Comparative Study of Achievement Motivation Among School and College Teachers

Dr. Zulfiqar Ullah Siddiqui*
*(Post Doctoral Fellow UGC New Delhi), Department of Psychology A.M.U., Aligarh (U.P) India

Abstract

The present investigation is aimed to conduct a comparative study of Achievement Motivation among school and college teachers. Achievement motivation scale (AMS) developed by Beena Shah (1986) was used in the present study. The AMS based on forced-choice contains 40 items distributed over four dimensions: (1) Need for Academic Success (2) Need for Vocational Achievement (3) Need for Social Achievement and (4) Need for Skill Achievement was administered on 100 school teachers and 100 college teachers from different place of Aligarh. Results showed significant difference among school and college teachers on composite achievement motivation that is overall achievement motivation.

Keywords: Achievement Motivation, School teachers and College teachers

Introduction

In the world of work every occupant faces job stress, whether he is a teacher, doctor, engineer or an executive. Teaching has been identified as a stressful occupation. Teachers face a number of strains like disciplinary problems, students’ apathy, overcrowding in classrooms, excessive paper work, inadequate salary and lack of administrative support. These problems linked with their occupation are frequently expressed in physical as well as psychological symptoms. Teaching is a very rewarding profession. It is a job where you can get a feeling of helping people. It has also stressful elements in the form of inspection, assessments, reports, classroom management, etc. In this modern age achievement is considered to be a key factor for personal and social progress. The whole system of education revolves round academic achievements of students in the school. Motivation is always considered as a central factor in academic achievement.

Statement of the problem

The present investigation is centered on the “Achievement Motivation among school and college Teachers”. There are a number of negative psychological conditions such as
frustration, conflict, alienation, stress, anxiety, overcrowding and unemployment etc that affect the day to day life of human beings. These have become regular features of life.

**Achievement Motivation**

Motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction (Kleinginna and Kleinginna, 1981). It is an internal state or condition that activates behavior and gives it direction; desire or want that energizes and directs goal-oriented behavior; influence of needs and desires on the intensity and direction of behavior. Franken (1994) provides an additional component in his definition: the arousal, direction, and persistence of behavior. While still not widespread in terms of introductory psychology textbooks, many researchers are now beginning to acknowledge that the factors that energize behavior are likely different from the factors that provide for its persistence.

The concept of Achievement Motivation was first popularized by Murray (1938). Later David McCleland and Atkinson concentrated on the study of achievement motivation. People who strove for excellence in a field for the sake of achieving and not for some reward are considered to have a high need for achievement. This need has labeled as n-achievement for convenience. So the need for achievement or n-Ach was defined as the desire or tendency to do things rapidly and to accomplish something difficult to master, manipulate, organize physical objects, human beings or ideas. This is to do things rapidly and independently as possible to overcome obstacles and obtain a high standard to excel oneself to rival and surpass others and to increase self-regard by the successful exercise talents (Murray, 1938).

Achievement motivation is a primary condition to achieve something. It is a strong motive characterized by ambition, high level of energy, strong desire for independence. It is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence.

Motivation is the basic drive for all individual’s actions that refers to the dynamics of their behavior which involves their needs, desires and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Those who are high achievement motivation search for tough tasks that they know they can accomplish with effort and persistent. High achievers tend to be persistent and hard work to attain goals they set for themselves (Briones & Flores, 2010).
Operational definition of Achievement Motivation

McClelland et al. (1953) define achievement motivation as ‘a competition with a standard of excellence.’ Thus, the need-achievement is characterized by a desire to attain a high standard of excellence and to accomplish the unique objective. In such a situation, a subject shows concern with competition with a standard of excellence. Therefore, achievement motivation can be defined as a concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment or long time involvement (McClelland, 1953). It is one of the basic ingredients necessary for one’s success in life.

Research Objectives

- To examine the difference between school and college teachers on overall achievement motivation.
- To examine the difference between school and college teachers on Need for Academic Success dimension of achievement motivation.
- To examine the difference between school and college teachers on Need for Vocational Achievement dimension of achievement motivation.
- To examine the difference between school and college teachers on Need for Social Achievement dimension achievement motivation.
- To examine the difference between school and college teachers on Need for Skill Achievement dimension achievement motivation.

Research hypotheses

- There will be no difference between School teachers and College teachers on overall achievement motivation.
- There will be no difference between School teachers and College teachers on Need for Academic Success dimension of achievement motivation.
- There will be no difference between School teachers and College teachers on Need for Vocational Achievement dimension achievement motivation.
- There will be no difference between School teachers and College teachers on Need for Social Achievement dimension achievement motivation.
- There will be no difference between School teachers and College teachers on Need for Skill Achievement dimension achievement motivation.
Methodology

Subjects

Two hundred teachers served as subjects for the present study. They were drawn from the various colleges of Aligarh city and Senior Secondary Schools (Boys) of Aligarh Muslim University, Aligarh. Out of 200 teachers, 100 teachers were from colleges and 100 teachers were from schools. They were selected through purposive random sampling.

The distribution of the sample is given below.

