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Self-confidence, educational anxiety & achievement motivation of male and female secondary school students: A comparative study

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Abstract

This study had been undertaken to know self-confidence, educational anxiety & achievement motivation of male and female secondary school students as these psychological variable have affected the secondary school students' performance and academic venture. Through description research method, the data is collected by random sampling technique and sample of 600 students studying in ten secondary school selected from Rohtak district block, of Haryana. This study was conducted through survey method and of Self-Confidence Inventory Dr. (Miss) Rekha Gupta, Educational Anxiety Scale developed by Dahiya and Dahiya and Achievement Motivation Scale by Deo and Mohan. 't' test was applied to find out the significance of difference between means using SPSS-16.0. The results indicated that there was no significance difference educational anxiety, achievement motivation and self-confidence of secondary school students with respect to gender.

Keywords: Self-confidence, educational anxiety, achievement motivation and type of school

Introduction

Self-confidence is mental and spiritual power. This gives freedom of Ideas, patience and successes are attained due to the belief in the work. This gets self-defense. There is no concern of any kind towards your future the man who sticks with the sprite of faith. The second person is buried in the suppose and suspect. Self - confidence persons remain free; self-confidence is the inside spirit emotion of a creature. Without this person cannot succeed in life. Life's greatest secret is self-belief. It means trusting your ability and power by recognizing your ability, you can achieve self-confidence. The rope also appears as a snake and the dog also appears wolf, if it does not trust itself. A confident person is optimistic and reaching his goal believes in his ability. The most important thing to do in any work is to believe.

Three types of people live in this world. First types of people are afraid of any work in life and this work does not give up the concentration of mind. Such people are hesitating to start any work before starting. Do not know how many people will lose their work and that they do not work, thinking they do not start work little bit. Do not take too much damage, leave your work in the middle it is the middle class that counts there is a lack of trust in these people.

Those who have confidence in the code come here in category third. Whatever work you start, no matter how much damage why do not you live in the middle. Such people face every difficulty in life without hesitation and paying. The people who have lost their faith are afraid of fame and disappointment. Those people who have strong confidence in them, never lose heart and with the excitement, they gird themselves up. Self-confidence is not legacy it is learned. Just as breathing needs to live a life, in the same way, to succeed in life, self-confidence.

Trustworthy groups contain profound trust and capabilities in the future. They try to get their goals to overcome the problems which are in their way through faith. Self-confidence is good but it does not mean that anyone can do everything.

Confidence is believing in yourself. Being a person who does not believe in himself can never be successful. To be successful, it is necessary to believe in yourself that you can do this work. I will finish it, but if it is already in my mind, I do not know whether this work

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will be done or else, no matter how much you try, you will not be able to start this work. Then you will never be able to achieve success, even if you have started in the compulsion. It is courage and confidence that make it worth living in this world and society.

Educational Anxiety

Anxiety is an annoying condition of internal disorder that is frequently along with nervous behavior. Everywhere in the educational area in our century, there is a race, a neck-and-neck contest. To stay ahead of the competition, students are constantly under stress and anxiety in educational phase, an educational accomplishment can critical to take decisions in future. An academic tension and anxiety causes unbreakable anxiousness and worry in students, which is referred to as educational anxiety. Competition among students has kept rising in the educational world. Educational accomplishment is crucial and required for all to survive in this competition. Almost everyone has anxiety at some point in their lives. Many students become uncomfortable shortly before a difficult exam, and even more so when they have to give a prepared speech in front of their peers. This type of anxiety is referred to as a state anxiety occurrence.

Dimensions of educational anxiety scale are as follow:

Scholastic anxiety

The word scholastic refers to school or learning. Formative and Summative assessments are the two types of assessments used in the scholastic activity. Students have a better understanding of subjects by participating in such activities. Scholastic anxiety is a condition in which students are too concerned about future tests and fear being tested. Academic activities have an impact on students. Scholastic anxiety can be reduced by effective study.

Co-Scholastic anxiety

Co-curricular activities assist students in gaining an understanding of society. Teachers might use co-scholastic assessment activities to look at not only the students' learning and success but also their social graces. Co-curricular activities include self-awareness, problem-solving and decision-making, among other things. Anxiety associated with Co-Scholastic is referred to as Co-Scholastic activities.

Causes of Educational Anxiety

Fear of failure

While the pressure to perform can be motivating, it can also be harmful to people who base their self-worth on the results of a test.

Inadequate preparation

People who wait until the last minute or who do not study at all times may feel nervous and overwhelmed.

Poor testing outcomes in the past

If we had performed tests badly previously, either because we did not study well enough or because we were worried, we may be unable to remember the answers, causing even more stress and a negative viewpoint toward taking another test.

Factors of Biology

The body releases a hormone called adrenaline in stressful

conditions, such as before and during an exam. In the vast majority of circumstances, adrenaline release is beneficial. It ensures attention and readiness, which helps us deal well with difficult situations.

