

DIFFERENCES IN ACADEMIC MOTIVATION OF MALE & FEMALE PRE-SERVICE AND IN-SERVICE TEACHER TRAINEES

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ABSTRACT

The development of human civilization in historical perspectives shows that human beings have progressed from the nomadic stage to the highly technical and industrialized stage. Motivation is made up of "all those inner striving conditions describe as wishes, derive, drives etc" it is an inner state that activates on individual's moves. Without motivation, there would be no purposive, organized behavior by the individual either at work or elsewhere. Motivation is generally rooted in human needs and behavior. The human behavior is controlled, directed and modified through certain motives such as literature, art, drama, music, religion etc. all reflect human motives. In every sphere of life and at various phases of activities motivation plays a vital role. So, our success and achievement in life depends on motivation. The present study will help the teachers, parents and society to know about the affect of Academic Motivation of teacher trainees on his / her academic achievement because it is a general observation that the students with high Academic Motivation are deemed to have better achievement.

INTRODUCTION

Academic motivation is the key to purposeful learning. In this instance, the first job of the teacher would be to help each student in setting a realistic goal in connection with the learning task. Amalaha, 1975 reported that academic motivation is positively correlated with academic attainment. Sinha & Manju (1975) showed that academic motivation is significantly related to academic achievement. The studies conducted in the areas of academic motivation & academic achievement indicates that the two are positively related. In addition to its significance for level of achievement, educators view academic motivation as an important variable in its own right, as a central factor in the personality & social development of the individual. Motivation is required to perform the task and academic motivation is a form of achievement (Mehta and Kumar, 1995) success in academics. Current research claims that subject's active involvement in the learning process increases when they trust their own abilities and have high self-efficacy expectations, they value the tasks and feel responsible for the learning objectives (Miller et al, 1993; Zimmerman, Bandura & Martinez-Pons, 1992). All this influences cognitive and metacognitive strategies which are put into play when approaching the tasks, as well as

regulation of effort and persistence, which in turn affects academic achievement directly and positively (Gonzalez-Pienda & Nunez, 1997; Nunez et al.,1998)

The development of democratic country depends on the status and performance of teachers. A large number of teacher training institutions have been set up after independence in our country. In U.P. there are many secondary stage teacher training institutions both in Govt. and private sector. But these institutions could not prepare effective teachers because the emphasis is given on theory courses as psychology of learning which do not help in providing effective pre-service training to the prospective teachers. In the discipline of education, emphasis has been laid down especially in the last two decades on the quality of teacher education, excellence of teaching and quality of educational research. The National Education Policy (1986) and the programme of Action (1992) has given the need impetus to promote the scheme of teacher training in pedagogical skills, foundations of education, development and evaluation techniques. There are various intellectual and non-intellectual factors which affect the academic outcome of the teacher trainees while pursuing their educational goals. It is now accepted that academic outcome being a function of the total personality in have role to play. It has been felt that certain psychological and environmental factors prevent students from utilizing their inner resources fully in the proper direction and, hence, they fail to work to their capacity. If academic outcome is considered dimension that bears a determining role in scholastic success. In order to understand more comprehensively what influences that academic outcomes of the pre-services teacher trainees, additional psychological variables need to be examined. To that extent, variables such as academic motivation play a dominant role in the achievement of training goals effectively.

The multidimensional results of the studies involving academic motivation did indicate that there was a need to look into the matter more crucially for establishing the inherent relationship between these variables at pre-service teacher training levels in the state of U.P. Although we observed similar works by Verma B.P. & Negi Sita (1995), Narain & Vinita (1996), Merander, Meria (2003), Shukla S.K. & Aggarwal (1997), Mites, Rhenda M. (2000) Mirunwal, A (1980) and Goswami, P.K. (1978), but they worked with adolescent students of different communities. We on the other hand are very much interested with the pre-service and in-service teacher trainees because these trainees are the prospective teachers and at this stage one can observe a meaningful onset of their academic motivation. Thus we felt strongly the necessity of the present work.

OBJECTIVES

The present study has been conducted to attain the following objectives:

- To study the Academic Motivation of the Pre-service teacher trainees of AGRA, U.P.
- To study the Academic Motivation of the In-service teacher trainees of AGRA, U.P.

- To examine the differences in Academic Motivation of Pre-service Teacher Trainees in relation to their Sex.

HYPOTHESES

The present study has been conducted to attain the following objectives:

- There is significant difference in Academic Motivation of Male and female Teacher Trainees.
- There is significant difference in Academic Motivation of Pre- service and In-service teacher trainees.
- Male and Female Pre-service teacher trainees differ significantly with regard to their academic motivation.
- Male and Female in-service teacher trainees differ significantly with regard to their academic motivation.
- There is significant difference in the mean scores of Academic Motivation of Pre-service Male Teacher Trainees & In-service Male Teacher Trainees.
- There is significant difference in the mean scores of Academic Motivation of Pre-service Male Teacher Trainees & In-service Female Teacher Trainees.

