Academia Open

Academia Open

Table Of Contents

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright Statement

Academia Open

EDITORIAL TEAM

Editor in Chief

Mochammad Tanzil Multazam, Universitas Muhammadiyah Sidoarjo, Indonesia

Managing Editor

Bobur Sobirov, Samarkand Institute of Economics and Service, Uzbekistan

Editors

Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia

Mahardika Darmawan Kusuma Wardana, Universitas Muhammadiyah Sidoarjo, Indonesia

Wiwit Wahyu Wijayanti, Universitas Muhammadiyah Sidoarjo, Indonesia

Farkhod Abdurakhmonov, Silk Road International Tourism University, Uzbekistan

Dr. Hindarto, Universitas Muhammadiyah Sidoarjo, Indonesia

Evi Rinata, Universitas Muhammadiyah Sidoarjo, Indonesia

M Faisal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia

Dr. Hana Catur Wahyuni, Universitas Muhammadiyah Sidoarjo, Indonesia

Complete list of editorial team (link)

Complete list of indexing services for this journal (link)

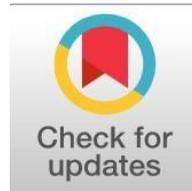How to submit to this journal (link)

Article information

Check this article update (crossmark)

Check this article impact (*)

Save this article to Mendeley

(*) Time for indexing process is various, depends on indexing database platform

Self-Confidence Among University Students

Rawaa Jaafar Abd Al-Mayahy, Str.rawaa.jaa@uowasit.edu.iq (*)

College of Education for Human Sciences, University of Wasit,, Iraq

(*) Corresponding author

Abstract

General Background University education increasingly requires students to possess strong psychological attributes to cope with academic and social demands. **Specific Background** Self-confidence is a key psychological construct that supports learning, motivation, and academic engagement among university students. **Knowledge Gap** Despite its importance, limited empirical evidence exists on self-confidence levels among university students across gender and academic specialization in the local context. **Aims** This study aims to identify the level of self-confidence among university students and examine differences according to gender and specialization. **Results** The findings indicate measurable levels of self-confidence among students, with statistically significant differences based on gender and academic specialization. **Novelty** The study applies a self-confidence scale grounded in Bandura's theoretical framework within a university context. **Implications** The results provide empirical support for integrating psychological development programs into higher education to support student success.

Highlights:

- University Students Demonstrate Identifiable Levels of Self-Confidence

- Differences Appear Across Demographic and Academic Categories

- Bandura-Based Measurement Provides Reliable Assessment Outcomes

Keywords: Self-Confidence, University Students, Gender Differences, Academic Specialization, Educational Psychology

Published date: 2026-02-10

Chapter One:

Research problem:

The university stage is one of the most important educational phases in a student's academic life. It aims to prepare students for the realities of scientific life and is a crucial stage in their education. It differs significantly in its teaching methods, the number and intensity of courses, and their nature, as they all contribute to the various scientific specializations. This stage is preceded by the student's own conviction, and it is during this time that students rely heavily on themselves to choose appropriate strategies for the new nature of the course material. These new courses require different learning methods and strategies compared to those used in previous academic stages. The student's choice of university education is based on their own knowledge, conviction, abilities, ambitions, potential, and personal desire to achieve a certain level of academic attainment. If a student fails to make this choice, the result may be an academic achievement that does not reflect their true potential and aspirations [1].

An individual's self-conviction is one of the main determinants of personality and one of its most important functions. Striving and struggling to achieve certain goals is one of the important functions of the self, as well as striving and persevering to achieve certain goals represents one of the important functions of the self-conviction.

Self-confidence also shapes an individual's self-image, which plays a role in their academic achievement and the formation of a positive self-concept. This fosters a sense of psychological security and the ability to persevere in their pursuit of goals and work with self-confidence, driving them to further cultivate this self-confidence and, in turn, reinforces or maintains this positive self-image [2].

While social psychologist Bandura believes that students' perception of their self-confidence is related to assessing their ability to achieve a certain level of accomplishment and their capacity to control events, self-confidence also affects the nature of the work and the goals that the individual strives for, the amount of effort they will exert, their perseverance in confronting the obstacles that confront them in the course of the educational process, and their style of thinking [3].

Individuals' self-perception as learners influences their judgments about their self-learning, and these beliefs affect the goals they strive to achieve and their choice and application of different learning strategies [4].

Furthermore, an individual's self-confidence means their belief in their ability to perform a specific behavior, which in turn leads to desired outcomes in any situation. Therefore, when a learner encounters a problem or situation requiring a solution, they attempt to attribute to themselves the ability to perform that behavior or find that solution before even beginning the action. In other words, they believe they can confront the situation. This ability or capacity must also exist in learners, based on genuine knowledge, not on mere imagination or without realistic conviction. Consequently, the stronger an individual's belief in possessing appropriate and important behaviors for practically solving a problem, the more likely they are to succeed [5].

Certainly, this current study came to find out the role of self-confidence of university students in their learning in the university environment, and what influential role self-confidence has in the continuation of students' educational activities? In addition, are there statistical differences in self-confidence according to the variables of gender and specialization?

