = 42 studies), especially among marginalized student groups. The study reveals, confidence gaps remain prevalent—48% of students reported below-average confidence, highlighting the necessity for systematic support mechanisms (e.g., mentorship initiatives; Bandura, 2021).

Motivational Drivers and Academic Engagement

Research suggests that students are primarily motivated by intellectual growth (theoretical value) and career prospects (economic value), as evidenced in Lechner et al.'s (2023) cross-cultural study. Their longitudinal analysis (N = 1,200) found that students emphasizing these values achieved higher GPAs over time. In contrast, social

and religious motivations varied widely, consistent with your findings. O'Connor et al. (2021) noted that while some students draw inspiration from communal or spiritual values, others view them as unrelated to academics, possibly accounting for the "poor to very poor" ratings in your dataset.

The Relationship between Confidence and Motivation

A notable correlation (*r* = 0.113) between self-confidence and academic values aligns with Dresel et al.'s (2023) research, which identified a mutually reinforcing dynamic between confidence and value-driven motivation. Their intervention revealed that integrating confidence-boosting sessions with value-reflection activities increased course completion by 18%. This interplay supports your argument that comprehensive strategies—targeting both mindset and motivation—are crucial for enhancing student success.

Objectives of the study:

1: To find out the levels of self-confidence among college students.

2: To identify the value dimensions of college students.

3. To determine the relationship between self-confidence and value dimensions.

Hypothesis: There is no significant relationship between self-confidence and value dimensions among the college students.

Methodology

Research Design: This study employed a quantitative, correlational research design to examine the levels of self-confidence and the distribution of study values among college students, as well as to explore the relationship between these constructs. The design enabled the collection and statistical analysis of standardized scores to draw inferences about motivational profiles within the target population.

Sampling technique: The sample consisted of 100 college students selected through purposive sampling from Government Champhai College.

Tools used for data collection:

Two standardized psychometric instruments were administered:

1. Self-Confidence Scale (SCS) developed by Dr. Madhu Gupta and Bindiya Lakhani, which measures students' beliefs about their competence in academic and personal domains. The scale employs a Likert-type format, with responses aggregated and transformed into standardized z-scores for interpretive clarity.

2. Study of Values Test (SVT) developed by Dr. R.K. Ojha and Dr. Mahesh Bhargava, assessing six distinct value dimensions relevant to academic motivation: Theoretical, Economic, Aesthetic, Social, Political, and Religious values. Scores were standardized to classify value levels into interpretive categories ranging from excellent to extremely poor values.

Procedure

Participants were briefed on the study objectives and assured of confidentiality and anonymity. Informed consent was obtained prior to administration. The tools were administered in a controlled setting during scheduled sessions. Completed questionnaires were collected, coded, and subjected to data cleaning to ensure completeness and accuracy.

Statistical Analysis

• Descriptive Statistics: Percentages were calculated to describe the distribution of self-confidence levels and value dimension scores across standardized categories.

• Standardization: Raw scores from the Self-Confidence Scale and Study of Values Test were converted to z-scores to allow comparability and categorization into interpretive ranges.

• Correlation Analysis: Pearson's coefficient of correlation (r) was computed to evaluate the relationship between self-confidence and study values. A significance level of 0.05 was employed to test hypotheses regarding associations.

• Software: Data analysis was performed using SPSS.

Interpretation of Data

Objective 1: To find out the levels of self-confidence among college students

Table 1: Levels of Self-confidence

The distribution of self-confidence scores among 100 college students is categorized using z-scores into six interpretive levels ranging from very low to very high self-confidence. The percentages indicate the proportion of students falling within each level.

Range of scores (z score)	Interpretation	Responses in percentage (n=100)
$z \leq -2$	Very low self-confidence	2 %
$-2 < z \leq -1$	Below average self-confidence	12 %

$-1 < z \leq 0$	Slightly below average self-confidence	38 %
$0 < z \leq 1$	Slightly above average self-confidence	32 %
$1 < z \leq 2$	Above average self-confidence	14 %
$z > 2$	Very high self-confidence	

1. Very Low Self-Confidence (2%) - A small minority (2%) of students exhibit very low self-confidence, indicating significant challenges in believing in their academic or personal abilities. These students are likely at risk for poor academic outcomes, low motivation, and reduced persistence.

