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**“The Role of Self-Esteem and Self-Confidence in
Enhancing Students’ Performance in English
Language Learning”**

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بسم الله الرحمن الرحيم

(وَأَن لِّيَّ سَ لِّلْأَنسَانِ إِلَّآ مَا سَعَى وَأَنَّ سَعْيَهُ
سَوْفَ يَرَى ثُمَّ يَجْزَاهُ

الجزاء أَوْفَى)

سورة النجم

Dedication

I dedicate this research paper to my parents, whose unwavering support and love have been my guiding light throughout this academic journey. Their belief in me has been the driving force behind my success, and for that, I am forever grateful

To my wonderful husband: I dedicate this research; he has been my biggest supporter in everything. Thank you so much for your confidence in my success and for pushing me to do better .

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Table of Contents

Subject	Page
Dedication	I
Acknowledgments	II
Table of Contents	III
Abstract	V
Chapter One: Preliminary Remarks	1
1.1 Introduction	2
1.2 Research Problem	2
1.3 Aims of the Study	3
1.4 Questions of study	4
1.5 Importance of the Study	4
1.6 Scope and Limitations	4
Chapter Two: Theoretical Background and Previous Studies	6
2.0 Introduction note	7
2.1 Theoretical Background	8
2.1.1 Self-Esteem	8
2.1.2 Self-Confidence	9
2.1.3 The Link to English Language Performance	9
2.2 Previous Studies	10
Chapter Three: Methodology& Procedunes	12
3.1 Introductory Note	13
3.1.1 Population and Sample	13
3.2 Instruments	14
3.2.1 Construction of the Questionnaire	14

3.3 Face Validity	15
3.3.1 Pilot Administration	15
3.3.2 Reliability	15
3.3.3 Statistical Means	15
3.3.4 Scoring Scheme	16
Chapter Four:	18
4.0 Introductory Note	19
4.1 Aims of the Study	19
Chapter Five	22
5.1 Conclusion	23
5.2 Recommendations	23
5.3 Suggestions for Further Studies	24
References	26

Abstract

The study “The Role of Self-Esteem and Self-Confidence in Enhancing Students’ Performance in English Language Learning” explores the critical influence of self-esteem and self-confidence on students’ ability to acquire and use the English language effectively. It posits that higher levels of self-esteem empower students to engage more actively in learning activities, embrace challenges, and persevere through difficulties, while self-confidence facilitates risk-taking in speaking and writing, thereby promoting greater participation and practice. The research highlights the intricate relationship between these psychological factors and academic performance, suggesting that fostering a supportive learning environment that nurtures self-esteem and selfconfidence can significantly enhance students’ motivation and outcomes in English language learning. By emphasizing the importance of emotional support and positive reinforcement, the findings advocate for instructional strategies that prioritize the development of students’ self-belief alongside language acquisition skills .

Chapter One

Preliminary Remarks

1.1 Introduction

The role of teachers in influencing students' academic success is tremendously important. Educators not only share knowledge but also play a key role in shaping students' attitudes toward learning. In English language classrooms, a teacher's emotional influence can significantly impact student performance.

Self-esteem and self-confidence are pivotal components of the learning experience. When students feel positive emotions such as enthusiasm, curiosity, and selfassurance, they are more likely to engage in their learning and achieve better academic outcomes. On the contrary, negative emotions related to low self-esteem, such as anxiety, boredom, and frustration, can hinder their ability to learn and negatively affect their performance (Smith, 2021:45).

Teachers have the power to shape the self-esteem and self-confidence of their students within the classroom environment. The nature of their interactions, the tone they use, the feedback they provide, and the support they offer all play a critical role in establishing the emotional climate. An educator who shows empathy, encouragement, and understanding can create a positive atmosphere that fosters selfworth and motivates students to excel in their English language studies (Johnson, 2020:76).

1.2 Research Problem

The research problem surrounding “The Role of Self-Esteem and Self-Confidence in Enhancing Students’ Performance in English Language Learning” focuses on understanding how these psychological factors influence language acquisition and proficiency among students. While studies have established that self-esteem and self-confidence are essential for successful learning outcomes, there remains a gap in exploring the specific mechanisms by which they affect English language performance. Researchers seek to investigate how students’ beliefs in their abilities impact their motivation to learn, participation in class activities, and willingness to practice speaking and writing in English. Furthermore, this research problem also aims to identify the interplay between self-esteem, self-confidence, and external factors such as teacher support, classroom dynamics, and peer influences. By conducting this research, educators can gain insights into developing effective strategies that foster a positive learning environment, ultimately improving student engagement and performance in English.

