A Study of effects of Sex and Reserved Categories on the self-confidence and academic achievement of PG students.

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Abstract :-

The present study was conducted to ascertain the main and interactional effects of Sex and Reserved Categories on the self-confidence and academic achievement of college students. A random sample of 200 students (Boys and Girls) was selected from PG Programs of Rajarambapu Institute of Technology of Islampur city. Self-confidence Inventory developed and standardized by Dr. M. Basavana was administered to all of them individually and regarding the academic achievement, the investigator obtained examination marks of previous exams (ISE & MSE). The marks were pooled together, added and then percentages found in order to obtain academic achievement index scores of boys and girls belonging to reserved categories. The data was analyzed by using two-way analysis of variance technique (ANOVA). The result revealed that sex has no significant impact on the self-confidence and the academic achievement of the students. Scheduled Caste students have high self-confidence than the students belonging to scheduled tribe and weak and under-privileged classes. But reserved categories have no significant impact on the academic achievement of students. However, no interactional effect of sex and reserved categories was found on the self-confidence and academic achievement of students.
Key Words : Reserved Categories, self-confidence, academic achievement.

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Introduction :

Self-confidence refers to an individual's perceived ability to act effectively in situations to overcome obstacles and to get the things in a proper way. It may be to some extent a fundamental personality trait but It also undoubtedly depends largely on success in dealing with a particular situation. The student who is well adjusted shows more self-confidence while facing the situation than the most successful, original thinkers have been characterized by a high degree of self-confidence in agreement with their findings. It is the backbone of success of an individual. No decision can be taken without self-confidence. The people who are self-confident and are more successful can attain heights in their life.

Self-confident person is one who perceives himself as a socially competent, emotionally mature, intellectually adequate, successful, satisfied, optimistic, independent, self-reliant, self-assured, and in general having positive and constructive self-feeling and evaluation. It is characterized by optimism, eagerness, affection, pride, independence, trust, the ability to handle criticism, emotional maturity and the ability to accurately access our capabilities. 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. It is a characteristic or an aspect of self-concept itself.

Self-Confidence is a phenomenological construct. It is simply an attribute of perceived self like self-esteem. It is another self-construct. The clear concept of Self-Confidence was introduced by Allport (1959), Combs (1959), Rainy (1959), Rogers (1959), Snygg and whale (1959). Smith identified six dimensions of self, the first of them being Self-Confidence. This had high projection on elements such as confident, stable, satisfied, smart, active, popular etc.

Self-Confidence is not a feeling of superiorit, but independence (Lamba Yeshe, 1962). Self-Confidence plays

a vital role in the academic achievement of students. Academic achievement means Knowledge, understanding or skill acquired after instructions and training in courses or subjects of study. It is generally measured by means of total marks of the students obtained by them in a particular class. Academic achievement depends upon different factors which directly or indirectly influence it. In the past a strange notion possessed in the minds of a great as well as common people was that academic achievement is only dependent upon intelligence. But with the exploration of new knowledge, it has been noticed that there are other factors, which are as important as intelligence.

Academic Achievement is of paramount importance particularly in the present socio-economic and cultural contexts. Obviously, in the college, great emphasis is placed on achievement right from the beginning of formal education. The college has its own systematic hierarchy which is largely based on achievement and performance rather than ascription or quality. Thus, the college tends to emphasize achievement which facilitates, among other things, the process of role allocation for the social system. The college performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement, again, primarily in terms of achievement.

Achievement signifies the accomplishment or gain or a performance carried out successfully by an individual or a group on the completion of a task whether it be academic, personal or social. Thus, achievement means all those behavioural changes which take place in the individual as result of learning experience of various kinds. By academic achievement we also mean proficiency of performance generally measured by standardized tool or test, the act of attaining an end or of carrying out a purpose. Achievement is commonly applied to performance in educational test rather than psychological test i.e. it implies demonstration of required ability, skill, knowledge or understanding than inherent capacity. As per Webster's New World Dictionary (!976) "Achievement is achieving a desired result especially by skill, work etc."

