

# A STUDY ON THE ACHIEVEMENT MOTIVATION OF B.Ed. TRAINEES IN THE COLLEGES OF EDUCATION IN MORADABAD DISTRICT (UP) INDIA

Dr. Yogeshver Prasad Sharma  
Assistant Professor, Department of Education,  
Shri Venkateshwara University, Rajabpur, Amroha (UP) India

**Abstract:** In the present study the investigator has attempted to study the Achievement Motivation of B.Ed. Trainees. The sample consisted of 200 B.Ed. trainees who studied in colleges of education in Moradabad district and investigator adopted the survey method. Achievement Motivation scale developed and standardized by Prof. Pratibha Deo and Dr. Asha Mohan has been used to collect the data.

**Keywords:** - Motivation, Achievement, Engineering, Technology, Politics.

## I. INTRODUCTION:

Achievement motivation plays a significant role in the total shaping of personalities, which in turn shape the economic and social destiny of a given society. Every human behavior is based on some or other cause. The prime causations are motives. Motives play a major role and are the causative factors of human behavior. When a person tries to manifest concern for excellence in work, it is a behavior backed by achievement motivation and will try to strive for excellence.

Achievement motivation is the key to education, and the solution of mankind's problems. It is an important factor in leadership in any field-business, engineering, technology, politics, education, agriculture and industry.

The lowering of educational standards, indifference of students to present education, wastage and stagnation, indiscipline, disrespect to elders and teachers can be attributed to lack of achievement motivation in the present education system.

An attempt should be made to overcome the lack of achievement motivation in the education system. Only teachers who have high Achievement motivation can do this work. Achievement motivation is very much initiated during the period of adolescence and the responsibility of the secondary school teacher is more in inculcating achievement motivation in the students.

Teacher occupies a vital position in educational system in whose hands lies the task of shaping the students. Teacher being the pivot of the educational institution provides the key to the educational system. To be effective, the teacher should have a good knowledge of achievement motivation and should be

democratic.

## II. NEED AND SIGNIFICANCE OF THE STUDY

The success of the educational process depends at a great extent on the character, ability and personality of the teacher who is the corner stone of the arch of education. The attitude of teachers towards their profession, interest, and Achievement motivation plays a pivotal role in determining the effectiveness of an individual in their role performance.

Science of Achievement motivation teaches a teacher how to motivate a student to learn. Learning is a behaviour, which is aroused by a wish of fulfilling a necessity. Several factors contributing for its success are –environment, mental set-up of the learner and skill of the teacher. Teaching is fulfilled in a disciplined environment, backed by a strong motivation of the students. It is difficult to teach without any knowledge about Achievement motivation

It could be observed that a teacher with high degree of Achievement motivation will help in overcoming the problems in the present education system and help the students in proper personality development and to have concern for excellence.

Teacher-trainees will be teachers of the future generation. Very few studies have been carried out on teacher-trainees. Hence there is a felt need to study Achievement motivation of B.Ed. Teacher- trainees.

An achievement motivation of B.Ed. trainees varies from person to person. Hence there is a definite need to find out the relationship between the various factors and the Achievement motivation of teacher trainees. In this context, the Achievement motivation of B.Ed. Teacher trainees needs specific attention. So the present investigational which is an attempt to study the Achievement motivation, is significant.

## III. OBJECTIVES OF THE STUDY

The major objectives of the study are stated as follows:

1. To study the Achievement motivation of B. Ed trainees with respect to gender.
2. To study the Achievement motivation of B. Ed trainees with respect to locality of student.
3. To study the Achievement motivation of B. Ed trainees with respect to Type of institution.

## IV. METHODOLOGY

Survey technique under ‘Descriptive Method of Research was used to conduct the investigation.

## V. SAMPLE

The sample consisted of 200 B.Ed. Trainees from four colleges of education at Moradabad District.

## VI. TOOL

For measuring the Achievement motivation of B.Ed. Trainees the scale developed and Standardized by Prof. Pratibha Deo and Dr. Asha Mohan were used.

**Table-1**  
**Difference in Achievement Motivation of B.Ed trainees with respect to Gender**

| Gender | N   | Mean   | SD    | SEd  | Calculated 't' Value | Table Value | Remark |
|--------|-----|--------|-------|------|----------------------|-------------|--------|
| Male   | 36  | 132.27 | 17.97 | 2.59 | 0.61                 | 1.96        | N S    |
| Female | 164 | 130.2  | 19.16 |      |                      |             |        |

**Table-2**  
**Difference in Achievement Motivation of B.Ed trainees with respect to Locality of Student**

| Locality | N   | Mean   | SD    | SEd  | Calculated 't' Value | Table Value | Remark |
|----------|-----|--------|-------|------|----------------------|-------------|--------|
| Rural    | 134 | 131.34 | 18.83 | 2.86 | 0.71                 | 1.96        | N S    |
| Urban    | 66  | 129.29 | 19.21 |      |                      |             |        |

