

## **A Study Of Achievement Motivation Of B.Ed Trainees In Cuddalore District**

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### **ABSTRACT**

*The study has been conducted to investigate the levels of achievement motivation of B.Ed., trainees in Cuddalore District. It also examines the difference between the achievement motivations of the B.Ed., trainees. The study was made on a random sample of 500 teacher trainees in Cuddalore District. The Achievement motivations tool developed by Rao's (1980). The study reveals the fact that the level of achievement motivations is high. Further, it is noted that there is negligible results between Achievement motivation and gender, location and subject among B.Ed ., teacher trainees.*

**Keywords:** *Achievement Motivation, B,Ed Trainees, Cuddalore District*

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### **INTRODUCTION**

In the present society, education is widely understood as an important factor for scientific, economic development and growth of a nation. The importance of achievement in educational institution is a matter of great social concern. It has become imperative for educators to ensure maximum achievement motivation of all students enrolled for higher education, both for the benefit of the society and for the individual himself. In spite of numerous reforms that are being made for maximizing the achievement motivation of pupils in educational institution it is difficult to research.

### **Achievement Motivation**

According to McClelland, people in whom the need for achievement is strong seek to become accomplished and to improve their task performance. They are task oriented and prefer to work on tasks that are challenging and on which their performance can be evaluated in some way, either by comparing it with other people's performance or in terms of some other standard. More formally, achievement is task-oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence" (Smith, 1969; Spence & Helmrich, 1983, p.12). Achievement motivation can be seen in many areas of human endeavour on the job, in school, in home making, on in athletic competition, for example. More specifically, children learn by copying the behaviour of their parts and other important people who serve as models. Through such

observational learning (Bandura & Walters, 1963), children take on, or adopt, many characteristics of the model, including the need for achievement if the model possesses this motive to a marked degree.

### **REVIEW OF LITERATURE**

Chaudhary (2007) attempted to assess the relationship between achievement motivation, intelligence anxiety and vocational aspiration of school children. His study proved the correlation coefficients between achievement motivation and intelligence scores for the combined samples and for boys, insignificant whereas significant for girls.

Barial (2006) found that there is no significant difference in the intelligence, educational achievement and achievement motivation of various social classes. Lakshmi (1966) found significant difference between slow and fast learners' achievement motivation scores. Fast learners showed greater need for achievement.

### **NEED AND IMPORTANCE OF THE STUDY**

It is generally believed that the achievement motivation of pupils at B.Ed., level is very important. It is also reviewed strongly that the achievement motivation of pupils can be greatly influenced by their demographic variables. Life is general and for a student in particular has become highly competitive. A student with an ambition to secure admission in the college courses should have a dedicated and methodical approach towards the examinations. The B.Ed., course has become very crucial since those periods shape the entire future of a student. Educationists, teachers and parents investigations are termed in research literature as Descriptive Survey or Normative survey. A total of 500 B.Ed., teacher trainees in Cuddalore District were selected by using Random Sampling Technique. For Achievement motivation scale developed by Rao's (1980). The statistical techniques such as mean, standard deviation, "t" test have been used for the analysis of the data

### **OBJECTIVES OF THE STUDY**

1. To find out the level of Achievement motivation of B.Ed., trainees in Cuddalore District.
2. To find out whether there is any significant difference in Achievement motivation of B.Ed. trainees with respect to the following sub samples Gender (Male / Female), Marital status (Married /Unmarried) and Locality of trainees (Rural / Urban)

### **HYPOTHESES OF THE STUDY**

1. The level of Achievement motivation of B.Ed. trainees in Cuddalore District is high.
2. There is no significant difference in Achievement motivation of B.Ed. trainees with respect to the following sub samples Gender (Male/Female), Marital Status (Married/Unmarried) and Locality of students (Rural / Urban).

**METHODOLOGY**

In order to realize the above said objectives “Normative Survey” method was adopted. The normative Survey method study describes and interprets what exists at present. These are concerned with the existing conditions or relations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey. A total of 500 students in Cuddalore District were selected by using Random Sampling Technique. For the Achievement motivations tool developed by Rao's (1980). The statistical techniques such as mean, standard deviation, “t” test have been used for the analysis of the data

**RESULTS**

**Table 1**  
**Mean and Standard Deviation of achievement motivation Variable Scores of the Total Sample**

Variable	N	Mean	SD
Academic Achievement	500	23.13	4.389

The mean value of the achievement motivation score of the total s ample is found to be 23.13 and the standard deviation of the same is 4.389. This shown that the B.Ed., trainees are having high level of achievement motivation.

**Table 2**  
**Comparison of Achievement Motivation between College B.Ed., trainees with regard to Gender, Marital status and Location**

Variables		N	Mean	STD	t- value	Level of Significant at 0.05 level
<b>Gender</b>	Male	226	22.87	4.319	1.199	Not Significant
	Female	274	23.34	4.443		
<b>Marital status</b>	Married	92	23.58	4.162	1.124	Not Significant
	Unmarried	408	23.03	4.438		
<b>Native Place</b>	Rural	276	23.05	4.428	0.428	Not Significant
	Urban	224	23.22	4.350		

In order to find out whether there is any significant difference between male and female B.Ed., teacher trainees in their Achievement Motivation ‘t’ value is calculated. The ‘t’

value found to be 1.199 at 0.05 level and it is represented in table 2. The estimated 't' value is lesser than the table value. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the achievement motivation B.Ed., teacher trainees with regard to gender.

In order to find out whether there is any significant difference between married and unmarried B.Ed., teacher trainees in their achievement motivation 't' value is calculated. The 't' value found to be 1.124 at 0.05 level and it is represented in table 2. The estimated 't' value is lesser than the table value. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the achievement motivation B.Ed., teacher trainees with regard to marital status.

In order to find out whether there is any significant difference between rural and urban B.Ed teacher trainees in their achievement motivation 't' value is calculated. The 't' value found to be 0.428 at 0.05 level and it is represented in table 2. The estimated 't' value is lesser than the table value. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the achievement motivation B.Ed., teacher trainees with regard to native place.

## **CONCLUSION**

The study aimed to know the B.Ed., trainees achievement motivation in relation to demographic variables. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out on 500 samples selected randomly. The present study achievement motivation scale constructed by Rao's (1980). The relevant data was collected from the different B.Ed., colleges in Cuddalore district. After collecting the data they were analyzed using statistical tools such as t-test. The result concluded that the B.Ed., teacher trainees have high level of achievement motivation.

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