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### Influence of certain Demographic Variables on Achievement Motivation of Prospective Teachers

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#### Abstract

*The present study investigates the achievement motivation of prospective teachers. The sample consists of 300 prospective teachers belonging to different Colleges of Education in Patna. The Deo-Mohan Achievement Motivation (n-Ach) Scale developed by Pratibha Deo and Asha Mohan (1990) was taken and adapted for the study, and used as the tool. Mean, standard deviation and t-test were calculated for the purpose of analysis of the data. The results revealed that there is a significant difference in the achievement motivation of the prospective teachers with respect to gender, age and type of institution. However, no significant difference was found in the achievement motivation of the B.Ed. students with respect to their medium of instruction.*

Achievement Motivation 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. Such behaviour is called achievement-oriented. Motivation to achieve is instigated when an individual knows that he is responsible for the outcome of some venture, when he anticipates explicit knowledge of results that will define his success or failure, and when there is some degree of risk, i.e., some uncertainty about the outcome of his effort. The goal of achievement-oriented activity is to succeed, to perform well in relation to a standard of excellence or in comparison with others who are competitors (McClelland 1961, chapter 6; Atkinson 1964).

Individuals differ in their strength of motive to achieve, and various activities differ in the challenge they pose and the opportunity they offer for expression of this motive. Thus, both personality and environmental factors must be considered in accounting for the strength of motivation to achieve in a particular person facing a particular challenge in a particular situation. The very same person may be more strongly motivated at one time than at another time, even though in most situations he may generally tend to be more interested in achieving than other people.

## **Components of Achievement Motivation**

### **Social Comparison**

With regard to social comparisons, a positive motivational orientation would be represented by beliefs that personal growth and mastery are more important than comparing one's performance to others. For example, doing well would mean improving on one's best attempt or learning new material. Negative motivational orientation includes beliefs that one's performance is meaningless unless compared to the performance of others. This includes a student's preference for comparing his or her grades to classmates and judging his or her learning on the basis of others' performance.

### **Ability and Effort**

Concepts of ability and effort are interrelated. Some adolescents believe that ability can be improved by applying more effort, and others believe that ability is a fixed quantity and no amount of effort will change it. A positive motivational orientation includes the belief that one's effort does affect one's outcomes, and a negative motivational orientation is demonstrated by a belief that effort will have little or no effect on achievement outcomes.

### **Reward Salience**

Reward salience is the component of achievement orientation that reflects students' beliefs about classroom and school rewards. Students with a positive motivational orientation interpret receiving a reward as information about performance on a specific task. A negative motivational orientation is characterized by a more global interpretation of the meaning of rewards that includes conclusions about worth, status, and general ability. For example, if students do not receive a reward in the classroom, they assume that it was because they were not as smart as the students who did. They may also generalize that they are not as valuable as other members of the class because of their supposed inferior ability.

### **Task Preference**

With regard to task preference, positive orientation is reflected by task choices that are moderately challenging and offer the greatest potential for new learning. Negative motivational orientation is represented by more defensive choices of task difficulty. Extremely easy tasks present a safety zone where little effort is required and little is revealed about underlying ability. Similarly, students with negative motivational orientation do not expect to be successful on extremely difficult tasks, reducing the negative implications of failure if their expectations prove to be true.

### **Review Of Related Literature**

Tabassum (2009) studied the relationship of academic stress with achievement motivation and study habits of Higher Secondary Students. It was found that academic stress has a negative relationship with the achievement motivation and study habits of the students, but achievement motivation has a positive relationship with their study habits. Kumari and Gartia (2012) investigated the relationship between stress and academic achievement of senior secondary school students. It was found that students with high and moderate stress performed better than the students having less stress. Adsul and Kamble (2008) investigated the effects of

gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The results showed a significant difference in the achievement motivation of the students on the basis of caste differences. Also, male students were found to have a higher achievement motivation level as compared to those of the female students. However, caste, gender and economic background of family do not jointly affect the achievement motivation of college students. Dantaliya (2012) studied the effect of psychological variables and personality traits on the achievement motivation of B.Ed. trainees. It was found that personality traits, emotional intelligence, gender, parent's education, social status, faculty of study and type of college do not have much effect on the achievement motivation of B.Ed. trainees. However, the achievement motivation of B.Ed. trainees having high, middle and low level of self regulation was found to be different. Asondariya (2008) studied the achievement motivation, adjustment and job satisfaction of Vidyasahayak teachers of Saurashtra-Kutch. No significant difference was found in the achievement motivation of Vidyasahayak teachers on the basis of gender, category, family type, educational qualification, marital status, age, educational stream, place of the job and the situation of educational staff. Also, no significant difference was found in the adjustment of the Vidyasahayak teachers on the basis of area of work, category, family type, educational qualification, age, educational stream, place of the job and the situation of educational staff. However, differences were found in their achievement motivation with reference to their place of work. Differences in their adjustment were also found with reference to gender and marital status. Kaur and Kaur (2016) studied academic stress among secondary school students in relation to academic achievement and achievement motivation. The results of the study revealed that academic stress is negatively related with academic achievement and achievement motivation among secondary school students.

