



Motivation, Preparation And Self-Confidence: A Study On Undergraduate Students

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Abstract:

The present paper intended to study the effect of preparation and motivation on self-confidence of undergraduate students in terms of their streams. In order to conduct the present study, 388 students of Semester-I were selected randomly from the Govt. colleges of Jammu tehsil. The tools for collecting data were self-constructed and standardized questionnaires assessing the three important behavioural attributes. The present study pointed out that there was significant effect of motivation on the self confidence but no such effect was found in terms preparation. Moreover, it was also found that Science and Arts undergraduate students were significantly different in terms of their motivation and self-confidence but no such difference was found in terms of their preparation.

Keywords: *Motivation, Preparation, Self-confidence, Undergraduate Students*

Introduction:

Nowadays we are observing that a large number of youths are getting bachelor's degree from higher educational institutions but not feel competent to get good job. As per the data provided by Centre for monitoring Indian Economy (CMIE) the rate of employed youth in the 20-24 age groups in our country is 37% which is significantly an alarming problem and could badly affect our economy (Sindwani, 2020). Due to poor schooling and average standard of education at colleges our graduates are not only unemployed but also deviated from their normal life. For solving this problem, there is an urgent need to understand the factors weakening the ongoing educational process. In our educational system we emphasize more on theoretical aspect instead of practical utility. The more and more our educational system will become practical, the more it will change the approach of our youth towards jobs. Today due to mushrooming of educational institutions the status of bachelor's degree in the existing economical market is nothing as it is not instilling confidence in them that they are competent enough to get good job or start a new venture. Now the biggest challenge before educational institutions is to make the system more practical in reality so that the budding young people cannot only identify themselves with the current market practices but can also capitalize good opportunities available in different fields. One of the prerequisite of service industry is self-confidence which not only helps in applying for job but is also helpful in getting that job.

Self-confidence is a reflection of the understanding in terms of our strengths and weaknesses i.e. what we think about our abilities, physical features, goals, intentions, relationships etc. It has been reported in number of research studies that self-confidence is the key factor which enables the person to take risks and

encourages towards learning new tasks related to those risks (Norman & Hyland, 2003). We all need to pay attention to this universal fact that human beings are full of self-confidence from the time of their birth till they start going to school because self-confidence is inherent in their basic nature. The education system through which their self-confidence was about to refine, has confused them in such a way that they don't believe in their abilities in accepting any task. Moreover, the situation has become worst to this extent that they start underestimating themselves before applying for any job even after having graduation degree. Motivation, preparation and self-confidence are interlinked attributes of behaviour without which success of individuals in their respective careers is unthinkable. In their absence we cannot imagine our success even in tackling personal commitments. So, the predicament of the present educational system could be lot better if the courses designed focus on the development of confidence among the undergraduate students.

Motivation:

Motivation in lay man's language is a process that not only initiates and guides goal oriented behaviors, but also maintains them. To be motivated for the respective chosen career is the foremost condition of success in the desired career field. Motivation enables the person to discover the motive of his life; it activates the tendency of the individual to act according to his strengths and by ignoring his weaknesses; it channelizes his intensity towards his goal for the success; it helps him in finding the direction for execution; and it creates a zest in him in such a way that he persistently try to achieve his desired success.

Preparation:

Success or failure of a person can only be assessed by participation. Participation in different activities can only be ensured by self-regulated learning and the key to self-regulated learning is preparation. Preparation as an important component of learning as it not only just creates an awareness regarding the clarity of the content or situation but also awakens the self regarding multifarious ways of finding the unknown answers. In other words, preparation gives an opportunity to individuals to discover their strengths and limitations; and also helps them in undertaking as well as executing difficult assignment for better future.

Review of Related Literature:

Şar, Avcu and Işıklar (2010) conducted a study on the self-confidence levels and found that undergraduate students were significantly different in terms of gender and departments in respect of their self confidence levels.

Sari, Ekici, Soyer and Eskiler (2015) investigated the link of motivation with self confidence and reported that the scores of males' hockey athletes on intrinsic motivation were higher in contrast to female hockey athletes and it was also found that their self confidence remained consistent in their chosen sport.

Sheldrake (2016) investigated the under-confident and over-confident secondary students and revealed that less confident students were not interested in science education in comparison to over confident students.

Marzano, Scott, Boogren, and Newcomb (2017) revealed that most of the students, for protecting their self-respect and dignity not only just avoid getting involved in particular area of their interest but also ignore putting efforts in any suggested accomplishing task.

