

A STUDY ON ACHIEVEMENT MOTIVATION AND TEACHING COMPETENCY OF B.ED STUDENTS

Dr. C. Maria Ugin Joseph*

ABSTRACT

Today a teacher is a 'facilitator of learning'. He/she needs to be well equipped with psychological characteristics like creativity, social skills and desire to achieve success and accomplish ambitious goals. Achievement motivation is something that causes a person to make an effort to become successful and goal-oriented. Teaching competency is required for an ambitious teacher to operationalise instructional and educational goals. In this context, this study has been undertaken to assess the achievement motivation and teaching competency of B.Ed students. The results reveal that there is a significant and positive relationship between achievement motivation and teaching competency of B. Ed students. Findings show that the B.Ed students have low achievement motivation and just above average level of teaching competency. Female students have more scores on achievement motivation and teaching competency. The rural students have higher achievement motivation than the urban students. These findings very pertinently highlight the need for developing achievement motivation and teaching competency of the B.Ed students.

Keywords: Achievement Motivation, Teaching Competency, B.Ed Students.

INTRODUCTION

A teacher, who was looked at as spiritual guru in the ancient past, gradually turned into giver of knowledge, instructor...etc, is in the modern world termed as "facilitator of learning". A teacher to be taught and trained is the concept found in societies all over the world. Today society expects a teacher to develop new skills and competencies. Teacher education programme provides training not only in the pedagogy but also in behavioral attributes including attitudes, motivation, perceptions, preferences, appreciation and value-inculcation. Pupils learn what a teacher is as well as says. They understand his/her moods, share convictions and imitate behavior. According to Bernard H.W. (1972) motivation, discipline, social behavior, pupil achievement and above all continuing desire to learn all center around the personality of the teacher. Teachers' behavior not only determines their own success or failure, happiness or sadness but more importantly it gravely affects their students.

In the present education system all the areas are emphasized namely cognitive, affective and psychomotor. Education is not only concerned with the communication of knowledge and the acquisition of skills but also with the

formation of right attitude towards one's self, towards other people, towards learning and towards life in general. If progress is to be achieved in refining the feelings and attitudes, the institutions of teacher education must become more effective in helping teachers to develop proper attitude and competence. The present study was undertaken to identify whether achievement motivation associate with the teaching competency of B. Ed students.

Review of Related Literature

Sabina Kołodziej (2010) made a study on the psychological construct of achievement motivation and its influence on students' level of academic goals and school performance. According to the research presented in the article, the achievement motivation can be treated as an important psychological predictor of graduates' future success or failure.

Riffat -un-Nisa Awan et.al. (2011) examined the achievement and its relationship with achievement motivation and academic self concept. Significant gender differences were discovered which were in favor of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their self-concept and grades.

*Principal, A.K.T. Memorial College of Education, Neelamangalam, Kallakurichi (Tamil Nadu)

Pratap Singh Rana (2013) made a study on the teaching competence in pre and post training of B.Ed trainees in relation to their rank difference in entrance test. The pupil teachers (female) with higher rank were found a little bit higher in their level in comparison of pre training. Likewise, the lower ranker pupil teachers (female) were also found a little bit efficient in comparison of pre training.

SIGNIFICANCE OF THE STUDY

Achievement motivation is an important psychological predictor of a graduate's future success or failure. Nowadays among requirements set in for any job very important are those connected with psychological characteristics like creativity, social skills, increasing desire to achieve success, to work under pressure and accomplish ambitious goals. Achievement motivation is something that causes a person to make an effort to become successful and be goal-oriented. Obviously, it is what people need to achieve a 'good life'. Similarly teaching competency is required for an ambitious teacher to operationalise instructional and educational goals and design the learning content; to use basic instructional means and measures, including various methods and forms of classroom teaching, learning and course work, adjust to both educational goals and educational setting. In this context, it is paramount important to study achievement motivation and teaching competency of B. Ed students.

OBJECTIVES OF THE STUDY

The study has been undertaken with the following objectives.

1. To identify the level of achievement motivation of the B. Ed students.
2. To find out the difference, if any, in the level of achievement motivation of the B. Ed students in terms of
 - a) Gender
 - b) Qualification
 - c) Locale of the students
3. To identify the level of teaching competency of the B. Ed students.
4. To find out the difference, if any, in the level of teaching competency of the B. Ed students in terms of
 - a) Gender
 - b) Qualification
 - c) Locale of the students

5. To find out the relationship between achievement motivation and teaching competency of the B. Ed students.

HYPOTHESES OF THE STUDY

The following hypotheses have been framed to attain the stated objectives.

