

ACADEMIC ACHIEVEMENT OF B.ED., STUDENTS IN RELATION TO THEIR ACADEMIC MOTIVATION

Research
Paper

ABSTRACT

The study was conducted to investigate the level of academic achievement and academic motivation of B.Ed. Students. It also examined the relationship between academic achievement and academic motivation among B.Ed. Students. The study was conducted on a random sample of 840 B.Ed. Students in the affiliated colleges of Bangalore North University. III Semester Exam Marks of B.Ed. Students have been taken for Academic Achievement. The Academic Motivation Inventory (2023) was constructed and validated by Hanumantharaju and Sivakumar. The study revealed that the level of Academic Achievement and Academic Motivation is average. Further, it was found that there was a negligible correlation between academic achievement and academic motivation among the B.Ed. Students.

Key words : *Academic Motivation, Academic Achievement, Self Determination.*

Introduction

Academic achievement measures how well a student, instructor, or institution has accomplished its educational goals. It is frequently determined through examination whether continuous comprehensive evaluation or other types of assessment are carried out in various test formats. However, there isn't a consensus on how it should be studied or which elements - procedural knowledge like skills or factual knowledge like facts are most important. It is based on a number of variables, each of which has an effect in some way, some of which is more important than others and must not be disregarded at any cost. Self-confidence, academic motivation, adjustment, mental health, school environment, and other factors impact academic accomplishment directly or indirectly.

Motivation is a stimulus that motivates and energizes people to take specific actions. It has physiological, cognitive, and affective dimensions. Motivation is one of the most important sources of power that determines student behaviour's direction, intensity and determination in the teaching-learning process. Motivation is both an attractive and a disincentive topic. It's interesting because it's behind almost everything people do. Motivation has been widely studied in education and other fields. Motivation is a complex psychological phenomenon; therefore, the absence of a single major general definition or theory of motivation should not be surprising. Researchers have studied motivation from several theoretical perspectives, such as

behavioural, social, cognitive, and humanistic perspectives. Motivation has different levels (low to high) and types (intrinsic, extrinsic and motivational). Intrinsic motivation refers to the desire to engage in a task because of individual interest or pure enjoyment. In contrast, extrinsic motivation refers to a person engaging in tasks because of external reinforcement or rewards such as wealth, power, fame, and popularity. Furthermore, according to Self Determination Theory (SDT), academic engagement is a manifestation of academic motivation, such as participation in learning activities or academic tasks, which is influenced by the degree to which students feel that academic activities meet their psychological needs. Intrinsically motivated students especially tend to engage in activities that satisfy their needs.

Adolescent academic achievement has been extremely influenced by societal changes brought about by technological advancement in developing and developed nations. As a result, the responsibilities of various family members and their roles in adjustment and academic drive to improve outcomes have changed dramatically. Academic

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achievement is strongly influenced by an individual's adaptation to the evolving demands in the family, school, and society.

Background of the study

Sachithanandam, M. and Raju, G. (2019) conducted a study on the Academic Achievement of B.Ed. Students. The descriptive analysis results showed that the academic achievement level in B.Ed. Students are average. The study shed light on what should be done to improve the academic achievement of the B.Ed. Students keep in mind the low-performing groups.

Geethadevi Y and Hemalatha Kalaimathi D (2020) found that the female and urban B.Ed. teacher trainees are better in their academic performance than male and rural B.Ed. teacher trainees. Further, they found that Hostler and PG qualified B.Ed. teacher trainees are better in their academic performance than the day scholars and UG-qualified B.Ed. teacher trainees.

Kumar, M. (2020) studied the Academic Motivation of Higher Secondary School Students. The present study was an attempt to study the Academic Motivation of higher secondary school students. The result showed that Academic Motivation was independent of gender, subject, locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's Academic Motivation was average in nature. Female students are better than male students in terms of academic motivation.

Bhuvaneswari, G.; Baskaran, D. (2020) conducted a Study on the Academic Motivation of B.Ed. Students in Chengalpattu District and found that there was no significant difference between male and female higher secondary school teachers in their Academic Motivation.

Seema, P. V. and Padmanabha, C. H. (2022) carried out a study on Academic Motivation and Adjustment of B.Ed. Student Teachers. The result revealed there was a significant relationship between Academic Motivation and the adjustment of B.Ed. Student teachers at Srinivas University.

The investigator found that the present study differs from the previous studies in terms of population, area and sample.

Need and significance
of the present study

Academic achievement is a very important factor in a student's future studies and life. Finding out exactly what helps to improve a student's academic achievement is of much relevance in today's age of cutthroat competition. The factors that affect and decide students' academic performance are to be explored so that teachers can provide support and guidance to students using the methods best suited to improve the students' academic achievement.

Academic motivation plays a vital role in students' academic achievement as motivation encourages students to perform better. The present study is planned to find out whether academic motivation influences the academic achievement of a B.Ed. Students under Bangalore North University. There is limited research done to understand the relationship between academic achievement and academic motivation of B.Ed. Students.

Since BNU is a newly established University, it is imperative to delve deeper into the understanding of factors affecting academic achievement of B.Ed. Students at colleges affiliated to Bangalore North University.

Objective of the study

1. To study the level of Academic Achievement of B.Ed., Students
2. To study the level of Academic Motivation of B.Ed., Students
3. To study the significant difference in the Academic Achievement of B.Ed. Students with respect to the following sub-samples
 - a. Male and female students
 - b. Stream of Education – Arts/ Science/ Commerce
 - c. Urban and Rural school students
4. To study the significant difference in the Academic Motivation of B.Ed., Students with respect to the following sub-samples
 - a. Male and female students
 - b. Stream of Education - Arts/ Science/ Commerce
 - c. Urban and Rural school students

- To study the significant relationship, if any, between Academic Achievement and Academic Motivation.