Need and importance of the Study :

Adolescence is so called as a period of stress and strain. It is a transitional phase between childhood and adulthood. During this stage the old goals are recognized and new goals are introduced. The adolescents have to make vocational, social, and marital adjustments. Moreover, they have to develop a more unified philosophy of life. They need a code of ethics to guide them in their human relations. They have to organize various values of life in terms of their importance so that they can face the problems of their life with confidence and courage. All this needs the feeling of self-confidence among adolescents, which helps them to live their life happily, successfully and prosperously. Self-confidence is a determinant of personality of adolescents.

The feeling of Self-confidence and academic achievement are related to one's sex. Today girls feel themselves superior to boys and this superiority feeling makes them over confident. On the other hand, the boys feel themselves inferior due to lack of poor academic achievement. Therefore, it is the duty of parents to guide their children properly, which may help them to grow physically, mentally, morally, socially and emotionally. Such children will have higher level of aspiration and they will also perform better in the examination thus improving their self-confidence level.

From the ancient times, people belonging to scheduled caste, scheduled tribe and weak and under privileged classes have been neglected in all spheres of life including education. But after independence, the rate of literacy has gradually improved in these reserved categories. This has happened mainly due to provisions granted in the constitution of India under the Article 46, "promotion of educational and economic interests of scheduled caste, Scheduled tribe and weak and under privileged classes." So this legislature provision has provided an impetus to the rate of literacy among these sections of the society. However, a number of problems particularly in the field of education are still being faced by these sections of the society. In certain areas, untouchability is still prevailing and this sometimes proves impediment for the parents to send their children to schools.

Scheduled castes, Scheduled tribes and weak and under privileged classes are not fully aware about the significance of education. It has also been observed that the people belonging to these categories associate education with the employment i.e. government job. Therefore, majority of them are not able to provide good education to their children. In certain situations, these students are even ignored in the school by their classmates and sometimes by the teachers. As a result, a psychological pressure develops in their thinking and they cannot think of achieving better in the society. People belonging to these categories are economically poor, socially and educationally backward. They remained deprived for centuries, this is the reason that their children perform academically low also. The teachers who are the real builders of the nation should pay attention to these students so that a sense of security develops in them, their self-confidence increases, which ultimately can be helpful for improving their academic performance. Keeping in view the importance of the study. The present problem was undertaken by the investigator.

Review of Related Literature :

Narula (1979) indicated that sex was not found to influence academic performance.

Rani (1980) in her study found that the academic achievement of the scheduled caste students was significantly lower than that of the non-scheduled caste students.

Raghva (1985) in his study revealed that there was no significant difference in the academic achievement of boys and girls.

Misra (1986) found that the academic achievement of girls was superior to the academic achievement of boys.

Chakrabarti (1988) found that there was no significant difference in academic achievement of boys and girls.

Vyas (1992) in her study showed that the scheduled caste and non-scheduled caste students differed significantly in terms of academic achievement.

Singh (1996) in his study found that there was no significant difference in the self-confidence of boys and girls.

Shukla and Agrawal (1997) found that the level of academic achievement of scheduled caste students was lower as compared to non-scheduled caste students.

Chattopadhayay (1988) in his study indicated that the academic achievement of scheduled caste students was found lower than the non-scheduled caste students.

Kumari (2004) in her study revealed that there was no significant difference in the self-confidence of boys and girls.

Tabassum (2009) showed that sex and reserved categories were not found to influence self-confidence and academic achievement of students.

Objectives of the study

1. To find out the effect of "Sex" on the self-confidence and academic achievement of students.

2. To find out the effect of "Reserved Categories" on the self – confidence and academic achievement of student

3. To find out the significant interactional effect of "Sex and Reserved Categories" on the self-confidence and achievement of student.

