Chapter - III

METHODOLOGY
METHODODOLOGY

STATEMENT OF THE PROBLEM AND HYPOTHESES:

An attempt is made in the present investigation to study the impact of Achievement Motivation, Fear of Failure and Self Concept on Self-Confidence.

In addition the impact of Gender, Nature of course and Type of college on the variables, such as Fear of Failure, Achievement Motivation, Self Concept and Self-Confidence.

FORMULATION OF HYPOTHESES

The problem of the investigation is to study the impact of Achievement Motivation, Fear of Failure; Self Concept on Self-Confidence. In addition the impact of Gender, Nature of Course and Type of College on the variables such as Fear of Failure, Achievement Motivation, Self Concept and Self-Confidence.
1. As most of the studies suggested the impact of Fear of Failure on Self-Confidence. It was hypothesized that there would be significant impact of Fear of Failure on Self-Confidence of college students.

2. Since, people with positive Self Concept are more confident than with low Self Concept. It was hypothesized that there would be significant impact of Self Concept on Self-Confidence of college students.

3. People with high Achievement Motivation perform better in various aspects. It was hypothesized that there would be significant impact of Achievement Motivation on Self-Confidence.

4. There would be significant interaction among the three independent variables with regard to Self-Confidence of college students.

5. As several studies have reported the significant impact of Gender on
Self-Confidence. It was hypothesized that there would be significant impact of Gender on Self-Confidence of people.

6. There would be significant impact of nature of course on Self-Confidence of college students.

7. There would be significant impact of type of college on Self-Confidence of college students.

8. There would be significant interaction among Gender, Nature of course and type of College on Self-Confidence of college students.

9. Many studies have reported the significant impact of gender on Self Concept. It was hypothesized that there would be significant impact gender on Self Concept of college students.

10. There would be significant impact of nature of course on Self Concept of college students.
11. There would be significant impact of type of college on Self Concept of college students.

12. There would be significant interaction among Gender, Nature of course, and type of college on Self Concept of college students.

13. Results of several studies indicate significant impact of gender on Achievement Motivation. It was hypothesized that there would be significant impact of gender on Achievement Motivation of college students.

14. There would be significant impact of nature of course on Achievement Motivation of college students.

15. There would be significant impact of type of college on Achievement Motivation of college students.

16. There would be significant interaction among gender, nature of course and type of college on Achievement Motivation of college students.
17. There would be significant impact of gender on Fear of Failure of college students.

18. There would be significant impact of nature of course on Fear of Failure of college students.

19. There would be significant impact of type of college on Fear of Failure of college students.

20. There would be significant interaction among gender, nature of course, type of college on Fear of Failure of college students.

STUDY PROPER

POPULATION

The students studying in various degree colleges in Chittoor district constituted the population of the study. There are about 30 degree colleges of which some of Government College and some are under private management. All the colleges
offer courses in both arts and sciences subjects. Majority of the institutions are co-education Colleges. In Private Colleges the maximum number of students range from 100 to 200 whereas in Government Colleges, this number may even go up to 1000. The students belong to all communities.

**SUBJECTS OF THE STUDY**

The subjects of the present investigation are drawn from students attending degree colleges in Chittoor district. The subjects were in the age group of 16-20 years. 400 students were randomly selected from the 30 Colleges. The sampling procedure was employed in the investigation was 3 stage one.

At the outset, degree colleges were identified in which the students who were studying both the arts and science courses.

About 15 (both boys and girls) students in each college were administered Fear of Failure, Achievement Motivation, Self Concept and
Self-Confidence Questionnaires. Based on their scores obtained in the scales they were categorized into low and high variable wise.

Finally 200 students constituted the sample of the study proper. The total number of subjects in the sample was 200 distributed is shown in Table-I.

Table - I Distribution of subjects in the sample of the investigation.

