



A STUDY OF ACHIEVEMENT MOTIVATION AND SELF- CONCEPT OF B.ED. STUDENT TEACHERS IN RELATION TO GENDER AND LOCALITY

Prof.(Dr.) Anil Kumar Shukla
Professor
Department of Education
Sai Nath University,
Ranchi, Jharkhand

SangitaKumari
Research Scholar
Department of Education
Sai Nath University,
Ranchi, Jharkhand

ABSTRACT

Teachers are backbone of a country, so producing good teachers are the responsibility of a teacher training institution. The role of teacher is crucial in any programme of education. We should have well qualified teachers who have not only academic and professional competencies of a higher order but also earnest responsibility and commitment to constantly strive for achieving all the development goals of education without such teachers, it is not possible to improve the quality of education. In the present study researcher studied the achievement motivation and self-concept of B.ED student teachers. For this purpose researcher selected 600 students from private and government managed B.ED. training institute by stratified random sampling technique. Deo and Asha Mohan (2011) Achievement Motivation Test and Self-Concept Rating Scale by R. K. Saraswat (2011) was used. A significant and positive correlation between achievement motivation and self-concept of B.Ed. student teachers was found in this study.

Key words: Achievement motivation, Self-concept

INTRODUCTION

A teacher is the key figure in the building of a nation. The task of a teacher is transaction of knowledge, imparting the skill and inculcation of values among students. The role of a teacher is very important in the development of a child. Unless the country has persons of proper temperament and ability as teachers, it cannot have citizens of great vision and character. Teachers shape the destiny of the nation in the classroom. They develop societies, indicate path of progress to the nation, and sustain the human aspects of existence. They nurture and cultivate humanistic, ethical and moral values among pupils.

A teacher education programmes prepare a teacher as more mature and confident to perform his task more efficiently. Proper education to the teacher enables him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought and developed. Dictionary of education C.V. Good (1973) defines teacher education “As all formal and in - formal activities and experience that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibilities most effectively”. It is true that the nation is built by its citizens, citizens are shaped by teachers and teachers are made by teacher educators. Teacher educators play an inevitable role not as a mere transmitter of knowledge and culture but as a changing agent also. They prepare the next generations, and it is the level of their commitment, devotion and dedication that determines the future society.

Achievement Motivation

Achievement motivation is a readiness to fulfil a planned objective. It is a psychological construct. Achievement motivation is the acquired tendency and one of the most important social needs. Thus achievement motivation may be regarded as a desire or a motive or a force with interest to obtain success.

Murray (1938) has defined achievement motivation as a special motive to master, manipulate or organize physical objects, human beings or ideas to do this as rapidly and independently is possible to overcome obstacles and attain a high standard, to rival and surpass others and to increase self-regard by successful exercise of talent.

Atkinson (1964) found that achievement motivation for any person is the strength of the tendency to approach the task plus the strength of the tendency to avoid the task. It accounts for the determinants of the direction, magnitude and persistence of behaviour in a limited but very important domain of human activities. It applies only when an individual knows that his performance would be availed (by himself or by others) in terms of some standard of excellence and that the consequence of his action would be either a favourable evaluation (success) or an unfavourable evaluation (failure).

Davidoff (1976) has summarized the achievement motivation as follows:-

The achievement motive, commonly considered a growth or social motive, is measured by having subjects construct stories about TAT pictures which are later scored for achievement related imagery.

- ❖ The achievement motive appears to be learning factors. An innate need for competence may also underline this motive.
- ❖ Men with high n-Ach generally persist in the laboratory and in real life. They also tend to prefer taking moderate risks as opposed to very high or very low ones to achieve success.
- ❖ To predict how specific individuals will perform in particular achievement situations it is necessary to consider their achievement motives, expectations of success in that situation, values placed on

task success and achievement related fears of failure.

NEED OF ACHIEVEMENT MOTIVATION

In the digital age, there is a great need to raise the level of achievement motivation of the students. Students are differing from one another in the strength of achievement motive. Activities also differ in challenge they pose and the opportunity they offer to expression of this motive. Teachers and conditions in the school, colleges also play important role in developing achievement motivation in the students. Their level of achievement motivation may be further enhanced and solidified because of role model of teachers and reinforcing conditions in the school. As a result they will develop awakening and awareness about the aims and objectives of their schooling. Teacher's personality plays hypnotizing effect on the mind of the students to understand the reasons to have achievement motive in society.

SELF-CONCEPT

Self-concept is the sum total of one's knowledge and understanding of self. It is quite different from self-consciousness and includes physical, psychological and social attributes. It is the value that an individual places on his/ her own characteristics, qualities, abilities and actions.

The term self-concept is part of our everyday conversation. We talk about people who have lows self-concept or individuals whose self-concept is not strong, as if self-concept were fluid levels in a car or a muscle to be developed. These actually are misuse of the term. In psychology, self-concept generally refers to „the composite of ideas, feelings and attitudes people have about themselves”. We could consider self-concept to be our attempt to explain ourselves to ourselves, to build a scheme that organizes our impressions, feelings and attitudes about ourselves. But this model or scheme is not permanent, unified, or unchanging. Our self-perceptions vary from situation to situation and from one phase of our lives to another.