1. The level of achievement motivation of B. Ed students is not high.
2. There is no significant difference in achievement motivation between male and female B. Ed students.
3. There is no significant difference in achievement motivation between B. Ed students possessing graduate and post-graduate degrees.
4. There is no significant difference in achievement motivation between rural and urban B. Ed students.
5. The level of teaching competency of B. Ed students is not high.
6. There is no significant difference in teaching competency between male and female B. Ed students.
7. There is no significant difference in teaching competency between graduate and post-graduate B. Ed students.
8. There is no significant difference in teaching competency between rural and urban B. Ed students.
9. There is no significant relationship between achievement motivation and teaching competency of B. Ed students.

RESEARCH METHODOLOGY

In order to achieve the objectives of the present investigation, survey method was employed (Garrett, 2004). The methodological details like sample, tool, procedure of data collection, scoring procedure and statistical techniques are given below.

SAMPLE

The sample of the study consists of 150 B. Ed students of Kallakurichi Taluk in Villupuram District of Tamilnadu studying during the academic year 2015-16 and was drawn through random sampling procedure. They were drawn from three B. Ed colleges situated at Kallakurichi Taluk.

TOOLS USED

To assess the achievement motivation, the investigator used 'Achievement Motivation Scale' developed by Shanthamani V.S. and Hafees A. (1962). 'The Teaching Competency Rating Scale' used for this study was developed by the investigator. The reliability of the scale was found out by test-retest method with an interval of three weeks and it was 0.76 which was significant. Besides the content validity, concurrent validity in terms of the rating score and the teaching competency scores obtained by the students in the B. Ed internship was found out by the Product Moment method. It was found to be 0.78.

DATA COLLECTION

In order to assess the achievement motivation of the B. Ed students, the tool was distributed to them and administered faithfully in strict accordance with the directions provided in the manual. To assess the teaching competency of the B. Ed students, the investigator sought the help of the subject masters (concerned major subject) in observing students' teaching competency in the classroom.

STATISTICAL TECHNIQUES USED

In order to analyse and interpret data, the following statistical techniques such as descriptive, differential and relational analyses were used (Garrett, 2004).

Analysis and Interpretation of Data

Table 1
Mean and SD of the sample in Achievement Motivation

Variable	Mean	SD
Achievement Motivation	17.62	4.17

From the table 1 it is found that the mean score of achievement motivation is 17.62 with a standard deviation of 4.17. It is observed that an individual can score a maximum of 50. So it is inferred that the B. Ed students have low achievement motivation. Hence the hypothesis that 'the level

of achievement motivation of B. Ed students is not high' is accepted.

Table 2
Mean, SD and 't' value for Achievement Motivation of male and female B. Ed students

Group	Number	Mean	SD	't' value
Male	48	16.50	4.03	3.275 (S)
Female	102	18.15	4.13	

S Significant

From the table 2 it is found the obtained 't' value 3.275 is greater than the table value 1.96 at 0.05 level. Therefore it is concluded that the male and female B. Ed students differ significantly in their level of achievement motivation. Here the female B. Ed students have higher achievement motivation than the male B. Ed students. Hence the hypothesis that 'there is no significant difference in achievement motivation between male and female B. Ed students' is rejected.

Table 3
Mean, SD and 't' value for Achievement Motivation of graduate and post-graduate B. Ed students

Group	Number	Mean	SD	't' value
Graduate	82	17.77	4.54	0.718 (NS)
Post-graduate	68	17.43	3.67	

NS Not Significant

From the table 3 it is found the obtained 't' value 0.718 is less than the table value 1.96 at 0.05 level. Therefore it is concluded that the graduate and post-graduate B. Ed students do not differ significantly in their level of achievement motivation. Hence the hypothesis that 'there is no significant difference in achievement motivation between B. Ed students possessing graduate and post-graduate degrees' is accepted.

Table 4
Mean, SD and 't' value for Achievement Motivation of rural and urban B. Ed students

Group	Number	Mean	SD	't' value
Rural	73	18.26	3.94	2.641 (S)
Urban	77	17.01	4.29	

S Significant

From table 4 it is found the obtained 't' value 2.641 is greater than the table value 1.96 at 0.05 level. Therefore it is concluded that the rural and the urban B. Ed students differ significantly in their level of achievement motivation. Here the rural students have higher achievement motivation than the urban students. Hence the hypothesis that 'there is no significant difference in achievement motivation between rural and urban B. Ed students' is rejected.

Table 5
Mean and SD of the sample in Teaching Competency

Variable	Mean	SD
Teaching Competency	55.93	10.43

From the table 5 it is found that the mean score of teaching competency is 55.93 with a standard deviation of 10.43. It is observed that an individual can score a maximum of 100. So it is inferred that the B. Ed students have just above average level of teaching competency. Hence the hypothesis that 'the level of teaching competency of B. Ed students is not high' is accepted.