Hypotheses of the study

1. There is no significant effect of "Sex" on the self-confidence of students.

2. There is no significant effect of "Reserved Categories" on the self-confidence of students.

3. There is no significant interaction effect of "Sex and Reserved Categories" on the self-confidence of students.

4. There is no significant effect of "Sex" on the academic achievement of students.

5. There is no significant effect of "Reserved Categories" on the academic achievement students.

6. There is no significant interactional effect of "Sex and Reserved Categories" on the academic achievement of students.

Delimitations of the study

1. The study was limited to a sample of 200 students (i.e.100 Boys and of 200 Girls) only.

2. The Study was limited to Islampur City only.

3. The Study was confined to Rajarambapu Institute of Technology only.

4. The study was confined to PG Programs of Management Studies & Engineering students only.

Methodology :

Sampling : In the present study, a sample of 100 Boys and 100 Girls Studying in PG Program were randomly picked up from Rajarambapu Institute of Technology of Islampur city.

Tool employed:

A) Self -confidence inventory: In the present study, Self - confidence inventory developed and standardized by Dr. M Basavana was employed the inventory consists of 100 items. Each item has 2 alternative responses. One mark was assigned for each correct answer. The maximum mark a student can obtain is 100 and minimum is 0 (Zero). All the positive items answered negatively and the negatively items answered positive were given one mark each. And all positively items answered positively and the negative items answered negatively were awarded 0 mark. The high the score obtained on this test the more the person has self - confidence.

B) Academic Achievement: Regarding the academic achievement the investigator consulted the Department Examination Coordinator of each selected PG Program and enquired the marks obtained by the class student in previous two Examination (ISE & MSE) the Department Examination Coordinator was kind enough to assist the investigator and in this way the investigator obtained annual examination marks of two Exams (ISE & MSE) of student belonging to reserved categories. The marks were pooled together added and then percentages index scores of boys and girl belonging to reserved categories.

Statistical Technique employed : Two way analysis of variance technique in the 2x3 factorial design was applied to the data concerned.

Interpretation and Discussion:

Table 1: Indicate the influence of Sex and Reserved Categories on the self-confidence of **PG** students.

F-ratio value for the first main factor i.e. sex (1.77) has come insignificant as the value has come less then the table value (4.02 and 7.12 against 1 and 54 df). It indicates that there is found no significant difference in the self-confidence score of boys and girls. The finding is thus accepting the first null hypothesis completely. Similar result have been found by Singh (1996), kumari (2004), Sharma (2004) and tabassum (2009) in their studies.

Table 1: Summary of two way analysis of variance for 2x3 factorial design showing the sum of squares and F-ration for self -confidence score, taken as criterion.

Sources of variance	SS	DF	MS	F-ratios	Level of Significance
Sex(A)	170.01	1	170.01	1.77	Not Significant
Reserved Categories(B)	1671.7	2	835.85	8.68	Sig. at.01 level
Sex x Reserved categories (AxB)	4044	2	2.22	0.02	Not Significant
Within	5199.5	54	96.29		
Total	7045.65	59			

Table 2: Summary of two way analysis of variance for 2x3 factorial design showing the sum of squares and F-ration for academic achievement scores, taken as criterion.

Sources of variance	SS	Df	MS	F- rations	Level of significance
Sex (A)	77.06	1	77.06	0.76	Not Significant
Reserved Categories (B)	194.63	2	97.32	0.96	Not Significant
Sex X Reserved Categories (AxB)	255.84	2	127.92	1.26	Not Significant
Within	5474.2	54	101.37		
Total	6001.73	59			