1.3 Aims of study

This study aims at exploring the relationship between self-esteem, self-confidence and the overall Performance of students in English language learning

- Evaluate the self-esteem and self-confidence levels of students specifically in the context of learning English.

1.4 Questions of study

- What levels of self-esteem and self-confidence do students exhibit in relation to learning English?
- How do self-esteem and self-confidence impact students' English language performance across various skills?
- Which English language skills (e.g., speaking, writing) are most affected by students' self-confidence?

1.5 Importance of the Study

The study of self-esteem and self-confidence plays a crucial role in enhancing students' performance in English language learning. Self-esteem refers to an individual's overall sense of self-worth or personal value, while self-confidence is the belief in one's abilities and capabilities. Both aspects significantly influence a learner's engagement with the English language, affecting motivation, participation, and ultimately, academic success. Recent studies demonstrate that students with high self-esteem are more likely to take risks and actively participate in classroom discussions, which is vital in language learning.

1.6 Limits of the study

- Scope: The study will focus on students of fourth stage of English department at University of Maysan learning English as a second or foreign language. It will assess their self-esteem and self-confidence levels and analyze how these factors correlate with their performance in English.

Chapter Two

Theoretical Background and Previous Studies

2.0 Introduction Note

This chapter consists of two sections the first section is about self-esteem, self-confidence, the link to English language performance and second section which is the previous studies.

2.1.1 Self-Esteem

self-esteem refers to an individual's general perception of their worth or value. It plays a crucial role in how individuals approach challenges and learning experiences. In the context of language learning, individuals with higher self-esteem tend to engage more positively in learning tasks, show resilience in the face of difficulties, and have a stronger sense of self-worth that supports perseverance and improvement in language skills(Rosenberg,1965)

This foundational work by Rosenberg discusses the concept of self-esteem and its broad effects on individuals' social behaviors and academic performance, including language acquisition.

2.1.2 Self-Confidence

Self-confidence plays a crucial role in the success of language learning. It primarily affects learners' willingness to engage in communication, take risks, and continue improving despite challenges. When learners possess self-confidence, they feel more comfortable participating in conversations, asking questions, and expressing their ideas. This attitude significantly impacts their ability to grasp new languages and enhances their overall learning experience. Self-confidence, in contrast, refers to the belief in one's specific abilities to succeed in particular tasks. When it comes to language learning, self-confidence is critical for engaging in real-world language use, particularly in speaking. Students with high self-confidence are more likely to speak up in English classes, engage in conversations, and attempt to express complex ideas in the target language(Bandura,1997).

Albert Bandura's theory of self-efficacy is central here, suggesting that belief in one's capabilities (self-confidence) directly influences performance outcomes. In language learning, this means that students who believe in their ability to learn English will likely perform better in real language use.

2.1.3 The Link to English Language Performance

Research shows that both self-esteem and self-confidence are linked to improved language learning outcomes. Learners who are confident in their abilities are more likely to take part in language tasks without fear of making mistakes, which is crucial in learning a new language. Self-esteem supports a positive mindset, which helps in sustaining motivation and dealing with the emotional challenges that come with learning a foreign language(MacIntyre,1991).

This study links self-confidence with language anxiety, showing that lower anxiety levels, supported by higher self-confidence, lead to better language performance, especially in speaking.

2.2 Previous Studies

Various studies have explored the relationship between self-esteem, selfconfidence, and language performance. These previous studies have demonstrated the impact of self-esteem, self-confidence, self-efficacy, and self-regulation on language performance. They highlight the importance of these psychological factors in promoting language learning and proficiency among individuals of different age groups. By understanding and fostering positive self-perceptions and self-regulatory strategies, educators and learners can enhance language performance and achieve greater success in language acquisition. Some key findings include:

One study conducted by Pierce and Cheasty (2004) aimed to investigate the impact of self-esteem on language performance among elementary school students. The researchers found that students with higher self-esteem demonstrated better language skills compared to those with lower self-esteem. This suggests that selfesteem plays a significant role in language performance, as individuals who feel confident in themselves are more likely to excel in their language abilities.

Another study by Olszewski-Kubilius and Lee (2004) focused on the relationship between self-confidence and language learning among adult learners. The researchers observed that individuals who had higher levels of self-confidence in their language abilities exhibited greater proficiency in language acquisition. This indicates that self-confidence can act as a motivational factor that enhances language performance among adult learners.

