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GRT SELF-CONFIDENCE AND ACADEMIC ACHIEVEMENT OF 10+1 STUDENTS IN RELATION TO GENDER, LOCALE AND TYPE OF SCHOOL

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Abstract:-The present study was undertaken to investigate the effect of gender, locale and type of school on self-confidence and academic achievement of 10+1 students. The sample of the present study consisted of 800 students selected randomly from four districts of Haryana. Self-confidence was measured by Agnihotri's Self-confidence inventory (1987) and academic achievement was determined on the basis of percentage obtained by the students in Xth class annual examination conducted by HBSE, Haryana. The findings indicate that there exists significant difference between the male and female students on academic achievement and self-confidence. No significant difference was observed between rural and urban students on academic achievement and self-confidence. Significant difference exists between students studying in government and private schools on academic achievement and self-confidence indicating that students studying in private schools perform academically better and possess higher level of self-confidence than the students studying in government schools.

Keywords: Self Confidence, Academic Achievement.

1. INTRODUCTION

Education makes a person rational, innovative, constructive, right thinker, intelligent, independent and creator of new values. It is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. The individual is faced with a perennial conflict in all spheres of life. It imparts one with all the power of necessities in making a noticeable mark in any of the field. So, it is crucial time to draw out attention towards the youngsters so that they can develop positive and healthy attitude towards life. Educationists are always interested to study different problems of school going population especially of adolescents. One of the most challenging problems of adolescents faced by educationists today is that of accurate prediction of their academic achievement.

SELF-CONFIDENCE

Self-confidence is the confidence one has in oneself, one's knowledge and one's abilities. It is the one thing that is much more important than any other abilities and traits. Self-confidence integrates the powers of mind and body and focuses them towards the goal. Only such a concentrated energy can reach the goal. Self-confidence is the first step to progress, development, achievement and success. According to Agnihotri (1987), the self is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitude pertaining to his worth. Self-confidence is a positive attitude of oneself towards one's self-concept.

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and of 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. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults.

ACADEMIC ACHIEVEMENT

An achievement is all an obtaining for an exertion or an accomplishment of an effort. Achievement is thus an

attainment, a proficiency gained or an ability required. In the field of education an achievement is the amount of knowledge or skills that a child has learnt in a particular field or subject (Kumar, 2013). It is an exposition of his present level of performance. Academic achievement may be defined as the degree or level of proficiency attained in scholastic and academic work. It is the competence that is really revealed in school subjects in which students have received instructions. It is directly related to pupil's growth and development in educational situations, where learning and teaching are intended to go on.

Academic Achievement is the core of the wider term "Educational Growth" which means growth in all aspects. It means the amount of knowledge gained by the students in different subjects of study. Academic achievement is knowledge attained or skills developed by pupils usually in the school subject measured by test scores or by marks assigned by teachers or by both.

2. REVIEW OF RELATED LITERATURE

Partington (2004) conducted a study on the impact of self-confidence on academic achievement and aspirations of urban minority adolescents and found that high self-confidence was related to high achievement resulting in higher aspirations. Paliwal, Dube and Mathur (2006) studied school environment, school adjustment and self-confidence of high school adolescents of Jaipur City and revealed that majority of boys and girls scored in average category on school adjustment and self-confidence. Usha and Lakshmi (2008) studied influence of parenting style and self-confidence on mental health of secondary school pupils and concluded that parenting style and self-confidence influence the mental health of students. Dhall and Thukral (2009) studied intelligence as related to self-confidence and academic achievement of school students and found that there exists positive significant relationship between intelligence and self-confidence in respect of secondary school students. Gurubasappa (2009) studied intelligence and self-confidence as correlated to academic achievement of secondary school students and found that highly intelligent students and students with better self-confidence achieve high in school, i.e. the academic achievement of students is certainly influenced by psychological factors like intelligence and self-confidence. Joshi & Srivastava (2009) indicated in their study that there were no significant differences with regard to self-esteem of rural and urban adolescents but significant differences were found with regard to academic achievement of rural and urban adolescents showing that the urban adolescents scored higher in academic achievement as compared to rural adolescents. The study also showed that the boys were significantly higher on self-esteem as compared to girls but the girls were significantly higher on academic achievement as compared to boys. Singh (2010) studied the level of academic anxiety, self confidence and their relation with academic achievement in secondary students. The main findings of the study were that there was significant relationship between academic anxiety and academic achievement. The study also found significant difference between male and female adolescents on academic anxiety, however no significant difference was observed on self confidence. Jafri (2011) conducted a study on impact of family climate, mental health, study habits and self confidence on the academic achievement of senior secondary students and revealed that self-confidence was significantly and positively related to the academic achievement of total number of students. Ahmad & Safaria (2013) investigated effects of self-efficacy on students' academic performance. The result showed that there is a difference between mean of the individual with high self-efficacy and with low self-efficacy. It shows individual with high self- efficacy believes to solve a greater number of mathematical problems. This study confirmed that there is a significant difference between means of a group with high self-efficacy and with low self-efficacy among subjects.