DELIMITATION

The study has been delimited with respect to the following:

- The sample has been drawn from two Pre-service teacher training institutions and two UPRTOU, ALLAHABAD In-service teacher training institution.
- The study has been governed by the assumptions underlying in tools of the study and statistical techniques used.

SAMPLE

The target population in the present study covered all the pre-service and in-service teachers studying in various teacher training institutions in the State of U.P. Only two B.Ed. Teacher's Training Institution were selected randomly. From these two Secondary School Teacher Training Institutions 75 pre-service male teacher trainees and 75 Pre-service female teacher trainees were selected through random cluster technique. From UPRTOU, ALLAHABAD 75 in-service female teacher trainees were selected randomly & included in the sample.

TOOLS USED

To collect the information of assessing the Academic Motivation of pre-service and in-service teacher trainees studying in the state of U.P., the Academic Motivation Questionnaire developed by Dr. J.P. Srivastava was used.

ANALYSIS AND INTERPRETATION

Data collected with the help of the above mentioned tool was scored and tabulated. The obtained data were subjected to necessary statistical computation. The data were mainly analyzed in terms of mean and standard deviation. In general, „t“ test was used to find out the significant differences. The research hypotheses were tested as follows:

1. Comparison of overall mean Academic Motivation scores of Male and Female Teacher Trainees.
2. Comparison of overall mean scores of Academic Motivation between Pre- service and In-service teacher trainees.
3. Comparison of mean scores of Academic Motivation between Pre- service Male and Pre-service Female teacher trainees.
4. Comparison of mean scores of Academic Motivation between In- service Male and Female teacher trainees.
5. Comparison of mean scores of Academic Motivation between Pre- service and In- service Male teacher trainees.
6. Comparison of mean scores of Academic Motivation between Pre- service and In- service Female teacher trainees.

Table 4.1

Comparison of overall mean Academic Motivation scores of Male and Female Teacher Trainees.

Groups	N	Mean	S.D.	SED	„t“ Value
Male	150	144.39	15.97	1.787	3.86*
Female	150	151.29	14.77		

* Significant at .01 Level of Significance.

Interpretation:

The calculated value of „t“ for comparing the mean scores of Academic Motivation between Male and Female Teacher Trainees was found to be 3.86 which is significant at .01 Level of Significance. It may be inferred that there is significant difference in Academic Motivation scores between Male and Female Teacher Trainees. It may further be observed from the Table 4.1 that Mean difference is in favour of Female Teacher Trainees. This implies that Female Teacher Trainees possess better Academic Motivation than Male Teacher Trainees. Hence the Hypothesis Number 1 as proposed that there is significant difference in Academic Motivation of Male and Female Teacher Trainees, was confirmed.

Table 4.2

Comparison of overall mean scores of Academic Motivation between Pre- service and In-service teacher trainees.

Groups	N	Mean	S.D.	SED	„t“ Value
Pre- service	150	145.33	15.70	1.796	2.795*
In- service	150	150.35	15.43		

* Significant at .01 Level of Significance.

Interpretation:

The calculated value of „t“ for comparing the mean scores of Academic Motivation between Pre-service and In-service Teacher Trainees was found to be 2.795 which is significant at .01 Level of Significance. It may be inferred that there is significant difference in Academic Motivation scores between Pre- service and In-service Teacher Trainees. It may further be observed from the Table 4.2 that Mean difference is in favour of In- service Teacher Trainees. This implies that In-service Teacher Trainees possess better Academic Motivation than Pre- service Teacher Trainees. Hence the Hypothesis Number 2 as proposed that there is significant difference in Academic Motivation of Pre- service and In-service Teacher Trainees, was confirmed.

Table 4.3
Comparison of mean scores of Academic Motivation between Pre- service Male and Pre- service Female teacher trainees.

Groups	N	Mean	S.D.	SED	„t“ Value
Pre- service (Male)	75	142.71	15.85	2.536	2.07**
In- service (Female)	75	147.96	15.21		

** Significant at .05 Level of Significance.

Interpretation:

The calculated value of „t“ for comparing the mean scores of Academic Motivation between Pre-service (Male) and Pre- service (Female) Teacher Trainees was found to be 2.07 which is significant even at .05 Level of Significance. It may be inferred that there is significant difference in Academic Motivation scores between Pre- service (Male) and Pre- service (Female)Teacher Trainees. It may further be observed from the Table 4.3 that Mean difference is in favour of Pre-service (Female) Teacher Trainees. This implies that Pre- service (Female)Teacher Trainees possess better Academic Motivation than Pre- service (Male) Teacher Trainees. Hence the Hypothesis Number 3 as proposed that there is significant difference in Academic Motivation of Pre- service (Male) and Pre- service (Female) Teacher Trainees, was confirmed.

Table 4.4
Comparison of mean scores of Academic Motivation between In- service Male and Female teacher trainees.