Azar (2013) examined the relationship between academic self-efficacy, achievement motivation and academic procrastination with academic achievement of high school students of Orumeih, Iran. The study revealed that academic self-efficacy and gender were the best predictors and academic procrastination inversely is a significant predictor of academic achievement. Also there was significant difference among boys and girls, in terms of the level of achievement motivation, academic achievement and academic self-efficacy. Elias and Rahman (1995) studied the achievement motivation of university students of Malaysia. The results showed that there were significant differences in achievement motivation among students based on faculty, year of study and ethnic group. Gota (2012) examined the effects of parenting styles, academic self-efficacy and achievement motivation on the academic achievement of undergraduate first year students of Ethiopia. It was found that parenting style, irrespective of students' sex, had a significant and positive direct effect on academic self-efficacy, as well as significant and positive mediated effects on achievement motivation (i.e., via academic self-efficacy) and academic achievement (i.e. via achievement motivation for female students and via academic self-efficacy for male students). Parenting styles had also a significant and positive direct effect on achievement motivation for female students, but not for male students. Awan,

Noureen and Naz (2011) examined the academic achievement and its relationship with achievement motivation and self concept. The results of the study revealed that achievement motivation and self concept are significantly related to academic achievement. Significant gender differences were discovered which were in favour of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades. Kolodziej (2010) studied the psychological construct of achievement motivation and its influence on student's level of academic goals and school performance. According to the research, the achievement motivation can be treated as an important psychological predictor of graduates' future success or failure.

### **SIGNIFICANCE OF THE STUDY**

A teacher is a very important part of our society. They shape the future of our country. So it is very important that they are trained well in the different colleges of education. In the process of proper training, they have to stay physically as well as mentally sound and maintain a high achievement motivation level. However, while going through the rigorous training to get evolved into a good teacher, low motivation to achieve can play a negative role and prove an obstacle in the path. So, there is a necessity to study the demographic variables related to achievement motivation among prospective teachers of colleges of education who are pursuing their B.Ed. degree. However, it was found that there is a lack of sufficient studies in this field in the Patna region. Hence, the investigator chose to study the achievement motivation of the prospective teachers of different colleges of education who are pursuing their B.Ed. degree. The results of this study will help the policy makers, curriculum framers, administrators, teacher-training colleges, researchers, teacher educators, teachers and all others who are related to this issue in one way or the other.

### **OPERATIONAL DEFINITION OF THE TERMS**

1. Demographic variables - Personal information like gender, age, medium of instruction and type of institution.
2. Achievement Motivation - A combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goal which provides a sense of significance.
3. Prospective Teachers - The students studying in different colleges of education who are pursuing their B.Ed. degree.

### **RESEARCH OBJECTIVES**

1. To find out the level of achievement motivation among prospective teachers.
2. To find out significant difference in achievement motivation of prospective teachers with respect to gender.
3. To find out significant difference in achievement motivation of prospective teachers with respect to age.
4. To find out significant difference in achievement motivation of prospective teachers with respect to medium of instruction.

5. To find out significant difference in achievement motivation of prospective teachers with respect to type of institution.

### NULL HYPOTHESIS

1. There is no significant difference in achievement motivation of the prospective teachers with respect to gender.
2. There is no significant difference in achievement motivation of the prospective teachers with respect to age.
3. There is no significant difference in achievement motivation of the prospective teachers with respect to medium of instruction.
4. There is no significant difference in achievement motivation of the prospective teachers with respect to type of institution.

### METHODOLOGY

#### 1. Method

Survey method was used for the study.

#### 2. Population :

The population for this study comprised the prospective teachers of the colleges of education who are pursuing their B.Ed. degree.

#### 3. Sample and Sampling Procedure

The sample for this study comprised 300 prospective teachers pursuing B.Ed. degree from different colleges of education. Random sampling technique was used to select the sample.

#### 4. Tool

The Deo-Mohan Achievement Motivation (n-Ach) Scale developed by Pratibha Deo and Asha Mohan (1990) was taken and adapted for the study.

#### 5. Statistical Techniques

For the purpose of analysis of the data, the help of both the descriptive as well as inferential statistics was taken. The percentage, mean and standard deviation were calculated in case of descriptive statistics and t-test was calculated in case of inferential statistics.

### RESULTS AND DISCUSSION

**Research Objective 1:** To find the levels of achievement motivation among prospective teachers.

**Table 1: Level of Achievement Motivation of B.Ed. Students**

S.No.	Scores	Levels	N	Percentage
1	Below 57.59	Low	59	19.67
2	57.59-79.92	Moderate	193	64.33
3	Above 79.92	High	48	16.00

The mean of the achievement motivation scores of the B.Ed. students was calculated to be **68.75**, and the standard deviation was calculated to be **11.17**. In the present study, high achievement motivation means 1 standard deviation above the mean ( $68.75 + 11.71 = 79.92$ ) and low achievement motivation means 1 standard deviation below the mean ( $68.75 - 11.17 = 57.59$ ).

