Achievement Motivation of Perspective Teachers with Regard to Certain Demographic Variables

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Abstract - **Motivation works as a fuel in the students' life .It is intrinsic and extrinsic both. It regulates all the human activities. Perspective teachers are mature enough, therefore they inspire with their own motivational level. This study is based upon the achievement motivation of Perspective teachers with regard to certain demographic variables. Achievement motivation arises by the need of success or fear of failure. If an individual has more need for success they will be focused or more goal oriented. Whereas if an individual has fear of failure, they work hard. The objectives of the paper are to find the level of achievement motivation of Perspective teachers, find the significant difference among Perspective teachers on the basis of gender, stream, and qualification, type of family and parents annual income. For the study 250 Perspective teachers of Patna (Bihar) have been selected by random sampling. The study reveals that 16.45 Perspective teachers have high level of achievement motivation, 18.4% have low and 65.6% have moderate level of achievement motivation .There is no significant difference among Perspective teachers on the basis of their gender, stream, qualification, and parents' annual income whereas significant difference among joint and nuclear family Perspective teachers. Findings indicate that there is a need to enhance achievement motivation level of Perspective teachers. The study gives a meaningful massage to the teacher educator for encouraging perspective teachers to achieve challenging tasks.**

keywords - **Achievement Motivation, Perspectives Teachers, Demographic Variables**
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I.   Introduction

Motivation is the process of arousing action, sustaining activity in progress, regulating and directing pattern of activity through energy transformation within the tissues of the organism. It is an art of inculcating and stimulating interest in studies and other activities.   The term motivation refers to the arousal of a tendency to act, to produce one or more effects.   One of the important factors that   work in this direction is need. This need gives birth to a drive or motive .The drive may come from an external or internal source. Drive directs the behavior in a definite direction according to the needs. An individual has variety of needs (success, achievement, self-respect etc.). Perspectives teachers' needs are different .They want recognition, identification, security, success, appraisal for their efforts. At this stage it is essential for students to be motivated. They want to accomplish their goals easily by being self motivated. IN the context of students, achievement is one of the basic needs which gives direction to their actions and achievements. Motive   influences thoughts and actions when individuals keep a record of their progress towards achieving goals to which they are committed to. Individuals with high achievement motivation have a strong orientation towards problem –solving. They spend more time thinking about potential solutions to current problems, as well as actively considering and analyzing additional possibilities for improvements. From the statements it could be concluded that:

- Motivation is a psychological process.
- Persistence in work is shown in motivation.
- Motivation brings energy.
- A motivated person is always engaged in activity and this activity is directed by the need.
- Motivation helps in the achievement of the goal.
- Motivation is a continuous process because human needs are unlimited and fulfillment of one   need   gives   rise   to another set of needs.

Motivation constitutes a cycle of need, drive, motivate to act, goal-directed, and leading to achieve goals. Every individual has different types of needs i.e. physiological needs, psychological needs, security need, and many like these. These needs create tensions or dissatisfaction among human beings. These dissatisfactions are responsible for to be acted accordingly. When someone fulfills his or her one need, another need emerges. One of the influential factors is Motivational cycle drive.
 In this   paper the investigator emphasizes on drives. Whenever Prospective teachers do not feel to achieve success internally, they don't develop drives. Once they have desire to succeed, their action becomes goal centered they; develop drives to move towards the goal. It can also be called achievement drive. Achievement drive or motive plays a vital role in Prospective teacher's life. A teacher educator must try to develop achievement motivation along with their Perspective teachers so that they utilized their capacities, make positive attitude towards success.
Achievement motivation is an effect in connection with evaluation in which competition with a standard of excellence was paramount.(McClelland, Atkinson,Clark,&Lowell,1953,pp.76-77). Achievement motivation is the main focus area of study in Educational Psychology. A person's success is directly influenced by his motivational level. Teacher works as a mentor to develop a desire or motive towards enhancing student's motivational level and the completion of tasks. If Prospective teachers are alert and focused on their goal, they easily can attain them. As soon as the task gets completed another need arises and they

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make plan for that. For the development of achievement motivation, it is essential that they receive positive feedback. This feedback makes them progressive and their behavior becomes action oriented. Achievement motivation can be defined as the striving to increase or to keep as high as possible , one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail.(Heckhausen,1967,p.4-5). Colman, A.M. (2001) has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence. Thus, the base of achievement motivation is achievement motive, i.e. motive to achieve.

II.   Dimension of Achievement Motivation

The dimensions of Achievement motivation can be elaborated in the following ways:

- Competitiveness: It shows a desire to prove you better than others. They accomplish their task faster than others.
- Confidence in success: Achievement motivation leads to confidence. Confident person accepts every challenge and cross hurdles.
- Dominance: It is a tendency to show power on others. They like to influence the result and make a part in organizational team.
- Engagement: Highly motivated persons are always engaged in activity. Their priority is different. They are able to maintain high level of activity without less rest.
- Flexibility: A willingness to adapt new skills, new knowledge for enhancement of learning. They easily adjust to the situation, if they get something new and interesting to receive.
- Goal Setting: Highly motivated persons set their goals, make constant effort for excellence and utter desire for attainment of goals.

