

ACADEMIC ACHIEVEMENT OF ELEMENTARY TEACHER TRAINEES IN RELATION TO SELF CONFIDENCE

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Abstract

Present study is an attempt to know the academic achievement of elementary teacher trainees in relation to their self-confidence. The major objectives of the study is to find out the significant difference if any in self-confidence with respect to the background variables and also to find out the association if any between self-confidence and academic achievement of elementary teacher trainees. The sample consists of 1000 elementary teacher trainees from three districts of Tamilnadu viz. Tuticorin, Tirunelveli, and Kanyakumari. Tool for self-confidence was developed and validated by the investigator. The statistical techniques used were mean, standard deviation, t-test and ANOVA. The finding of the study revealed that the elementary teacher trainees have moderate level of self-confidence and academic achievement. It was found that female elementary teacher trainees are better than male elementary teacher trainees in their self-confidence. Significant difference was found among elementary teacher trainees in their self-confidence with respect to their stay. Result also revealed that, the relationship between self-confidence and academic achievement of elementary teacher trainees is highly correlated.

Introduction:

Education is still in the process of evolution. For educational competitions academic achievement is considered essential and equally important too. Academic achievement of students is influenced by so many factors such as student related, teacher related and school related. Among them, self-confidence is considered to be an important one. Self-confidence is a widely used concept both in popular language and in psychology.

Self-confidence is the conviction that one is generally capable of producing desired results. Increase in self-confidence helps to develop innate qualities of self worthy and competency by the reinforcement. Self-confidence is related with success. A confident attitude, a belief and a faith in oneself and one's ideas are essential in getting ahead. Self confidence is a positive attitude of oneself towards one's self concept. Self confidence and academic achievement have close relationship and have a lasting impact each other. High self confidence plays a highly important role not only in academic achievements of students but also in social and personal development as well.

Need and significance of the study:

Many studies have been made on the self confidence of students. Self-confidence and academic achievement would be significant predictor of intelligence among secondary school students (Shikha Dha, 2013) Asanas and pranayams have positive effect on self-confidence (Gulshan Kumar, Sandeep Kumar, 2013). Female had higher self image mean score than male higher secondary students, female students did better than male students (Shahin Begum, Muthuchamy, 2013). To reduce burnout among the teachers and to increase their effectiveness and self-confidence one should create conducive conditions (Gurmit Singha, Babita2014). Female adolescents are higher on self confidence and emotional maturity in comparison to male adolescents and also the female adolescents show better academic achievement as compared to male adolescents (Krishan Lal 2014). Participation in co curricular activities and self confidence go hand in hand hence the result was positively significant (Bhavna Kumari,2014).

Further, it is noticed that the findings of these studies are not consistent and generalized. Hence, it has been attempted to throw light on the relationship of elementary teacher trainees' self-confidence with their academic achievement.

Title of the problem:

Academic achievement of Elementary Teacher Trainees in Relation to Self-confidence.

Objectives of the study:

1. To find out the level of self-confidence and academic achievement of elementary teacher trainees.
2. To find out the significant differences in the self-confidence of elementary teacher trainees with respect to their background variables. a) gender, b) residence, c) marital status d) type of institute. e) religion f) community

3. To find out the significant differences in the academic achievement of elementary teacher trainees with respect to their background variables.
4. To find out the relationship between self-confidence and academic achievement of elementary teacher trainees.

Specific objectives:

- 1.1 To find out the level of self-confidence of elementary teacher trainees.
- 1.2 To find out the level of academic achievement of elementary teacher trainees.

Hypotheses:

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od:
- 2.1 There is no significant difference between the mean score of self-confidence of elementary teacher trainees with respect to : a) gender b) residence c) marital status
 - 2.2 There is no significant difference between the mean score of self-confidence of elementary teacher trainees with respect to: a) type of institute b) religion c) community.
 - 3.1 There is no significant difference between the mean score of academic achievement of elementary teacher trainees with respect to : a) gender b) residence c) marital status
 - 3.2 There is no significant difference between the mean score of academic achievement of elementary teacher trainees with respect to: a) type of institute b) religion c) community.
 - 4.1 There is no significant relationship between self-confidence and academic achievement of elementary teacher trainees.
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- mative survey method was adopted for the present study.

ii) Sample size:

The sample of 1000 Elementary teacher trainees from three district (Thoothukudi, Tirunelveli and Kanyakumari) were selected using random sampling technique.

iii) Tools used:

The investigator has used the following tool for the investigation of the problem.

- a) Personal data sheet developed by the investigator.
- b) The self-confidence questionnaire constructed and validated by the investigator with 46 statements (24 positive and 22 negative items) on a 5 point scale (always, often, sometimes, rarely, never). Items are selected based on item verses whole correlation. Items for which co-efficient of correlation are 0.195 and above are selected.
- c) To obtain the academic achievement scores, the investigator constructed an achievement test.

iv) Administration and Scoring:

Both the tools along with the personal data sheet were administered to the selected sample by the investigator. Students were asked to response to all the items of the tool.

