



A STUDY ON IMPACT OF ACHIEVEMENT MOTIVATION ON ACADEMIC ACHIEVEMENT OF TEACHER TRAINEES

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Abstract:

The investigators made an attempt to find out the influence of teacher trainees' Achievement motivation and academic achievement of higher secondary students. The sample for the present study consisted of 400 teacher trainees studying in Davangere district. The investigators used simple random sampling technique to collect the data. For collecting data the investigators used Teachers' Academic Motivation Scale and used the marks obtained by the students in the examinations as Academic Achievement. For analyzing and interpreting data, the investigator has used correlation analysis as statistical techniques. The finding shows that there is a significant positive relationship between teacher's motivational strategy and academic achievement of teacher trainees of different categories.

Keywords: Academic Motivation, Academic Achievement, Teacher Trainees

1. Introduction:

During the last 30 years, studies on motivation in sport have adopted a social cognitive approach. One approach, achievement goal theory, became one of the most important approaches to understanding sport motivation. Goals are cognitive representations of the different purposes people may have in achievement situations, and are presumed to guide behaviour and cognition, and affect academic, work, or sport situations.

Motivation is a frequently studied topic in various areas of scientific research such as education (Ames & Archer, 1988), business (Schwalb, Schwalb, Harnisch, Maehr & Akabane, 1992) and exercise (Duda, 1992). Specifically, motivation is a construct that describes why some people choose to participate in various activities, try harder, and persist longer than others. Within sport psychology, motivation is of central importance as researchers attempt to understand and explain human behaviour within the realm of physical activity via participation and discontinuation motives, intrinsic and extrinsic orientations, and achievement goals (Weiss & Chaumeton, 1992).

Achievement motivation is a way to change the habits of employees or teachers in schools; thus, it is necessary to emphasize that achievement motivation will result in high performance to achieve school goals. Achievement motivation is a condition that causes or provides encouragement to employees to act and carry out all activities according to established norms or rules [11]. Talking about the implementation of development in the field of education, in this case, the achievement motivation of state high school teachers in Soppeng Regency is one part that has a task that will contribute to development in the field of education. In every school. The low and high achievement motivation in high school in Soppeng Regency can be seen from teachers' performance in preparing lesson plans, implementing the teaching learning process, and following up with an evaluation of learning outcomes. On the description above, achievement motivation and teacher performance are still important issues to be studied; with high achievement motivation, teachers are expected to improve their performance in carrying out their duties and responsibilities as educators. If the teacher does not have a complex achievement motivation, they are expected to develop themselves and carry out their tasks according to parents, society, nation, and state. Therefore, it is necessary to carefully examine the relationship between achievement motivation and teacher performance in implementing the learning process in teacher training institutions, especially in Soppeng Regency. The factor determining a person's achievement is the person's motivation for achievement, and it is often found in someone who has high intelligence but low achievement. As a result, his intellectual abilities do not / do not function optimally. One of the supporting factors so that a person's intellectual abilities can function optimally is the motivation for high achievement in him

2. Objectives of the Study:

1. To investigate the effect of Achievement Motivation on Academic achievement of B.Ed. trainees.
2. To investigate the relationship of Achievement Motivation with Academic achievement of B.Ed. trainees.

3. Hypothesis of the Study:

1. There is no significant relationship between of Achievement Motivation and Academic Achievement of male teacher trainees.
2. There is no significant relationship between of Achievement Motivation and Academic Achievement of female teacher trainees.
3. There is no significant relationship between of Achievement Motivation and Academic Achievement of Urban Colleges teacher trainees.
4. There is no significant relationship between of Achievement Motivation and Academic Achievement of Sub urban/Rural Colleges teacher trainees.
5. There is no significant relationship between of Achievement Motivation and Academic Achievement of Arts teacher trainees.
6. There is no significant relationship between of Achievement Motivation and Academic Achievement of Science teacher trainees.
7. There is no significant relationship between of Achievement Motivation and Academic Achievement of Lang. teacher trainees.
8. There is no significant relationship between of Achievement Motivation and Academic Achievement of Other subject teacher trainees
9. There is no significant relationship between of Achievement Motivation and Academic Achievement of Kannada medium teacher trainees.
10. There is no significant relationship between of Achievement Motivation and Academic Achievement of English medium teacher trainees.

