A Comparative Study of Achievement motivation and Self-confidence among Scheduled Caste and Scheduled Tribe students of Jalgaon District

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ABSTRACT

The present study aims to examine achievement motivation and self-confidence of Scheduled Caste and Scheduled Tribe students of Jalgaon District. The sample is selected of 240 Scheduled Caste and Scheduled Tribe college students, 120 college students are selected from Scheduled Caste, and 120 college students are selected from Scheduled Tribe, area of Jalgaon District. Achievement Motivation Test Developed by V.P Bhargave (1994), and Agnihotri's Self Confidence Inventory developed by Rekha Gupta (1987) were used for data collection. After the data collection statistical analysis was done by mean, SD, and t-test. The result shows that Scheduled Caste students have a higher level of achievement motivation as compared to Scheduled tribe students, and female students have a high level of achievement motivation as compared to male students.Scheduled Caste students have a higher level of Self Confidence as compared to Scheduled tribe students, and there is no significant difference in level of Self Confidence of male and female college students.

KEYWORDS:ACHIEVEMENT MOTIVATION, SELF CONFIDENCE, GENDER AND COMMUNITY

INTRODUCTION

motivation is defined as the need to perform well or the striving for success and evidenced by persistence and effort in the face of difficulties (Spencer, 1983). Achievement motivation is considered as a central human motivation. According to Hilgard (1996) students may have the want to achieve and ability to accomplish the task, but feel the accomplishment has little or no value and feel doing it is not worth the effort or time. Others may panic that they are not capable of completing the required task, so they do not even start. They feel it is good to receive a lower overall grade then to prove that they do not have the capacity to correctly complete the task. Spender (1983) expressed that achievement can often bring benefits and failure can often bring shame. Atkinson (1974) adds that is only a few numbers of students who fall in these categories of little accomplishment.

Achievement is relatively a new concept is the world of motivation (Tompson,2003). It is now extensively used and heard in the area of education. Achievement motivation refers to the tendency to try for success or the attainment of desired art. According to Allan (2002) "Achievement motivation is conceived as a talent disposition which is manifested in overt striving only individual perceives performance as instrumental to a sense of personal accomplishment". Individual high in achievement motivation are at their best when they can keep a high level of involvement in enduring the excellence of activities under their control or co-ordination. However they to relatively less well when needed to manage excessive tasks or to function in highly stressful environment.

Concept of Self Confidence

The concept of Self-confidence self-assurance in one's personal judgment, ability, power, etc. self-confidence increases from experience of having mastered specific activities , it is a positive trust that in the future one can generally accomplish what one wishes to do. It is not the same as self-esteem, which is an evaluation of one's own worth, whereas self-confidence is more specifically belief in one's ability to achieve some goal. Which one meta-analysis suggested is same generalization of self-efficacy. Abraham Maslow and others after him have emphasized the need to discriminate between self-confidence as a generalized personality characteristic, and self-confidence with respect to a specific task, challenge or ability (i.e. self-efficacy). Self-confidence representative refers to general self-confidence. This is different from self-efficacy. Albert Bandura has defined as a "belief in one's ability to succeed in specific situations or accomplish a task" and therefore is the term that more perfectly refers to specific self-confidence. Psychologists have long noted that a person can have self-confidence that he or she can complete a specific task (self-efficacy) (e.g. Write a good novel or cook a good meal) even though they may lack general self-confidence, or oppositely be self-confident though they lack the self-efficacy to achieve a particular task (e.g. write a novel). These two types of self-confidence are however, related with each other, and for this reason can be easily conflated.

Self-confidence is an attitude which permits individual to have positive yet realistic views of themselves and their situations. Self-confident people belief their own abilities, have a general sense of control in their lives, within reason, they will be able to do what they want. Self-confidence term is used to refer to individual's judgment about themselves. Children with over all high self-confidence are confident about their capacity to accomplish their goals and relationship with parents. Children with low self-confidence tend to be worried about voicing unpopular or unusual ideas and avoid attracting attention.

Significance of the study

In this competitive world, everyone is trying to get ahead. For that everyone is trying to prove their ability. If we have good self-confidence and motivation to prove our ability, then we can achieve success in our lives. Since independence, the SC community has been doing rapid progress but the ST community is still far from the mainstream, because of Lack of self-confidence and achievement motivation. They cannot prove their ability and they could not progress as much as they should have. ST community should increase their self-confidence and achievement motivation so that this community can come into the mainstream.

