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RELATIONSHIP BETWEEN SELF-CONFIDENCE AND ACHIEVEMENT MOTIVATION AMONG IX STANDARD STUDENTS IN THIRUVALLUR DISTRICT

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ABSTRACT:

The main aim of this study was to find out the relationship between self-confidence and achievement motivation of IX standard students. Survey method was used for the present study. For this study, a sample of 300 IX standard students was selected through simple random sample technique. The collected data analyzed using t-test, F-ratio and 'r' value. Results found that the level of self-confidence and achievement motivation of IX standard

students is average. Findings also showed that there is a significant difference in self-confidence and achievement motivation of IX standard students in terms of gender, locality of the school and type of management. The study also revealed that there is a significant relationship between self-confidence and achievement motivation of IX standard students.

KEYWORDS: Self-Confidence, Achievement Motivation, IX Standard Students.

INTRODUCTION:

Confidence is learned, it is not inherited. If you lack confidence, it probably means that, as a child, you were criticized, undermined, or suffered an explicable tragic loss, for which you either blamed yourself or were blamed by others. Lack of confidence isn't necessarily permanent but it can be if it isn't addressed. Our religion, the influence of the culture which formed our respective, our gender, social class and our parents, in particular, are all factors which influence and contribute to our level of confidence. Confident people

have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan and expect, no matter what the foreseeable obstacle. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. Today's educational systems and ambitious parents give undue emphasize to the ability of their

child in convergent thinking and academic achievement, neglecting their individual autonomy as a growing person to maturity. They do not really understand and facilitate the identity needs of the adolescents which are the most important base of human being to visualize the future and to generate some original industrious works as their achievements. This study was an attempt to recapitulate the importance of self concept and achievement motivation of adolescents for integral personality development. Since achievement motivation is the mother of inventions and development, this study is trying to explore and establishes the relationship of self concept and achievement motivation. The

study also provides a number of important guidelines for making adolescents optimally motivated for real achievements in their later adult life. It also attempts to provide some theoretical explanations and conceptual clarifications about adolescents, their self-concept, and their achievement motivation.

NEED AND IMPORTANCE OF THE STUDY

In adolescence a child experiences many physical, mental and emotional changes. Therefore, he is always under stress and strains. As he grew, he faces many problems. In such circumstances it is very important to inculcate self-confidence. Self-confidence is an essential factor of personality. With the strength of self-confidence one can solve the difficulties in social, intellectual, educational, individual and economic field etc. Intelligence is significantly and positively related with self-confidence and socio-economic status (Dhall and Thukral, 2009 & Al-Hebaish, 2012). The individual with profound self-confidence can face the conflict fearlessly. Self-confidence is affected by socio-economic status. So the researcher decided to study the topic effect of socioeconomic status on the self-confidence of senior secondary school students.

Need for achievement has been regarded as an individual's personality affective person's behaviour. It is also regarded as a learned motivation. Achievement Motivation is the attitude to achieve rather than the achievements themselves. It can be considered as extended person - intrinsic motivation because its reinforcement is delayed. It arises from an interaction within the person. Achievement motivation is "a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted for example, will power or friendship" As academic achievement is not a function of cognitive variable alone the emphatic stress on the contribution of the psychological variable is imperative. As such this of the psychological variable is of prime importance, what percentage of proportion variance is attributable by them towards the criteria, needs elaboration and quantification.

OBJECTIVES OF THE STUDY

- To assess the level of self-confidence of IX standard students.
- To assess the level of achievement motivation of IX standard students.
- To find out whether there is any significant difference in self-confidence of IX standard students with respect to gender, locality of the school and type of management.
- To find out whether there is any significant difference in achievement motivation of IX standard students with respect to gender, locality of the school and type of management.
- To study whether there is any significant relationship between self-confidence and achievement motivation of IX standard students.

HYPOTHESES

1. There is no significant difference in self-confidence of IX standard students based on gender, locality of the school and type of management.
2. There is no significant difference in achievement motivation of IX standard students based on gender, locality of the school and type of management.
3. There is no significant relationship between self-confidence and achievement motivation of IX standard students.

METHOD & SAMPLE

The normative survey method has been adopted in this study. The simple random sampling technique in the selection was used to collect the data from a sample of 300 IX standard students in Thiruvallur District of Tamil Nadu.

ANALYSIS AND INTERPRETATION DATA**Table 1: Level of Self-Confidence of IX Standard Students**

Self-Confidence	N	Mean	Standard Deviation
	300	122.06	7.31

Table-1 shows that the mean and standard deviation for self-confidence are found to be 122.06 and 7.31 respectively. The mean value is higher than the mid score of 80. Thus the level of self-confidence of IX standard students is average.

Table 2: Level of Achievement Motivation of IX Standard Students

Achievement Motivation	N	Mean	Standard Deviation
	300	133.40	9.35

Table-2 depicts that the mean and standard deviation for achievement motivation are found to be 133.40 and 9.35 respectively. The mean value is higher than the mid score of 80. Thus the level of achievement motivation of IX standard students is average.

