

STUDY OF ACHIEVEMENT MOTIVATION AMONG PROSPECTIVE TEACHERS IN RELATION TO GENDER AND LOCALE

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ABSTRACT

The present study examines the achievement motivation among prospective teachers in relation to gender and locale. The sample of the study comprised of 100 prospective teachers of educational institutions from Moga district of Punjab (India). Achievement Motivation Scale developed by Deo Mohan (2008) was used for the assessment of achievement motivation among prospective teachers. Descriptive survey method of research was used and mean, standard deviation and t-ratio were worked out. The major findings show that male and female prospective teachers do not differ significantly in achievement motivation but prospective teachers from urban and rural areas differ significantly in achievement motivation.

KEY WORDS: Achievement motivation, prospective teachers, gender and locale.

INTRODUCTION

All human behavior is controlled, directed and modified through certain motives that originate actions. They continue the activity till the goal is not achieved. They direct the activities in a popular direction. The individual is impelled by some sort of motives. His behavior is energized by motives, selected by motives and directed by motives. Achievement oriented person is one who sincerely tries to improve the condition of his/her life him/her self.

Achievement is the glittering crown, which attracts the admiration of family, friends and fraternity and dazzles the opponents down to dust. This crown reflects a sense of sincerity, conciseness and preserving on the part of achiever, parents, teachers and all those who help to achieve it. Achievement is one small step for man, one giant leap for mankind, as stated by *Neil Armstrong* while stepping towards the moon. Achievement of a pupil continues to be the primary concern which is the most important goal of education and the main area of educational research.

Achievement is a learnt motive to compete and strive for success. It is the will power of the individual or desired tendency to do things as rapidly or as well as possible. It is the intense and persistence efforts to do everything well and to accomplish something difficult to have determination to win.

Achievement is the status or level of person's learning and his ability to apply what he has learned (**Horrock, 1976**). Achievement motivation refers to behavior of an individual who strives to accomplish something to his best. It involves planning, excitement and a specific set of action strategies. A person with high motivation is a self-confident individual who functions well even in odd situation. Achievement motivation encourages each individual to find his own unique way to satisfy his concern for excellence. The achievement motivation is an acquired tendency of the individuals. It impels action to aspire and achieve in the competition with others with a standard set by the individuals. The theory of achievement motivation attempts to account for the determinants of the direction and magnitudes. Achievement motivation can be understood simply as the tendency to strive for success. This characteristic of achievement motivation has two aspects *i.e.*, positive and negative. The person having more positive approach is called high motivation person and the person having more avoidance is called a low motivation person. There is a universal tendency of human being to strive, to excel, to succeed and to go ahead of others. There tendency can be called the motive to achieve. It affects many activities of individual. Achievement motivation helps in meeting the obstructions which come in the way of achievement of goal. It carries out our projects through successful competition by the rival and to achieve success of its own sake.

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The concept of achievement motivation was given by *Murray*, may be defined as clarification with the existing condition and urge to improve upon it. Achievement motivation is to accomplish something difficult, to master, manipulate or organize physical objects, human beings or ideas, to do this rapidly and as independently as possible, to overcome obstacles and to attain a high standard to excel oneself to rival and surpass others, to increase self-regard by the successful exercise of talents (**Murray, 1938**). Achievement motivation is the disposition to strive for satisfaction derived from success in competition with a standard of excellence (**Atkingston and Feather, 1966**). Most feel some sense of urgency to strive for success in various aspects of their life, and their general push has been termed as achievement motivation (**Evans, 1978**). Achievement motivation is the motivation to accomplish valued goals and to avoid failure. The concept becomes important as motivation becomes less dominated by psychological drives (**Bhagi and Sharma, 1992**). Achievement motivation is to accomplish something to do his best and to excel others in performance. This involves competitions with a particular standard of excellence of

performance (Singh, 1993). Achievement motivation (need to achieve) is an acquired tendency of the individual which impels action to aspire, to stride, to achieve in competition with others with standard set by the individual (Seangsai, 1998). Achievement motivation is a desire to move ahead to the ultimate goal and achievement value is a verbalized desire for upward striving and an urge for attaining a high standard of objective accomplishment, an expressed interest in undertaking difficult and challenging tasks and a sense of optimism (Mukherjee, 2002).

