



A STUDY OF ACHIEVEMENT MOTIVATION OF B.Ed TEACHERS

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Abstract:

The purpose of this study was to investigate achievement motivation of B.Ed teachers working in B.Ed colleges in Tamilnadu of Vellore district. The population of the study is 220 samples drawn from the entire population as samples from both government and private. Achievement Motivation by Pratibha Deo (Pune) and Asha Mohan (Chandigarh). The scores range from 5, 4, 3, 2, and 1. The minimum score obtained can be zero and maximum can be 200. This tool consists of 50 questions on a 5-point Likert scale. T-test and F-test were used to analyze the data collected from the sample. It was hypothesized that there is no significant difference between the groups of different types of variables, such as gender, locality of the institution, mode of management, subject taught, teaching experience, age and marital status. The findings of the study are there is a significant difference between government employ and self employ of parental occupation towards achievement motivation.

Introduction:

Education develops manpower for different levels of economy and empowers the poor masses to become self-reliant enough to participate in the process of national development. Education is thus an instrument for developing an economically prosperous society and for ensuring equality and social justice. Education is able to instill in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever-changing society of which he is an integral part. It guides him like an affectionate father and serves him faithfully like a wife. It is only through education that moral ideal and spiritual values, the aspiration of the nations and its cultural heritage are transferred from one generation to another for preservation, purification and sublimation into higher levels of attainments. This, education is greatly essential for the growth and development of individual as well as society.

Achievement Motivation:

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence. These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). Spence & Helmreich (1983) defined achievements as task-oriented behavior. Performances of individuals are often compared against standards or with others for assessments. The differing perspectives definition of achievement motivation was from (Atkinson 1964), who defined it as the comparison of performances with others and against certain standard activities. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. The achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction.

Achievement motivation is a construct originated from motivation, which has traditionally been used to describe and explain difference in intensity and direction of behavior. Lewin (1935) highlighted the importance

of n- achievement in human behavior. He studied upward striving nature of achievement, aspiration and behaviors". Achievement motivation comprises of two components namely – hope of success and fear of failure. People with higher achievement motivation decide the prosperity of a nation. That is why it is believed that the progress of a nation depends not on the rich natural resources but on their effective utilization. In the contest of the classroom, “motivation” refers to such characteristics of student behavior as interest, alertness, attention, concentration and persistence. These are motivational qualities of immediate interest to the teacher. If students will not pay attention, follow instructions and complete assignments, it is obviously difficult to teach them. The educator is also concerned with long term motivational characteristics. For instance, the primary school history teacher wants students to develop a continuing interest in current events.

Sample of the Study:

Normative survey method is adopted for the present study. For the present investigation a sample of 220 BEd teachers working in BEd colleges from the Vellore District are selected by the method of Random sampling.

Statistical Techniques Used:

The investigator used the statistical techniques, Mean, Standard Deviation “t” test and F” test to accept or reject hypotheses.

Tool Used In the Present Study:

Achievement Motivation by Pratibha Deo (Pune) and Asha Mohan (Chandigarh). National Psychological Corporation, New Delhi.3.

Description of the Tool:

Achievement Motivation:

The term motivation refers to any organism state that mobilises activity which is in some sense selective or directive. The scores range from 5,4,3,2, and 1. The minimum score obtained can be zero and maximum can be 200.

Objectives:

The following objectives have been formulated by the investigator for the present study, to find out the difference if any between the following B.Ed teachers in respect of their achievement motivation

- ✓ Gender : Male / Female
- ✓ Locality of the institution : Rural / Urban
- ✓ Mode & Management : Government / Private
- ✓ Subject taught : Arts / Science
- ✓ Teaching Experience : 5 years/6-10 years/Above 11years
- ✓ Age : 30-40 / 41-50 / Above 51
- ✓ Parental Occupation : Self employ / Govt employ
- ✓ Marital Status : Married / Unmarried

Hypotheses:

The following hypotheses have been formulated by the investigator for the present study; there is no significant difference between the following sub-samples with respect to the achievement motivation of BEd teacher

- ✓ Gender : Male / Female
- ✓ Locality of the institution : Rural / Urban
- ✓ Mode & Management : Government / Private
- ✓ Subject taught : Arts / Science
- ✓ Teaching Experience : 5 years/6-10 years/Above 11years
- ✓ Age : 30-40 / 41-50 / Above 51
- ✓ Parental Occupation : Self employ / Govt employ
- ✓ Marital Status : Married / Unmarried

Analyses and Interpretation of Data:

Table 1: ‘t’ Values for Achievement Motivation Scores –B.Ed Teacher– Based on Gender

Sub-Samples	N	Mean	S.D	‘t’ Value
Male	107	191.63	6.02	0.451 NS
Female	103	191.98	4.99	

Table 1 further reveals the mean, standard deviation and ‘t’ values of male and female B.Ed Teacher on achievement motivation. The calculated ‘t’ value is 0.451 which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the male and female B.Ed Teacher do not differ significantly in their achievement motivation.

