Chapter - I

INTRODUCTION
Self-Confidence is a phenomenological construct. It is a characteristic (or) an aspect of Self-Concept. Simply it is an attribute of perceived self. In general terms Self-Confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and get things go alright (Basavanna 1975).

It is one of the six dimensions of self Smith (1962). It is the perception of qualities such as confident, valuable, stable, satisfied, smart, active and popular that consisting an individual Self-Confidence. A certain amount Self-Confidence along with appropriate knowledge and skills enables people to be very effective.

Too much of Self-Confidence may make people arrogant and their performance suffers as a result. People with high level of Self-Confidence usually
succeed in attaining their goals. Of fundamental importance to the whole life adjustment is the development of Self-Confidence.

Some people feel inadequate in almost all life situations. They try to compensate, for their feelings of inadequacy by being aggressive or belligerent in their relationships with others or they are hesitant and withdrawn, never venturing into any activity that might challenge them, because of fear of failure.

Self-Confidence though it is a personality trait sometimes it depends on success in dealing with particular situations. The Self-Confidence of the individual depends upon the aspirations, like goals; success and failures in life, attitudes of the parents, teachers and peers, satisfactions of the needs and other factors.

Self-Confidence is often associated with success. Success leads to Self-Confidence and Self-
Confidence often seems to lead to success. A person with low Self-Confidence perceive his self as socially incompetent, emotionally immature, intellectually inadequate, pessimistic, vacillating, sensitivity and in general as negative self feeling and evaluations (Basavanna 1971).

Ability and Self-Confidence go together. We are most likely to feel confident when we effectively face with situations. We manage things perhaps because we have dealt with them in the past. We are less likely to feel self-confident when we face the situations for the first time, when we are unaware of our ability we feel less confident.

Self-Confidence is considered as one of the motivators and regulators of behaviour in individuals every day life (Bandura 1986). Self-Confidence is a positive attitude of one self towards one's Self-Concept.

Self-Confidence is imperative that one carries a positive self-image to be psychologically
healthy. As an individual learns who he is on dimensions such as group membership, achievement and aspirations, he also tries to evaluate himself as good or bad, worthy or unworthy, desirable or undesirable.

According to Mead (1934), through identification and as a necessary means of communication the child learns to assume the role and attitudes of others with whom he interacts, a posture having significance not only for how he responds to others, but also for how he reacts towards himself.

The continuity of the self derives from the collective attitudes of the society, or generalised others as Mead (1934) calls. That is, the individual's sense of self is developed, moulded and controlled by his assuming the attitudes and definitions of others toward him.

Thus the extent to which an individual is a member of the society, its values, goals, attitudes
and norms are his. Even though each self has its unique characteristics, it is structured in terms of these societal attributes, and is, thus also an individual's reflection of the social process.

ACHIEVEMENT MOTIVATION

The desires to succeed and to excel are called Achievement needs. This concept was developed by McClelland (1953) and refers to the motive to achieve some standard of accomplishment or proficiency.

People with strong achievement motive prefer moderate to easy (or) hard goals (or) risks, want concrete feedback regarding task performance, prefer task where skills rather than luck determines the outcome, seek personal responsibility, have a future time perspective, and err somewhat on the side of optimism in estimating their chances for success especially on new tasks.
Achievement Motivation is considered as basic to a good life. Achievers enjoy life and feel in good control. When people are motivated they are productive and it gives them self-respect. Achievement needs are made up of several factors. Such as approval from experts to succeed on one's own, to succeed on our own, wanting respect from friends, to complete a given task and win and to work hard and excel in their attempts.

Achievement Motivation comes partly from our childhood. Parents expect their children to become independent early, make high demands on him, reward his success and punish unsatisfactory behaviour.

Our needs and goals and self-concepts come out from our experiences. Parents play a crucial role in fostering the need for achievement in their children. Parents let their children go on their own, set their own goals encourage appropriate goals and make their own mistakes. They show great
pleasure from the child success respect their ability and give lots of praise. Educators believe that high achievers have respectful praising, optimistic, supportive, hard working parents who are themselves learning and success oriented.

