



Gender Differences in Self-Esteem, Self-Confidence, and Achievement Motivation Among College Students

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ABSTRACT

The present study compared self-esteem, self-confidence, and achievement motivation among male and female college students. It was hypothesized that there would be a significant difference between male and female students in self-esteem and self-confidence, whereas no significant difference was expected in achievement motivation. 100 college students (50 males and 50 females) from Aurangabad, aged 18 to 25 years, participated in the study. A purposive sampling method was used. Standardized psychological tools were employed to measure the variables: Self-Esteem Inventory (M. S. Prasad & G. P. Thakur), Agnihotri's Self-Confidence Inventory (ASCI) (Rekha Agnihotri), and Achievement Motivation Inventory (B. N. Mukharji). The results indicated that male college students had significantly higher self-esteem and self-confidence than female students. No significant difference was found between male and female students in achievement motivation. These findings suggest that gender plays a crucial role in shaping self-esteem and self-confidence, whereas achievement motivation remains relatively unaffected by gender differences. This study highlights the importance of understanding gender disparities in self-concept and motivation among college students. Future research should explore the sociocultural and psychological factors influencing these differences to develop effective interventions that promote self-confidence and motivation among students, particularly females.

Keywords:- *Self-esteem, self-confidence, achievement motivation, gender differences, college students.*

Introduction:

The increasing demand for educated and skilled individuals is a critical requirement for any nation, as a well-developed human resource is a significant asset that contributes to national progress and prosperity. To achieve this, it is essential to focus on human resource development from the earliest stages of life. Children should be nurtured to cultivate realistic aspirations that encompass not only their education but also their broader life goals and future opportunities. Consequently, researchers are paying close attention to the factors that correlate with academic achievement. Among these, psycho-social variables have emerged as particularly significant in contemporary studies. Notably, self-concept and achievement motivation are two key psycho-social factors that play a crucial role in influencing children's academic success.

One of the ongoing dilemmas faced by parents and educators alike is the phenomenon of uneven academic performance among students who appear equally gifted or capable. This raises an important question: what underlying factors enable certain students to excel beyond the limitations imposed by their personal circumstances or environmental conditions? Investigating this question is at the heart of



current social-cognitive theories related to motivation and behavior. These theories aim to understand how individual mindset, social influences, and emotional processes contribute to academic outcomes, thereby shedding light on the complexities of student achievement.

Achievement motivation refers to the desire to achieve rather than the achievements themselves. It can be viewed as an extension of intrinsic motivation, as its reinforcement is often delayed and stems from internal interactions. Achievement motivation is defined as a pattern of planning actions and feelings associated with striving to meet internalized standards of excellence, distinguishing it from concepts like willpower or friendship.

Murray (1938) characterized achievement motivation as the desire to accomplish challenging tasks, overcome obstacles, and attain high standards to excel. According to Burger (1997), high achievers tend to be moderate risk-takers and approach their work with energy and enthusiasm.

Research by Alexander, Entwisle, and Bedinger (1990) indicates that parents with higher levels of education often have greater expectations for their children's academic success, contributing to better educational attainment. Well-educated parents tend to be more involved in their children's education compared to those with less education. This involvement is beneficial, as noted by Hoff (2003). The more engaged parents are in their children's education, the higher the children's self-perception of competence, leading to improved performance in school and enhanced achievement motivation (Mohanty, 2007).

Joshi and Srivastava (2009) found out there were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys. Sharma's (2009) study found that (i) there is no significant interaction effect of creativity, Achievement motivation, self-concept, index of Brightness and adjustment on mean performance of academic Achievement of adolescents. (ii) There was significant contribution of creativity, achievement motivation and index of brightness in predicting academic achievement of adolescents. (iii) Index of Brightness and adjustment were negatively correlated to creativity, achievement motivation, self-concept and academic achievement among adolescents. However, both these variables were positively correlated to each other.

Objective of the study:

- 1) To the study to compare among male and female college students on dimension self esteem self confidence and motivation.

Hypotheses:

- 1) There will be significant difference between male and female college students on dimension self esteem, self confidence and motivation.



Research Methodology:

Sample:

For the present study, 100 Samples were belonging to Aurangabad: 50 male college students and 50 female college students. The age range of subjects was 18-25 years.