REVIEW OF LITERATURE

Sarangi (2015) examined a study on Achievement motivation of the high school students: a case study among different communities of Goalpara district of Assam. The sample consisted of 200 tribal and non-tribal students, class IX of ten government high schools of Goalpara District of Assam were selected. The results showed that there was no significant difference between tribal and non-tribal and boy-girl students. But it was found that urban students have shown high achievement motivation than rural students.

Kumar (2015) conducted a study on Impact of Gender and Socio-Emotional School Climate on Achievement Motivation of Tribal Students. Study was conducted on 300 tribal secondary students of the Chamba district of Himachal Pradesh. The results revealed that there was no significant difference between male and female in their level of achievement motivation on the basis of perception of social, emotional and social-emotional school climate. Tribal students have significantly different in their level achievement motivation.

Kumari and etl. (2019) conducted a study of self-confidence of senior secondary school students in relation to their sex, area and streams of study. The study conducted on a sample of 300 students of Kangra district (Himachal Pradesh). The study conducted on 300 students of Kangra District (Himachal Pradesh). Results showed that no significant difference in self-confidence of the students in relation to their area of residence and in relation to their sex. It was also found that there was significant difference in the self-confidence of the students in relation to their streams of study.

Pawar (2016) investigated a study on self-confidence and mental health among adolescents. The samples consisted of 60 adolescents (30 boys and 30 girls) were selected in Aurangabad city. The results showed that there is a significant difference between boys' and girls' adolescents on self-confidence. Boys adolescents found high self-confidence than girls adolescent.

Desai (2016) examined a study of the effects of sex and reserved categories on the self–confidence and academic achievement of PG students. A sample was conducted on 200 students from PG programs of Rajarambapu institute of Technology of Islampur city. The results showed that sex has no significant impact on the self – confidence. Scheduled caste students have high self-confidence than the students belonging to a scheduled tribe and weak and under-privileged classes.

Aim of the study

To study the achievement motivation and self-confidence of scheduled caste and scheduled tribe students in Jalgaon District.

Objectives of the study

- To find out the difference in achievement motivation of scheduled caste and scheduled tribe students in Jalgaon District.
- To find out the difference in achievement motivation of male and female students.
- To find out the difference in self-confidence of scheduled caste and scheduled tribe community students in Jalgaon District.
- To find out the difference in self-confidence of male and female students.

Hypothesis of the study

- There is a significant difference in achievement motivation of Scheduled Caste and Scheduled Tribe community students in Jalgaon District.
- There is a significant difference in achievement motivation of male and female students.

- There is a significant difference in self-confidence of Scheduled Caste and Scheduled Tribe community students in Jalgaon District.
- There is a significant difference in self-confidence of male and female students.

VARIABLES
Independent variables
A. Community   1) SC   2) ST
B. Gender   1) Male   2) Female
Dependent Variables
1. Achievement Motivation
2. Self-Confidence

METHODOLOGY
Sample
In the present study, sample consists of 240 students (120 Scheduled Caste students and 120 Scheduled Tribe students) were selected from Jalgaon District. Random Sample technique used for data collection. 18 to 23 age group students selected who were studying in undergraduate level.

Type of Community			
Category	**Scheduled Caste**	**Scheduled Tribe**	**Total**
Boys	60	60	120
Girls	60	60	120
Total	120	120	240

Tool used for data collection
Self Confidence Inventory
Agnihotri's Self Confidence Inventory (ASCI) developed by Agnihotri and Gupta was used for study. 56 items consists in this scale with right and wrong response. The reliability of ASCI by split half method is 0.91. The construction of the items lower score indicates high self-confidence and vice-versa.

Achievement Motivation Test
Achievement Motivation Test (ACMT) was developed by V.P Bhargava was used for study.It has 50 incomplete sentences. Each item has three alternatives and respondents have to select on alternative by putting tick mark. Test reliability is 0.91 and validity is 0.85.

RESULTS AND DISCUSSION
HY-01-There is a significant difference in achievement motivation of Scheduled Caste and Scheduled Tribe community students in Jalgaon District.

