



A study of the achievement motivation of prospective teachers

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Abstract: *This study aims at determining the certain variables on the Achievement motivation of Prospective Teachers in Visakhapatnam District of Andhra Pradesh". The sample for the presented study consisted of 1026 prospective teachers selected from 14 colleges of education in Visakhapatnam district. The investigators used the descriptive survey method. The result revealed that mode of admission and marital status of prospective teachers do not make a significant difference in their Achievement motivation, and prospective teachers with different religion groups do not differ significantly in their Achievement motivation.*

Keywords: *Achievement motivation, prospective teachers.*

Introduction

The word motivation has been derived from the Latin word 'motum', which means to move, motor and motion. Motivation is an internal force which accelerates a response or behaviour. Some learners learn the same subject matter or task more effectively than others, some find it more rewarding and interesting than others; and some enjoy it more than others. At any given time, learners vary in the extent to which they are willing to direct their energies to the attainment of goals, due to difference in motivation.

Motivation is a generic term referring to a family of concepts used to explain initiating, direction, maintenance and termination of activities undertaken by living organisms. It impels or pushes our organism into activity, giving it a direction. It is useful to explain the variability observed in behaviour. In particular, the choice of behaviour is the

main question because living beings are always active

Achievement motivation refers to the desire of a person to meet certain standards of excellence. The need to achieve, also known as n-Ach, energises and directs behaviour and influences perception of situations. It is not biological but shows a tremendous effect on human behaviour. People differ in the degree to which they experience this need. Early studies conducted by McClelland (1961) and other researchers on achievement motivation are correlated with high scholastic performance and success in business. Such motivated people opt for moderately difficult tasks. They are future-oriented and persist more on the task. Also, they are upwardly mobile.

Definitions of Achievement Motivation

Achievement motivation, also referred to as the need for achievement (and abbreviated n Achievement), is an important determinant of aspiration,



effort, and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence- *Encyclopedia of education*

Achievement motivation and teacher

In the role of a manager of learning activities, the teacher's role is not only to assemble materials, organize them into viable units and draw up programmes and plans for putting them across his students, but he has also to devise strategies and tactics by which students may be persuaded to put their best foot forward and apply themselves wholeheartedly to the tasks he has assigned them in such a manner that they assume responsibility for their achievement and to arouse and encourage them to continue pursuing their learning goals effectively. Most of the students who join college do so with the explicit object of learning and achieving certain goals. The teacher's task is to clarify these goals for both students and their parents and then try to arouse their interest in their pursue it.

The common Indian practice is to make students learn and achieve through one or the other form of correction, physical punishment or fear of failure. There is hardly any tradition of stimulating students who are not interested and at the best the indifferent students are tactically ignored. Even those who do encourage and stimulate their students and succeed in motivating learning and achievement in class work are not conscious of what they are doing. Most teachers motivate students by holding periodical tests, examinations at the end of every term, awarding marks and prizes, passing judgements of 'pass', offering temptations of a 'prize' or

scholarship or inducing fear of 'failure'. These are some of the types of pressures which teachers use to drive students to work hard and harder to achieve better. Tests and examinations should serve as useful tools to students for self-evaluation and to teachers for assessing achievement and learning, but too often they are used to produce and intensify anxiety among students. Pressure is mounted every day as examinations draw near, fear of failure among students of average rank creates undue stress and tension and often has a very harmful effect on academic achievement and on their performance.

Several studies have been made on the facilitating and debilitating effects of anxiety state in a classroom climate and it has been found that students with aptitude and intellectual ability are less prone to anxiety. It is clear that anxiety when aroused in an examination has a debilitating effect on a student's performance. Some good students too report that they get upset and do less well in examinations, that the more important the examination the less well they do and that even if they know the answers they are unable to get started because of anxiety and do worse than they should. Besides, such a pressure on students is produced; anxiety is bound to spoil teacher-student relations. Corrective measures often have the opposite effect of killing initiative and student's sense of responsibility. They are keen only to carry out the commands of the teacher and make no effort at self-direction and self-achievement. Their attempts are generally along the lines laid down by the teacher and their main concern is to escape the censure of the teacher.



Review of Related Literature

Thanalakshmi, G. and Rasul Mohaideen, S. (2011) studied on achievement motivation of the students of the fishermen community in Tuticorin District. The children of the fishermen from Tuticorin district form the population is taken for this study. From among them, 235 students were selected. The study found that gender; religion and locality do not have any influence on the achievement motivation of fishermen community. English medium students are having better achievement motivation than their Tamil medium counterparts. Matriculation school students are having better achievement motivation than government and aided school students and aided school students are having better achievement motivation than government school students.

Arjinder Singh (2013) studied on the predicting academic achievement on the basis of achievement motivation, emotional intelligence, and creativity of student and the teachers of B.Ed, Guru Nanak Dev University, Amritsar. The samples comprised of 745 students-teachers out of these 107 were a male and 638 were female. The study found that achievement motivation has strongest direct effect on emotional intelligence. Location has strongest direct effect on achievement motivation. Achievement motivation has strongest indirect effect on emotional intelligence. Achievement motivation was not found to have direct path to academic achievement of student-teachers.

Shekhar, C. and Devi, R. (2012) carried out a study with the objectives to investigate the gender differences and differences across academic majors on achievement motivation among college

students. This study conducted on 80 undergraduate students of various colleges from Jammu region, 40 males and 40 females (ages 18-23 years) selected by purposive sampling method. As per research plan all 80 subjects were selected on the basis of gender (males and females) and academic majors (arts and sciences) using achievement motivation scale. The differences indicated significant role of gender and academic majors in achievement motivation of college students.