3. OBJECTIVES OF THE STUDY

- (a) To study and compare the academic achievement and self-confidence of male and female 10+1 students.
- (b) To study and compare the academic achievement and self-confidence of rural and urban 10+1 students.
- (c) To study and compare the academic achievement and self-confidence of 10+1 students studying in government and private schools.

4. HYPOTHESES OF THE STUDY

- (a) There exists no significant mean difference between academic achievement of male and female 10+1 students.
- (b) There exists no significant mean difference between self-confidence of male and female 10+1 students.
- (c) There exists no significant mean difference between academic achievement of rural and urban 10+1 students.
- (d) There exists no significant mean difference between self-confidence of rural and urban 10+1 students.
- (e) There exists no significant mean difference between academic achievement of 10+1 students of government and private schools.
- (f) There exists no significant mean difference between self-confidence of 10+1 students of government and private schools.

5. RESEARCH METHODOLOGY

Variables

Independent Variables: Gender, Locale and Type of School
 Dependent Variable: Academic Achievement and Self-confidence

Method

In the present study descriptive survey method has been used. This method is useful in finding out the facts of the present situation in a most precise way. In this study the investigator enquired about the academic achievement and self-confidence of 10+1 students of senior secondary schools of Haryana Board of Secondary Education.

Sample

800 (400 male + 400 female) 10+1 students studying in senior secondary schools of Haryana Board of School Education in four districts of Haryana namely Kaithal, Rewari, Hisar and Rohtak form the sample of the present study. For sample selection multi-stage and stratified random sampling techniques were used. A list of all senior secondary schools located in urban and rural areas was obtained from District Education Departments. Out of the list 24 schools from urban and 24 schools from rural area were selected randomly.

Tools of the Study

The following tools were used to collect data for the present study:

- (a) Self-confidence inventory by Agnihotri (1987)
- (b) Academic achievement was determined on the basis of percentage obtained by the students in Xth class annual examination conducted by HBSE

Statistical Techniques

Mean, standard deviation and t- test were calculated for the purpose of analysis of data.

6. ANALYSIS AND INTERPRETATION OF THE DATA

In order to verify the objectives and to test the null hypotheses of the study in hand, the data have been analyzed using t-test. The treatment has been done objective wise to make the findings lucid and simple in their interpretation.

Variable	Group	N	Mean	SD	SED	t- value
Academic Achievement	Male	400	70.82	10.07	0.77	3.83**
	Female	400	73.78	11.74		

** Significant at the 0.01 level of significance

Self-confidence And Academic Achievement Of 10+1 Students In Relation To Gender, Locale And Type Of School

