

SELF-CONFIDENCE AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS

Dissertation submitted to the Tamil Nadu Teachers Education University in
partial fulfilment of the requirements for the Degree of
Master of Education

BY

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**N.V.K.S.D. COLLEGE OF EDUCATION
(Re- accredited by NAAC with 'A' Grade)
ATTOOR, KANYAKUMARI DISTRICT.**

APRIL-2015

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DECLARATION

I hereby declare that this dissertation “**SELF-CONFIDENCE AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS**” has not been submitted by me for the award of any degree, diploma, title or recognition before.

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CERTIFICATE

This is to certify that the dissertation entitled “**SELF-CONFIDENCE AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS**” submitted for M.Ed degree by BHARATHI.G is a record of a research work done by her under my guidance and supervision. It is further certified that this work is an original one free from any kind of duplication.

Place: Attoor

Dr. Mini Kumari .V.S

Date:

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CONTENTS

LIST OF TABLES

S.NO	CHAPTER	PAGE NO
I.	INTRODUCTION	1-15
II.	REVIEW OF RELATED LITERATURE	16-29
III.	METHODOLOGY	30-45
IV.	ANALYSIS AND INTERPRETATION	46-98
V.	FINDINGS, CONCLUSIONS	99-106

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

SL NO	TABLES	PAGE NO
3.1	The different dimensions of included Academic Achievement tests and number of items included under each dimension	35
3.2	Difficulty index and Discriminating power of items in the “Academic Achievement Test” (draft form)	37
3.3	Reliability coefficient of Academic Achievement test	40
3.4	Details of the sample selected	41
4.1	Mean and standard deviation of self-confidence scores of prospective teachers	47
4.2	Mean and standard deviation of self-confidence scores of male and female prospective teachers	48
4.3	Mean and standard deviation of self-confidence scores of prospective teachers of different age groups	49
4.4	Mean and standard deviation of self-confidence scores of prospective teachers of belonging to various religions	50
4.5	Mean and standard deviation of self-confidence scores of aided and self- financing college prospective teachers	51
4.6	Mean and standard deviation of self-confidence scores of rural and urban prospective teachers	52
4.7	Mean and standard deviation of self-confidence scores of prospective teachers of science and arts subjects	53

4.8	Mean and standard deviation of self-confidence scores of graduate and post graduate prospective teachers	54
4.9	Mean and standard deviation and t-value of self-confidence scores of male and female prospective teachers	55
4.10	Mean and standard deviation and t-value of self-confidence scores of prospective teachers of different age groups	57
4.11	Mean and standard deviation and f-value of self-confidence scores of prospective teachers of varies religions	59
4.12	Results of scheffe's procedure	62
4.13	Mean, standard deviation and F-value of self-confidence scores of prospective teachers on the basis of community	63
4.14	Mean and standard deviation and t-value of self-confidence scores of prospective teachers aided and self financing colleges	65
4.15	Mean and standard deviation and t-value of self-confidence scores of rural and urban prospective teachers	67
4.16	Mean standard deviation and t-value of self-confidence scores of prospective teachers of science and arts subjects	69
4.17	Mean and standard deviation and t-value of self-confidence scores of graduate and post graduate prospective teachers	71
4.18	Mean, standard deviation t-value of academic achievement scores of male and female prospective teachers	73
4.19	Mean, standard deviation and t-value of academic achievement scores of prospective teachers of different age groups	75
4.20	Mean, standard deviation and F-value of academic achievement scores of prospective teachers of various religions	77

4.21	Results of scheffe's procedure	80
4.22	Mean, standard deviation and f-value of academic achievement scores of prospective teachers of various religions	81
4.23	Mean, standard deviation and t-value of academic achievement scores of aided and self-financing college prospective teachers	84
4.24	Mean, standard deviation and t-value of academic achievement scores of rural and urban prospective teachers	87
4.25	Mean, standard deviation and t-value of academic achievement scores of prospective teachers of science and arts subjects	89
4.26	Mean, standard deviation and t-value of academic achievement scores of graduate and post graduate prospective teachers	91
4.27	Co-efficient of correlation between self-confidence and academic achievement of total population and classified on the basis of gender	95
4.28	Co-efficient of correlation between self-confidence and academic achievement on the basis of type of institution	96
4.29	Co-efficient of correlation between self-confidence and academic achievement on the basis of locality	97
4.30	Co-efficient of correlation between self-confidence and academic achievement on the basis of educational qualification	98

LIST OF FIGURES

S.N O	FIGURES	PAGE NO
4.1	Comparison of self confidence scores based on Gender	56
4.2	Comparison of self confidence scores based on Age	58
4.3	Comparison of self confidence scores based on Religion	61
4.4	Comparison of self confidence scores based on Community	64
4.5	Comparison of self confidence scores based on Type of Institution	66
4.6	Comparison of self confidence scores based on Locality	68
4.7	Comparison of self confidence scores based on Optional Subject	70
4.8	Comparison of self confidence scores based on Educational Qualification	72
4.9	Comparison of Academic Achievement scores based on Gender	74
4.10	Comparison of Academic Achievement scores based on Age	76
4.11	Comparison of Academic Achievement scores based on Religion	79
4.12	Comparison of Academic Achievement scores based on Community	83
4.13	Comparison of Academic Achievement scores based on Type of Institution	86
4.14	Comparison of Academic Achievement scores based on Locality	88
4.15	Comparison of Academic Achievement scores based on Optional Subject	90
4.16	Comparison of Academic Achievement scores based on Educational Qualification	93

CHAPTER-I

INTRODUCTION

- ❖ **SELF-CONFIDENCE**
- ❖ **NEED AND SIGNIFICANCE OF THE STUDY**
- ❖ **STATEMENT OF THE PROBLEM**
- ❖ **OPERATIONAL DEFINITIONS OF THE KEY TERMS**
- ❖ **OBJECTIVES OF THE STUDY**
- ❖ **HYPOTHESES FRAMED**
- ❖ **PROCEDURE OF THE STUDY**
- ❖ **LIMITATIONS OF THE STUDY**
- ❖ **ORGANISATION OF THE REPORT**

CHAPTER-II

REVIEW OF RELATED LITERATUR

❖ REVIEW OF RELATED LITERATURE

❖ STUDIES RELATED TO SELF-CONFIDENCE

CHAPTER-III

METHODOLOGY

- INTRODUCTION
- METHOD ADOPTED
- TOOLS USED
- SAMPLE FOR THE STUDY
- STATISTICAL TECHNIQUES
USED

CHAPTER-IV

ANALYSIS AND INTERPRETATION

OF DATA

CHAPTER-V

MAJOR FINDINGS AND CONCLUSIONS

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APPENDICES

N.V.K.S.D. COLLEGE OF EDUCATION

ATTOOR. K.K.DIST-629191

SELF CONFIDENCE SCALE

Prepared by

Jayanthi K.S. and Dr.Minikumar V.S. (2012)

Instructions:

Given below are a few statements related to you. Read them carefully and indicate your answer in the appropriate place with a tick mark (✓).your answers will be used for research purpose only.

- | | |
|---|----------------|
| 1. I am confident of my own ability. | Agree/Disagree |
| 2. I can solve difficult problems. | Agree/Disagree |
| 3. I am always worried about my future. | Agree/Disagree |

4. Failures are night mares to me. Agree/Disagree
5. I can control my feelings. Agree/Disagree
6. I have a strong mind to face all situations. Agree/Disagree
7. I feel I have received a new vision. Agree/Disagree
8. When I am emotionally upset I take much time to recover. Agree/Disagree
9. When things go wrong, I pity or blame myself. Agree/Disagree
10. I have difficulty in talking to stranger. Agree/Disagree
11. I can't overcome unpleasant situation. Agree/Disagree
12. I am afraid of night travels. Agree/Disagree
13. I am able to solve even the most difficult tasks assigned to me. Agree/Disagree
14. I can easily adjust to new situations. Agree/Disagree
15. I am afraid of going to strange places. Agree/Disagree
16. I find it difficult to face a problematic situation. Agree/Disagree
17. I am afraid to face death. Agree/Disagree
18. I cry when others blame me. Agree/Disagree
19. I am not afraid of strangers. Agree/Disagree
20. I have stage fright while taking part in competitions. Agree/Disagree
21. When I face difficulty, I feel hopeless. Agree/Disagree
22. If something looks difficulty, I avoid doing it. Agree/Disagree
23. I feel exited about every new day. Agree/Disagree
24. I am confident that I can score good marks. Agree/Disagree

- | | |
|---|-----------------|
| 25. I am not free from conflict. | Agree/Disagree |
| 26. I am sure of fulfilling my ambition. | Agree/Disagree |
| 27. I am very confident that I can achieve the things I wish. | Agree/Disagree |
| 28. I think a lot about my problems. | Agree/Disagree |
| 29. I have no courage to initiate conversation. | Agree/Disagree |
| 30. I take part in all co-curricular activities. | Agree/Disagree |
| 31. I try maximum to achieve the goals of life. | Agree/Disagree |
| 32. I have a feeling of inferiority. | Agree/Disagree |
| 33. I have enough faith myself. | Agree/Disagree |
| 34. I have no fear in facing any test situation. | Agree/disagree. |

N.V.K.S.D. COLLEGE OF EDUCATION

ATTOOR, K.K. DIST-629 191

ACADEMIC ACHIEVEMENT TEST

(Draft form)

Prepared By

Bharathi G. and Minikumari V.S. (2015)

Instructions

Given below are few questions. Read them carefully and indicate your answer by selecting the appropriate choice. Your answer will be used for research purpose only. You are requested to co-operate by returning the response sheet dully filled. While answering kindly sees that no item is omitted.

1. "psychology is the study of unconscious mind of the individual", Said by
 - a) Carl Jung
 - b) Alfred Alder
 - c) Karl Pearson
 - d) Sigmund Freud

2. Which emotion comes from birth onwards?

- a) Shyness b) Anger c) Fear d) Jealousy

3. What do we gain through our sense organs?

- a) Learning b) Sensation c) Perception d) Illusion

4. Thorndike's learning theory is

- a) Trial and error learning b) Classical conditioning
c) Instrumental condition d) Insightful learning

5. Expand the term PSRN

- a) Problem solving reasoning and numeracy
b) Problem solving relationship and numeracy
c) Perceptual skill reasoning and numeracy
d) Perceptual skill relationship and numbers

6. According to Piaget in which stage the logical thinking starts?

- a) Sensory motor stage b) Pre-operational stage
c) Concrete operational stage d) Formal operational stage

7. How is Thorndike's learning theory otherwise known as?

- a) Classical conditioning b) Trial and error

c) Operant conditioning

d) Inside learning

8. Who promoted the insight theory of learning?

a) Gestalt theorists

b) Pavlov

c) Jean piaget

d) Vygotsky

9. If a child has mental age of 5 years and chronological age of 4 years then

what will be the IQ of child?

a) 125

b) 80

c) 120

d) 100

10. Which type of counselling focuses on the problem of a patient?

a) Directive counselling

b) Non-directive counselling

c) Eclectic counselling

d) Vocational counselling

11. Who has said this “Education is the manifestation of divine perfection

already existing in man”?

a) Gandhi

b) Vivekananda

c) Tagore

d) Aurobindo

12. The main aim of idealistic education is

a) Self- realization

b) Physical development

c) Creation of intuition

d) To be practical

13. Which of the following is informal agency of education?

a) Play ground

b) Library

c) Seminar

d) Class room

14. Which is the first school for a child's education?

- a) Society b) Friends c) Family d) School

15. Who said "Reverse the usual practice and you will almost always do right?"

- a) Gandhi b) Rousseau c) Dewey d) Plato

16. Which branch of philosophy deals with knowledge its structure, method and validity?

- a) Logic b) Aesthetics c) Epistemology d) Meta physics

17. What is the meaning of the Latin word "Educare"?

- a) To bring up b) To drop up c) To bring down d) To raise up

18. Who said this "Education is the dynamic side of philosophy"?

- a) John James b) John Adams c) Ross d) Munn

19. Which of the following is an example for informal agency of education?

- a) Society b) Family c) Radio and Television d) All of the above

20. Who is the father sociology?

- a) Ross b) August Comte c) Stemmler d) Kandt

21. In which type of school curriculum training in trekking and mountaineering, swimming and horse-riding are imparted?

- a) Novodya school b) SSA c) Sainik school d) Virtual school

22. Which type of question is given in branched programming?

- a) True or false b) Multiple choice
c) Simple recall d) Fill in the blanks

23. What kind of approach is followed in educational technology?

- a) Student centred b) Teacher centred
c) Objective centred d) Aim centred

24. Who is the originator of the ideal of de-schooling?

- a) Ivawn Illich b) Carl Rogers c) Have locks d) Robert Gagne

25. Who discovered teaching mechanics?

- a) B. F. Skinner b) Piaget c) A. Crowder d) Sydney L. Pressy

26. Which organization launched Edusat?

- a) Indian space research b) Indian system research
c) Indian spice research d) Indian satellite research

27. Which is the cheapest mode of distribution of educational programme?

- a) Satellite b) Television c) C.D d) Computer

28. Which among following in non projected aid?

- a) Slides b) Real objects c) Films d) Transparencies

29. The teacher pupil ratio should be reduced to ---

- a) 1:40 b) 1:60 c) 1:30 d) 1:10

30. Yashpal committee recommendation report was submitted in-----

- a) July 1993 b) August 1990 c) May 1865 d) June 1993

31. What is the first step in unit plan?

- a) Objectives with specifications b) Content analysis
c) Learning activities d) Testing procedure

32. Which of the following statement describes about microteaching?

- a) Breaking up the subject matter into small divisions
b) Explaining the lesson in minute detail
c) Scaling down teaching situation
d) Teaching in 5 minuets

33. What is the time duration in Indian model of microteaching cycle?

- a) 6min b) 12min c) 45min d) 36min

34. In which skill the teacher uses extra verbal cures

- a) Skill of reinforcement b) Skill of stimulus variation

c) Skill of explanation

d) Skill of writing

35. Which of the following methods of teaching encourages the use of maximum senses?

a) Problem solving method

b) Laboratory method

c) Self study method

d) Team teaching method

36. Which of the following methods of teaching encourages the use of maximum senses?

a) Problem solving method

b) Laboratory method

c) Self study method

d) Team teaching method

37. Which type of questions are higher order questions?

a) Knowledge

b) Understanding

c) Application

d) Interest

38. What are the uses of diagnostic test?

a) Measure achievement

b) Identify strength and weakness

c) Rank the students

d) To assess the entry behaviour

39. The project method is based on the philosophy

a) Naturalism

b) Idealism

c) Pragmatism

d) Existentialism

40. More plants should be grown in polluted areas why? - Which objective in tested by this question?

4. Thorndike's learning theory is

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- b) Classical conditioning
- c) Instrumental condition
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- b) Pavlov
- c) Jean page
- d) Vygotskly

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- c) Eclectic counselling d) Vocational counselling
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a) 1:40 b) 1:60 c) 1:30 d) 1:10
28. Which of the following statement describes about microteaching?
a) Breaking up the subject matter into small divisions
b) Explaining the lesson in minute detail
c) Scaling down teaching situation
d) Teaching in 5 minutes
29. What is the time duration in Indian model of microteaching cycle?
a) 6min b) 12min c) 45min d) 36min
30. In which skill the teacher uses extra verbal cues
a) Skill of reinforcement b) Skill of stimulus variation
c) Skill of explanation d) Skill of writing
31. Which of the following methods of teaching encourages the use of maximum senses?
a) Problem solving method b) Laboratory method
c) Self study method d) Team teaching method
32. Which type of questions are higher order questions?
a) Knowledge b) Understanding c) Application d) Interest
33. What are the uses of diagnostic test?
a) Measure achievement b) Identify strength and weakness
c) Rank the students d) To assess the entry behaviour

34. The project method is based on the philosophy

- a) Naturalism b) Idealism c) Pragmatism d) Existentialism

35. More plants should be grown in polluted areas why? - Which objective

is tested by this question?

- a) Knowledge b) Understanding c) Application d) Analysis

ACADEMIC ACHIEVEMENT TEST

SCORING KEY

Item no	Choice
1	D
2	D
3	B
4	A
5	A
6	C
7	B
8	A
9	A
10	A
11	B
12	A
13	A
14	C
15	C
16	A
17	B

18	D
19	B
20	C
21	C
22	A
23	A
24	A
25	A
26	B
27	C
28	C
29	D
30	A
31	B
32	C
33	B
34	C
35	C

N.V.K.S.D.COLLEGE OF EDUCATION

ATTOOR. KANYAKUMARI.

PERSONAL DATA SHEET

NAME :
GENDER : MALE/FEMALE
AGE : BELOW25/ABOVE25
RELIGION : HINDU/CHRISTAN/MUSLIUM
COMMUNITY : FC/BC/MBC/SC/ST
NAME OF THE INSTITUTION :
TYPE OF INSTITUTION : GOVT/AIDED/SELF-FINANCING
LOCALITY : RURAL/URBAN
OPTIONAL SUBJECTS : SCIENCE/ARTS
EDUCATIONAL QUALIFICATION : GRADUATE/POST GRADUATE

Education by all means is an attempt to mould and shape the behaviour of the pupils. It aims at harmonious development of personality. The need of the 21st century is not a sole development of academic skills in learners but to help them grow into mature ones. So that they can cope with even the difficult situations in their life.

Education is considered as a powerful instrument for social change. It is education that prepares people to accept such changes which occurs in the society. Education makes the outlook of man liberal and broad. Education encourages new invention, discoveries and research for the welfare of the human beings. Former president of India A.P.J. Abdul Kalam believes that, education is the pillar of a developed and a powerful country. Education is the most important element for the growth and prosperity of a nation. He trusts that education is the most important area of service sector which provides knowledge and skill to do any work. On the basis of his past experiences of student's life,

he suggested that real teaching is giving theoretical lesson coupled with practical examples available in nature.

