

A STUDY OF ACHIEVEMENT MOTIVATION OF PROSPECTIVE TEACHERS IN RELATION TO THEIR ACADEMIC PERFORMANCE

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ABSTRACT

The present study has been undertaken to compare the achievement motivation of prospective teachers in relation to their Academic Performance. A sample consisting of 842 prospective teachers was taken from teacher education colleges affiliated to Guru Nanak Dev University, Amritsar. The data was analyzed using Pearson's Product Moment Correlation and Analysis of Variance. The data revealed that there was no relationship between achievement motivation and academic performance of prospective teachers. It was found that there was no significant interaction influence of achievement motivation, gender and achievement motivation, location on academic performance of prospective teachers.

Education is dynamic in nature. Since the dawn of human history, it has passed through many ages and stages in the process of evolution, and at every stage it has a different meaning according to the existing social conditions. It is still in the process of evolution and this process will never come to an end. Changing times will always demand a revision of the prevailing educational ideals, in order to meet the challenges of times. Our country has now reached a stage in its economic and technical development and faces new challenges to promote its social-cultural and economic development. Education is the most dominant and forceful device to bring out requisite transformations in the individual as well as in the society. These changes are in terms of more extensive knowledge, better growth of intellectual ability, development of certain skills peculiar to each subject area, attitude and better adjustment to the given situation and environment. With the spread of rapid expansion of education

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during the last few years, the need for stressing the quality in education depends to a large extent on the teacher who is considered to be a single most important element in the whole educational process. However lofty the aims, however up-to-date and generous the equipment, however efficient the educational administration, the value of the children is determined by the teachers.

A teacher generally tries to teach in the way as she/he was taught during her/his own school and college days. He tries to perpetuate the traditional methods of teaching. Therefore, India should develop effective professional education which may initiate the teachers to develop professional growth. Teacher education covers those theoretical and practical aspects through which knowledge and skills, pertaining to specific subjects are to be transmitted to prospective teachers. The reason for undertaking, strengthening and accelerating research on teacher education is explained by the need for systematically developing an empirical base for taking sound decisions about teacher education. It involves a variety of factors, such as teacher-educator characteristics, training experiences, student-teacher characteristics, curriculum and textual materials, practising schools, institutional characteristics, community characteristics and many more, which interact in complex combinations when it comes to understand the teaching-learning process and learning outcomes. It is all the more important, therefore, to identify such factors precisely through carefully planned research studies which affect the quality of teacher education.

In educational institutions, success of prospective teachers is measured by academic performance or how well a student meets standards, set by local government and institutions. The researchers believe that authentic performance should involve an evaluation of total performance of the person because it covers individual's academic ability and skills in applying practical abilities. Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is the ability to study and remember facts and being able to communicate one's knowledge verbally or non-verbally. Busari (2000) stated that academic performance is generally regarded as the display of knowledge attained or skills developed in the various educational subjects.

The factors which are responsible for high or low achievement of students can be grouped into two broad factors: subjective factors or individual factors i.e.

cognitive factors e.g. intelligence and creativity and Non-cognitive factors e.g. emotional intelligence, achievement motivation and objective factors or environmental factors i.e. home environment and school environment. Teachers evaluate in the form of number, grades and side notes, to describe how well a student has done. The teacher is daily faced with a variety of problems in his/her teaching-learning situations as some students do better in their studies while other students do not take interest in their studies. Why it is so? This question and many others of similar type create anxiety and curiosity in the mind of the teacher to understand the underlying factors which explain such type of behaviour in the students. For the answer of all these questions, the teacher turns to the psychology of motivation for guidance. These basic physiological motivational drives affect our natural behaviour in different environments. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Thus achievement motivation is very important because it affects all of our behaviour, actions, thoughts and beliefs.

Achievement motivation has been the subject of a great deal of interest for educators and psychologists in recent years. McClelland (1953) stated that achievement motivation is the desire to do better, to achieve unique accomplishment, to compete with standard of excellence and to involve oneself with long term achievement goals. Atkinson (1964) defined that achievement motive applies when an individual realizes that his performance will be evaluated according to some criteria, his own or others' and that the resulting evaluation will be favourable (success) or unfavourable (failure).

