

# SELF-CONFIDENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACHIEVEMENT MOTIVATION

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## ABSTRACT

The purpose of this study is to analyze the issue of Self-Confidence and its relationship with achievement motivation among secondary school students. The researcher has taken a sample 600 secondary school students. Random sampling technique is used in this study , Self-Confidence test by Dr.(Miss) Rekha Gupta (2011) and Achievement Motivation Scale by Deo and Mohan (2018) is used as tool. We found that there is a positive correlation between Self-Confidence and Achievement Motivation.

**KEYWORDS** - Self-Confidence, Achievement Motivation, Secondary School Students

## INTRODUCTION:-

Self confidence is a 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. second person is buried in the suppose and suspect. Self - confidence person remain free, self confidence is the inner spirit feeling 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. Rope also appears as a snake and 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 things 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.

Second types of people come in who do any work which are frightened only when they are a 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 they 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, they never lose heart, and them 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.

## 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.

The most appropriate definition of achievement motivation is supplied by Prayag Mehta in the current study, who defined, “The achievement motivation is the inclination of an individual to be concerned with, to plan and to endeavor for the successful acquisition of some standard of excellent circumstances where his/her performance has to be appraised positively or negatively”. Heckhansan (1963) identified achievement motivation as, “the

thinking to retain and increase individual adroitness in all areas in which a standard of quality is taken as binding.” According to him, “Achievement motivation is the string to increase or keep as high as possible one's capabilities in all activities in which standard of excellence is thought to apply and where the execution of such activities can therefore succeed or fail”. Given Irving Scruff (1989), “Achievement motivation is defined in terms of the way the individual orients himself towards objects and completeness on the performance of a task will be evaluated and good performance will produce a feeling of pride in accomplishment”.

In recent years, achievement psychological feature has received a lot of attention. It is extremely important in comprehending human behavior. The twenty-first century must be named "the century of incentive," whether in school or commerce, in general learning or completing a complex task. The source of motivation is regarded to be the grouped power of will, internal will, motives and activities. Motivation is an important aspect of a psychologist's efforts to establish a good personal and social behaviour psychology. In the psychology of human behaviour, achievement motivation is a relatively recent idea. The term need for achievement (abbreviated as N-Arch) has been used to describe it. It describes the actions of a person who aspires to achieve something, to do his best, succeed to outperform the competition in a concert. This entails a rivalry with a certain level of quality, of performance, that distinguishes accomplishment motivation from other motivations.

## Literature Review

**Chacko C.M., Abraham S.S (2017)** examined the “Academic Performance, Self Esteem and Happiness among Adolescents in Kerala.” The present study is an attempt to find out whether better academic performances contributes to happiness and increase self- esteem among adolescents. The results indicate that there is no significant difference between academically high performing and low performing students in happiness or self esteem i.e better academic performance does not ensure happiness or positive self esteem. There is positive correlation ( $r= 0.54$ ) between self esteem and happiness. Happier children have self esteem is equal( $t= 5.27$ ) than depressed children. The results of this study reveal that happiness and self-esteem independent of academic performances and parents and educators must focus on holistic development not just on scoring well in exams.

**Olantunde (2010)** examined the academic motivation, self-concept in relation to achievement in Mathematics among students of secondary school. The results showed that significant positive relationship between academic motivation and performance in term of achievement among secondary school students. Students possess high academic motivation

and self-concept fund to have better achievement in mathematics as compared to their counterparts

## **RATIONALE OF THE STUDY**

In the present acquisition , concentration on self-confidence among secondary school students in relation to their logical thinking. Secondary school students are well thought out as the most productive member of the society , due to physical and reflective capacity, Global and social change have influenced the lives of secondary school and these changes are likely to modify them in future as well.