Good (1973) defines self-concept as “An individual's perception of himself, as a person, which includes his abilities, appearance, performance in his job and phases of daily living”.

Green et al. (2006) believed that positive self-concept would be an extremely important goal for educational programmes to promote and held that it was linked to positive outcomes including higher academic achievement and effort.

REVIEW OF RELATED LITERATURE

Sudha (2021) Conducted study on self-concept of future teachers i.e., elementary teacher trainees studying in private DIETs in Delhi state. Over 200 samples were selected for the study through stratified random sampling. The respondents were tested for level of self-concept in six different dimensions, those are, physical, social, temperamental, educational, moral and intellectual self-concept. The study found that, the teacher trainees of private DIETs in Delhi state have average level of self-concept in them.

Neeraz (2022) conducted study on the achievement motivation of high school students in relation to and school environment. A sample of 200 high school students was chosen. By using the purposive sample technique, 200 people were chosen, with 100 from the rural and 100 from the urban areas (50 boys and 50 girls). The sample was gathered using a descriptive survey technique. The tools of Achievement motivation By Dr. Pratibha Deo and Asha Mohan (1983) and School Environment Inventory by Dr. Karuna Shankar Mishra (1983) Allahabad were used to collect the data. The t-test was used to ascertain the difference of means between variables. The findings of the study there is no significant difference in the level of Achievement motivation among the high school students of urban area and rural area. There is no significant difference in the level of school Environment among the High School students of urban area and rural area.

Alamri, M.M (2023) examined the impact of academic achievement motivation on university students inside the Kingdom of Saudi Arabia. The purpose of the current study was to investigate the variables that influence motivation for achievement. It was predicted that these variables include ability, effort, perseverance, responsibility, the viewpoint of the teacher, and tasks. The major data collection strategy used by the researchers to accomplish their research goal involved distributing a questionnaire to 248 students. Structural equation modelling (SEM), a quantitative research technique, was used to produce the results. Because all of the criteria were significantly correlated in the study, it can be concluded that the tasks assigned to students and the perspective of the teacher both contribute to students' motivation for achievement.

OBJECTIVES OF THE STUDY

1. To study the Achievement Motivation of Male and Female student-teachers of B.Ed.
2. To study the Achievement Motivation of Rural and Urban student-teachers of B.Ed.
3. To study the self-concept of Male and Female student-teachers of B.Ed.
4. To study the self-concept of Urban and Rural student-teachers of B.Ed.
5. To study the relationship between Achievement motivation and self-concept student-teachers of B.Ed.

HYPOTHESES

1. There is no significant difference between Achievement Motivation of Male and female student teachers of B. Ed.
2. There is no significant difference between Achievement motivation of Rural and Urban student-teachers of B.Ed.
3. There is no significant difference between self-concept of male and female student teachers of B. Ed.
4. There is no significant difference between self-concept of Rural and Urban student- teachers of B. Ed.
5. There is no relationship between Achievement Motivation and Self-Concept of student-teacher of B. Ed.

SAMPLE

Stratified random sampling technique has been adopted in this study. 600 Student teachers of B.Ed. colleges of Jharkhand state were included in the sample.. Out of the total sample, 300 boys and 300 girls were selected.

TOOLS

1. Achievement Motivation Scale by Pratibha Deo and Asha Mohan (2011).

2. Self-Concept Rating Scale by R. K. Saraswat (2011)

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

1. There is be no significant difference between Achievement Motivation of Male and female student teachers of B. Ed.

A comparison was made to identify the difference in the level of achievement motivation of male and female student teachers of B.Ed. The following statistical treatment was given

Table 1.1

Significance of Difference between Achievement Motivation Scores of Male and Female

Sub Sample B.Ed. Student teachers	N	Mean	S.D	"t"- value	Level of significance
Male	300	144.65	26.93	2.48	Significant at 0.05 level
Female	300	141.21	25.55		

It is clear from the Table 1.1 that Standard Deviation is high in both groups. Male students possess high level of achievement motivation than female students. Since the value of t (2.48) is more than 1.96 at 5% level of significance, hence it is significant.

So, the null hypotheses may be rejected. It may be concluded that the hypothesis that " There exists no difference in achievement motivation between B.Ed. Student teachers on the basis of gender i.e., male and female" can be rejected. There exists a significant difference between Achievement Motivation of Male and female student teachers of B. Ed.

