



SELF CONFIDENCE AMONG B.ED TRAINEES

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ABSTRACT

An attempt was made in the present investigation **Aim:** Self confidence among B.Ed trainees. **Objective:** To assess the impact of gender and locality on self confidence among B.Ed trainees. **Sample:** Sample of the present study consists of 120 B.Ed trainees in Warangal district of Telangana State. **Tool:** Self confidence inventory developed by Venkat Rao and Soundararajan (2019) was administered. **Conclusion:** Results revealed significant impact of gender and locality with regard to self confidence.

KEYWORDS : Self Confidence, Gender, Locality and B.Ed Trainees

Introduction

The term Self confidence is used to refer to individuals' judgment about themselves. Children with over all high self concepts are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers.

Self confidence refers to an individual's ability to act effectively in a situation to overcome obstacles and problems and to get things to go alright. Self confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults.

Self-confidence is an individual feature, it is the positive assessment of one's own skills and abilities to achieve significant goals and meet one's needs. Self confidence is an attitude which allows individual to have positive yet realistic view of himself and his situations. A high level of self confidence reduces fear.

A person who behaves confidently speaks loud and clears enough. The self-assured individual explicitly formulates and reasons his demands and desires. He accurately expresses his feelings and emotions. The self-confident person is confident in his own abilities, has a general character. Sense of control in his life and he believes that, within reason, he will be able to do what he wants, plans and hopes.

Review of Literature

Studies related on gender and locality with regard to self confidence. Beena Khemchandani (1991) carried out on Self-confidence among B.Ed. Teacher Trainees in relation to their age and medium of instruction. Results indicated that there was significant correlation between self-confidence and age of B.Ed teacher trainees. No significant relation between self-confidence and medium of instruction of B.Ed teacher trainees was found. Abirama Sundari and Kannan (2013) found that there is significant relationship between Self confidence building strategies teaching competency in all the pre and post assessments. The strategies evolved to enhance the teaching competency using Self confidence building strategies are found to be effective. Rajendra Prasad (2014) found that the results revealed that positive teacher training programme develop positive self-confidence among special teacher trainees as a group and vision disabled special teacher trainees. But this programme is not fit and suitable for orthopedic disabled trainees with respect to development of self-confidence. Eisha Verma (2017) studied that the self confidence among students in relation to their gender, locality and stream. The findings of the study revealed that there was significant difference in self confidence of students in relation

to their streams. Also the result indicates that there were no differences in self confidence among students in relation to their gender and locality and also there were no interactional differences of gender and locality on the self-confidence among students.

Objective

1. To assess the impact of gender and locality on self confidence among B.Ed trainees.

Hypotheses

1. There would be no significant impact of gender on self confidence among B.Ed trainees.
2. There would be no significant impact locality on self confidence among B.Ed trainees.

Sample

Sample for the present study consists of 120 B.Ed trainees in Warangal district of Telangana State. The subjects were in the age group of 21-25 years selected and using purposive random sampling method.

Variables Studied

Independent Variables

1. Gender
2. Locality

Dependent Variable

1. Self Confidence

Tool

Assessment of Self Confidence: Self confidence inventory developed by Venkat Rao and Soundararajan (2019) was used. It consists of 50 items. For each item there are five response categories, i.e., '5' Strongly Agree, '4' Agree, '3' Doubtful, '2' Agree and '1' Strongly Disagree. High score indicates high self confidence and low score indicates low self confidence. The minimum and maximum score ranges from 50 to 250. The reliability for the scale was found to be 0.72 using test – retest method.

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and F test were used.

Research Design

As there are two independent variables i.e., gender (male & female) and locality (rural & urban), each is divided in to two categories, a 2×2 factorial design was employed in the present study.

Results and Discussion

Table-I: Means and SDs for scores on self confidence among B.Ed trainees.

Locality		Gender	
		Male	Female
Rural	Mean	165.98	167.05
	SD	23.02	25.64
Urban	Mean	180.57	183.38
	SD	21.69	24.45

Grand Means

Male = (M:174.27) Rural = (M: 166.52)
 Female = (M:175.21) Urban = (M:181.98)

A close observation of table-I shows that the female trainees of urban areas have obtained a high score of 183.38 indicate that they have high self-confidence compared with other groups. Male trainees of rural areas have obtained a low score of 165.98 indicate that they have low self confidence compared with other groups.

In terms of gender, Female (M=175.21) have high self confidence than the than Male (M=174.27). In terms of locality, urban areas B.Ed trainees (M=181.98) have high self confidence than rural areas B.Ed trainees (M= 166.52).

Table-II: Summary of ANOVA for scores on self confidence among B.Ed trainees.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	330.125	1	330.125	2.32@
Locality (B)	1031.209	1	1031.209	7.25**
(A x B)	127.512	1	127.512	1.85@
Within	16500.42	116	142.245	--
Total	17989.266	119	--	--

** - Significant at 0.01 level @ - Not Significant

Hypothesis-1: There would be no significant impact of gender on self confidence among B.Ed trainees.

As shown in table-II reveals that the obtained 'F' value of 2.32 is not significant suggests that gender has no significant impact on self confidence among B.Ed trainees. As the 'F' value is significant, the hypothesis-1, which stated that gender has no significant impact on self confidence among B.Ed trainees, is accepted as warranted by the results.

In the Indian context, most of the women are confident, stable and intelligent compared to men. Men feel inadequate in almost all life situations that they try to compensate, for their feelings of inadequacy by being aggressive and not they can maintain a good relationship with others. The individual depends on success and failure, aspirations and needs satisfaction. Women are socially competent, emotionally mature, intellectually adequate and admissible by nature, in turn they enhance self-confidence and adapt well academically. Therefore, female have greater self-confidence than male.

The results of the present study corroborate with the earlier findings of Eisha Verma (2017) which reported that gender has no significant impact to self confidence.

Hypothesis-2: There would be no significant impact locality on self confidence among B.Ed trainees.

It is evident from the table-II that the obtained 'F' value of 7.25 is significant at 0.01 level indicates that locality has significant impact on self confidence among B.Ed trainees. As the 'F' value is significant, the hypothesis-2, which stated that locality has significant impact on self confidence among B.Ed

trainees, is not accepted as unwarranted by the results. Urban areas B.Ed trainees (M=181.98) have high self confidence than rural areas B.Ed trainees (M= 166.52).

The results of the present investigation showed that teacher trainees in urban areas have high self confidence than the teacher trainees of rural areas. Most of the teacher trainees in urban areas are able to act effectively in a situation to overcome obstacles and to get things to go alright. Moreover, they are more confident about their abilities to accomplish the goals, because of exposure, parental care and school/college environment. In urban areas teacher trainees have better facilities both at school/college and home. Moreover, parents and teachers take more care to build trust with each other by giving them proper guidance. So, only teacher trainees of urban areas have more self confidence than the teacher trainees of rural areas.

Table-II indicates that the 'F' value of 1.85 gender and locality (AXB) not significant. It indicates that there is no significant interaction between gender and locality is causing the effect on self confidence among B.Ed trainees.

Conclusions

- There is no significant impact of gender on self confidence among B.Ed trainees.
- Urban areas B.Ed trainees are high self confidence when compared rural areas B.Ed trainees.

References

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