According to Mahatma Gandhi “Education is the all-around drawing out of the best in child and man-body, mind and spirit”.

According to Swami Vivekananda “Education is the manifestation of divine perfection, already existing man”.

The prime aim of education is to achieve fullness of perfection already present in the child. Perfection arises when a person’s body mind and spirit work together. To achieve this education should develop character, mental, power, intelligence together with self reliance.

SELF-CONFIDENCE

Self-confidence is closely related to socio-psychological concept related to self-esteem. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust and the ability to handle criticism and emotional maturity. Self-confidence is a belief in ourselves and our abilities, a mental attitude of trusting or relying on ourselves.

The word confidence originated from the Latin word “confider” meaning to trust.

Trusting and believing in ourselves, having faith in our ability whatever

situation we need to perform.

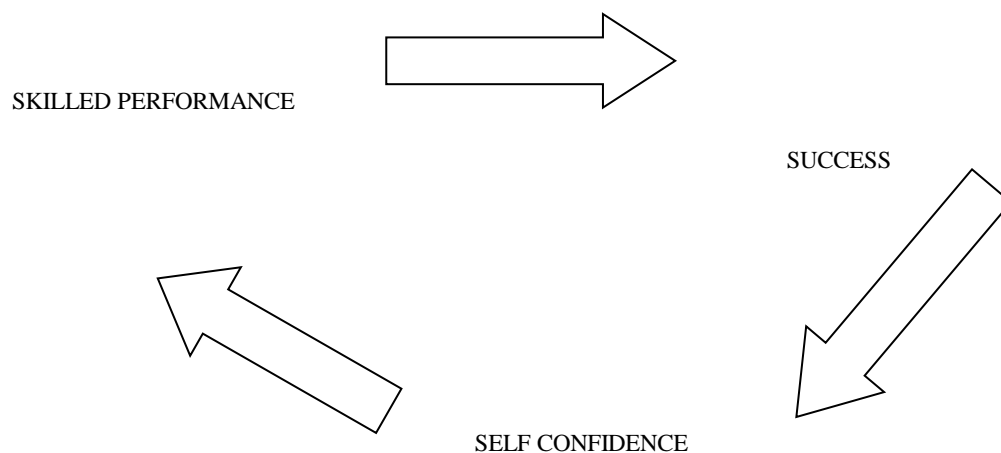
Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that they will be able to do what they wish, plan, and expect. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations and they accept themselves. People who are not self-confident depend excessively on the approval of others in order to feel good about themselves. They tend to avoid taking risks because they fear failure. They generally do not expect to be successful. They often put themselves down and discount or ignore compliments paid to them. They tend to accept themselves; they don't feel they have to conform in order to be accepted.

We usually define it in relation to what we want to do, but feel too anxious, nervous or worried about! So for one person self-confidence might be about speaking in public. For another, it might be about being confident in social situations. For a third, it might mean having the confidence to approach potential sexual partners. But whatever the situation that reveals our lack of self-confidence, the definition of self-confidence that is implicit here is always something about being self-assured, showing self-reliance, or not being anxious or nervous.

Another common definition of self-confidence centres on being assertive, on getting what you want. This is about standing up for yourself, about having the presence, the personal power, if you like, to regard yourself as equal to others and to behave in a way that reflects this. According to George Eliot "self-confidence is apt to address itself to an imaginary dullness in others; as a people who are well.."

SELF-CONFIDENCE AND ABILITY

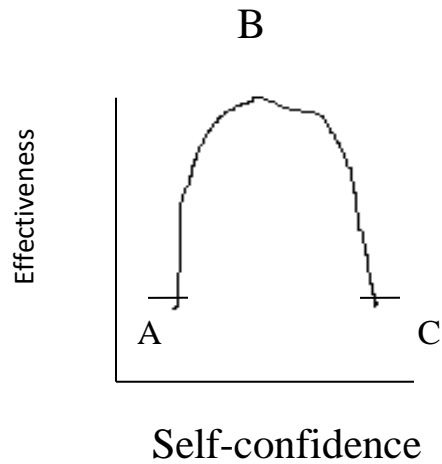
Ability and self-confidence go to other. We are most likely to feel confident when we are faced with situations. We know that we can manage perhaps because we have dealt with them in the past. We are less likely to feel self-confidence when we face situations for the first time when we are unsure of ability and we are least likely to feel self-confident when we have failed in the first. Skilled performance leads to success, and success leads to increased self-confidence. The relationship can be represented by the following diagram



In the same way, unskilled performance results in failure, which may lead to reduce self-confidence and result in poor performance. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have exceptions that are realistic. Even if some of their exceptions are not met, they continue to be positive and to accept themselves.

SELF-CONFIDENCE AND EFFECTIVENESS

In some cases, people may be over confident and this may lead them to overlook problems or they may feel to spend enough time and effort on participation of performance. Indeed, the relationship between self-confidence and effective performance may be set out in the graph



At point A, a low level of self-confidence, people who are too nervous and anxious to perform effectively. At point B, they are self-confident and effective. Beyond this level of significance and their performance suffers as a result at as point c.

WAYS TO BUILD SELF-CONFIDENCE

1. Dress sharp

Although clothes don't make the man they certainly affect the way he feels about himself. If changes the way in which we interact with the people.

2. Walk faster

People with confidence walk quickly. They have places to go, people to see and important work to do. Even if we aren't in a hurry, we can increase our self-confidence by putting some people in our step walking 25% faster.

3. Good posture

People with slumped shoulders and lethargic movements display a lack of self-confidence. When we can develop a positive impression on others and instantly feel more alert and empowered.

4. Personal Commercial

One of the best ways to build confidence is listening to a motivational speech. Unfortunately opportunities to listen to a great speaker are few and far between.

5. Gratitude

The best way to develop self-confidence is consciously focusing on gratitude.

6. Compliment other people

When we think negatively about ourselves, we often project that feeling on others in the form of insults and gossip. To break this get in the habit of praising other people. Refuse to engage in backstabbing gossip and make an effort to compliment others. In the process, we'll become well liked and build self-confidence by looking for the best in others.

7. Sit in the front row

The schools, offices and public assemblies around the world People constantly strive to sit at the back of the room. Most people prefer the back because they're afraid of being noticed. This reflects a lack of self-confidence. By deciding to sit in the front row we can get over this irrational fear and build self-confidence.

8. Speak up

During group discussions many people never speak up because they're afraid that people will judge them for saying something stupid. By making an effort to speak discussion, we will become a in every public speaker, more confident in our own thoughts and recognized as a leader by the peers.

9. Work out

Along the same lines as personal appearance, physical fitness has a huge effect on self confidence.

10. Focus on contribution

Too often we focus too much on ourselves and not enough on the needs of other people. If we stop thinking, we can increase self-confidence and contribute with maximum efficiency.

ACADEMIC ACHIEVEMENT

The dictionary of education defines achievement as “Accomplishment of proficiency of performance in a given skill or body of knowledge”

Achievement is a control concept in the area of educational psychology. The dictionary of education defines academic achievement as knowledge of skills developed in the school subjects usually defined by the test score or by marks assigned by the teacher or both. It also the achievement of pupils in their academic subjects such as writing, arithmetic and history as contrasted with skills developed in such areas as arts and physical education. The academic achievement of the teacher in the class room or in the form of success on play ground and other aspect of human life does influence the formation of personality. Predicting academic achievement of students in a major task before the educational psychologist

According to Good(1945) “Academic achievement is the knowledge attained or skills developed in school subjects usually designated by the test scores or by marks assigned by the teacher or by both”. The word achievement is generally applied to the academic status of the child in different subjects or as a whole. It just means what pupil has learnt in different subjects achievements means one’s learning attainment; accomplishment, proficiencies etc. Achievement is directly related to pupil’s growth and development in educational situations.

According to Dennis Bason and Harold V. Benerd(1980). The concept of achievement involves the interaction of three factors. Viz, aptitude for learning, readiness for learning and opportunity for learning. The success of an individual in his later life is not determined by high academic achievement. It is only by developing self reliance in college becoming self adjusted in home that one can hope to be successful individual in future.

NEED AND SIGNIFICANCE OF THE STUDY

The chief task of education is to shape man or to guide the involving dynamism through which man forms himself as man. The self is a composite of a person’s thoughts and

feelings, strivings and hopes, fear and fantasies, his views of what he is, what he has been, what he might become and his attitude pertaining to his worth. Self-confidence is a positive attitude of oneself towards one's self-concept. Self-confidence refers to a person's perceived ability to tackle situations successfully without learning on others and have positive self-evaluation.

Self confidence comes when we are we feel worthwhile, with a right to occupy our place in the world. We feel capable competent, relaxed happy, energetic and positive. People with high self- confidence are likely to be successful and popular. High level self-confidence gives people inner strength, making them more resident than any other. They will be more in touch with what they want and more motivated to go out into the world and get it.

Self- Confidence is often associated with success. Self- Confidence has a pivotal role in academic achievement. In some cases, people may be over- confident and this may lead to several problems. Ability and self- confidence go together Self- confident people will have expectations that are realistic. The word achievement is generally applied to the academic status of the child in different subjects or as a whole. It just means what pupils have learnt in different subjects. Achievement means one's learning attainment, accomplishment, proficiencies etc. Achievement is directly related to pupil's growth and development in educational situations. Self-Confidence plays an important role in achievement. The present study has been under taken to investigate the relationship between Self-Confidence and Academic Achievement of prospective teachers.

STATEMENT OF THE PROBLEM:

The problem selected for the study is entitled as **“SELF-CONFIDENCE AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS”**.

OPERATIONAL DEFINITIONS OF THE KEY TERMS

SELF-CONFIDENCE

The dictionary of education defines Self-Confidence as “faith in ones own ability”.

In this study Self-Confidence means scores obtained in the Self-Confidence scale.

ACADEMIC ACHIEVEMENT

A measure of knowledge gained in formal education usually indicated by test scores, grade points, averages and degrees.

PROSPECTIVE TEACHERS

Prospective teachers refer to would be teachers studying for B.Ed degree course in various Colleges of Education affiliated to Tamil Nadu Teachers Education University.

OBJECTIVES OF THE STUDY

The following are the major objectives framed for the present investigation.

1. To study the level of self-confidence of prospective teachers.
2. To find out the influence of background variables namely gender, age, region, community, type of institution, locality, subject of study and educational qualification on self-confidence of prospective teachers.

3. To find out the influence of background variables namely gender, age, religion, community, type of institution, locality, subject of the and educational qualification on academic achievement of prospective teachers.
4. To find out the correlation between self-confidence and academic achievement of prospective teachers.

HYPOTHESIS FRAMED

1. There will be significant difference between the male and female prospective teachers in their self-confidence.
2. There will be significant difference between the prospective teachers of different age groups in their self-confidence.
3. There will be significant difference between the prospective teachers belonging to various communities in their self-confidence.
4. There will be significant difference between the prospective teachers belonging to various religions in their self-confidence.
5. There will be significant difference between aided and self-financing college prospective teachers in their self-confidence.
6. There will be significant difference between rural and urban prospective teachers in their self-confidence.

7. There will be significant difference between the prospective teachers of Arts and Science subjects in their self-confidence.
8. There will be significant difference between graduate and post graduate prospective teachers in their self-confidence.
9. There will be significant difference between the male and female prospective teachers in their academic achievement.
10. There will be significant difference between the prospective teachers of different age groups in their academic achievement.
11. There will be significant difference between the prospective teachers belonging to various communities in their academic achievement.
12. There will be significant difference between the prospective teachers belonging to various religions in their academic achievement.
13. There will be significant difference between aided and self – financing college prospective teachers in their academic achievement.
- 14.** There will be significant difference between rural and urban prospective teachers in their academic achievement.
15. There will be significant difference between prospective teachers of Arts and Science subjects in their academic achievement.
16. There will be significant difference between graduate and post graduate prospective teachers in their academic achievement.

PROCEDURE OF THE STUDY

For the present study the investigator adopted normative survey method the sample consisted of 400 prospective teachers studying in different Colleges of Education of Tirunelveli district.

The tools used for the collection of data were a standardized self -confidence scale prepared by Jayanthi K.S. and Dr. Mini Kumari V.S (2012) and an academic achievement test prepared and validated by the investigator. Data collected were analysed to throw light on the factors enumerated in the objectives of the study. Mean, standard deviation, 't'-test, ANOVA and coefficient of correlation were used in the analysis of data.

LIMITATIONS OF THE STUDY

1. The investigator has taken only 400 prospective teachers as sample for the present study. The study would be relevant if more students are included as sample as sample.
2. The study is restricted to the Colleges of Education in Tirunelveli District only. Due to lack of time the investigator was not able to visit all the Colleges of Education in Tamil Nadu.

In spite of the above limitations it is hoped that this study would serve as a basis for further research in this area.

ORGANIZATION OF THE REPORT

CHAPTER I is the introductory chapter which contains the need and significance of the study, statement of the problem, operational definitions of key terms, objectives of the study, hypotheses framed methodology in brief and limitations of the study.

CHAPTER II describes the studies related to the present investigation.

CHAPTER III deals with methodology of the present investigation. This chapter consists of method adopted for the study, tools used, sample for the study and statistical techniques used.

CHAPTER IV includes the details regarding the analysis of the data and interpretation.

CHAPTER V covers the major findings of the study, conclusions, educational implications and suggestions for further research.

The review of related literature is an essential part of investigation. It allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct research. It helps to demonstrate the relationship between the completed researches and the present study.

The review of related literature implies locating, studying and evaluating reports of relevant researcher study of published articles going through related portions of Encyclopaedias and research abstracts, study of pertinent pages out of comprehensive books on the subject and going through related manuscripts of any. It helps the researcher to acquire up-to-date information about what has been thought and done on the particular area from which he intends to make up a problem for research. It provides ideas, theories, explanations, hypotheses or methods of research valuable in formulating and studying the problem.

According to John .W. Best, “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour”.

PURPOSES OF REVIEW OF RELATED LITTERATURE

1. The survey of related literature serves the following purposes.
2. The gain preliminary orientation and background knowledge of the research topic.
3. To identify the concepts relating to it, potential relationship between them and to formulate researchable hypotheses.
4. To gain up to data knowledge in the field.
5. To know the work already done on the subject.
6. To identify date sources used by others researchers.
7. To know the research gaps in to field.
8. To avoid duplication.
9. To become familiar with appropriate methodology and research techniques relevant to the study.
10. To clarify concepts and knowing measurement techniques.
11. To develop alternative designs.
12. To gain a thorough knowledge of the process of tool and measurement techniques.

13. To take notes and compile bibliography.

STUDIES RELATED TO SELF-CONFIDENCE

Cambell and Jones (1997) conducted a study on precompletion Anxiety and self-confidence in wheel chair sport participants. This study analysed how male and female athletes with disabilities of the lower limbs respond to stress associated with athletic competition. Using the multidimensional anxiety theory. The author hypothesized that anxiety and self confidence would remain relatively stable prior to competition but somatic anxiety would increase as the event approached. The finding of the study were:(1) Athletes with disability of the lower limbs have increased in the intensity and frequency of anxiety responses as competition approaches. (ii) Self-confidence varies according to individuals differences, stress is associated with performance. (iii) Stress is associated with performance.

Ron kurtures (2003) conducted a study on self-confidence. The objectives of the study were (i) why are not people become more confident? (ii) How do you get self-confidence? The findings of the study were (i) A person gets confidence by successfully doing something of completing that achievement. (ii) Learn from mistakes to reinforce our confidence

Priya (2005) conducted a study on self-confidence and Academic Achievement in physics among eleventh standard school students. The objectives of the study were (i) To find out the self-confidence of eleventh standard school students. (ii) To find out the relationship between self confidence and achievement in physics. (iii) The methods use was normative survey method. The sample consisted of 400 students of eleventh standard. The tools used were General Data sheet, Self-confidence scale, Achievement score in physics. The statistical Techniques used were Arithmetic mean, SD, t-test and correlation. The findings of the study

were. (i) Significant mean difference was found between male and female students in their self-confidence. (ii) There was significant mean difference between Hindu and Muslim students in their self confidence. (iii) There was significant positive correlation between self confidence and achievement in physics.

Mellaliev et.al (2006) conducted a study on Self-confidence as a mediator of the Relationship between Competitive Anxiety, Intensity and Interpretation. The aim of this study was to examine whether self-confidence mediated the relationship between competitive anxiety intensity and direction. Elite (n=102) and Non elite n (n=144) participants completed the self-confidence subscale of the Competitive Trait Anxiety Inventor-2 and the worry and somatic subscales from the sports Anxiety Scale. Consistent with procedures recommended by Baron and Kenny (1986), linear regression analyses were used. The findings for Elite athletes revealed worry intensity to significantly predict self-confidence and worry direction. Within the analysis for somatic symptoms, only self- confidence was found to predict somatic symptom direction. The findings for the elite athletes suggest self-confidence mediates the relationship between performers worry symptoms and subsequent directional interpretations. However, the findings suggest that high level of self-confidence and low intensity are needed for no elite athletes to demonstrate a less debilitating interpretation.

Pavithra kumar (2007) conducted a study on self confidence and Achievement in physics. A study on XII standard students. The objectives of the study were (i) To construct and validate a scale for measuring self-confidence. (ii) To prepare an achievement test to measure the achievement in physics of XII standard school students. (iii) To find out the self-confidence of standard school students based on government and aided schools. The method used was survey method. The sample consisted of 400 XII standard students. The tools used were

General data sheet, Self-confidence scale and Achievement test in physics. Statistical techniques used were mean, SD, t-test and correlation. The findings of the study were (i) There exists significant mean difference between male and female students in their self confidence. (ii) No significant mean difference was found between Hindu and Muslim students in their self-confidence. (iii) There exists significant mean difference between Government and Aided school students in their self-confidence.

