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INFLUENCE OF ACHIEVEMENT MOTIVATION ON STUDENT ENGAGEMENT AMONG THE B.ED. STUDENTS

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ABSTRACT

This paper is an attempt to study the influence of achievement motivation on student engagement among the student teachers in the B.Ed. institutions. The findings show that the student engagement is significantly influenced by achievement motivation. The achievement motivation is able to differentiate students belonging to high, average and low student engagement even after equating the groups by controlling the factors such as gender, marital status, age and type of management of the institution.needed for library science professionals and managers.

KEYWORDS: Student Engagement, Achievement Motivation, B.Ed. Students.

INTRODUCTION

According to Kuh et al. (2007), Student Engagement has been

defined as “participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes”. If the students are able to involve physically, mentally and emotionally in the process of learning, then it can be said that they are ‘engaged’ in learning, because through this process, the learning will become meaningful. Hence, this kind of engagement is needed in all the aspect of education especially in teacher education, because of the importance of teachers in the teaching-learning process. According to Coates (2005), “The concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities. Learning is seen as a ‘joint proposition’, however, which also depends on institutions and staff providing students with the conditions, opportunities and expectations to become involved. However, individual learners are ultimately the agents in discussions of engagement”. It is clear from this statement that ‘there are other personal and environmental factors involved in the engagement by the student’.

One among these factors is Achievement Motivation which influences the academic performance among the students. Studies carried out by Rajput (1984), Ryan & Patrick (2001), Tao & Hong (2000), found that achievement motivation influences academic performance among the students. Heckhausen (1967) defined “Achievement motivation is striving to increase or keep as high as possible one’s own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore



either succeed or fail.” Achievement Motivation creates tendency to approach success.

This study is dealt with the influence of Achievement Motivation on Student Engagement based on selected subsamples such as gender, marital status, age group and type of management of the institution.

OBJECTIVES

- To study the influence of achievement motivation on the student engagement of the student teachers pursuing B.Ed. program.

HYPOTHESES

1. Within an unselected group of student teachers there will be significant difference in mean scores of High, Average and Low Student Engagement based on Achievement Motivation.
2. Within an unselected group of student teachers, based on the Achievement Motivation
 - The mean score of High Student Engagement will be significantly greater than the mean score of Average Student Engagement;
 - The mean score of High Student Engagement will be significantly greater than the mean score of Low student engagement;
 - The mean score of Average student engagement will be significantly greater than the mean score of Low Student Engagement.
3. Within three equated groups drawn from three levels of Student Engagement based on the Achievement Motivation
 - The mean score of High Student Engagement will be significantly greater than mean score of Average Student Engagement;
 - The mean score of High Student Engagement will be significantly greater than mean score of Low Student Engagement;
 - The mean score of Average Student Engagement will be significantly greater than mean score of Low student engagement.

METHODOLOGY

The data was collected from 1601 students pursuing B.Ed. course in various colleges in Kerala State. The sub-samples selected for the study were Gender (male & female), Marital Status (married & unmarried), Age (20-25 & above 25) and Type of Management of the Institution (government supported & private). The size of the sub samples were as follows. Male- 126 & Female-1475, Married-719 & Unmarried-882, Age between 20-25 is 1258 & above 25 years - 343 and Government supported college students - 698 & Private college students-903. The data was gathered using two standardized tools. The tools used were ‘Student Engagement Scale’ by Sreelatha and Amuth G Kumar (2015) and ‘Achievement Motivation’ by Sreelatha and Amruth G. Kumar (2015). Both the tools were standardized using item analysis and the reliability was established using split half method. For the Student Engagement Scale there were 58 items. It was found that the reliability value of Cronbach’s Alpha was 0.850 and that of Guttman Split – Half Coefficient was 0.875 and that of Guttman Split- half coefficient was 0.903. For the Achievement Motivation scale, it was found that the reliability value of Cronbach’s Alpha was 0.850 and that of Guttman Split-Half Coefficient was 0.834. There were 38 items in Achievement Motivation Scale.

The sample of the study was 1601 students pursuing B.Ed. course which gave due representation to factors such as Gender, Marital status, Age and Type of management of the institution. It is quite plausible that their representative nature will be affected by grouping into high, average and low groups. There are possibilities for the students to accumulate more in high group from the government colleges than from the private colleges. There are chances for the independent variables to be affected by the over or under representation of these factors. This over or under representation of factors may lead to the impairment of the results obtained from the test of significance of means for the unselected group of sample. So it was

decided to equate the group by controlling Gender, Marital status, Age and Type of Management of the institution.

The method used to draw the equated group is given below.

