

A STUDY OF ACADEMIC ACHIEVEMENT OF 10+1 STUDENTS IN RELATION TO THEIR SELF-CONFIDENCE

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INTRODUCTION

Education is the process of developing the capacities and potentialities of individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function (Kumar, 2013). Human beings are positive assets and precious natural resources, which needs to be cherished, nurtured and developed with care and dynamism. Education is an important factor that helps in bringing about various changes in human beings and also to the society. Education is meant to make one's life civilized, cultured and progressive in real sense. It helps a person to draw the best out of one's mind and spirit. It makes a person rational, innovative, constructive, right thinker, intelligent, independent and creator of new values. Education is the process of developing the capacities and potentialities of the individual so as to prepare that individual to be successful in a specific society or culture. It imparts one with all the power of necessities in making a noticeable mark in any of the field. It is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. Education is the major aspect of development of any modern society, since if there is a deficit of educated people then society will stop its further progress. Education should not be limited to teaching subjects as one can learn history, math, science and other subjects and be a "book-smart". But education must be equipped with knowledge and skills which are needed to participate effectively as member of society. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. An information and technology based society requires individuals, who are able to think critically about complex issues, analyze and adapt to new situations, solve problems of various kinds and communicate their thinking effectively. Thus, there is a need to make systematic

educational efforts primarily aimed at influencing attitudes, behavior, values and personality of individuals to manage their growth and development well.

ACADEMIC ACHIEVEMENT

Academic achievement has always been a crucial point and main center of educational research despite varied statement about the aim of education. Academic development of the pupil is the primary concern and the most important goal of education. Not that other aspect of educational objectives are to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupil (Saini, 2010). In this era it is performance of the student which decides their fate. So it becomes increasingly important to perform better in all aspects of life particularly, in examination to progress in life. Achievement is something gained by some person in his field of endeavor. Now a day, tests on achievement have gained significant importance in measuring one's ability. An achievement test is used to measure nature and extent of students learning in a particular subject. Various factors and conditions affect the achievement of a particular student in a particular field. Sometimes quite deserving students may not achieve as can be expected on the basis of their abilities. Students' interest in the field of endeavor, teachers' methodology of teaching, socio-economic conditions and family set up and some other psychological factors also affect students' performance directly or indirectly. All the human beings are not alike and perform variously on a similar test. There are several factors like interest, attitude, desired knowledge and skill which count toward this difference. The very question as to what factors promote academic achievement in students has exhorted educational researches. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. 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 is the core of the wider term "Educational Growth" which means 2 Growth in all aspects. It means the amount of knowledge gained by the students in different subjects of study. It encourages the students to work hard. Thus, it helps to know where the student stands. A sense of achievement is a source of joy and good feeling and a failure is a source of anger and frustration. It is the unique, prime and perennial responsibility of a school or any other educational institution established by society to promote a wholesome scholastic growth and development of child. It generally refers to degree of success of that of proficiency attained in some specific area concerning academic work. It indicates what an individual has learnt or acquired in particular field.

SELF-CONFIDENCE

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 is not necessarily permanent but it can be if it is not addressed. Confident people have faith in their future and can accurately assess their capabilities (Goel & Aggarwal, 2012).

Self-confidence is the conviction that one is generally capable of producing desired results. Self-confidence is the confidence one has in oneself, one's knowledge and one's abilities. It is the confidence of the type: "I can do this". "I have the ability to do this". Self-confidence 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. Even if you have a lot of abilities and a lot of knowledge, if you do not have self-confidence you cannot be a success. 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.

For one person self-confidence might be about speaking in public. For another, it might be about being confident in social situations. But whatever the situation that reveals our lack of confidence, the definition of confidence that is implicit here is always something about being self-assured, showing self-reliance, or not being anxious or nervous.

Definitions of Self- Confidence

"Self - Confidence means faith in one's own ability"(Good, 1959).

In the words of Basavanna (1975), "In general terms, Self-Confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right."

"Self-confidence considered as one of the motivators and regulators of behaviour in an individual's everyday life" (Bandura, 1986).

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. It is an attribute of perceived self. Self-Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation (Agnihotri, 1987).