III.   Significance of the Study

Achievement motivation is associated with a variety of goals in which student's behavior is directed to the goal and accomplished with the attainment of the task. It has been seen that most of the Perspective teachers enter in B.Ed. course with least interest. While studying, they apply for some other competitive exams. It shows they are not satisfied with the course they have enrolled themselves. This affects their result and career as well. In this situation they do not perform according to their competence. They don't build proper attitude to set goals for future. In the absence of suitable achievement motives, they either face failure in academics or secure fewer marks than they desire.

It is also seen that, who have high achievement motivation; they   possess higher level of aspiration than those who have weak achievement motives. Today, classroom situations are different, needs for achievement too vary from student to student. This critical situation demands   to study Achievement Motivation of Perspectives Teachers With respect To Certain Demographic Variables.

IV.   Statement of the Problem

Achievement Motivation of Perspective Teachers With Respect To Certain Demographic   Variables.

V.   Operational Definitions

Achievement Motivation: Motivation is regarded as the drive to achieve the goal. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure.

Perspective teacher: Here, investigator has used this word for those who are studying in B.Ed. to obtain degree as trained teachers.

Demographic Variables: Demographic Variables represent the characteristics of the population . In this context they are gender, stream, qualification, nature of family and parents' annual income.

VI.   Objectives

1. To find the level of achievement motivation among Perspective Teachers.
2. To find significant difference in achievement motivation among Perspective Teachers on   the basis of gender.
3. To find significant difference in achievement motivation among Perspective Teachers   on the basis of stream.
4. To find significant difference in achievement motivation among Perspective Teachers   on the basis of qualification.
5. To find significant difference in achievement motivation among Perspective Teachers   on the basis of type of family.
6. To find significant difference in achievement motivation among Perspective Teachers   on the basis of parents' annual income.

VII. Hypotheses

1. There is no significant difference in achievement motivation among Perspective   Teachers on the basis of gender.
2. There is no significant difference in achievement motivation among Perspective   Teachers on the basis of stream.
3. There is no significant difference in achievement motivation among Perspective   Teachers   on the basis of qualification.
4. There is no significant difference in achievement motivation among Perspective   Teachers   on the basis of type of family.
5. There is no significant difference in achievement motivation among Perspective   Teachers on the basis of parents' annual income.

VIII. Delimitations
    i.   The study is confined to the 250 Perspective teachers of Patna.
    ii.   Only B.Ed. trainees   were taken as Perspective teachers.
IX. **Methodology:** The investigator has   used Descriptive Survey method for the study.
X.   **Population:** All prospective teachers of B.Ed. , Patna constitute the population .
XI. **Sample:** In the present study 250 prospective teachers were selected through Random sampling from the population.
XII. **Tool**: Self constructed and validated Achievement Motivation Test (AMT)   was used.
XIII. Statistical Techniques: In this study   Mean; S.D., t-test and ANOVA have been used to draw inferences from the data.
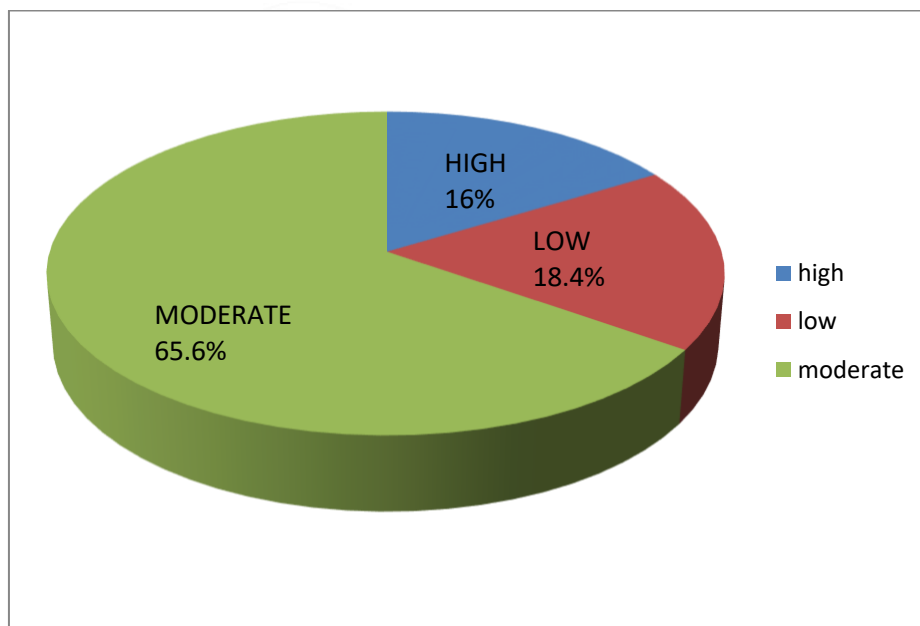**XIV. Analysis and Interpretation of Data:**
- To find the level of achievement motivation among Perspective teachers.

