In my study, I examined the relation between children’s self-confidence and their level of motivation by distributing a two-part questionnaire (research tool). Part 1 comprised 42 items that test the self-confidence level of the child sampled; Part 2 included 24 items relating to level of motivation. Afterwards, half of the pupils (the research group) underwent an intervention on my part and a month later the same questionnaire was given to both the research group and about the second half, the control group. The members of the sample scored the various statements on a scale of 1 to 4, 1 denoting disagreement and 4 strong agreement.

**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, 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 level of motivation of those in the sample on a 1–4 scale, 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, 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’ 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 relation will be found between the self-confidence variable and the motivation variable, and the regression model will be presented.

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

**Research method:**

Database and sample: 84 participants were sampled for 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 participants who had strong self-confidence relative to their level of motivation.

**Testing the hypotheses:**

To test the research hypothesis, I conducted a Pearson correlation test to seek 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 close and positive relation does exist between the child’s self-confidence and h/her 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 persists after the intervention. The relation is examined by means of a Pearson correlation test that seeks 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 relation between self-confidence and level of motivation persists. It may also be seen, however, that the strength of the relation rises (r=.89; p=.000), i.e., the higher the level of self-confidence, the more the child’s motivation grows. 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 is found between the research group and the control group. To examine this, I used a t test to seek a 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 pupils after the intervention: the research group displays stronger self-confidence than does 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 seek a difference 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.