Chawdhury and Shahabuddin (2007) examined how motivation and academic performance interact among students. Empirical results revealed that there are statistically positive correlation between intrinsic motivation and performance and extrinsic motivation and performance. Tuner et al (2009), Story et al (2009) investigated that intrinsic motivation predicts academic performance. Allen and Robbins (2010) found that motivation has indirect affect on timely degree completion on academic performance.

Bhatnagar (1969), Fedell (1971) and Gokulnatthan (1972) found no significant correlation between the achievement motivation and academic performance. Hartley (1974) and Girija et al (1975) failed to find any significant relationship between achievement motivation and academic performance. Butler (1993) found no correlation between achievement motivation and academic

performance. Button et. al (1996) study indicated that there was no significant relationship between achievement motivation and academic performance. Gagne and St Pere (2002) found that students' motivation was not related to their academic performance. Coutinho (2007) found that achievement goal had no relationship with academic success. Baba and et.al (2010) found that there was a negative and low correlation between students' achievement and their academic achievement. Ergene (2011) found that achievement motivation did not show any relationship with academic performance.

OBJECTIVES

1. To find out the relationship between Achievement Motivation and Academic Performance of prospective teachers.
2. To find out the influence of Achievement Motivation, Gender and their interaction on Academic Performance of prospective teachers.
3. To find out the influence of Achievement Motivation, Location and their interaction on Academic Performance of prospective teachers.

HYPOTHESES

The present investigation was conducted to test the following hypotheses.

1. There will be no significant relationship between Achievement Motivation and Academic Performance of prospective teachers.
2. There will be no significant interaction influence of Achievement Motivation and Gender on Academic Performance of Prospective teachers.
3. There will be no significant interaction influence of Achievement Motivation and Location on Academic Performance of Prospective teachers.

METHOD OF STUDY

Sample

The sample of the study consisted of 842 prospective teachers taken from Educational Colleges affiliated to Guru Nanak Dev University, Amritsar. The subjects were administered Deo-Mohan Achievement Motivation Scale. A brief introduction regarding the goal of study and assurance of confidentiality was given.

Tools Used

To achieve the objectives of the study, the following tools were used.

1. Achievement Motivation Scale: For measuring the achievement

motivation of prospective teachers Deo-Mohan Achievement Motivation Scale was used. The scale consists of 100 items.

2. Academic performance of prospective teachers was taken from their total marks obtained in annual examination.

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

HYPOTHESIS-1

There is no significant relationship between academic performance and achievement motivation of prospective teachers.

For testing the above written hypothesis, the scores of academic performance and achievement motivation of the complete sample were tabulated. Mean of the two variables and co-efficient of correlation between them was calculated. Pearson's product moment correlation method was used to study the correlation between academic performance and achievement motivation of prospective teachers.

TABLE – 1 RESULTS SHOWING MEAN AND CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC PERFORMANCE AND ACHIEVEMENT MOTIVATION OF PROSPECTIVE TEACHERS

N	Academic performance	Achievement motivation	r
	Mean	Mean	
842	697.6	143.7	0.055

*Significant at 0.05 level

** Significant at 0.01 level

The results shown in Table – 1 above indicate that there is a no relationship between academic performance and achievement motivation of prospective teachers. The correlation is not significant at 0.05 level of probability. In the light of the above results, the null hypothesis – 1 that there is no significant relationship between academic performance and achievement motivation of prospective teachers is not rejected.

This can be explained with the argument that the academic performance of prospective teachers was independent from Achievement Motivation. These results support the findings of Bhatnagar (1969), Fedell (1971), Gokulnatthan (1972), Hartley (1974), Girija et al (1975), Butler (1993), Button et al, Coutinho (2007) and Ergene (2011).

Hypothesis-2

There is no significant interaction influence of Achievement Motivation and Gender on Academic Performance of Prospective teachers.