**Table-3**  
**Difference in Achievement Motivation of B.Ed Trainees With Respect To Type Of Institution**

| Types of Institution | N   | Mean   | SD    | SEd  | Calculated 't' Value | Table Value | Remark |
|----------------------|-----|--------|-------|------|----------------------|-------------|--------|
| Aided                | 113 | 130.98 | 18.05 | 2.72 | 0.34                 | 1.96        | N S    |
| Self-financed        | 87  | 130.03 | 19.88 |      |                      |             |        |

## VII. FINDINGS AND DISCUSSIONS

The present study has yielded the following interpretation for discussion:-

Achievement motivation of B.Ed. trainees in the colleges of education are not much encouraging. The causes for this unsatisfactory result may be many and multidimensional. Major cause may be the lack of interest among B.Ed. trainees towards teaching profession because of getting moderate salary and moderate socio economic status when compared with other professionals such as engineering which yields high income and good socio economic status. Other causes may be lack of intelligence, adjustment, creativity, values, motivation, study habits, attitude towards teaching, socio economic status, parents education etc.

This research reveals that there is no significant difference in the Achievement motivation of B.Ed. trainees with respect to gender, locality of student and type of institution. It was concluded that there is no significant interaction effect of above stated variables on Achievement motivation of B.Ed. trainees.

Certain studies identified a difference between male and female in achievement motivation. In some cases male students scored well and in some others the girls scored well. But this study did not show any difference in the Achievement motivation between male and female students, but reveals a low level of

Achievement motivation for both boys and girls. This may be due to the lack of desire to excel over others and to achieve a higher level than one's peers.

Almost every study on Achievement motivation shows that the pupils from urban areas were scoring well than the pupils from rural areas and this study is an exception. On the contrary this study shows no significant difference in terms of locality of the student, also reveals a low level of Achievement motivation for both students from rural and urban area students. Even though students from urban areas are more competitive with a standard of excellence and the self-imposed requirement for good performance, they could not work hard towards the direction of achievement. Students from rural areas could not receive adequate training and coaching in life skills and with the lack of intrinsic motivation results in low level of Achievement motivation.

There is no significant difference among B.Ed. trainees in terms of type of institution and also reveals a low level of Achievement motivation for both the students studying in aided and self finance institution. Students studying in self financing institutions in spite of having a high level motivation due to the desire to excel having plenty of opportunities, they could not make it serious in putting a reasonable degree of effort towards their achievement. Students studying in government institutions have low level of achievement motivation and this may be due to lack in appropriate awareness towards personal achievement and low level of aspiration.

The results of this research indicated that locality of the student and type of institution cannot affect the level of motivation and it is a doubtful finding and needs more research in the future to be confirmed.

### **VIII. RECOMMENDATIONS**

On the basis of the findings of the study, relevant literature studied and observations made by the investigator during the study, a few recommendations, which may help in developing Achievement motivation among B.Ed. trainees, are offered.

In order to faster the level of Achievement motivation in student teachers, it is necessary that the teacher educators and concerned educational administrators should have adequate knowledge and better understanding of Achievement motivation and the factors behind achievement motivation. Achievement motivation results from the interaction between personality characteristics, environmental factors and competition involving a desired goal or reward. Those who are successful in achieving a goal develop a high need for achievement. Students who value themselves as "competent and confident" in a field of learning will be motivated to strive for success. Strategies that increase student's self-confidence in an area of achievement can enhance motivation to achieve.

Achievement motivation must come from the students themselves, but dedicated teacher educators who give feedback on the performance of their students and discuss about different forms and choices of learning and assessment methods can enhance enthusiasm and learning in their students.

Behavior towards achievement can be influenced by a combination of social and personal characteristics

such as beliefs about possible outcomes of behavior and their ability to promote a given task competency. Personal attitude and self-efficacy can be induced by modeling, previous successful experiences, and social comparison information.

Nowadays, students are a heterogeneous group of adults with different ages, backgrounds, and social positions, and their ability to cope with the situation of being a B.Ed. trainee differs. By providing an appropriate environment that matches with the students' needs, teachers might be successful in their teaching.

Motivating students is important—without it, teachers have no point of entry. Explicit teaching helps refine practice, generates feedback, creates structured exercises targeted to specific needs, and provides encouragement and direction through a partnership with the learner.

Self-study should be emphasized. The teacher educator's attitude and enthusiasm will create better environment for achievement motivation in B.Ed. trainees.

Multiple development programmes like seminars, symposia, workshops conferences, essay writing, debates, and independent research projects could be suggested for some efficient teacher trainees. Provision may be made for rewarding high achievers in the colleges of education.

## CONCLUSION

Achievement motivation has been one of the most interesting variables in the whole gamut of human motivation variables. It shows itself in a wide variety of behavior. Achievement motivation is the need or urge of an individual to achieve success in the area or areas in which he is interested.

The greatest joy of teacher educator and the greatest hope for the better world lies in the cultivation of Achievement motivation in student-teachers, who are future teachers for proper cultivation of Achievement motivation in the class room. The most crucial thing lies with the role of the teacher educator lies in the development of inculcating basic skills, understanding, work habits, desirable attitudes, adequate personal adjustment etc. in the student teachers.

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