



ACHIEVEMENT MOTIVATION AMONG B.ED STUDENT TEACHERS IN TRICY DISTRICT OF TAMIL NADU

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ABSTRACT

The study examined achievement motivation among 100 B.Ed. student teachers using a survey method. The research aimed to assess the motivation levels and identify any significant differences based on gender and medium of instruction. The results showed moderate motivation levels among B.Ed. student teachers, with a significant difference between male and female teachers. However, no significant difference was found based on the medium of instruction. The study concluded that gender significantly impacts motivation levels, while medium of instruction did not have a significant influence. Overall, the study highlights the importance of motivation in competitive situations among B.Ed. student teachers.

Keywords: Achievement, Motivation, B.Ed. Student, B.Ed. Teachers

INTRODUCTION

Achieving fulfillment is crucial for personal growth and societal progress, and the educational system is centered around students' academic achievements. However, many children lack enthusiasm for traditional subjects. Educational progress is influenced by physiological, psychological, socio-cultural, and economic factors. General intellectual capacity is a primary determinant of success, but personality traits like attitude, interest, achievement orientation, and motivation also significantly impact education outcomes. Motivation is a critical factor in academic achievement, as it is characterized by goal-directed behavior assessed against internal or external standards, often involving competition or pursuit of excellence.

Achievement motivation is a crucial factor in pursuing careers, driven by ambition, high energy levels, and a preference for independence. It involves both the drive to excel in learning tasks and the enjoyment of the accomplishment process, leading to satisfaction from the pursuit and attainment of excellence.

Achievement Motivation, popularized by Murray in 1938, refers to individuals who strive for excellence in a field for the satisfaction of accomplishing tasks, rather than external rewards. This need, known as n-Ach, involves the desire to tackle tasks quickly and effectively, master difficult challenges, and organize and control physical objects, people, or ideas. It involves overcoming obstacles, achieving high standards, surpassing others, and enhancing self-esteem through successful skill application. Achievement motivation is a motivational factor that influences an individual's aspiration, effort, and persistence, as it stems from the expectation of performance evaluation against a high standard, which can lead to success or failure.

REVIEW OF LITERATURE

Anil Kumar Shukla and Sangita Kumari (2023) A study examining achievement motivation and self-concept among B.Ed. student teachers, considering gender and locality factors, found a significant positive correlation. Teachers are crucial for a nation's success, and it is the responsibility of teacher education institutions to produce competent educators. The study selected 600 students from both private and government-managed B.Ed. training institutes using a stratified random sampling method. The Achievement Motivation Test and Self-Concept Rating Scale were used to assess motivation and self-concept. The findings highlight the importance of teachers in achieving educational development goals and improving the quality of education.

Muthamizhselvan and Lal Kumar (2017) A study was conducted in Vellore district, Tamil Nadu, to examine the achievement motivation of B.Ed. teachers in both government and private institutions. A sample of 220 teachers was selected. The study used a scale developed by Pratibha Deo and Asha Mohan to assess achievement motivation. The data was analyzed using t-tests and F-tests. The results showed that there were no significant differences across variables such as gender, institution location, management type, subject taught, teaching experience, age, and marital status. However, there was a significant difference in achievement motivation between government and self-employed teachers in terms of parental occupation.

Wasim Ahmad and Chavan (2015) The study investigates the difference in Achievement Motivation among General and Special Education Teacher Trainees, considering their specialization, qualification, and marital status. The sample was selected from Dev Samaj College of Education and Govt. Rehabilitation Institute for Intellectual Disabilities, Chandigarh. The Achievement Motive Test (ACMT) was used for data collection. Statistical analysis using t-tests revealed that B.Ed. Special Education Teacher Trainees showed significantly higher levels of Achievement Motivation compared to General Education Trainees. However, no significant differences were observed among General B.Ed. Trainees based on qualification or marital status. The study recommends that policymakers revise teacher recruitment and training policies to address these differences effectively.