Shikha Dhall and Praveen Thukral (2009) Conducted a study on Intelligence as related to Self- Confidence and Academic Achievement of secondary school students. The objectives of the study were (i) To find out the relationship between intelligence and self –confidence of secondary school students. (ii) To explore the relationship between intelligence and academic achievement among secondary school students. (iii) To find the sex difference among the boys and girls of secondary school with regard to intelligence self-confidence and academic achievement. The method used was survey method. The tools used were Group test of General mental ability by Tandon .T.K. (1971) and Self-Confidence inventory by Rekka Agnihotri (1987). The findings of the study were (i) There existed positive significant relationship between intelligence and self-confidence in respect of total sample and boys, where as for girls no such relationship exists (ii) Intelligence relates significantly with academic achievement of the students.

Jasmine (2009) conducted a study on Self-confidence and Achievement in Mathematics A study on XI standard students. The objectives of the study were (i) To find out whether there is any significant difference between self-confidence of male and female XI standard school students. (ii) To find out whether there is any significant difference between self-confidence of rural and urban XI standard school students. (iii) To find out whether there is

any significant difference between self-confidence of XI standard school students belonging to different community. The method used was survey method. The sample consisted of 400 XI standard school students. The tools used were General data sheet and self-confidence scale PavitharaKumar and Dr. Krishna Prasad (2007). Statistical techniques used were mean, SD, t-test and correlation. The findings of the study were (i) There exists significant difference between male and female in their self-confidence. (ii) There exists significant mean difference between Christian and Muslim students in their achievement. (iii) There exists significant mean difference between girls and co-educational school students in their achievement. Girl school students performed better than co-education school students.

Guerin et. al (2010) conducted a study on a view from the inside: An In-Depth Look at a Female University Student's experience with a Feel-Based Intervention to Enhance self-confidence and self-talk. The primary goal of this investigation was to document, using the participatory paradigm, a female university students experience with a feel-based intervention intended to enhance the quality of their academic experiences including their self-confidence and self-talk. In this unique qualitative case study the student participated in a 15-week intervention that included multiple in-depth interviews and regular journaling, both of which prompted regular self-monitoring and self-reflection. A narrative account illustrates how the student learned to regulate the way she felt through the intervention leading to increased self-awareness and self-control, as well as enhanced self-talk and self-confidence.

Parvathamma G. H. and Sharanamma R. (2010) Conducted a study on Anxiety level and level of Self-Confidence and their Relation with Academic Achievement. The major objective of the study was to find out the relation between level of self-confidence and level of Academic Achievement of ninth standard students. The findings of the study were there exists a

significant correlation between self-confidence and academic achievement. There is no significant difference in anxiety level of boys and girls and self-confidence level of boys and girls.

Kleitman et.al (2011) conducted a study on Metacognitive beliefs, Self-confidence and primary learning environment of sixth grade students. The study aimed to determine the role of classroom factors (goal orientation and self-efficiency with the teacher) in predicting self-beliefs, self-confidence trait and academic achievement in year 6 students. The hypothesised path model was tested in a simultaneous fashion of the entire system of variables. Mastery goal-orientation and self-efficiency with teacher predictor of self-confidence known common factors intelligence, gender and a proxy for sex, school fees were controlled for. The present study has important implications for both Metacognitive theory and educational practice.

Meenakshi and Kamalpreet Kaur (2011) conducted a study of self confidence of senior secondary school students of working and non-working mothers. The objectives of the study were to study the self-confidence level of senior secondary school students working and non-working mothers, to study the difference in self-confidence of senior secondary school student in relation to working of their mother. The sample consisted of 200 senior secondary school students. The findings of the present investigation are similar to the studies of Brauch (1978) Weber and Miller (1984) which shows that the female students of working mothers have higher self-confidence than the female students of non working mothers.

White and Koaista Alaine (2011) conducted a study on the Development and Validation of a Tool to Measure Self-confidence and Anxiety in nursing students while making clinical decisions. Clinical decision making (CDM) is a cornerstone skill for nurses. This study

measures perceived self-confidence and anxiety level of UG nursing students related to CDM. The tools used were nursing anxiety and self-confidence with CDM. Nursing report, liker-type instrument with 2 subscales measuring levels of self-confidence anxiety. The two samples consisted of 545 pre-licensure associate and baccalaureate nursing students. The statistical techniques used were general scale efficiency and correlation. The findings of the study have important implications for nursing education. Nurse educators may be able to utilize CDM scale in numerous situations, around real life or simulated clinical experiences.

Fillippin et.al (2012) conducted a study on Family background, Self-confidence and Economic outcomes. This paper analyzes the role played by self-confidence, modelled as beliefs about one's ability, in shaping task choices. The authors propose a model in which fully rational agents exploit all the available information to update their beliefs using Byes rule, eventually learning their true type. The learning process does not coverage quickly to the true ability level; small differences in initial confidence can result in diverging patterns of human capital accumulation between otherwise identical individuals. If differences in self-confidence are correlated with socio-economic background (as a large body of empirical literature suggests), self-confidence can be a channel through which education and learning inequalities perpetuate across generations. Our theory suggests that cognitive tests should take place as early as possible, in order to avoid that systematic differences in self-confidence among equally talented people lead to the emergence of gaps in the accumulation of human capital.

Jayanthi (2012) conducted a study on Self-Confidence and Emotional Adjustment. A study on prospective teachers. The objectives of the study were (i) To find out the level of self-confidence of prospective teachers. (ii)To find out the emotional adjustment of prospective teachers. (iii) To find out the influence of background variables namely sex, locality of college,

subject of the study and level of education on self-confidence. The method used was normative survey method. The sample consisted of 400 prospective teachers. The tools used were self-confidence scale prepared and validated by the investigator and emotional adjustment scale developed by Kavitha .G.S. and Dr. V.S. Minikumari (2011) statistical Techniques used were mean, SD, t-test, ANOVA and product moment correlation. The findings of the study were (i) The male prospective teachers here low self- confidence (ii) There is no significant difference between the male and female prospective teachers in their self-confidence (iii) There is no significance difference between the male and female prospective teachers in their emotional adjustment.

Santha Kokilam (2013) conducted a study on Self-confidence and Emotional Adjustment of higher secondary students. The objectives of the study were (i) To study the level of self-confidence and emotional adjustment of higher secondary school students. (ii) To compare the mean score of self-confidence of higher secondary students based on sex, locality, community, religion, types of school. (iii) To study the correlation between self-confidence and emotional adjustment of higher secondary school students. The method used was survey method. The sample consisted of 500 higher secondary school students. The tools used were self-confidence scale developed by Pavithra Kumar V.S and Dr. B.Krishna Prasad (2007). Emotional adjustment scale developed by Sreekala S. and Dr. Krishna Prasad (2004). Statistical Techniques used were mean, SD, t-test and correlation. The findings of the study were (i) There was significant mean difference between male and female in their self confidence. (ii) No significant mean difference was found between Forward caste and backward caste students in their self-confidence (iii) There was significant mean difference between male and female in their emotional adjustment.

Arul Kumar Shrivastava (2013) conducted a study on Effect of sports activity on the level of self-confidence: A study in relation to Age and Gender. The objective of the study was to study the effect of sports activity on the level of self-confidence of secondary school student. The method used was survey method. The sample consisted of 40 male and 40 female students. The tool used were Rekha Agnihotri self –confidence inventory. Self prepared sports activity scale. The findings of the study were there is no significant effect of Age on the level of self-confidence of school students. It was also concluded that sex has significant effect on the level of self-confidence of school students. Again age and sex have no significant effect on the level of self -confidence of secondary school students.

Ajilal and Raju (2013) studied Predictors of Self - Confidence. The objective of the study was to self-confidence from certain psychological variables like various negative life experiences at home, School, job etc. and loss of a family member or close friend. The sample consisted of 450 married and unmarried males and females. The findings of the study were self-confidence is significantly correlated with self control, Stress, extroversion, Self Image, Self respect and self-reliance. The variable spirituality and general stress were found insignificant in predicting self-confidence. Self respect, self –control, self image are found as the predictors of self confidence.

Kasperski et.al (2013) Conducted a study on Are confidence Rating Test- or Trait Driven? Individual Difference among High, Average, and Low Comprehenders in Fourth Grade. The aim of this study was to examine whether low, average, and high comprehenders (LC, AC, and HC, respectively) differed in their reading self-confidence and bias ratings and whether confidence ratings were driven by reading ability or distributed evenly among diverse readers. The results demonstrated that compared to HC, LC exhibited over confidence and low calibration scores. However all three groups of readers showed a distribution of low, average

and high confidence ratings. Results support an interaction between test and trait in explaining confidence ratings and emphasize the importance of this interaction in reading comprehension theory and practice.

Mann and Michael. (2013) conducted a study on helping middle school girls at risk for school failure recover their confidence and achieve school success: A Experimental study. The middle school girls who are at risk have experienced a disproportionate number of intense and descriptive traumatic life events. Such events can adversely affect healthy development and often contribute to higher levels of school failure and problem behaviour. This study describes the life time histories of trauma and developmental challenge among a sample of at-risk middle school girls and confirms project challenge as an effective program for helping girls recover their self-confidence and succeed in school. The quantitative portion of this mixed methods study used a true experimental design. Repeated measures ANOVA result supported significant differences in: self-confidence, self-esteem, perceived social support, mattering and identity. Effect size estimates suggested a strong effect on self-confidence; a stronger than moderate effect on self-esteem, mattering and identity; and moderate effect on perceived support. Qualitative interviews confirmed the study's quantitative findings. A one-year follow-up found 35 of 35 participants maintaining successful school outcomes.

Krishna Kumar (2013) Conducted a study on Self-Confidence and Achievement in English among Tribal high school students in Kanyakumari district. The objectives of the study were (i) The study the level of self-confidence and achievement in English among tribal high school students. (ii) To study the significant difference in the mean score of self-confidence of tribal high school students based on Gender, Religion, Birth order, Type of Management parental qualification and family Income. (iii)To study the relationship between self-confidence and

achievement in English of tribal high school students for the total and sub-sample. The method used was survey method. The sample consisted of 400 tribal high school students in Kanyakumari district. The tools used were General data sheet, self-confidence scale. The Statistical Techniques used were mean, SD, t-test, ANOVA and correlation. The findings of the study were (i) There existed no significant difference in the mean score of self-confidence between male and female tribal high school students. (ii) There existed no significant difference in the mean score of self-confidence based on birth order. (iii) There existed no significant relationship between self-confidence and achievement in English of tribal high school students.

Stankov.et. al (2014) conducted a study on confidence: The Best Non-cognitive predictor of Academic Achievement. The objectives of the study were to identify non-cognitive predictor of Academic Achievement and school success have largely focused on self-constructs such as self -efficiency, self-concept and anxiety that are measured with respect to specific domain. The findings show that confidence explains most of the variance in achievement captured by the other self-constructs combined and that psychological adjustment variables add little to the equation.

Pavithra Kumar and Santha kokilam (2014) conducted a study on self-confidence and Emotional adjustment of higher secondary school students. The objectives of the study were (i) To compare the mean scores of self-confidence of higher secondary school students based on sex, locality and type of management. (ii) To compare the mean scores of emotional adjustment of higher secondary school students based on sex, locality and type of management. (iii) To study whether there exists and significant relationship between self-confidence and emotional adjustment of higher secondary school students. The method used was normative survey method. The sample consisted of 500 higher secondary students. The tool used were self-

confidence scale (Pavithra Kumar V.S. and Dr. B. Krishna Prasad; 2007) and emotional adjustment scale (S. Sreekala and Dr. B. Krishna Prasad; 2004). The statistical techniques used were mean, SD, t-test, ANOVA and correlation. The findings of the study were (i) There was significant difference in the mean score of self-confidence of higher secondary school students with respect to sex and locality. From the mean score it is found that female students have more self-confidence than male students and rural students have more self-confidence than urban students. (ii) There was no significant difference in the mean score of self-confidence of higher secondary school students with respect to type of management. (iii) There is significant positive correlation between self-confidence and emotional adjustment of higher secondary school students.

Selvaraj and Gunadevan (2014) conducted a study on Self-confidence and Stress among higher secondary students of Cuddalore District of Tamil Nadu. The objectives of the study were (i) To find out whether there is any significant relationship between different dimensions of stress and self- confidence of higher secondary school students or not. (ii) To find out whether there is any significant contribution of different dimensions of stress on the dependant variable the self- confidence of higher secondary school students or not. The method used was Normative Survey method. The sample consisted of 620 boys and girls studying in higher secondary schools in Cuddalore district in Tamil Nadu. The tools used were the stress scale constructed and validated by Selvaraj (2013) and the self-confidence scale standardized by Ganadevan (2010). The findings of the study were (i) Significant and but negative relationship found between self- confidence and different dimensions of stress such as Academic stress, Interpersonal stress, Intrapersonal stress, Environmental stress and Total. (ii) There was no

significant contribution of the independent variables such as academic stress and environmental stress on the dependent variable the self-confidence of higher secondary students.

Research is endless quest for knowledge of search for truth. It brings to light new knowledge or correct previous errors. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experiences.

Research may be defined as the application of the scientific method in the study of the problems. Research is systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedure. It is an objectives, impartial, empirical and logical analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting to some extent in prediction and control of event that may be consequences or cause of specific phenomena.

Research is concerned with the objective verification of generalizations. Such very requires logical analysis of problem and devising appropriate methodologies for obtaining evidence.

Methodology is defined as “the study of methods by which gain knowledge and it deals with the cognitive processes imposed on research by the problems arising from the nature of its subject matter” (saravanavel, 2008). Research methodology is the description, explanation and justification of various methods of conducting research.

“Research methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically” (Kothari, 2009). It involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions. The methodology consists of procedures and techniques for conducting a study.

METHOD ADOPTED

The present study attempt to find out the relationship between self-confidence and academic achievement of prospective teachers. Since the problem is concerned with “survey” type, the investigator has selected the normative survey method for conducting the study.

NORMATIVE SURVEY METHOD

The word “survey” indicates the gathering of the data regarding current conditions”. The word “normative” is used because surveys are frequently made for the purpose of ascertaining which the normal is or typical conditions are practice.

The descriptive or normative survey method of educational research is very common. It is that method of investigation which attempts to describe and interpretive what exists as present in

the form of conditions, practices, attitudes, beliefs etc. normative survey method is essential for the collection of facts and information relevant to the problem under investigation from the large sample. The major purpose of survey method in research is to tell “what is?” or to describe the problem or phenomenon. It is concerned with phenomena that are typical of the normal conditions.

CHARACTERISTICS OF NORMATIVE SURVEY METHOD

1. It provides information useful to the solution of local problems
2. It gathers data from a relatively large numbers of cases
3. It concerned with the generalized statistics of the whole population or a representative sample
4. It is essentially cross sectional
5. Survey may be qualitative or quantitative
6. Descriptions resulting from survey may be either useful or expressed in mathematical symbols
7. It is more realistic
8. It requires expert imaginative planning
9. It requires careful analysis and interpretation of the data
10. It requires logical skilful reporting of the findings
11. It involves definite problem and definite objectives

12. It does not seek to develop an organized body of the scientific principles

TOOLS USED

For each and every type of research certain instruments are used to gather new facts and explore new fields. Such instruments are called as tools. A tool is device that can be used to measure or assess something. Tools are used for the collection of data based on which hypotheses are tested. The selection of suitable tool is the key to any successful investigation. There are a large number of tools and techniques available for collecting data.

The following tools were used in the present study

1. General data sheet
2. Self-confidence scale prepared by Jayanthi K.S. and Dr. Minikumari V.S.(2012)
3. Academic achievement test prepared and validated by the investigator.

GENERAL DATA SHEET

The general sheet was prepared to collect data recording background variables such as name, sex, age, religion, community, name of institution, type of the institution, locality, optional subjects, educational qualification, etc.

SELF- CONFIDENCE SCALE

Self - confidence scale is prepared and validated by Jayanthi K.S. and Dr. Mini kumara V.S. (2012). This scale consists of 34 statements. For each statement two alternatives are given Agree/Disagree. A copy of self-confidence scale (draft form) is given as appendix.

SCORING PROCEDURE

Each item in the scale has two responses (Agree, Disagree). They were scored as follows, for the positive items (indicating self-confidence) a score of '1' for the 'Agree' response and '0' for the 'Disagree' response. For the negative items the score were reversed. A high score indicates the presence of self-confidence.

ACADEMIC ACHIEVEMENT TEST

Academic achievement of prospective teachers was assessed by using Academic Achievement test prepared and validated by the investigator.

DEVELOPMENT OF ACADEMIC ACHIEVEMENT TEST

For preparing the academic achievement test the investigator selected four areas such as Educational Psychology, Philosophy, Technology and Methodology of Teaching. The investigator in consultation with her guide prepared 15 items under each dimension. The investigator thus prepared 60 questions. The questions were multiple choice types. The different dimensions and the number of items included in each dimension is given in Table -3.1

TABLE-3.1

THE DIFFERENT DIMENSIONS OF ACADEMIC ACHIEVEMENT

TEST AND NUMBER OF ITEMS INCLUDED

UNDER EACH DIMENSION

S. No	Dimensions	Number of Items	Item Number
1	Educational psychology	15	1-15
2	Philosophy	15	16-30
3	Technology	15	31-45
4	Methodology of teaching	15	46-60

SCORING

The scoring was done as follows, in academic achievement test. For the correct answer a score of '1' and for wrong answer a score of '0' was given. Scoring key is given in appendix.

ADMINISTRATION OF DRAFT TEST

The draft test was administered to a sample of 100 prospective teachers. After marking the responses the response sheets were collected back.