Groups	N	Mean	S.D.	SED	„t“ Value
IN- service (Male)	75	146.08	16.03	2.395	3.56*
In- service (Female)	75	154.61	13.17		

* Significant at .01 Level of Significance.

Interpretation:

The calculated value of „t“ for comparing the mean scores of Academic Motivation between In-service (Male) and In- service (Female) Teacher Trainees was found to be 3.56 which is significant even at .01 Level of Significance. It may be inferred that there is significant difference in Academic Motivation scores between In - service (Male) and In - service (Female)

Teacher Trainees. It may further be observed from the Table 4.4 that Mean difference is in favour of In - service (Female) Teacher Trainees. This implies that In - service (Female) Teacher Trainees possess better Academic Motivation than In - service (Male) Teacher Trainees. Hence the Hypothesis Number 4 as proposed that there is significant difference in Academic Motivation of In - service (Male) and In - service (Female) Teacher Trainees, was confirmed.

Table 4.5

Comparison of mean scores of Academic Motivation between Pre- service and In- service Male teacher trainees.

Groups	N	Mean	S.D.	SED	„t“ Value
Pre- service (Male)	75	142.71	15.85	2.603	1.29NS
In- service (Male)	75	146.08	16.03		

NS: Not Significant at .05 Level of Significance.

Interpretation:

As shown in Table 4.5 that the calculated value of „t“ for comparing the mean scores of Academic Motivation between Pre- service (Male) and In- service (Male) Teacher Trainees for 148 df came out to be 1.29 which is not significant even at .05 Level of Significance. It may be inferred that there is no significant difference in Academic Motivation scores between Pre - service (Male) and In - service (Male) Teacher Trainees this may be attributed to chance factor or sampling fluctuations. Hence the Hypothesis Number 5 as proposed that there is significant difference in Academic Motivation of Pre - service (Male) and In- service (Male) Teacher Trainees, was rejected.

Table 4.6

Comparison of mean scores of Academic Motivation between Pre- service and In- service Female teacher trainees.

Groups	N	Mean	S.D.	SED	„t“ Value
Pre- service (Female)	150	147.96	15.21	2.323	2.86*
In- service (Female)	150	154.61	13.17		

* Significant at .01 Level of Significance.

Interpretation:

As shown in Table 4.6 that the calculated value of „t“ for comparing the mean scores of Academic Motivation between Pre- service (Female) and In- service (Female) Teacher Trainees for 148 df came out to be 2.86 which is not significant at .01 Level of Significance. It may be inferred that there is significant difference in Academic Motivation scores between Pre - service (Female) and In - service (Female) Teacher. It may further be observed from the 77table 4.6 that means difference is in favour of In - service (Female) Teacher Trainees. This implies that Pre - service (Female) Teacher Trainees possess better Academic Motivation than the In - service (Female) Teacher Trainees. Hence the Hypothesis Number 6 as proposed that there is significant difference in Academic Motivation of Pre - service (Female) and In - service (Female) Teacher Trainees, was confirmed.

FINDINGS OF THE STUDY

The following conclusions were drawn on the basis of analysis and interpretation of data.

1. There is significant difference in Academic Motivation of Male and Female Teacher Trainees. Female Teacher Trainees possess better Academic Motivation than the Male Teacher Trainees.
2. There are significant difference in Academic Motivation of Pre-service and In-service Teacher Trainees. In-service Teacher Trainees possess better Academic Motivation than the Pre-service Teacher Trainees.
3. There is significant difference in Academic Motivation of Pre-service (Male) and In-service (Female) Teacher Trainees. In-service (Female) Teacher Trainees possess better Academic Motivation than the In-service (Male) Teacher Trainees.
4. There is significant difference in Academic Motivation of In-service (Male) and In-service (Female) Teacher Trainees. In-service (Female) Teacher Trainees possess better Academic Motivation than the In-service (Male) Teacher Trainees.
5. There is no significant difference in Academic Motivation of Pre-service (Male) In-service (Male) Teacher Trainees.
6. There are significant differences in Academic Motivation of Pre-service (Female) and In-service (Female) Teacher Trainees. In-service (Female) Teacher Trainees possess better Academic Motivation than the Pre-service (Male) Teacher Trainees.

EDUCATIONAL IMPLICATIONS

The present study will help the teachers, parents and society to know about the affect of Academic Motivation of teacher trainees on his / her academic achievement because it is a general observation that the students with high Academic Motivation are deemed to have better achievement.

- One of the finding of the study was that there is a difference in the mean scores of academic motivation of teacher trainees. Hence it is suggested that the same training strategy can not be applied to both male and female teacher trainees. There should be a separate training Institutions for males and females for enhancing academic motivation by following separate strategies of instruction.
- It has also been observed that the Pre-service Teacher Trainees and In-service Teacher Trainees differ in their Academic Motivation. The In-service Teacher Trainees possess better Academic Motivation than Pre-service Teacher Trainees. Hence the teacher educators should plan their teaching accordingly.

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