Achievement Motivation- Achievement is a crucial component of the educational process and is widely regarded as the most powerful motivator for personal growth. All educational institutions have an unique responsibility to foster the whole scholastic development of all students. All educational activities are focused on seeing what the learner achieves, as achievement is the ultimate goal of all educational endeavors. Achievement is defined as the strength to act well in a particular skill and group of information (Good, 1951). All educational institutions have the special role of promoting a healthy scholastic growth of students. It aids students in comprehending the academic success ladder. It is a measure of how well kids do and how hard teachers work and significance of curriculum and informative subjective. McClelland (1965) stated that "Need of achievement was one of the basic and first social desire of any individual thus it can be treated as first social motive". That is why it has become the indispensable part of one's life and has become the important fact of every child's emerging in this extremely competitor world.

The term motivation means anything that arouses an individual to perform activities towards the desired goal.

Related literature

After the various researches, it was found that Verma and Kumari S, (2016) who reported that there are no statistically significant differences between self-confidence and gender. But the similar is contradictory results Paliwal, Dube, and Mathur (2006) reported that female students were more self-confident than male students. The present study highlighted male students have slightly more educational anxiety in comparison to their female students, but no significant difference between educational anxiety of male and female secondary school students, The present finding is supported by Rao *et al.* (2017) revealed that there is no significant difference between educational anxiety of boys and girls. But the finding is contradictory by Sabu *et al.* (2005) revealed that female students have more educational anxiety in comparison to their male students

Operational definitions

Self-confidence

Self-confidence is mental and spiritual power. This gives freedom of Ideas, patience, and successes are attained due to the belief in the work. This gets self-defense. There is no concern of any kind towards your future the man. Self-confidence persons remain free, self-confidence is the inner spirit feeling of a creature. Without this person cannot succeed in life.

Educational anxiety

Educational anxiety define as a feeling of worry and nervousness about scholastic and co-scholastic activities with an uncertain outcome in the life of a student".

Achievement motivation

Achievement motivation in the context of this study, refers to a sum total of fifteen dimensions– academic motivation, need for achievement, academic challenge, achievement anxiety, grades/marks, meaningfulness of tasks, relevance of

school/college to future goals, attitude towards education, work methods, attitude towards teachers, interpersonal relations, individual concern, general interests, dramatics and sports” (Deo-Mohan, 2011).

Objectives

1. To study and compare Self-Confidence of male and female secondary school students.
2. To study and compare Educational Anxiety of male and female secondary school students.
3. To study and compare Achievement Motivation of male and female secondary school students.

Hypotheses

1. There exist no significant differences between Self-Confidence of male and female secondary school students.
2. There exist no significant differences between Educational Anxiety of male and female secondary school students.
3. There exist no significant differences between Achievement-Motivation of male and female secondary

school students.

Methodology of the study

The method used for the study was descriptive survey and type of sampling followed was random sampling technique.

Tools used

Self-Confidence

Self- Confidence Inventory (SCI -G) Test by Gupta (2011).

Educational Anxiety

Educational Anxiety Scale by Dahiya and Dahiya (2018) [2] will be used for data collection.

Achievement Motivation

Achievement Motivation Scale by Deo and Mohan (2018)

Sample

A sample of the representative proportion of the entire population, the sample consisted of 600 secondary school students were taken on the basis of random sampling technique.

Table 1: Means, S.D and ‘t’ ratio of Self- Confidence of male and female secondary school students

Group Statistics					
	Gender of Respond	N	Mean	Std. Deviation	t-value
Self-Confidence	Male	372	31.39	6.82	0.372*
	Female	228	31.60	6.69	

Not significant

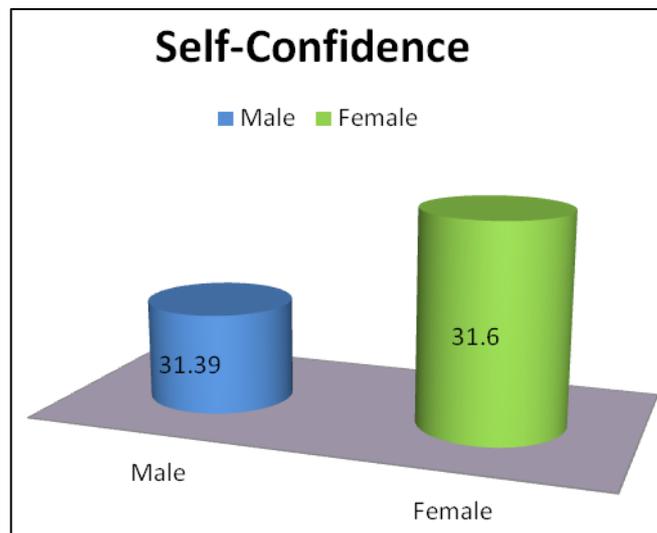


Fig 1: Gender on Self Confidence

As depicted from table 1 the mean score of self-confidence of male and female secondary school students are coming out to be 31.39 and 31.60 respectively. The 't' value is found to be 0.372 which is less than the tabulated value which is 1.96 at 0.05, level of significance, and 2.58 at 0.01 levels of significance. So, the null hypothesis, there appears no

vital difference between self-confidence of male and female secondary school students, is retained. Therefore, we can say that there is mean a significant difference between the self-confidence of male and female secondary school students.