ITEM ANALYSIS

The selected 60 questions were printed and subjected to a pilot study. The questionnaire was administered to 100 prospective teachers representative of those to whom the questionnaire is to be finally administered. The total score for each subject for all the items was then found out. One point credit was given for each correct answer. For item analysis the answer sheets were arranged in descending order according to the scores obtained in the test. The top 27 percent of the answer sheets were classified as upper group and the bottom 27 percent of the answer sheets were classified as lower group. The number of correct responses for each item was identified for both upper and lower group. The difficulty index and discriminating power each item was calculated using the formulae.

$$\text{Difficulty index} = \frac{R_H + R_L}{N_1 + N_2}$$

$$\text{Discriminating power} = \frac{R_H - R_L}{N}$$

R_H - Number of correct response in the upper group

R_L - Number of correct response in the lower group

N - Number of students in the upper and lower group

Items having difficulty index between 0.259 and 0.685 and discriminating power above 0.25 were selected for the final test. Thus from the first administered 40 questions 35 items were selected for the final test. The details of items selected is given in Table-3.2

TABLE-3.2

**DIFFILTY INDEX AND DISCRIMINATING POWER OF ITEMS IN THE
“ACADEMIC ACHIEVEMENT TEST” (DRAFT FORM)**

Item number	Discriminating power	Difficulty index
1*	0.370	0.629
2*	0.370	0.259
3*	0.592	0.518
4*	0.296	0.592
5*	0.407	0.425
6*	0.370	0.296
7*	0.444	0.481
8*	0.518	0.333
9*	0.333	0.314
10*	0.555	0.5
11*	0.481	0.574
12*	0.481	0.574
13*	0.666	0.555
14*	0.481	0.685

15	0.222	0.481
16*	0.444	0.407
17*	0.481	0.462
18*	0.296	0.518
19*	0.555	0.574
20*	0.518	0.592
21*	0.518	0.555
22	0.074	0.666
23*	0.333	0.277
24*	0.407	0.462
25*	0.296	0.481
26*	0.481	0.574
27*	0.259	0.351
28*	0.296	0.518
29*	0.555	0.537
30	0.185	0.351
31	0.037	0.388
32*	0.518	0.481
33*	0.592	0.444
34*	0.296	0.518
35*	0.296	0.370
36*	0.444	0.444
37*	0.555	0.685
38	0.148	0.518

39*	0.666	0.444
40*	0.407	0.388

Note: The asterisk (*) indicates the items selected for the final test.

PREPARATION OF THE FINAL TEST

Out of 40 items included in the try out 35 items were selected for the final test based on difficulty index and discriminating power of items. The final test was printed with necessary instructions separate response sheets were printed for answering the test. A copy of Academic Achievement test (final form) and response sheet are given in appendix.

ESTABLISHING RELIABILITY AND VALIDITY OF THE TEST

RELIABILITY OF THE TEST

For calculating the split half reliability of the test, the scores obtained by a sample of 60 prospective teachers were used. The scores on odd items and even items were taken separately and correlations were calculated. The co-efficient of correlation indicates the reliability of half test. The correlation co-efficient of whole test was then estimated by using Spearman-Brown prophecy formula. The reliability co-efficient was found to be 0.8307. Hence the test is highly reliable for measuring academic achievement of prospective teachers.

TABLE-3.3

**RELIABILITY CO-EFFICIENT OF ACADEMIC
ACHIEVEMENT TEST**

Variable	Correlation between odd half and even half	Reliability co-efficient of the whole test
Academic Achievement	0.7105	0.8307

VALIDITY OF THE TEST

The scale is found to be having face validity and content validity. The face validity of the present scale was determined by submitting it to a panel of four experts. By verifying the content of the tool using authentic literature, the content validity of the scale was also established. It was also made sure with the help of experts in the field.

SAMPLE FOR THE STUDY

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain references about the population from which it is drawn. Contrary to some popular opinion samples are not selected haphazardly, they are chosen in a systematically random way. So that chance or the operation of probability can be utilized.

The sample for the present study consisted of 400 prospective teachers studying in different College of Education of Tirunelveli District. The details of the sample selected are given in Table-3.4

TABLE-3.4
DETAILS OF SAMPLE SELECTED

S. No	Name	Male	Female	Total
1	U.S.P.College of Education. Kodikurichi.	24	38	62
2	Annai Meenakshi College of Education. Puliankudi.	12	8	20
3	Sri Ram Nallamani Yadhava College of Education, Tenkasi.	16	-	16
4	T.D.T.A.D.S. Danial Rajammal College Of Education For Women, Ilanji.	-	35	35
5	J.P.College Of Education , Aykudi.	12	30	42
6	St.Joseph College Of Education, Vaikalipatti.	11	42	53
7	St.Ignatius College of Education For Women, Pallayamkottai.	-	34	34
8	St.Xaviers College Of Education, Pallayamkottai.	67	-	67
9	Merit College Of Education, Idaikal.	22	49	71
	Total	164	236	400

ADMINISTRATION OF THE TOOL

For administration of the tool the investigator visited the colleges as per the schedule fixed. The permission for administering the tools was obtained principals of all colleges.

Before administering the tool the investigator explained the purpose of her study. The respondents were given a copy of academic achievement test, self-confidence scale and general data sheet. The investigator explained the directions clearly. The response sheets were collected from the respondents after making the responses. Depending on the facts supplied by them analysis has been made.

STATISTICAL TECHNIQUES

The investigator used the following statistical techniques for the analysis of data.

1. ARITHMETIC MEAN

$$\bar{\chi} = A + \frac{\Sigma fd}{N} \times C$$

A = Assumed Mean

f = Frequency of each class interval

d = Deviation of scores from the assumed mean

N = Total frequency

C = Class interval

2. STANDARD DEVIATION

$$\sigma = c \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where

σ = Standard Deviation

C = Class interval

d = Deviation from the assumed mean

f = frequency

N = Total sample

3. t – TEST

$$t = \frac{M1 - M2}{\sqrt{\frac{\sigma_1^2}{N1} + \frac{\sigma_2^2}{N2}}}$$

Where

M1 = Mean of the first sample

M2 = Mean of the second sample

σ_1 = Standard deviation of first sample

σ_2 = Standard deviation of second sample

N_1 = Total number of frequency of first sample

N_2 = Total number of frequency of second sample

4. PEARSON'S PRODUCT MOMENT COEFFICIENT OF CORRELATION:

$$r = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{N[\Sigma x^2 - (\Sigma x)^2]} \sqrt{N[\Sigma y^2 - (\Sigma y)^2]}}$$

Where,

r = correlation coefficient

Σx = sum of x scores

Σy = sum of y scores

Σx^2 = sum of square of x scores

Σy^2 = sum of square of y scores

Σxy = sum of square of x and y scores

N = Number of students

5. ANOVA (Analysis of Variance):

$$f = \frac{\text{mean square variance between groups}}{\text{mean square variance with in groups}}$$

$$f = \frac{V_b}{V_w}$$

where

V_b - mean square variance between the group

V_w - mean square variance with in the group

Analysis and interpretation of data is essential for the formulation of conclusions and generalizations to get a meaningful picture out of the raw information collected. Analysis and interpretation are the basic components of research process. Analysis of data means studying the tabulated materials in order to determine inherent factors or meanings. It involves breaking down of existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

According to Wilkinson and Bhandarkar (1977) “Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they yield answer to the research questions if no such questions or hypotheses had initiated the study”.

Interpretation is the vital step in the total procedure of research. It calls for the critical examination of the results of analysis in the light of all limitations of data gathering. Only through interpretation the researcher can expose the abstract principle that works beneath the findings. Interpretation of data refers to that important part of investigation. Which is associated with the drawing of inferences from the collected facts after an analytic study.

In the present study following statistical techniques were used for the analysis of data

1. Arithmetic mean
2. Standard Deviation

3. t- test

4. ANOVA

5. Pearson's product moment co-efficient of correlation.

PART-I

A) SELF CONFIDENCE SCALES

1. SELF- CONFIDENCE SCORES OF PROSPECTIVE TEACHERS

The mean and standard deviation of self-confidence scores of 400 prospective teachers are given in Table-4.1

TABLE-4.1

MEAN AND STANDARD DEVIATION OF SELF-CONFIDENCE

SCORES OF PROSPECTIVE TEACHERS

Category	Number	Mean	SD
Total sample	400	21.1	4.67

The arithmetic mean was found to be 21.1 out of a total of 34. This indicates that the prospective teachers have moderate level of self-confidence.

The value obtained for standard deviation is 4.67. This shows that there is scattering scores from the mean score.

II SELF-CONFIDENCE SCORES OF MALE AND FEMALE PROSPECTIVE TEACHERS

The mean and standard deviation of self-confidence scores of male and female prospective teachers are given in Table-4.2

TABLE-4.2
MEAN AND STANDARD DEVIATION OF SELF-CONFIDENCE
SCORE OF MALE AND FEMALE
PROSPECTIVE TEACHERS

Gender	Number	Mean	SD
Male	164	21.73	5.05
Female	236	20.65	4.33

The mean values obtained by male and female prospective teachers score 21.73 and 20.65 respectively out of total of 34. This indicates that male and female prospective teachers have moderate level of self-confidence.

The values obtained for standard deviation were 5.05 and 4.33 respectively. This shows that there is scattering of scores from the mean score.

III. SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS OF DIFFERENT AGE GROUPS

The mean and standard deviation of self-confidence scores of prospective teachers of different age groups are given in Table-4.3

TABLE-4.3
MEAN AND STANDARD DEVIATION OF SELF-CONFIDENCE SCORES
OF PROSPECTIVE TEACHERS OF DIFFERENT AGE GROUPS

Age	Number	Mean	SD
Below25	351	21.12	4.68
Above25	49	20.94	4.65

The mean values obtained by prospective teachers of age groups below25 and above 25 were 21.12 and 20.94 respectively out of a total of 34. This shows that prospective teachers of age groups below 25 and above 25 have moderate level of self confidence.

The values obtained for standard deviation were 4.68 and 4.65 respectively. This shows that there is scattering of scores from the mean score.

IV. SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS BELONGING TO VARIOUS RELIGIONS

The mean and standard deviation of self-confidence scores of Hindu, Christian and Muslim prospective teachers are given in Table-4.

TABLE-4.4
MEAN AND STANDARD DEVIATION OF SELF CONFIDENCE
SCORES OF PROSPECTIVE TEACHERS BELONGING
TO VARIOUS RELIGIONS

Religion	Number	Mean	SD
Hindu	275	20.61	4.29
Christian	89	21.52	4.87
Muslim	36	23.75	5.94

The mean values obtained by prospective teachers belonging to Hindu, Christian and Muslim religions were 20.61, 21.52 and 23.75 respectively out of a total of 34. This shows that all the three categories of prospective teachers have moderate level of self-confidence.

The values obtained for standard deviation were 4.29, 4.87 and 5.94 respectively. This value shows that there is scattering of scores from the mean score.

V. SELF-CONFIDENCE SCORES OF AIDED AND SELF-FINANCING COLLEGE PROSPECTIVE TEACHERS

The mean and standard deviation of self-confidence scores of Aided and self- financing college prospective teachers are given in Table-4.5

TABLE-4.5
MEAN AND STANDARD DEVIATION OF SELF-CONFIDENCE SCORES
OF AIDED AND SELF-FINANCING COLLEGE PROSPECTIVE
TEACHERS

Type of Institution	Number	Mean	SD
Aided	100	22.39	4.96
Self financing	300	20.66	4.49

The mean values obtained by Aided and Self financing college prospective teachers were 22.39 and 20.66 respectively out of a total of 34. This shows that Aided and Self financing college prospective teachers have moderate level of self-confidence.

The values obtained for standard deviation were 4.96 and 4.49 respectively. This value shows that there is scattering of scores from the mean score.

VI. SELF-CONFIDENCE SCORES OF RURAL AND URBAN PROSPECTIVE TEACHERS

The mean and standard deviation of self-confidence scores of rural and urban prospective teachers are given in Table-4.6

TABLE-4.6
MEAN AND STANDARD DEVIATION OF SELF-CONFIDENCE SCORES
OF RURAL AND URBAN
PROSPECTIVE TEACHERS

Locality	Number	Mean	SD
Rural	271	20.58	4.20
Urban	129	22.18	5.38

The mean values obtained by rural and urban prospective teachers were 20.58 and 22.18 respectively out of a total of 34. This shows that rural and urban prospective teachers have moderate level of self-confidence.

The values obtained for standard deviation were 4.20 for rural and 5.38 for urban prospective teachers. This value shows that there is scattering of scores from the mean score.

VII .SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS OF SCIENCE AND ARTS SUBJECTS

The mean and standard deviation of self-confidence scores of prospective teachers a of Science and Arts subjects are given in Table-4.7

TABLE-4.7
MEAN AND STANDARD DEVIATION OF SELF-CONFIDENCE

**SCORES OF PROSPECTIVE TEACHERS OF
SCIENCE AND ARTS SBUJECTS**

Optional subject	Number	Mean	SD
Science	257	21.24	4.77
Arts	143	20.84	4.48

The mean values obtained by the prospective teachers of Science and Arts subjects were 21.24 and 20.84 respectively out of a total of 34. This shows that prospective teachers of Science and Arts subjects have moderate level of self-confidence.

The values obtained for standard deviation were 4.77 for science subject and 4.48 for Arts subjects prospective Teachers. This value shows that there is scattering of scores from the mean score.

**VIII .SELF-CONFIDENCE SCORES OF GRADUATE AND POST GRADUATE
PROSPECTIVE TEACHERS**

The mean and standard deviation of self-confidence scores of Graduate and Post Graduate prospective teachers are given in Table-4.8.

TABLE-4.8

**MEAN AND STANDARD DEVIATION OF SELF-CONFIDENCE SCORES
OF GRADUATE AND POST GRADUATE
PROSPECTIVE TEACHERS**

Educational qualification	Number	Mean	SD
Graduate	336	20.82	4.55
Post Graduate	64	22.55	5.01

The mean values obtained by Graduate and Post Graduate prospective teachers were 20.82 and 22.55 respectively out of a total of 34. This shows that Graduate and Post Graduate prospective teachers have moderate level of self-confidence.

The values obtained for standard deviation were 4.55 for Graduate and 5.01 for Post Graduate prospective Teachers. This value shows that there is scattering of scores from the mean score.

COMPARISON OF SELF-CONFIDENCE SCORES

I COMPARISON OF SELF-CONFIDENCE SCORES OF MALE AND FEMALE PROSPECTIVE TEACHERS

The t- value was calculated to find out the influence of sex on the self-confidence of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.9

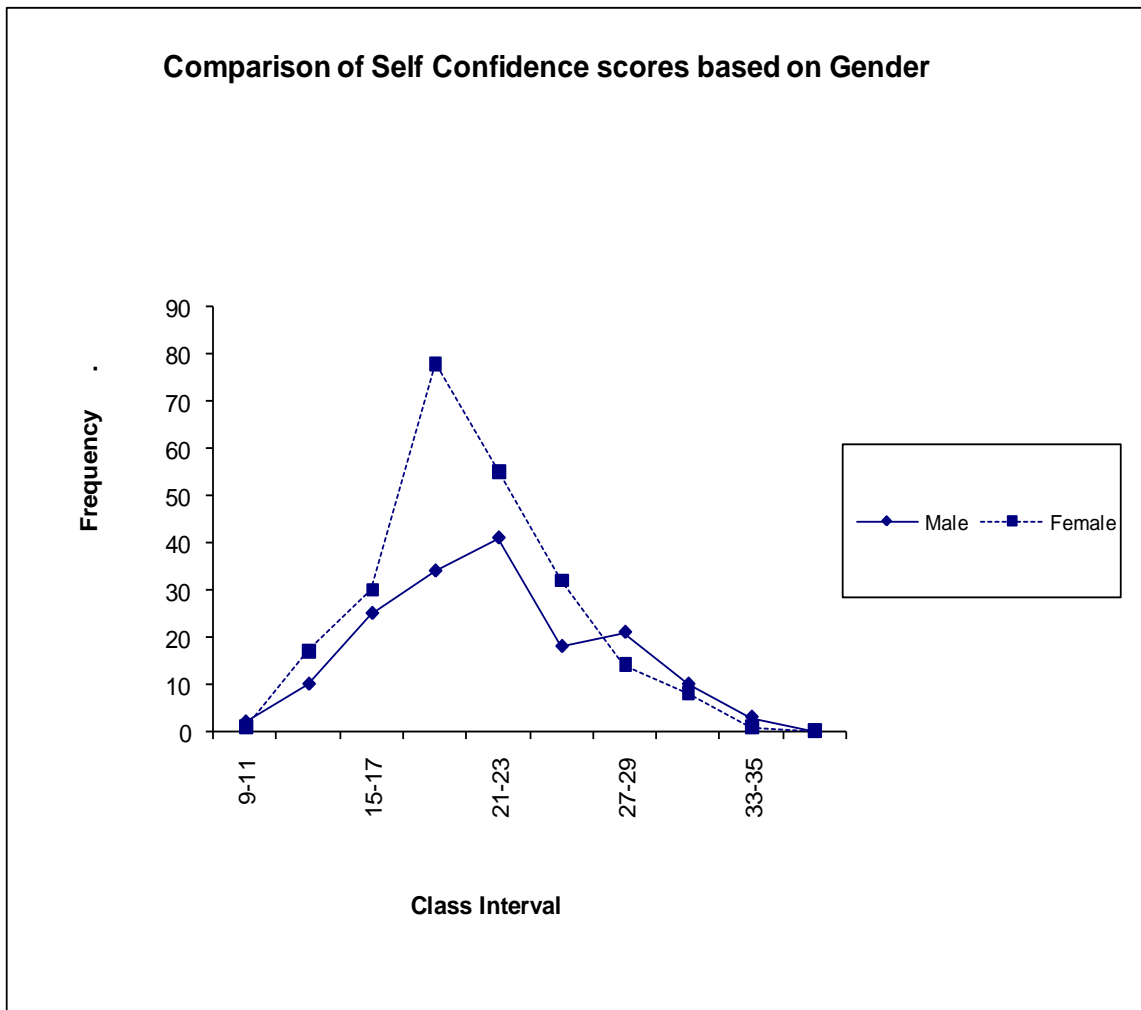
TABLE-4.9
**MEAN, STANDARD DEVIATION AND t-VALUE OF SELF-
CONFIDENCE SCORES OF MALE AND FEMALE
PROSPECTSIVE TEACHERS**

Category	Mean	SD	N	t	P	Level of significance
Male	21.73	5.05	164	2.228	0.026	Sig .at 0.05 Level
Female	20.65	4.33	236			

The obtained t-value (2.228) is significant at 0.05 level. This result indicates that there is significant difference between the male and female prospective teachers in their self-confidence.

