

A STUDY OF COLLEGE ENVIRONMENT, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS

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ABSTRACT

The main objective of the study was to find out the significant correlation among college environment, achievement motivation and academic achievement of prospective teachers. The survey method was adopted for the study. A sample of 300 B.Ed student teachers from eight education colleges was selected. A General Data sheet, College Environment Scale, Achievement Motivation Scale and Academic Achievement Tool were used as tools. The major finding was there is significant correlation between College Environment and Academic Achievement of prospective teachers.

INTRODUCTION

Education is the most important agent for change. It is expected to change the attitudes and values among people and create in them a desire for progress. Education is the agent which helps in increasing contemporary knowledge and in the dissemination of information on current facts. Education meets the challenges of our time and attempts to meet the needs of the country.

College Environment

The learning environment is an important determinant of success in any educational system. Douglas and Holland (1962), in their book Educational Psychology define the term 'Environment' as a word which describes the aggregate, all the extrinsic (external) forces, influences and conditions, which affect the life, nature, behaviour and growth, development and maturation of living organisms.

Achievement Motivation

According to McClelland (1964), "Achievement motivation is to accomplish something difficult to master, manipulate and organize physical objects, to do something rapidly and independently, to overcome obstacles and attain a high standard to excel one's self, to surpass others and to increase self-regard by the successful exercise of talent".

Academic Achievement

The dictionary of education (Good 1969) defines academic achievement as "knowledge attainment or skills developed in school subjects usually designated by the test scores or by marks assigned by the teacher or both".

NEED AND SIGNIFICANCE OF THE STUDY

The knowledge, skills, ability to apply science and technology in solving educational problems, professional competence and attitude of the teachers make substantial contribution to the quality of education provided by them. Teacher education is therefore an important input in the professional preparation of competent teachers.

Education is basically a shared experience and by its very nature, a co-operative venture. It helps to acquire future oriented visions. Hence educational institutions play a significant role in shaping the citizens of a nation. The students receiving education in colleges normally try to enhance their performance in academic and non-academic achievements. College environment plays a dominant role in determining the performance of students.

Learning is modification of behaviour to suit the environment. When the individual interacts with the environment he or she acquires experiences which vary according to the experiences. The learning of the individual also depends on the environment. There are various types of colleges like Government colleges, Government aided colleges, self-finance colleges, autonomous colleges etc,

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where the learning environment differs from college to college. No the learning outcome also varies according to the environment. Motivation is activation. If an individual is motivated he or she is activated to achieve the goal. Both internal and external factors influence and sustain the motivation of a learner. Achievement motivation is the motivation to achieving, attaining or performing a task to the highest level achievement.

OBJECTIVES

1. To find out the level of College Environment of prospective teachers in the dimension of Academic Environment with reference to certain background variables.
2. To find out the level of Achievement Motivation of prospective teachers with reference to background variables.
3. To find out the level of Academic Achievement of prospective teachers with reference to background variables.

HYPOTHESES

1. There is no significant difference between male and female prospective teachers with reference to College Environment and its dimensions.
2. There is no significant difference between Aided and private college prospective teachers with reference to College Environment and its dimensions.
3. There is no significant association between income of the family of prospective teachers with reference to College Environment and its dimensions.
4. There is no significant association between income of the family of prospective teachers with reference to Achievement Motivation.
5. There is no significant association between father's education of prospective teachers with reference to Academic Achievement.
6. There is no significant correlation between College Environment and its dimensions and Academic Achievement of prospective teachers.

METHOD ADOPTED FOR THE STUDY

The investigator employed the normative survey method for the present investigation.

POPULATION FOR THE STUDY

The population for the present study consists of the prospective teachers studying at B.Ed level in Education Colleges in Tirunelveli and Tuticorin districts.

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SAMPLE

A sample is a representative group of people chosen from a larger population.

The investigator has used the simple random sampling technique. The sample for the present study constitutes 300 B.Ed students from Colleges of Education in Tirunelveli and Tuticorin districts of Tamil Nadu.

TOOLS USED IN THIS STUDY

As the study aims at a study of College Environment, Achievement Motivation and Academic Achievement of prospective teachers, the investigator has used the following tools:

1. Questionnaire for measuring College Environment
2. Questionnaire for measuring Achievement Motivation
3. Questionnaire for measuring Academic Achievement
4. Personal data sheet

STATISTICAL TECHNIQUES USED

Arithmetic mean, Standard Deviation, 't' test, ANOVA and scheffe test.

DATAANALYSIS

Table 1

SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE PROSPECTIVE TEACHERS WITH REFERENCE TO COLLEGE ENVIRONMENT

Dimensions of college environment	N=67 Male		N=233 Female		Calculated value of 't'	Significance at 5% level
	Mean	SD	Mean	SD		
Academic	26.55	3.556	25.68	3.992	1.715	NS
Activity	15.6	2.769	14.32	3.303	3.186	S
Psycho-social	20.87	3.209	20.45	3.772	0.895	NS
Physical	21.55	4.024	20.27	4.579	2.181	S
Administrative	17.27	3.141	17.33	3.656	0.127	NS
Overall	101.8	12.45	98.04	15.27	2.066	S

(At 5% level of significance the table value of 't' is 1.96)

An analysis of the table 1 reveals that the calculated 't' value for the dimensions of activity environment, physical environment and overall environment are greater than the table value. Hence the respective null hypothesis was not accepted. But there is no significant difference between male and female prospective teachers in their Academic, Psycho-social and Administrative Environment.

