

ACHIEVEMENT MOTIVATION AND DECISION MAKING STYLE AMONG TEACHER TRAINEES

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Abstract

The present study has been taken to study achievement motivation and decision making style of male and female teacher trainees of different educational colleges of Ludhiana district of Punjab. Achievement Motivation Scale of Beena Shah and Choice Dilemma Questionnaire of Anwar Yusuf are used as a measure to study the sample of 200 students (100 Male and 100 Female). Descriptive statistics is employed as a method of research. The results of the study shows that Achievement Motivation of Male and Female Teacher trainees is significantly different but they do not differ in their decision making style and there is no significant relation between Achievement Motivation and decision making style of Male and Female Teacher Trainees.

Keywords: Achievement Motivation, Decision Making Style, Teacher Trainees.

'Motivation' is a term derived from the word 'motive' we can define as that force which makes persons to act in a particular way. It is an inner impulse causing man to action. It means something within an individual that prompts man to action. Motive or needs are 'whys' of behavior. They start and maintain activity and determine the general direction of the person. Motives give direction to human behavior because they are directed towards the achievement of certain goals which in turn determine the behavior of individuals. This behavior ultimately leads to goal directed activities.

Motivation may be defined as the complex of forces inspiring a person at work to intensify his willingness to use his maximum capabilities for the achievement of certain objectives.

Achievement motive as a concept developed by the social psychologist *McClelland* to denote the strong urge felt by an individual or society for achievement in various aspects like education, culture, money etc. that satisfies the need of self-esteem. The aspiration or achievement motive is the deciding factor in attaining success in different fields. Achievement Motivation is a social form of motivation involving a competitive drive to meet standard of excellence (Colman, 2001).

Decision-making is an indispensable part of life. Innumerable decisions are taken by human beings in day to day life. To decide means to come to a conclusion or resolution as to what one is expected to do at some later time. Thus decision making is concerned with selecting a course of action from among alternatives to achieve pre-determined objectives. Decisions are made for the future course of action based on the past experiences and present conditions. It is a solution selecting after examining several alternatives chosen because the decider foresees that the course of action he selects will do more than the others to further his goals and will be accompanied by the fewest possible objectionable consequences (Jones, 2004).

A significant correlation was obtained between Achievement Motivation and Vigilant Decision Making Styles in Achievement Motivation and Decision Making Styles among university students. (Amalor & Suresh, 1994).

Decision making is a practical judgment for further course of action from two or more available courses of action. It involves a choice making activity and the choice determines our action or in action. The quality of decision can make the difference between success and failure; it is imperative that all

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factors affecting the decision be properly looked at and fully investigated.

OBJECTIVES OF THE STUDY

The present study is undertaken with the following objectives.

1. To study and compare the Achievement Motivation of male and female Teacher Trainees.
2. To study and compare the Decision Making Style of male and Female Teacher Trainees
3. To study the relation between the Achievement Motivation and Decision Making Style of male Teacher Trainees.
4. To study the relation between the Achievement Motivation and Decision Making Style of female Teacher Trainees.
5. To study the relation between the Achievement Motivation and Decision Making Style of teacher trainees.

METHOD

In the present study descriptive method is followed by the investigator to study the Achievement Motivation and Decision Making style of teacher trainees.

SAMPLE

A representative sample of 200 B.Ed students of different Educational colleges of Ludhiana district was selected through random sampling technique. Out of 200 B.Ed students 100 were male and 100 were female.

MEASURES

1. Achievement Motivation scale by Beena Shah (1986).
2. Choice Dilemma Questionnaire by Anwar Yusuf (1976).

PROCEDURE

Descriptive statistics were used to examine the nature of distribution of scores. t-ratios were used to find out the difference between means of male and female teacher trainees for Achievement motivation and Decision Making Style. Karl Pearson's coefficient of correlation was used to find out the relationship between Achievement Motivation and Decision Making Style of teacher trainees.

Table 1: Showing Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of scores of Achievement Motivation of Total sample

Sample	Mean	Median	Mode	S.D	Skewness	Kurtosis
200	97.11	99	102	9.27	-0.63	0.08

The table 1 represents the values of mean, median, mode which are 97.11, 99, 102 respectively. All the measures of central tendency are in close proximity to each other which shows that the distribution is quite near to normal. The value of skewness is -0.63. Normal value of skewness is 0. Achievement Motivation data is slightly negatively skewed. So the scores are massed at the high end of the scale and spread out gradually at the low or left end as shown in figure 4.1. Kurtosis value is 0.08 which is normal. The data of Achievement Motivation (total sample) can thus be considered normal and can be used for research purpose.