Table 6
Mean, SD and 't' value for Teaching Competency of male and female B. Ed students

Group	Number	Mean	SD	't' value
Male	48	53.62	10.93	2.574 (S)
Female	102	57.01	10.01	

S Significant

From the table 6 it is found that the obtained 't' value 2.574 is greater than the table value 1.96 at 0.05 level. Therefore it is concluded that the male and female B. Ed students differ significantly in their level of teaching competency. Here the female B. Ed students have a higher teaching competency than the male B. Ed students. Hence the hypothesis that 'there is no significant difference in teaching competency between male and female B. Ed students' is rejected.

Table 7
Mean, SD and 't' value for Teaching Competency of graduate and post-graduate B. Ed students

Group	Number	Mean	SD	't' value
Graduate	82	55.13	10.17	1.451 (NS)
Post-graduate	68	56.89	10.65	

NS Not Significant

From table 7 it is found the obtained 't' value 1.451 is less than the table value 1.96 at 0.05 level. Therefore it is concluded that the graduate and post-graduate B. Ed students do not differ significantly in their level of teaching competency. Hence the hypothesis that 'there is no significant difference in teaching competency between graduate and post-graduate B. Ed. students' is accepted.

Table 8
Mean, SD and 't' value for Achievement Motivation of rural and urban B. Ed students

Group	Number	Mean	SD	't' value
Rural	78	55.57	10.43	0.582 (NS)
Urban	77	56.27	10.42	

NS Significant

From the table 8 it is found the obtained 't' value 0.582 is less than the table value 1.96 at 0.05 level. Therefore it is concluded that the rural and urban B. Ed students do not differ significantly in their level of teaching competency. Hence the hypothesis that 'there is no significant difference

in teaching competency between rural and urban B. Ed students' is accepted.

Table 9
Relationship between Achievement
Motivation and Teaching Competency of B.
Ed Students

S. No	Variables	Df	'r'	Significant Level
1.	Achievement Motivation	148	9.755	Significant
2.	Teaching Competency			

The calculated 't' value for 'r' 9.755 is greater than the table value of 1.96 at 0.05 level. This indicates that there is significant and positive relationship between achievement motivation and teaching competency of B. Ed students. Hence the hypothesis that 'there is no significant relationship between achievement motivation and teaching competency of B. Ed students' is rejected.

FINDINGS OF THE STUDY

1. The level of achievement motivation of B. Ed students is low.
2. The male and female B. Ed students differ significantly in their level of achievement motivation. The female students have higher achievement motivation than the male students.
3. The graduate and post-graduate B. Ed students do not differ significantly in their level of achievement motivation.
4. The rural and urban B. Ed students differ significantly in their level of achievement motivation. The rural students have higher achievement motivation than the urban students.
5. The level of teaching competency of B. Ed students is just above average.
6. The male and female B. Ed students differ significantly in their level of teaching competency. The female students have got a higher teaching competency score than the male students.

7. The graduate and post-graduate B. Ed students do not differ significantly in their level of teaching competency.
8. The rural and urban B. Ed students do not differ significantly in their level of teaching competency.
9. There is a significant and positive relationship between achievement motivation and teaching competency of the B. Ed students.

DISCUSSION AND CONCLUSION

The overall review on synthesizing research findings reveal that the B. Ed students have low achievement motivation and just above average level of teaching competency. Further the graduate and post-graduate students do not bring out any significant difference in terms of the variables achievement motivation and teaching competency. Female students have more scores on achievement motivation and teaching competency. The rural students have higher achievement motivation than the urban students. There is a significant and positive relationship between achievement motivation and teaching competency of the B. Ed students. From the findings it is suggested that to ensure the entry of the fittest candidate certain amount of screening is necessary in B. Ed colleges. The system of teacher education now has changed by increasing the curricular inputs for enhancing achievement motivation. These findings very pertinently highlight the need for developing achievement motivation and teaching competency of the B. Ed students.

REFERENCES

- Bernard H. W., (1972), 'Psychology of Learning and Teaching', New York, McGraw Hill Book Company.
- Garrett, E. H. (2004), 'Statistics in Psychology and Education', Paragon International Publishers, Naveen Shahdara, Delhi.
- Pratap Singh Rana (2013), "A Study of Teaching Competence in Pre and Post Training of B.Ed. Trainees in Relation to their Rank Difference in Entrance Test" M.I.T. Dhalwala, Rishikesh, India, Educational Confab, Vol. 2, No.2.

- Riffat -un-Nisa Awan, Noureen Ghazala, Naz Anjum, (2011), "A study of Relationship between Achievement Motivation, Academic Self-Concept and Achievement in English and Mathematics at Secondary Level", International Studies, Vol. 4, No. 3.
- Sabina Kołodziej (2010), "The Role of Achievement Motivation in Educational Aspirations and Performance", General and Professional Education, Kozminski University, Poland.
- Shanthamani, V. S. and Hafeez A., (1962), 'Achievement Motivation Scale', India.