Self-confidence among secondary school has made their lives very advanced. If the secondary school students are full confident they have higher achievement motivation. It means there is a relationship between self-confidence and achievement motivation. There is a dearth of studies in self-confidence about achievement motivation. The analyst has scanned the provide literature and found that very few studies are provided. Some of the studies describe a significant relationship between Self-Confidence and achievement motivation while others show no difference. The present study is an attempt to verify the above result.

## **STATEMENT OF THE PROBLEM:-**

**SELF-CONFIDENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACHIEVEMENT MOTIVATION**

## **METHODOLOGY OF THE STUDY:-**

Descriptive survey method is used in the present study

## **SAMPLE**

Sample of 600 secondary school students is taken for the study

## **TOOLS USED**

Self- Confidence Test by Dr.(Miss) Rekha Gupta

Achievement Motivation Scale by Deo and Mohan(2018)

**Table 1**  
**Self-Confidence**

N	MEAN	S.D
600	31.47	6.77

Through the above table I found that Self-Confidence student's mean 31.47 and S.D is 6.77

**Achievement Motivation**

N	MEAN	S.D
600	1.27	19.53

Through the above table I found that Achievement motivation student's mean 1.27 and S.D is 19.53

**Relationship between self-confidence and Achievement Motivation**

N	CORRELATION
600	0.194**

Through the above table we found that secondary school student's Self-Confidence mean 31.47 and S.D is 6.77 and Achievement Motivation mean 1.27 and S.D is 19.53 . Correlation between Self-Confidence and Achievement motivation is 0.194\*\*. As a result we found that there is positive correlation between Self- Confidence and Achievement Motivation .

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**Govender (2005)** “ Effect of Six Thinking Hats Techniques of teaching on critical thinking of high school students”.

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## LOGICAL THINKING AND EDUCATIONAL ANXIETY AS CORRELATES OF SELF-CONFIDENCE AMONG SECONDARY SCHOOL STUDENTS

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### ABSTRACT

The objective of the present study is to analyze the relationship of Self-Confidence with Logical Thinking and educational anxiety among secondary school students. A sample of 600 male and female secondary school students was collected from Rohtak district with five blocks. Random sampling technique was employed to collect the data. Descriptive survey method was employed to conduct the present investigation. The results revealed that Logical Thinking was found to be significantly positively correlated with Self-Confidence while Educational anxiety was found to be negatively associated with Self-Confidence.

**KEYWORDS** - Self-Confidence, Logical Thinking and Educational Anxiety

## INTRODUCTION:-

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 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.

It is our confidence and encouragement that motivates us to live. Even in a negative situation, many times in our life we face great difficulty, yet do not lose our courage to endure even that unbearable condition. Because there is no hope or strength on which we are burnt to life.

Confidence only shows a new direction of life to the person at every turn of life. It is needed in every area of life. When we lose hope, we start to feel broken and nothing feels good and we get frustrated if the moment is handled well then the result can be pleasant. There will never be a failure in life. It is very difficult to do this. Only we should have courage and courage to do ahead and fight with every difficulty.

There will be plenty of opportunities to grow further in life. It is our self-confidence that inspires us to do anything, we have to work hard to create a different identity in the crowd and to do something special, we will always work hard and hard. It is courage and confidence that make it worth living in this world and society."Self-confidence refers to a person's distinct ability to act effectively in a condition to overcome threats and to get things to go all right". Basavanna 1975

### Logical thinking –

A cognitive ability like problem-solving thought process and rational can be well-advised as some of the primary feature which differentiates human-being from other variables including the higher animals, the challenges and problem faced by the society or by the individual or solved through efforts. This effort involves thinking and reasoning. This reasoning and powers of the thinking can we can evaluate the important tools for the welfare face and valuable presence of the person and community. Thinking is considered the skill because skill is an ability to perform effectively in certain circumstances. Thinking can be improved by practice and direct attention. The ability to generate thoughts and to link them together in a consistent way perceptibly involves thinking skills. Thinking is an operating process with

which the mind acts upon Knowledge. Knowledge or information is the basic material handled during thinking. In school subjects, information is more important than thinking. At once extreme, thinking is not possible without some information on the subject in other words perfection would make thinking important. Thinking is only a tool for assimilating information, classifying it, and putting it into its correct place.

