



A Study of Self Confidence in Relation to Achievement Motivation of D.ed Students

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ABSTRACT

Self confidence is being certain and trusting about yourself in regard to addressing certain tasks or all tasks. Self confidence is critical to effective performance in the workplace and is the source of assertiveness, which is fully representing yourself to others. One's self confidence can be cultivated by using a variety of approaches, e.g., ongoing success when performing tasks, ongoing support and affirmation from supervisors, successful coaching in the workplace, etc. Achievement outcomes have been regarded as a function of two characteristics, "skill" and "will" and these must be considered separately because possessing the will alone may not ensure success if the skill is lacking. It is true that our behavior is constantly influenced by the self confidence level that we possess. Similarly, achievement motivation motivates students to pursue their unique potential and purpose and activities innermost potential values and aspirations, transforming them from things they think about to what they do. So this study aims to find the levels of self confidence and achievement motivation of student-teachers studying in D.Eds.

KEYWORDS : Self confidence, Achievement motivation, Self - Esteem.

Introduction:

The lower level of self confidence and achievement it's arising problems may lead the student to an inefficient model in the society. They can change the total behavior of the student. A majority of the emotion related problems arises from poor standards, level of creativity and low intelligence levels. Students spend a sizeable portion of their time in the educational institutions, which influence their total personality, especially in the adolescent stage which is a big problem. So understanding the causes for the problems of adolescent students is needed to help them to solve their different problems aroused through the level of self confidence and achievement motivation.

If the educational endeavors are to succeed in deriving optimal benefit from the input, the capabilities of pupils need to grow constantly unhampered through the encounter of the individual with his environment. Adolescent students, who have poor self confidence and achievement motivation levels, cannot fit into normal situations. If one is not able to fit into normal situations. If one is not able to fit into normal situations, he/she cannot achieve at the expected level. The main aim of the course gets spoiled. Thus, they become a problem not only to themselves but to the home, school and community also.

Self confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect.

Achievement motivation focuses attention on behaviors of the persons involving competence. Individuals aspire to attain competence or may strive to avoid incompetence. The desire for success and the desire to avoid failure were identified as critical determinants of aspiration and behavior by a theorist named Lewin. In his achievement motivation theory, McClelland proposed that there are two kinds of achievement motivation, one oriented around avoiding failure and the other around the more positive goal of attaining success.

In everyday life, individuals strive to be competent in their activities. In the past decade, many theorists have utilized a social cognitive achievement goal approach in accounting for individuals striving for competence. An achievement goal is commonly defined as the purpose for engaging in a task, and the specific type of goal taken on creates a framework for how individuals experience their achievement pursuits. Achievement goal theorists commonly identify two distinct ideas toward competence: a performance goal focused on demonstrating ability when compared to others, and a mastery goal focused on the development of competence and task mastery.

So understanding the problems of among the student-teachers is needed to help them to solve their problems. It is under this background an attempt has been made to study the level of self confidence and achievement motivation of student-teachers in relation to certain variables. Therefore, the main thrust of this investigation is to compare self confidence and achievement motivation of the student-teachers (at D. Ed level) studying in Government and private institutions. The influence or impact of self confidence on achievement motivation of the student-teachers was elucidated.

Review of Related Literature:

Nattalie J. Wilkins and **Gabrial P. Kuperminc** (2010) of Georgia State University studied the achievement motivation and perceive academic climate among Latino youth. Elliot and Gregors 2 x 2 model of achievement motivation were used among 143 Latino adolescents to examine how achievement changes overtime and whether perception of academic climate influences eventual academic outcomes. A repeated measure analysis of variance (RM-ANOVA) also revealed that eight graders reported an increase in mastery – approach achievement motivation and task-focused academic climate as they transitioned to high school.

Objectives of the study:

1. To find out whether there is any difference between boys and girls in their level of self confidence and achievement motivation.
2. To find out whether the age of the student-teachers has any influence on their level of self confidence and achievement motivation.

Hypotheses of the study:

1. Boys and girls student-teachers would not differ significantly in their level of self confidence and achievement motivation.
2. There would be no significant influence of age of the student-teachers on their self confidence and achievement motivation.

Methodology:

Method: Normative, Survey method.

Sample: 250 D.Ed Students.

Tools:

1. Self confidence Questionnaire developed by Dr. Basavanna(1975)
2. Achievement motivation Scale (1999) developed by DEO Mohan.

Result and Discussion:

Objective - 1

Influence of **Gender** on Self confidence and Achievement motivation

Does the gender make any difference in the experience of Self confidence and Achievement motivation of the student-teachers? It is expected that the girl student-teachers had high level of self confidence and better level of achievement motivation as compared to the boy student-teachers, because the women have more patience and appropriate adjustment with the situations. Therefore, the sample of student-teachers was classified into two groups based on gender viz., Boys and Girls. The means, SDs and 't' values of the self confidence and Achievement motivation scores of the two groups are presented in table-1.

Table-1

Means and SDs of self confidence and Achievement motivation scores of boys and girls student-teachers and the results of 't' test.

