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RESEARCH ARTICLE

ACHIEVEMENT MOTIVATION OF SPECIAL EDUCATION STUDENT TEACHERS IN TAMIL NADU

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ABSTRACT

The aim of the present study is to find the achievement motivation of special education student teachers in Tamil Nadu. The present study was conducted under survey method. Sample of the study were selected using purposive cluster sampling technique which includes 350 special education student teachers from 12 Special Education Teacher Training Colleges and institutes from 7 districts of Tamil Nadu, India. Data from the selected sample was collected using Achievement Motivation questionnaire developed by the researcher which consisted of 25 items with each having two alternatives "a" and "b" with score of 1 for the positive alternative and 0 score for negative alternative. The tool was modified and validated. The reliability co-efficient for the above tool was found to be 0.75 using Statistical Package for Social Sciences (SPSS). Quantitative analysis of data revealed that majority of the selected sample had moderate level of Achievement motivation. The result of the present study indicates that the student teachers with age above 27 have high Achievement Motivation than their counterparts and urban based samples showed high level of motivation which was reflected on their learning outcomes. Also it is found that the student teachers from Semi Urban/Hill Station area have low level of Achievement Motivation and the student teachers from the Urban area have the high level of Achievement Motivation.

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INTRODUCTION

Special Education is the special educational arrangements given to the children with special needs so as to help them develop their potentials and make them function as normal members of the society. Teacher training in special education develops teachers with special skills to deal with severely disabled children. Special education teachers are courageously facing the challenge of working with students with disabilities and the opportunity to establish meaningful relationships with them. Although helping these students can be highly rewarding, the work also can be emotionally demanding and physically draining. Many special education student teachers are with less Achievement Motivation due to lack of awareness regarding their legal provisions and job opportunities. Seebaluck, Ashley Keshwas, Seegum, Trisha Devi (2013) integrated cognitive motivational model for the study of teachers professional motivation and stated that school teachers develop high level of motivation if motivated at appropriate times in their profession. Cheng, Rebecca Wing-yi Lam, Shuifong (2013) found the interaction between social goals and self-construal on Achievement Motivation and found

that social goals predicted the Achievement Motivation of students with different self-construal.

MATERIALS AND METHODS

The present study was conducted under survey method. Sample of the study were selected using purposive cluster sampling technique which includes 350 special education student teachers from 12 Special Education Teacher Training Colleges and institutes from 7 districts of Tamil Nadu, India. Data from the selected sample was collected using Achievement Motivation questionnaire developed by the researcher consisted of 25 items with each having two alternatives "a" and "b" with score of 1 for the positive alternative and 0 score for negative alternative and it was validated. The reliability co-efficient for the above tool was found to be 0.75 using Statistical Package for Social Sciences (SPSS).

RESULTS AND DISCUSSION

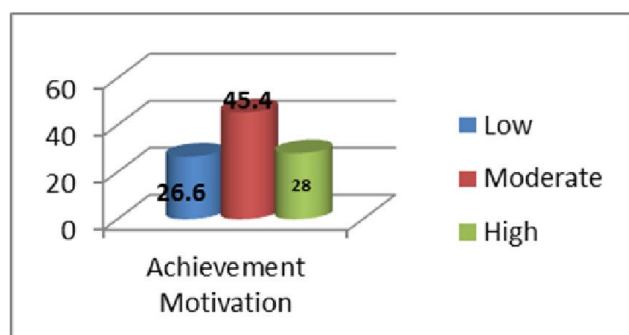
Quantitative analysis of data revealed that majority of the selected sample had moderate level of Achievement motivation when compared to others who had high level of achievement motivation.

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Level of Achievement Motivation

Level	Achievement Motivation
Low	28%
Moderate	46.9%
High	25.1%



Mean difference among the special education student teachers in their level of Achievement Motivation with regard to their Age Group and Locality

Variable/ Dimension	Age in Years	Mean	SD	"F" Value	"p" Value
	Below 21	17.58 ^a	3.51	10.346	<0.001**
	21-23	17.50 ^a	3.90		
	24-27	17.42 ^a	4.56		
	Above 27	18.50 ^b	4.05		
	Locality	Mean	SD		
Achievement Motivation	Rural	17.09 ^{ab}	4.25	4.469	0.012*
	Urban	18.15 ^b	3.83		
	Hill Station	16.00 ^a	4.12		

Note:

- * Denotes significance at 5% level
** Denotes significance at 1% level
- Different alphabet between age group denotes significance at 1% and 5% level using Duncan Multiple Range Test

It was also found that the student teachers did significantly differ in their level of Achievement Motivation based on their age. The findings revealed that students with age above 27 have high Achievement Motivation than their counterparts. Similarly significant difference was also noted in the level of Achievement Motivation based on the locality of the special education student teachers where urban based sample showed high level of motivation which was reflected on their learning outcomes.

Association between the locality and level of Achievement Motivation of the special education student teachers

Locality	Level of Achievement Motivation			Total	Chi-Square Value	"P" Value
	Low	Moderate	High			
Rural	45 (32.8) [48.4]	60 (43.8) [37.7]	32 (23.4) [32.7]	137	10.016	0.040*
Urban	40 (20.6) [43.0]	91 (46.9) [57.2]	63 (32.5) [64.3]	194		
Semi Urban/ Hill Station	8 (42.1) [8.6]	8 (42.1) [5.0]	3 (15.8) [3.1]	19		
Total	93	159	98	350		

- Note: 1. The value within () refers to Row Percentage
2. The value within [] refers to Column Percentage
3. * Denotes significance at 5% level

It is found that there is significant association between the locality and level of Achievement Motivation of the special education student teachers. From the row and column percentage it is found that the student teachers from Semi Urban/Hill Station area have low level of Achievement Motivation and the student teachers from the Urban area have the high level of Achievement Motivation.

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