Thinking is not an alternate for information and that information is no alternate for thinking. There is a need for both. We need to think to make the best use of the information we have. Computers and information provide us with the information still we depend on the thinking to overcome the problem of overwhelming and confusion created by all the information. We have need thinking for inspiring creative new designs and alternatives. Once teaching skills are mastered then these can be used individually and in a group. Teaching higher magnitude thinking helps the pupil to apply life skills and unsatisfactory them an added advantage to help them improve their self-satisfied cognition lower order thinking and self-esteem. So, it is becoming essential to pay more attention to thinking. in the education also. Without creativity, judging personality, and independent thinking the upwards development is as absurd as the development of individual qualities without its valuable soil of the society. Yet there are a lot of misconceptions about thinking in society.

The human being who has a dislike for logical thinking has found this type of experience all-time ineffective, defeat, and unlikable."In psychological discussion, it is well to keep the concept of thinking for an action which retains importantly of a connected flow of thoughts which are directed towards some end purpose". **Valentine**

### **Educational anxiety**

Anxiety is a general reaction to frustration. Increasing out of frustration anxiety serves as a driving force for adjustment. According to Freud, anxiety reins our behavior by causing us to avoid frightening experiences in our environment. Anxiety is a human process, images of collective insensible and illogical forces of his conscious mind to his invasion. (Jung 1920). Anxiety is regarded as the ego that is the expression of threat from danger. Ego is the scent of anxiety. If the ego is threatened by it, one develops neurotic anxiety, if, by the superego, one develops moral anxiety and if it is threatened by external world reality anxiety is the result (Freud, 1936).



Anxiety refers to an organism's unpleasant psychological and physiological responses to external or internal dangers, which might lead to the organism's disintegration, exposed to Threats from within that is coming from the superego, its reaction to such a threat is called anxiety(Dutt, 1975). "Anxiety serves as a driving force for a large number of subsequent adjustments" (Symond). "Anxiety is series of symptoms which arise from faulty adoption to the stresses and strains of life" (Ross). Anxiety refers to a subjective experience of the individual, a painful uneasiness of mind. (Webster's). Anxiety is the vague, uneasy feeling we get when we dreading something. Anxiety defines as an analyzable scientific discipline condition that affects versatile cognitive, activity, and scientific discipline States (Putnam, 2010).

In the Light of variance definition, it can be concluded that anxiety is the unpleasant emotional state with a quality of apprehension, dread, distress, and uneasiness. It is a painful emotional experience i.e. (the uneasiness of the mind) produced by excitation in the internal organs of the body. It is an internalized fear, aroused by an impulse to commit. It is a danger signal to the danger impulsive is to out to break, it is in fact, an unconscious reaction to depressed tenderness

Thus, nervousness can be defined as an unpleasant and distressing psychological state arising from inner conflicts. Anxiety is one common psychosomatic disorder in educating- age children and teenagers universal

**RELATED LITERATURE:-** After the various researches, it was found **Mafakheri, Malkhalifeh M.R Shahvarani A., Behzadi M.H. 2013, Srimadevi and Saraladevi (2016), Malhotra & Malhotra(2016)** revealed a significant and positive relationship between Self-Confidence and Logical thinking, **Kumar et. Al. (2014)** disclosed a negative and vital correlation ( $r=-0.10$ )between academic stress and academic gain.

## 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”.

**LOGICAL THINKING:-** “The ability of a person to think in a private manner or to base his opinions on facts and suggestions is referred to as logical thinking skills. In a nutshell, logical thinking abilities imply incorporating logic into one's thought growth whenever analyzing a problem for a solution”.