4. Methodology:

The descriptive method of research was employed which was intended to describe the relationship which exists between geographic variable i.e. the relationship exists between Achievement Motivation and Academic Achievement.

4.1. Sample:

In the present study the researcher adopted random sampling technique. The population consists B.Ed. students. The sample selected were 400 trainees studying in B.Ed. colleges affiliating Davangere University, Davangere

4.2. Data gathering tools:

The tools used for the collection of data in order to verify the hypothesis in the present study are as follows

1. Achievement Motivation Scale (n-Ache) by Deo and Mohan (2011); and
- a. Academic Achievement by Researcher

5. Statistical Techniques used for the Analysis of Data:

The statistical techniques used for the analysis of data were Mean, Standard Deviation, Pearson Product moment coefficient of correlation, 'r' test.

6. Data Analysis and Interpretation:

- 1) There is no significant relationship between of Achievement Motivation and Academic Achievement of male teacher trainees.

To explore the relationship among Achievement Motivation and Academic Achievement for total group of teacher trainees, product moment correlation was applied.

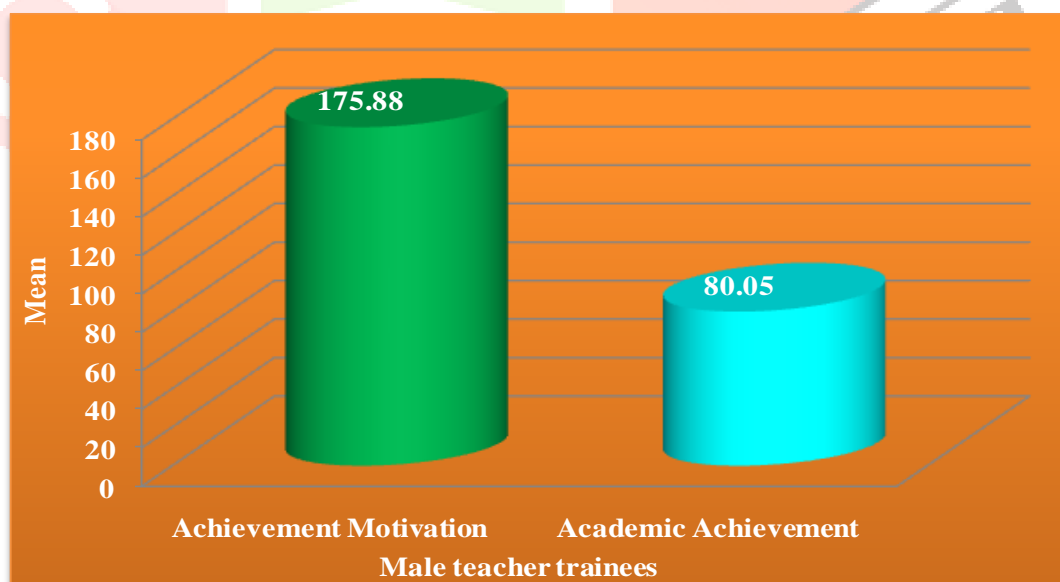
Table-1: The r-value of scores of Achievement Motivation and Academic Achievement of male teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Male teacher trainees	Achievement Motivation	200	175.88	0.744	Significant at 0.05
	Academic Achievement	200	80.05		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 398)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of Male teacher trainees ($r=0.744$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-61 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of Male teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of Male teacher trainees.

Graph- 1: Comparison scores of Achievement Motivation and Academic Achievement of male teacher trainees



- 2) There is no significant relationship between of Achievement Motivation and Academic Achievement of female teacher trainees.