In a study by Schunk and Pajares (2009), the researchers explored the role of self-efficacy in language learning. Self-efficacy refers to an individual's belief in their own ability to accomplish a task or achieve a goal. The study found that students with high self-efficacy in language learning were more likely to engage in effective language learning strategies and exhibit better language performance. This highlights the importance of self-efficacy in promoting language development and proficiency.

Chapter Three

Methodology& Procedunes

3.1 Introductory Note

This chapter has a main purpose which is to survey the procedures that are carried out to achieve the aims of this study as follows:

1. The population and the selection of the required sample.
2. The instrument of this study, a questionnaire that has been constructed to be the main instrument used.
3. The validity and reliability of the checklist and the questionnaire.
4. The statistical means used for analyzing the collected data.

3.1.1 Population and Sample

The sample of this study includes (50) Iraqi EFL students of the English language in university of Misan/ department of basic education college from 2025 of academic year. The total number of the College students population is (270) distributed among male and female EFL teachers who constitute the subject of the research problem, and to which the researcher seeks to generalize the results of the study.

3.2 Instruments

In order to achieve the aims of the study, a questionnaire has been constructed to be the main instrument used.

3.2.1 Construction of the Questionnaire

The questionnaire is a research instrument which consists of a series of questions and other prompts for the purpose of gathering information from respondents (McColly, 1970:156). In order to find out teachers' perceptions toward cultural awareness as a contributing factor in learning English in Misan, the questionnaire has been constructed drawing on the following sources: Related literature: They are books, journals, and articles related to the problem of the research.

Scale type that is used by the researcher is adapted from Likert Scale. Likert Scale is the number of positive and negative questions about an attitude object (Margono, 2004: 176). Each question contains three available options: (1) Strongly Agree (SA), (2) Agree (A), (3) Disagree (D). The questionnaire contains (15) items related to the students perception "The Role of Self-Esteem and Self-Confidence in Enhancing Students' Performance in English Language Learning" data in learning English, which was given to the students to answer the questions, the students could spend 5 up to 10 minutes, in order to minimize the time for each students to answer it. The totals of teachers that were sampled in this research are 50 students

The questionnaire was given to every student to get the best information. Then, the researcher gathers the student from the sample to treat the results obtained in this study...

The analysis data was based on the percentage of the respondents' responses and the formula used was adapted from Sugiyono (Sugiyono, 2005:375):

3.3 Face Validity

Face validity is the extent to which a test seems to measure the knowledge or abilities it claims to examine. This is dependent upon an observer's subjective assessment (Binns, 2018:56).

3.3.1 Pilot Administration

After ensuring the validity of the questionnaire, a pilot version is administered to a sample of (50) EFL students who are taken from University of Misan/ Department of Basic Education College and Education College from 2025 of academic year fourth stage. Regarding the time allotted for answering the items, it has been found that EFL students need (10) minutes to respond to the questionnaire items.

3.3.2 Reliability

The reliability of a test is a critical characteristic of a good test. It is said that a test is trustworthy if the degree of accuracy of the exam is stable and consistent each Time it is administered under the same conditions to the same sample of pupils. (Alderson, 1995:76)

3.3.3 Statistical Means

The Statistical Tools:

The following statistical means have been used to answer the items of this study:

1-Percentage

2-Pearson Correlation Coefficient

$R = \frac{\sum XY}{(\sum X)(\sum Y)}$

$[N \sum XO (\sum X)^*] [N \sum Y'' - (\sum Y)$

3.3.4 Scoring Scheme

Scoring Scheme is contributing factor in learning English. Scale type that used by the researcher is the adapted from Likert Scale. Likert Scale is the number of positive and negative questions about an attitude object (Margono, 2004:176).

Each question contains of five available options: (1) Strongly Agree (SA), (2) Agree (A), (3) Disagree (D), 4.DS Disagree

Questionnaires about The Role of Self-Esteem and Self-Confidence in enhancing students performance in English language learning

No.	Items	SA	A	N	D	SD
1.	How do self-esteem and self-confidence individually influence students' motivation to learn English?	20	10	5	10	5
2.	What strategies can educators implement to boost students' self-esteem in the English language classroom?.	25	5	10	5	5
3.	In what ways does low self-esteem affect students' willingness to participate in English language activities?	15	20	5	5	5
4.	How can self-confidence enhance a student's ability to engage in speaking and writing exercises in English?	15	10	15	5	5
5.	What role do peer interactions play in shaping selfesteem among English language learners?	20	10	10	5	5
6.	Can self-esteem levels predict a student's success in mastering English language skills? If so, how?	19	20	1	5	5
7.	How do cultural factors influence the relationship between self-esteem and English language performance?.	26	4	10	5	5
8.	What are the observable effects of high self-esteem on students' performance during English language assessments or tests?.	10	10	10	10	10
9.	How can positive reinforcement contribute to building self-confidence in English language learners?.	20	5	5	10	10

