Achievement Motivation of Prospective Elementary School Teachers in Aizawl District

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Abstract

Achievement motivation plays a significant role in achieving a particular goal. High level achievement motivation drives an individual to get better performance in examination. This study attempts to find out the achievement motivation of prospective elementary school teachers in Aizawl district. The present study employs a descriptive survey method by aiming to determine the achievement motivation among prospective elementary school teachers from Aizawl district. By studying 180 population, the current investigation had been carried out in terms of gender, locale and academic achievement. The Academic Achievement Motivation Test Scale (AAMT-st) standardized and constructed by TR Sharma was used to collect, measure and analyse data. It was found that majority of the prospective elementaty school teachers had low academic achievement motivation. No significant difference was found with regards to gender and locale while, weakly positive correlation had been found with regards to academic achievement.

Keywords: *Achievement motivation, prospective elementary school teachers, Aizawl district*

Introduction

Achievement motivation can significantly influence the teaching effectiveness of educators. Teachers with high levels of achievement motivation are likely to be

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more committed, enthusiastic, and proactive in their teaching methods, which can positively impact students' learning outcomes.

Denhardt (2008) argued that motivation is not directly observable. Motivation is an inherent condition that drives individuals to act in specific ways to achieve specific goals and objectives. It is not easily manipulated or imposed externally, as it originates within the thoughts and emotions of individuals. It is important to note that motivation differs from satisfaction; while satisfaction is rooted in the past, motivation is forward-looking.

Generally speaking, Achievement motivation is expectancy of finding satisfaction in mastery of different and challenging performance whereas in the field of education, in particular it stands for the pursuit of excellence. (Chauhan, 2004). Prospective elementary school teachers with strong achievement motivation may create a more engaging and stimulating learning environment. This, in turn, can contribute to increased student motivation, participation, and academic achievement.

Rationale of the study

There are a lot of students seeking admission into the pre-service course of study for preparation to elementary school teachers. At the same time, the available seat is very limited as compared to those qualified students attempting to study the said course. Due to this, many students who are inspired to study pre-service elementary teacher education course were not be able to fit in the course. Meanwhile, there may be many students who are qualified and intelligent on the ground of their knowledge and capacity, but those students may not have motivation to become teacher in their future occupation. In fact, due to some limitation in the ground of employment opportunity, many students try to enter into the field of teaching. In such a situation, it may be difficult for the authorities to identify who are well motivated to become a teacher or not. And it seems that, those who have no zeal to become a teacher may not have strong desire to achieve in the pre-service course of study.

Investigating achievement motivation provides insights into the commitment and satisfaction levels of prospective teachers with their chosen career path. Understanding the factors that drive individuals to become teachers can inform strategies to enhance job satisfaction and reduce attrition rates. Therefore, attempt has been made to study achievement motivation of prospective elementary school teachers in Aizawl district.

Objectives of the study

1. To study the levels of achievement motivation of prospective elementary school teachers in Aizawl District.

2. To compare the achievement motivation of prospective elementary school teachers in relation to their gender.

3. To compare the achievement motivation of prospective elementary school teachers in relation to their locale.

4. To examine whether there is significant relationship between achievement motivation of prospective elementary school teachers and their corresponding academic achievement.

Hypotheses of the study

1. There exist different levels of achievement motivation among prospective elementary school teachers.

2. There is no significant difference between the achievement motivation of male and female prospective elementary school teachers.

3. There is no significant difference between achievement motivation of urban and rural prospective elementary school teachers.

4. There is no significant relationship between the Academic Achievement and Achievement Motivation of prospective elementary school teachers.

Method of study

In the present study, the investigator attempts to find out the achievement motivation of prospective elementary school teachers with their corresponding academic achievement. The study adopted descriptive survey study aiming to determine the achievement motivation. The variable to study is achievement motivation, academic achievement, gender and locale.

Population of the study

All the students presently studying the course of pre-service teacher education in Aizawl District constitute the population. So, the total number of students studying pre-service teacher education course comprises of the population of the study. Since, there is only one institution offering the said course, the investigator, without choosing sample, select the whole population for study following census method for collection of data. In this case, the investigator selects all the students present at the time of collecting data.

Table No. 1

Distribution of Respondents as per their gender

Population		Total
Male	Female	
63	117	180

Tools for the study

In the present study, the Achievement Motivation has been measured with regards to academic achievement, gender and locale of the prospective elementary school teachers. To measure the Achievement Motivation, the Academic Achievement Motivation Test Scale (AAMT-st) (2018) standardized and constructed by TR Sharma was used. The test booklet contains thirty-eight (38) statements. Each of the statement has two options; the subjects choose the one which is correct according to them.

The investigator refers to the records of the institution and the examination result of pre-service teacher education from Mizoram Board of School Education for obtaining the number of students and academic achievement record respectively.

Procedure of data collection

The investigator personally administers the AAMT-st questionnaire and information to the selected sample. The subjects were informed to answer the question honestly. Their answers should not be based on what they think they should feel but based on how they actually feel. And they were told to tick the boxes provided for options in each of the statements.

Analysis and interpretation

Objective wise analysis and interpretation of the result had been carried out as follows:

Objective No 1. To study the levels of achievement motivation of prospective elementary school teachers in Aizawl District.

The levels of achievement motivation as per the responds by prospective elementary school teachers is depicted in the following table.