Analysis and Interpretation:

Objective 1.1 To find out the level of home environment of elementary teacher trainees.

Table-1: The Level of Home environment of Elementary Teacher Trainees.

Groups	Self-confidence (N)	Percentage (%)
Low	158	15.8
Moderate	670	67.0
High	172	17.2
Total	1000	100

From the table (1), it is clear that more number of students lie in the category of moderate self-confidence (70.2%). Further it is concluded that a good percentage of elementary teacher trainees have moderate level of self-confidence.

Objective 1.2

To find out the level of academic achievement of elementary teacher trainees.

Table-2: The Level of Academic achievement of Elementary Teacher Trainees.

Groups	Academic achievement (N)	Percentage (%)
Low	311	31.1
Moderate	492	49.2
High	197	19.7
Total	1000	100

From the table (2), it is clear that more number of students lie in the category of moderate academic achievement (49.2%). Further it is concluded that a good percentage of elementary teacher trainees have moderate level of academic achievement.

Hypothesis-2.1

There is no significant difference between the mean score of self-confidence of elementary teacher trainees with respect to: a) gender b) residence c) marital status.

Table-3: Mean and Standard Deviation of the Self-confidence of Elementary Teacher Trainees with Respect to: a) Gender b) Residence c) Marital status

	Variable	N	Mean	SD	t-value	p-value	Remark
Gender	Male	99	169.7	20.01	2.25	0.025	S*
	Female	901	174.86	21.88			
Residence	Hostel	611	173.2	21.86	2.09	0.037	S*
	Home	389	176.15	21.46			
Marital status	Married	115	176.29	21.53	1.01	0.308	NS
	Unmarried	885	174.1	21.77			

S* = Significant at 5% level, NS =Non significant at 5% level

From the table (3), we can conclude that there is significant difference between male and female elementary teacher trainees, hostellers and day's scholars in their self-confidence mean scores. Whereas there is no significant difference between the self-confidence mean scores of elementary teacher trainees with respect to their marital status. Female teacher trainees ($\bar{X} = 174.86$) have higher self-confidence than male counter parts ($\bar{X}=169.7$). Among elementary teacher trainees, day's scholars ($\bar{X}=176.15$) have higher self-confidence than hostellers ($\bar{X}=173.2$).

Hypothesis -2.2

There is no significant difference between the mean score of self-confidence of elementary teacher trainees with respect to: a) type of institute, b) religion c) community.

Table-4: Sum of Squares and Mean Squares of Self-confidence of Elementary Teacher Trainees with Respect to: a) Type of institute b) Religion c) Community

Variables		Source	SS	MS	df	F-value	p-value	Remark
Type of institute	Government	Between	1089.8	544.9	2	1.15	0.316	NS
	Aided	Within	471292	472.7	997			
	Private	Total	472381.8		999			
Religion	Hindu	Between	5347.6	2673.8	2	5.71	0.003	S**
	Christian	Within	467034	468.4	997			
	Muslim	Total	472381.7		999			
Community	SC/ST	Between	1124.0	374.7	2	0.79	0.498	NS
	MBC	Within	471257.8	473.2	997			
	OBC	Total	472381.8		999			
	BC							

S** = Significant at 1% level, NS =Non significant at 5% level

From the table (3), we can conclude that there is a significant difference between self confidence scores of elementary teacher trainees with respect to the religion. Further there is no significant difference exists between self-confidence scores of elementary teacher trainees with respect to the type of institute and community. Since there is a significant difference noted among elementary teacher trainees with respect to religion. Duncan test is administered.

Table -4A: Duncan Test - Self-confidence

Religion	Number	Subset for alpha = 0.01	
		1	2
Christian	219	170.05	
Hindu	763	175.48	175.48
Muslim	18		178.61

It is inferred from the \bar{X} above table (4A), that the self-confidence of the Muslim elementary \bar{X} teacher trainees ($\bar{X} = 178.61$) are greater than that of Christian elementary teacher trainees ($\bar{X} = 170.05$).

Hypothesis-3.1

There is no significant difference between the mean score of academic achievement of elementary teacher trainees with respect to: a) gender b) residence c) marital status.

Table-5: Mean and Standard Deviation of the Academic achievement of Elementary Teacher Trainees with respect to: a) Gender b) Residence c) Marital status.