F- Ratio value for the second main factor i.e. Reserved Categories (8.68) has come significant at 0.001 level as the value has come more than the table value (3.17 and 5.01 against 2 and 54 df). It means that there is found significant difference in the self confidence scores of students belonging to different reserved categories'. This finding is thus rejecting the second null hypothesis completely. However, **Tabassum (2009)** found contrary result in her study. In the present study the mean self-confidence score of students belonging to scheduled caste has come greater (50.5) than the students belonging to scheduled tribe (38.1) and weak and under privileged classes (39.8). It means that the students belonging to scheduled caste have high self confidence than their counterparts. The reason behind is that their parents are educated and rich and they provide each and every facility to their children. They help their children to excel in various fields and this develops high self confidence whereas the parents of scheduled tribe and weak and under privileged class students are mostly illiterate and economically poor and hence do not help know their wards in developing self-confidence. They do not know how to

develop self confidence among their children, which is utmost importance.

F-ration vale for the third factor i.e. double interactional effect of "Sex and Reserved Categories" (0.02) has come insignificant as the value has come less than the table value (3.17 and 5.01 against 2 and 54 df). This finding is thus accepting the third null hypothesis completely. It means that there is found no interactional effect of sex and reserved categories on the self confidence of students. In other words, self confidence is neither the function of one's sex nor one's reserved category.

Interpretation and Discussion:

Table 2 indicates the influences of sex and reserved categories on the academic achievement of high school students.

F-ratio value for the first main factor i.e. Sex (0.76) has come insignificant as the value has come less than the table (4.02 and 7.12 against 1 and 54 df). It indicates that there is found no significant difference in the academic achievement scores of boys and girls. The finding is thus accepting the fourth null hypothesis completely. Similar results have been found by Narula (1979), Raghva (1985) Chakrabarti (1988) and Tabassum (2009). However Misra (1986) and Wahi (1991) found significant sex differences in the academic achievements of students.

F-ratio value for the second main factor i.e. 'Reserved Category' (0.96) has come insignificantly as the value has come less than table value (3.17 and 5.01 against 2 and 54 df) It means there is found no significance difference in the academic achievement scores of student belonging to different reserved categories .This finding is thus accepting the fifth null hypothesis completely. Similar result has been found by Tabassum (2009).

F-ratio value for the third sector i.e. double interactional effect of 'sex and Reserved categories´(1.26) has come insignificant as the value has come less than table value (3.17 and 5.01 against 2 and 54 df). This finding is thus accepting the sixth null hypothesis completely. It means that there is found no interactional effect of sex and Reserved categories on the academic achievement of students. In other words, the academic achievement is the neither the function of one's sex nor one's reserved categories.

Educational implication:

It is self confidence and academic achievement which guide the way of life and behavior of students and shapes their personality. The parents and teachers should pay significant role in providing rich environment to the adolescents particularly the reserved category students. The teacher should try to help the students belonging to scheduled tribes

and weak under –privileged classes in solving their various problems and develop in them high self-confidence level because students are the backbone of nation. Teachers should also encourage these students to participate in different activities and competitions. They should develop a competitive spirit in themselves. It is the duty of parents and teachers to guide, to encourage, to evaluate and to develop the self-confidence among the students belonging to scheduled tribes and weak under privileged classes. Teacher should find out the causative factors of low self-confidence level and then provide remedial measures.

In order to improve academic achievements of students belonging to reserve categories, it is prime duty of parents, teachers and members of the social set up in which they live, to guide them, educate them and financially help them to meet out their basic requirement. Teachers can educate them properly to acquire better knowledge. They can guide them better to acheive goals. It is only possible when teachers have sympathetic attitude towards them in the class room situation and they may be helped and guide by them from time to time. Teachers should inform to parent's regarding the poor academic record of their children so that parents can also pay full attention towards the academic progress of their wards. The home environment should be peaceful, friendly and permissive with no conflict between husband and wife as otherwise it will affect the child's behavior and personality as well as his/her academic performance. Mature and elderly people in the society can play a vital role in helping them to continue their education. They should give rewards in the social gatherings in the locality so that they feel more encouraged. In this way, they can have a good academic achievement.

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