

A Study of Achievement Motivation of J.B.T. Trainees in relation to Gender and Locality

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Abstract: Achievement motivation is a person's constant drive to succeed to a certain level of excellence in a competitive environment. This study attempted to investigate the relationship between gender and locality and the impact of achievement motivation on the academic performance of J.B.T students. The achievement motivation is an acquired tendency of the individual which impels action to aspire, strive and achieve in the competition with others, with a standard set by the individuals. The theory of achievement motivation attempts to account for the determinants of the direction, magnitude, and persistence of behaviour in a limited but very important domain of human activities. The sample for study was selected on the basis of random sampling. A sample of 120 students was taken from two education colleges of district Hamirpur Himachal Pradesh on the basis of random sampling technique. The data were collected by using Rao Achievement Motivation test developed by Dr. D. Gopal Rao. The investigator found that there is no significant difference in JBT trainees in relation to gender and locality.

Key Words: Achievement Motivation, JBT trainees and locality.

1. INTRODUCTION

The achievement motivation is an acquired tendency of the individual which impels action to aspire, strive and achieve in the competition with others, with a standard set by the individuals. The theory of achievement motivation attempts to account for the determinants of the direction, magnitude, and persistence of behaviour in a limited but very important domain of human activities. It applies only when an individual knows that his performance will be evaluated in terms of some standard of excellence and that the consequence of his actions will be either a favourable evaluation (Success) or an unfavourable evaluation (Failure).

2. MEANING OF ACHIEVEMENT MOTIVATION

Achievement motivation can be understood simply as the tendency to strive for success or the attainment of a desirable goal. Embedded within this definition are a number of important implications. First, it is suggested that achievement motivation involves an inclination on the part of the individual. Usually this includes a consideration of the individual's personality and now that personality influences a motivational stage given the presence of certain environmental factors. Second, achievement usually involves a task-oriented behaviour that can be evaluated. Third, the task orientation usually involves some standard of excellence that may be either internally or externally imposed. The term 'achievement motivation' is considered to be deep rooted, personal and fixed un human nature, the presence of which reflects the behaviour of an individual to strive, to accomplish to the best and to excel others in performance.

3. DEFINITIONS OF ACHIEVEMENT MOTIVATION

Arnold (1972) viewed achievement motivation as a construct designed to explain inner and individual differences in the orientations intensity and consistency of achievement motive.

Goods Dictionary (1973) states that achievement motivation is a combination of psychological forces, which initiates directs and sustains behaviour towards successful attainment of sensation goal, which provides a sense of significance.

Kohli (1975) said that achievement motivation is a great source of inspiration to learn or to achieve better and quickly.

4. STATEMENT OF THE PROBLEM

The study is entitled as “A Study of Achievement Motivation of J.B.T. Trainees in relation to Gender and Locality”

5. OBJECTIVES OF THE STUDY

1. To find out gender difference if any, in the achievement motivation.
2. To find out locality difference if any, in the achievement motivation.

6. HYPOTHESES OF THE STUDY

1. There is no significant difference in achievement motivation of male and female JBT trainees.
2. There is no significant difference in achievement motivation of rural and urban JBT trainees.

7. METHOD AND PROCEDURE

Keeping in mind the nature and objective of the present study, the descriptive survey method has been employed in the present investigation.

7.1. POPULATION

Male and Female J.B.T. trainees of district Hamirpur in Himachal Pradesh were consider as the population of the study.

7.2. SAMPLE

In the present study, a sample of one hundred twenty students was selected from two privately managed JBT training institute i.e. Trisha College of Education, Thain (Hamirpur) and DDM Sai College of Education, Kallar (Nadaun), Affiliated to H.P. Board of School Education, Dharamshala. Further, sixty students (i.e. 30 boys and 30girls) from each college were selected.

7.3 TOOL USED

Rao Achievement Motivation test developed by Dr. D. Gopal Rao was used to collect the data for the study. The scoring is based on the choice of answer key.