So it can be concluded that sex has influence on the self-confidence of prospective teachers. The comparison of scores is graphically presented in figure 4.1.

Figure – 4.1



II COMPARISON OF SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS OF DIFFERENT AGE GROUPS

The t- value was calculated to find out the influence of age on the self-confidence of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.10.

TABLE-4.10
**MEAN, STANDARD DEVIATION AND t-VALUE OF SELF-
 CONFIDENCE SCORES OF PROSPECTIVE TEACHERS
 OF DIFFERENT AGE GROUPS**

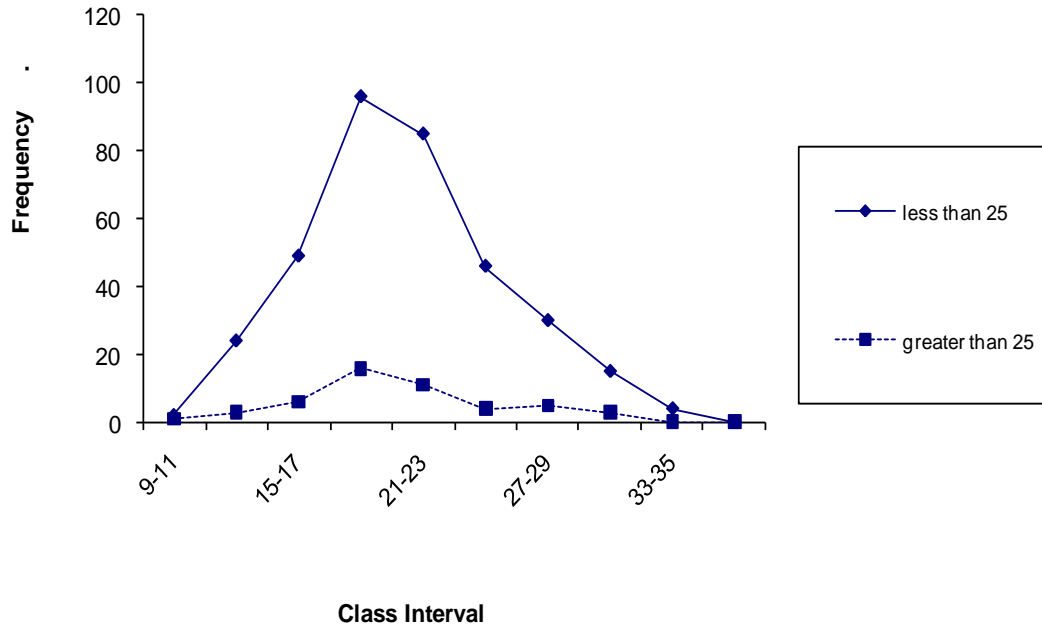
Age	Mean	SD	N	t	P	Level of significance
Below 25	21.12	4.68	351	0.254	0.800	Not significant
Above 25	20.94	4.65	49			

The obtained t-value (0.254) is not significant at any level. This result indicates that there is no significant difference between the prospective teachers of different age groups in their self-confidence.

So it can be concluded that age has no influence on the self-confidence of prospective teachers. The comparison of scores is graphically presented in figure 4.2.

Figure-4.2

Comparison of Self Confidence scores based on Age



III COMPARISON OF SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS OF VARIOUS RELIGIONS

The F- value was calculated to find out the influence of Religion on self-confidence of prospective teachers. The mean, standard deviation and F-value are presented in Table-4.11.

TABLE-4.11
MEAN, STANDARD DEVIATION AND F-VALUE OF SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS OF VARIES RELIGIONS

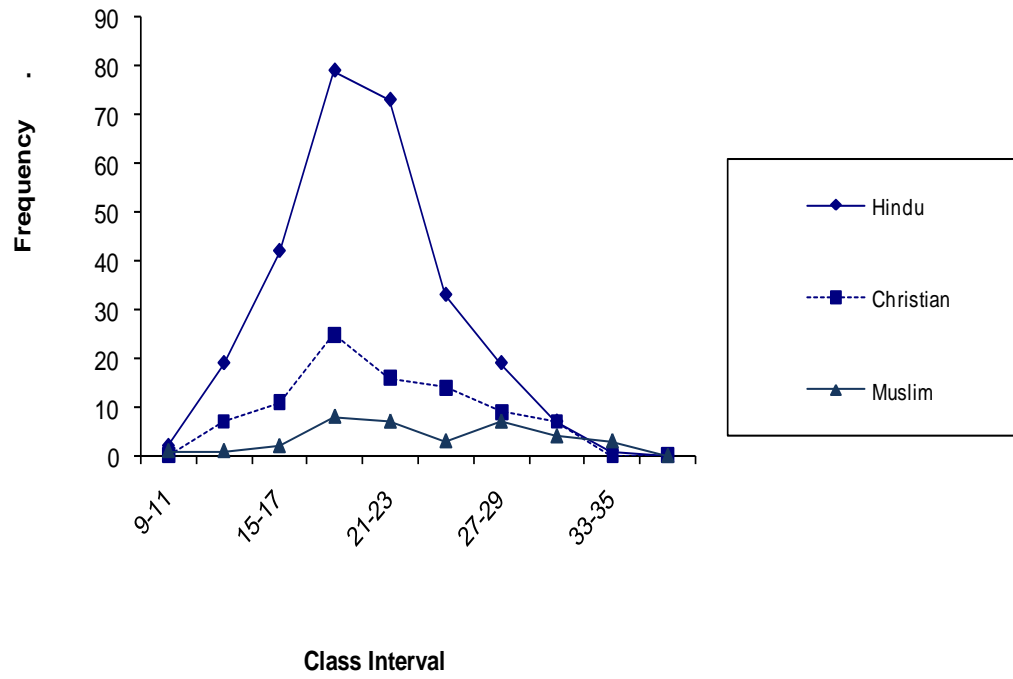
Religion	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Level of significance
Hindu	20.61	4.29	Between Gp	334.05	2	167.02	7.937	0.000	Sig .at 0.01 level
Christian	21.52	4.87	Within Gp	8354.34	397	21.04			
Muslim	23.75	5.94	Total	8688.39	399				

The obtained F-value (7.937) is significant at 0.01 level. This result indicates that there is significant difference between the prospective teachers belonging to various religions in their self-confidence.

So it can be concluded that religion has influence on the self-confidence of prospective teachers. The comparison of scores is graphically presented in figure 4.3.

Figure-4.3

Comparison of Self Confidence scores based on Religion



The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe's multiple comparison is used for further analysis. Results of scheffe's procedure is given in Table-4.12

TABLE-4.12
RESULTS OF SCHEFFE'S PROCEDURE

Religion	N	Pair	P(scheffe)	Level of significance
Hindu	275	A Vs B	0.268	Not significant
Christian	89	B Vs C	0.050	Sig.at 0.05 level
Muslim	36	A Vs C	0.001	Sig.at 0.01 level

The results showed that there is no significant difference between Hindu and Christian prospective teachers in their self-confidence. The other pairs Christian and Muslim, Hindu and Muslim differ significantly in their self-confidence.

IV COMPARISON OF SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS ON THE BASIS OF COMMUNITY

The F- value was calculated to find out the influence of community on self-confidence of prospective teachers. The mean, standard deviation and F-value are presented in Table-4.13

TABLE-4.13

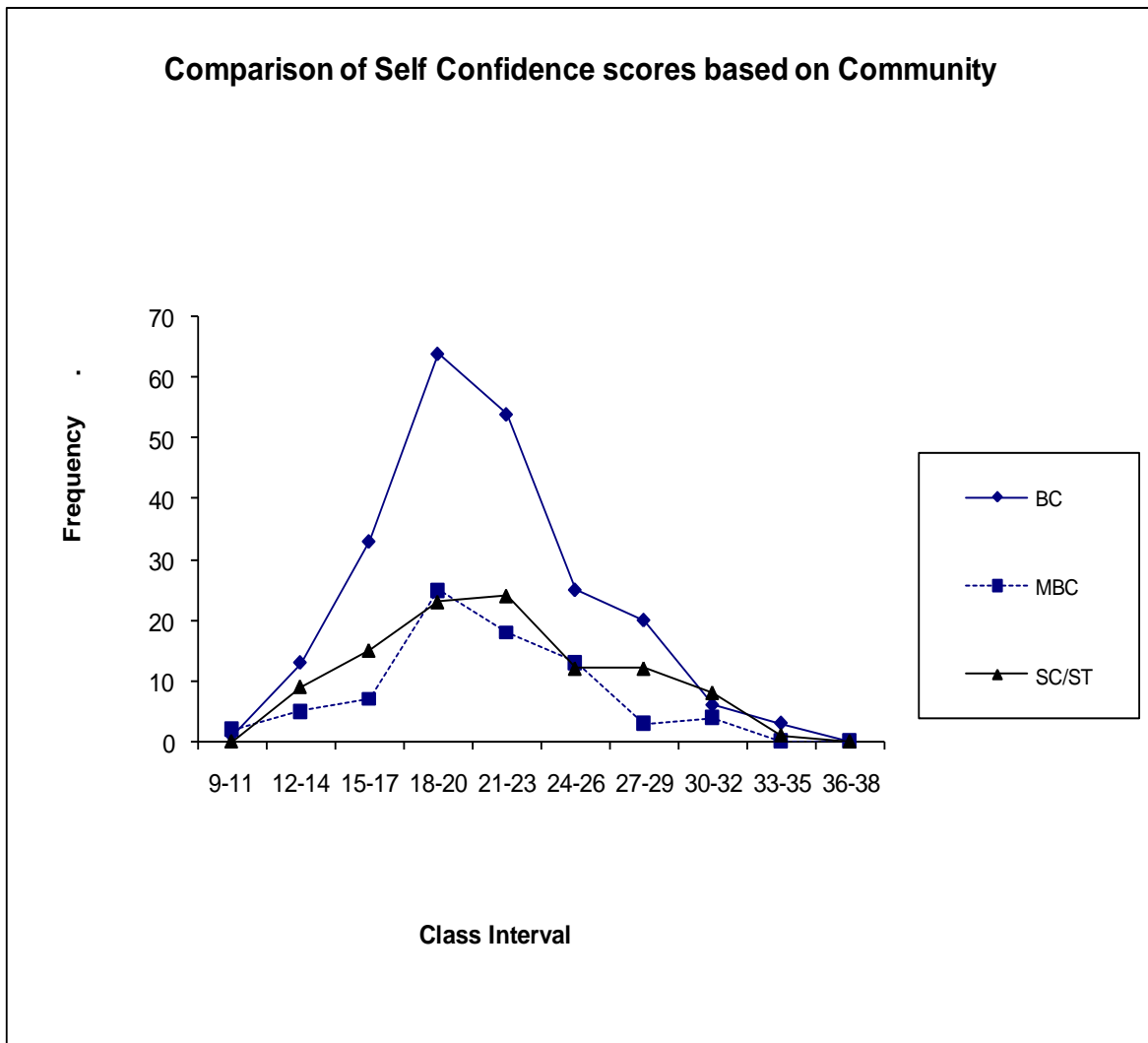
MEAN, STANDARD DEVIATION AND F-VALUE OF SELF-
CONFIDENCE SCORES OF PROSPECTIVE TEACHERS ON THE BASIS
OF COMMUNITY

Community	Mean	SD	Source	Sum of squares	d f	Mean square	F	P	Level of significance
BC	20.88	4.49	Between Gp	45.7	2	22.85	1.050	0.051	Not significant
MBC	20.95	4.6	Within Gp	8642.7	397	21.77			
SC/ST	21.66	5.07	Total	8688.39	399				

The obtained F-value (1.050) is not significant different at any level. This result indicates that there is no significant difference between the prospective teachers belonging to various Communities in their self-confidence.

So it can be concluded that community has no influence on the self-confidence of prospective teachers. The comparison of scores is graphically presented in figure 4.4.

Figure-4.4



V. COMPARISON OF SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS OF AIDED AND SELF-FINANCING COLLEGES

The t- value was calculated to find out the influence of type of management of the college on self-confidence of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.14

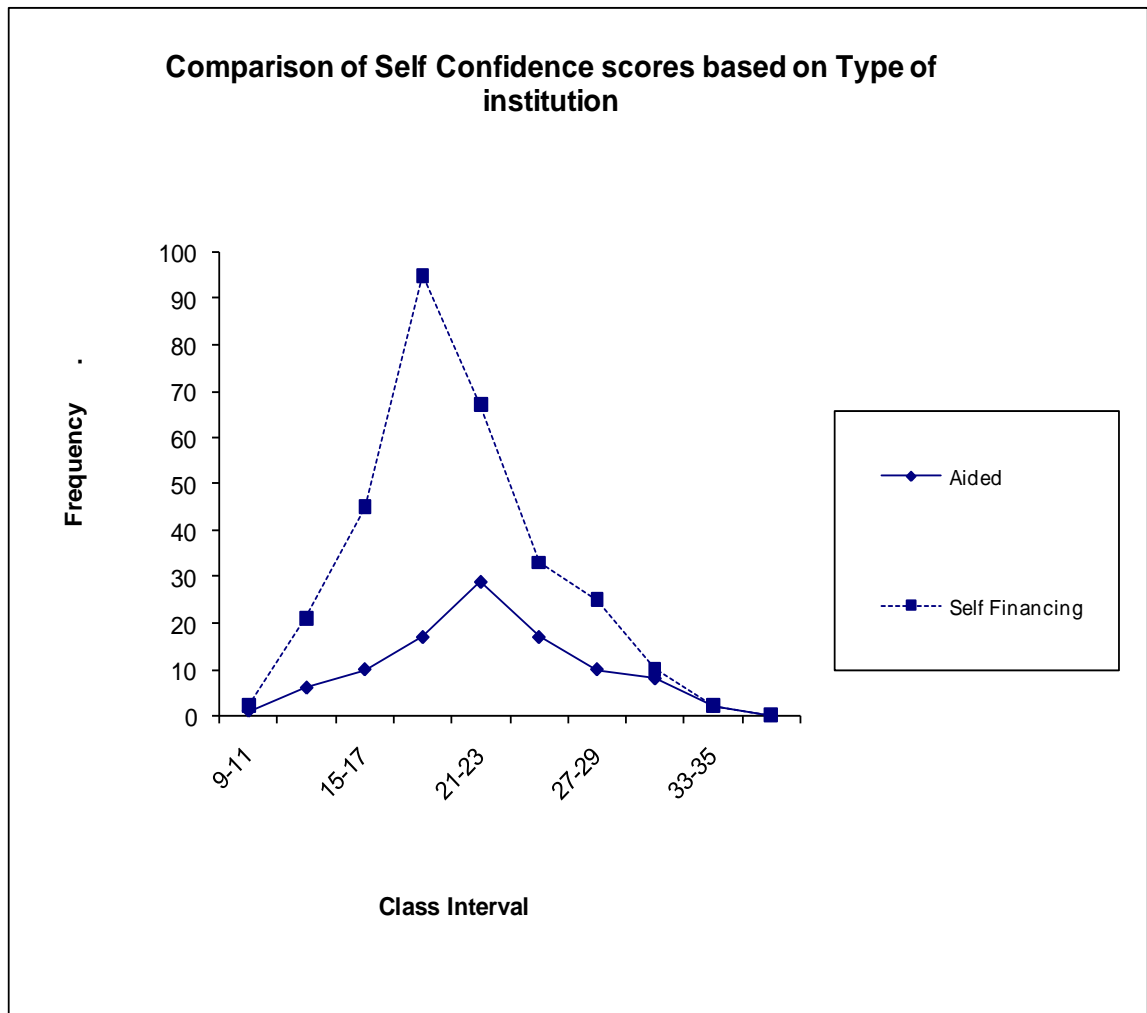
TABLE-4.14
MEAN, STANDARD DEVIATION AND t-VALUE OF SELF-
CONFIDENCE SCORES OF PROSPECTIVE TEACHERS
AIDED AND SELF FINANCING COLLEGES

Type of institution	Mean	SD	N	t	P	Level of significance
Aided	22.39	4.96	100	3.091	0.002	Sig .at 0.01 Level
Self financing	20.66	4.49	300			

The obtained t-value (3.091) is significant at 0.01 level. This result indicates that there is significant difference between Aided and Self- financing college prospective teachers in their self-confidence.

So it can be concluded that type of management of the college has influence on the self-confidence of prospective teachers. The comparison of scores is graphically presented in figure 4.5.

