

## **A Study of Self Esteem, Self Confidence and Achievement Motivation among Arts and Science Graduate College Students**

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### **ABSTRACT**

**Objective** of the study to compare among science and arts college students on dimension self esteem self confidence and motivation. **Hypothesis:** There will be significant difference between science and arts college students on dimension self esteem, self confidence and motivation. **Sample:** For the present study 100 Sample were belongings to Aurangabad, 50 science college students and 50 arts college students. The age range of subjects was 18-25 years. **Tools:** 1) Self Esteem Inventory: this inventory developed and standardized by M S Prasad and G P Thakur. 2) 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”. 3) Achievement motivation inventory was constructed and standardized by B. N. Mukharji. **Result:** Science college students found significantly high self esteem than the arts college students. 2. Science college students found significantly high self confidence than the arts college students. 3. There was no found significant difference between science and arts dimension on motivation.

### **Introduction:**

Educated manpower is the emerging need of any nation as educated and skilled human resource is asset for any country. It becomes indispensable to develop human resource from the early stages of human life; Children are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future. Therefore, correlates to academic achievement draw the attention of researches. Among the correlates at present psycho-social variables are gaining importance. Self-concept and Achievement motivation is such a psycho-social variable which is also responsible in a great way effecting academic achievement in children. One of the most persistent puzzles confronting parents and teachers is uneven academic achievement among equally able students. What factors cause some students to go above and beyond their personal and environmental constraints is the focal interest of current social- cognitive theories of motivation and action.

Achievement Motivation is the attitude to achieve rather than the achievements themselves. It can be considered as extended person- intrinsic motivation because its reinforcement is delayed. It arises from an interaction within the person. Achievement motivation is “a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted for example, will power or friendship”. Murray (1938) described achievement motivation as a desire to accomplish something difficult, to overcome obstacles and attain a high standard, to excel oneself. Burger (1997) indicated that high achievers are moderate risk takers and have an energetic approach to work. Parents with more education also have higher expectation for their children’s education which facilitates the greater educational attainment for their children (Alexander, Entwisle and Bedinger, 1990). Well educated parents are involved more in their children’s education than less educated parents. Such parental involvement in children’s education is fruitful (Hoff, 2003). The more actively involved parents are in their children’s education, the higher their children’s perceptions of competence and better they perform in school and enhance their achievement motivation (Mohanty, 2007).

Joshi and Srivastava (2009) found out there were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys. Sharma’s (2009) study found that (i) there is no significant interaction effect of creativity, Achievement motivation, self-concept, index of Brightness and adjustment on mean performance of academic Achievement of adolescents. (ii) There was significant contribution of creativity, achievement motivation and index of brightness in predicting academic achievement of adolescents. (iii) Index of Brightness and adjustment were negatively correlated to creativity, achievement motivation, self-concept and academic achievement among adolescents. However, both these variables were positively correlated to each other.

**Aim of the study:**

- 1) To compare the self esteem self confidence and motivation among science and arts college students.

**Hypothesis:**

- 1) There will be no significant difference between science and arts college students on dimension self esteem, self confidence and motivation.

**Methods:**

**Sample:**

For the present study 100 Sample were belongings to Aurangabad City, 50 science college students and 50 arts college students. The age range of subjects was 18-25 years. Non-Probability Purposive 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 split 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.

**Procedures of data collection**

Three tests were administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by

the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

**Variable**

**Independent variable-**

Types of Faculty Students i) Science ii) Arts

**Dependent Variable**

- 1) Self Esteem
- 2) Self Confidence
- 3) Motivation

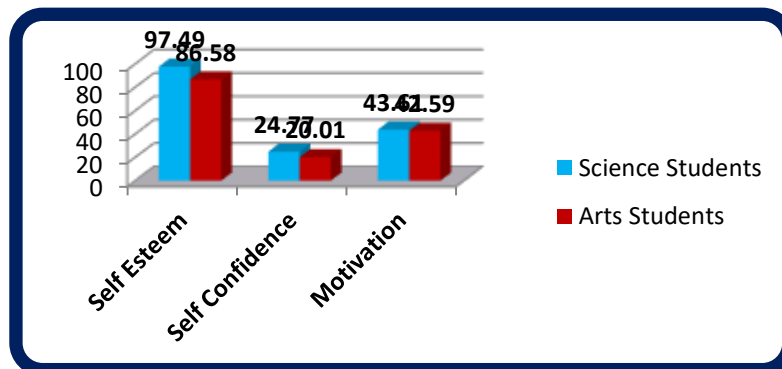
**Statistics:-**

t test used for the present study.

**Statistical Analysis and Discussion**

Mean Std. Deviation, Std. Error and t value of boys and girls college students' dimension Self Esteem, Self Confidence and Motivation.

Dimension	Science			Arts			DF	t
	Mean	SD	SE	Mean	SD	SE		
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 science college students was 97.49 and arts college students score was 86.58 Science and arts college students mean was highly significant t value 9.51 (98) And both levels were significant and science college students found significantly high self esteem arts college students than arts college students.

Second mean of self confidence score of the science college students was 24.77 and arts college students score was 20.01 Science and arts college students mean was highly significant t value 6.57 (98) And both levels were significant and science college students found significantly high self confidence arts college students than arts college students.

Third mean of motivation score of the science college students was 43.61 and arts college students score was 42.59 Science and arts college students mean was not significant t value 1.32 (98). Null hypothesis is accepted and alternative hypothesis is rejected means there was no found significant difference between science and arts dimension on motivation.

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.

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