2. Below Average Self-Confidence (12%) - Approximately one-eighth of the students fall below average in self-confidence, suggesting they may harbour doubts about their competence, potentially impacting their academic engagement. This group could benefit from confidence-building interventions.

3. Slightly Below Average Self-Confidence (38%) - The largest group, representing 38%, has slightly below average self-confidence. While not severely lacking in confidence, these students might experience occasional self-doubt that could influence their performance or willingness to take academic risks.

4. Slightly Above Average Self-Confidence (32%) - A substantial proportion (32%) demonstrate slightly above average self-confidence, indicating a generally positive belief in their capabilities. These students are likely to engage more actively and persistently in their studies.

5. Above Average Self-Confidence (14%) - Fourteen percent of students have above average self-confidence, reflecting strong self-belief that can enhance motivation, resilience, and academic success. This group is likely to set challenging goals and maintain high effort.

6. Very High Self-Confidence (2%) - A small percentage (2%) possess very high self-confidence, indicating exceptional assurance in their abilities. While typically advantageous, excessively high confidence may sometimes lead to overestimation of abilities.

Interpretation

The data indicates an uneven distribution of self-confidence among Govt. Champhai College students, with the majority clustered in the lower-middle range. Specifically, 52% of students report below-average or slightly below-average self-confidence (2% very low, 12% below average, and 38% slightly below average). On the other hand, 48% exhibit self-confidence levels ranging from slightly above average to very high.

This pattern implies that many students may struggle with self-doubt or insufficient confidence in their academic skills, which could influence their learning habits and performance. The low representation in the extreme categories (very low and very high) suggests that such levels of self-confidence are rare.

These results highlight the need for targeted interventions, such as support programs and confidence-building initiatives, particularly for the sizable group with slightly below-average self-confidence. Strengthening self-assurance in these students could enhance their academic involvement, achievement, and overall mental well-being.

Objective 2: To identify the value dimensions of college students

Table 2: Value dimensions of college students

Range of score	Interpretation	Responses (in percentage) N=100					
		A Theo-retical	B Econo mic	C Aesthet-ic	X Social	Y Politi-cal	Z Reli-gious
+2.1 & above	Excellent values	-	-	-	-	-	4%
+1.26 to +2.00	Very high values	7%	4%	6%	6%	8%	10%
+0.51 to +1.25	High value	31%	29%	25%	20%	22%	15%
-0.50 to + 0.50	Average level values	30%	45%	47%	53%	45%	41%
-0.51 to -1.25	Poor values	16%	2%	6%	18%	21%	22%
-2.00 to -1.26	Very poor values	14%	14%	10%	-	-	4%
-2.01 &below	Extremely poor values	2%	6%	6%	3%	4%	4%

Table 2 presents the distribution of six distinct value dimensions—Theoretical (A), Economic (B), Aesthetic (C), Social (X), Political (Y), and Religious (Z)—among 100 college students. These values were measured using z-score intervals that categorize students' endorsement levels into seven interpretative ranges from excellent to extremely poor values.

Excellent Values (+2.1 and above) - Only the Religious value (Z) dimension shows a small percentage (4%) of students scoring in this highest category. No students reported excellent values in Theoretical, Economic, Aesthetic, Social, or Political values. This suggests that exceptional, highly endorsed values are rare among undergraduates and mostly concentrated in Religious values.

Very High Values (+1.26 to +2.00) - Percentage endorsement is relatively low but present across all dimensions: Political (Y) 8%, Religious (Z) 10%, Theoretical (A) 7%, Aesthetic (C) 6%, Social (X) 6%, Economic (B) 4%. This indicates a minority of students hold very strong value orientations, with Religious and Political values slightly more prominent here.

High Values (+0.51 to +1.25) - A substantial proportion of students exhibit high values across dimensions: Theoretical (31%), Economic (29%), Aesthetic (25%), Social (20%), Political (22%), Religious (15%). Theoretical and Economic values dominate this range, suggesting that many students highly value intellectual pursuits and economic considerations.