Figure-4.5



VI COMPARISON OF SELF-CONFIDENCE SCORES OF RURAL AND URBAN PROSPECTIVE TEACHERS

The t- value was calculated to find out the influence of locality on self-confidence of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.15

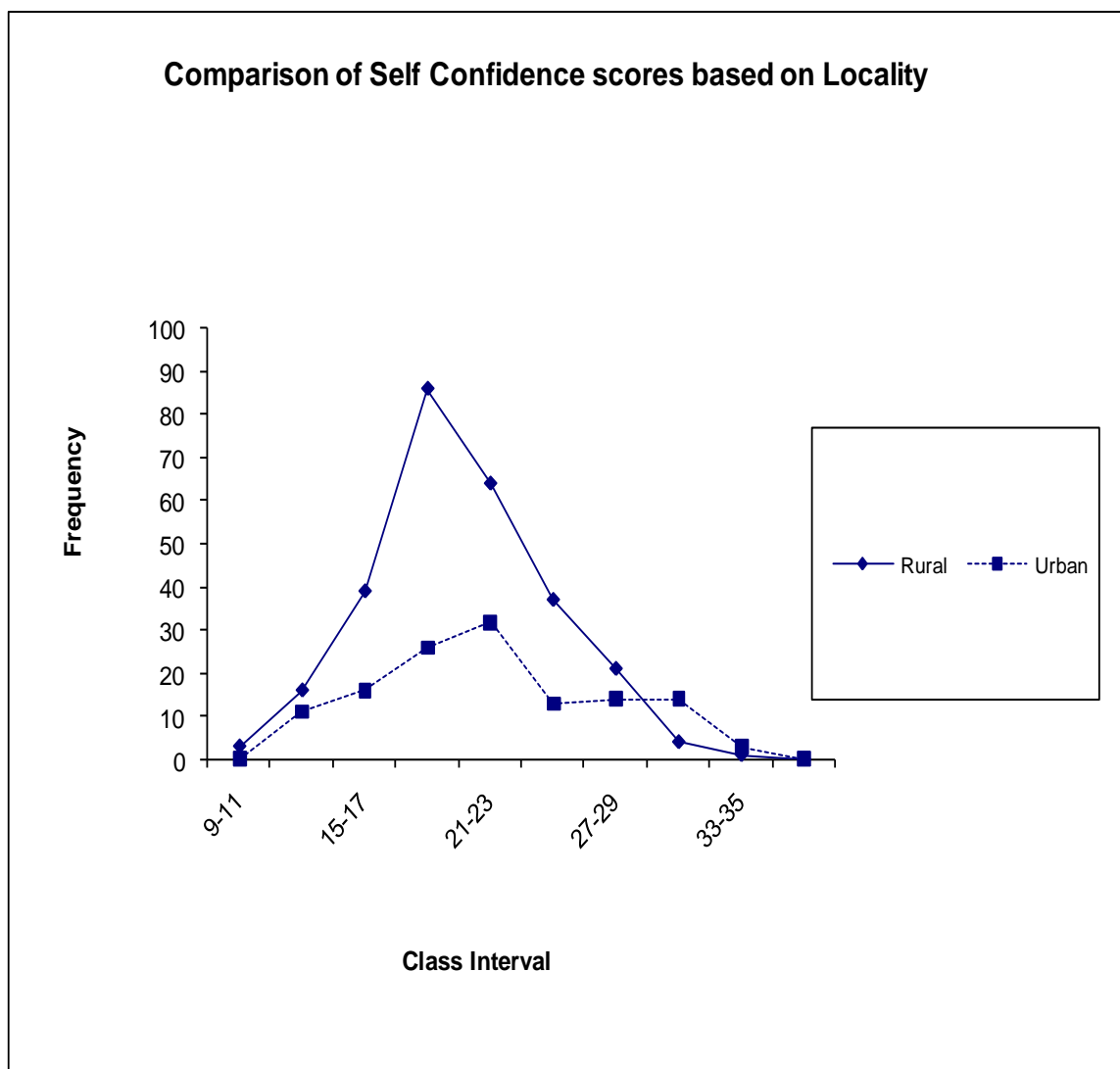
TABLE-4.15
 MEAN AND STANDARD DEVIATION AND t-VALUE OF SELF-
 CONFIDENCE SCORES OF RURAL AND URBAN
 PROSPECTIVE TEACHERS

Locality	Mean	SD	N	t	P	Level of significance
Rural	20.58	4.20	271	2.974	0.003	Sig .at 0.01 Level
Urban	22.18	5.28	129			

The obtained t-value (2.974) is significant at 0.01 level. This result indicates that there is significant difference between the rural and urban prospective teachers in their self-confidence.

So it can be concluded that locality has influence on the self-confidence of prospective teachers. The comparison of scores is graphically presented in figure 4.6.

Figure-4.6



VII COMPARISON OF SELF-CONFIDENCE SCORES OF PROSPECTIVE TEACHERS OF SCIENCE AND ARTS SUBJECTS

The t- value was calculated to find out the influence of subject of study on self-confidence of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.16

TABLE-4.16

MEAN, STANDARD DEVIATION AND t-VALUE OF SELF-
CONFIDENCE SCORES OF PROSPECTIVE TEACHERS
OF SCIENCE AND ARTS SUBJECTS

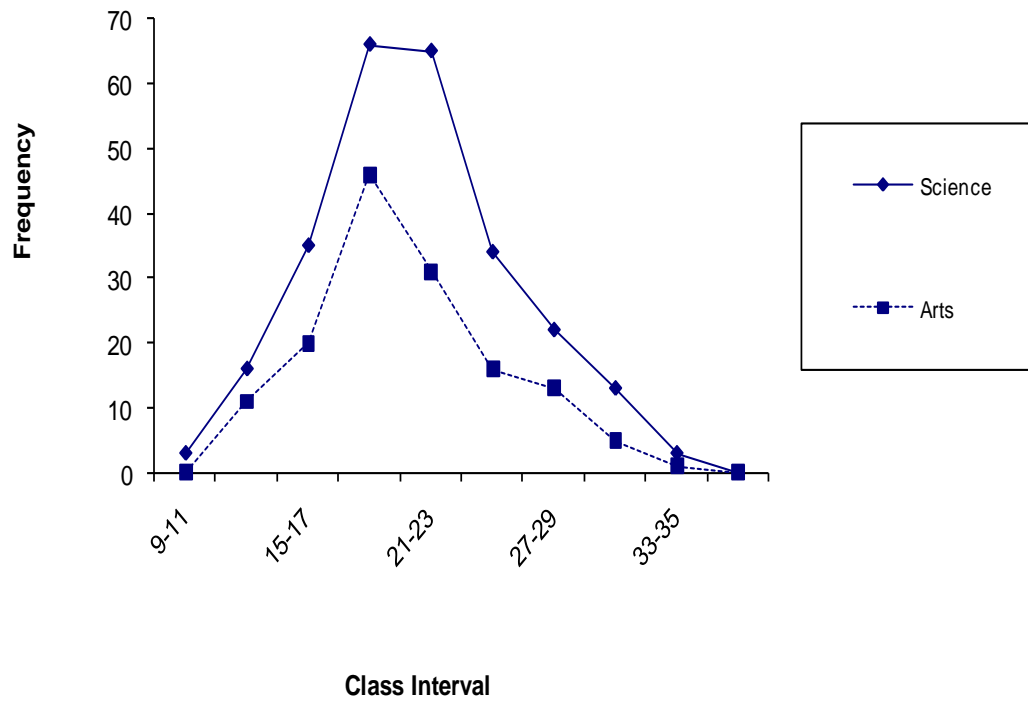
Optional subject	Mean	SD	N	t	P	Level of significance
Science	21.24	4.77	257	0.836	0.40	Not significant
Arts	20.84	4.48	143			

The obtained t-value (0.836) is not significant at any level. This result indicates that there is no significant difference between the prospective teachers of Science and Arts subjects in their self-confidence.

So it can be concluded that subject of the study has no influence on the self-confidence of prospective teachers. The comparison of scores is graphically presented in figure 4.7.

Figure-4.7

Comparison of Self Confidence scores based on Optional Subject



VIII COMPARISON OF SELF-CONFIDENCE SCORES OF GRDUATE AND POST GRADUATE PROSPECTIVE TEACHERS

The t- value was calculated to find out the influence of educational qualification on self-confidence of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.17

TABLE-4.17
MEAN AND STANDARD DEVIATION AND t-VALUE OF SELF-CONFIDENCE SCORES OF GRADUATE AND POST GRADUATE PROSPECTIVE TEACHERS

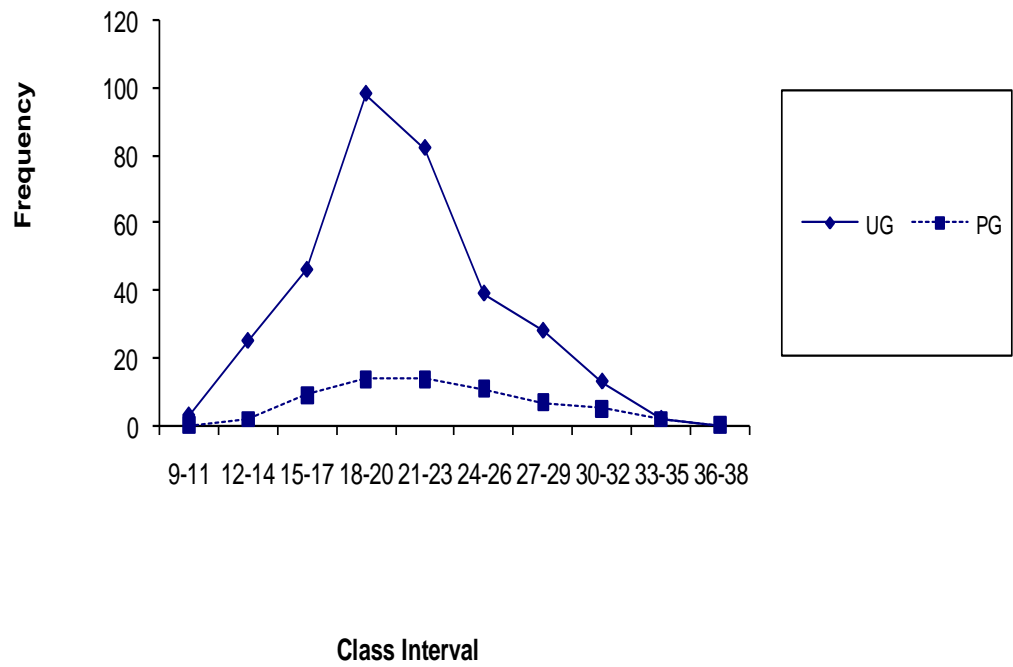
Educational qualification	Mean	SD	N	t	P	Level of significance
Graduate	20.82	4.55	336	2.568	0.01	Sig .at 0.05 Level
Post Graduate	22.55	5.01	64			

The obtained t-value (2.568) is significant at 0.05 levels. This result indicates that there is significant difference between the graduate and post graduate prospective teachers in their self-confidence.

So it can be concluded that educational qualification has influence on self-confidence of prospective teachers. The comparison of scores is graphically presented in figure 4.8.

Figure-4.8

Comparison of Self Confidence scores based on Educational Qualification



PART – II

COMPARISON OF ACADEMIC ACHIEVEMENT SCORES

I COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF MALE AND FEMALE PROSPECTIVE TEACHERS

The t-value was calculated to find out the influence of sex on academic achievement of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.18

TABLE-4.18
MEAN, STANDARD DEVIATION AND t-VALUE OF ACADEMIC ACHIEVEMENT SCORES OF MALE AND FEMALE PROSPECTIVE TEACHERS

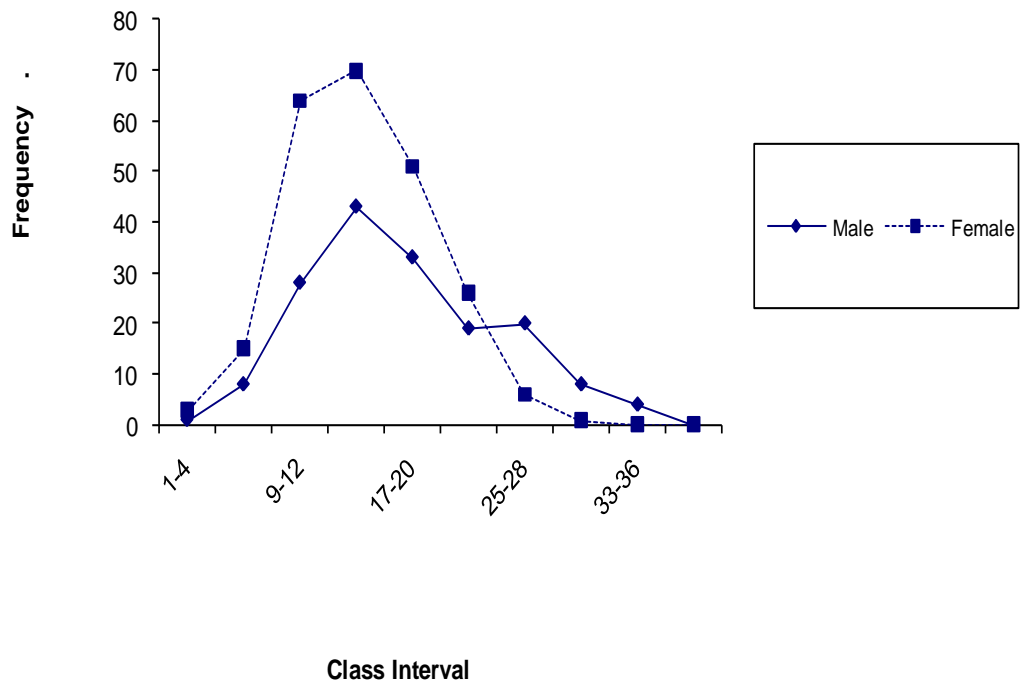
Gender	Mean	SD	N	t	P	Level of significance
Male	17.85	6.84	164	4.487	0.000	Sig .at 0.01 level
Female	15.6	4.89	236			

The obtained t-value (4.487) is significant at 0.01 level. This result indicates that there is significant difference between the male and female prospective teachers in their academic achievement.

So it can be concluded that sex has influence on academic achievement of prospective teachers. The comparison of scores is graphically presented in figure 4.9.

Figure-4.9

Comparison of Academic Achievement scores based on Gender



II COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF PROSPECTIVE TEACHERS OF DIFFERENT AGE GROUPS

The t-value was calculated to find out the influence of age on academic achievement of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.19

TABLE-4.19

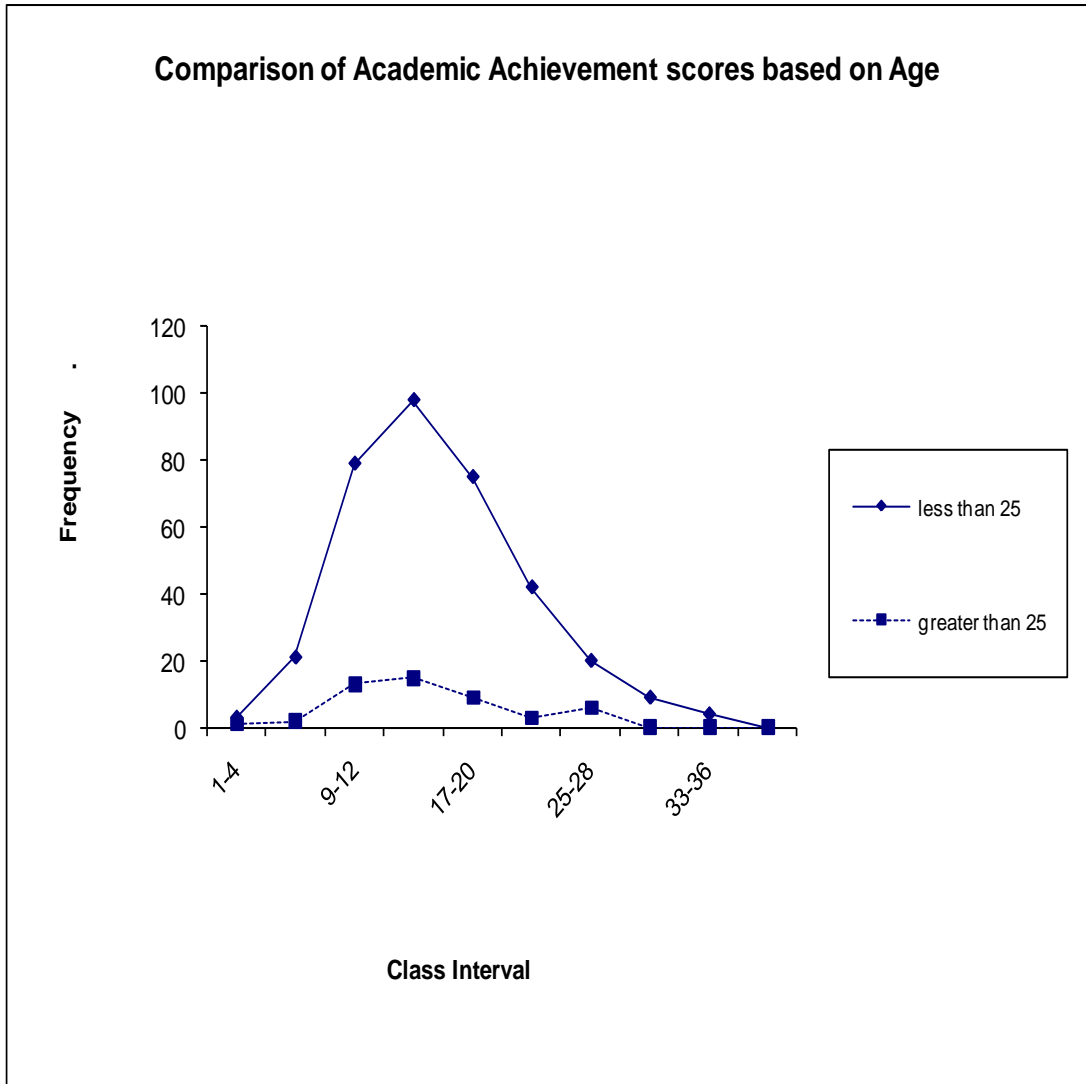
MEAN, STANDARD DEVIATION AND t-VALUE OF ACADEMIC ACHIEVEMENT SCORES OF PROSPECTIVE TEACHERS OF DIFFERENT AGE GROUPS

Age	Mean	SD	N	t	P	Level of significance
Below 25	16.29	5.94	351	0.766	0.444	Not significant
Above 25	15.61	5.80	49			

The obtained t-value (0.766) is not significant at any level. This result indicates that there is no significant difference between the prospective teachers of age group below 25 and above 25 in their academic achievement.