Table no 1 showing Mean comparison of Scheduled Caste and Scheduled Tribe students in their Achievement motivation

Variable	Community	N	Mean	Std. Deviation	t value	Df	Significance Level
Achievement motivation	SC	120	19.15	4.77	4.84	238	0.01 Level
	ST	120	16.45	3.82			

The results of table no.1 indicate that the mean value for Scheduled Caste students is 19.15 (S.D 4.77) and the mean value for Scheduled Tribe students is 16.45 (S.D 3.82) calculated t value is 4.84 and it is significant at 0.01 level so the first hypothesis, There is a significant difference in achievement motivation of Scheduled Caste and Scheduled Tribe community students in Jalgaon District is accepted and found that the Scheduled Caste Students have a higher level of achievement motivation as compared to Scheduled tribe students. Many students from the ST community have been living in the hills area. Family members and society people are uneducated so since childhood, no one inspires them about education or jobs. Therefore, it is seen that the artistic qualities in them are being neglected.

HY-02-There is a significant difference in achievement motivation of male and female students.

Table no 2 shows the Mean comparison of Male and Female students in their achievement motivation.

Variable	Gender	N	Mean	Std. Deviation	t value	Df	Significance Level

Achievement Motivation	Male	120	17.30	4.84	2.93	298	0.01 Level
	Female	120	19.05	4.39			

The results of table no.4 indicate that the mean value for male students is 17.30 (S.D 4.84) and the mean value for female students is 19.05 (S.D 4.39) calculated t value is 2.93 and it is significant at 0.01 level so the secondhypothesis, there is a significant difference in Achievement motivation of male and female students is accepted and found that the female students have a higher level of achievement motivation as compared male students.In this modern world, boys and girls have not been discriminated against; they both have equal opportunities to prove their worth, so girls also seem to be doing struggle for education and job.

HY-03-There is a significant difference in self-confidence of Scheduled Caste and Scheduled Tribe community students in Jalgaon District.

Variable	Community	N	Mean	Std. Deviation	t value	Df	Significance Level
Self-Confidence	SC	120	25.30	7.85	2.31	238	0.05 Level
	ST	120	28.30	8.27			

The results of table no.3 indicate that the mean value for Scheduled Caste students is 25.30 (S.D 7.85) and the mean value for Scheduled Tribe students is 28.30 (S.D 8.27) calculated t value is 2.31 and it is significant at 0.05 level so the third hypothesis, There is a significant difference in self-confidence of Scheduled Caste and Scheduled Tribe community students in JalgaonDistrict, is accepted and found that the Scheduled Caste Students have a high level of self-confidence as compared to Scheduled tribe students.When a tribal student goes out for education away from the community, he could not establish relations with the students of other communities in the way he wants, because he has lack 0f communication skills and adjustment so, he does not express his feelings with others, that's why he is ignored by others and teachers.

HY-04-There is a significant difference in self-confidence of male and female students.

Table no 4 shows the Mean comparison of Male and Female students in their self-confidence.

Variable	Gender	N	Mean	Std. Deviation	t value	Df	Significance Level
Self-Confidence	Male	120	25.76	7.61	1.58	298	NS
	Female	120	27.84	8.61			

The results of table no.4 indicate that the mean value for male students is 25.76 (S.D 7.61) and the mean value for female students is 27.84 (S.D 8.61) calculated t value is 1.58 and it is not significant so the forthhypothesisThere is a significant difference in self-confidence of male and female studentsis rejected and found that there is no significant difference in self-confidence of male and femalestudents. Girls and boys have given an equal change in society, family and education that why they are also trying to developed their personality.

CONCLUSION
- Scheduled Caste Students have a higher level of Achievement motivation as compared to Scheduled Tribe Students.
- Female Students have a higher level of Achievement motivationas compared to male students.
- Scheduled Caste students have a higher level of Self-Confidence as compared to Scheduled Tribe Students.
- There is no significant difference found in Self-confidence of male and female students.

SUGGETIONS
- Tribal students should be given attention in schools and colleges. Because of the language barrier, they are not able to express their potential effectively. If teachers pay attention to them at the right time and recognize their potential in them, then surely they can achieve a high level of success in the future. It is very important for them to get inspiration from teachers and society.
- Tribal students should be encouraged to participate in various competitions to boost their confidence. Training should be given on how to communicate with other students and teachers. This will help them to gradually build up their confidence.

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