Sagunthala., Udayakumar., (2017) the study investigated the achievement motivation of B.Ed. student teachers, focusing on 260 students from the Vellore district in Tamil Nadu. The Achievement Motivation scale, developed by Pratibha Deo and Asha Mohan, was used to measure motivation. This research has gained significant attention in educational research, as it aims to understand the motivational factors influencing student achievement.

Achievement motive is the desire for success, driven by personal or others' standards. Educators play a crucial role in fostering students' achievement motivation by developing skills like verbal, reasoning, numerical, and memory. This is achieved through diverse educational techniques, materials, and activities in the classroom. The study found no significant differences in achievement motivation among B.Ed. student teachers based on factors such as gender, college location, management type, degree, religion, year of study, organizational environment, and family background.

NEED AND SIGNIFICANCE

McClelland (1966) emphasized that a nation's development relies heavily on its youth and students, particularly their academic achievements. Since Eysenck (1953), research has focused on human motivation, specifically achievement motivation, and its impact on classroom learning. Many researchers have aimed to predict the relationship between academic success and achievement motivation, revealing insights into the relationship between n-Ach (need for achievement) and academic success.

Numerous studies have shown a positive relationship between n-Ach (need for achievement) and academic performance. However, other studies have found no significant relationship between these variables. It is crucial for parents and educators to understand the importance of promoting achievement motivation from an early age, as studies have found no significant relationship between these variables. Therefore, it is essential for both parents and educators to understand the significance of this relationship.

Achievement motivation is a crucial factor in achieving success in competitive environments. It is developed during formative years in school and significantly impacts future educational paths. High achievement motivation leads to higher academic levels and lower dropout rates. Therefore, fostering motivation among B.Ed. teacher trainees could significantly enhance their educational success. This study aims to investigate the levels of achievement motivation among B.Ed. student teachers.

STATEMENT OF THE RESEARCH PROBLEM

This study aims to investigate the achievement motivation levels among B.Ed. student teachers in Trichy District, Tamil Nadu, focusing on the impact of school years on students' self-concept, values, and beliefs about their abilities. Achievement motivation is a crucial driving force for success in competitive contexts.

OBJECTIVES OF THE STUDY

The study aims to assess achievement motivation among B.Ed. student teachers and investigate if there are significant differences based on gender and medium of instruction in this motivation.

HYPOTHESES OF THE STUDY

The study hypothesizes that there is no significant difference in achievement motivation among B.Ed. student teachers based on gender or medium of instruction.

TOOL

The study utilized the Achievement Motivation Scale, a standardized instrument by Prof. Pratibha Deo and Dr. Asha Mohan, consisting of 50 items, with 13 negative items and 37 positive items, after consulting relevant literature and books.

RELIABILITY OF THE TOOL

The study's questionnaire, with a reliability coefficient of 0.82, is highly reliable and suitable for assessing Achievement Motivation.

VALIDITY OF THE TOOL

The instrument's validity was found to be 0.93, indicating its high reliability and efficacy in measuring Achievement Motivation.

SAMPLE OF THE STUDY

The study utilized tested instruments to gather data from 100 B.Ed. student teachers from Trichy district colleges, randomly selected for the research.

METHOD AND TECHNIQUE OF THE STUDY

The study utilized a normative survey approach with simple random sampling via questionnaires to collect data on Achievement Motivation among B.Ed. student teachers.

Table – 1: Sample Distribution Based on Demographic Variables

Category	Group	N
Gender	Male	47
	Female	53
Medium of Instructions	Tamil	50
	English	50

The study analyzed the achievement motivation of B.Ed. student teachers, dividing the sample evenly between male and female participants (47% and 53%) and those studying in Tamil and English (50% and 50% respectively). The demographic breakdown provides a basis for analyzing motivation across different groups, ensuring a comprehensive understanding of the factors influencing student achievement.