Our motivation depends on the strength of motives (or) needs inside us, and our expectation of what outcomes certain act as will produce. The needs, expectations and incentives are mostly learned and these factors determine what we do and how for we get in life. We can change the factors, which influence our lives.

Studies have indicated that adolescent reports of severe or unresolved disagreements with their parents have been associated with adolescent emotional difficulties, substance abuse, conduct problems and poor school performance. They are also related to a variety of variables such as independence, self-esteem, moral development, anxiety and achievement motivation.
The achievement motive is a latent disposition to strive for certain goal states when the cues of the situation arouse the expectancy that performance of an act is instrumental in attainment of the goal. For the person who is motivated toward achievement, achieving something has incentive value or reinforcing properties.

Parental expectations for achievement have a powerful effect on the extent to which children develop Achievement Motivation. If parents do not express confidence in their children’s ability to succeed, it is difficult for children to develop much confidence in them. Winterbottom (1953) reported that early training in independence and mastery contributed to the development of strong Achievement Motivation in children.

Later studies indicated that parents of high Achievement Motivation children were inclined to express high expectations and to praise successful moves toward solving problems (Herman,
Ter Laak and Maës, 1972); the parents were perceived by the children as being more acceptant and less hostile (Nuttal and Nuttall, 1976) and as more demanding and caring (Touliatos and Lindholm, 1977).

Adequate academic achievement and adjustment were influenced by the quality of the adolescent's relationship with his parents and other family members and the family's general levels of academic aspirations and achievement orientation (Nelson, 1984; Dornbush, et al., 1987; Stevenson and Baker, 1987).

More recently, Steinberg, Lamborn, Dornbush and Darling (1992) reported that authoritative parenting led to better adolescent school performance and stronger school engagement. Parental authoritativeness was also positively related to parental involvement in school and motivating their children to achieve academic success.
According to Grolnick and Slowiaczek (1994), parents use techniques that support autonomy and responsibility in their children, rather than control their children's initiations, associated with greater self-regulation, which is a motivational "inner resource".

Adequate need for achievement motivates an individual to strive for success in various spheres of life. The level at which the goal for attainment is set is determined by the expectations of its achievement. Accomplishing a goal leads to satisfaction, pride in accomplishment and a feeling of being in control and influential.

Achievement oriented activities are characterized by the fact that the individual is responsible for the outcome (success or failure) and that he anticipates some degree of uncertainty or risk.
FEAR OF FAILURE

Atkinson (1958) defined as a motivational disposition to be anxiously concerned about avoiding failure. In a theory of Achievement Motivation, Atkinson and Feather (1966) provide an "an image" of the fellow who is dominated by a dread of failure.

Fear of Failure person would never voluntarily undertake any activity requiring skill when there is any uncertainty about the outcome. When forced into achievement-oriented activities he is most threatened by what other fellow considers the greatest challenge.

The primary characteristic of the Fear of Failure person is that he tries to avoid failure situations where failure always exerts as a possibility (Clark, Teevan and Ricciuti, 1956). Fear of Failure person sets his goals lower than he should, considering his ability. Fear of Failure
person select a strategy that gets away from a failure experience.

Heckhausen's (1966) theory of Fear of Failure: Fear of Failure is a potential state of dissatisfaction, which becomes actual in the face of impending events leading to it. Dembo (1931) suggested that the individual's level of aspiration affected his satisfaction with his performance.

Hoppe (1930) had conducted a study and concluded that feelings of success and failure were contingent on attainment or non-attainment of the level of aspiration. Attainment of a difficult task will have implications for social esteem, attainment of a goal characterized by a low subjective probability will have implication for self-esteem.

Personal expectancies of success (or) failure are a function of experience with the task (or) related tasks. Subjective probability is an expression of a self-evaluation regarding the
ability that the task demands, since prediction was based on our self-evaluation.