Table No.01
Level of achievement motivation among Perspective teachers

Level	Total Number	%
High	40	16%
Low	46	18.4%
Moderate	164	65.6%

It is inferred from table no.01   that 16% prospective teachers have high achievement motivation, 18.4% have low and 65.6% have moderate   achievement motivation. This description is also shown in figure no. 01.

Figure no. 01: :Level of achievement motivation among Perspective teachers

Hypothesis No.1 : There is no significant difference in achievement motivation among Perspective Teachers on the basis of gender.

Table No. 02
Achievement Motivation of Perspective teachers based on gender

Gender	Number	Mean	S.D.	t-test	Level of Significance
Male	73	47.86	5.77	0.73	NS
Female	177	47.28	5.67		

(At 5% level of Significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated t value (0.73) is not significant at 5% level of significance. Therefore the null hypothesis is accepted. It can be concluded that there is no significant difference in achievement motivation of male and female perspective teachers.

Hypothesis No. 2 : There is no significant difference in achievement motivation among Perspective Teachers on the basis of stream.

Table No.03   Achievement Motivation of Perspective teachers based   on   stream

S.no.	Sources of Variance	Sum of Square	df	Mean of Squares	F-ratio	Level of Significance	Remarks
1	Between Groups	90.637	2	45.318	1.393	>0.05	NS
2	Within Groups	8068.065	248	32.533			
	Total	8158.701	250				

It is inferred from the above table that the calculated F value (1.393) is not significant at 5% level of significance. Therefore the null hypothesis is accepted. It can be concluded that there is no significant difference in achievement motivation of perspective teachers on the basis of their stream (art, commerce and science).

Hypothesis No. 3 : There is no significant difference in achievement motivation among Perspective Teachers on the basis of qualification.

Table No.04

Achievement Motivation of Perspective teachers based on qualification

Qualification	Number	Mean	S.D.	t-test	Level of Significance
Graduate	195	47.58	5.81	0.529	NS
Post Graduate	55	47.14	5.36		

(At 5% level of Significance the table value of 't' is 1.96)

It is inferred from the table no.3 that the calculated t- value (0.529) is not significant at 5% level of significance. Therefore the null hypothesis is accepted. It can be concluded that there is no significant difference in achievement motivation of perspective teachers on the basis of their qualifications (undergraduate, postgraduate).

Hypothesis No. 4 : There is no significant difference in achievement motivation among Perspective Teachers on the basis of type of family.

Table no. 05

Achievement Motivation of Perspective Teachers based on type of family

Type of Family	Number	Mean	S.D.	t-test	Level of Significance
Joint	59	48.91	5.02	2.38	S
Nuclear	191	47.05	5.86		

(At 5% level of Significance the table value of't' is 1.96)

It is inferred from the above table that the calculated t- value (2.38) is significant at 5% level of significance. The mean score of joint family student is (48.91) greater than the mean score of nuclear family student (47.05) . It is inferred that the nuclear family students have higher achievement motivation. Therefore the null hypothesis is rejected. It can be concluded that there is a significant difference in achievement motivation of perspective teachers on the basis of type of family.

Hypothesis No. 5: There is no significant difference in achievement motivation among Perspective Teachers on the basis of parents' annual income.

Table no.06 Achievement Motivation of perspective teachers based on parents' annual income

S.no.	Sources of Variance	Sum of Square	df	Mean of Squares	F-ratio	Level of Significance	Remarks
1	Between Groups	54.099	2	27.049	.828	>0.05	NS
2	Within Groups	8104.602	248	32.680			
	Total	8158.701	250				

It is inferred from the above table that the calculated F value (.828) is not significant at 5% level of significance. Therefore the null hypothesis is accepted. It can be concluded that there is no significant difference in achievement motivation of perspective teachers on the basis of parents' annual income (<2,00,000,2,00,000-4,00,000 and >4,00,000).

XV. Major Findings

1. 16% prospective teachers have high achievement motivation, 18.4% have low and 65.6% have moderate achievement motivation.
2. There is no significant difference in achievement motivation of Perspective teachers on the basis of gender, stream, qualification and parents' annual income. It can be concluded that Prospective teacher do not differ significantly with regard to above mentioned demographic variables.
3. There is significant difference in achievement motivation of Perspective teachers on the basis of nature of family. Perspective teachers who belongs **to** Joint family, have 48.91 mean score and those who belong to nuclear family, have 47.05 mean score. This data reveal that joint family perspective teachers have high achievement motivation rather than their counterpart.

XVI. Conclusion

This study focuses on the achievement motivation of perspective teachers. Result indicates that most of the perspective teachers have moderate level of achievement motivation. This situation is crucial for Prospective teachers. It shows they are not inspired with their achievement motives. They must be trained in such a way that they give priority to the motives in this direction and work on it with teacher educators. Teacher educator can take the responsibility to make sincere effort so that they become more focused on the task they choose continuous effort whether they lose or win and adapt new skills, knowledge, practices etc.

The study confirms the importance of achievement motivation and concluded that there is no significant difference in achievement motivation among Perspective teachers on the basis of gender, stream, qualification and parents' income; whereas

there is significant difference in achievement motivation among Perspective teachers on the basis of their family. It might be possible that in a joint family, a person interacts with others and is inspired by their dedication.

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