So it can be concluded that age has no influence on academic achievement of prospective teachers. The comparison of scores is graphically presented in figure 4.10.

Figure-4.10



III COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF HINDU, CHRISTIAN AND MUSLIM PROSPECTIVE TEACHERS

The F-value was calculated to find out the influence of religion on academic achievement of prospective teachers. The mean, standard deviation and F-value are presented in Table-4.20

TABLE-4.20
MEAN, STANDARD DEVIATION AND F-VALUE OF ACADEMIC
ACHIEVEMENT SCORES OF PROSPECTIVE TEACHERS
OF VARIOUS RELIGIONS

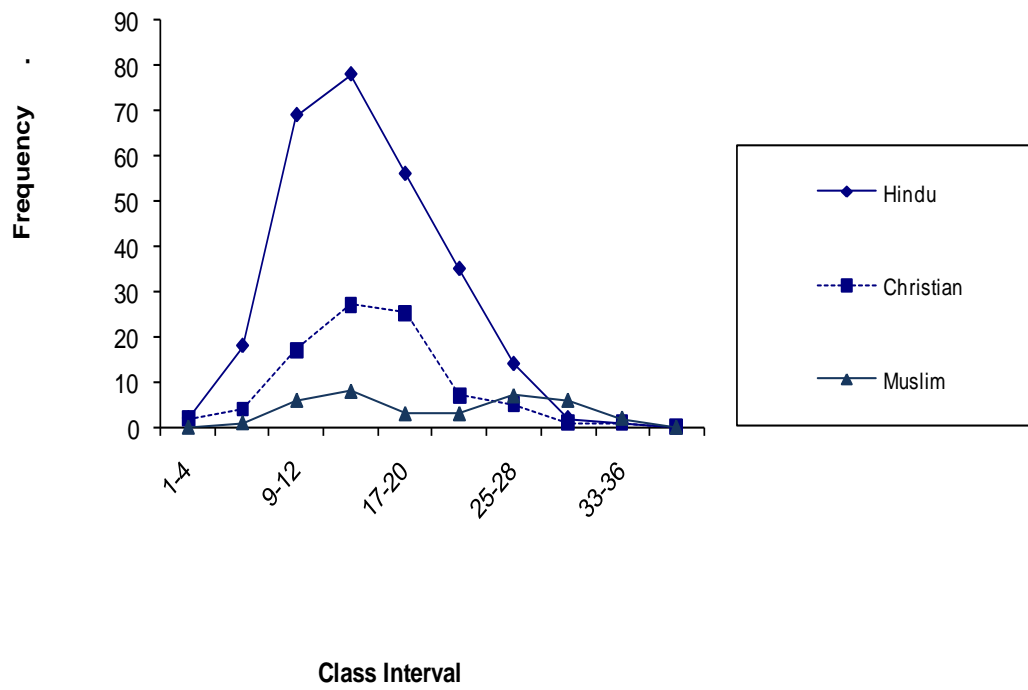
Religion	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Level of significance
Hindu	15.72	5.48	Between Gp	838.57	2	419.29	12.650	0.000	Sig .at 0.01 level
Christian	15.85	5.44	Within Gp	13158.62	397	33.15			
Muslim	20.81	8.16	Total	13997.19	399				

The obtained F-value (12.650) is significant at 0.01 level. This result indicates that there is significant difference between the prospective teachers of various religions in their academic achievement.

So it can be concluded that religion has influence on academic achievement of prospective teachers. The comparison of scores is graphically presented in figure 4.11.

Figure-4.11

Comparison of Academic Achievement scores based on Religion



The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe's multiple comparison is used for further analysis. Results of scheffe's procedure of three is given in Table-4.21

TABLE-4.21

RESULTS OF SCHEFFE'S PROCEDURE

Religion	N	Pair	P(scheffe)	Level of significance
Hindu	275	A Vs B	0.983	Not significant
Christian	89	B Vs C	0.000	Sig .at 0.01 level
Muslim	36	A Vs C	0.000	Sig .at 0.01 level

The results showed that there is significant difference between Christian and Muslim and Hindu and Muslim prospective teachers in their academic achievement. The other pair Hindu and Christian do not differ significantly in their academic achievement.

IV COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF PROSPECTIVE TEACHERS BELONGING TO VARIOUS COMMUNITIES

The F-value was calculated to find out the influence of caste on academic achievement of prospective teachers. The mean, standard deviation and F-value are presented in Table-4.22

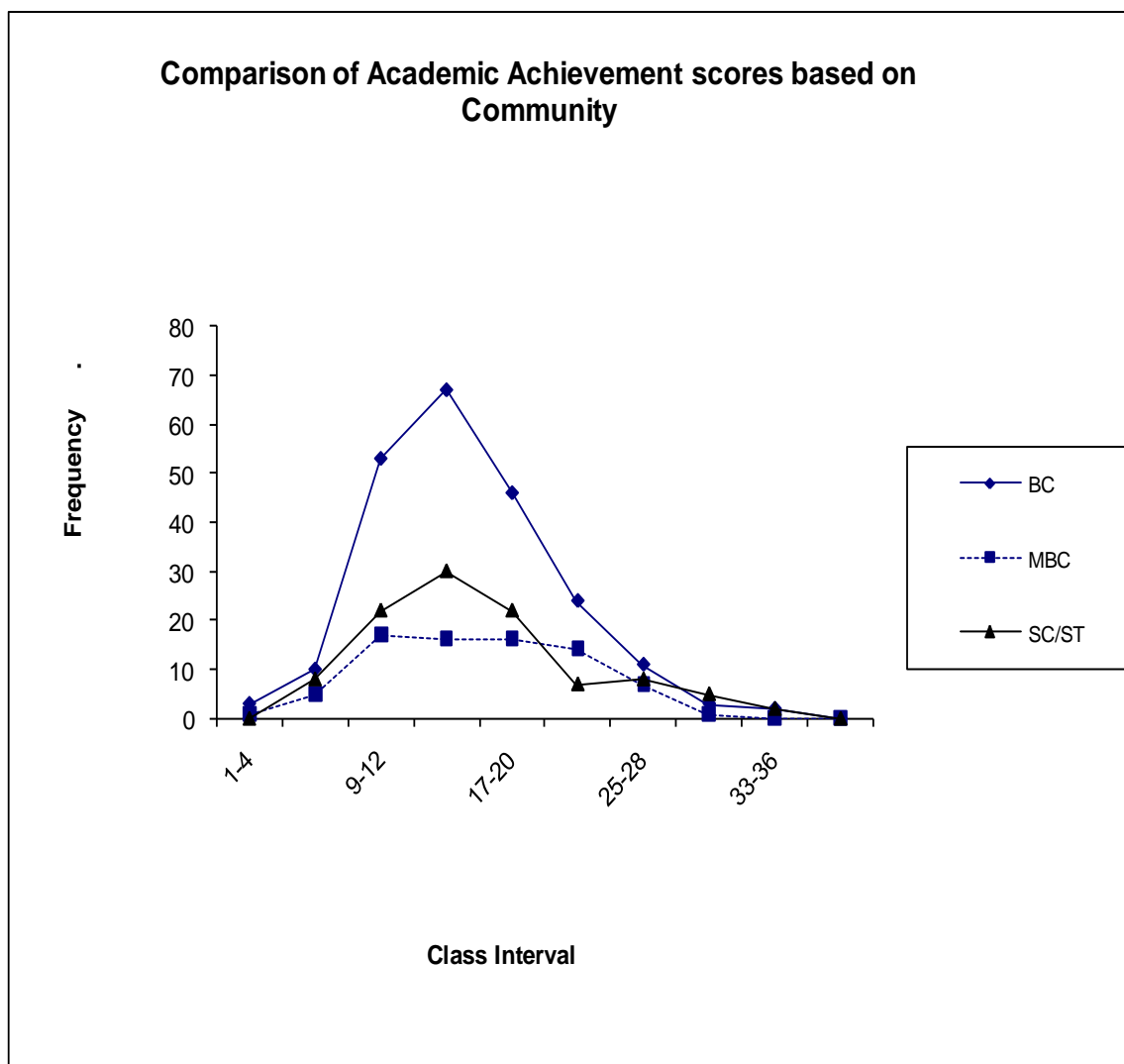
TABLE-4.22
MEAN, STANDARD DEVIATION AND F-VALUE OF ACADEMIC ACHIEVEMENT SCORES OF PROSPECTIVE TEACHERS OF VARIOUS RELIGIONS

Community	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Level of significance
BC	15.84	5.51	Between Gp	66.1	2	33.07	0.942	0.391	Not significant
MBC	16.62	6.2	Within Gp	13931.045	397	35.09			
SC/ST	16.67	6.52	Total	13997.19	399				

The obtained F-value (0.942) is not significant at any level. This result indicates that there is no significant difference between the prospective teachers belonging to various communities in their academic achievement.

So it can be concluded that community has no influence on academic achievement of prospective teachers. The comparison of scores is graphically presented in figure 4.12.

Figure-4.12



V. COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF AIDED AND SELF-FINANCING COLLEGE PROSPECTIVE TEACHERS

The t-value was calculated to find out the influence of type of management of the institution on academic achievement of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.23

TABLE-4.23

MEAN, STANDARD DEVIATION AND t-VALUE OF ACADEMIC
ACHIEVEMENT SCORES OF AIDED AND SELF-FINANCING
COLLEGE PROSPECTIVE TEACHERS

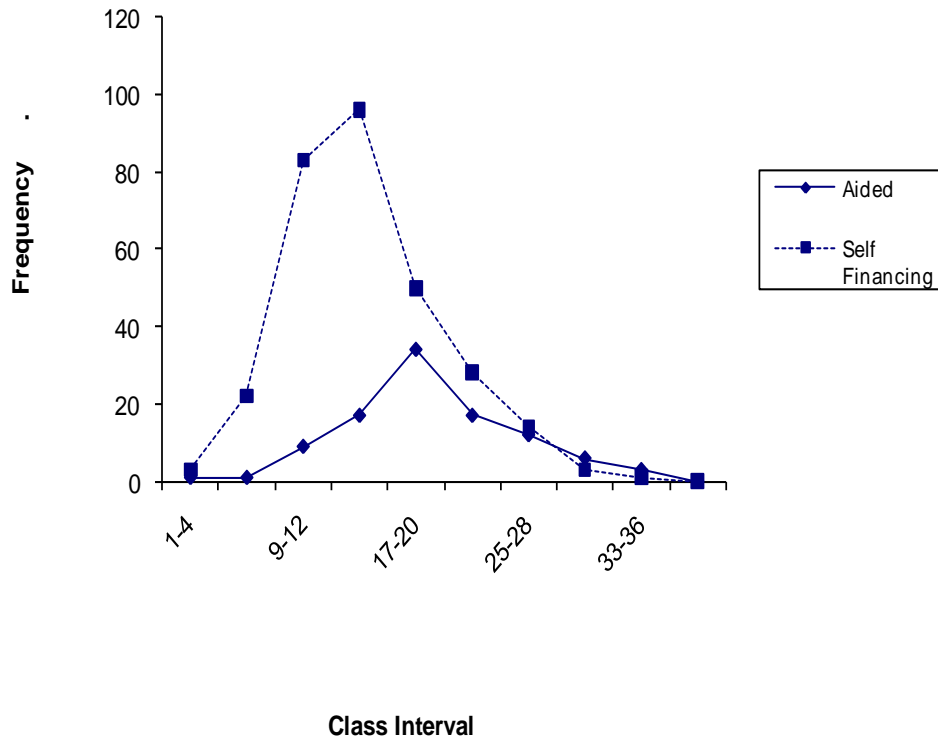
Type of institution	Mean	SD	N	t	P	Level of significance
Aided	19.71	6.1	100	6.820	0.000	Sig .at 0.01 level
Self-financing	15.04	5.39	300			

The obtained t-value (6.820) is significant at 0.01 level. This result indicates that there is significant difference between the Aided and Self-financing college prospective teachers in their academic achievement.

So it can be concluded that type of management of the institution has influence on academic achievement of prospective teachers. The comparison of scores is graphically presented in figure 4.13.

Figure-4.13

Comparison of Academic Achievement scores based on Type of institution



VI COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF RURAL AND URBAN PROSPECTIVE TEACHERS

The t-value was calculated to find out the influence of locality on academic achievement of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.24

TABLE-4.24

MEAN, STANDARD DEVIATION AND t-VALUE OF ACADEMIC ACHIEVEMENT SCORES OF RURAL AND URBAN PROSPECTIVE TEACHERS

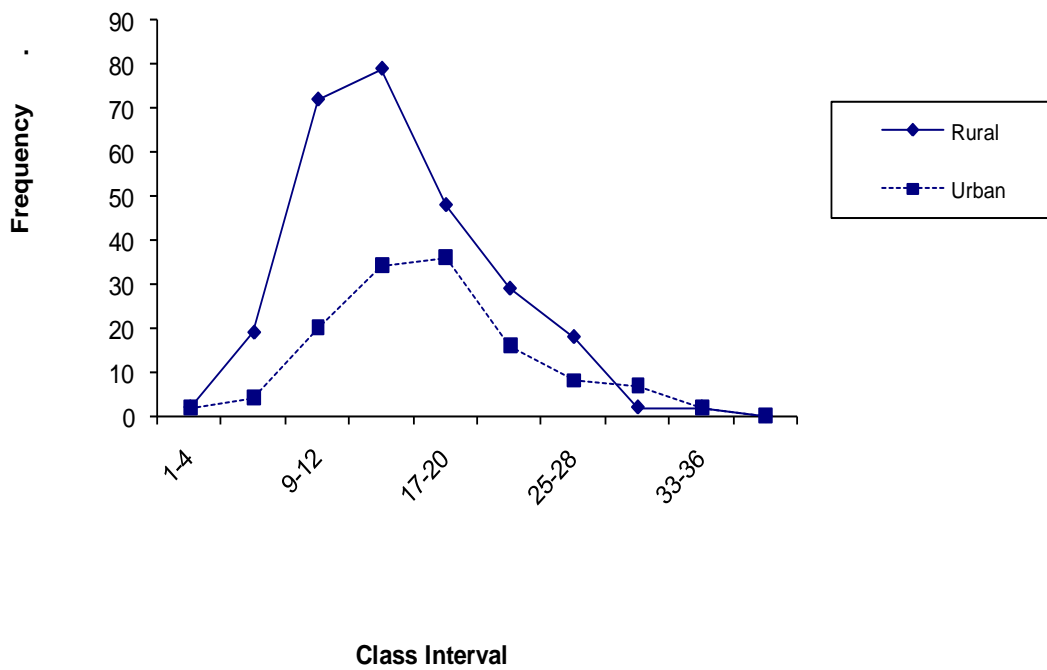
Locality	Mean	SD	N	t	P	Level of significance
Rural	15.54	5.66	271	3.178	0.002	Sig .at 0.01 level
Urban	17.60	6.24	129			

The obtained t-value (3.178) is significant at 0.01 level. This result indicates that there is significant difference between the rural and urban prospective teachers in their academic achievement.

So it can be concluded that locality has influence on academic achievement of prospective teachers. The comparison of scores is graphically presented in figure 4.14.