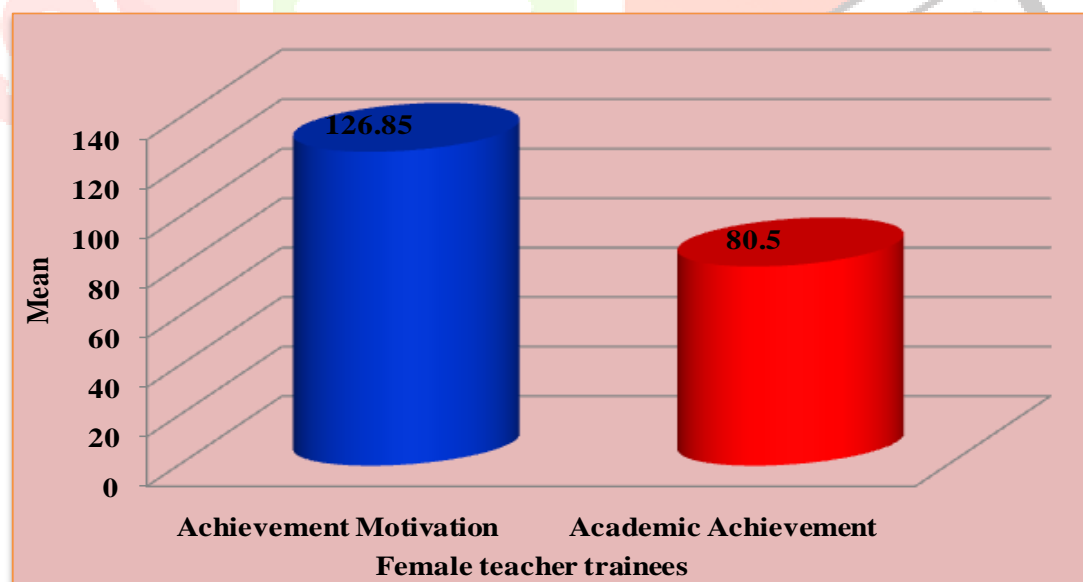
Table-2: The r-value of scores of Achievement Motivation and Academic Achievement of female teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Female teacher trainees	Achievement Motivation	200	126.85	0.628	Significant at 0.05
	Academic Achievement	200	80.50		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 398)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of female teacher trainees ($r=0.628$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-2 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of female teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of female teacher trainees.

Graph- 2: Comparison scores of Achievement Motivation and Academic Achievement of Female teacher trainees



- 3) There is no significant relationship between of Achievement Motivation and Academic Achievement of Urban colleges teacher trainees.

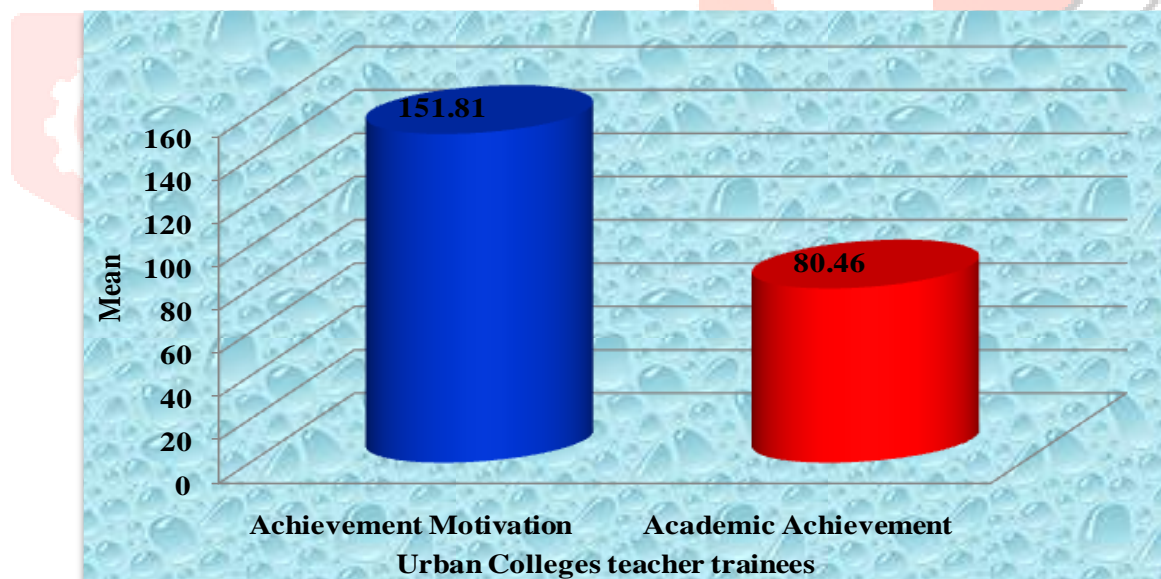
Table-3: The r-value of scores of Achievement Motivation and Academic Achievement of Urban colleges teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Urban Colleges teacher trainees	Achievement Motivation	200	151.81	0.564	Significant at 0.05
	Academic Achievement	200	80.46		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 398)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of Urban Colleges teacher trainees ($r=0.564$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-3 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of Urban Colleges teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of Urban College teacher trainees.