REVIEW OF RELATED LITERATURE

Kaur (2001) found no significant correlation between academic achievement and achievement motivation of school students. Khosa (2001) found that academic achievement and achievement motivation are positively correlated with each other. However, she found no significant relationship in the achievement scores of students with high and low achievement motivation. Kaur (2002) found a significant correlation between frustration and achievement motivation of 9th class girls. Saini (2005) showed academic achievement of adolescent children of working mothers much better than the adolescent children of non-working mothers. Rani (2009) found no difference in achievement motivation level of boys and girls. Adom, *et.al.*, (2014) investigated a positive relationship between achievement motivation and academic achievement but the correlation was not significant. Yadev (2014) revealed that the students belonging to upper and middle socio-economic status did not differ significantly in their academic achievement motivation. Kaur (2018) found difference in achievement motivation of rural and urban male and female senior secondary school students. Achievement motivation of urban senior secondary school students was more than rural senior secondary school students. Kaur (2020) found no significant difference between the achievement motivation of male and female prospective teachers but significant difference between the achievement motivation of urban and rural prospective teachers.

EMERGENCE OF THE PROBLEM

The review of related literature reveals that not much research has been done on the proposed topic. Rani (2009) found no difference in achievement motivation level of boys and girls. Kaur (2018) & Kaur (2020) found difference in achievement motivation of rural and urban males and females. However, in a competitive society or set-up, the desire to excel over others or achieve a higher level than one's peers, is intensified which in turn may lead to a stronger drive or motive to achieve whatsoever is essential to beat others in the race. The need to achieve, is the spring board of the achievement motivation. So, present study is an effort to investigate the achievement motivation among prospective teachers in relation to gender and locale.

STATEMENT OF THE PROBLEM

STUDY OF ACHIEVEMENT MOTIVATION AMONG THE PROSPECTIVE TEACHERS IN RELATION TO GENDER AND LOCALE

OBJECTIVES

1. To study and compare the Achievement motivation among male and female prospective teachers.
2. To study and compare the Achievement motivation among urban and rural prospective teachers.

HYPOTHESES

1. There is no significant difference between the achievement motivation among male and female prospective teachers.
2. There is no significant difference between the achievement motivation among urban and rural prospective teachers.

DESIGN OF THE STUDY

Descriptive survey design was applied on prospective teachers of Moga District in Punjab. Investigator further classified the sample into equal number of prospective teachers on gender and locale basis.

SAMPLE OF THE STUDY

In the present study investigator selected 100 prospective teachers that were randomly selected from rural and urban teacher education colleges, situated in Moga district of Punjab. Equal representation was given to male and female prospective teachers. The colleges were also randomly selected but availability of students, favorable attitude of principals and convenience of the investigator were also taken into consideration while selecting colleges of study.

TOOLS USED

Achievement Motivation Scale developed by Deo Mohan (2008). **Statistical**

TECHNIQUES USED

t-test was applied to find out the difference of achievement motivation among prospective teachers in relation to gender and locale.

Table 1: Significance of difference between the achievement motivation among male and female prospective teachers.

Group	Mean	SD	t- ratio
Male	119.44	14.45	0.71*
Female	121.68	16.91	

*Non-significant

Table 1 represents the value of mean of achievement motivation for male prospective teachers is 119.44 and 121.68 and their standard deviation 14.45 and 16.91 respectively. The t-value is 0.71 which is non-significant ($p > 0.05$). Thus, male and female prospective teachers do not differ significantly in achievement motivation. Hence the **Hypothesis 1: “There is no significant difference between the achievement motivation among male and female prospective teachers.”** is accepted.