10.	What impact does fear of failure have on a student's self-esteem and overall performance in learning English?	30	5	5	5	5
11.	How do teachers' perceptions of students' capabilities affect their self-esteem and subsequent performance in English learning?	10	20	10	5	5
12.	Can self-esteem be improved through specific language learning activities? If so, which ones are most effective?	15	15	5	5	15
13.	The teacher's influence has helped me improve my English language skills.	20	10	10	5	5
14.	. In what ways do parents and guardians influence their children's self-esteem regarding language learning?	30	5	5	5	5
15.	How can educational institutions assess and address self-esteem and self-confidence as factors in students' English language learning outcomes?	5	10	15	5	15

SA: Strongly Agree

A: Agree

N: Neutral D: Disagree

SD: Strongly Disagree

Chapter Four

4.0 Introductory Note

This chapter includes the tabulation and analysis of the collected data and a discussion of the results obtained from applying the questionnaire. It contained a detailed description and presentation of the results “The Role of Self-Esteem and Self-Confidence in Enhancing Students’ Performance in English Language Learning” according to the aim of the study

- Investigating the Relationship Between Self-Esteem and Academic Performance: This aim focuses on examining how levels of self-esteem affect students’ achievements and motivation in English language learning, exploring whether higher self-esteem correlates with improved performance.

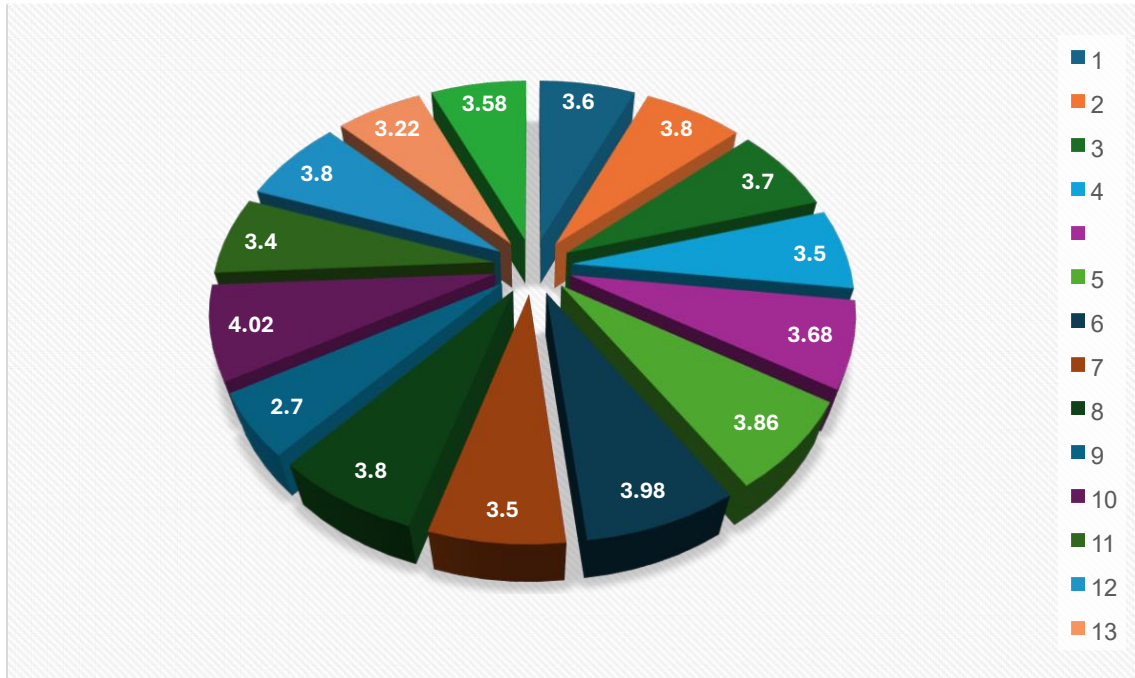
- **Analyzing the Impact of Self-Confidence on Language Skills Development:**
This aim seeks to assess how self-confidence contributes to the acquisition of speaking, writing, reading, and listening skills in English, determining if self-assured students are more likely to engage actively and take risks in their language learning process.