Graph- 3: Comparison scores of Achievement Motivation and Academic Achievement of Urban colleges teacher trainees



- 4) There is no significant relationship between of Achievement Motivation and Academic Achievement of Sub urban/Rural Colleges teacher trainees.

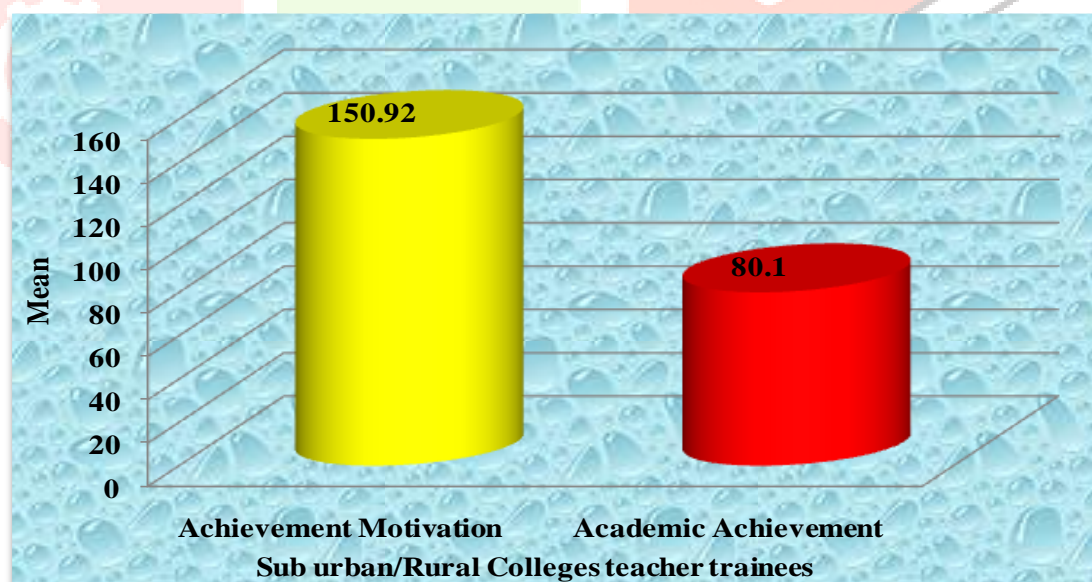
Table-4: The r-value of scores of Achievement Motivation and Academic Achievement of Sub urban Colleges teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Sub urban/Rural Colleges teacher trainees	Achievement Motivation	200	150.92	0.739	Significant at 0.05
	Academic Achievement	200	80.10		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 798)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of Sub urban/Rural Colleges teacher trainees ($r=0.739$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-64 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of Sub urban/Rural Colleges teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of Sub urban/Rural Colleges teacher trainees.

Graph- 4: Comparison scores of Achievement Motivation and Academic Achievement of Sub urban/Rural Colleges teacher trainees



- 5) There is no significant relationship between of Achievement Motivation and Academic Achievement of Arts teacher trainees.