Research Tools

1) Self Esteem Inventory:

This test, developed and standardized by M S Prasad and G P Thakur, measures self-esteem. It consists of 30 Items. The subjects are required to respond to each item in terms of 7, 6, 5, 4, 3, 2, and 1. The test has a Half-Reliability Range from .82 to .78 and is highly reliable.

2) Agnihotri’s Self-confidence Inventory (ASCI):

This test, developed and standardized by Rekha Agnihotri, has 56 items. The subjects were required to respond to each item “YES” and “NO.” This well-known test has high reliability and validity coefficients.

3) Achievement Motivation Inventory:

This test was developed and standardized by B.N. Mukharji. It consisted of 50 Items. The subjects were required to respond to each item in terms of 'Always', 'Neutral', and 'Sometimes'. The test–retest Reliability Coefficient Ranged from .83 to .89.

Variable

Independent variable-

Gender i) Male ii) Female

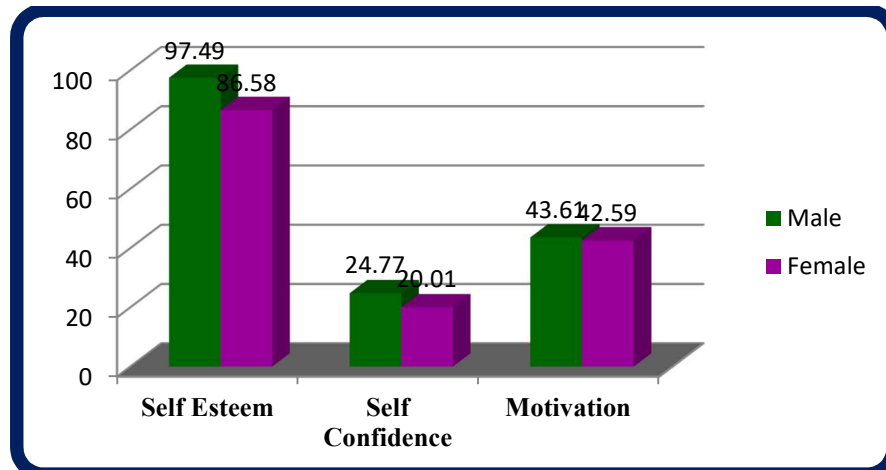
Dependent Variable

- 1) Self Esteem
- 2) Self Confidence
- 3) Motivation

Statistical Analysis and Discussion

Mean SD. Deviation, SD. Error, and t value of boys' and girls' college students' dimensions Self Esteem, Self Confidence, and Motivation.

Dimension	Male			Female			df	t
	Mean	SD	SE	Mean	SD	SE		
Self Esteem	97.49	6.30	0.89	86.58	5.11	0.72	98	9.51**
Self Confidence	24.77	3.55	0.50	20.01	3.69	0.52	98	6.57**
Motivation	43.61	4.18	0.59	42.59	3.46	0.48	98	1.32



The first mean self-esteem score of male college students was 97.49, and the score of female college students was 86.58. The mean of male and female college students was highly significant, with a t-value of 9.51 (98). Both levels were significant, and male college students found significantly higher self-esteem than female college students.

The second mean self-confidence score of the male college students was 24.77, and the female college students' score was 20.01. The mean of the male and female college students was highly significant, with a t-value of 6.57 (98). Both levels were significant, and male college students found significantly higher self-confidence than female college students.

The third mean motivation score of the male college students was 43.61, and the female college students' score was 42.59. The mean was not significant, with a t-value of 1.32 (98). The null hypothesis is accepted, and the alternative hypothesis is rejected, which means there was no significant difference between the male and female dimensions of motivation.

The studies of Mohanty (1997) and Laskar (2008) also established a strong positive relationship between self-concept and academic achievement. Studies of Mishra (2007) and Bari (2008) also established a relationship between achievement motivation and academic achievement. Hence, the investigator was inclined to conclude that these existed positive, significant relationships between self-concept, achievement motivation, and academic achievement.

Conclusions:-

- 1) Male college students exhibited significantly higher self-esteem and self-confidence than female students.

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