Importance of the research:

The importance of the current research lies in its focus on the university education stage, which is one of the most important educational stages a student goes through. It represents the pinnacle of the educational pyramid and aims to prepare individuals in an organized and life-oriented manner. Therefore, higher education at all levels, especially the university, receives much care and attention in most developed and developing countries alike, given the important and critical role it plays in human, social, and economic development by providing a qualified workforce to lead society. This requires educational institutions to prepare and pay attention to the human element so that it can respond to and interact with the demands of modern life [6].

Self-conviction, which is an individual's belief in their ability to perform a specific behavior that achieves desired responses and outcomes in any situation, is also crucial. Therefore, when a learner encounters a problem or situation requiring a solution, they attempt to attribute to themselves the ability to perform this behavior or find the solution before even beginning the behavior. In other words, they expect to be able to confront this situation. This ability or capacity must be based on genuine knowledge, not on mere imagination or without realistic conviction. Consequently, the more convinced a person is that they possess the appropriate behavioral capabilities to practically solve a problem, the more motivated they will be to translate these capabilities into effective behavior [5].

The student's acquisition of knowledge and their personal conviction in learning are considered primary goals of learning. At the same time, personal conviction in learning is a key and vital condition for successful and optimal acquisition in school, leading up to the university stage [7].

Social psychologist Bandura concluded that self-confident individuals are confident in their abilities and tend to choose difficult tasks, viewing them as a strength and a challenge that can be controlled and managed, and that difficulties can be overcome and avoided. This proactive view reflects the individual's competence and intrinsic interest, and these individuals

usually maintain their efforts and perseverance to confront failure through their conviction and beliefs about the actions necessary to achieve positive results.

As Bandura argues, self-confidence is achieved through the application of self-direction capabilities, which are defined as an individual's capacity for independence, self-reliance, and self-control. The greater an individual's self-direction capabilities, the greater the likelihood of self-regulation. For example, a student who can force themselves to study is more likely to excel than one who lacks this ability to exert such influence on themselves [3].

Furthermore, self-belief plays a significant role in guiding an individual's perception and determining the nature of their behavior. Research in the last two decades has revealed that self-belief shapes cognitive and emotional processes in learning. Belief and knowledge are embodied and form mental cognitive models (schemas) that are directly linked to higher-order structures. These models occur within the mental structures of students within the social context [8].

From the above, it can be said that an individual's self-conviction is a vital matter that develops our understanding of behavior and forms a system that controls the modification of the self-cognitive structure, as well as its impact on the individual's academic performance and determining his ability to make decisions when performing certain tasks. Self-conviction affects the personal goals in the individual's behavior, his self-planning, and his perceived abilities, in order to better understand the role that self-conviction plays in all academic fields.

The importance of the current research lies in the following:

1. The aim of the current research is to identify the self-confidence of university students, which greatly contributes to the growth and development of their scientific endeavors.
2. The current research contributes to understanding the concept of self-confidence among university students based on their perceptions and cognitive abilities, and its role in their scientific and academic progress.
3. The current research addresses the most important segment of our society, which is university students, as they are a scientific asset for the future of society's progress.

Research objectives:

The current research aims to identify:

1. Self-confidence among university students according to the variables of gender (male-female) and specialization (scientific-humanitarian).
2. Statistically significant differences in self-confidence according to the gender variable (male-female) and the specialization (scientific-humanitarian).

Research limitations:

The current research is limited to undergraduate students at Wasit University, morning studies, and scientific and humanities disciplines for the academic year (2025-2026) AD.

Defining the terms:

Self-confidenceSelf-beliefs): Everyone who knew her was:

- **Pandora (Bandura (1977) [9]:**It is an individual's conviction and judgment that they are capable of performing the behavior that achieves their desired subjective results in any given situation.
- **Al-Zaq (2009) [10]:**These are an individual's beliefs about their abilities to organize and execute tasks, and the actions necessary to achieve positive results.
- **(Pajares, 2002)[11]:** An individual's self-perceptions and beliefs, which they form, develop, and adhere to as true about themselves, are vital forces in their success or failure and influence their academic achievement.

Theoretical definition: In light of the preceding definitions of the concept of self-conviction, the researcher believes that the definition of (Bandura, 1977) [9]. It is the most appropriate definition that is consistent with the theoretical framework of the current research.

Operational definition: It is the total score obtained by the respondent (student) through his answers to the items of the self-confidence scale.

Chapter Two: Theoretical Framework:

The concept of self-confidence:

The literature of psychology in general, and positive psychology in particular, agrees that the concept of contentment is a state ideally achieved through happiness with what one possesses, rather than striving for greater ambitions. The Greek philosopher Socrates described it by saying, "He who is not content with what he has will not be content with what he desires." Furthermore, certain achievements can facilitate finding personal satisfaction: a strong family unit, a strong local

community, and fulfilling basic life needs as expressed in Maslow's hierarchy of needs. In general, the more needs are met in the hierarchy, the easier it becomes to achieve contentment.