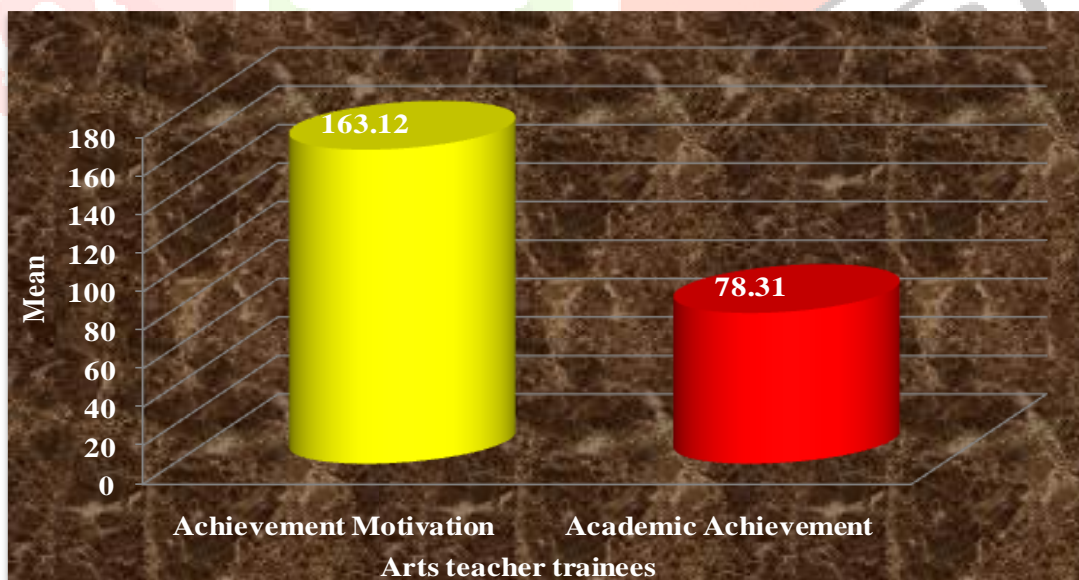
Table-5: The r-value of scores of Achievement Motivation and Academic Achievement of Arts teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Arts teacher trainees	Achievement Motivation	200	163.12	0.733	Significant at 0.05
	Academic Achievement	200	78.31		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 798)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of Arts teacher trainees ($r=0.733$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-65 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of Arts teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of Arts teacher trainees.

Graph- 5: Comparison scores of Achievement Motivation and Academic Achievement of Arts teacher trainees



- 6) There is no significant relationship between of Achievement Motivation and Academic Achievement of Science teacher trainees.

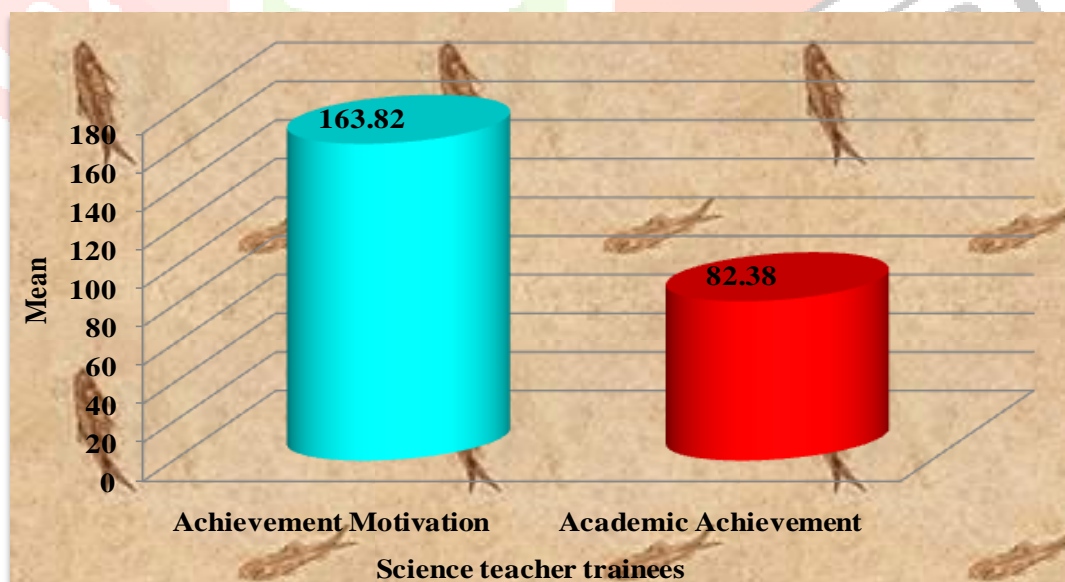
Table-6: The r-value of scores of Achievement Motivation and Academic Achievement of Science teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Science teacher trainees	Achievement Motivation	200	163.82	0.732	Significant at 0.05
	Academic Achievement	200	82.38		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 798)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of Science teacher trainees ($r=0.732$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-66 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of Science teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of Science teacher trainees.