For testing the above written hypothesis, the scores of academic performance and achievement motivation of male and female prospective teachers were tabulated. Means of the two variables of male and female were calculated and 2 way analysis of variance technique was used to study the interaction influence of achievement motivation and gender on academic performance of prospective teachers.

TABLE – 2 RESULTS SHOWING MEANS OF ACADEMIC PERFORMANCE OF LOW ACHIEVEMENT MOTIVATION AND HIGH ACHIEVEMENT MOTIVATION OF MALE AND FEMALE PROSPECTIVE TEACHERS.

Group	N	Low AM Group	High AM Group	
Gender		Mean	Mean	Marginal Means
Male	105	683.583	695.000	689.292
Female	737	694.139	699.583	696.863
Marginal Means	842	688.861	697.293	

TABLE – 3 RESULTS SHOWING TWO WAY ANALYSIS OF VARIANCE FOR THE INFLUENCE OF ACHIEVEMENT MOTIVATION, GENDER AND THEIR INTERACTION ON ACADEMIC PERFORMANCE OF PROSPECTIVE TEACHERS

Source	Sum of Squares	df	Mean Square	F
AM	4603.203	1	4603.203	1.942
Gender	3710.727	1	3710.727	1.565
AM * Gender	576.544	1	576.544	0.243
With in groups Error	1986492.105	838	2370.516	
Total	411769586	842		

*Significant at 0.05 level

** Significant at 0.01 level

The results shown in Table 2 and 3 above indicate that there is no significant difference between the mean scores of academic performance of low Achievement Motivation (M=688.861) and high Achievement Motivation (M=697.293) as calculated value of F=1.942 is less than tabulated value i.e. 3.85 at 0.05 levels with 838/1 df of prospective teachers. Similarly male (M=689.292) and Female (M=696.863) show no significant difference as calculated value of F=1.565 is less than tabulated value i.e. 3.85 at 0.05 levels with 838/1 df on their Academic Performance. Further, tabulated value of F=0.243 is less than tabulated value i.e. 3.85 shows there is no significant interaction effect between Achievement Motivation and Gender in relation to their Academic Performance with 838/1 df at 0.05 level of significance. There is no significant difference in means of low Achievement Motivation of male (M=683.583) and high Achievement Motivation of male (M=695.292) and low Achievement Motivation of female (M=694.139) and high Achievement Motivation of female (M=699.583) on their Academic Performance. In the light

of above results the null hypothesis 2 that there is no significant interaction influence of Achievement Motivation and Gender on Academic Performance of Prospective teachers is not rejected. It may be concluded that the Academic Performance is independent from low and high Achievement Motivation of both male and female.

HYPOTHESIS-3

There is no significant interaction influence of Achievement Motivation and Location on Academic Performance of Prospective teachers.

For testing the above written hypothesis the scores of academic performance and achievement motivation of prospective teachers studied in urban and rural educational colleges were tabulated. Means of the two variables of prospective teachers studied in urban and rural educational colleges were calculated and 2 way analysis of variance technique was used to study the interaction influence of achievement motivation and location on academic performance of prospective teachers.

TABLE – 4 RESULTS SHOWING MEANS OF ACADEMIC PERFORMANCE OF LOW ACHIEVEMENT MOITVATION AND HIGH ACHIEVEMENT MOTIVATION OF PROSPECTIVE TEACHERS STUDIED IN RURAL AND URBAN COLLEGES OF EDUCATION.