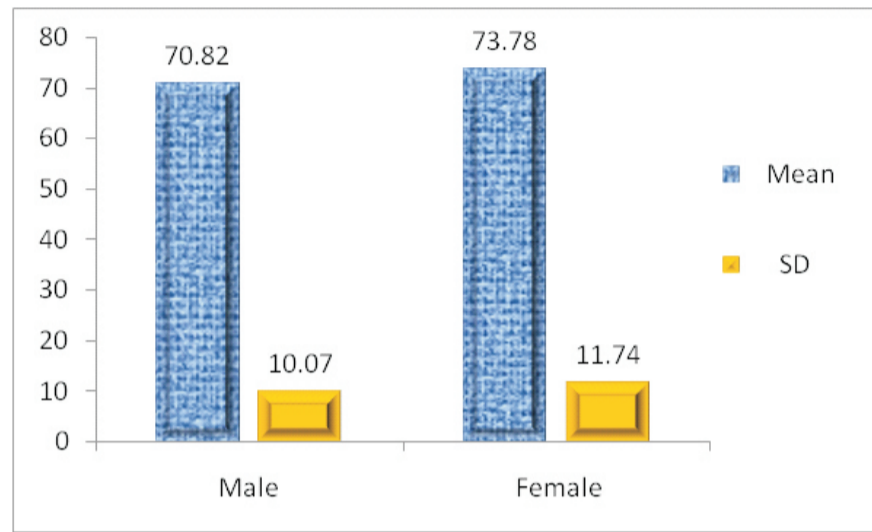
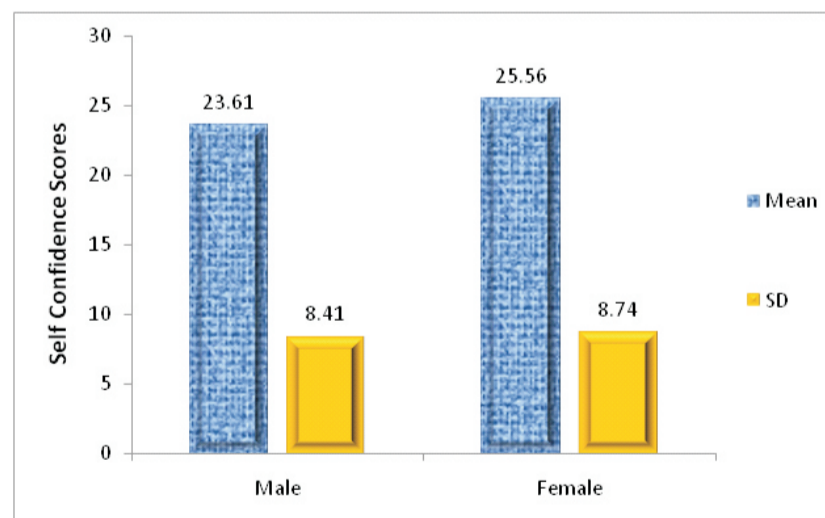


Table 1 shows that the mean scores of academic achievement of male and female students are 70.82 ± 10.07 and 73.78 ± 11.74 respectively. The calculated t- value is 3.83 which is significant at 0.01 level of significance. When results are compared in the context of the mean scores, it is found that mean scores of the male students is lower than that of the female students. This indicates that female students have high academic achievement than their male counterparts. Thus, the hypothesis that “There exists no significant mean difference between academic achievement of male and female 10+1 students” stands REJECTED at 0.01 level of significance.

Variable	Group	N	Mean	SD	SED	t- value
Self- Confidence	Male	400	23.61	8.41	0.607	3.22**
	Female	400	25.56	8.74		

** Significant at the 0.01 level of significance



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Table 2 depicts that the obtained t- value 3.22 is significant at 0.01 level of significance. The mean scores of males is 23.61 ± 8.41 and that of females is 25.56 ± 8.74 . Thus, we can say that males possess higher self-confidence as compared to females as higher the mean score lower will be the level of self- confidence. Thus, the hypothesis that “There exists no significant mean difference between self-confidence of male and female 10+1 students” stands REJECTED at 0.01 level of significance.