Table No. 2

Total Scores on Achievement Motivation

Sl. No	Classification	Score	N	Percentage
1	High Academic Motivated	33 or above	1	0.56%
2	Average Academic Motivated	26 – 32	35	19.44%
3	Low Academic Motivated	25 or below	144	80%
	TOTAL		180	100%

As depicted in the table No. 2 majority of the population falls under the category of Low Academic Motivated containing as much as 144 subjects out of 180 which comprises 80 % of the population. On the other hand, the total number of populations which scores fall under the High Academic Motivated was only less than one per cent containing only 1 number of populations. There were 19.44 per cent of the population whose score comes under the category of Average Academic Motivated. Hence, it can clearly be seen that there exist different levels of achievement motivation among prospective elementary school teachers.

Objective No. 2. To compare the achievement motivation of prospective elementary school teachers in relation to their gender.

The difference between male and female prospective elementary school teachers upon the level of Achievement Motivation was calculated by applying statistical methods of t-test. The result was depicted in the following table.

Table No. 3

Comparative Analysis of Achievement Motivation of Male and Female Prospective Elementary School Teachers

Gender	N	Mean	SD	Std. Error Mean	t	Sig. (p) (2-tailed)	Remarks
Male	63	23.16	4.64	0.58493	0.304	0.761	Null Hypothesis accepted
Female	117	22.97	3.71	0.34312			
Total	180						

The mean score of female prospective elementary school teachers on achievement motivation is 22.97 with standard deviation 3.71; the mean score of male prospective elementary school teachers on achievement motivation is 23.16 with standard deviation 4.64.

Table No. 3 showed that the t-value for the significant difference between male and female prospective elementary school teachers in Aizawl District towards their achievement motivation. As seen from the table, the achievement motivation between 63 males and 117 females yielded a t-value of 0.304 with 178 degrees of freedom and the corresponding p-value is 0.761. Since, the calculated t-value is less than the criterion t-value and p-value is more than 0.05, it was observed that gender did not have a significant influence on achievement motivation of prospective elementary school teachers. Therefore, the null hypothesis, which indicates there is no significant difference between the achievement motivation of male and female prospective elementary school teachers should be accepted.

Objective No. 3. To compare the achievement motivation of prospective elementary school teachers in relation to their locale.

The difference between urban and rural prospective elementary school teachers upon their scores of achievement motivation was done by using statistical method of t-test.

Table No. 4

Comparative Analysis of Achievement Motivation of Urban and Rural Prospective Elementary School Teachers

Locale	N	Mean	SD	Std. Error Mean	t	Sig. (p) (2-tailed)	Remarks
Urban	77	22.86	3.99	0.45498	0.504	0.615	Null Hypothesis
Rural	103	23.17	4.1	0.40464			
Total	180						

Table No. 4 shows that the mean score of urban prospective elementary school teachers on achievement motivation is 22.86 with standard deviation 3.99; the mean score of rural prospective elementary school teachers on achievement motivation is 23.17 with standard deviation 4.10.

The t-test was conducted to assess the potential difference in achievement motivation between prospective elementary school teachers from urban and rural backgrounds. The calculated t-value from 77 urban and 103 rural prospective elementary school teachers is 0.504, and the corresponding p-value is 0.615. This implies that there is no significant difference in achievement motivation between urban and rural prospective elementary school teachers as the calculated t-value is less than the criterion t-value and the corresponding p-value is more than the 0.05. Hence, the null hypothesis

which indicates there is no significant difference between achievement motivation of urban and rural prospective elementary school teachers should be accepted.

Objective No. 4. To examine whether there is significant relationship between achievement motivation of prospective elementary school teachers and their corresponding academic achievement.

Comparative analysis of Achievement Motivation and Academic Achievement of the prospective elementary school teachers was performed by using statistical method of Pearson's Product Moment of Coefficient of Correlation.

Table No. 5

Correlation Between Achievement Motivation and Academic Achievement of Prospective Elementary School Teachers

Group (N = 180)	Achievement Motivation	Academic Achievement
Achievement Motivation	1	0.142
Academic Achievement	0.142	1

A Pearson product-moment correlation coefficient was used to assess the relationship between achievement motivation and academic achievement among prospective elementary school teachers. Table No. 5 shows correlation of achievement motivation and academic achievement among prospective elementary school teachers, it was found to be positive (r = 0.142). Although the correlation coefficient suggests a positive relationship between the two variables, the low magnitude of the correlation indicates that the strength of this relationship is relatively weak. Thus, there existed a low positive correlation between these two variables, which implies that as the achievement motivation of prospective elementary school teachers increased, their academic achievement was also slightly increased and vice versa.

Conclusion

The present study had been carried out from prospective elementary school teachers studying at DIET Aizawl representing Aizawl District. Since, there is one institution in the investigated area, the study needs not to be delimited. Thus, all the prospective elementary school teachers studying at the particular institution constitute the population of the study.

In order to carry out the study, the investigator used the Academic Achievement Motivation Test Scale (AAMT-st) standardized and constructed by TR Sharma. The result of public examination faced by the population which was conducted by Mizoram Board of School Education was also used to obtain information regarding their academic achievement.

The test was administered to 180 subjects who were present and respond the test at the time of collection of data. By analyzing and interpreting the result, statistical techniques like Mean, Median, Standard Deviation, t-test and Product Moment Coefficient of Correlation were used.

After successful carry out of the investigation, the hypotheses were tested by obtaining the scores and the academic performance of the population with the help of appropriate statistical techniques. The statistical tools used to test the hypotheses reveal that all the null hypotheses to find out the differences that may exist among variables need to be accepted. However, the null hypothesis on the relationship between achievement motivation and academic achievement of prospective elementary school teachers needs to be rejected as there is relatively weak correlation.

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