

Table 3: Frequency Distribution for Rural Pre Service Male and Female High and Low Academic Achievers on Confidence Level

Frequency Interval	High Academic Achievement Male	Low Academic Achievement Male	Cumulative Frequency	High Academic Achievement Female	Low Academic Achievement Female	Cumulative Frequency
231-240	0	0	0	0	1	1
221-230	0	0	0	0	0	0
211-220	0	1	1	0	1	1
201-210	2	0	2	0	1	1
191-200	1	3	4	2	2	4
181-190	2	1	3	5	2	7
171-180	4	1	5	7	0	7
161-170	6	2	8	6	2	8
151-160	9	9	18	12	6	18
141-150	7	9	16	5	7	12
131-140	1	2	3	0	1	1
	32	28	60	37	23	60

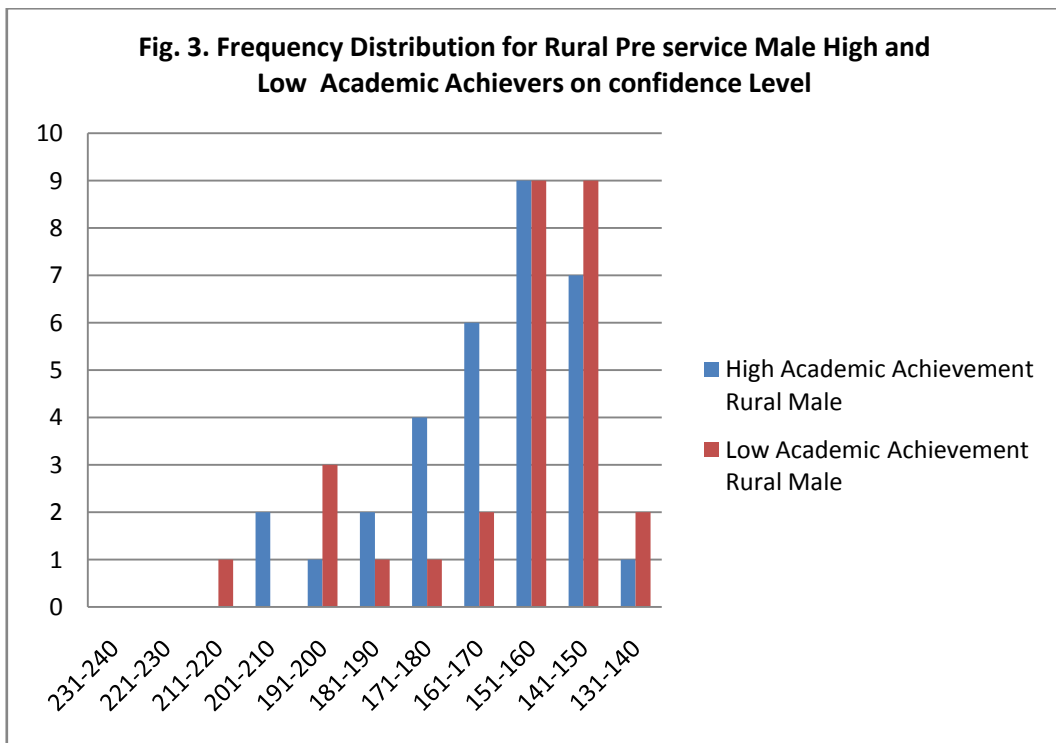


Fig. 3 Frequency Distribution for Rural Pre Service Male High and Low Academic Achievers on Confidence Level

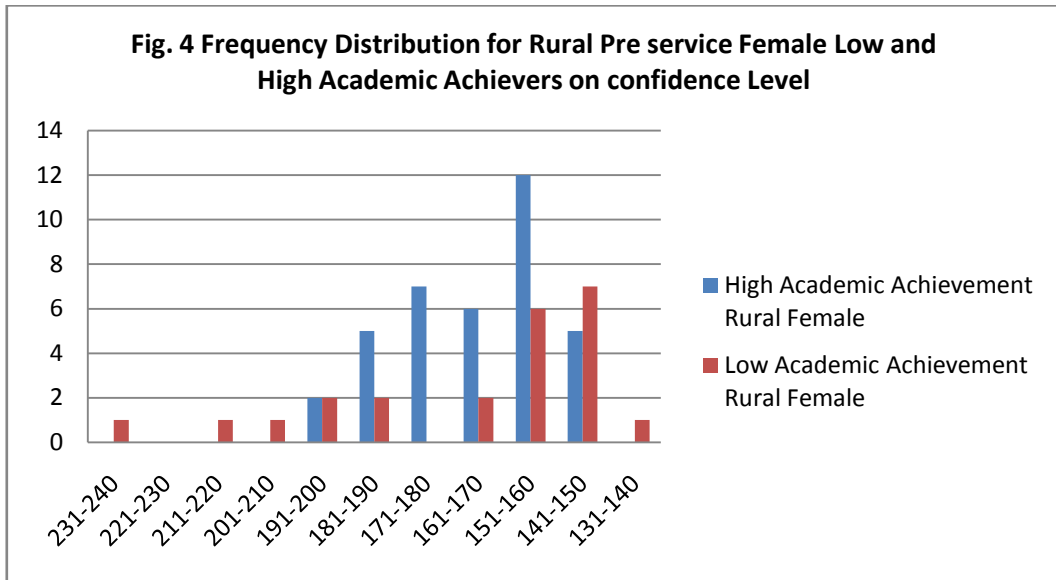


Fig. 4 Frequency Distribution for Rural Pre service Female High and Low Academic Achievers on confidence Level

