



Achievement Motivation In Relation To Self Confidence Of Distance And Regular Undergraduates

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ABSTRACT

Today distance education is catering to the needs of variety of learners at all levels. Highest number of distance students are enrolled at undergraduate level. This research aims to identify relation of achievement motivation to self confidence of distance and regular undergraduates. This research also compared the achievement motivation and self confidence of distance and regular undergraduates. For this purpose 100 regular (50 male, 50 female) undergraduates from DU colleges and 100 distance (50 male, 50 female) undergraduates from IGNOU study centres were selected randomly. Data was collected with help of Achievement motivation tool prepared by researcher and Pandey's self-confidence inventory. Data was analysed with the help of Pearson Product moment correlation and t test method. It was found that achievement motivation is positively co-related to self confidence in case of both regular and distance undergraduates. It was also found that regular undergraduates have more achievement motivation than distance undergraduates. No significant difference was found in self confidence of distance and regular undergraduates.

Key Words: Achievement motivation, Self Confidence, Distance Education, Undergraduates

Introduction

Education provides people with knowledge, a sense of purpose and confidence required for building up a dynamic and progressive nation. Indian constitution has made provision of equalization of educational opportunities. Regular mode of education is not able to provide education to all due to a number of reasons. Distance education system is best alternative as well as complementary channel of education and training in India. It is most cost effective and flexible answer to provide access to education for all. In India highest number of students are enrolled in undergraduate courses. In India total enrolment in higher education has been estimated to be nearly 4.13 crore(Reference: AISHE2020-21). Distance Education and open learning have a potential to bring about a major revolution in instruction and training using multimedia technology so as to take educational opportunities to remote places and people unreached, breaking economic and geographical barriers for attaining the objectives of equity and excellence.

Maximum number of enrollment in distance mode is at undergraduate level. Research studies are confined to comparison of enrolment figures of students in distance education by Shah(2008), Mishra, Vijashri and Garg (2009) did programme evaluation study of the undergraduate physics programme at IGNOU, Gaba et al (2011) analysed the cost of selected professional programmes offered through distance learning by

IGNOU. Mahlangu (2018) studied ways to minimize the challenges experienced by distance learning, Niwaz et al (2019) studied issues and challenges faced by distance learners. Fidalgo et al (2020) studied students' perceptions of DE vary across the participants from the three countries. Mishra et al (2021) studied research trends in online learning during covid pandemic. Muthuprasad et al (2021) studied students' perception and preference for online education in India during COVID -19 pandemic.

Comparative studies of regular mode students and distance mode students are very few in number. In our society regular mode of education is given more importance as compared to distance mode. This study compared achievement motivation and self confidence of distance and regular undergraduate and also studied relationship among these variables for these two categories.

Operational definitions of the terms to be used:

Achievement motivation

Achievement motivation is a learned motive to compete and to strive for success. There is a universal tendency in man to excel and succeed, to win and go ahead of others. Achievement motivation is person specific. It refers to the behaviour of an individual who strives to accomplish something, to do his best, to excel others in performance. This involves competition with a particular standard of excellence of performance. This is more likely to be learnt by the environment and education rather than inborn. Achievement motivation affects many activities of the individual and helps him/her in meeting the obstructions, which come in the way of achievement of his/her goal, with greater activity to carry out the projects through a successful competition, to beat the rival, to achieve the success for its own sake.

Self confidence

Self confidence is commonly used as self assurance in one's personal judgement, ability, power, etc. It is a positive belief that in the future one can generally accomplish what one wishes to do. The confidence on self has been referred as the core or the key stone of personality. Confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives and believe that, within reason, they will be able to do what they wish, plan, and expect.

Statement of the problem

Study of Achievement Motivation in relation to Self Confidence of distance and regular undergraduates.

Research Questions

- 1 Study of relationship of achievement motivation to self confidence in regular undergraduate students.
- 2 Study of relationship of achievement motivation to self confidence in distance undergraduate students.
- 3 Comparison of achievement motivation of distance and regular undergraduates.
- 4 Comparison of self confidence of distance and regular undergraduates.

REVIEW OF LITERATURE

Studies related to Achievement Motivation

Kumari.S and Chamundeswari.VR (2015) concluded that significant difference was found among students gender and school type related to academic performance and achievement motivation.

Maheswari and Aruna (2016) found that female students perceived better achievement motivation than the male students.

Anita and Jebaseelan (2018) found girls are highly motivated than boys in academics.

Devkumar (2018) studied gender differences in achievement motivation and academic self-concept of SSC board students. Studies revealed that there was significant difference in achievement motivation scores and the girls scored higher than the boys.