### **VARIABLES:**

Self-Confidence , Logical Thinking and Educational Anxiety

### **OBJECTIVES:**

O<sub>1</sub> To study the relationship between Self-Confidence and Logical Thinking of Secondary school students

O<sub>2</sub> To study the relationship between Self-Confidence and Educational Anxiety of Secondary school students

### **HYPOTHESES**

H<sub>1</sub> There is no significant relationship between Self- Confidence and Logical thinking of Secondary school students.

H<sub>2</sub> There is no significant relationship between Self-Confidence and Educational Anxiety of Secondary school students.

### **RESEARCH METHOD**

The study was undertaken to ascertain the relationship of logical thinking and educational anxiety with Self-Confidence among secondary school students of 10<sup>th</sup> class. The investigator had employed descriptive survey method of research for the present study.

### **SAMPLE**

The sample for the present study represents 600 students of the secondary school of Rohtak district with five blocks selected based on random sampling technique. Thereafter, ten secondary schools were selected randomly as each school was having approx 55- 60 students.

## TOOLS USED

- **Self-Confidence:** Self-Confidence Inventory (SCI -G)Test by Gupta (2011).
- **Educational Anxiety:** Educational Anxiety Scale by Dahiya and Dahiya (2018) was used for data collection.
- **Logical Thinking:** This Logical Thinking Examine by Kumar and Tiwari (2012).

## STATISTICAL TECHNIQUES

**Pearson's coefficient of correlation** was used to analyzing the data of present investigation.

## ANAYSIS AND INTERPRETATIONS:

### Relationship between self-confidence and logical thinking of secondary school students

**Correlations**

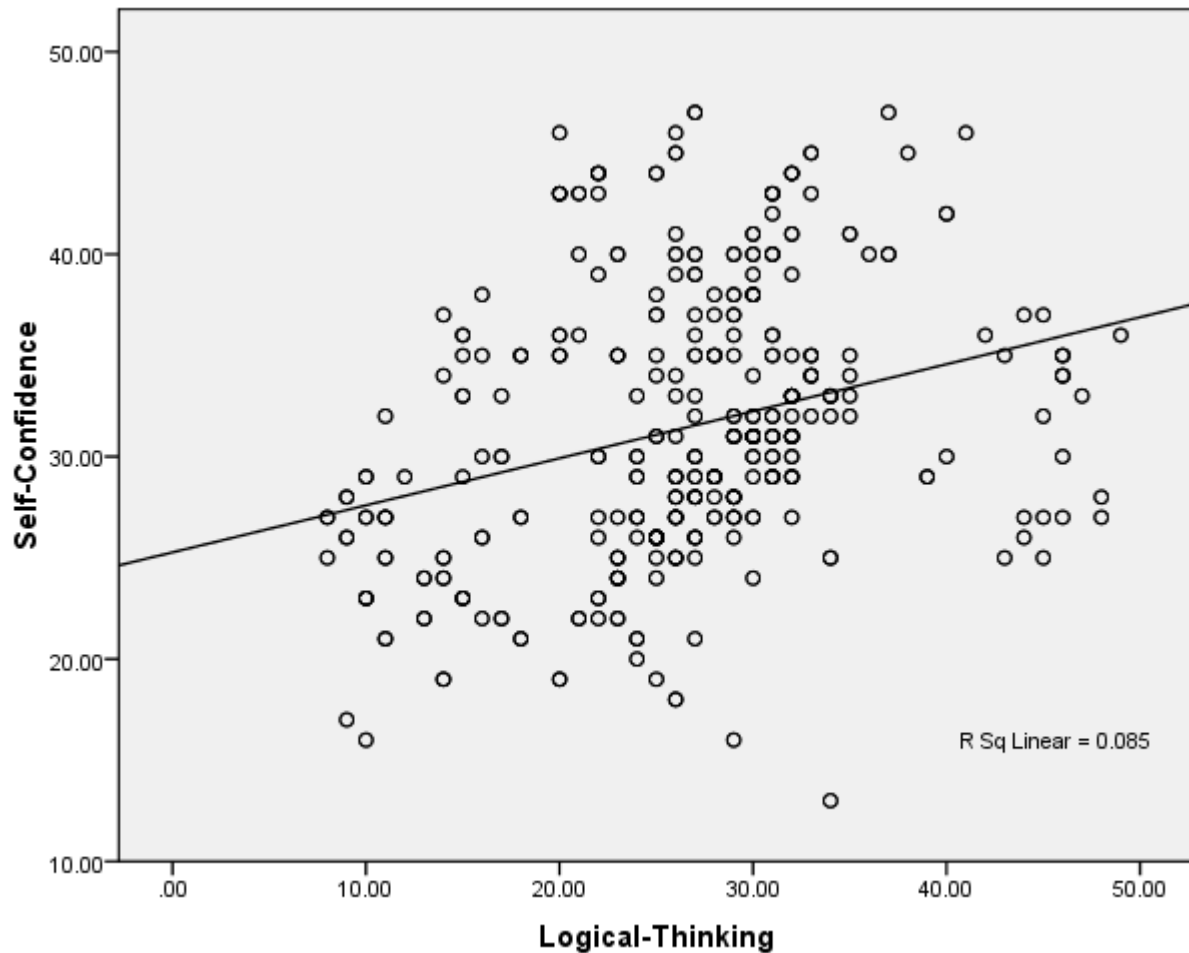
		Self-Confidence	Logical-Thinking
SC	Pearson Correlation	1	.291**
	Sig. (2-tailed)		.000
	N	600	600
LT	Pearson Correlation	.291**	1
	Sig. (2-tailed)	.000	
	N	600	600