Variable	Group	N	Mean	SD	SED	t- value
Academic Achievement	Rural	400	71.55	10.57	0.78	1.92
	Urban	400	73.05	11.43		

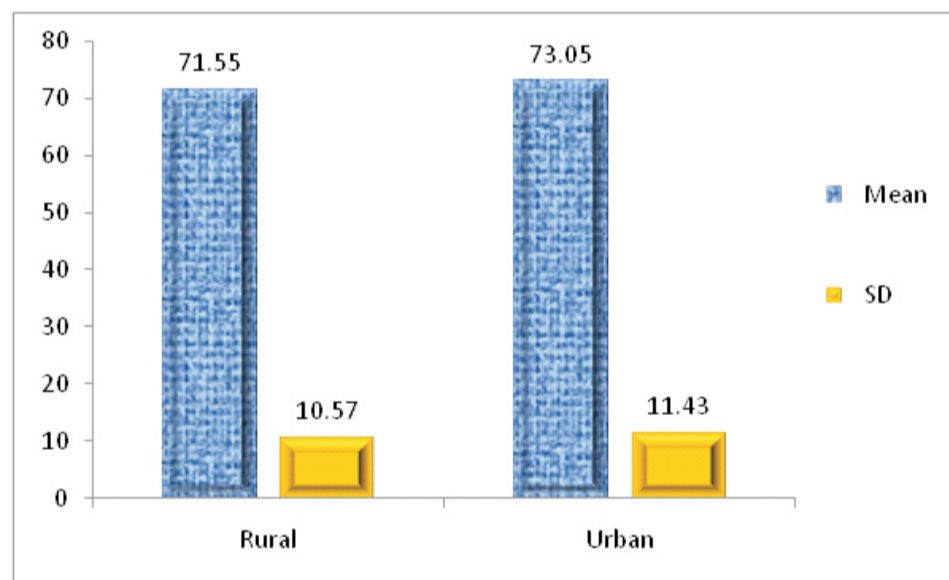


Table 3 shows t- ratio between academic achievement mean scores of rural and urban 10+1 students. The mean scores of rural and urban 10+1 students are 71.55 ± 10.57 and 73.05 ± 11.43 respectively. The computed t- value is 1.92 which is not significant at 0.05 level of significance. The mean scores of urban students is slightly higher than the mean scores of rural students but the difference is not significant. It shows that rural and urban 10+1 students do not differ in their academic achievement. Thus, the hypothesis stating that “There exists no significant mean difference between academic achievement of rural and urban 10+1 students” is RETAINED.

Variable	Group	N	Mean	SD	SED	t- value
Self- Confidence	Rural	400	24.03	8.99	0.61	1.83
	Urban	400	25.14	8.23		

Self-confidence And Academic Achievement Of 10+1 Students In Relation To Gender, Locale And Type Of School