Group	N	Low AM Group	High AM Group	
Location		Mean	Mean	Marginal Means
Urban	530	698.572	710.252	704.412
Rural	312	674.222	682.816	678.519
Marginal Means	842	686.397	696.534	

TABLE – 5 RESULTS SHOWING TWO WAY ANALYSIS OF VARIANCE FOR THE INFLUENCE OF ACHIEVEMENT MOTIVATION, LOCATION AND THEIR INTERACTION ON ACADEMIC PERFORMANCE OF PROSPECTIVE TEACHERS

Source	Sum of Squares	df	Mean Square	F
AM	11590.787	1	11590.787	5.247*
Location	75624.409	1	75624.409	34.232**
AM* Location	268.430	1	268.430	0.122
Error	1851285.836	838	2209.172	
Total	411769586	842		

*Significant at 0.05 level

** Significant at 0.01 level

The results shown in Table - 4 and 5 above indicate that is significant difference in the mean scores of academic performance of Low Achievement Motivation (M=686.397) and high Achievement Motivation (M=696.534) as calculated valued of F=5.247 is greater than tabulated valued i.e. 3.85 with 838/1 df at 0.05 level of significance of prospective teachers. Similarly prospective teachers studied in Urban Colleges of Education (M=704.412) show significant difference in their Academic Performance than prospective teacher studied in Rural Colleges of Education (M=678.519) as, tabulated value of F=34.232 is greater than tabulated value i.e. 6.66 with 838/1 df at 0.01 level of significance. It is found that prospective teachers studied in Urban Colleges of Education are academically better than prospective teachers studied in rural college of education. Further there is no significant difference in mean scores of Academic Performance between the prospective teachers studied in Urban Colleges of Education with low Achievement Motivation (M=698.572) and high Achievement Motivation (M=710.252) and the prospective teachers studied in Rural Colleges of Education with low Achievement Motivation (M=674.222) and high Achievement Motivation (M=682.519) as calculated value of F=0.122 is less than tabulated value i.e. 3.85 with 838/1 df at 0.05 level of significance. Thus the null hypothesis-3 states that there is no significant interaction

influence of Achievement Motivation and Location on Academic Performance of prospective teachers is not rejected. It may be concluded that Academic Performance of prospective teachers is independent from low and high Achievement Motivation and Location i.e. urban and Rural Colleges of Education.

FINDINGS

1. It is found that there was no relationship between the Achievement Motivation and Academic Performance of Prospective teachers.

2. There was no significant interaction influence of achievement motivation, Gender on academic performance of prospective teachers. It was found that there is approximately the same difference in the means of academic performance of prospective teachers belonging to their achievement motivation regardless of their gender i.e. male and female and there is same difference in the means of academic performance of male and female prospective teachers irrespective to their achievement motivation.

3. There is no significant influence of achievement motivation, location and their interaction on academic performance of prospective teachers. This shows that there is approximately the same difference in the means of academic performance of prospective teachers belonging to their achievement motivation regardless of their location i.e. urban and rural. This also shows that there is same difference in the means of academic performance of urban and rural prospective teachers irrespective to their achievement motivation.

DISCUSSION OF RESULTS

Results of this study show that achievement motivation and academic performance of prospective teachers were not significantly correlated with each other. Thus it may be said that the academic performance of prospective teachers was independent from Achievement Motivation. These results support the findings of Bhatnagar (1969), Fedell (1971), Gokulnathan (1972), Hartley (1974), Girija et.al (1975), Butler (1993), Button et.al (1996), Coutinho (2007) and Ergene (2011). The reason behind may be the sample of study as this study was conducted on prospective teachers i.e. doing B.Ed., a professional course. So it may be said that these prospective teachers have already reached a particular goal. If the same study will be conducted by taking

sample from other schools or colleges it may give different results.

B.Ed teachers may be male or female or may be from any location are different groups from Elementary and Secondary schools students and they have different learning patterns. The students have to take much competitive centralized and high state examination such as entrance examination before getting admission on B.Ed. This has dramatic impact on the lives of such students, as a consequence of which they have already developed study habits and may affect their academic performance, and as such achievement motivation has no significant correlation with their academic performance as in the present study the investigator reveals.

EDUCATIONAL IMPLICATIONS

1. The present study reveals that there is no significant relationship between Academic Performance of prospective teachers with their Achievement Motivation. So teacher educators should use other psychological factors to increase the academic performance of prospective teachers.
2. It may help the educators and policy makers to frame the curriculum in such a way that due weightage may be given to develop non-cognitive factors among students. This may also help to increase the Academic Performance of prospective teachers.

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