Variable	N	Mean	SD	t-value	p-value	Remark
Gender	Male	99	33.43	6.08	0.000	S**
	Female	901	38.50			
Residence	Hostel	611	38.03	0.162	0.872	NS
	Home	389	37.95			
Marital status	Married	115	38.56	7.91	0.429	NS
	Unmarried	885	37.93			

S** = Significant at 1% level, NS = Non significant at 5% level

From the above table (5), we can conclude that there is significant difference between the male and female elementary teacher trainees in their academic achievement mean scores. Whereas there is no significant difference between the academic achievements scores of elementary teacher trainees with respect to their residence and marital status. Female teacher trainees ($\bar{X} = 38.5$) are better in their academic achievement than their male counter parts ($\bar{X} = 33.43$).

Hypothesis -3.2

There is no significant difference between the mean score of academic achievement of elementary teacher trainees with respect to: a) type of institute, b) religion c) community.

Table -6: Sum of Squares and Mean Squares of Academic achievement of Elementary Teacher Trainees with Respect to: a) Type of institute b) Religion c) Community

Variables	Source	SS	MS	df	F-value	p-value	Remark	
Type of institute	Government	Between	3083	1541.5	2	25.14	0.000	S**
	Aided	Within	61136.9	61.3	997			
	Private	Total	64219.9	1602.8	999			
Religion	Hindu	Between	90.4	45.2	2	0.70	0.496	NS
	Christian	Within	64129.6	64.3	997			
	Muslim	Total	64220.0	109.5	999			
Community	SC/ST	Between	100.0	33.3	2	0.518	0.670	NS
	MBC	Within	64119.9	64.4	997			

OBC	Total	64219.9	97.7	999
BC				

S** = Significant at 1% level, NS = Non significant at 5% level

From the table (6), we can conclude that there is a significant difference between academic achievement scores of elementary teacher trainees with respect to the type of institute. Further there is no significant difference exists between academic achievement scores of elementary teacher trainees with respect to the community and religion. Since there is a significant difference noted among elementary teacher trainees with respect to type of institute, Duncan test is administered.

Table 6A: Duncan Test- Academic achievement

Type of institute	Number	Subset for alpha = 0.01	
		1	2
Aided	453	36.07	
Private	250	39.57	39.57
Government	297		39.62

It is inferred from the table (6A) that the elementary teacher trainees from government ($\bar{X}=39.62$) possess high level of academic achievement than aided institute trainees ($\bar{X}= 36.07$).

Hypothesis-4.1:

There is no significant relationship between self-confidence and academic achievement of elementary teacher trainees.

Table – 7: Relationship between Self confidence and Academic achievement of Elementary Teacher Trainees.

Variable-1	Variable-2	R-value	df	F- value	p-value	Remarks
Self confidence	Academic achievement	0.109	1.998	11.976	0.001	S**

S** Significant at 0.01 level.

From the above table (6), it is inferred that there exists significant high positive relationship between self confidence and academic achievement of elementary teacher trainees.

Findings of the study

- 1.1 The level of self-confidence (67%) of elementary teacher trainees is average in nature.
- 1.2 The level of academic achievement (49.2%) of elementary teacher trainees is average in nature.
- 2.1 In self-confidence mean score, the elementary teacher trainees significantly differ with respect to gender and their stay, but no significant difference is noted with respect to marital status. Female teacher trainees have higher self-confidence than male counter parts. Among elementary teacher trainees day's scholars have higher self-confidence than hostellers.
- 2.2 In self-confidence, significant difference is observed among the elementary teacher trainees with respect to religion. But no significant difference is noted in the case of elementary teacher trainees with respect to the type of institute and community. The self-confidence of the Muslim elementary teacher trainees are greater than that of Christian elementary teacher trainees.
- 3.1 In academic achievement mean score, the elementary teacher trainees significantly differ with respect to gender, but no significant difference is noted with respect to residence and marital status. Female teacher trainees are better in their academic achievement than their male counter parts.
- 3.2 In academic achievement, significant difference is observed among the elementary teacher trainees of the different type of institute. But no significant difference is noted in the case of elementary teacher trainees with respect to the community and religion. Elementary teacher trainees from government possess high level of academic achievement than aided institute trainees.
- 4.1 There is significant positive relationship exists between self-confidence and academic achievement scores of elementary teacher trainees.

Recommendations of the study

The findings of investigation may provide help to the school personnel, teachers, counselors and guidance workers to develop suitable methods of teaching and instruction so as to develop self-confidence among the elementary teacher trainees which is a contributing factor for developing intelligence which is essential for high academic achievement. A high level of self-confidence brings a high level of problem solving abilities and assertiveness and thus, elevates the performance and achievement level of pupils. The following recommendations are made:

- 1) The school heads should also celebrate the successes of the students in different fields of the school such as sports gala, festival, annual day celebrations, mother days, teacher days, spring festivals and so on.
- 2) The educational authorities and policy makers of the schools to provide resources to schools such as reading materials, computers, library and physical infrastructure for the development of the school systems.

- 3) Physical abuse of the students should be avoided.
- 4) Promoting and acclaiming individual successes across a wide range of academic and non-academic achievement.
- 5) Boosting self-confidence through individual counseling.

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