Thus, a self-confident kind of person is a man who strikes us, very sure of himself, he is relatively unworried, is not hypersensitive and is usually in good spirits. Self-confident people trust their

own abilities, have a general sense of control over their lives, and believe that, within reason, they will be able to do what they want to do.

Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term self-confidence is used to refer to individuals' judgment about themselves. The nature of self-confidence is to analyze 'himself and this analysis helps the children in his development, emotional maturity and achievement. A child has faith in himself is a child of self-evidence. He takes challenges as motivation, struggle hard for getting success.

NEED OF THE STUDY

Adolescence is the most important period of human life during which the young individual develops physically, intellectually, mentally, socially and emotionally. It is a period of great excitability and turbulent emotions. The individual is faced with a perennial conflict in all spheres of life. 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 23 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. Parents, guardians, teachers, educationists, institutions and society at large are concerned about how best to enhance academic standards and achievement. Knowledge of factors that influence learners' success has important implications for learning and education. Many educators are interested in knowing beforehand who will perform well and who will perform poorly, in academic progress. It has been realized that there is a need to go beyond the traditional criterion of academic success. Students should be engaged in intellectually and socially satisfying activities so that they can become confident enough to forge ahead in their thinking on the basis of information, facts, clues and concepts. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potentials than others. Some studies have been conducted on adolescents to study their academic achievement with different variables. Few studies have been conducted on academic achievement and metacognition, academic achievement and self- confidence; and academic achievement and family environment. After reviewing the related literature the investigator concluded that no attempt has been made so far to study the variables metacognition, self-confidence, family environment and academic achievement together. This gap in the area led the investigator to take the combined study of metacognition, in relation to academic achievement.

STATEMENT OF THE PROBLEM "A Study of Academic Achievement of 10+1 Students in Relation to Their Self-confidence"

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

Academic achievement

Academic achievement is the percentage of marks obtained by the students in class X of schools of Board of School Education Utter Pradesh (UPBSE) in different school subjects. 24 10+1 Students The students who have passed class X and are studying in class XI of schools of Utter Pradesh, recognized by Board of School Education Utter Pradesh.

Self-confidence

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. It is an attribute of perceived self. Self-Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation.

OBJECTIVES OF THE STUDY

To study the relationship between Academic Achievement and Self-Confidence of 10+1 students.

HYPOTHESIS

1. There exists no significant relationship between Academic Achievement and Self-Confidence of 10+1 students.
2. There exists no significant mean difference between Self-Confidence of Male and Female 10+1 students.
3. There exists no significant mean difference between Self-Confidence of Rural and Urban 10+1 students.
4. There exists no significant mean difference between Self-Confidence of 10+1 students of Government and Private Schools.

Testing Of Hypothesis

1. There exists no significant relationship between Academic Achievement and Self-Confidence of 10+1 students.

There is significant but low relationship between self-confidence and academic achievement of 10+1 students. Thus, the hypothesis (Ho2) stating that there exists no significant relationship between Academic Achievement and Self-Confidence of 10+1 students is REJECTED. The possible reason for this could be that self-confident people have belief in their abilities and so have high academic achievement.

2. There exists no significant mean difference between Self-Confidence of Male and Female 10+1 students.

There is 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 159 female students. This is due to the fact that male students are more ambitious, competitive and self-aware as compared to female students. Thus, the hypothesis that there exists no significant mean difference between Self-Confidence of Male and Female 10+1 students is REJECTED.

3. There exists no significant mean difference between Self-Confidence of Rural and Urban 10+1 students.

There is no significant difference between mean scores of rural and urban 10+1 students on self-confidence. 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 self-confidence 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. Thus, the hypothesis stating that there exists no significant mean difference between Self-Confidence of Rural and Urban 10+1 students is RETAINED.

4. There exists no significant mean difference between Self-Confidence of 10+1 students of Government and Private Schools.

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. Thus, the hypothesis stating that there exists no significant mean difference between Self-Confidence of 10+1 students of Government and Private Schools is REJECTED.

DELIMITATIONS OF THE STUDY

Due to paucity of time and resources, the study has been delimited in the following areas:

1. The study is confined to 10+1 students of senior secondary schools recognized by Board of School Education Utter Pradesh only.
2. The study is delimited to a sample of 800 students.
3. The study is delimited to the variables Academic Achievement,
4. The study is delimited to the tools: Self-Confidence inventory by Agnihotri (1987)

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