Rani and Reddy (2019) found that females were having higher achievement motivation than males. Achievement motivation of students belonging to arts stream were higher than science stream students.

Dixit.S.K and Sinha.J (2020) studied incompatibility of gratitude with achievement motivation. Their finding supports the idea that gratitude is not incompatible with achievement motivation.

Singh.S (2020) conducted a comparative study on achievement motivation of undergraduate and post graduate students and revealed that achievement motivation of post graduate students was higher than undergraduate students,

Fayaz.R and Ganai.M.Y (2022) studied Achievement Motivation among socially disadvantaged adolescent students in Kashmir and it was found that OBC students were having higher achievement motivation than ST students.

Studies related to Self Confidence

Sharma.S and Sahu.D (2013) investigated that self confidence decreases by using social networking sites.

Fatma.F (2015) found that there are significant differences in self-confidence among adolescents in relation to their gender and locality.

Tripathi and Srivastava (2018) studied that self confidence of high academic achiever girls was more than low achiever girls.

Kanchan et al (2019) investigated that self confidence of male students of science stream was more than male students of commerce stream

Bayat et al (2019) revealed that self-confidence increases with aging.

Ambika.A and Panwar.N (2021) revealed that male adolescents don't differ in self confidence to their female counterpart.

Chawla.J.K.and Vats.P (2022) found no significant difference in self confidence of single child and child with siblings.

Methodology and design of study

In this study Descriptive survey method was used and Quantitative data was collected with the help of questionnaires. Random sampling method was used and sample was collected from DU colleges and IGNOU study centres in Delhi NCR region. Size of sample was 50 distance undergraduate males , 50 distance undergraduate females, 50 regular undergraduate males , 50 regular undergraduate females.

Tools used

Achievement motivation tool was developed by researcher and Pandey's self-confidence inventory was used for measuring the self – confidence.

Statistical Techniques used

Mean, Pearson coefficient of correlation, t test were used for analysis of data.

Analysis of Data

1 Study of relationship of achievement motivation to self confidence in regular undergraduate students

Table 1

Coefficient of correlation between achievement motivation and self confidence in undergraduate regular students

S.No	Variables	N	r
1	Achievement Motivation	100	0.4126**
2	Self Confidence		

** value is significant at 0.01 level

Calculated r value is more than table value at 0.01 level, it depicts there is positive correlation between achievement motivation and self confidence in undergraduate regular students

Table 2

Coefficient of correlation between achievement motivation and self confidence in male undergraduate regular students

S.No	Variables	N	r
1	Achievement Motivation	50	0.4509**
2	Self Confidence		

** value is significant at 0.01 level

Calculated r value is more than table value at 0.01 level, it depicts there is positive correlation between achievement motivation and self confidence in male undergraduate regular students

Table 3

Coefficient of correlation between achievement motivation and self confidence in female undergraduate regular students.

S.No	Variables	N	r
1	Achievement Motivation	50	0.3357*
2	Self Confidence		

* value is significant at 0.05 level

Calculated r value is more than table value at 0.05 level, it depicts there is positive correlation between achievement motivation and self confidence in female undergraduate regular students

2 Study of relationship of achievement motivation to self confidence in distance undergraduate students

Table 4

Coefficient of correlation between achievement motivation and self confidence in undergraduate distance students

S.No	Variables	N	r
1	Achievement Motivation	100	0.2793**
2	Self Confidence		

**value is significant at 0.01 level

Calculated r value is more than table value at 0.01 level, it depicts there is positive correlation between achievement motivation and self confidence in undergraduate distance students.

Table 5

Coefficient of correlation between achievement motivation and self confidence in male undergraduate distance students

S.No	Variables	N	r
1	Achievement Motivation	50	0.2934*
2	Self Confidence		

* value is significant at 0.05 level

Calculated r value is more than table value at 0.05 level, it depicts there is positive correlation between achievement motivation and self confidence in male undergraduate distance students

Table 6

Coefficient of correlation between achievement motivation and self confidence in female undergraduate distance students.

S.No	Variables	N	r
1	Achievement Motivation	50	0.3251*
2	Self Confidence		

*value is significant at 0.05 level

Calculated r value is more than table value at 0.05 level, it depicts there is positive correlation between achievement motivation and self confidence in female undergraduate distance students.

Above calculations depicts that achievement motivation is positively correlated to self confidence in undergraduates male and female regular and distance students. It reveals that if achievement motivation increases then self confidence also increases. Achievement motivation is an internal driving force for a person to secure excellence and success. A person who has more confidence in himself is motivated more for higher achievement. Self-confidence helps in correlation of the powers of body and mind and helps them in attainment of goal of life.