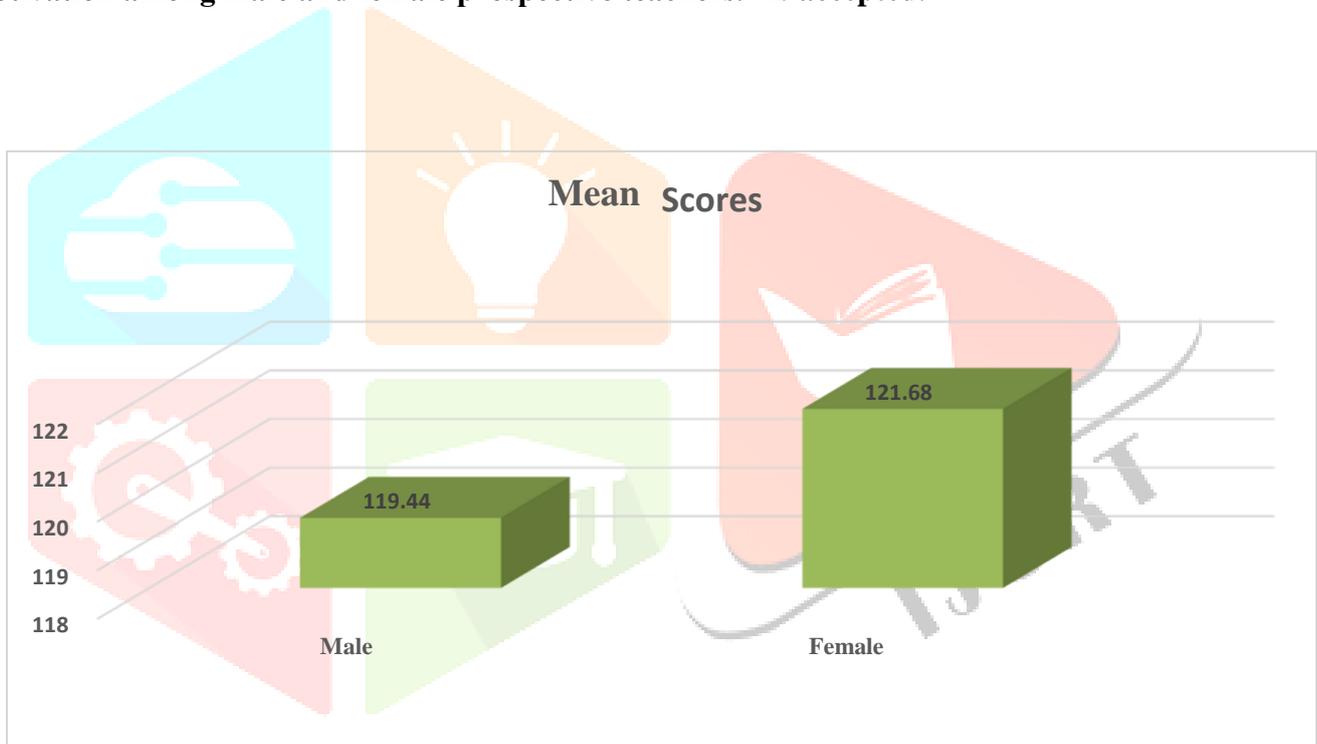


Figure1: Difference between Achievement Motivation among male and female prospective teachers.

Table 2: Significance of difference between the achievement motivation among urban and rural prospective teachers.

Group	Mean	SD	t- ratio
Urban	113.7	14.47	4.84*
Rural	127.42	13.85	

* Significant at 0.01 level of significance

Table 2 represents the value of mean of achievement motivation for urban prospective teachers is 113.7 and 127.42 and their standard deviation 14.47 and 13.85 respectively. The t-value is 4.84 which is significant ($p < 0.01$). Thus, urban and rural prospective teachers differ significantly in achievement motivation. Hence the **Hypothesis** Thus, male and female prospective teachers differ significantly in achievement motivation. Hence the **Hypothesis 2: "There is no significant difference between the achievement motivation of urban and rural prospective teachers"** is rejected.