Most researchers in the field of educational psychology also agree that an individual who is self-satisfied is one who believes that his sense of needs is satisfied, that the main components of his life are not at risk, and that he is in a state of adjustment, balance, and psychological harmony. Also, self-satisfaction is a state that is represented by psychological or emotional security, in which the satisfaction of the individual's needs is guaranteed.

The concept of self is key to personality and the primary gateway to understanding its characteristics and components in various aspects of its interaction with the environment and its dynamic relationships with it. The concept of self-conviction is represented by the apparent sphere in which the individual lives and is aware of themselves. It is also influenced by the mental abilities and psychological motives that govern and direct their behavior in various fields. We cannot fully understand the individual's self or their apparent behavior, whether normal or deviant, except in light of this overall image that the individual forms of themselves [12].

Self-acceptance is characterized by an appreciation of complexity and the development of self-acceptance based on a high degree of positive personal and social self-perception. The researcher defines this self-acceptance in terms of the emotional, academic, and familial dimensions that an individual construct, through which they perceive themselves, others, and society. This allows them to gain appreciation and respect from others, enabling them to evaluate their positive and negative aspects, acknowledge their weaknesses and shortcomings, and work towards accepting and recognizing them.

Self-satisfaction is also considered one of the positive personality traits of an individual that occurs frequently in their daily life. Self-satisfaction also appears when an individual evaluates life circumstances as successful and stable. If personal and social environmental resources match the demands and aspirations of contented individuals, self-satisfaction is closely linked to joy and happiness, but it differs significantly. Joy is sometimes spontaneous and automatic, and results in activating behavior to the highest degree, while self-satisfaction leads to activating moderate and balanced behaviors through interactions with a higher level of awareness of situations.

As Csikszentmihalyi [13] pointed out, the concept of self-acceptance can serve important psychological functions. Self-acceptance allows an individual to savor and integrate positive experiences. This response is typical of most descriptions of how individuals feel when they are fully engaged in something enjoyable and meaningful. Psychological research suggests that positive experiences can enhance cognitive function, broaden thinking, lead to successful goal achievement, and foster a sense of purpose and meaning in life [13].

Taylor et al., 2017 [14] stated that self-acceptance develops through the useful identification of subtle differences between the temporary and permanent components of self-acceptance. Furthermore, the physical manifestations of self-acceptance are not directly observable compared to other emotions such as happiness, whose manifestations are clear and observable.

Self-acceptance is a crucial aspect of individual personality development in all its physical, mental, social, and emotional dimensions. These aspects contribute to shaping an individual's personality, fostering self-esteem, contentment, and acceptance. The way an individual view themselves influences all aspects of their life. Healthy self-acceptance translates into feelings of love, confidence, and acceptance, as well as the ability to build positive relationships with others. Individuals who accept and value themselves consider themselves important, possess well-defined ideas and a good understanding of their personality type, are more confident in their judgments, less prone to anxiety, less sensitive to criticism, and more resilient during group discussions [15].

The social aspect also plays a significant role in shaping an individual's self-confidence. Social relationships become increasingly important as a result of the developmental changes an individual experience at home, school, and in the community. A supportive environment boosts self-confidence, enhances abilities and skills, and contributes to a positive self-image. Therefore, families should surround their children with care and attention and adapt their approach to align with the individual's developmental stage [16].

Self-confidence is of great importance in an individual's life; it is the moral happiness in which an individual feels acceptance, contentment, and joy, free from anxiety and stress. Furthermore, self-confidence is an important tool and a successful means of overcoming psychological pressures in life [17].

Self-esteem, as Maslow defined it, is an individual's feeling of being accepted and liked by others and having a place among them, as well as their awareness that the environment is the closest and most positive touchstone in which the individual feels, and which is not discouraging, threatening, or anxiety-inducing [18].

Others pointed out that an individual's sense of self-satisfaction is related to the individual's social and cognitive relationships, as well as to the individual's satisfaction of primary and secondary motives.

Self-confidence is classified into two parts: one internal (subjective), which is represented by the process of psychological adjustment with oneself, and the other external, which appears in the process of social adjustment with others and interaction with them, avoiding isolation and loneliness that disrupt an individual's psychological balance and adaptation. Self-confidence also affects the level of social adjustment. For an individual to feel self-confident, their feelings and sense of self-acceptance and satisfaction with the society in which they live must include their acceptance of others [19].

Components of self-confidence:

The concept of self-satisfaction consists of key components, and the absence of these components indicates a lack of self-satisfaction and psychological contentment in the individual. These components are:

1. Self-acceptance: This is represented by the individual's positive and healthy view of himself and his feeling of his importance and value to life.
2. Positive relationships with others: This refers to an individual's ability to establish positive relationships with others, characterized by the principle of mutual trust, respect, and confidence.
3. Independence: Independence refers to an individual's reliance on himself, self-evaluation, and the organization and control of his behaviors through specific frameworks and standards that he sets for himself.
4. Environmental self-control: This is represented by the individual's ability to manage his environment and how to take advantage of the available and new opportunities that exist in his environment to benefit from them.
5. Life itself and its goals: This is represented by the individual setting specific and clear goals for himself that he seeks to achieve.
6. Self-development: This involves an individual's awareness of their potential and abilities and striving to develop them in tandem with the passage of time [20].