Graph- 6: Comparison scores of Achievement Motivation and Academic Achievement of Science teacher trainees



7) There is no significant relationship between of Achievement Motivation and Academic Achievement of Lang. teacher trainees.

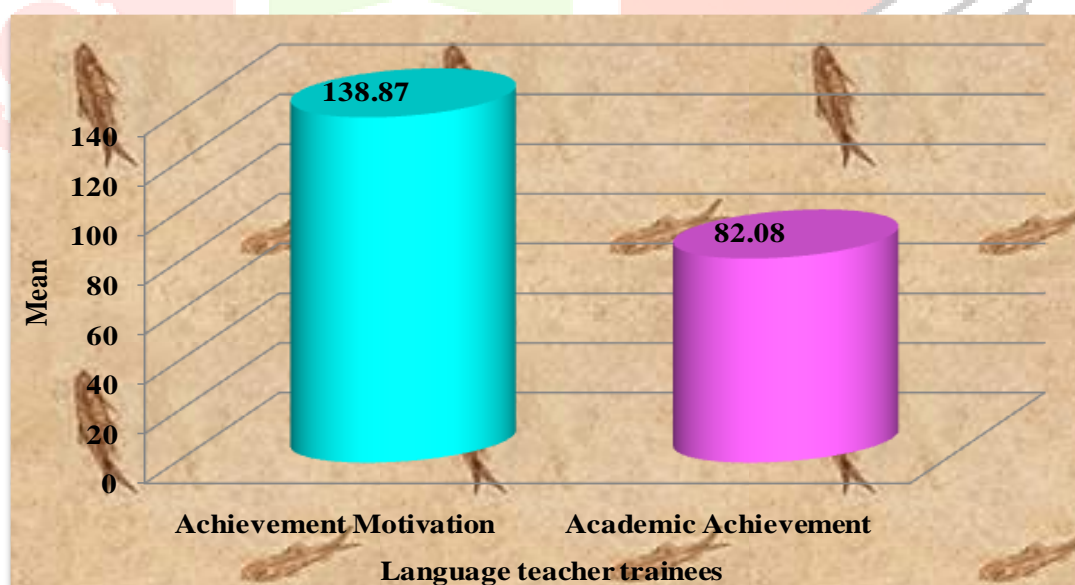
Table-4.7: The r-value of scores of Achievement Motivation and Academic Achievement of Language teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Language teacher trainees	Achievement Motivation	200	138.87	0.517	Significant at 0.05
	Academic Achievement	200	82.08		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 798)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of Language teacher trainees ($r=0.517$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-77 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of Lang. teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of Lang. teacher trainees.

Graph- 7: Comparison scores of Achievement Motivation and Academic Achievement of Language teacher trainees



8) There is no significant relationship between of Achievement Motivation and Academic Achievement of Other subject teacher trainees