Teachers (N = 200)

```
<table>
<thead>
<tr>
<th></th>
<th>School Teachers (N = 100)</th>
<th>College Teachers (N = 100)</th>
</tr>
</thead>
</table>
```

Tool

Achievement Motivation Scale (AMS)

Achievement Motivation Scale was constructed and standardized by Shah (1986). The AMS based on forced-choice contains 40 items distributed over four dimension: (a) Need for Academic Success (Item Nos.2,3,11 ,14,18, 21,26, 31,37,40); (b) Need for Vocational Achievement (Item Nos. 1,5,9,13,16,17, 19,20,33,36); (c) Need for Social Achievement (Item Nos.4,7,12,15, 22,23,27,34,38,39) and (d) Need for Skill Achievement (Item Nos. 6,8,10,24,25,28,29,30,32,35). Each statement is followed by three alternative responses. The alternatives are arranged in order to one's inclination towards achievements in the areas of academic, vocation, social context and skills. Weightage 1, 2 and 3 were awarded for alternatives (a), (b) & (c) respectively on each statement. Item numbers (2, 3,5,11,14, 18,25, 26,31,40) were paraphrased by the investigator keeping in view the nature of the sample. Cronbach alpha for the modified version of the scale was found to be 0.6

Procedure

Initially, 2 schools and 4 colleges situated in Aligarh district were visited by the investigator for seeking permission for data collection. Principals of 2 schools, and 3 colleges granted permission to the investigator for the purpose of data collection. Informed consent for participation was taken from the teachers and they were made assured of the anonymity of their identities and confidentiality of their responses. Prior to the administration of the test the
investigator has explained the purpose of the study to the participants. A rapport was established during the process. The teachers were assured that their responses would be kept confidential and will be utilized only for the purpose of research. Each respondent was given a set of two questionnaires described above along with the personal data sheet. The investigator gave sufficient time to each respondent to complete the scale.

Data Analysis

The data were analyzed by means of t test to examine differences between the mean scores of school and college teachers obtained on achievement motivation scale. Statistical packages for social sciences (SPSS, 16.0 version) was applied for the purpose.

Results and discussion

Table: Showing the difference between school and college teachers on achievement motivation and its dimensions.

<table>
<thead>
<tr>
<th></th>
<th>School Teachers</th>
<th>College Teachers</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Achievement motivation</td>
<td>93.36</td>
<td>7.454</td>
<td>97.61</td>
</tr>
<tr>
<td>Need for Academic Success</td>
<td>23.77</td>
<td>2.662</td>
<td>24.40</td>
</tr>
<tr>
<td>Need for Vocational Achievement</td>
<td>23.85</td>
<td>2.779</td>
<td>24.51</td>
</tr>
<tr>
<td>Need for Social Achievement</td>
<td>23.26</td>
<td>2.588</td>
<td>25.51</td>
</tr>
<tr>
<td>Need for Skill Achievement</td>
<td>22.48</td>
<td>2.513</td>
<td>24.19</td>
</tr>
</tbody>
</table>

As shown in Table the mean score of School Teachers is 93.36 and the mean score of College Teachers is 97.61. On the achievement motivation the t-value is 4.397 which is highly significant at 0.01 level, indicating that school and college teachers differ on Achievement Motivation. In the light of this finding, we can safely conclude that college teachers having high achievement motivation than school teachers. Hence, the said hypothesis that is “There will be no difference between School teachers and College teachers on overall achievement motivation” is rejected.

When we comparison between school and college teachers on four dimension of AMS i.e. Need for Academic Success (NAS), Need for Vocational Achievement (NVA),
Need for Social Achievement (NSA) and Need for Skill Achievement (NSK). Hence the said hypothesis that is “There will be no difference between School teachers and College teachers on Need for Social Achievement dimension achievement motivation” is rejected.

The mean score on the dimension of Need for Social Achievement school teachers is 23.26 and the mean score of college teachers 25.51. The t-value is 3.667, which is highly significant at 0.01 level, indicating that college teachers having high score on Need for Social Achievement than the school teachers. This finding suggests that college teachers as compared to school may be hailing from healthy social and family environment and have more social interaction that is why their need for social achievement is not substantially affected by social and family stress.

The mean score on the dimension i.e. Need for Skill Achievement the mean score of school teachers is 22.48 and the mean score of college teachers is 24.19. The t-value is 4.982, which is again highly significant at 0.01 level, indicating that college teachers having high Skill Achievement than the school teachers. Type of teachers played a significant role in the context of achievement motivation. Since the school teachers are employed for a long time in the teaching profession, that is why their need for skill achievement may be affected by negative circumstances like getting promotion, role overload, role conflict, etc. Furthermore, it may be expected that school teachers may not be having high Need for skill achievement because they don’t get any chance of promotion as compared to the college teachers. Therefore the said hypothesis that is “There will be no difference between School teachers and College teachers on Need for Skill Achievement dimension achievement motivation” is rejected.

The dimension of AMS i.e. Need for Academic Success (NAS) and Need for Vocational Achievement (NVA), on these dimensions the school teachers and college teachers were not differ significantly. School as well as college teachers have no desire in relation to their professional carrier and academic success. Therefore the said hypotheses that are “There will be no difference between School teachers and College teachers on Need for Academic Success dimension of achievement motivation” and “There will be no difference between School teachers and College teachers on Need for Vocational Achievement dimension achievement motivation” are accepted.
References