Theories of self-confidence:

- **Maslow's Theory [21]:** Maslow views self-esteem as a complex feeling with primary dimensions that lead to a set of characteristics representing the fundamental aspects of self-esteem. He identified self-esteem as a means for individuals to feel love, belonging, and security, while those lacking self-esteem experience frustration, isolation, rejection, and a sense of threat. Maslow indicated that self-esteem is a psychological aspect of personality, whether healthy or unhealthy. He also considered love, belonging, and psychological well-being to be important factors corresponding to the basic needs of the individual.
- **Theory (Alicee Iseen, 1970) [22]**: It is considered (Alice Iseen, a psychologist at Cornell University, was among the first to study positive behaviors. She found that when we experience positive emotions, such as self-acceptance, individuals are more likely to help others, be flexible in their thinking, find solutions to their problems, and demonstrate self-control. Individuals with high self-acceptance were more likely to offer help to others. Iseen found that self-acceptance is accompanied by positive emotions, leading individuals to act more altruistically.
- **Bandura's Theory (social learning Theory):** Self-belief refers to an individual's beliefs about their ability to organize the process required to achieve the desired goal. This means that if an individual feels or believes that they have the power to achieve the required goals, they will try to make these things happen. In other words, self-belief refers to the readiness that an individual possesses regarding their abilities. This theory of self-belief emphasized that individuals tend to instinctively want to believe that they participate in activities based on their own will and self-belief, that is, based on the fact that they want to participate actively, and not by forcing participation in activities upon them. Bandura is considered the first to point out and accurately describe an individual's self-belief, and most researchers who have dealt with the concept of self-belief, and the researcher relied on the definition of self-belief in building the current research tool.

Discussion of theories:

Maslow's theory indicated that an individual's self-confidence is a complex feeling with primary dimensions that result in a set of characteristics representing the basic aspects of self-confidence, while it considers (Alicee Iseen said that when we experience positive emotional states, which are represented by self-belief, that is, when an individual is more likely to help others and be flexible in our thinking and come up with solutions to the problems that we and others face. As for Bandura's theory, it sees that self-belief refers to an individual's beliefs about their ability to organize the process required to accomplish the desired goal. This means that if an individual feels or believes that they have the power to accomplish the required goals, they try to make these things actually happen, which is the theory adopted by the researcher in the current research.

Chapter Three:

Search procedures:

The current chapter includes the research procedures and their presentation in terms of identifying the current research population, how the sample was chosen, the procedures followed in building the research measures (self-conviction), as well as the tool used, in addition to identifying the statistical methods used in the research.

First: The research community:

The current research community is defined as students of Wasit University for the academic year 2025 - 2026 AD, and the current research community number is for undergraduate morning students, scientific and humanities specializations, and for the fourth grades.

Second: Research Sample:

The current research population consists of fourth-year students from Wasit University, both male and female. To achieve the research objectives, the sample size is (400) male and female students. The researcher selected the research sample using the stratified random method with proportional distribution. It was randomly selected from the research population, and it consisted of (210) male and female students from the humanities disciplines in the two colleges (Arts - Education for Humanities), and (190) male and female students from the scientific disciplines represented in the two colleges (Engineering - Science). Table (1) clarifies this.

Table (1): The research sample is distributed according to gender and specialization.

Phase Four			Stage
Total	Th	Dh	Sex Specialization
210	102	108	humanitarian
190	87	103	Scientific
400	189	211	Total

Third: Research tools:

To achieve the objectives of her current research, the researcher needed a tool to measure what was to be measured. Therefore, she developed a tool to measure the level of self-satisfaction among university students, consisting of (35) A paragraph according to Bandura's theory, and the following is an explanation of the procedures for constructing the scale, as follows:

1. Self-confidence scale:

In order to provide a tool for measuring self-satisfaction, the researcher developed a tool to measure self-satisfaction. However, to the best of her knowledge, she did not find a tool to measure self-satisfaction. Therefore, the researcher resorted to developing a self-satisfaction scale that was appropriate to her research population, its objectives, and the

scale's theoretical framework. Furthermore, the process of developing a scale in educational and psychological sciences must involve a set of key steps, which are:

After reviewing the theoretical literature, particularly socio-cognitive theory such as Bandura's theory, which the researcher adopted in her current research, and after reviewing studies somewhat related to the research variable, the researcher defined a theoretical definition of the research variable (self-conviction). The researcher then presented the items of the scale consisting of (30) Items were submitted to (12) arbitrators and experts in the fields of educational and psychological sciences from inside and outside Iraq. They were asked to determine the suitability of the scale items for the subject matter in order to determine the suitability of the measurement for what it was designed for, as well as their view on the suitability of the alternative answers for the scale, which were placed in front of each item according to the Likert method, namely (always, often, sometimes, rarely, never). Ebel (1972) [23] indicated that an agreement rate of (80%) is considered evidence of the acceptance of the item. Thus, the judgment issued by them is an indication of the validity of the item. As a result, the number of items remained (30) items in its pre-final form. Thus, the researcher relied on the percentage of (80% - 100%) of acceptance of the opinions of the experts and arbitrators, taking into account their observations.