There are studies which shows similar relationship between achievement motivation and self confidence. Li. et al (2023) studied the relationship between achievement motivation and college students' general self-efficacy and found significant relationship between both variables.

Attar.E (2017) studied Self-confidence and its Relationship with Motivation for Achievement among Female Students at King Abdul- Aziz University and found a significant relationship between self confidence and motivation for achievement in female students.

Gharghot.A(2016) conducted a study on Self-confidence and its relationship with motivation to achieve among the students of the university. This study found a significant relationship between achievement motivation and self confidence. Karimi .A and Saadatmand.Z (2014) studied the relationship between Self-Confidence with Achievement Based on Academic Motivation in the city of Isfahan and found a positive correlation between both variables.

Al-Enezi and Al-Kindi (2004) conducted a study on scholastic achievement and its relation to self-confidence among secondary school students. The result showed significant relationship between scholastic achievement and self confidence

.3 Comparison of achievement motivation of distance and regular undergraduates.

Table 7

t- value for mean scores of achievement motivation of undergraduate distance students and regular students.

S.No.	Variable	N	Mean	t-value
1	Undergraduate Distance Students	100	18.76	5.6295**
2	Undergraduate Regular students.	100	22.24	

**value is significant at 0.01 level of significance

Calculated t value is more than table value at 0.01 level, it shows significant difference in achievement motivation of undergraduate distance students and undergraduate regular students. Mean scores of undergraduate regular students is more . It reveals undergraduate regular students have higher achievement motivation than undergraduate distance students

Table 8

t- value for mean scores of achievement motivation of male undergraduate distance students and regular students.

S.No.	Variable	N	Mean	t-value
1	Undergraduate Distance Students	50	18.8	2.4334*
2	Undergraduate Regular students.	50	21.82	

* value is significant at 0.05 level of significance

Calculated t value is more than table value at 0.05 level, it shows there is significant difference in achievement motivation of male undergraduate distance students and male undergraduate regular students. Mean scores of male undergraduate regular students is more. It reveals male undergraduate regular students have higher achievement motivation than male undergraduate distance students

Table 9

t- value for mean scores of achievement motivation of female undergraduate distance students and regular students.

S.No.	Variable	N	Mean	t-value
1	Undergraduate Distance Students	50	18.72	2.5213*
2	Undergraduate Regular students.	50	22.66	

*indicate value is significant at 0.05 level of significance

Calculated t value is more than table value at 0.05 level, it shows there is significant difference in achievement motivation of female undergraduate distance students and female undergraduate regular students. Mean scores of female undergraduate regular students is found to be higher. It shows female undergraduate regular students have higher achievement motivation than female undergraduate distance students .

All these calculations reveals that regular undergraduates male and female have comparatively greater achievement motivation than distance undergraduates male and female. This difference may be due to environment and circumstances differences in both cases. Distance undergraduates might not interact and communicate with their teachers and class mates on regular basis which otherwise can act as motivational force for them.

There are different studies which reveals differences in level of achievement motivation in different categories.

Fayaz.R and Ganai.M.Y (2022) studied Achievement Motivation among socially disadvantaged adolescent students in Kashmir and found that OBC students were having higher achievement motivation than ST students. Singh.S(2020) performed a comparative study on achievement motivation of undergraduate and post graduate students and found that achievement motivation of post graduate students was higher than undergraduate students,

Ninama(2018) found higher achievement motivation level among tribal boys in comparison to girls from non-tribal community. However, non tribal commerce stream students showed higher level of achievement motivation in comparison to arts stream students of tribal community. Bharanbe(2016) studied achievement motivation of students enrolled in private and Govt schools and found high score of achievement motivation among private school students as compared to Govt school students. Shekhar & Devi (2012) studied achievement motivation among college students on the basis of gender and stream(science and arts) and revealed that girls showed higher achievement motivation level as compared to boys and science stream students indicated higher achievement motivation as compared to arts stream subject

4 Comparison of self confidence of distance and regular undergraduates

Table 10

t- value for mean scores of self-confidence of undergraduate distance students and regular students.

S.No.	Variable	N	Mean	t-value
1	Undergraduate Distance Students	100	35.91	0.0781
2	Undergraduate Regular students.	100	37.59	

Calculated t value is less than table value at 0.05 and 0.01 level, it shows there is not any significant difference in self confidence of undergraduate distance students and undergraduate regular students.

Table 11

t- value for mean scores of self-confidence of male undergraduate distance students and regular students.