Hypotheses of the study

- The level of academic achievement for B.Ed. Students is high.
- The level of academic motivation for B.Ed. Students is high.
- There is no significant difference in the academic achievement for a B.Ed. Students with respect to the following sub-samples
 - Male and female students
 - Stream of Education – Arts/ Science/ Commerce
 - Urban and Rural school students
- There is no significant difference in the academic motivation for a B.Ed. Students with respect to the following sub samples
 - Male and female students
 - Stream of Education – Arts/ Science/ Commerce
 - Urban and Rural school students
- There is no significant relationship if any between Academic Achievement and Academic Motivation.

Methodology

In order to realise the above said objectives ‘Normative Survey’ method was adopted. A total of 840 B.Ed., Students studying in affiliated colleges of Bangalore North University were selected by using Random Sampling Techniques. III Semester Exam Marks of B.Ed. Students have been taken for Academic Achievement and Academic Motivation Inventory (2023) was constructed and validated by the Hanumantharaju and Sivakumar. The statistical techniques such as mean, standard deviation, ‘t’ test ‘F’ ratio and correlation have been used for the analysis of the data

Result and discussion

For analysis and interpretation of data the study has been analysed in different tables. The same is presented here.

Table 1
Mean and Standard Deviation of Variable Scores of the Total Sample

Variable	N	Mean	S.D
Academic Achievement	840	73.81	10.391
Academic Motivation	840	173.96	31.074

The mean value of the Academic Achievement score of the total sample is found to be 73.81 and the standard deviation of the same is 10.391. The mean value of Academic Motivation scores of the total sample is found to be 173.96 and the standard deviation of the same is 31.074. Regarding the total Academic Achievement, the B.Ed. students, are having average level of Academic Achievement. The mean score of Academic Motivation of B.Ed. students is 173.96, which shows that the B.Ed. students have an above average Academic Motivation level.

Table 2
Showing Mean, SD and (F & t-test) for students’ Academic Achievement scores of sub-samples

Variables		N	Mean	SD	F/ t-value	Remark
Gender	Male	450	73.14	9.656	2.01	S
	Female	390	74.59	11.143		
Stream of Education	Arts	326	73.37	9.613	2.24	NS
	Science	288	73.33	11.108		
	Commerce	226	75.06	10.472		
Locality of the Students	Rural	387	73.98	9.711	0.43	NS
	Urban	453	73.67	10.948		

The details of the calculation are given above in Table 2. The 't' value is found to be (2.014), which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the academic achievement scores of male and female B.Ed. students studying in affiliated colleges with Bangalore North University. Also, the 'F' value is found to be (2.240), which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is concluded that there is a

significant difference between the mean academic achievement scores of arts, science, and commerce B.Ed. students studying in affiliated colleges of Bangalore North University.

The 't' value is found to be (0.432), which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is concluded that there is no significant difference between the mean Academic Achievement scores of rural and urban B.Ed. Students studying in affiliated colleges of Bangalore North University.

Table 3
Showing Mean, SD and (F & t-test) for students' Academic Motivation scores of sub-samples

Variables		N	Mean	SD	F/ t-value	Remark
Gender	Male	450	175.17	30.913	1.206	NS
	Female	390	172.57	31.241		
Stream of Education	Arts	326	168.84	30.021	16.79	S
	Science	288	182.35	31.571		
	Commerce	226	170.66	29.807		
Locality of the Students	Rural	387	172.64	30.557	1.142	NS
	Urban	453	175.09	31.499		

The details of the calculation are given above in Table 3. The 't' value is found to be (1.206 and 1.142), which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is concluded that there is no significant difference between the mean Academic Motivation scores of male and female and rural and urban B.Ed. Students studying in affiliated colleges of Bangalore North University. The 'F' value is found to be 16.794, which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference in the mean academic motivation of arts, science, and commerce B.Ed. students studying in Bangalore North University's affiliated colleges.

Table 4
Relationship between Academic Achievement and Academic Motivation of B.Ed., Students

Variables	'r' value	Remark
Academic Achievement	0.038	NS
Academic Motivation		

A cursory look at Table 4 shows that the computed 'r' value of 0.038 is not significant. It suggested that there is a statistically, not significant, positive relationship between academic achievement and academic motivation of B.Ed. Students. Therefore, the null hypothesis is accepted.

Conclusion

Academic achievement plays an important role in a man's entire life. Academic motivation alone gives one hundred per cent success in one's life. This indicates that there is a significant difference between boys and girls, rural and urban area students and the B.Ed. Students studying arts, science, and commerce subjects with respect to their academic achievement and academic motivation in the B.Ed. Students. The results showed that there is no significant positive relationship between the Academic Achievement and Academic Motivation of the B.Ed. Students studying in affiliated colleges of Bangalore North University.

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Owned & Published by Rev. Dr. S. Sebastian, S.J. from St. Xavier's College of Education, Palayamkottai, Tirunelveli -2. Printed by G. Kanagasabapathi at Muthulechumi Press, 123-G, Trivandrum Road, Palayamkottai - 627 002.

Editor : **Rev. Dr. S. Sebastian, S.J.**

Finally, the present study showed that the stream of subject-wise analysis indicated that there was a significant difference in the utilisation of digital devices in teaching among teacher educators. Then, a stream of subject-wise analysis determined that the science discipline teacher educators 98.97 are having more techno-stress in the utilisation of digital devices in teaching than language discipline teacher educators (94.44) and arts discipline teacher educators (94.29)

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