Research Paper in Education

RESEARCH NEBULA    MEMBER OF Crossref    OPEN ACCESS    INNO SPACE SJIF Scientific Journal Impact Factor    doi

**Dr. Sreelatha, K.**

Assistant Professor in Education, Mahathma College of Education, Nileshwar, Kasaragod, Kerala

**A Study on the Relationship between Student Engagement and Achievement Motivation based on Selected Demographic Variables among B.Ed. Students**

**Abstract**

This paper is an attempt to study the relationship between student engagement and achievement motivation among the student teachers based on the subsamples, gender, marital status, age and type of management. The finding shows that there exists a significant positive correlation between student engagement and achievement motivation.

**Dr. Amruth G. Kumar**

Associate Professor, Department of Education, Central University of Kerala, Kasaragod, Kerala

## Introduction

According to Hu and Kuh (2002), "Student Engagement is the most important factor in student learning and personal development during college". Astin (1984) states that Student engagement as "the degree to which students are involved in school related activities by the investments of physical and psychological energy in various objects. For Skinner and Belmont (1993) "Student engagement is the intensity and quality of behavioral and emotional involvement during learning activities". Kuh (2001, 2009) states that "Student engagement is the amount of time and effort students invest in academic activities related to student learning outcomes". 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 the achievement motivation which seemed to positively influence the student engagement. Studies conducted by Ergene (2011) and Martin & Dowson (2009 support this

interpretation. This can be considered as a personal variable. Johnson et al. (2001) says that, "Motivation is an internal state that arouses students to action, pushes them in specific directions and keeps them engaged in activities". Student's motives often determine the extent of learning, irrespective of their understanding capacity. This is true in the case of teacher education program. If the student teachers have motives to become good quality teachers then certainly they will engage themselves more in the teacher education program. The achievement motives can be of internal as well as external. But there must be some motive to become a dedicated teacher with teaching aptitude.

This study is dealt with the relationship existing between the student engagement and Achievement Motivation based on selected subsamples such as gender, marital status, age group and type of management of the institution.

## Objectives

- To test whether there exists any significant correlation between student engagement and achievement motivation for the total sample.
- To test whether there exists any significant correlation between student engagement and achievement motivation based on gender of the B.Ed. students.
- To test whether there exists any significant correlation between student engagement and

achievement motivation based on marital status of the B.Ed. students.

- To test whether there exists any significant correlation between student engagement and achievement motivation based on age group of the B.Ed. students.
- To test whether there exists any significant correlation between student engagement and achievement motivation based on type of management of institutions of the B.Ed. students.

## Hypotheses

1. There exists significant correlation between student engagement and achievement motivation of student teachers for the total sample.
2. There exists significant correlation between student engagement and achievement motivation based on gender of the B.Ed. students.
3. There exists significant correlation between student engagement and achievement motivation based on marital status of the B.Ed. students.
4. There exists significant correlation between student engagement and achievement motivation based on age group of the B.Ed. students.
5. There exists significant correlation between student engagement and achievement motivation based on type of management of the institutions of the B.Ed. students.

## Sample

The data was collected from 1601 students pursuing B.Ed. course in various colleges in Kerala State by using cluster random sampling technique.

## Description of the Tool

'Student Engagement Scale' and 'Achievement Motivation Scale' developed 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. Correlations were calculated for the total sample as well as for the sub samples. The results are discussed below.

## Data Analysis
### Table 1: Relationship between Student Engagement and Achievement Motivation for the Total Sample

| Variable | N | R | Level of Significance | Confidence Level | | Shared Variance |
| | | | | Lower Limit | Upper Limit | |
|---|---|---|---|---|---|---|
| Achievement Motivation | Total sample | 1601 | 0.650* | 0.001 | 0.621 | 0.677 | 42.25 |

*Significant at 0.01 level (2-tailed)*

From Table-1, the correlation value obtained between student engagement and achievement motivation is 0.650 for the total sample which is found to be significant. The 0.05 confidence interval for the total sample is found to be between 0.621 and 0.677. The shared variance of student engagement with achievement motivation is 42.25 for total sample.

### Table 2: Relationship between Student Engagement and Achievement Motivation based on Gender

| Variable | N | R | Level of Significance | Confidence Level | | Shared Variance |
| | | | | Lower Limit | Upper Limit | |
|---|---|---|---|---|---|---|
| Achievement Motivation | Male | 126 | 0.632* | 0.001 | 0.514 | 0.726 | 39.94 |
| | Female | 1475 | 0.653* | 0.001 | 0.623 | 0.681 | 42.64 |

*Significant at 0.01 level (2-tailed)*

From Table-2, the correlation value obtained between student engagement and achievement motivation for male is 0.632 and for female it is 0.653 which is found to be significant. The 0.05 confidence interval is found to be between 0.514 and 0.726 for male and 0.623 and 0.681 for female. The shared variance of student engagement with achievement motivation for the subsample male is 39.94 and for female it is 42.64.

