In my study, I examined the connection between children’s self-confidence and their level of motivation. The research tool consisted of a two-part questionnaire: Part 1 included 42 items that assess the young participant’s degree of self-confidence; Part 2 included 24 items that address their level of academic motivation. Both the research group and the control group filled out this questionnaire. Afterwards, the research group participated in an intervention that I led. One month after the intervention, both the research and control groups were asked to fill out the questionnaire again. The participants scored the various questionnaire statements on a scale of 1 to 4, with 1 indicating disagreement and 4 indicating strong agreement with the statement.

**Research variables:**

1 self\_confidence: constructed as the mean of the 42 statements in Part 1 of the questionnaire (some statements were inverted). This variable was scored on a 1–4 scale, with 1 denoting the lowest level of self-confidence and 4 the highest (0.95=α).

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .954 | 42 |

2 motivation: This variable reflects the participants’ level of motivation on a 1–4 scale, with 1 denoting weak motivation and 4 the strongest motivation.

The motivation variable is the mean of the 24 statements in Part 2 of the questionnaire .(0.82=α)

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .823 | 24 |

3 self\_confidence\_post: This variable is the level of self-confidence after the intervention. It is scored on a 1–4 scale, with 1 denoting the highest level of self-confidence. This variable is the mean of the 42 statements in Part 1 of the questionnaire, which was administered for the second time after the intervention (0.98=α).

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .980 | 42 |

4 motivation\_post: This variable describes the participants’ level of motivation after the intervention program. It is calculated as the mean of the 24 statements in Part 2 of the questionnaire, which the participants were given a second time (0.911=α).

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .911 | 24 |

**Research hypotheses:**

A positive association will be found between the self-confidence variable and the motivation variable. The regression model will also be presented.

Afterwards, I examined the association between self-confidence and motivation after the intervention, as the hypothesis was that the levels of self-confidence and motivation will show differences after the intervention.

**Research method:**

Database and sample: 84 participants were included in this study.

**Table 1: Means and Standard Deviations of the Research Variables**

|  |  |  |
| --- | --- | --- |
| Variable | Avg. | S.D. |
| Self-confidence | 3.21 | 0.52 |
| Motivation | 2.80 | 0.39 |

Table 1 shows that participants’ level of self-confidence was high relative to their level of motivation.

**Testing the hypotheses:**

To test the research hypothesis, I conducted a Pearson correlation test to see whether there was a connection between the two quantitative variables.

**Table 2: Pearson Matrix of the Two Research Variables**

|  |  |  |
| --- | --- | --- |
| Variable | Self-confidence | Motivation |
| Self-confidence | —— |  |
| Motivation | 0.71\*\* | —— |

\*\* p<0.001

Table 2 shows that a strong, positive correlation exists between the participants’ self-confidence and their level of motivation for studies.

**Regression estimation:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Model Summary** | | | | |
| Model | R | R Square | Adjusted R Square | Std. error of the estimate |
| 1 | .708a | .502 | .496 | .36641 |
| a. Predictor: motivation (constant) | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ANOVAa** | | | | | | |
| Model | | Sum of squares | Df | Mean square | F | Sig. |
| 1 | Regression | 11.093 | 1 | 11.093 | 82.623 | .000b |
| Residual | 11.009 | 82 | .134 |  |  |
| Total | 22.102 | 83 |  |  |  |
| a. Dependent variable: self\_confidence | | | | | | |
| b. Predictor (constant): motivation | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Coefficientsa** | | | | | | |
| Model | | Unstandardized coefficients | | Standardized coefficients | t | Sig. |
| B | Std. error | Beta |
| 1 | (Constant) | .572 | .292 |  | 1.956 | .054 |
| motivation | .941 | .104 | .708 | 9.090 | .000 |
| a. Dependent variable: self\_confidence | | | | | | |

According to the regression findings, the model is significant and the explained variance is 0.5.

**Hypothesis 2:**

The relation between level of self-confidence and level of motivation persisted after the intervention. It was examined by means of a Pearson correlation test that examined whether there was a connection between the two quantitative variables.

**Table 3: Pearson Matrix for Examination of the Relation between Self-Confidence and Motivation after Intervention**

|  |  |  |
| --- | --- | --- |
| Variable | Self-confidence | Motivation |
| Self-confidence post | —— |  |
| Motivation post | 0.89\*\* | —— |

\*\* p<0.001

The findings in Table 3 show that the correlation between self-confidence and level of motivation persisted after the intervention. It may also be seen, however, that the strength of the correlation increased (r=.89; p=.000), i.e., the higher the level of self-confidence, the greater the child’s motivation. Therefore, Hypothesis 2 is corroborated.

**Hypothesis 3:**

In Hypothesis 3, the pre-intervention level of self-confidence is compared with that following intervention and a difference in level of self-confidence was found between the research group and the control group. To examine this, I used a t test to examine the difference between the two independent samples.

**Table 4: Means, Standard Deviations, and Differences between Research Group and Control Group in Self-Confidence and Motivation before and after Intervention**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Intervention group (N=20)** | | **Control group  (N=20)** | | **Diff.** |
| Variable | M | SD | M | SD | t |
| self\_confidence | 3.02 | .66 | 3.37 | .49 | 1.837 |
| Motivation | 2.66 | .48 | 2.79 | .32 | .979 |
| self\_confidence post | 3.75 | .29 | 2.48 | .72 | -7.322\*\* |
| motivation post | 3.48 | .26 | 2.53 | .53 | -7.154\*\* |

\*\*p<.001

The findings in Table 4 show that no difference exists between the control group and the research group in levels of self-confidence and motivation. There is no difference between the groups’ standard deviations because both groups come from the same background and the same population. It may be seen significantly and clearly, however, that differences exist in levels of motivation and self-confidence among participants after the intervention: the research group displayed stronger self-confidence than the control group (t=-7.154; p=.000). Namely, Hypothesis 3 is also corroborated.

**Hypothesis 4:**

In Hypothesis 4, I related only to the research group and tested for differences between self-confidence and motivation levels before and after the intervention. To do this, I used a t-test to examine the differences between the two dependent samples.

**Table 5: Means and Standard Deviations, Research Group, Pre- and Post-Intervention**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Pre-intervention  (N=20)** | | **Post-intervention (N=20)** | | **Diff.** |
| Variable | M | SD | M | SD | t |
| self\_confidence | 3.02 | .66 | 3.75 | .29 | -4.905\*\* |
| motivation | 2.67 | .48 | 3.48 | .26 | -7.211\*\* |

\*\*p<.001

According to the findings in Table 5, the intervention program is indeed effective, inducing a perceptible improvement in self-confidence among members of the research group (t=-4.905; p=.000). Namely, the members of the research group showed higher levels of self-confidence and motivation after the intervention (t=-7.211; p=.000). Therefore, Hypothesis 4 is also corroborated.