All the subsamples had adequate number of representatives. For equating the group it was decided to draw subjects with similar characteristics in all the aspects for the study. In this study females those who are married, belonging to the age limit of 20-25, studying in the private institutions are selected from high group. Sample with same description was selected from average and low groups. The above groups were selected because they represented maximum numbers of subjects compared to their counterparts in respective groups.

This method yielded 61 in high group, 192 in average group and 38 in the low group. In this case 23 from high group and 154 from the average group are eliminated randomly. This technique yielded 38 for Achievement Motivation. Mean and standard deviation was calculated for Achievement Motivation at three levels. Correlation between the scores of the compared groups was required for the application of the test of significance for dependent groups. So the correlation between each scores were calculated for each pair and applied for the test. Test of significance between means of large dependent samples was applied to analyze the data obtained for the equated groups.

Analysis of Data

Table 1: Result of Levene test for Student Engagement of B.Ed. students with different levels of Achievement Motivation

Variable	Levene Statistic	df1	df2	Sig.
Achievement Motivation	1.716	2	1598	0.180

From Table-1, the Levene’s Statistic for Achievement Motivation was 1.716 which has a significance value as 0.180. This value is not significant at 0.05 level and so the variance are equal and this result indicates that the assumption of homogeneity is satisfied. As the data fulfills the above said criteria, ANOVA and Independent sample t-test were done for the sample. It was done with the corresponding scores of the dependent variable for the high, average and the low groups of Achievement Motivation. The results are shown in below tables with interpretations.

Table 2: Results of ANOVA for Achievement Motivation

		Sum of squares	df	Mean square	F	Sig.
Achievement Motivation	Between groups	254791.943	2	127395.971	385.850	.001
	Within groups	527610.573	1598	330.169		
	Total	782402.516	1600			

From Table-2, it can be seen that for Achievement Motivation, the mean square value of between groups is 127395.971 and that of the within group is 330.169. The F value is 385.850, which is significant (P<0.001). It means that the high, average and low group of Achievement Motivation has a significant influence on the Student Engagement. Or it can be said that the difference in the means of between groups and within groups based on the Achievement Motivation on student engagement is significant. It means that the Achievement Motivation can differentiate the total group into students with high engagement, average

engagement and low engagement. Thus the manipulation of this variable can make a low engaged student into an average engaged student or an average engaged student to a high engaged student. The results of ANOVA will express whether mean difference exists among the groups. But it will not express which group or groups cause the difference. By doing mean difference test the group or groups which produces this difference can be identified. So the test of significance of difference between means for different levels of student engagement such as high, average and low were applied separately for each pair. The one-tailed test of significance for difference between means of large independent sample is applied here. The results are given below for each pair.

Table 3: Test of Significance of Difference between Mean Scores of Groups with High and Average Student Engagement (Unselected Group)

Independent Variables	Groups						Critical Ratio	P-value
	High			Average				
	N	μ	σ	N	μ	σ		
Achievement Motivation	311	240.71	17.246	1040	218.10	18.040	19.581*	.001

*Significant at 0.05 level.

It can be seen from Table-3, that the mean of high group is 240.71 with a standard deviation of 17.246 and the mean of average group is 218.10 with a standard deviation of 18.040. The t value of this group is 19.581 which is significant ($P < 0.001$). It shows that this group of Achievement Motivation has a significant influence on the student engagement.

Table 4: Test of Significance of Difference between Mean Scores of Groups with High and Average Student Engagement (Equated Group)

Independent Variables	Groups						r	Critical Ratio	P-value
	High			Average					
	N	μ	σ	N	μ	σ			
Achievement Motivation	38	244.82	15.010	38	218.05	19.169	0.968	27.717*	.001

*Significant at 0.05 level

Table-4 shows that, the mean of the High group is 244.82 and its standard deviation is 15.010. The mean of Average group is 218.05 with the standard deviation of 19.169. The correlation value is 0.968. The value of t- is 27.717 which is significant ($P < 0.001$). It means that the influence of this group based on the Achievement Motivation on the Student Engagement is significant.

Table 5: Test of Significance of Difference between Mean Scores of Groups with High and Low Student Engagement (Unselected Group)

Independent Variables	Groups						Critical Ratio	P-value
	High			Low				
	N	μ	σ	N	μ	σ		
Achievement Motivation	311	240.71	17.246	250	198.25	19.767	27.149*	.001

*Significant at 0.05 level

It can be seen from Table-5, for Achievement Motivation, the mean and standard deviation of high group is 240.71 and 17.246 respectively. For low group it is 198.25 and 19.767 respectively. The t value for this group is 27.149 which is significant ($P < 0.001$). This shows that this group of Achievement Motivation has a significant influence on the Student Engagement.