Experts in measurement and psychology have pointed to two particular importance that must be present in the items of psychological scales: their discriminatory power and their validity coefficients [24].

Valid paragraphs should be retained, and invalid paragraphs should be discarded, replaced, and retested. Guilford [25], and to calculate these two properties of the items of the self-confidence scale, the researcher applied the scale to a sample consisting of (400) male and female students who were selected by stratified random method from four colleges, two of which are scientific, namely the College of Engineering and the College of Science, and two of which are humanities, namely the College of Education for Humanities and the College of Law.

After completing the application of the scale, the researcher analyzed the students' responses, calculated the score for each item, and the total score for each individual. Then she calculated the discriminatory power and its validity coefficients as follows:

1. Item Discriminatory Power: The research scale should retain the discriminating items and exclude the non-discriminating ones, as each test item should have the highest possible discrimination index [23].

After correcting the responses of the research sample and calculating the total score for each questionnaire, the scores were arranged in descending order from highest to lowest total score, and then (27% of the answer forms received the highest scores and (27%) of the answer forms received the lowest scores, and thus the number of individuals in each of the two extreme groups in the total score was (108) individuals. The t-test for two independent samples was used to determine the significance of the difference in the scores of each item between the two extreme groups in the total score, and after that the discriminatory power of the items of the scale was calculated, as shown in the table (2).

Table (2): The discriminatory power of the items on the self-confidence scale

value of T	Lower group		Upper Group		Number
	standard deviation	arithmetic mean	standard deviation	arithmetic mean	
5.375	1.4654	4.9836	0.8845	4.5386	1
6.392	1.9243	4.7839	0.4434	4.7324	2
4.743	1.7373	4.0963	1.5743	4.8743	3
6.883	1.2633	3.9034	1.3763	4.6532	4
7.178	1.2482	3.8989	0.6664	4.5629	5
3,240	1.7463	4.4776	1.9634	4.6309	6

4.291	**1.4536**	3.9521	**1.7774**	4.5661	7
3.663	**1.7773**	4.3778	**1.5475**	4.6638	8
3.093	**0.9873**	3.9053	**1.7426**	4.8414	9
4.549	**1.5635**	4.7820	**1.3677**	4.3374	10
3.394	**1.4521**	3.8983	**1.6339**	4.7751	11
3.443	**1.3584**	3.8936	**1.4554**	4.6427	12
2.020	**1.4522**	4.4567	**1.7575**	4.4682	13
2.099	**0.9198**	4.3456	**0.6891**	2.7846	14
6.387	**1.4382**	3.3819	**1.7053**	4.4371	15
4.646	**1.0988**	4.4231	**1.1654**	3.5554	16
3.495	**1.0683**	3.8796	**1.5609**	4.5556	17
4.942	**1.3729**	3.8742	**0.6654**	4.7730	18
4.394	**1.1452**	3.7890	**1.5376**	4.4562	19
5.456	**1.4359**	3.8127	**1.6746**	4.8639	20
3.483	**1.4452**	4.9803	**0.3464**	4.5298	21
4.583	**0.9102**	3.9853	**1.7268**	4.7752	22
9.883	**1.3733**	3.9218	**0.6985**	4.8753	23
4.029	**1.3638**	4.9421	**1.4453**	4.8654	24
4.524	**1.7732**	3.8905	**0.3664**	4.8803	25
4.999	**1.3627**	3.9830	**1.5164**	4.3874	26
3.404	**1.2601**	4.0004	**1.6664**	3.7764	27
6.493	**1.2253**	4.0517	**0.3846**	4.7563	28
4.445	**1.3428**	3.9996	**0.5854**	4.6904	29
6.733	**1.2654**	3.9562	**0.7146**	4.0653	30

The tabulated t-value at a significance level of (0.05) = (1.96) degrees of freedom (3.99)

- **The paragraphs are true:**
  The relationship between item score and total scale score:
  Calculating the empirical validity of an item through its correlation coefficient with an external or internal criterion is more important than its logical validity, which is prone to errors due to being greatly influenced by the subjective opinions of experts. In contrast, the empirical validity of items indicates the degree to which the constitutive content of a trait is related to one another.
  The correlation between an item and the total score on the scale is an indicator of the item's validity, excluding items that have a weak correlation with the total score leads to increased validity of the scale [25].

  The psychometric properties of the scale:

  The psychometric properties of a self-acceptance scale indicate its ability to measure a specific trait it was designed to measure, and that this scale measures the trait or characteristic accurately, acceptably, and with the lowest possible error [27].