Table – 2: The Level of Interests of the underprivileged adolescents for better learning

Variable	Level	N	%
Achievement motivation	Low	23	23
	Medium	65	65
	High	12	12

The table shows the distribution of achievement motivation levels among underprivileged adolescents for better learning. The majority (65%) fall into the medium category, with 23% having low motivation. The remaining 23% have medium motivation, while 12% have high motivation. This distribution provides insights into the motivational profiles of underprivileged adolescents, revealing their learning preferences and potential educational outcomes. The data provides valuable insights into the motivational profiles of these adolescents.

Hypothesis 1: There is no significant difference in achievement motivation among B.Ed. student teachers based on gender.

Table – 3: Achievement motivation among B.Ed. Student teachers with respect to Gender

Variable	Gender	N	Mean	SD	t	p
Achievement motivation	Male	47	186.34	3.93	3.256	0.001
	Female	53	101.15	3.91		

The study compares achievement motivation scores among B.Ed. student teachers based on gender. Male teachers have a mean score of 186.34, while female teachers have a mean score of 101.15. The t-value of 3.256 indicates a significant difference in motivation scores between male and female teachers, with a p-value of 0.001, which is less than the typical significance level of 0.05. This suggests that male teachers generally have higher levels of achievement motivation compared to their female counterparts.

Hypothesis– 2: There is no significant difference in achievement motivation among B.Ed. student teachers based on medium of instruction.

Table – 4: Achievement motivation among B.Ed. Student teachers respect to Medium of instruction

Variable	Medium	N	Mean	SD	t	p
Achievement motivation	Tamil	50	156.67	5.632	1.256	0.201
	English	50	154.53	5.676		

The study compares achievement motivation scores among B.Ed. student teachers in Tamil and English mediums. The mean score is 156.67, with a standard deviation of 5.632, and 154.53, with a standard deviation of 5.676. The t-value of 1.256 indicates no significant difference in motivation scores between Tamil and English teachers, with a p-value of 0.201 greater than the typical significance level of 0.05. This suggests that the medium of instruction does not significantly affect the motivation levels of B.Ed. student teachers, as both groups show similar levels of motivation as measured by the scale used.

FINDINGS OF THE STUDY

The study found that achievement motivation among B.Ed. student teachers is moderate, with significant differences based on gender. Male students showed higher motivation than female students, but no significant difference was found in achievement motivation based on the medium of instruction. The null hypothesis was accepted.

EDUCATIONAL IMPLICATIONS

The study highlights that male students have higher achievement motivation and academic performance compared to female students. Factors such as instruction medium, socio-economic status, curriculum design, teaching methods, assessment techniques, and first-generation learners' challenges contribute to lower academic performance in female students. Addressing these issues is crucial for enhancing achievement motivation among all students, and interventions and strategies aimed at enhancing motivation are necessary for educational planners, administrators, teachers, parents, and society.

The study reveals that male students have higher achievement motivation and academic performance, but female students' performance is lower due to factors like instruction medium, socio-economic status, curriculum design, teaching methods, assessment techniques, and first-generation learners' challenges. Addressing these issues is crucial for enhancing achievement motivation among all students.

In today's complex world, educational qualifications alone don't guarantee success. A nurturing environment promoting continuous growth and fulfillment is crucial for personal growth and fulfillment. Therefore, enhancing academic performance through achievement motivation is essential for everyone seeking a successful and meaningful life.

SUGGESTIONS AND RECOMMENDATIONS

The study suggests that curriculum developers should focus on critical thinking topics to boost students' achievement motivation, confidence, and learning proficiency. Future research could explore achievement motivation across primary and secondary schools and use an experimental approach to compare motivation between B.Ed. student teachers and professional university students. These recommendations aim to improve educational practices and understanding of achievement motivation across different settings.

CONCLUSION

The study found that most students show moderate achievement motivation, with a significant difference in motivation among B.Ed. student teachers based on gender. However, there was no significant difference in motivation based on their medium of instruction. The study emphasizes the importance of teachers as primary support for learners and fostering partnerships with parents and stakeholders to nurture responsible citizenship. It emphasizes the need for instructional strategies that cater to diverse learning needs and collaborative efforts in education to ensure holistic student development.

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