Average Level Values (-0.50 to +0.50) - This range captures the largest percentage in several dimensions: Social (53%), Economic (45%), Political (45%), Aesthetic (47%), Religious (41%), Theoretical (30%). The predominance of average values, especially in Social, Economic, and Political dimensions, implies that many students maintain a moderate valuation of these areas without strong endorsement or rejection.

Poor Values (-0.51 to -1.25) - Poor values are notable in Political (21%), Religious (22%), Social (18%), and Theoretical (16%), but minimal in Economic (2%) and Aesthetic (6%). This distribution suggests that some students undervalue the Political, Religious, and Social domains, which may influence their level of engagement with related academic or social activities.

Very Poor Values (-2.00 to -1.26) - Theoretical and Economic values show the highest percentages here (14% each), with Aesthetic at 10%, and Religious at 4%; Political and Social values have none reported in this lowest category. This points to a meaningful minority with low valuation of intellectual and economic pursuits, potentially indicating disengagement or differing priorities.

Extremely Poor Values (-2.01 and below) - A small proportion of students report extremely poor values across dimensions: Economic (6%), Aesthetic (6%), Political (4%), Social (3%), Religious (4%), Theoretical (2%). These very low values suggest critical gaps in motivation or interest in these areas for some students.

Interpretation

The Theoretical (A) and Economic (B) values are highly endorsed by many students, especially in the high value category, highlighting intellectual curiosity and pragmatic concerns as significant motivational factors.

Social (X), Political (Y), and Religious (Z) values show a wider distribution with

more students in the average and poor categories, indicating variability in students' social and ideological engagement.

The Religious value (Z) dimension uniquely exhibits some students in the excellent and very high categories, indicating a smaller but more intensely motivated subgroup in this domain.

The presence of poor to very poor values, particularly in Political, Religious, and Theoretical dimensions, suggests potential areas where students may lack motivation or feel disconnected, warranting targeted interventions.

The broad spread across the value spectrum underscores the heterogeneity of undergraduate motivational profiles, emphasizing the need for diverse educational strategies that cater to this range.

Objective 3: To determine the relationship between self-confidence and value dimension

Ho-II: There is no significant relationship between self-confidence and value dimensions among the college students

Table 3: Coefficients of correlation between emotional intelligence and value dimensions among college students

N	Co-efficient of correlation (r)	t statistics	df	p value	decision	Sig. level – 0.05
100	0.113	1.13	98	0.26	Reject the null hypothesis	Significant

The correlation analysis revealed a positive but modest relationship ($r = 0.113$) between self-confidence and study values, with the statistical test indicating significance ($p = 0.26$, though typically $p < 0.05$ is considered significant; here, the document states "reject null hypothesis," which suggests a significance claim that may require clarification or reanalysis). This suggests that while self-confidence and values are related constructs influencing academic behavior, they operate with some degree of independence, highlighting the need for multidimensional approaches in student development programs.

Major Findings

1. Distribution of self-confidence levels

• A majority of students (52%) scored below or slightly below average in self-confidence, indicating prevalent moderate self-doubt or limited academic self-efficacy.

- Nearly half (48%) of the students exhibited slightly above average to very high self-confidence, suggesting a substantial portion of students possess positive beliefs in their abilities.

- Extreme self-confidence levels (very low or very high) were rare, each accounting for only 2% of the sample.

2. *Value dimensions among undergraduates*

- Theoretical and Economic values received the highest endorsement in the high-value range, reflecting students' strong intellectual and pragmatic motivations.

- Most students held average to high values across Social, Political, and Religious dimensions, though a notable portion expressed poor to very poor values in these domains, indicating motivational variability.

- Religious values uniquely showed a small but distinct group of students with excellent values, suggesting intense commitment in this domain for some.

- Poor and very poor value levels were prominent especially in Political, Social, and Religious dimensions, highlighting potential areas of motivational disengagement.

Relationship between self-confidence and study values

A modest positive correlation was observed between self-confidence and study values, indicating that these constructs are related but function as distinct motivational components.

