

# Achievement Motivation among B. Ed. General and Special Education (MR) Teacher Trainees: A Comparison

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## ABSTRACT

**Background:** It has been proven by several researchers that an individual having greater need for achievement has better quality of life. **Objectives:** The aim of study was to find out the difference in the Achievement Motivation of General and Special Education (MR) Teacher Trainees with reference to their Specialization, Qualification and Marital Status. **Sample:** Sample for the present study has been selected from two different institutions (1) Dev Samaj College of Education [n=29] and (2) Govt. Rehabilitation Institute for Intellectual Disabilities, Chandigarh [n=29] offering General and Special Education (MR) courses respectively. **Design:** Cluster sampling method was used to achieve objectives of the study. **Tool:** Achievement Motive Test (ACMT) developed by Bhargava (1994) and published by National Psychological Corporation, Agra was used. **Results:** Statistical analysis using 't' test was carried out to find out the differences. Findings of the present study reveals that B. Ed. Special Education Teacher Trainees were found to be highly motivated for Achievement Motivation compared to the B. Ed. General Education. However, there was no significant difference among General B. Ed. with respect to Qualification and Marital Status ( $t=.827$ ) and ( $t=1.52$ , respectively. Similarly no significant difference was seen among B. Ed. Special Education with reference to Qualification and Marital Status ( $t=.755$ ) and ( $t=.593$ ) respectively. **Conclusion:** Based on findings of this study, it may be suggested that the policy makers need to revise the teachers' recruitment and preparation policies by taking certain measures into account

**Keywords:** Achievement Motivation and B. Ed. General & Special Education (MR) Teacher Trainees

## Introduction

Motivation refers to a process in which an individual is compelled energized to act or behave in a particular way at a particular time for accomplishing some specific goal or purpose in order to satisfy his one or the other basic need. The behavior demonstrated by an individual as a result of the process of motivation is termed as motivational behavior (Mangal, 2009). Motivation is one's willingness to exert efforts toward the accomplishment of his/her goal. Fred Luthans defines motivation as a process that start with a physiological or psychological deficiency or need that activities, behavior or a drive that is aimed at a goal or incentive (Luthans, 2002). Motivation in education means inculcating and stimulating interest in studies and other such activities in pupils. Motivation generally engages the thoughtful and use of natural urges of the individual and also assisting them in obtaining new desirable motives (McClelland, 1985). There is a strong relationship between learning and motivation. According to Maslow when the need for love and belongingness are met, the individual can then focus on higher level need of intellectual achievement. At this stage the urge to learn increases (Woollfolk,

2004). Motivating students to learn in various areas of learning is a great concern for the educationist today. Motivating students so that they can succeed in school is one of the greatest challenges of this century. Lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. Motivation is greatly appreciated because of the consequences it produces. The attitude that is often used in conjunction with motivation to achieve is the concept of the self, or the way one thinks about oneself to perform a task successfully. There is huge evidence to support the argument that positive academic self-concept contributes to academic achievement by boosting the motivation to achieve (Deci & Ryan, 2000).

## Need and Significance of the Study

One of the most important factors that leads one towards his goals is the drive, and this drive is known as motivation. It is an enthusiasm and determination with a sort of excitement that leads one to continue to reach greater heights, in no matter what possibility of their life whether it is personal or professional. The drive might come from an internal or external source. The

decides this (Singh, 2011). Self-determination theory proposes that there are four types of motivations that differ in the degree to which the behavior has been internalized and integrated into one's personal values. Therefore, motivation follows a continuum from external regulation, introjected regulation, integrated regulation, to intrinsic motivation. Furthermore, motivation was found to be the ideal because of its significant positive relations. Also teachers should foster intrinsic motivation among their students. However, educational researchers should use self-determination theory as a theoretical basis for future research studies (Korb, 2012). A research was conducted to compare the academic achievement motivation and aggression among B.P.Ed. and B.Ed. Students. The study was done using the achievement motivation questionnaire by Kamlesh and the Aggression inventory by Buss-Durkee. Result revealed that achievement motivation was more developed amongst B.P. Ed. students as compared to B.Ed. students (Shakeel & Kannur, 2011).