  While specialists in psychological measurement and evaluation agreed that the properties of validity and reliability are more important than the psychometric properties of a good psychological measurement, the researcher also verified these two properties of the scale as follows:

  First: The validity of the scale: The validity of a scale is one of the most important characteristics in the field of psychological measurement and evaluation. A valid scale is one that accurately measures what it was designed to measure [28]. Therefore, the researcher relied on face validity as well as indicators of construct validity in verifying the self-conviction scale, as follows:

  1. **Apparent truthfulness:** Face validity is used in many psychological scales instead of content validity because of the difficulty in defining the content to be measured, its components, and their relative importance in psychological traits [29]. The researcher verified the face validity of the self-confidence scale by presenting the items, answer alternatives, and instructions to a committee of experts and arbitrators specializing in educational and psychological sciences. They also examined them logically and assessed their validity in measuring what they were prepared to measure, as they appear to the expert. All the items of the scale obtained an agreement rate of more than (80%) of the experts and arbitrators.
  2. **The construction was genuine**: This method relies on extracting the correlation between the score of each item and the total score across all items of the scale. Construct validity, meaning the degree to which a scale measures a theoretical construct, depends on theoretical assumptions that are experimentally verified

  (Abu Hatab and Othman, 1976: 108), and accordingly the researcher transformed the responses of the research sample that were selected to verify the discriminatory power of all items of the scale. After determining these scores, the researcher used Pearson's correlation coefficient to determine the relationship of each item's score to the total score on the scale [30], as the correlation coefficients appeared, ranging between (0.33-0.91), and Table (3) shows the correlation values.

Table (3): Item correlation coefficients with the total score

Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number
0.55	21	0.75	11	0.54	1
0.33	22	0.76	12	0.77	2
0.48	23	0.82	13	0.83	3
0.71	24	0.56	14	0.83	4
0.39	25	0.70	15	0.67	5
0.47	26	0.37	16	0.77	6
0.74	27	0.48	17	0.57	7
0.91	28	0.58	18	0.83	8
0.48	29	0.49	19	0.71	9
0.38	30	0.73	20	0.74	10

When testing the lowest value in the table above using the t-test for correlation coefficients, which is ((0.33), as the researcher found that it is statistically significant at the level of (0.05) and degree of freedom (3.99) because the calculated value (2.76) is greater than the tabulated value (1.96). This result indicates that all correlation coefficients in the table above are statistically significant.

Second: Stability

If a research tool (scale) can be relied upon, its reliability must be ensured. Reliability is the consistency of the results obtained by the researcher from the scale.

Reliability is a characteristic of a good scale because it indicates the consistency of the scale items in measuring what the scale is supposed to measure with an acceptable degree of accuracy.

1. The researcher used two methods to calculate the reliability index:

To establish consistency in this method, the researcher reapplied the self-acceptance scale to a sample consisting of (Forty (40) male and female students were tested. After fifteen (15) days of the first administration, and after the completion of the first and second administrations, the responses were analyzed, and the scores were calculated. The researcher used Pearson's correlation coefficient between the scores of the first and second administrations. Issawi indicates that a reliability coefficient ranging from (0.70-0.90) is a good indicator of a reliable test [31]. Here, Pearson's correlation coefficient reached (0.88) for the scale, which is a high reliability coefficient. This indicates that the scale has stable stability over time, as shown in Table (4).

Table (4) Test-retest reliability coefficients for the self-confidence scale

stability coefficient	scale
0.88	Self-confidence

1. Test-retest method: The reliability or stability of a scale over a period of time is an important characteristic of educational and psychological scales. When reliability is established using the test-retest method, psychometric

   theory indicates that, other things being equal, the reliability of the scale increases with the size of the behavior being measured [27].
2. Cronbach's method: Cronbach's method gives Cronbach's alpha, which is an internal consistency coefficient for the structure of the test or scale, also called the homogeneity coefficient. The self-confidence scale was applied to a sample of (40) male and female students from the College of Education and the College of Science from the original research population. They were selected using stratified random sampling. To calculate reliability in this way, the researcher analyzed the scores of the first application of the reliability sample using the test-retest method. The reliability coefficient for the scale as a whole reached (0.86), which indicates the reliability of the scores of the self-confidence scale and the internal homogeneity of its items. Table (5) illustrates this.

2. Cronbach's method: Cronbach's method gives Cronbach's alpha, which is an internal consistency coefficient for the structure of the test or scale, also called the homogeneity coefficient. The self-confidence scale was applied to a sample of (40) male and female students from the College of Education and the College of Science from the original research population. They were selected using stratified random sampling. To calculate reliability in this way, the researcher analyzed the scores of the first application of the reliability sample using the test-retest method. The reliability coefficient for the scale as a whole reached (0.86), which indicates the reliability of the scores of the self-confidence scale and the internal homogeneity of its items. Table (5) illustrates this.

Table (5): Cronbach's alpha coefficients of stability in the domains of subjective beliefs

stability coefficient	Scale
0.84	Self-confidence

Statistical methods

The researcher used several statistical methods in the research procedures and in analyzing the results, which were calculated using a computer. SPPS) which are:

- T-testTwo-samples t-test: Used to determine the following:
  - Calculating the discriminatory power of the items on the self-confidence scale.
  - Statistical differences in the self-confidence scale.
- Pearson's correlation coefficient: Used to determine the following:
  - Extracting the reliability coefficient using the test-retest method for the scale.
  - Calculating item validity coefficients (item correlation with the total scale score).
- Cronbach's alpha coefficient: Used to extract the reliability coefficients of the scale.
- One-sample t-test: Used to determine the significance of the difference between the mean scores of self-acceptances.

