A Study of Self Esteem, Self Confidence and Achievement Motivation among College Going Students

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ABSTRACT

Objectives of the study: To search the self esteem self confidence and motivation among male and female college going students Hypotheses: There will be no significant difference between male and female college going students dimension on self esteem, self confidence and motivation. Sample: For the present study 100 Sample were belongings to Aurangabad city, among them 50 male college going students and 50 female college going students. The age range of subjects was 18-24 years. Purposive non-probablity sampling was used for the present study. Tools 1. Self Esteem Inventory: This test is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. 2. Agnihotri's Self-confidence Inventory (ASCI): This test is developed and standardized by Rekha Agnihotri the 56 items. 3. Achievement Motivation Inventory: This test is developed and standardized by B.N. Mukharji. Conclusions:- 1.Male college going students found significantly high self esteem than the female college going students. 2.Male college going students found significantly high self confidence than the female college going students. 3.There was no found significant difference between male and female dimension on motivation.

Keywords:- *self esteem, self confidence, motivation, male and female college going students.*

Introduction:

Educated manpower is the rising want of any state as trained and knowledgeable human aid is asset for any country. It turns into critical to strengthen human useful resource from the early degrees of human life; Children are to be set to advance practical aspiration encompassing their lives, schooling and possibilities of the future. Therefore, correlates to educational fulfillment draw the interest of researches. Among the correlates at current psycho-social variables are gaining importance. Self-concept and Achievement motivation is such a psycho-social variable which is additionally accountable in a super way effecting educational success in children. One of the most continual puzzles confronting dad and mom and instructors is uneven educational fulfillment amongst equally capable students. What elements purpose some college students to go above and past their non-public and environmental constraints is the focal activity of modern social- cognitive theories of motivation and action.

Achievement Motivation is the mindset to acquire as an alternative than the achievements themselves. It can be viewed as prolonged person- intrinsic motivation due to the fact its reinforcement is delayed. It arises from an interplay inside the person. Achievement motivation is "a sample of planning of moves and of emotions linked with striving to reap some internalized widespread of excellence, as contrasted for example, will electricity or friendship".

Murray (1938) described fulfillment motivation as a wish to accomplish some thing difficult, to overcome barriers and acquire a excessive standard, to excel oneself. Burger (1997) indicated that excessive achievers are average chance takers and have an full of life method to work. Parents with greater training additionally have greater expectation for their children's training which enables the higher academic attainment for their youth (Alexander, Entwisle and Bedinger, 1990). Well skilled dad and mom are concerned greater in their children's schooling than much less skilled parents. Such parental involvement in children's training is fruitful (Hoff, 2003). The greater actively worried mother and father are in their children's education, the greater their children's perceptions of competence and higher they operate in faculty and decorate their fulfillment motivation (Mohanty, 2007).

Joshi and Srivastava (2009) determined out there had been tremendous variations with regard to tutorial success of rural and city adolescents. Urban youth scored greater in tutorial success as in contrast to rural adolescents. Boys would rating great greater on vanity as in contrast to girls. Significant gender variations had been located in tutorial achievement. Girls have been considerably greater on educational fulfillment as in contrast to boys.

Sharma's (2009) learn about discovered that (i) there is no extensive interplay impact of creativity, Achievement motivation, self-concept, index of Brightness and adjustment on imply overall performance of tutorial Achievement of adolescents. (ii) There was once giant contribution of creativity, fulfillment motivation and index of brightness in predicting tutorial success of adolescents. (iii)Index of Brightness and adjustment had been negatively correlated to creativity, fulfillment motivation, self-concept and tutorial fulfillment amongst adolescents. However, each these variables had been positively correlated to every other

Objectives of the study:

1) To search the self esteem self confidence and motivation among male and female college going students

Hypotheses:

1) There will be no significant difference between male and female college going students dimension on self esteem, self confidence and motivation.

Research Methods:

Sample:

For the present study 100 Sample were belongings to Aurangabad city, among them 50 male college going students and 50 female college going students. The age range of subjects was 18-24 years. Purposive non-probablity sampling was used for the present study.

Tools

1) Self Esteem Inventory:

This test is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. The test consisted of 30 Items. The subjects were required to respond to each item in terms of 7, 6, 5, 4, 3, 2, and 1. The test spit half Reliability Range from .82 to .78 and highly reliable.

2) Agnihotri's Self-confidence Inventory (ASCI):

This test is developed and standardized by Rekha Agnihotri the 56 items. The subjects were required to respond to each item "YES" and "NO". This is well known test having high reliability and validity coefficients.

3) Achievement Motivation Inventory:

This test is developed and standardized by B.N. Mukharji. The test consisted of 50 Items. The subjects were required to respond to each item in terms of 'Always' Neutral and 'Sometimes'. The test –retest Reliability Coefficient Range from .83 to .89.

Variable

Independent variable-

1)   Gender: i) Male   ii) Female

Dependent Variable

1) Self Esteem   2. Self Confidence   3.Motivation

Statistical Analysis and Discussion

Mean Std. Deviation, Std. Error and t value of boys and Girls College going students'

dimension Self Esteem, Self Confidence and Motivation.

Dimension	Male			Female				
	Mean	SD	SE	Mean	SD	SE	DF	t
Self Esteem	97.49	6.30	0.89	86.58	5.11	0.72	98	9.51**
Self Confidence	24.77	3.55	0.50	20.01	3.69	0.52	98	6.57**
Motivation	43.61	4.18	0.59	42.59	3.46	0.48	98	1.32

At the first mean of self esteem score of the male college going students was 97.49 and female college going students score was 86.58 Male and female college going students mean was highly significant t value 9.51 (98). Second mean of self confidence score of the male college going students was 24.77 and female college going students score was 20.01 Male and female college going students mean was highly significant t value 6.57 (98). Third mean of motivation score of the male college going students was 43.61 and female college going students score was 42.59 Male and female college going students mean was not significant t value 1.32 (98).

The studies of Mohanty (1997), Laskar (2008) also established strong positive relationship with self-concept and academic achievement, studies of Mishra (2007), Bari (2008) established relationship with achievement motivation and academic achievement. Hence the investigator was inclined to conclude that these existed positive significant relationship between self-concept, achievement motivation and academic achievement.

Emma Nilson, 2016 did a find out about on relationship between pupil achievement, self-efficacy and motivation in Biology education. A nice correlation used to be received and proved that self-efficacy beliefs, intrinsic motivation, and extrinsic motivation are important factors that have an impact on student's success in Biology. In Sep. 2015, in a find out about in China, by Ze-Ju-Zhang, et al., effective correlation used to be observed between self-efficacy beliefs and achievement motivation of the students.

Conclusions:-

1) Male college going students found significantly high self esteem than the female college going students.

2) Male college going students found significantly high self confidence than the female college going students.

3) There was no found significant difference between male and female dimension on motivation.

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