Table 2: ‘t’ Values for Achievement Motivation Scores –B.Ed Teacher– Based on Locality of the Institution

Sub-Samples	N	Mean	S.D	‘t’ Value
Rural	105	191.44	4.71	0.935 NS
Urban	105	192.16	6.24	

Table 2 further reveals the mean, standard deviation and 't' values of rural and urban B.Ed Teacher on achievement motivation. The calculated 't' value is 0.935, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the rural and urban B.Ed Teacher do not differ significantly in their achievement motivation.

Table 3: 't' Values for Achievement Motivation Scores–B.Ed Teachers– Based on Mode of Management

Sub-Samples	N	Mean	S.D	't' Value
Government	89	192.25	4.88	1.019 NS
Private	121	191.47	5.96	

Table 3 further reveals the mean, standard deviation and 't' values of rural and urban B.Ed Teacher on achievement motivation. The calculated 't' value is 1.019, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the Government and Private B.Ed Teacher do not differ significantly in their achievement motivation.

Table 4: 't' Values for Achievement Motivation Scores–B.Ed Teacher – Based on Subject Taught

Sub-Samples	N	Mean	S.D	't' Value
Arts	112	191.75	6.49	0.128 NS
Science	98	191.85	4.21	

Table 4. further reveals the mean, standard deviation and 't' values of Arts and Science B.Ed Teacher on achievement motivation. The calculated 't' value is 0.128, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the Arts and Science B.Ed Teacher do not differ significantly in their achievement motivation.

Table 5: 'F' Values for Achievement Motivation Scores–B.Ed Teacher– Based on Teaching Experience

Teaching Experience	Sum of Squares	Mean Squares	df	'F' Value
Between Groups	36.152	18.076	2	0.588 NS
Within Groups	6366.843	30.758	207	
Total	6402.995		209	

Table 5, the calculated 'F' value is 0.588, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of teaching experience with respect to their achievement motivation of B.Ed Teacher.

Table 6: 'F' Values for Achievement Motivation Scores–B.Ed Teacher– Based on Age

Age	Sum of Squares	Mean Squares	df	'F' Value
Between Groups	104.877	52.438	2	1.723 NS
Within Groups	6293.119	30.426	207	
Total	6402.995		209	

Table 6, the calculated 'F' value is 1.723, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of Age with respect to their achievement motivation of B.Ed Teacher.

Table 7: 'F' Values for Achievement Motivation Scores–B.Ed Teachers – Based on Parental Occupation

Sub-Samples	N	Mean	S.D	't' Value
Self-employ	118	191.11	5.82	2.050
Govt employ	92	192.68	5.02	S

Table 7 further reveals the mean, standard deviation and 't' values of Self employ and Govt employ B.Ed Teacher on achievement motivation. The calculated 't' value is 2.050, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the Self employ and Govt employ of parental occupation differ significantly in their achievement motivation.

Table 8: 't' Values for Achievement Motivation Scores–B.Ed Teacher – Based on Marital Status

Sub-Samples	N	Mean	S.D	't' Value
Married	126	191.94	5.75	0.447 NS
Unmarried	84	191.59	5.21	

Table 8 further reveals the mean, standard deviation and 't' values of Married and Unmarried B.Ed Teacher on achievement motivation. The calculated 't' value is 0.447, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that Married and Unmarried B.Ed Teacher do not differ significantly in their achievement motivation.

Major Findings of the Study:

- ✓ Further it is found that the male and female B.Ed Teacher do not differ significantly in their achievement motivation.

- ✓ Further it is found that the rural and urban B.Ed Teacher do not differ significantly in their achievement motivation.
- ✓ Further it is found that the Government and Private B.Ed Teacher do not differ significantly in their achievement motivation.
- ✓ Further it is found that the Arts and Science B.Ed Teacher do not differ significantly in their achievement motivation.
- ✓ It is inferred that there is no significant difference among sub samples of teaching experience with respect to their achievement motivation of B.Ed Teacher.
- ✓ It is inferred that there is no significant difference among sub samples of Age with respect to their achievement motivation of B.Ed Teacher.
- ✓ Further it is found that the Self employ and Govt employ of parental occupation differ significantly in their achievement motivation.
- ✓ Further it is found that Married and Unmarried B.Ed Teacher do not differ significantly in their achievement motivation.

Conclusion:

- ✓ To perform any action well, motivation is needed. Motivation is an urge to do things. It spurs an individual to learn. The child who is motivated well is on his or her way to learning. Where there is no motivation, one does not find meaning in doing things. To achieve academically more, achievement motivation is needed.
- ✓ The desire to undertake challenges with competitive spirit and sustained effort is better known as achievement motivation. Students of today are prepared to shoulder up responsibilities in various fields. To shoulder up these responsibilities besides education and training they are to possess higher achievement motivation. A number of factors are associated with achievement motivation, and values and academic achievement are some of such chief factors.
- ✓ Achievement motivation is the expectancy of finding satisfaction in mastering challenging and difficult performance. When discussed in relation to school achievement, achievement motivation is motivation to perform specific tasks for which there is a standard of excellence against which results can be judged. Typically, classroom teachers decide what learning tasks students are to perform and also the quality of achievement. Motivation may be called as the heart of achievement and it is sure without motivation, no achievement is possible to raise the achievement motivation.

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