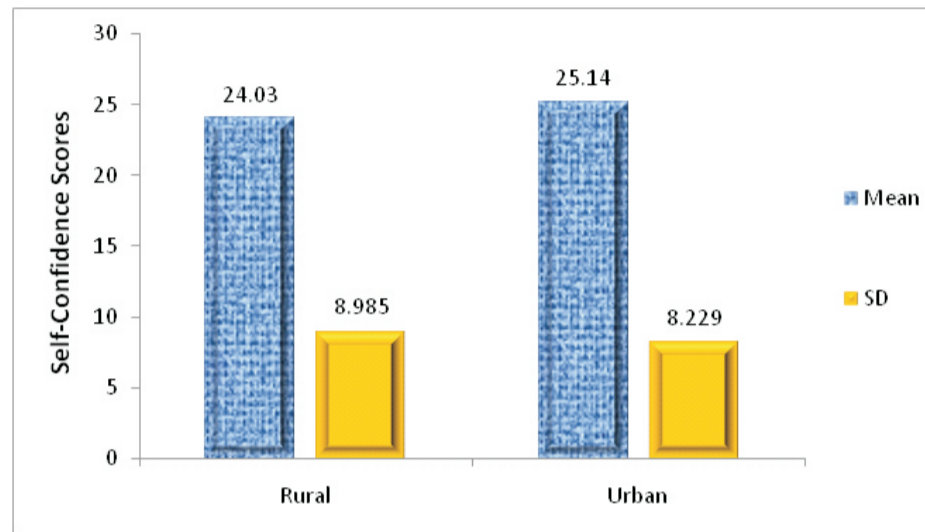
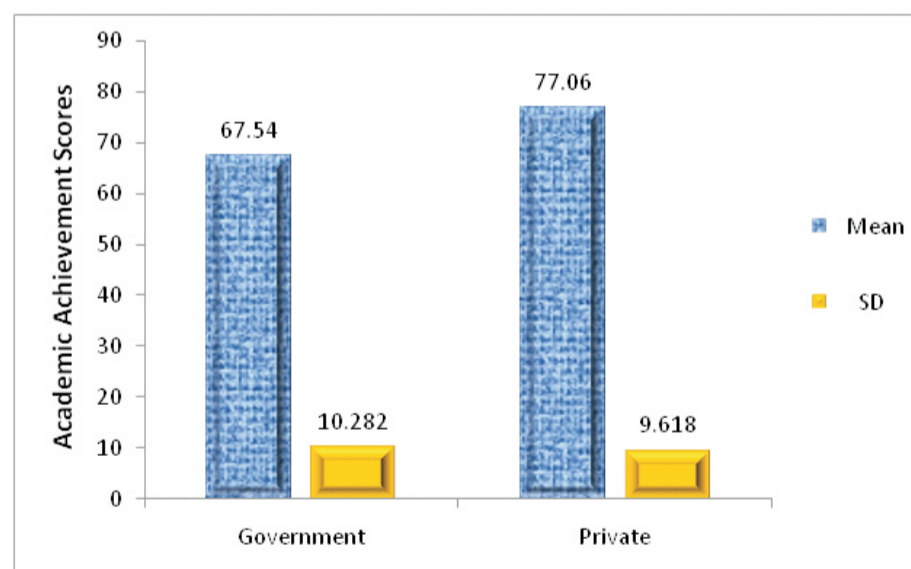


Table 4 shows t- ratio between self- confidence mean scores of rural and urban 10+1 students. The mean scores of rural and urban 10+1 students are 24.03 ± 8.99 and 25.14 ± 8.23 respectively. The computed t- value is 1.83 which is not significant at 0.05 level of significance. Thus, the hypothesis stating that “There exists no significant mean difference between self- confidence of rural and urban 10+1 students” is RETAINED.

Variable	School	N	Mean	SD	SED	t- value
Academic Achievement	Govt.	400	67.54	10.28	0.70	13.52**
	Private	400	77.06	9.62		

** Significant at the 0.01 level of significance



Self-confidence And Academic Achievement Of 10+1 Students In Relation To Gender, Locale And Type Of School

Table 5 shows t- ratio between the mean scores of academic achievement of 10+1 students studying in government and private schools. The mean score of students of government schools are 67.54 ± 10.28 and of private schools are 77.06 ± 9.62 . The calculated t- value is 13.52 which is significant at 0.01 level of significance. The result shows that the students from private schools perform academically better than the students studying in government schools. Thus, the hypothesis stating that “There exists no significant mean difference between academic achievement of 10+1 students of government and private schools” stands REJECTED.

Table 6: Mean, S.D., SED and t- value of 10+1 Students of Government and Private Schools on Self- Confidence						
Variable	School	N	Mean	SD	SED	t- value
Self- Confidence	Govt.	400	26.29	8.44	0.60	5.69**
	Private	400	22.88	8.48		