Chapter Four:

Presenting and interpreting the results:

This chapter includes a presentation and interpretation of the research findings reached by the researcher in light of the research objectives, as well as conclusions, recommendations, and suggestions;

The first objective: To understand the concept of self-confidence among university students.

The self-satisfaction scale was applied to the research sample to identify the self-satisfaction of university students. After that, the researcher corrected the scale and conducted statistical analysis of the data, where the arithmetic mean reached (47.66) degrees, with a standard deviation of (4.84), and the hypothetical mean reached (41) degrees. Also, to determine the significance of the difference between the true arithmetic mean and the hypothetical arithmetic mean, the t-test was used for a single sample. The results showed that the calculated t-value of (29.78) degrees is greater than the tabulated t-value of (1.96), and therefore it is statistically significant at a significance level of (0.397) and degrees of freedom of (399). Table (6) illustrates this.

Table (6): The arithmetic and hypothetical means, standard deviation, calculated t-value, and tabulated t-valuefor the self-conviction of the research sample

level The meaning (0.05)	degree Freedom	Z-value		deviation Standard	average hypothetical	average Calculation	number Sample	Variable
		The schedule	Calculated					
Function	399	1.96	28.63	4.92	46	44.96	400	Self-confidence

It is clear from the table above that university students possess a high level of self-confidence. This result can be explained according to the literature and previous studies mentioned in Chapter Two and according to Bandura's theory, which indicated that self-confidence is an inherent human trait, but they vary in the level of their enjoyment of it. Some have a high level of self-confidence and some have a low level, and this is normal due to the individual differences between people in the traits they possess. It is also consistent with what Bandura said, as he indicated that self-confidence is reflected in what individuals do in their lives and studies, which enhances their resilience in the face of problems and obstacles. The more an individual's self-confidence increases, this leads to an increase in their determination to overcome and confront the obstacles they face.

Individuals with strong self-confidence tend to interact socially with others and exert greater effort in completing tasks and achieving goals. They also possess determination, confidence, and high competence when faced with obstacles and challenges, enabling them to achieve success and progress. The researcher suggests that university students exhibit strong self-confidence because they are competent in achieving their goals and successfully accomplish them, which in turn boosts their confidence in their abilities to handle various life tasks.

Individuals' perception of their own self-confidence in accomplishing tasks has a significant impact on eliminating hesitation and inability to perform those tasks. This is also due to the nature of cognitive and social factors, socialization, increased culture and ability to bear responsibility, and individuals' self-confidence [9]

Second objective: Statistically significant differences in self-confidence according to the variables of gender and specialization.

In order to verify the statistically significant differences in self-conviction according to the variables of gender and specialization, the researcher used two-way analysis of variance (ANOVA).

For samples of unequal size and to identify differences in self-conviction according to the variables of gender and specialization, and the table (7) illustrates this.

Table (7): Two-way ANOVA values Self-confidence among university students according to the variables of gender and specialization.

Level of significance	valuecalculated f	Average of squares	Degree of freedom	Sum of squares	Source of variation
0.05	0.041	1,163	1	1,163	Specialization
	0.852	41,573	1	41,573	Sex
	2,364	94,901	1	94,901	The interaction between specialization and gender
		42,577	396	2735.743	The mistake
		-	400	143985	The total

When comparing the F values in the table above with the tabulated value of (3.86) The following is evident:

1. Differences according to the gender variable: The F-value for the gender variable was ((0.032) which is less than the tabulated F value (3.86), which indicates that there are no statistically significant differences according to the gender variable. This means that males and females are similar and do not differ in their level of possessing the concept of self-conviction, as they are in the same scientific university environment.
2. The F-value for the specialization variable was ((0.846) which is less than the tabulated F value (3.86). This result indicates that there are no statistically significant differences in self-satisfaction according to the specialization variable (scientific - humanities). There is no difference between those with scientific specializations and those with humanities specializations in their level of satisfaction and their possession of the concept of psychological satisfaction. This indicates that specialization does not directly affect students' self-satisfaction.
3. The F-value of the interaction between gender and specialization also reached (**3,183**This is less than the tabulated F value of (3.86) This indicates that there are no statistically significant differences in the interaction between gender and specialization. This interaction between gender and specialization indicates that there is no substantial interaction affecting the scientific specialization, given that males in the humanities specialization are no different from males in the scientific specialization, and also that females in the humanities specialization are no different from females in the scientific specialization in terms of the concept of self-conviction.

Conclusions:

In light of the findings reached by the researcher in her research, she concludes the following:

- University students have self-confidence in their academic and social journey, which is consistent with the theory adopted in this research.
- University students were not affected in their concept of self-satisfaction according to the gender variable (male-female), which indicates that males have the same level of self-satisfaction as their female peers.
- Likewise, university students did not reach a level of self-confidence according to the variable of specialization, whether (scientific - humanities).