### Objective of the Study

The present study was conducted to find out the difference in the motivation of General and Special Education (MR) Teacher Trainees with reference to Specialization, Qualification, and Marital Status.

### Method

#### Sample:

Subjects for the present study were B. Ed. General and Special Education (MR) Teacher Trainees. Subjects were selected by making use of Cluster Sampling Technique from two different Institutions (1) Dev Samaj College of Education, Chandigarh [n=29] and (2) Govt. Rehabilitation Institute for Intellectual Disabilities, Chandigarh offering General and Special Education (MR) courses respectively. Following were the inclusion criteria for subject selection:

1. Willingness of the subject to participate in the present study.
2. Only those who were undergoing Regular General and Special Education B. Ed. (MR).
3. Gender: Male and Female

### Design:

The present study employed the descriptive, comparative method to describe the achievement motivation among B. Ed. general and special education (MR) teacher trainees. It's a quantitative and in survey form (Ahmad & Subramanian, 2013).

### Tool:

Data collection involves the use of the Achievement Motive Test (ACMT) developed by Bhargava (1994) and published by

National Psychological Corporation, Agra. It is a sentence completion test and it has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting a tick mark. Test-retest reliability is 0.91 and validity index of this test is 0.85. Each item indicates achievement motivation (N Ach) and is given a score of 1 and the total score earned on all the items is the N-Ach Score (Bhargava, 1994).

### Procedure:

The ACMT was administered to the B. Ed. general and special education (MR) teacher trainees. Each participant received the ACMT and voluntarily completed it. The participants were explained the aims and objectives of the present study. The administration of the ACMT was scheduled as per the subjects' convenience. After completion of the ACMT subjects were thanked for their cooperation by the investigators.

### Results

Comparison: Mean and SD of B.Ed. General and Special Education (MR) with respect to Specialization, Qualification and Marital Status on Achievement Motivation.

Achievement Motivation			N	Mean	SD	df	t	Sig.
Specialization	General Education		29	12.93	3.81	28	3.160*	p<0.05
	Special Education		29	16.31	4.15			
General Education	Qualification	Graduate	18	13.05	3.65	27	.827	p>0.05
		Postgraduate	11	12.72	4.24			
	Marital Status	Married	12	11.66	3.77	27	1.52	p>0.05
		Unmarried	17	13.82	3.69			
Special Education	Qualification	Graduate	19	16.73	3.76	27	.755	p>0.05
		Postgraduate	10	15.50	4.92			
	Marital Status	Married	06	15.66	2.42	27	.593	p>0.05
		Unmarried	23	16.47	4.53			

\*-Significant at 0.05 level

Results related to achievement motivation with respect to specialization showed significant difference ( $t=3.160$ ,  $p<0.05$ ). The B. Ed. special education trainees were highly motivated for achievement compared to the B. Ed. general education teacher trainees.

The analysis of B. Ed. general education with regard to qualification i.e. graduate 18/29 (38%) and postgraduate (62%) 11/29 showed no significant difference ( $t=.827$ ,  $p>0.05$ ). Similarly, achievement motivation of B. Ed. general education with reference to marital status i.e. married 12/29 (41%) and unmarried 17/29 (59%) showed no significant difference among the group ( $t=1.52$ ,  $p>0.05$ ).

No significant difference among the B. Ed. special education on achievement motivation with respect to qualification was seen. 19/29 (66%) graduates and 10/29 (34%) were postgraduate. The calculated value was ( $t=.755$ ,  $p>0.05$ ) which showed no

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#### **Ethical Concern**

The data was collected with prior permission from head of institutions involved in the study and willingness of the subject to participate in the study was also sought.

#### **Acknowledgment**

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