Table 2
SIGNIFICANT DIFFERENCE BETWEEN AIDED AND PRIVATE COLLEGE PROSPECTIVE TEACHERS WITH REFERENCE TO COLLEGE ENVIRONMENT

Dimensions of college environment	N=67 Male		N=233 Female		Calculated value of 't'	Significance at 5% level
	Mean	SD	Mean	SD		
	Academic	26.72	3.111	25.09		
Activity	15.81	2.421	13.47	3.482	6.802	S
Psycho-social	21.29	3.027	19.85	4.041	3.519	S
Physical	21.47	3.669	19.68	4.992	3.545	S
Administrative	18.48	2.713	16.23	3.876	5.855	S
Overall	103.8	10.44	94.32	16.65	5.928	S

(At 5% level of significance the table value of 't' is 1.96)

An analysis of table 2 reveals that the calculated 't' values for the dimensions of academic environment, activity environment, psycho-social environment, physical environment and administrative environment are greater than the table value. Hence the respective null hypothesis was not accepted. It shows that there is significant difference between Aided and Private College prospective teachers with reference to College Environment and its dimensions. The Aided College prospective teachers are better than (M=103.77) Private College prospective teachers.

Table 3
SIGNIFICANT ASSOCIATION BETWEEN COLLEGE ENVIRONMENT IN TOTAL AND FATHERS' EDUCATION OF PROSPECTIVE TEACHERS

Categories of Father Education	Low		Average		High		df	χ^2	Remark
	(O)	(E)	(O)	(E)	(O)	(E)			
Illiterate	6	4	17	20	5	4	4	2	NS
School education	32	34	169	165	32	34			
Higher education	6	6	26	28	7	6			

(At 5% level of significance the table value of chi square for 4 df is 9.49)

An analysis of table 3 reveals that the calculated chi-square value for overall college environment is less than the table value. Hence it is found that there is no significant association between college environment in total and fathers' education of prospective teachers.

Table 4
SIGNIFICANT ASSOCIATION BETWEEN COLLEGE ENVIRONMENT IN TOTAL AND MOTHERS' EDUCATION OF PROSPECTIVE TEACHERS

Categories of Mother Education	Low		Average		High		df	χ^2	Remark
	(O)	(E)	(O)	(E)	(O)	(E)			
Illiterate	10	8	38	42	12	9	4	2.63	NS
School education	26	29	155	150	31	33			
Higher education	5	4	19	20	4	4			

(At 5% level of significance the table value of chi square for 4 df is 9.49)

An analysis of table 4 reveals that the calculated chi-square value for overall college environment is less than the table value. Hence it is found that there is no significant association between college environment in total and mothers' education of prospective teachers.

Table 5
SIGNIFICANT ASSOCIATION BETWEEN COLLEGE ENVIRONMENT IN TOTAL AND FAMILY INCOME OF PROSPECTIVE TEACHERS

Categories of Family Income	Low		Average		High		df	χ^2	Re mark
	(O)	(E)	(O)	(E)	(O)	(E)			
Below Rs. 5000	6	7	35	33	6	7	4	4.92	NS
Rs. 5000 - 10000	32	26	107	115	26	24			
Above Rs. 10000	9	14	67	61	12	13			

(At 5% level of significance the table value of chi square for 4 df is 9.49)

An analysis of table 5 reveals that the calculated chi-square value for overall college environment is less than the table value. Hence it is found that there is no significant association between college environment in total and family income of prospective teachers.

Table 6
SIGNIFICANT CORRELATION BETWEEN THE DIMENSIONS OF COLLEGE ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS

Sl. No	Dimensions of College Environment	N	df	Calculated "r" value	Table value	Significance at 5% level
1	Academic	300	298	0.14	0.113	S
2	Activity	300	298	0.124	0.113	S
3	Psycho-social	300	298	0.132	0.113	S
4	Physical	300	298	0.081	0.113	NS
5	Administrative	300	298	0.075	0.113	NS
	Overall	300	298	0.139	0.113	S

An analysis of table 6 reveals that the calculated "r" values for the dimensions of Academic environment, Activity environment, Psycho-social environment and overall environment and Academic Achievement of prospective teachers are greater than the table value at 5% level. But the values for Physical and Administrative Environment and Academic Achievement of prospective teachers are less than the table value. Hence the null hypothesis was not accepted. It shows that there is

significant correlation between College Environment and its dimensions and Academic Achievement of prospective teachers.

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FINDINGS AND CONCLUSION

According to the 't' test results, there is significant difference between male and female prospective teachers in their Activity Environment (Male - M = 15.59, F - M = 14.31) and Physical Environment (Male - M = 21.55, F - M = 20.26). The reason may be that the male prospective teachers when compared with female are much more interested in taking part in all activities. Similarly male prospective teachers are more influenced by the peer group and they utilize the whole physical environment of the college.

According to the 't' test results, there is significant difference between Aided and Private college prospective teachers with reference to College Environment and its dimensions. The aided college prospective teachers are better than (M=103.76) Private College prospective teachers. The teacher involvement in aided colleges is higher than in private colleges. It may be due to the fact that the teachers of aided colleges are mostly well trained. The aided college teacher educators know how to help their student teachers in their studies. Most of the aided colleges give more activities to the teachers in order to involve their students in education.

According to the chi-square test results, there is no significant association found among parental information like education and income with the college environment of prospective teachers.

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