Table 2 Showing mean, median, mode, standard deviation, skewness and kurtosis of Decision Making Style of total sample.

Sample	Mean	Median	Mode	S.D	Skewness	Kurtosis
200	25.905	24.5	24	7.21	0.15	-0.68

The table 2 represents the values of mean, median, mode, standard deviation, skewness and kurtosis. The values of mean, median and mode are 25.905, 24.5 and 24 respectively. All the measures of central tendency are in close proximity to each other which shows that distribution is quite near to normal. The value of skewness is 0.15 which is near to 0. It shows that the data is positively skewed. The scores are massed at the low end of the scale and spread out gradually towards the high or right and as shown in figure 4.2. The value of kurtosis is -0.68 which is also quite normal. Thus the data of Decision Making Style (total sample) can be considered normal and can be used for research purpose.

Table 3 Difference between the Achievement Motivation of Male and Female of teacher trainees.

	Mean	S.D.	t-ratio
Male	94.33	10.1574	2.48*
Female	99.89	7.353821	

Table 3 represents the difference between Achievement Motivation of males and females. The mean value of male is 94.33 and standard deviation is 10.1574. The mean value of a female is 99.89 and standard deviation is 7.35. The value of t-ratio is 2.48 which is significant at 0.05 level of significance. The Achievement Motivation of Female teacher trainees is thus significantly more as compared to that of Male teacher trainees.

Hence the hypothesis that “There is no significant difference between the Achievement Motivation of Male and Female Teacher Trainees” is rejected.

Table 4 Difference between the Decision Making Style of Male and Female Teacher Trainees (N = 100)

	Mean	S.D.	t-ratio
Male	26.04	7.384012	0.809
Female	25.77	7.070861	(N.S.)

Table 4 represents the difference between Decision Making Style of Male and Female Teacher Trainees. The mean value of Male Teacher Trainees is 26.04 and standard deviation is 7.38. The mean value of Female Teacher Trainees is 25.77 and standard deviation is 7.07. The t-ratio is 0.809 which is not significant at both the levels which shows that there is no significant difference between the Decision Making Style of male and female teachers trainees. Hence the hypothesis that “No significant difference exists between the decision making style of Male and Female Teacher Trainees” is accepted.

Table 5 Relation between Achievement Motivation and Decision Making Style of Male Teacher Trainees (N= 100)

Variables	Correlation
Achievement Motivation and Decision Making Style	0.153 (N.S.)

Table 5 represents the relation between Achievement Motivation and Decision Making Style of Male Teacher Trainees. The value of correlation is 0.153 which is not significant at both the levels. So there is no relation between Achievement Motivation and Decision Making Style of Male Teacher Trainees.

Hence the hypothesis that “There is no significant relation between Achievement

Motivation and Decision Making Style of Male Teacher Trainees” is accepted.

Table 6 Relation between Achievement Motivation and decision-making style of Female Teacher Trainees (N = 100)

Variables	Correlation
Achievement Motivation and Decision Making Style	0.1003 (N.S.)

Table 6 represents the value of correlation which shows that there is no significant relation between Achievement Motivation and Decision making style of female teacher trainees. Hence the hypothesis that “There is no significant relation between Achievement Motivation and Decision Making Style of Female Teacher Trainees” is accepted.

Table 7 Relation between Achievement Motivation and Decision Making Style of teacher trainees (N = 200)

Variables	Correlation
Achievement Motivation and Decision Making Style	0.119 (N.S.)

Table 7 represents the relation between Achievement Motivation and Decision Making Style of total sample. The value of correlation is 0.119 which is not significant at both the levels. It shows that there is not significant relation between Achievement Motivation and Decision Making Style of teacher trainees. Hence the hypothesis that “There is no significant relation between the Achievement Motivation and Decision Making Style of Teacher Trainees” is accepted.

It has been concluded that the mean, median and mode of both the variables are in close proximity to each other which shows that the distribution is quite near to normal. The value of skewness and kurtosis is near to normal and can be used for research purpose. There is significant difference between the Achievement Motivation of Male and Female Teacher Trainees. Achievement Motivation of Female Teacher Trainees is significantly more as compared to that of Male Teacher Trainees, but Male and Female Teacher Trainees do not differ in Decision Making Style. There is no significant relation between

Achievement Motivation and Decision Making Style of Teacher Trainees total sample and also of Male Teacher Trainees and Female Teacher Trainees.

EDUCATIONAL IMPLICATIONS

The results of the study show that Achievement Motivation of Female Teacher Trainees is significantly more as compared to that of Male Teacher Trainees. Achievement Motivation stimulates the learning activities. It helps in the improvement in the academic achievement. So there is need to improve the achievement motivation of Male Teacher Trainees.

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