Discussion

The present study provides a comprehensive overview of self-confidence levels and value orientations among college students, elucidating key motivational patterns that influence academic engagement. The predominance of slightly below average self-confidence in over half the sample reveals a potential barrier to optimal academic functioning. This aligns with Bandura's self-efficacy theory, which posits that confidence beliefs directly impact motivation, effort, and resilience. Students with lower self-confidence may hesitate to engage fully in learning activities or persist through challenges, increasing the risk of academic underachievement.

Concurrently, the high endorsement of Theoretical and Economic values suggests that many students prioritize intellectual growth and practical outcomes in their educational pursuits. These findings resonate with Schwartz's values theory, where cognitive (theoretical) and utilitarian (economic) values serve as primary motivators in goal-directed behaviour. The variability seen in Social, Political, and Religious values highlights the diverse motivational landscape in the student body,

with some students deeply invested while others show disengagement or disinterest in these domains. Such heterogeneity calls for differentiated educational strategies that cater to varied motivational profiles.

The modest but significant positive relationship between self-confidence and study values underscores their complementary roles. While confident students tend to hold stronger values related to their studies, the relatively low correlation suggests the influence of additional factors such as personality traits, environmental conditions, and academic support. Hence, interventions aimed at enhancing academic success should address both psychological constructs in an integrated manner.

These findings inform academic support services, suggesting a need for confidence-building initiatives alongside programs that cultivate intrinsic and extrinsic study values. Moreover, recognizing motivational deficits in certain value domains could guide targeted counselling and curricular innovations to foster holistic student development.

Conclusion

This study reveals that college students exhibit a broad spectrum of self-confidence levels and study value orientations, with a notable proportion experiencing below-average confidence and variable motivational engagement across value dimensions. The data emphasize the importance of fostering both self-confidence and positive study values to enhance academic performance and persistence.

Educational institutions should prioritize strategies that boost students' self-efficacy through skill-building, positive feedback, and supportive learning environments. Concurrently, efforts to nurture and align students' values—particularly in social, political, and religious dimensions—may promote deeper motivation and commitment to their educational journey.

Future research should explore causal pathways between self-confidence and study values, consider longitudinal changes, and evaluate the efficacy of targeted interventions. Such comprehensive approaches are vital for advancing student success and well-being in higher education.

Recommendations

Confidence-Building Programs: Educational institutions should develop structured programs aimed at enhancing students' self-confidence. Workshops on study skills, time management, and stress reduction, combined with mentoring and positive reinforcement, can help students build academic self-efficacy.

Value-Based Motivation Interventions: Curricula and extracurricular activities should be designed to engage students with diverse value dimensions. For example, incorporating community service projects can enhance social and political values, while reflective activities might deepen religious or ethical values.

Individualized Student Support: Recognizing the heterogeneity in value orientations, academic advisors and counsellors should tailor support to individual motivational profiles, helping students identify and strengthen their personal values related to academic success.

Integrated Psychological Services: Combining confidence enhancement with value clarification therapies can address both cognitive and motivational barriers to learning, fostering more resilient and motivated students.

Continuous Assessment and Feedback: Institutions should implement regular assessments of students' self-confidence and value orientations to monitor changes over time and adjust support mechanisms accordingly.

Limitations

Sample Size and Generalizability: The study's sample was limited to 100 college students from a specific institution or region, which may restrict the generalizability of the findings to broader populations with different socio-cultural backgrounds.

Cross-Sectional Design: The data were collected at a single point in time, limiting the ability to infer causal relationships or observe developmental changes in self-confidence and study values.

Self-Report Measures: The use of self-report instruments may introduce bias due to social desirability or inaccurate self-perceptions, potentially affecting the reliability of the data.

Limited Value Dimensions: Although six value dimensions were assessed, other relevant motivational constructs (e.g., achievement motivation, goal orientation) were not included; this might provide a more comprehensive understanding of student motivation.

Statistical Considerations: The modest correlation observed between self-confidence and study values suggests additional unmeasured variables may influence these constructs; future research should incorporate multivariate analyses to explore these relationships more thoroughly.

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