### Table 3: Relationship between Student Engagement and Achievement Motivation based on Marital Status

| Variable | N | R | Level of Significance | Confidence Level | | Shared Variance |
| | | | | Lower Limit | Upper Limit | |
|---|---|---|---|---|---|---|
| Achievement Motivation | Married | 719 | 0.658* | 0.001 | 0.615 | 0.697 | 43.29 |
| | Unmarried | 882 | 0.640* | 0.001 | 0.6 | 0.677 | 40.96 |

*Significant at 0.01 level (2-tailed)*

From Table-3, the correlation value obtained between student engagement and achievement motivation for married is 0.658 and for unmarried it is 0.640 which is found to be significant. The 0.05 confidence interval is found to be between 0.615 and 0.697 for married and 0.6 and 0.677 for unmarried. The shared variance of student engagement with achievement motivation for the subsample married is 43.29 and for unmarried it is 40.96.

**Table 4: Relationship between Student Engagement and Achievement Motivation based on Age Group**

| Variable | | N | R | Level of Significance | Confidence Level | | Shared Variance |
|---|---|---|---|---|---|---|---|
| | | | | | Lower Limit | Upper Limit | |
| Achievement Motivation | Age20-25 | 1258 | 0.659* | 0.001 | 0.627 | 0.689 | 43.42 |
| | Age Above 25 | 343 | 0.605* | 0.001 | 0.534 | 0.668 | 36.60 |

*Significant at 0.01 level (2-tailed)*

From Table-4, the correlation value obtained between student engagement and achievement motivation for the age group (20-25) is 0.659 and for age above 25 is 0.605 which is found to be significant. The 0.05 confidence interval is found to be between 0.627 and 0.534 for age group 20-25 and 0.689 and 0.668 for age above 25. The shared variance of student engagement with achievement motivation for the age group 20-25 is 43.42 and for above 25 it is 36.60.

**Table 5: Relationship between Student Engagement and Achievement Motivation based on Type of Management of the Institution**

| Variable | | N | R | Level of Significance | Confidence Level | | Shared Variance |
|---|---|---|---|---|---|---|---|
| | | | | | Lower Limit | Upper Limit | |
| Achievement Motivation | Govt. Supported | 698 | 0.622* | 0.001 | 0.575 | 0.665 | 38.68 |
| | Private | 903 | 0.657* | 0.001 | 0.619 | 0.692 | 43.16 |

*Significant at 0.01 level (2-tailed)*

From Table-5, the correlation value obtained between student engagement and achievement motivation for students belonging to government supported institution is 0.622 and for students belonging to private institution it is 0.657 which is found to be significant. The 0.05 confidence interval is found to be between 0.575 and 0.665 for government supported institutions and 0.619 and 0.692 for private institutions. The shared variance of student engagement with achievement motivation for government supported institution is 38.68 and for private institutions it is 43.16.

**Findings**

All the correlation values are significant at 0.05 level and have a p value of 0.001 for the total sample as well as for the subsamples. It means that there exists a real relationship between the variables. All the values are positive. When the relationship is positive it means that an increase in one variable will result a corresponding increase in the other variable. The relationships between the variables can be verbally interpreted as high correlation for the total sample as well as for the subsamples. Hence if opportunities are provided to improve Achievement Motivation it will result in the increase in Student Engagement. The lower and upper limits of Confidence interval at 0.05 level shows that if the correlation is worked out for the same variables for the whole population, the resulting correlation will be between these intervals at 0.05 level of probability. The shared variance gives the percentage of what is measured by Achievement Motivation is related to Student Engagement.

The relationship between Student Engagement and Achievement Motivation has also been found significant for the total sample as well as for the subsamples based on Gender, Marital Status, Age, and Type of Management. The correlation obtained is positive and high in this case. The percentage of overlap is ranging from 36.60 to 43.42. From these findings it can be concluded that there exists a significant positive relationship between Student Engagement and Achievement Motivation of B.Ed. Students. This finding appears to be consistent with the findings of the earlier researches as well. The studies conducted by Ang and Chang (1997), Chang and Wong (2008), Tao and Hong (2000), Martin and Dowson (2009), Mboya (1986), Samdal et al., (1999), Patall, Cooper and Wynn (2010), Meijer et al.,(2004), Mitra (1985), Singh (1984), Verma (1990), Yeh Hsiang- Yeng (1991), Ergene (2011), Duda and Nivholls (1992), Emerick (1992), Weigfield (1994), Deshmukh (2000) support this finding. The findings of the studies conducted, by Rajput (1984), Singh (1984) and Sontakey (1986) contrasts with the findings of the present study. Cultural factors might be an important reason for these diversions.

## Conclusion

From the above results and findings it can be concluded that there exists a real relationship between the variables. The possible reasons could be that Achievement Motivation is a personal factor unlike Institutional Climate and Teacher Student Relationship. Student Engagement Again is a personal factor. The high percentage of overlapping also shows that a student with high Achievement motivation will have high Student Engagement. Achievement Motivation could have drawn from outside or from within the individual. So a student with more interest in becoming a good quality teacher will evidently have good amount of Achievement Motivation to attain this goal and so will be certainly show greater engagement in the course. It can also be said that a student with low achievement motivation can be expected to show less Student Engagement.

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