Table 3: Mean, SD and t-value of Self-confidence of IX Standard Students based on Gender & Locality

Gender	Sub-samples	N	M	SD	't' value	Level of Significance
Gender	Male	150	122.23	7.74	2.80	Significant at 0.01 level
	Female	150	124.34	5.00		
Locality of the School	Rural	238	122.29	6.58	5.34	Significant at 0.01 level
	Urban	62	127.10	5.08		

From Table-3, the calculated t-values 2.80 and 5.34 are significant at 0.01 level. It is inferred that the gender and locality of the school of IX standard students differ significantly in respect of their self-confidence.

Table 4: Mean, SD and t-value of Achievement Motivation of IX Standard Students based on Gender & Locality

Gender	Sub-samples	N	M	SD	't' value	Level of significance
Gender	Male	150	130.29	8.39	4.04	Significant at 0.01 level
	Female	150	133.47	4.97		
Locality of the School	Rural	100	132.86	7.28	4.43	Significant at 0.01 level
	Urban	200	131.39	6.78		

From Table-4, the calculated t-values 4.04 and 4.43 are significant at 0.01 level. It is inferred that the gender and locality of the school of IX standard students differ significantly in respect of their achievement motivation.

Table 5: ANOVA of Self-confidence and Achievement Motivation of IX Standard Students based on Type of Management

	Source of Variation	Sum of Square	df	Mean Square	F	Level of Significance
Self Confidence	Between Groups	1452.827	2	726.413	18.67	Significant at 0.01 level
	Within Groups	11550.090	297	38.889		
	Total	13002.917	299			
Achievement Motivation	Between Groups	1897.847	2	948.923	22.27	Significant at 0.01 level
	Within Groups	12652.590	297	42.601		
	Total	14550.437	299			

Table-5 reveals that the calculated F-values 18.67 and 22.27 are significant at 0.01 level. It is inferred that the type of management of IX standard students differ significantly in respect of their self-confidence and achievement motivation.

As the F-value is significant, the t-test for significant difference between groups, it is presented Table-5.1 given below.

Table 5.1: Mean, SD and t-value of Self-confidence and Achievement Motivation of IX Standard Students based on Type of Management

Variable	Type of Management	N	Mean	SD	t-value	Level of Significance
Self-confidence	Government	100	126.39	5.207	4.73	Significant at 0.01 level
	Aided	100	121.57	8.738		
	Government	100	126.39	5.207	7.08	Significant at 0.01 level
	Private	100	121.89	3.635		
	Aided	100	121.57	8.738	0.33	Not Significant
	Private	100	121.89	3.635		
Achievement Motivation	Government	100	135.43	4.549	5.25	Significant at 0.01 level
	Aided	100	129.96	9.370		
	Government	100	135.43	4.549	8.20	Significant at 0.01 level
	Private	100	130.24	4.395		
	Aided	100	129.96	9.370	0.27	Not Significant
	Private	100	130.24	4.395		

From Table-5.1, the calculated t-values 4.73 and 7.08 are significant at 0.01 level. It shows that there is a significant difference in self-confidence between government & aided and government & private school students. The calculated t-value 0.33 is not significant at 0.05 level. It indicates that there is no significant difference in self-confidence between aided & private school students.

Table-5.1 also portrays that the calculated t-values 5.25 and 8.20 are significant at 0.01 level. It indicates that there is a significant difference in achievement motivation between government & aided and government & private school students. The calculated t-value 0.27 is not significant at 0.05 level. It shows that there is no significant difference in achievement motivation between aided & private school students.

Table 6: r-value of Self-confidence and Achievement Motivation of IX Standard Students

Self-confidence vs. Achievement Motivation	N	'r' value	Level of Significance
	300	0.737	Significant at 0.01 level

From Table-6, the r-value 0.737 is significant at 0.01 level. Thus there is a significant relationship between self-confidence and achievement motivation of IX standard students.

FINDINGS OF THE STUDY

- The self-confidence of IX standard students is average.
- The achievement motivation of IX standard students is average.
- Gender, Locality of the School and Type of Management of IX standard students are significantly differ in their self-confidence and achievement motivation.
- Self-confidence and Achievement motivation of IX standard students are significantly correlated.

RECOMMENDATIONS AND SUGGESTIONS

Based on the results of the study the following recommendations have been outlined.

1. Academic counsellors should organise guidance programmes such as workshops, symposia, and public lectures periodically for high school students to equipped them with the needed skills to enhance their self-confidence.
2. Counselling centres should be put in placed in all High Schools to help students build their positive self-confidence since positive self-concept has a strong correlation with academic performance.
3. Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic performance in the absence of external rewards.
4. Parents should adopt parenting styles that will enhance motivation and instill high self-esteem in their children in order to help them perform well in school.
5. Curriculum developers should design programmes and courses that will motivate students to think critically and to enhance their self-confidence.
6. Quiz competitions, class presentations and inter school debates should be organised for students in order to enhance their self-confidence.
7. Better scope for training for enhancing achievement motivation -Achievement motivation can also be enhanced by properly planned training programme. Workshop training, refresher courses, in service training courses should be provided for the teachers to help them to equip with necessary skills and competencies to enhance student's achievement motivation.

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