Table 6: Test of Significance of Difference between Mean Scores of Groups with High and Low Student Engagement (Equated Group)

Independent Variables	Groups						‘r’	Critical Ratio	P-value
	High			Low					
	N	μ	σ	N	μ	σ			
Achievement Motivation	38	244.82	15.010	38	197.55	20.295	0.983	47.173*	.001

*Significant at 0.05 level

From Table-6, it can be observed for Achievement Motivation, the high group has a mean of 244.82 and a standard deviation of 15.010. The low group has a mean of 197.55 and standard deviation of 20.295. It has a correlation value of 0.983. Its t value is 47.173 and is significant ($P < 0.001$). This shows that this group based on the Achievement Motivation has a significant influence on the Student Engagement.

Table 7: Test of Significance of Difference between Mean Scores of Groups with Average and Low Student Engagement (Unselected Group)

Independent Variables	Groups						Critical Ratio	P-value
	Average			Low				
	N	μ	σ	N	μ	σ		
Achievement Motivation	1040	218.10	18.040	250	198.25	19.767	15.33*	.001

*Significant at 0.05 level

Table-7 shows for Achievement Motivation, the Average group has a mean of 218.10 and its standard deviation is 18.040. The low group has its mean as 198.25 with a standard deviation of 19.767. This group has its t value as 15.33 which is significant ($P < 0.001$). This also shows that there is a significant influence on the Student Engagement by this group of Achievement Motivation.

Table 8: Test of Significance of Difference between Mean Scores of Groups with Average and Low Student Engagement (Equated Group)

Independent Variables	Groups						‘r’	Critical Ratio	P-value
	Average			Low					
	N	μ	σ	N	μ	σ			
Achievement Motivation	38	218.05	19.169	38	197.55	20.295	0.981	31.553*	.001

*Significant at 0.05 level

From Table-8, it can be seen that for Achievement Motivation, the mean of Average group is 218.05 with a standard deviation of 19.169. The mean and standard deviation of low group is 197.55 and 20.295

respectively. The correlation value is 0.981. The t value for this is 31.553 which is significant ($P < 0.001$). This reveals that the Student Engagement is significantly influenced by this group based on Achievement Motivation.

FINDINGS

All the p-values from table 3 to 8 are significant at 0.05 level. It means that, the Achievement Motivation is able to differentiate students belonging to high, average and low student engagement even after equating the groups by controlling the factors such as Gender, Marital status, Age and Type of management of the Institution. All the means in the high group are higher than the means in the average group for both in unselected groups as well as in equated groups. All the means in the high group are higher than the means in the low group for both in unselected groups as well as in equated groups. All the means in the average group are higher than the means in the low group for both in unselected groups as well as in equated groups. It means that students with high favorable Achievement Motivation are engaged much in the B.Ed. course than the students those who are in an average and low circumstance regarding Achievement Motivation. And also the students with average favorable Achievement Motivation are engaged much in the B.Ed. course than the students those who are in a low circumstance regarding Achievement Motivation. The findings of the studies conducted by Daka Chandra Hem (1984), Tao & Hong (2000), Grolnick, Farkas, Sohmer, Michales, & Valsiner (2007), Ryan & Patrick (2001), Patrick, Ryan & Kaplan (2007), Skinner, Kindermann & Furrer (2008), Skinner et al. (2008), Martin & Dowson (2009), Minnalkodi (1997), Meijer et al (2004), Sharma (1981), Shanmugasundram (1983), Sween (1984), Ergene (2011), Duda & Nicholls (1992), Slade & Rush (1991), Emerick (1992), Ryan & Deci (2000), Wigfield & Guthrie (1997), Ayishaki (1987), Deshmukh (2000), Cuppens (1968), Krishnamurthy (2001), Srivastava (1995) are supporting the results of the present study with regards to Student Engagement and Achievement Motivation. All these studies indicate that when the achievement motivation is high the academic achievement is also high.

CONCLUSION

It is quite natural that any kind of motivation will lead to better performance in any field. The motivation can be of verbal reinforcement, gifts, responsibilities, grace marks, appreciation, developmental programs such as personality development, moral or spiritual development etc. Regarding B.Ed. students they might have undertaken the course for job opportunity. If motivation is given for them to mold them as good quality teachers definitely they will show more engagement in their course. This motivation will act as 'scaffolding' explained by Vygotsky (1978) which is the actual role of teacher or an educational institution. The present study also throws light into this fact that when the students get more motivated by the teacher or by the institution or even by themselves, they will tend to show more engagement in their course. Many of the learning theories such as Skinner's theory of reinforcement also can be remembered here to depict the role of motivation for high engagement in the work and through which to attain high achievement.

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