The information suggests raising a self-evaluation, we feel successful; if the information suggest lowering the self-evaluation, and we feel failure. Success and failure is the raising (or) lowering of the self-estimate, because performance did not follow a prediction made on the basis of self-evaluation.

Fear of Failure people are less concerned about raising the self-evaluation, and more concerned its being lowered. Fear of Failure person is often described as achievement avoidant. Fear of Failure person place their aspirations considering above their actual performance (Rober C. Birnay, Harvey Burdick, Richard, Teevan 1961).

Highly motivated (n-Ach) subjects are more self confident in contrast to the subjects with lower motivation when they set an initial goal for a
new task for which they do not know their performance capabilities (Pottarast 1995, Kausler and Trapp 1958).

Fearful persons have a different time sense than hopeful persons about achievement outcomes. Fear of Failure centers on the fear that one will not meet the standards of excellence appropriate to the task at hand.

Fear of Failure persons susceptible to group pressure, so that his success with a task is contingent upon the appropriateness of group suggestion. He apparently scarifies task success for social acceptability, as he perceives it. Furthermore the effectiveness of such social pressure depends on direct and close interpersonal conditions rather than abstract (or) impersonal conceptions of social sanctions.

Teevan and McGhee's (1965) study indicates that the child's own perception of his mother's
responses to him in achievement situation is crucial to childhood development.

The magnitude of Fear of Failure increases as the probability of non-attainment increases, the strength of implication of non-attainment increases, the importance of attribute increases, the degree of reduction in the self-estimate increases, the utility of non-attainment for decision decreases, the probability of carrying out the threat increases, the reduction in social value increases.

SELF CONCEPT

Self-concept is a dominant element in personality pattern. Rogers (1951) defined self-concept as "An organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities
which are perceived as associated with experiences and objects, and the goals and ideas as having positive or negative valence”.

Self-concept has been referred by Lowe (1961) as one's attitude towards self, and by Pederson (1965) as an organized configuration of perceptions, beliefs, feelings, and attitudes and values which the individual views as a part of characteristics of himself.

Saraswat and Gaur (1981) described self-concept as the individual's way of looking at him. It also signifies his way of thinking, feeling and behaving”.

The self-concept is an organized collection of beliefs and self-perceptions about one self. In other words, it operates as a basic schema. The self provides a framework that determines how we process information about ourselves, including our motives, emotional state, self-evaluations, abilities, and
Labenne and Green (1969) are of the opinion that self-concept is a person's total appraisal of his appearance, background, and origins, abilities and resources, attitudes and feelings which cultivate as a directing force in behavior.

James (1950) defined self as a sum of that entire one can call his body, his clothes and friends his lands and bank account. Smith (1961) thinks that self is a person as perceived, felt and thought of by himself.

Self Concept is not inherited but acquired. It develops in a person as a result of his interaction with the environment. It is a continuous and lifetime process and develops in a social setting. The child learns more and more as he develops Self Concept is not taught to the child rather he acquiring it. Self-awareness does not
happen all at once. But it is a dynamic (or) group process that begins during infancy.

Self Concept is a more global construct that contains many perceptions about the self-including self-efficacy. Self Concept is developed as a result of external and internal comparisons, using other people (or) other aspects of the self as frames of reference.

The individual's Self Concept is his picture or image of himself, his views of himself as distinct from other persons and things. This self-image incorporates his perception of what he is really like (Self identity) and of his worth as a person (self evaluation) as well as his aspirations for growth and accomplishment.

The environment can influence the prominence of certain factors in the spontaneous Self Concept. The spontaneous Self Concept can also be influenced by immediate circumstances.
In the following pages an attempt is made to review as many studies as possible, relating to the problem in question notwithstanding the enthusiasm and zest the review remains brief. It however helps us to know what has been done which serves to identify and to delimit our problem.