2. There is no significant difference between Achievement motivation of Rural and Urban student-teachers of B.Ed.

A comparison was made to identify difference in the possession of achievement motivation by the Student teacher of B.Ed. on the basis of their rural and urban background in the following table

Table 1.2

Significance of Difference between Rural & Urban B.Ed. Student teachers in Achievement Motivation

Sub Sample B.Ed. Student teachers	N	Mean	S.D	“t”- value	Level of significance
Rural	300	139.65	25.30	-3.07	Significant at 0.05 level
Urban	300	146.21	26.87		

Table 1.2 shows that urban students are on higher level of achievement motivation than the rural students. Standard deviation is high both in rural and urban secondary school students. Since t value (-3.07) is more than 1.96 at 5% level of significance, hence it is significant. Therefore, the null hypothesis may be rejected and it may be concluded that the hypothesis " There is no significant difference between Achievement motivation of Rural and Urban student- teachers of B.Ed." can be rejected. There is a significant influence of locality in achievement motivation of student - teachers of B.Ed.

3. There is no significant difference between self-concept of male and female student teachers of B. Ed.

A comparison was made to identify the difference in the level of self-concept of the male and female student teachers of B.Ed. The following statistical treatment was given.

TABLE 1.3

Significance of Difference between self-concept Scores of Male and Female

Sub-Sample B.Ed. Student Teachers	N	Mean	S.D	“t”- value	Level of Significance
Male	300	87.25	9.86	-0.37	Not Significant
Female	300	88.48	11.40		

Table 1.3 shows that self-concept of female students was high. Scores were dispersed highly in the sample of male and female. Since t value (-0.37357) is less than 1.96 at 5% level of significance, hence it is not significant. So, the null hypothesis may be accepted. It may be concluded that the **There is no significant difference between self-concept of male and female student teachers of B. Ed.**" can be accepted

4. There is no significant difference between self-concept of Rural and Urban student- teachers of B. Ed.

A comparison was made to identify difference between rural and urban student teachers of B.Ed. in their self-concept. The hypothesis was tested with the help of t-test and the results are presented in the following table.

TABLE 1.4

Significance of Difference between the Rural and Urban Students in Self-concept

Sub Sample B.Ed. Student teachers	N	Mean	S.D	"t"- value	Level of Significance
Rural	300	87.92	10.44	0.01	Not Significant
Urban	300	86.73	11.39		

The Table 1.4 show that the Mean value of Rural students is higher than the Urban students Standard deviation is high both in rural and urban student teachers i.e., 10.44 and 11.39 respectively.

Since the t value (0.015581499) is less than 1.96 at 5% level of significance, hence it is not significant. So, the null hypotheses may be accepted. Educational, social political, as well as cultural environment also occur similar in urban and rural area that's why the effect of these factors develops similar self-concept so it may be concluded that the hypothesis that " There is no significant difference between self-concept of Rural and Urban student- teachers of B. Ed." can be accepted. **Rural and urban student teachers have equal level of self-concept.**

5. There is no relationship between Achievement Motivation and Self-Concept of student-teacher of B. Ed.

Significance of 'r' value between Achievement Motivation & Self-Concept

Variables	N	R	Significance Level
Achievement Motivation and Self-concept	600	0.208	Significant

The result in the above Table 1.5 indicates that the computed 'r' value between Achievement Motivation score and Self-Concept is 0.21 (21%). The 'r' value is greater than the p value at 1% level of significance and 5% level of significance. It shows that 'r' value is significant. It exists positive and low significant

relationship between Achievement Motivation score and Self-Concept. Hence, the Hypothesis "There is no relationship between Achievement Motivation and Self-Concept of student-teacher of B. Ed." was rejected.

Findings:

- 1. There existed a significant difference between male and female Student teachers of B.Ed. in achievement motivation.** Male student teachers are more motivated for their achievement than female student teachers. In the sample, male student teachers are with High group distribution of achievement motivation. Whereas, the more number of female student teachers are with low average and average group. Thus, the result states that there is influence of gender on achievement motivation.
- 2. There existed a significant difference between Rural & Urban B.Ed. Student teachers in Achievement Motivation.** Urban background students were on the higher level of achievement motivation than the rural background students. The result reveals that the achievement motivation of the students of urban background (146.21) is higher than the achievement motivation of the students of rural background (139.65).
- 3. There existed no significant difference between self-concept of male and female student teachers of B. Ed.** The distribution of self- concept in the sub sample was different. Scores were dispersed highly in the sample of male and female. Male and female student teachers of B.Ed. hold higher level of self-concept and possess almost equal level of self-concept.
- 4. There existed no significant difference between self-concept of Rural and Urban student-teachers of B. Ed.** The Mean value of rural students is higher than the urban students. Standard deviation is high both in rural and urban student teachers i.e., 10.44 and 11.39 respectively. Educational, social political, as well as cultural environment also occur similar in urban and rural area that's why the effect of these factors develops similar self-concept.
- 5. There existed a positive and significant relationship between Achievement Motivation and Self-Concept of student-teacher of B. Ed.** The computed 'r' value between Achievement Motivation score and Self-Concept is 0.21 (21%). The 'r' value is greater than the p value at 1% level of significance and 5% level of significance. The positive correlation in the present study may be explained on the basis of the fact that Achievement Motivation and Self Concept are interrelated.

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