Table 2: Means, S.D and ‘t’ ratio of educational anxiety of male and female secondary school students.

Group Statistics					
	Gender of Respond	N	Mean	Std. Deviation	t-value
Educational-Anxiety	Male	372	1.062	21.64	1.18(NS)
	Female	228	1.041	20.74	

Not significant

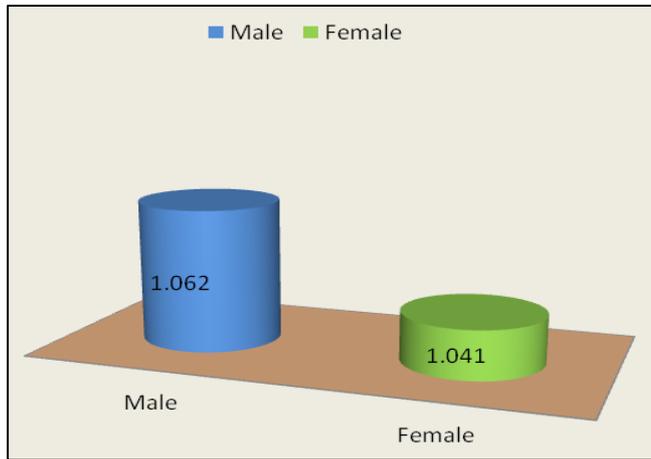


Fig 2: Gender on Educational Anxiety

As depicted from table 2 the mean score of educational anxiety of male and female secondary school students are coming out to be 1.06 and 1.04 respectively. The 't' value is found to be 1.18 which is less than the tabulated value which is 1.96 at 0.05, level of significance, and 2.58 at 0.01 levels of significance. So, the null hypothesis, there appears no vital difference between educational anxiety of male and female secondary school students, is retained.

Table 3: Means, S.D and 't' ratio of achievement motivation of male and female secondary school students

Group Statistics					
	Gender of Respond	N	Mean	Std. Deviation	Std. Error Mean
Achievement-Motivation	male	372	1.26	19.84	1.65(NS)
	female	228	1.29	18.94	

Not significant

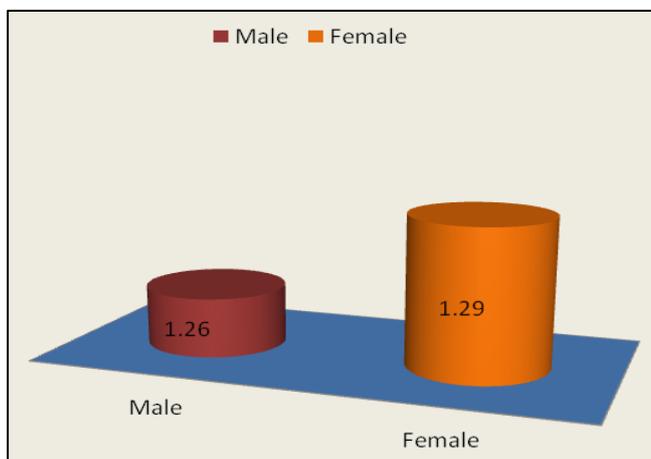


Fig 3: Gender on Achievement Motivation

As depicted from table 3 the mean score of achievement motivation of male and female secondary school students are coming out to be 1.26 and 1.29 respectively. The 't' value is found to be 1.65 which is less than the tabulated value which is 1.96 at 0.05, level of significance, and 2.58 at 0.01 levels of significance. Therefore, the null hypothesis, There exists no significant difference between achievement motivation of male and female secondary school students, is retained. Therefore, we can say that there is mean a significant difference between achievement motivation of male and female secondary school students

Conclusion

With regard to the previous research finding, minor difference were found in self-confidence, educational anxiety and achievement motivation of male and female secondary school students. In the present study, it was found that female students have slightly more self-confidence in comparison to their male students, but there is no statistical difference between males and females of self-confidence. The finding of the present study, agrees with the finding of Kumari S, (2016) who reported that there are no statistically significant differences between self-confidence and gender. But the similar is contradictory results Paliwal, Dube, and Mathur (2006) reported that female students were more self-confident than male students. The present study highlighted male students have slightly more educational anxiety in comparison to their female students, but no significant difference between educational anxiety of male and female secondary school students, The present finding is supported by Rao *et al.* (2017) revealed that there is no significant difference between educational anxiety of boys and girls. But the finding is contradictory by Sabu *et al.* (2005) revealed that female students have more educational anxiety in comparison to their male students,

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