According to the Table 1, 19.67% of B.Ed. students are found to have low level of achievement motivation, 64.33% of B.Ed. students have moderate level of achievement motivation while 16% have high level of achievement motivation.

**Null Hypothesis 1:** There is no significant difference in achievement motivation of the prospective teachers with respect to gender.

**Table 2: Level of Achievement Motivation with respect to gender.**

Gender	N	Mean	SD	't' df=298	Level of Significance
<b>Male</b>	130	66.98	10.96	2.43	<b>Significant</b> at 0.01 level
<b>Female</b>	170	70.11	11.16		

The tabled value of 't' with 298 degrees of freedom (df) is 2.34 at 1% significance level. It is evident from the Table 2 that the calculated value of 't' (2.43) is more than the tabled value of 't' (2.34). Therefore the null hypothesis is rejected and there is a significant difference in the achievement motivation of prospective teachers with respect to gender. Further, the Table 2 also reveals that the female B.Ed. students have scored higher mean value than their male counterparts. This shows that the female B.Ed. students have higher level of achievement motivation.

**Null Hypothesis 2:** There is no significant difference in achievement motivation of the prospective teachers with respect to age.

**Table 3: Level of Achievement Motivation with respect to Age.**

Age	N	Mean	SD	't' df=298	Level of Significance
<b>25 or Below</b>	177	69.95	11.28	2.26	<b>Significant</b> at 0.05 level
<b>Above 25</b>	123	67.03	10.82		

The tabled value of 't' with 298 degrees of freedom (df) is 1.65 at 5% significance level. It is evident from the Table 3 that the calculated value of 't' (2.26) is more than the tabled value of 't' (1.65). Therefore the null hypothesis is rejected and there is a significant difference in the achievement motivation of prospective teachers with respect to age. Further, the Table 3 also reveals that the B.Ed. students belonging to the 25 years or below age group have scored higher mean value than those belonging to the age group of above 25 years. This shows that the B.Ed. students belonging to the above 25 years age group have lower level of achievement motivation.

**Null Hypothesis 3:** There is no significant difference in achievement motivation of the prospective teachers with respect to medium.

**Table 4: Level of Achievement Motivation with respect to Medium of Instruction.**

Medium	N	Mean	SD	't' df=298	Level of Significance
<b>Hindi</b>	172	69.21	11.49	0.82	<b>Not Significant</b>
<b>English</b>	128	68.15	10.73		



The tabled value of 't' with 298 degrees of freedom (df) is 1.65 at 5% significance level. It is evident from the Table 4 that the calculated value of 't'(0.82) is less than the tabled value of 't'(1.65). Therefore the null hypothesis is accepted and there is no significant difference in the achievement motivation of prospective teachers with respect to medium.

**Null Hypothesis 4:** There is no significant difference in achievement motivation of the prospective teachers with respect to type of institution.

**Table 5: Level of Achievement Motivation with respect to Type of Institution.**

Type of Institution	N	Mean	SD	't' df=298	Level of Significance
<b>Govt.</b>	130	70.72	10.01	2.74	<b>Significant</b> at 0.01 level
<b>Private</b>	170	67.26	11.79		

The tabled value of 't' with 298 degrees of freedom (df) is 2.34 at 1% significance level. It is evident from the Table 5 that the calculated value of 't'(2.74) is more than the tabled value of 't'(2.34). Therefore the null hypothesis is rejected and there is a significant difference in the achievement motivation of prospective teachers with respect to type of institution. Further, the Table 5 also reveals that the B.Ed. students belonging to the government institutions have scored higher mean value than those belonging to the private B.Ed. colleges. This shows that the B.Ed. students of government institutions have higher level of achievement motivation.

## FINDINGS

Following are the findings of the study:-

1. Achievement motivation level of 19.67% of B.Ed. students are found to be low, 64.33% of B.Ed. students have moderate level of achievement motivation while 16% have high level of achievement motivation.
2. There is a significant difference in achievement motivation level of the prospective teachers with respect to gender.
3. There is a significant difference in achievement motivation level of the prospective teachers with respect to age.
4. There is no significant difference in achievement motivation level of the prospective teachers with respect to medium.
5. There is a significant difference in achievement motivation level of the prospective teachers with respect to type of institution.

## CONCLUSION

The present study was conducted to know the achievement motivation among the prospective teachers. From this study it can be concluded that academically the B.Ed. students have moderate level of achievement motivation. Also, there is a significant difference in the achievement motivation of the prospective teachers with respect to gender, age and type of institution. Female B.Ed. students have higher level of achievement motivation, probably because they are by nature more focussed and motivated to achieve and make a mark in society, which is by and large more patriarchal. The B.Ed. students belonging to the above 25 years age group have lower level of achievement motivation probably because generally with age that

enthusiasm to perform or work properly & achieve decreases, since they get more involved in their family & other worldly matters. It was also found that B.Ed. students of government affiliated institutions are more motivated to achieve. However, no significant difference was found in the achievement motivation of the B.Ed. students with respect to their medium of instruction. It is recommended that the strategies should be evolved to increase the achievement motivation level among the B.Ed. students of the groups in general and the B.Ed. students as a whole in particular.

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