Recommendations:

Based on the findings and conclusions reached, the researcher recommends the following:

- The Ministry of Higher Education and Scientific Research must make decisions regarding the preparation of developmental and guidance programs to spread the concept of self-confidence in general.
- Working to enlighten university students and convince them of their own self-conviction is evidence of their intrinsic abilities in the learning process.
- Working to develop and enhance the concept of self-confidence, which strengthens their self-confidence and creates positive beliefs in themselves that they are always capable of achieving the best when performing any work or academic task, whether in university studies or in our social lives.

Suggestions:

To further the research, the researcher suggests the following research to researchers and graduate students:

- Studying the concept of the relationship between self-confidence and other variables such as (creative thinking, spiritual intelligence, mindfulness, personality traits, self-management).
- Work on completing research similar to the current research title (self-conviction) and on other samples such as graduate students or preparatory stage students.
- Conducting a study to uncover the concept of self-confidence among students of engineering and fine arts colleges.

Academia Open

References

1. A. Kazim and A. Yasser, Learning Methods Among Students of the General Secretariat of the Association of Arab Universities, Amman, Jordan: Educational Studies, no. 33, 1998.
2. S. Kanaan, The Relationship Between Self-Concept and Academic Achievement Motivation Among Yarmouk University Students, M.S. thesis, Yarmouk University, Irbid, Jordan, 2003.
3. A. Bandura, Social Foundations of Thought and Action, Englewood Cliffs, NJ, USA: Prentice Hall, 1986.
4. S. Paris and P. Winograd, How Metacognition Can Promote Academic Learning and Instruction, Hillsdale, NJ, USA: Lawrence Erlbaum Associates, 1990.
5. S. J. Radwan, "Self-Efficacy Expectations: Theoretical Construction and Measurement," Journal of Social Affairs, Sharjah, UAE, 1977.
6. B. A. J. Al-Akaishi, Adjustment in the University Environment and Its Relationship to Future Anxiety, Ph.D. dissertation, Al-Mustansiriya University, Baghdad, Iraq, 2003.
7. M. Dimas, How to Awaken Your Energy, Beirut, Lebanon: Dar Ibn Hazm, 2002.
8. M. A. Lazim, M. T. Abu Osman, and W. Salihin, "Statistical Evidence in Describing Students' Beliefs About Mathematics," International Journal for Mathematics Teaching and Learning, Oct. 2004.
9. A. Bandura and N. Adams, Social Learning Theory, Englewood Cliffs, NJ, USA: Prentice Hall, 1977.
10. A. Y. Al-Zaq, "Perceived Academic Self-Efficacy Among University Students," Journal of Educational and Psychological Sciences, vol. 10, no. 2, 2009.
11. F. Pajares, "Current Directions in Self-Efficacy Research," 1997.
12. M. Al-Jizani, Self-Concept and Social Maturity, Amman, Jordan: Dar Safaa, 2012.
13. M. Csikszentmihalyi and K. Rathunde, "The Psychology of Wisdom," in Wisdom: Its Nature, Origins, and Development, Cambridge, UK: Cambridge University Press, 1990.
14. T. Taylor et al., "Development and Validation of the State Contentment Measure," Personality and Individual Differences, 2017.
15. D. Al-Ramadan, Self-Acceptance and Emotional Development, M.S. thesis, Damascus University, Syria, 2013.
16. A. Hassounah, Developmental Psychology, Beirut, Lebanon: Dar Al-Almyah, 2004.
17. M. Nadwi, Psychological Tranquility, Amman, Jordan: Dar Al-Hikma, 2023.
18. J. Al-Khadri, Psychological Security Among Workers, M.S. thesis, Islamic University of Gaza, 2003.
19. A. R. Al-Issawi, A Concise Guide to General Psychology, Alexandria, Egypt: University Knowledge House, 2002.
20. F. Bashmakh, Psychological Security and Loneliness, Umm Al-Qura University, Saudi Arabia, 2001.
21. A. Maslow, The Further Reaches of Human Nature, New York, NY, USA: Viking Press, 1972.
22. A. M. Isen, "Success, Failure, Attention, and Reaction to Others," Journal of Personality and Social Psychology, 1970.
23. R. L. Ebel, Essentials of Educational Measurement, Englewood Cliffs, NJ, USA: Prentice Hall, 1972.
24. M. A. M. Egyptian, Effect of Item Direction on Personality Scales, Ph.D. dissertation, University of Baghdad, 1999.
25. J. Guilford, Personality, New York, NY, USA: McGraw-Hill, 1954.
26. M. C. Smith, "Item Validity and Test Validity," Psychometrika, vol. 39, 1966.
27. A. Return, Measurement and Evaluation in Teaching, Amman, Jordan: Dar Al-Amal, 1998.
28. J. Stanley and K. Hopkins, Educational and Psychological Measurement, Englewood Cliffs, NJ, USA: Prentice Hall, 1972.
29. A. Mikhail, Personal Intelligence Tests, Damascus, Syria: Damascus University Press, 1997.
30. S. Al-Din Allam, Educational and Psychological Measurement, Cairo, Egypt: Arab Thought House, 2000.
31. A. R. M. Issawi, Measurement and Experimentation in Psychology and Education, Alexandria, Egypt: University Knowledge House, 1985.