Variable	Male		Female		't' value
	Mean	SD	Mean	SD	
Self confidence	63.47	11.5	63.9	11	0.34 @
Achievement motivation	146.6	22.3	149.6	22	1.04@

@- Not significant

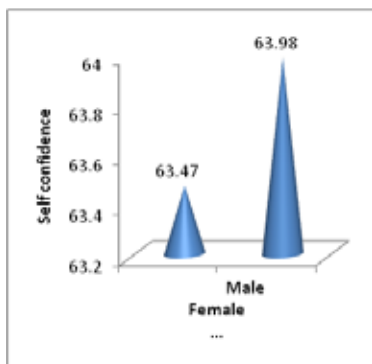
From the table-1, it may be seen that the mean of self confidence of Boys and Girls student-teachers is higher than the mid-point (60). This means that both categories of student-teachers had high self confidence, in general. 't' test was employed to see whether the difference between the two means is significant. The critical ratio (1.042) was not significant even at 0.05 level of probability. This indicates that both boys and girls student-teachers had similar value of self confidence.

Similarly from table-1, it may be seen that the mean achievement motivation scores of the boys and girls student-teachers are above the neutral point (100). This means that both categories of student-teachers had high achievement motivation. 't' test was employed to see whether the difference between the two means is significant. The critical ratio (0.345) was not significant at 0.01 level of probability. This indicates that boys and girls student-teachers had similar value of achievement motivation.

Therefore the hypothesis that "Boys and Girls student-teachers would not differ significantly in their level of self confidence and achievement motivation", was accepted in both the cases of self confidence and achievement motivation. Hence, it is concluded that boys and girls student-teachers had similar level of self confidence and achievement motivation.

Fig-1:-Shows

Mean and self confidence scores of boys and girls student-teachers



Objective -2

Influence of **Age** on Self confidence and Achievement motivation

Does the age of the student-teachers affect their self confidence and achievement motivation? To examine the relationship between these two variables, the student-teachers were classified into two groups as: (i) 18 years and below and (ii) 19 years and above. The means and SDs of the self confidence and achievement motivation scores of different age groups of student-teachers, the results of 't' test are presented in the table-4

Table-2

Means and SDs of self confidence and Achievement motivation scores of the student-teachers classified according to their age and the results of 't' test

Variable	18 years below		19 years above		't' value
	Mean	SD	Mean	SD	
Self confidence	62.88	11.97	64.53	11.32	1.118 @
Achievement motivation	148.17	22.76	148.24	21.69	0.025 @

@- Not Significant 0.01 Level

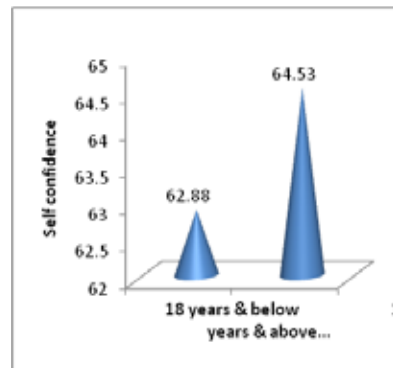
From the table-2, it may be seen that the mean of self confidence of student-teachers according to their age is higher than the mid-point (60). This means that both categories of student-teachers, irrespective of their ages had high self confidence, in general. 't' test was employed to see whether the difference between the two means is significant. The critical ratio (1.118) was not significant even at 0.05 level of probability. This indicates that both the categories of student-teachers i.e.18years and below and 19 years and above age groups, had similar level of self confidence.

Similarly from table-2, it may be seen that the mean achievement motivation scores of the student-teachers whose age is below 18 years and below and 19 years and above are above the neutral point (100). This means that both categories of student-teachers had high achievement motivation. 't' test was employed to see whether the difference between the two means is significant. The critical ratio (0.025) was not significant at 0.01 level of probability. This indicates that both the categories of student-teachers i.e.18years and below and 19 years and above age groups, had similar level of achievement motivation.

Therefore the hypothesis that "There would be no significant impact of age of the student-teachers on their self confidence and achievement motivation", was accepted in both the cases of self confidence and achievement motivation. Hence, it is concluded that the age of student-teachers would not have any significant influence on their self confidence and achievement motivation.

Fig-2:- Shows

Mean and self confidence scores of student-teachers according to their age groups.



Conclusions:

1. Gender of the student-teachers showed a significant influence on their level of achievement motivation. Boys exhibited higher level of achievement motivation compared to the girl student-teachers.
2. Age of the Student Teachers showed a significant on their level of achievement motivation. 19 years and above age students exhibited higher level of achievement motivation compared to the 18 years and below students.

Educational implications

Since, self confidence is a contributing factor of Achievement motivation student-teachers may be trained to enhance their Achievement motivation. So that it builds up high self confidence. By promoting achievement motivation, the self confidence of the individuals can be enhanced.

Teachers should help in reducing the feelings of failure so that the self confidence of the students can be enhanced. So, teachers as well as parents should see that student feel confident about themselves and perform better in their life.

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