Topçu, and Leana-Taşçılar (2018) investigated the motivation and self-esteem of gifted students in respect of their academic achievement and found that there was significant relationship between their motivation, self-esteem and academic achievement.

Akbari and Sahibzada (2020) carried a study on the effect of self confidence on the learning process and reported that self confidence had a positive impact on the improved performance of the university students.

The above mentioned studies carried out in relation to the variables under investigation and revealed divergent results. A detailed review of the above studies enabled the researcher to find out gaps in terms of

effect of motivation and preparation on self confidence of science as well as arts streams that require further investigation.

Statement of the Problem:

There are many psychological variables that have an impact on self-confidence. The present paper intends to study the effect of motivation and preparation on self confidence of undergraduate students. Various studies conducted so far in the area have divergent results. Therefore, this motivated the investigators to conduct the present research study which is stated as:-

Motivation, Preparation and Self-Confidence: A Study on Undergraduate Students.

Research Objectives:

- i. To study the difference between motivation and self confidence among undergraduate students of Jammu tehsil.
- ii. To study the difference between preparation and self confidence among undergraduate students of Jammu tehsil.
- iii. To study the difference between science and arts undergraduate students in terms of motivation.
- iv. To study the difference between science and arts undergraduate students in terms of preparation.
- v. To study the difference between science and arts undergraduate students in terms of self-confidence.

Methodology:

In the present study a sample of 388 undergraduate students was selected by using simple random technique from all colleges of Jammu tehsil, which is representative of total population of Jammu tehsil with precision and care to ensure the elimination of all possible bias. The tools for collecting data were standardised questionnaires assessing the motivation, preparation and self-confidence of undergraduate students constructed by the investigator.

Analysis:

Table-1: Mean, S.D, and t- value in terms of Motivation and Self-Confidence.

S.No.	Variables	Number of Students	Mean	S.D	t-value	Level of Significance
1.	Motivation	388	18.3	3.3	3.45	Significant at 0.01 level
2.	Self-Confidence		20.1	3.5		

Table-2: Mean, S.D, and t- value in terms of Preparation and Self-Confidence.

S.No.	Variables	Number of Students	Mean	S.D	t-value	Level of Significance
1.	Preparation	388	20.04	3.9	0.803	Insignificant
2.	Self-Confidence		19.9	3.5		

Table-3: Mean, S.D, and t- value in terms of Motivation.

S.No.	Category of Students	Variable	Number	Mean	S.D	t-value	Level of Significance
1.	Science	Motivation	186	19.26	3.21	5.97	Significant at 0.01 level
2.	Arts		202	17.81	3.2		

Table-4: Mean, S.D, and t- value in terms of Preparation.

S.No.	Category of Students	Variable	Number	Mean	S.D	t-value	Level of Significance
1.	Science	Preparation	186	21.2	3.83	0.0003	Insignificant
2.	Arts		202	19.6	3.95		

Table-4: Mean, S.D, and t- value in terms of Self-Confidence.

S.No.	Category of Students	Variable	Number	Mean	S.D	t-value	Level of Significance
1.	Science	Self-Confidence	186	21.67	3.52	8.85	Significant at 0.01 level
2.	Arts		202	19.23	3.21		

Discussion and Conclusions:

First analysis i.e., table-1 has clearly indicated that there is significant difference between motivation and self- confidence among undergraduate students. Study conducted previously has shown similar results like Zoabi (2012) who found that there is no significant positive relationship between self-perception and motivation. The results of the study i.e., table-2 has revealed that there is no significant difference between preparation and self-confidence among undergraduate students. The results are in agreement with Marzano, Scott, Boogren, and Newcomb (2017) who revealed that preparation is linked with interest in particular area and most of the students in order to safe guard their self-respect and dignity avoid getting involved in any particular area of their interest, no matter how much confident they are in accomplishing that activity. Table-3 has shown that there is a significant difference between science and arts students in terms of their motivation. It may be due to the difference in the infrastructural quality, opportunities available, teacher's characteristics, ratio between teacher and student; and educational awareness of parents. It has been evident from table-4 that there is no significant difference between science and arts undergraduate students in respect of their preparation level. The last analysis i.e., table-5 has shown that there is a significant difference between science and arts undergraduate students in terms of self-confidence.

The results of the study provided an insight into the interrelation of the two variables i.e., motivation and self-confidence. Self-confidence is an important characteristic of personality which becomes a temporary attitude due to many kinds of delusions. Being an important attribute it enables the person to achieve the set goals of his life. So, it should be compulsory on the part of educational institutions of higher learning to design and execute programmes of learning in such a way which encourages them to be an active participant in all educational endeavours.

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