Table (2) below shows us the results obtained after showing the questionnaire to the sample of the study, which consists of 50 students. The result The effect of using artificial intelligence “The Role of Self-Esteem and Self-Confidence in Enhancing Students’ Performance in English Language Learning” since each item has a weighted mean, which is more than the theoretical score, which is (2).

Table (2) The Results of Study

No	Items	Weight Average	Weight Percentage
1.	How do self-esteem and self-confidence individually influence students' motivation to learn English?	3.6	72%
2.	What strategies can educators implement to boost students' self-esteem in the English language classroom?.	3.8	76%
3.	In what ways does low self-esteem affect students’ willingness to participate in English language activities?	3.7	74%
4.	How can self-confidence enhance a student's ability to engage in speaking and writing exercises in English?	3.5	70%
5.	What role do peer interactions play in shaping self-esteem among English language learners?	3.68	73.6%
6.	Can self-esteem levels predict a student's success in mastering English language skills? If so, how?	3.86	77.2%

7.	How do cultural factors influence the relationship between self-esteem and English language performance?.	3.98	79.6%
8.	What are the observable effects of high self-esteem on students' performance during English language assessments or tests?.	3.5	70%
9.	How can positive reinforcement contribute to building self-confidence in English language learners?.	3.8	76%
10.	What impact does fear of failure have on a student's self-esteem and overall performance in learning English?	2.7	54%
11.	How do teachers' perceptions of students' capabilities affect their self-esteem and subsequent performance in English learning?	4.02	8.4%
12.	Can self-esteem be improved through specific language learning activities? If so, which ones are most effective?	3.4	68%
13.	The teacher's influence has helped me improve my English language skills.	3.8	76%
14.	. In what ways do parents and guardians influence their children's self-esteem regarding language learning?	3.22	644.%
15.	How can educational institutions assess and address self-esteem and self-confidence as factors in students' English language learning outcomes?	3.58	71.6%



Figur (1) which is about (The Role of Self-Esteem and Self-Confidence in enhancing students performance in English language learning

Chapter Five

5.1 Conclusion

In conclusion, self-esteem and self-confidence play pivotal roles in enhancing students' performance in English language learning. Research suggests that students with high self-esteem are more motivated to engage in language tasks, leading to greater academic achievement and a more positive attitude towards learning. When learners feel valued and believe in their capabilities, they are more likely to participate actively in classroom discussions and take risks, which are essential for developing proficiency in speaking, writing, reading, and listening. Likewise, selfconfidence acts as a catalyst for effective language acquisition, as students who trust their abilities tend to practice more and face challenges with resilience. This proactive approach not only strengthens their language skills but also cultivates a deeper engagement with the learning process. Moreover, creating an educational environment that fosters self-esteem and self-confidence can have transformative effects on students' beliefs about their potential, ultimately leading to improved language outcomes. Therefore, educators should prioritize activities that build these psychological attributes, ensuring that students are empowered to excel in their English language learning journey. By doing so, they contribute significantly to students' overall academic success and personal growth.

5.2 Recommendations

Here are several recommendations regarding the role of self-esteem and selfconfidence in enhancing students' performance in English language learning:

1. **Create a Positive Classroom Environment:** Educators should foster an inclusive and supportive classroom atmosphere where students feel safe to express

themselves without fear of judgment. This can enhance self-esteem and encourage participation.

2. **Implement Confidence-Building Activities:** Incorporate group activities, presentations, and peer feedback sessions that promote collaboration and self-expression. These activities can help students build confidence in their language abilities through practice and support from their peers.

3. **Set Achievable Goals:** Teachers should guide students in setting realistic and attainable language learning goals. Achieving these goals can boost self-esteem and motivate students to strive for higher levels of proficiency.

4. **Provide Constructive Feedback:** Focus on positive reinforcement and constructive feedback that highlight students' strengths while gently addressing areas for improvement. This approach can help maintain motivation and enhance selfconfidence.

5. **Model Self-Esteem and Confidence:** Educators should exemplify self-esteem and confidence in their teaching practices. By sharing their own experiences of overcoming challenges, teachers can inspire students to develop a positive selfimage and resilience in their language learning journey.

5.3 Suggestions for further studies

Here are some suggestions for further studies on the role of self-esteem and selfconfidence in enhancing students' performance in English language learning:

1. The Effect of self-esteem on students performance in writing skill.

2. The Effectiveness of self-confidence on students performance in speaking skill.

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