Figure-4.14

Comparison of Academic Achievement scores based on Locality



VII COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF PROSPECTIVE TEACHERS OF SCIENCE AND ARTS SUBJECTS

The t-value was calculated to find out the influence of subject of study on academic achievement of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.25

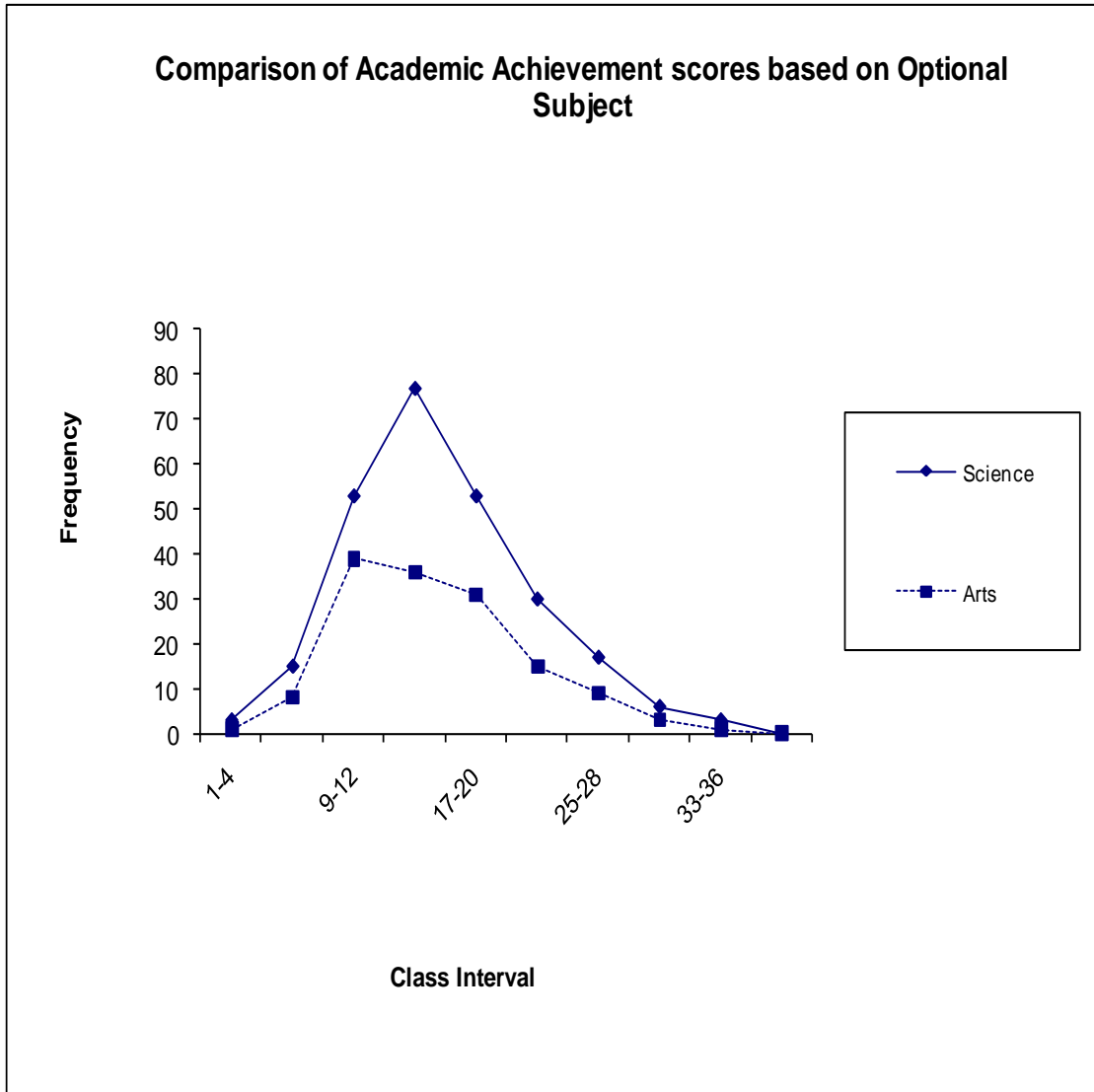
TABLE-4.25
MEAN, STANDARD DEVIATION AND t-VALUE OF ACADEMIC
ACHIEVEMENT SCORES OF PROSPECTIVE TEACHERS
OF SCIENCE AND ARTS SUBJECTS

Optional subject	Mean	SD	N	t	P	Level of significance
Science	16.41	5.97	257	0.944	0.346	Not significant
Arts	15.83	5.84	143			

The obtained t-value (0.944) is not significant at any level. This result indicates that there is no significant difference between the prospective teachers of Science and Arts subjects in their academic achievement.

So it can be concluded that subject of study has no influence on academic achievement of prospective teachers. The comparison of scores is graphically presented in figure 4.15.

Figure-4.15



VIII COMPARISON OF ACADEMIC ACHIEVEMENT SCORES ON THE BASIS OF EDUCATIONAL QUALIFICATION OF PROSPECTIVE TEACHERS

The t-value was calculated to find out the influence of educational qualification on academic achievement of prospective teachers. The mean, standard deviation and t-value are presented in Table-4.26

TABLE-4.26

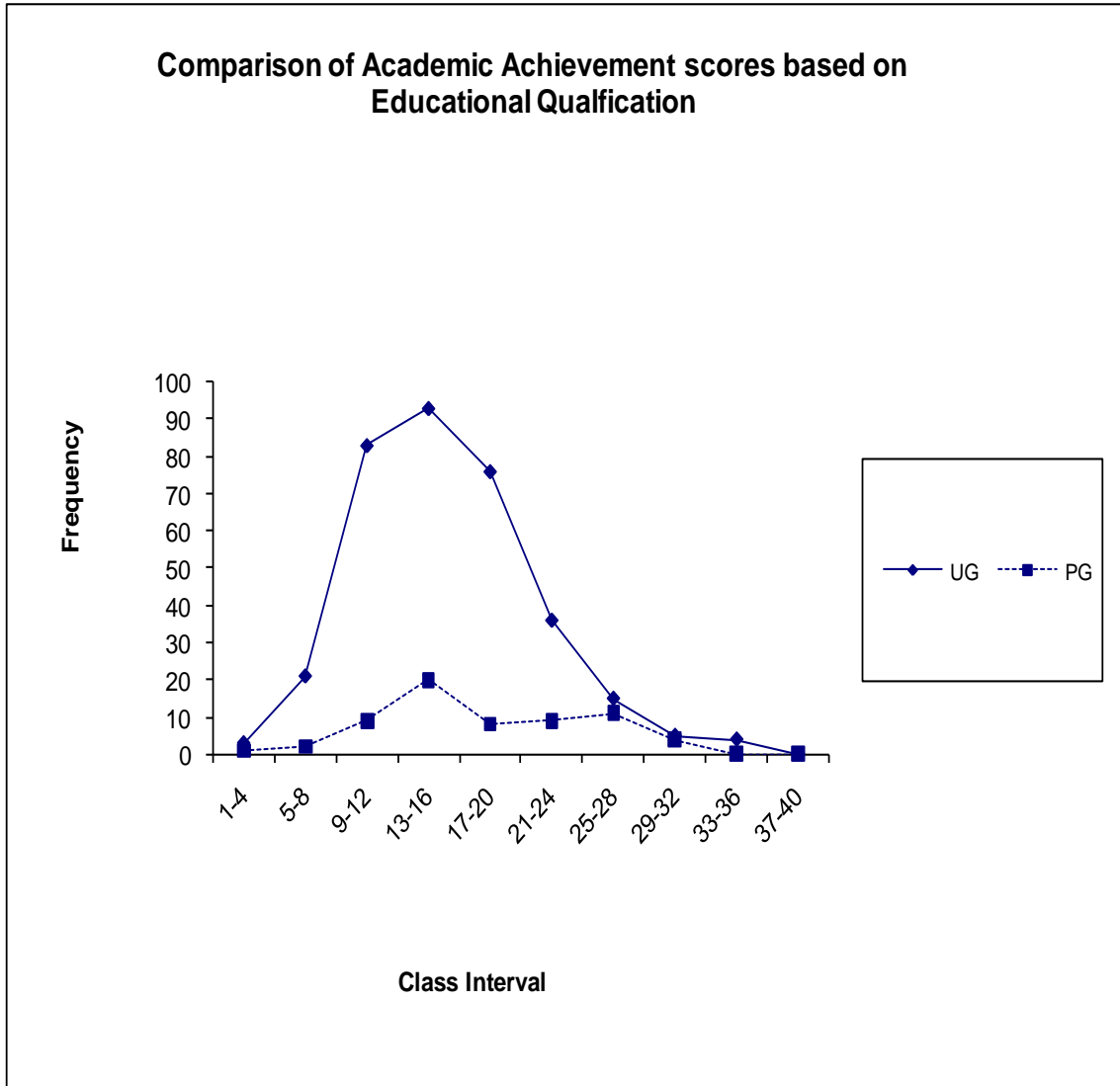
MEAN, STANDARD DEVIATION AND t-VALUE OF ACADEMIC ACHIEVEMENT SCORES OF GRADUATE AND POST GRADUATE PROSPECTIVE TEACHERS

Educational qualification	Mean	SD	N	t	P	Level of significance
Graduate	15.83	5.71	336	2.636	0.01	Sig .at 0.01 level
Post Graduate	18.71	6.65	64			

The obtained t-value (2.636) is significant at 0.01 level. This result indicates that there is significant difference between the Graduate and Post Graduate prospective teachers in their academic achievement.

So it can be concluded that educational qualification has influence on academic achievement of prospective teachers. The comparison of scores is graphically presented in figure 4.16.

Figure-4.16



PART-III

CORRELATION ANALYSIS

The Pearson's product moment co-efficient of correlation is used to find out the extent of relationship between two sets of variables when the co-efficient of correlation 'r' is positive relationship between the variables. If the co-efficient of correlation 'r' is negative, then we can say that the relationship between the two variables is negative. If 'r' is zero, then there is no relationship between the variables.

INTERPRETATION OF CORRELATION

The co-efficient of correlation 'r' can generally be described as either high or low or negligible. Garret (1969) present the following classification for interpreting the values of 'r' is

- a. If r is from 0.00 to ± 0.20 there exists indifferent or negligible correlation.
- b. If r is from ± 0.20 to ± 0.4 the correlation is low.
- c. If r is from ± 0.40 to ± 0.70 the correlation is substantial.
- d. If r is from ± 0.70 to ± 1.00 the correlation is very high.

This classification of 'r' is broad and can only be accepted as a general guide with certain reservations.

TABLE-4.27

CO-EFFICIENT OF CORRELATION BETWEEN SELF-CONFIDENCE

AND ACADEMIC ACHIEVEMENT OF TOTAL POPULATION

AND CLASSIFIED ON THE BASIS OF GENDER

Category	Number	r	Level of significance
Total	400	0.271	Sig .at 0.01 level
Male	164	0.385	Sig .at 0.01 level
Female	236	0.106	Not significant

As it is shown in the above table self-confidence and academic achievement are positively correlated and significant at 0.01 level. Self confidence and academic achievement are positively correlated and significant at 0.01 level for male prospective teachers but for female prospective teachers it is not significant. The correlation may be described as low for total sample and male. For female correlation may be described as 'negligible'.

TABLE-4.28

CO-EFFICIENT OF CORRELATION BETWEEN SELF-CONFIDENCE

AND ACADEMIC ACHIEVEMENT ON THE BASIS OF

TYPE OF INSTITUTION

Type of institution	Number	r	Level of significance
Aided	100	0.219	Sig .at 0.05 level
Self financing	300	0.239	Sig .at 0.01 level

From the table it is clear that for the aided college prospective teachers self-confidence and academic achievement are positively correlated and significant at 0.05 level. For the self-financing college prospective teachers self-confidence and academic achievement are positively correlated and significant at 0.01 level. The correlation may be described as low.

TABLE-4.29

CO-EFFICIENT OF CORRELATION BETWEEN SELF-CONFIDENCE
AND ACADEMIC ACHIEVEMENT ON THE
BASIS OF LOCALITY

Locality	Number	r	Level of significance
Rural	271	0.224	Sig .at 0.01 level
Urban	129	0.294	Sig .at 0.01 level

From the table it is clear that for the rural and urban prospective teachers self-confidence and academic achievement are positively correlated and significant at 0.01 level. The correlation may be described as low.

TABLE-4.30

CO-EFFICIENT OF CORRELATION BETWEEN SELF-CONFIDENCE
AND ACADEMIC ACHIEVEMENT ON THE BASIS OF
EDUCATIONAL QUALIFICATION

Educational qualification	Number	r	Level of significance
Graduate	336	0.258	Sig .at 0.01 level
Post Graduate	64	0.248	Sig .at 0.01 level

From the table it is clear that for the graduate and post graduate prospective teachers self-confidence and academic achievement are positively correlated and significant at 0.01 level. The correlation may be described as low.

In this chapter an attempt is made by the investigator to summarise all the findings and conclusions drawn from the present study

The major findings of the study were the following

- The prospective teachers have moderate level of self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 21.1 for a total score of 34 and standard deviation of 4.67).
- The male prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 21.73 for a total score of 34 and standard deviation of 5.05).
- The female prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.65 for a total score of 34 and standard deviation of 4.33).
- The prospective teachers of age group below 25 have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 21.12 for a total score of 34 and standard deviation of 4.68).
- The prospective teachers of age group above 25 have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.94 for a total score of 34 and standard deviation of 4.65).
- The Hindu prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.61 for a total score of 34 and standard deviation of 4.29).

- The Christian prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 21.52 for a total score of 34 and standard deviation of 4.87).
- The Muslim prospective teachers have moderate level of self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 23.75 for a total score of 34 and standard deviation of 5.94).
- The Backward Caste prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.88 for a total score of 34 and standard deviation of 4.49).
- The Most Backward Caste prospective teachers have moderate level of self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.95 for a total score of 34 and standard deviation of 4.6).
- The Scheduled Caste/Scheduled Tribes teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 21.66 for a total score of 34 and standard deviation of 5.07).
- The aided college prospective teachers have moderate level of self-confidence. This is supported by the statistical findings. (The arithmetic mean of 22.39 for a total score of 34 and standard deviation of 4.96).
- The self-financing college prospective teachers have moderate level of self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.66 for a total score of 34 and standard deviation of 4.49).

- The Rural prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.58 for a total score of 34 and standard deviation of 4.20).
- The Urban prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 22.18 and for a total score 34 and standard deviation of 5.38).
- The science subject prospective teachers have moderate level of self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 21.24 for a total score of 34 and standard deviation of 4.77).
- The Arts subject prospective teachers have moderate level of self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.84 for a total score of 34 and standard deviation of 4.48).
- The graduate prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 20.82 for a total score of 34 and standard deviation of 4.55).
- The post graduate prospective teachers have moderate level self-confidence. This is supported by the following statistical findings. (The arithmetic mean of 22.55 for a total score of 34 and standard deviation of 5.01).
- There is significant difference between the male and female prospective teachers in their self confidence. This result is supported by the following statistical findings ($t=2.228$).
- There is no significant difference between the prospective teachers of age group below 25 and above 25 in their self-confidence. This result is supported by the following statistical findings ($t=0.254$).

- There is significant difference between the prospective teachers belonging to various religions in their self-confidence. This result is supported by the following statistical findings ($f=7.937$).
- There is no significant difference between the Hindu and Christian prospective teachers in their self-confidence. The other pairs Christian and Muslim, Hindu and Muslim differ significantly in their self-confidence.
- There is no significant difference between the prospective teachers belonging to various communities in their self-confidence. This result is supported by the following statistical findings ($f=1.050$).
- There is significant difference between the aided and self-financing college prospective teachers in their self-confidence. This result is supported by the following statistical findings ($t=3.091$).
- There is significant difference between the rural and urban prospective teachers in their self-confidence. This result is supported by the following statistical findings ($t=2.974$).
- There is no significant difference between the prospective teachers of Science and Arts subjects in their self-confidence. This result is supported by the following statistical findings ($t=0.836$).
- There is significant difference between the graduate and post graduate prospective teachers in their self-confidence. This result is supported by the following statistical findings ($t=2.568$).
- There is significant difference between the male and female prospective teachers in their academic achievement. This result is supported by the following statistical findings ($t=4.487$).

- There is no significant difference between the prospective teachers of age group below 25 and above 25 in their academic achievement. This result is supported by the following statistical findings ($t=0.766$).
- There is significant difference between the prospective teachers belonging to various religions in their academic achievement. This result is supported by the following statistical findings ($f=12.650$).
- There is significant difference between the Christian and Muslim and Hindu and Muslim in their academic achievement. The other pair Hindu and Christian do not differ in their academic achievement.
- There is no significant difference between the prospective teachers belonging to various communities in their academic achievement. This result is supported by the following statistical findings ($f=0.942$).
- There is significant difference between the aided college and self-financing college prospective teachers in their academic achievement. This result is supported by the following statistical findings ($t=6.820$).
- There is significant difference between the rural and urban prospective teachers in their academic achievement. This result is supported by the following statistical findings ($t=3.178$).
- There is no significant difference between the prospective teachers of Science and Arts subjects in their academic achievement. This result is supported by the following statistical findings ($t=0.944$).

- There is significant difference between the graduate and post graduate prospective teachers in their academic achievement. This result is supported by the following statistical findings ($t=2.636$).
- Self-confidence and academic achievement of male prospective teachers are positively correlated and significant 0.01 level but for female prospective teachers it is not significant.
- Self-confidence and academic achievement aided college prospective teachers are positively correlated and significant at 0.05 level ($r=0.219$).
- Self-confidence and academic achievement of self-financing college prospective teachers are positively correlated and significant at 0.01 level ($r=0.239$).
- Self-confidence and academic achievement of rural and urban prospective teachers are positively correlated and significant at 0.01 level ($r=0.224$).
- Self-confidence and academic achievement of graduate prospective teachers are positively correlated and significant at 0.01 level ($r=0.258$).
- Self-confidence and academic achievement of post graduate prospective teachers are positively correlated and significant at 0.01 level ($r=0.248$).

CONCLUSIONS

The following conclusions were drawn from the present study

1. The prospective teachers have moderate level of self-confidence.
2. Sex, Religion, type of institution, locality, and educational qualification has influence on the self-confidence of prospective teachers.

3. Age, community and optional subject have no influence on self-confidence of prospective teachers.
4. Sex, religion, type of institution, locality and educational qualification have influence on academic achievement of prospective teachers.
5. Age, community, and optional subjects have no influence on the academic achievement of prospective teachers.
6. Self-confidence and academic achievement of prospective teachers are positively and significantly correlated with each other.

EDUCATIONAL IMPLICATIONS

The present investigation has certain educational implications

1. Since there is a positive relationship between self-confidence and academic
2. Achievement of prospective teachers should be developed.
3. The study highlights need of better environment in B.Ed colleges for the development of self-confidence of prospective teachers
4. Independent work should be encouraged.
5. The study suggests the need for effective guidance programs for increasing the self-confidence of prospective teachers.
6. Encourage the students to think positively about themselves.

SUGGESTIONS FOR FURTHER RESEARCH

In order to make the present study more meaningful and objective similar studies in this area could be carried out. The desirable areas of further research are the following

- 1 The present study may be repeated for a large sample representing the whole state.
- 2 The present study was confined only to prospective teachers. Similar studies can be conducted at other levels also.
- 3 A study on the relationship between self-confidence and adjustment can be made.
- 4 An investigation may be undertaken to find out all factors that influence the self-confidence of prospective teachers.