** Significant at the 0.01 level of significance

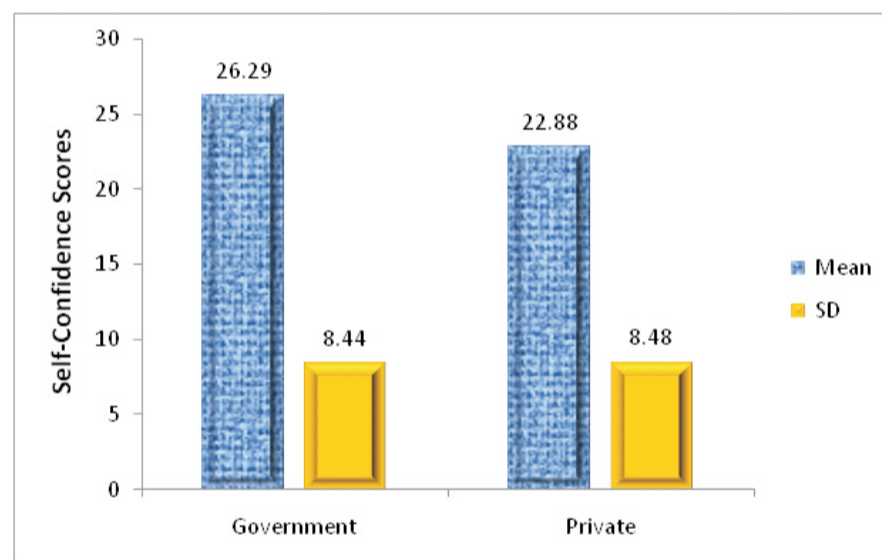


Table 6 depicts that there is significant difference in the mean scores of 10+1 students studying in government and private schools on the variable self- confidence. The obtained t- value 5.69 is significant at 0.01 level of significance. The mean value of students studying in government schools is 26.29 ± 8.44 and that of students studying in private schools is 22.88 ± 8.48 . Thus, the hypothesis that “There exists no significant mean difference between self- confidence of 10+1 students of government and private schools” stands REJECTED.

7. FINDINGS AND DISCUSSIONS

The major findings of the study are as under:

- (a) There exists significant mean difference between academic achievement of male and female 10+1 students. It is found that mean scores of the male students is lower than the female students indicating that the female students have high academic achievement than their male counterparts. The obtained results concur with the study of Joshi and Srivastava (2009) also found that girls were significantly higher on academic achievement as compared to boys. Similar results were obtained by Kaur (2010) who found that female possess higher academic achievement than male adolescents.
- (b) There exists significant mean difference between scores of male and female 10+1 students on self-confidence. Both male students and female students fall in the average level of self-confidence. Male students possess higher self-confidence as compared to female students. This is due to the fact that male students are more ambitious, competitive and self-aware as

compared to female students. Results are in tune with Paliwal, Dube and Mathur (2006) found that majority of boys and girls scored in average category on self-confidence.

(c) There exists no significant mean difference between academic achievement of rural and urban 10+1 students indicating that rural and urban students do not differ in their academic achievement. The results are in contrast to the results of Joshi and Srivastava (2009) who found that urban adolescents scored higher in academic achievement as compared to rural adolescents but the reverse results were obtained by Kaur (2010) showing that rural adolescents have higher academic achievement as compared to urban adolescents.

(d) There is no significant difference between mean scores of rural and urban 10+1 students on self-confidence indicating that rural and urban 10+1 students do not differ in their self- confidence and both have average level of self- confidence. The reason may be that both rural and urban students have faith in their abilities, have general sense of control and both have almost equal abilities to analyze themselves. The results are in tune with Joshi and Srivastava (2009) whose findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents.

(e) There is significant difference between the academic achievements mean scores of 10+1 students studying in government and private schools indicating that the 10+1 students studying in private schools perform academically better than the students studying in government schools. This may be due to the fact that private schools provide more congenial environment and better facilities like updated libraries and well equipped laboratories which make a difference in the academic performance of their students. Moreover, lesser student-teacher ratio in these schools make teaching more personalized and enhances learning process.

(f) There exists significant difference between the mean scores of 10+1 students studying in government and private schools on the variable self-confidence. Mean scores of government and private school students indicates both possess average level of self-confidence, but students studying in private schools possess higher level of self-confidence as compared to students studying in government schools as higher the mean score lower the level of self-confidence. The reason for this may be that private school students have better institutional environment, better opportunities to explore their abilities, have more exposure than students studying in government schools.

8. CONCLUSION

From the above said findings we can conclude that female students show high academic achievement than their male counterparts. Male students possess higher self-confidence as compared to female students. The rural and urban students show similarity on academic achievement. On the self-confidence front both rural students and urban students have average level of self- confidence. Students studying in private schools perform academically better and possess higher level of self-confidence than the students studying in government schools.

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