Verification of Hypothesis: Effect of Achievement, Region and Gender on the Confidence Level of Pre service teachers

Hypotheses were verified in order to study the differences in confidence level with reference to high and low achievement. Mean, standard deviation, standard error of deviation, t value and its significance level were calculated in order to study the effect.

Table 4: Effect of Achievement, Region and Gender on the Confidence Level of Pre service Female and Male High and Low Academic Achievers

	Variable	N	Mean	S.D.	SED	t Value	Significance
Ho₁	Urban Male H.A.	42	182.55	18.56	2.86	4.49	S
	Urban Male L.A.	58	163.86	21.83			
Ho₂	Urban Female H.A.	50	178.32	21.95	3.10	2.50	S
	Urban Female L.A.	50	167.30	22.07			
Ho₃	Rural Male H.A.	32	164.19	17.45	3.09	0.99	NS
	Rural Male L.A.	28	159.36	20.50			
Ho₄	Rural Female H.A.	37	164.62	14.25	2.34	0.53	NS
	Rural Female L.A.	23	167.43	26.62			

From Table 4 it can be inferred that Ho₁ and Ho₂ are rejected while Ho₃ and Ho₄ are not rejected. Thus it is inferred that there is significant difference in the confidence of Pre service male and female high and low academic achievers belonging to urban area.

Further it is also inferred that there is no significant difference in the confidence of Pre service male and female high and low academic achievers belonging to rural area.

Results & Discussion

1. There is difference in the confidence of Pre service male high and low academic achievers belonging to urban area and the confidence of high academic achievers is found to be more as compared to that of low academic achievers.
2. There is difference in the confidence of Pre service female high and low academic achievers belonging to urban area and the confidence of high academic achievers is found to be more as compared to that of low academic achievers.
3. There is no difference in the confidence of Pre service male high and low academic achievers belonging to rural area. Further the mean confidence level of high academic achievers is found to be more as compared to that of low academic achievers.
4. There is no difference in the confidence of Pre service female high and low academic achievers belonging to rural area. Further the mean confidence level of low academic achievers is found to be more as compared to that of high academic achievers.

The reviews discussed earlier show different results by different researchers highlighting the need of further study in this area. It was found that self-confidence of females is lower than that of the males in achievement situation (Maccoby and Jacklin, 1974; Lenney, 1977). In another study no difference was found in the female and male student's perception of interpersonal self-confidence but significant differences were found between self-confidence and gender identity (Zuckerman, 1985; Chusmir, Koberg & Stecher, 1992). Studies have attributed gender gap to psychological factors particularly role of confidence (Bertrand, 2011). The study here clearly reveals significant impact of achievement on the confidence level of urban male and female pre service teachers. Interestingly achievement level does not appear to effect confidence of rural male and female pre service teachers. Thus the different results highlight the need to further study the effect of intervening variables on the confidence of the pre service teachers.

Educational Implications

The study highlights the differences in confidence of the Pre service teachers belonging to rural and urban areas. It reveals that the competing environment of the urban areas develops more anxiety and unease among the pre service teachers and thus creates an impact on them. This further affects their transacting ability in the classroom. These differences further percolates into difference in performance in the class. Thus there is a need to provide stimulating teaching learning environment and more opportunities of classroom exposures so that the low achievers may gain confidence in presentation and communication skills. This will help them improve their teaching and transacting skills.

Further confidence of Urban Pre service High achievers Male >Urban Pre service High achievers Female>Urban Pre service low achievers Female =Rural Pre service low achievers Female>Rural

Pre service High achievers Female>Rural Pre service High achievers Male>Urban Pre service low achievers male>>Rural Pre service low achievers male. Interestingly both rural and urban pre service low achievers female score better on the confidence levels as compared to rural pre service high achievers male and female as well as urban and rural pre service low achievers male.

Thus there is a need to further probe the factors affecting the confidence level besides achievement levels, region and gender. High confidence scores of rural and urban pre service low achievers female can be attributed to their extrovert personality and opportunities to participate in the co-curricular activities during the pre-service program.

In spite of all this there is a need to provide the diverse teaching learning environments along with the content enrichment opportunities in rural as well as urban areas so as that confidence can be developed among Pre service teachers. This can be achieved by enhancing the training provided on content mastery and micro teaching skills. Further there is a need to provided hands on experiences in communication skills and personality development. There is also a need to provide more exposure towards organization of co-curricular activities and evaluation techniques.

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