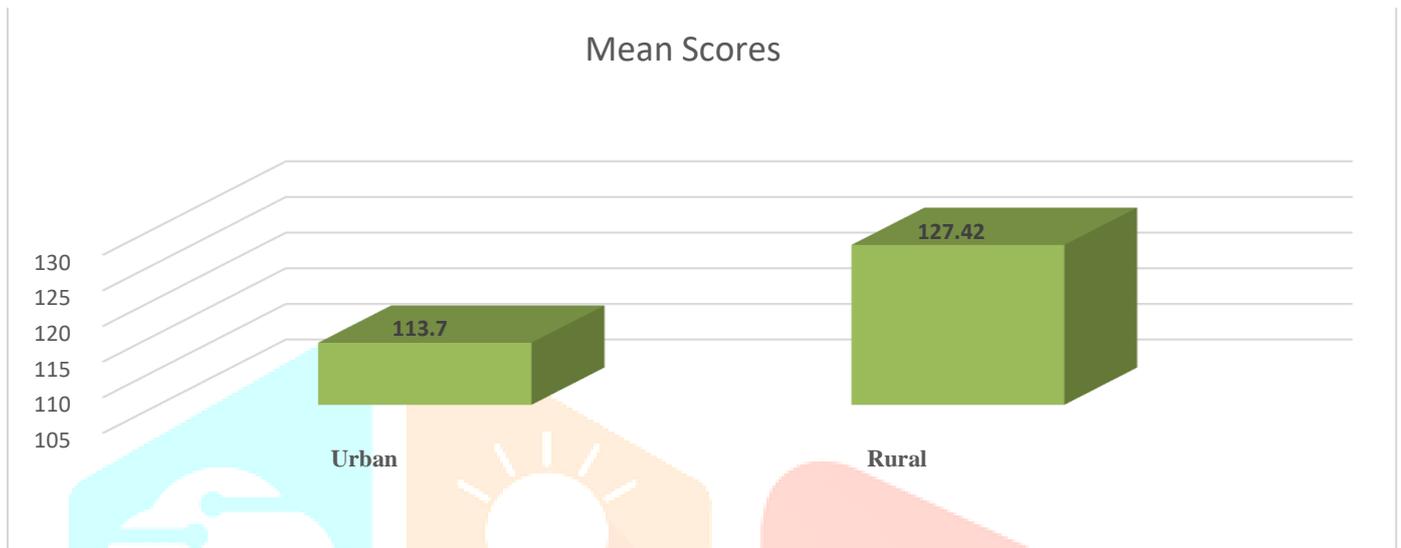


Figure2: Difference between Achievement Motivation among urban and rural prospective teachers.

CONCLUSIONS

1. There is no significant difference between the achievement motivation among male and female prospective teachers.
2. There is significant difference between the achievement motivation among urban and rural prospective teachers.

EDUCATIONAL IMPLICATIONS

World is full of cut throat competitions. Achievement motivation impels action to aspire and achieve in the competition with others with a standard set by the individuals. It is the tendency to strive for success. It stimulates the learning activities and helps to make improvement in the academic achievement. The results of the study show that achievement motivation among rural prospective teachers is significantly more as compared to that of urban prospective teachers. So, we need to improve the achievement motivation among urban prospective teachers.

LIMITATIONS AND FUTURE DIRECTIONS

1. The study was conducted on a small sample of prospective teachers of Moga District of Punjab. Same study can be conducted on larger sample of degree college students, school students and other professional college students.
2. The study is confined on prospective teachers in relation to gender and locale. The same can be done on different streams like science, art, commerce, medical, engineering, law *etc.*
3. The study was conducted on a small sample of prospective teachers of Moga District of Punjab. Same study can be conducted on sample from other districts of Punjab or from other other states.

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