Statement of the Problem: Title of the present study of the investigation is “*A Study of Certain Variables on Achievement motivation of Prospective Teachers*”

Definition of key terms

Achievement motivation

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Prospective Teachers

It refers to those who are undergoing teacher training courses in different colleges of teacher training in Andhra Pradesh.

Objectives of the study

The investigators have designed the following specific objectives for this study.

1. To study the Achievement motivation of prospective teachers in relation to their mode of admission.



2. To study the Achievement motivation of prospective teachers in relation to their marital status.
3. To study the Achievement motivation of prospective teachers in relation to their religion.

Hypotheses of the Study

The following hypotheses have been formulated basing on the objectives.

1. Mode of admission of prospective teachers makes a significant difference in their Achievement motivation.
2. Marital status of prospective teachers makes a significant difference in their Achievement motivation.
3. Religion of prospective teachers makes a significant difference in their Achievement motivation.

Limitations of the study

The present study is undertaken with the following limitations.

1. Certain variables like gender, age, academic qualifications, level of teacher education, locality, social status, parents' annual income and other aspects are not taken into account in the present study.
2. The levels of significance considered in this study are 0.05 and 0.01 level.
3. The geographical area of investigation was also limited to one district i.e. Visakhapatnam District of Andhra Pradesh.
4. Fourteen colleges of education were included in this study.
5. The present study is confined to 1022 prospective.

Methodology of the Study

Sample

Normative Survey Method was adopted in this study. The sample for the study was 1026 prospective teachers belonging to fourteen (14) colleges of education in Visakhapatnam district of Andhra Pradesh. The sample for the study had been selected by the simple random technique.

Tool used

The Achievement Motivation Scale constructed by Shah Beena, Education Faculty, Garhwal University, Srinagar (1986) was used as the tool. The scale consists of 40 statements. It deals with four different areas. They are

1. Need for Academic successes
2. Need for Vocational Achievement
3. Need for Social Achievement and
4. Need for Skill Achievement

This scale is a three point scale. Each statement was followed by three alternative responses. The alternatives are arranged in order of one's inclination towards achievement in the areas-academic, vocation, social context and skills. The respondent should choose the most suitable response out of the three.

Statistical techniques used

The investigators used the following statistical techniques for analysis of data i.e., Mean, Standard Deviation and Critical Ratio.

Analysis of Data and Interpretation of Results

H1: Mode of admission of prospective teachers makes a significant difference in their Achievement motivation.



H0: Mode of admission of prospective teachers makes no significant difference in their Achievement motivation.

Table. 1: Mean- S.D and C.R on Achievement motivation – mode of admission -

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Convener Quota	741	96.48	8.04	2.24	0.59	3.80*
Management Quota	285	94.24	8.67			

* Significant at 0.01 level

It is evident from table No.1 that the obtained C.R. value (**3.80**) is greater than the table value of **2.58**. It is significant at **0.01** level. Therefore, the null hypothesis is rejected. That is, mode of admission of prospective teachers makes a significant difference in their achievement motivation. The mean difference (**2.24**) is in favor of convener quota prospective teachers. Hence, it can be stated that prospective teachers

admitted under convener quota possess high achievement motivation, when compared to their counterparts under management quota.

H2: Marital status of prospective teachers makes a significant difference in their Achievement motivation.

H0: Marital status of prospective teachers makes no significant difference in their Achievement motivation.

Table . 2: achievement motivation – marital status - Mean- S.D and C.R

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Married	208	96.11	8.39	0.32	0.65	0.49*
Unmarried	818	95.79	8.25			

*Not significant at 0.05 level

It is evident from table No.2 that the obtained C.R. value (**0.49**) is less than the table value of **1.96**. It is not significant at **0.05** level. Therefore, the null hypothesis is retained. Hence, marital status of prospective teachers does not make a significant difference in their achievement motivation.

H3: Religion of prospective teachers makes a significant difference in their Achievement motivation

H0: Religion of prospective teachers makes no significant difference in their Achievement motivation.



Table . 3: achievement motivation – social status – anova

Source of	df	Sum of	Mean	F-value
Between groups	3	581.05	193.68	2.88*
Within groups	1022	69681.40	68.18	
Total	1025	70262.45		

* Significant at 0.05 level

It is evident from table No. 3, it is observed that the obtain F-value (**2.88**) for **df=3 and 1022** is greater than the table value of **2.61**. It is significant at **0.05** level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that social status of prospective teachers makes a significant difference in their achievement motivation.

Since the F-value is significant, further probe was attempted to know which social status groups differed significantly in their achievement motivation with other sub groups.

Major findings of the study

1. Mode of admission and marital status of prospective teachers do not make a significant difference in their Achievement motivation.
2. Prospective teachers with different religion groups do not differ significantly in their Achievement motivation.

Suggestions for further research

The following suggestions are made for further research in this area.

1. A similar study may be conducted with large sample in the thirteen districts of Andhra Pradesh.
2. A study may be undertaken in the two regions of Andhra Pradesh namely, Coastal and Rayalaseema.

3. A comparative study may be undertaken with the samples in Southern States of India, namely Andhra Pradesh, Telangana, Tamil Nadu, Karnataka and Kerala.
4. The study may be undertaken to +2 students, degree, post graduate students and engineering students studying in various colleges situated in Visakhapatnam District.

Educational implications

As prospective teachers the following variables like mode of admission, marital status, religion etc., do not show any significant difference in their Achievement motivation, so it is necessary to design gender specific training modules and pre-service training programmes for the prospective teachers so that they would be in a better position to attend to the complex duties of the teacher in their career.

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