7.4 STATISTICAL TECHNIQUE USED

In the present study statistical technique of Mean, SD and the t -test was used to find out the significant difference in achievement motivation among JBT Trainees in relation to gender and locality.

8. SOME REVIEW OF RELATED STUDY

Carey, Carl Edward, Jr. (2000) in his study of academic achievement motivation in African American college football players: An investigation of educational expectations and values found a positive relationship exists between academic achievement and motivation.

Sindhu, I.S. (2005) Study of teacher's motivation adjustment and their academic achievement. Findings of the study:- (i) Both male and female teachers found to possess average or above average level of motivation to work. (ii) The girls were found to have more liking for their teachers than the boys. (iii) No significant difference was found in the achievement of boys and girls. (iv) Low positive correlations were found between students linking for their teachers and school adjustment. (v) Better linking of teachers contributed to better achievements of boys.

Jaiswal, V. (2007) studied the scientific creativity and achievement motivation of Grade X students of different educational Boards of Kanpur City. The result of the study show that achievement motivation has significant impact on scientific creativity of grade X students irrespective of their boards i.e. U.P. Board, C.B.S.E. Board and I.S.C.E. Board. It is also obvious that highly motivated students have more creativity in comparison to low motive students. It is also observed that there is no difference in scientific creativity and achievement motivation of grade X students of three different educational boards.

Moonadath, U. & Deepthi, D.P. (2024) The results of the study show that the family support and positive environment can improve the motivation of self-efficacy and achievements in adolescents. In addition, the lack of self-efficacy is sometimes associated with a bad family environment. Parent education programs to improve active home environments can help improve self-efficiency and outcome motivations that affect student performance.

9. INTERPRETATION

Table.1

SIGNIFICANCE DIFFERENCE IN MEAN'S SCORES OF ACHIEVEMENT MOTIVATION OF MALE AND FEMALE JBT TRAINEES

Variables	N	Mean	SD	SEd	t-value	Level of significance
Male	60	41.1	5.59	0.91	0.44	NS
female	60	40.7	4.26			

N.S.:- Not significant at 0.05 level of significance with df/118.

From the table.1 that the mean's and S.D. scores in achievement motivation of male ($M_1 = 41.1$ and $\sigma_1 = 5.59$) and female ($M_2 = 40.7$ and $\sigma_2 = 4.26$) are respectively. It shows that the obtained t-ratio (0.44) of achievement motivation of male and female JBT trainees is not significant at 0.05 level of significant with df/118. Hence null hypotheses is accepted. It affirms that there is no significance difference in achievement motivation scores of male and female JBT trainees. Ho. No.-1, there is no significant difference in achievement motivation of male and female JBT trainees is retained.

Table.2

SIGNIFICANCE DIFFERENCE IN MEAN'S SCORES OF ACHIEVEMENT MOTIVATION OF MALE AND FEMALE JBT TRAINEES

Variables	N	Mean	SD	SEd	t-value	Level of significance
Urban	50	40.8	6.20	0.99	0.12	NS
Rural	70	41.00	3.87			

N.S.- Not significant at 0.05 level of significance with df /118.

From the table 4.6 that the mean's and S.D. scores in achievement motivation of urban ($M_1 = 40.8$ and $\sigma_1 = 6.20$) and rural ($M_2 = 41.00$ and $\sigma_2 = 3.87$) are respectively. It shows that the obtained t-ratio (0.12) of achievement motivation of urban and rural JBT trainees is not significant at 0.05 level of significant with df /118. Hence null hypotheses is accepted. It affirms that there is no significance difference in achievement motivation scores of urban and rural JBT trainees. Ho. No.-2, there is no significant difference between aptitude of urban and rural JBT trainees is retained.

10. FINDINGS

Based on the analysis and interpretation of data, investigator arrived at below mentioned findings

- There was no significant different between achievement motivation of male and female JBT trainees. This shows that the variables of gender does not create difference in achievement motivation among JBT trainees.
- There was no significant difference between achievement motivation of urban and rural JBT trainees. This shows that the variables of locality does, not create differences in achievement motivation.

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