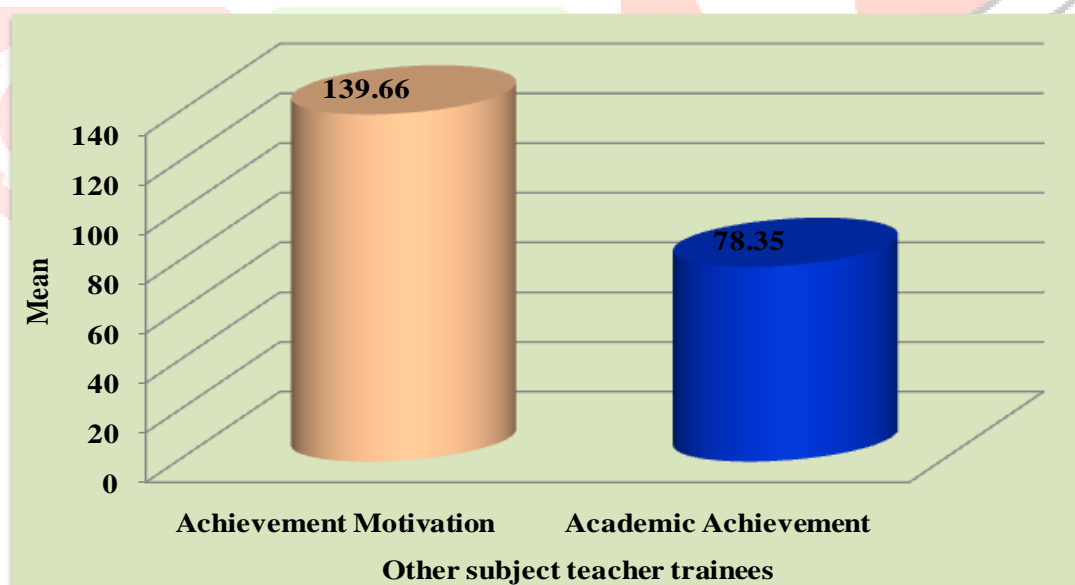
Table-8: The r-value of scores of Achievement Motivation and Academic Achievement of Other subject teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Other subject teacher trainees	Achievement Motivation	200	139.66	0.726	Significant at 0.05
	Academic Achievement	200	78.35		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 398)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of Other subject teacher trainees ($r=0.726$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-68 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of Other subject teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of other subject teacher trainees.

Graph- 8: Comparison scores of Achievement Motivation and Academic Achievement of Other subject teacher trainees



9) There is no significant relationship between of Achievement Motivation and Academic Achievement of Kannada medium teacher trainees.

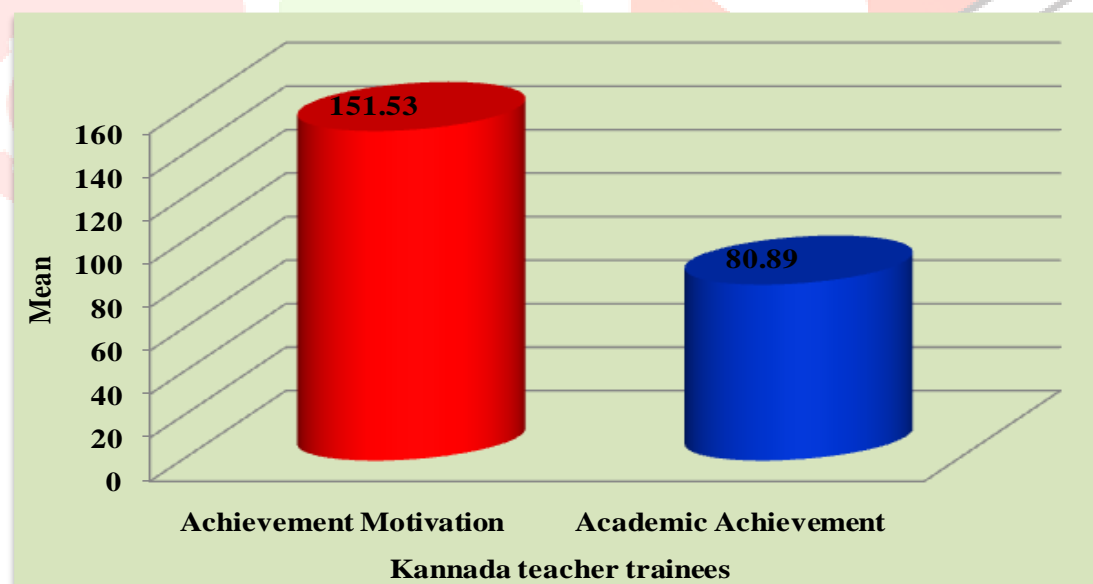
Table-9: The r-value of scores of Achievement Motivation and Academic Achievement of Kannada medium teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
Kannada teacher trainees	Achievement Motivation	200	151.53	0.759	Significant at 0.05 level
	Academic Achievement	200	80.89		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 398)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of Kannada Medium teacher trainees ($r=0.759$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-69 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of Kannada Medium teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of Kannada Medium teacher trainees.

Graph- 9: Comparison scores of Achievement Motivation and Academic Achievement of Kannada teacher trainees.