S.No.	Variable	N	Mean	t-value
1	Undergraduate Distance Students	50	35.84	0.3508
2	Undergraduate Regular students.	50	37.2	

Calculated t value is less than table value at 0.05 and 0.01 level, it shows there is not any significant difference in self confidence of male undergraduate distance students and male undergraduate regular students.

Table 12

t- value for mean scores of self-confidence of female undergraduate distance students and regular students.

S.No.	Variable	N	Mean	t-value
1	Undergraduate Distance Students	50	35.98	0.1087
2	Undergraduate Regular students.	50	37.98	

Calculated t value is less than table value at 0.05 and 0.01 level, it shows there is not any significant difference in self confidence of female undergraduate distance students and female undergraduate regular students.

All these calculations depicts that there is not any difference in self confidence of male and female regular undergraduates and male and female distance undergraduates. Self-confidence helps in correlation of the powers of body and mind and directs a person towards the goal of life. Self-confidence is the pre requisite for development, success and progress. Self confidence is to have confidence in ones capabilities which is not related to their mode of education.

There are various studies which found no significant difference between self confidence of different category students.

Jannat, K. C. & Poonam, V.2022) conducted a study on comparison of self confidence of single child and child with siblings and revealed that there is no significant difference in self confidence of single child and child with siblings. Brendon.D.A (2022) studied self confidence level of male and female intercollegiate football players from Goa and concluded that there is no difference in the self confidence level of male and female intercollegiate football players from Goa. Ambika.A and Panwar.N (2021) conducted a comparative study on self confidence of young adolescents and found no difference in self confidence of male and female. Tasneem and Panwar (2019) conducted a study on undergraduate students from science stream and found that there is no significant gender difference in mean values on academic self-confidence. Vanaja and Geeta (2017) studied locus of control and self-confidence in high school students and found no significant difference among the students in their locus of control and self-confidence with respect to medium of instruction.

Findings of the study:

1 Findings with regard to relationship between achievement motivation and self confidence in regular undergraduate students.

1.1 Significant positive correlation was found between achievement motivation and self confidence in regular undergraduate students.

1.2 Significant positive correlation was found between achievement motivation and self confidence in male regular undergraduate students.

1.3 Significant positive correlation was found between achievement motivation and self confidence in female regular undergraduate students.

2 Findings with regard to relationship between achievement motivation and self confidence in distance undergraduate students

2.1 Significant positive correlation was found between achievement motivation and self confidence in distance undergraduate students.

2 Significant positive correlation was found between achievement motivation and self confidence in male distance undergraduate students.

2.3 Significant positive correlation was found between achievement motivation and self confidence in female distance undergraduate students.

3 Findings with regard to comparison of the achievement motivation of undergraduate distance students and regular students.

3.1 Regular undergraduate students were found to have more achievement motivation than distance undergraduate students.

3.2 Male undergraduate regular students were found to have more achievement motivation than male undergraduate distance students.

3.3 Female undergraduate regular students were found to have more achievement motivation than female undergraduate distance students.

4 Findings with regard to comparison of self-confidence of undergraduate distance students and regular students.

4.1 No significant difference was found in self confidence of undergraduate distance students and undergraduate regular students.

4.2 No significant difference was found in self confidence of male undergraduate distance students and male undergraduate regular students.

4.3 No significant difference was found in self confidence of female undergraduate distance students and female undergraduate regular students.

Educational Implication of Study:

The study has revealed that positive correlation exist between achievement motivation and self confidence in undergraduate distance and regular students. As achievement motivation is positively related to self confidence , so our colleges, families, government, different welfare organizations, study centres, should run various programmes for enhancing achievement motivation of undergraduate students. Different methods and strategies can be used to enhance achievement motivation and self confidence of undergraduate students.

Study also depicted that undergraduate regular students have more achievement motivation than undergraduate distance students. Special workshops and seminars can be conducted at senior secondary level and undergraduate level at distance and open centres to enhance achievement motivation of distance students. Various teaching methods and activities can be implemented to boost achievement motivation of distance learners. Attendance in orientation programmes should be must for distance learners where experts can guide the distance learners regarding various opportunities in the future.

Study also depicted that there is no difference in self confidence of undergraduate distance and regular students. It shows that distance undergraduates are equally confident on their actions, courses they are pursuing. Today distance education is pertaining needs of diverse learners. Some students are preparing for jobs, some are involved in some professional courses, some are in jobs, some are having family responsibilities. Due to all these reasons students are enrolled in undergraduate courses via distance mode. But they have confidence on whatever they are doing

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