<table>
<thead>
<tr>
<th>LOW Achievement Motivation</th>
<th>LOW Fear of Failure</th>
<th>HIGH Fear of Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW Self Concept</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>HIGH Self Concept</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>LOW Achievement Motivation</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>HIGH Self Concept</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

As an attempt is also made in the investigation to study the impact of Gender, Nature of Course and type of College on Self Concept, Achievement Motivation, Fear of Failure and
Self-Confidence. All the 400 students were considered and the distribution of the subjects in the sample is presented in Table-II.

Table - II Distribution of the subjects in the sample of investigation.

<table>
<thead>
<tr>
<th></th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ARTS SUBJECTS</td>
<td>SCIENCE SUBJECTS</td>
</tr>
<tr>
<td>Private College</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Government College</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

VARIABLES STUDIED

In the light of the hypotheses formulated, the following variables are studied.

INDEPENDENT VARIABLES

1) Fear of Failure

The Fear of Failure of the students were assessed by using Test Anxiety Scale developed by Dr. V.P. SHARMA it consists 25 items. The minimum
and maximum possible scores are 25 and 125 respectively. Low score on the scale indicates low Fear of Failure. While high score on the scale indicates high Fear of Failure. The reliability of the instrument was established by Test, Retest method and it is 0.95 and the validity of the instrument is 0.97.

2) **Self Concept**

The Self Concept of the students were assessed by Self Concept questionnaire developed by Dr. RAJ KUMAR SARASWAT. It consists of 48 items with five alternatives ranging from most acceptable to least acceptable. The maximum and minimum possible score is 240 and 48 respectively. The low score on the scale indicates low Self Concept and high score indicates high Self Concept. The reliability of the instrument was established by Test, Retest method and it is 0.96 and the validity of the instrument is 0.97.
3) **Achievement Motivation**

Achievement Motivation of the students was assessed using Achievement Motivation (n-ach) scale developed by DEO MOHAN. It consists 50 items of both positive and negative. Positive item carries the weights of 4, 3, 2, 1, 0 and Negative item carries the weight of 0, 1, 2, 3, 4 respectively for the categories of Always, Frequently, Sometimes, Rarely and Never. Total score is summation of all positive and negative items. The minimum and maximum possible score is 0 and 200. High score on the scale indicates high Achievement motivation, low score on the scale indicates low Achievement Motivation. The reliability of the instrument was established by Test, Retest method and it is 0.60 and the validity of the instrument is 0.77.

**DEPENDENT VARIABLE**

**Self-Confidence**

Self-Confidence of the subjects were assessed by using Self-Confidence Inventory developed by Dr. BASAVANNA. It consists of 100
items. All positive items answered negatively and all negative items answered positively were given 1 point each. The minimum and maximum possible score is 0 and 100 respectively. Low score on the scale indicates high level of Self-Confidence and high score indicates low level of Self-Confidence. The reliability of the instrument was established by test-retest method and it is 0.97 and validity of the instrument is 0.94.

Apart from this the Gender of Students (Men and Women), Nature of Course (Arts / Sciences) and type of College (Private and Government) constituted the Independent Variables for the second part of the study and Self Concept, Achievement Motivation, Fear of Failure and Self-Confidence are considered as the dependent variables.

RESEARCH DESIGN

As there are 3 independent variables in the investigations and each variable is further classified into two, a 2 x 2 x 2 factorial design was employed.
METHOD OF STUDY

The investigator met the sample in 3 sessions. In the first session the investigator distributed the Fear of Failure, Achievement Motivation questionnaire to groups of 15 students at a time and the subjects were explained the instructions in greater detail and their responses were obtained in separate answer sheets.

In the second session the investigator distributed the Self Concept questionnaire to the same subjects and were explained the instructions in greater detail and obtained their responses in separate answer sheets.

In the third session the investigator distributed the Self-Confidence questionnaire to the same subjects. Instructions are explained and their responses were obtained in separate answer sheets.