10) There is no significant relationship between of Achievement Motivation and Academic Achievement of English medium teacher trainees.

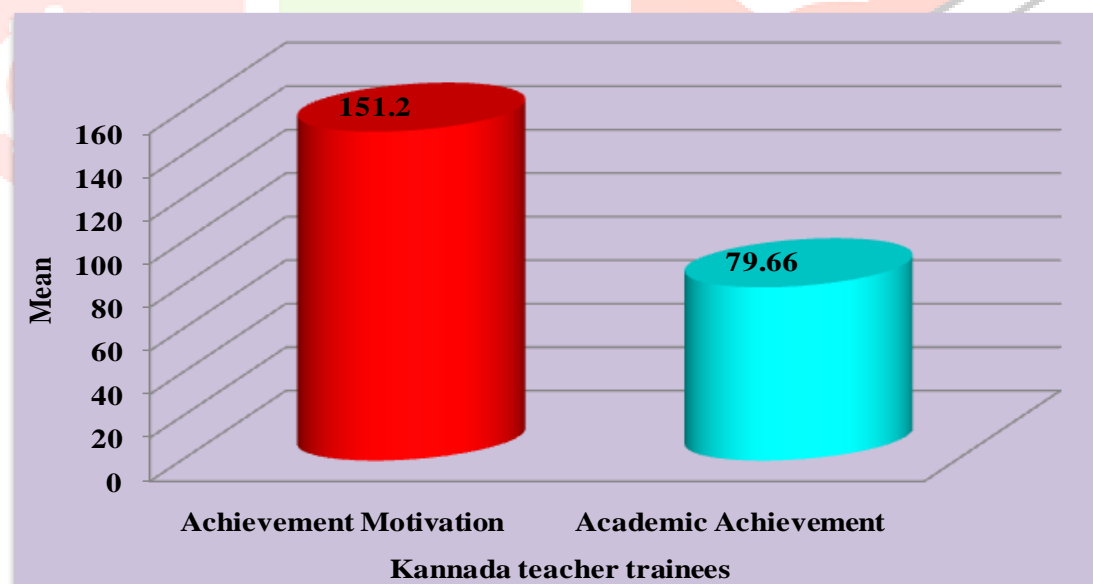
Table-10: The r-value of scores of Achievement Motivation and Academic Achievement of English medium teacher trainees

Variable	Type of sample	N	Mean	'r' Value	Significance
English teacher trainees	Achievement Motivation	200	151.20	0.835	Significant at 0.05 level
	Academic Achievement	200	79.66		

(Table value of $r = 0.1638$ is at 0.05 level of significance and degree of 398)

A significant and positive relationship was observed between Achievement Motivation and Academic Achievement of English Medium teacher trainees ($r=0.835$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis-70 is rejected and alternative hypothesis is accepted. It means that, Achievement Motivation and Academic Achievement of English Medium teacher trainees are dependent on each other. In another words, the Achievement Motivation scores are increases or decreases with increase or decrease in Academic Achievement scores of English Medium teacher trainees.

Graph- 10: Comparison scores of Achievement Motivation and Academic Achievement of English teacher trainees



11) Conclusion:

There are number of demographic variables affecting the academic achievement of teacher trainees. The present study attempts to study the effect of Achievement Motivation which is considered to be very important predictor of Academic Achievement of teacher trainees. However the results of the present study revealed that there is a positive relationship between Achievement Motivation and Academic Achievement of teacher trainees. It was also found that as the level of Academic Achievement increases, there was a gradual increase in the level of Academic Achievement of B.Ed. trainees.

12) Suggestions:

Based on the conclusions above, several things can be suggested as follows:

- 1) The B.Ed. college teacher trainees can better maintain their achievement motivation and performance by increasing insight and knowledge of the fields of study taught in their respective schools/colleges.
- 2) Principals are advised to provide guidance and supervision to teachers in carrying out the learning process in the classroom and this is an effort to improve teacher competence, especially professional competence.
- 3) For the principal to pay more attention to the needs of teacher trainees in the implementation of the learning process in schools by meeting the needs of learning media and improving teacher welfare.

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