\*\* Correlation is significant at the 0.01 level (2-tailed).

From the above table 1 it has been found out that the 'r'(291) value obtained for the variables i.e Self-confidence and logical thinking is significant at 0.01 level and positive. It can be safely interpreted that as Self-confidence increase the logical thinking also increases. Thus

hypothesis stating 1 that, There is no significant relationship between Self- Confidence and Logical thinking of Secondary school students, stands REJECTED (shown in fig. 1)

**Fig 1 Scatter Diagram showing Relationship between Self-Confidence and Logical Thinking**



### Relationship between self-confidence and educational anxiety of secondary school students

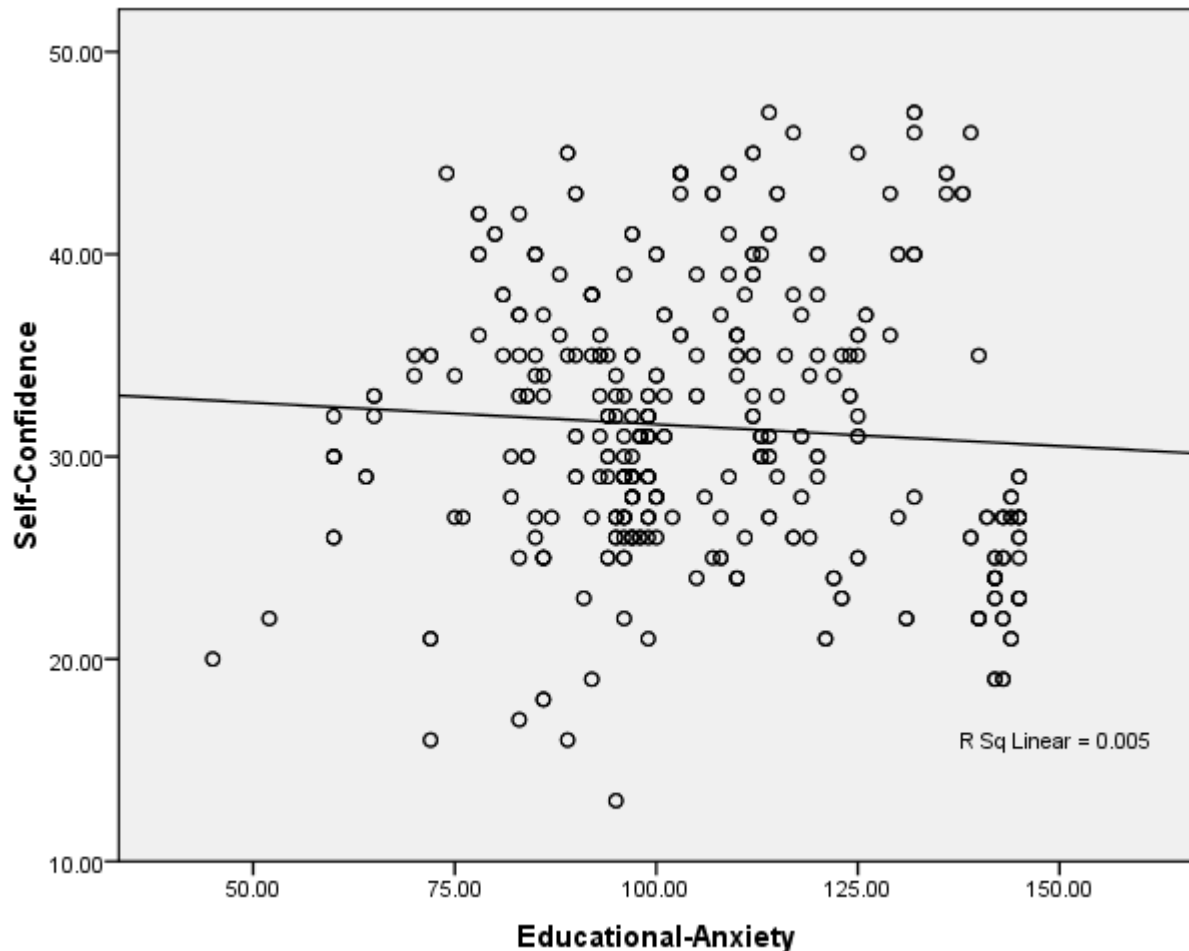
#### Correlations

		Self-Confidence	Educational-Anxiety
Self-Confidence	Pearson Correlation	1	-.067
	Sig. (2-tailed)		.099

	N	600	600
Educational-Anxiety	Pearson Correlation	-.067	1
	Sig. (2-tailed)	.099	
	N	600	600

From the above table2 it has been found out that the 'r'(-.067) value obtained for the variables i.e Self-confidence and Educational Anxiety is significant at 0.01 level and negative. It can be safely interpreted that as the Self-confidence increase but the Educational Anxiety decrease. Thus hypothesis (2) stating that, There is no significant relationship between Self-Confidence and Educational Anxiety of Secondary school students, stands REJECTED(shown in fig 2)

**Fig 2 Scatter Diagram showing Relationship between Self-Confidence and Educational Anxiety**



## DISCUSSION OF THE RESULTS.

The present investigation was an effort to find out that whether there is any association between self-confidence and logical thinking. Result indicates a significant and positive relationship between Self-Confidence and Logical Thinking, The present finding also supported by **Mafakheri, Malkhalifeh M.R Shahvarani A., Behzadi M.H. 2013, Srimadevi and Saraladevi (2016), Malhotra & Malhotra(2016)** revealed a significant and positive relationship between Self-Confidence and Logical thinking, The researcher was not able to find a significant and negative relationship between educational anxiety and self-confidence .

## Conclusion

- A positive and significant relationship between Self- Confidence and Logical thinking of Secondary school students. So it can be concluded that secondary school students have more logical thinking if they have a high level of self-confidence.
- A negative and significant relationship between Self-Confidence and Educational Anxiety of Secondary school students.

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