
Attitude of Teachers Towards the Development of Achievement Motivation in Primary School Pupils

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Abstract

Nowadays, it seems that pupils' interest in academic learning activities are deteriorating. Pupils seem not to put the minimum effort required to attain academic achievement. Hence this study, "The attitude of teachers towards the development of achievement motivation in primary school pupils". The study is a descriptive survey research design carried out in Nnewi North Local Government Area, Anambra State. Simple Random Sampling Technique was used to select a sample of 200 teachers for the study. Three research questions and a null hypothesis guided the study. An instrument entitled "Achievement Motivation Survey" on a four-point scale was used for data collection. The reliability of the instrument stood at 0.75 using Cronbach Alpha. Mean and Standard Deviation were used to analyse the data while the hypothesis was tested at 0.05 level significance. Among the findings was that male teachers and female teachers' attitude play a role towards the development of achievement motivation in pupils. Among the recommendations; seminars and workshops should be organized on the strategies to develop achievement motivation in primary school pupils.

The attitude of teachers during the classroom learning activities can effect the development of achievement motivation in pupils. Chapman (2009) cited MacClelland (1958) definition of achievement motivation as an individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment. Ratzburg (2008), defined achievement motivation as a non-conscious concern for achieving excellence through individual's efforts. The author maintained that such individuals set challenging goals for themselves, assume personal responsibility for goal accomplishment, are highly persistent in the pursuit of these goals, take calculated risks to achieve the goals and actively collect and use information for purposes of feedback. Atkinson (2005) defined achievement motivation as a person's effort to master a task, achieve excellence, overcome obstacles, perform better than others, and take pride in exercising talent. The author maintained that achievement motivation is a combination

of two personality variables: tendency to approach success and tendency to avoid failure.

In a class learning activities, individuals who show high interest and willingness to learn in order to achieve success are referred to as high achievers whereas individuals who depict little or no interest and willingness to learn in order to achieve success are referred to as low achievers. High achieving individuals are characterized with high motivation to achieve success, ascribes success to stable and internal factors within one's control, adopts task goals, seeks out challenges, are able competitors and performs well in evaluative conditions. Low achieving individuals are characterized with low motivation to achieve success, ascribes success to unstable and external factors outside one's control, adopts outcome goals, avoid challenges, seeks out very difficult or very easy competitors and perform poorly in evaluative conditions.

Atkinson (2005) noted that achievement motivation can be developed in 3 stages: autonomous competence stage---before the age of 4, the child focuses on mastering his/her environment and on self-testing for example, Joe focuses on riding his bicycle, could care less that his sister can already ride better. (ii) Social comparison stage begins at about age 5. Child focuses directly on comparing his/her performance with others, example who is bigger, faster, and so on. (iii) Integrated stage – involves both autonomous achievement and social comparison. Individuals know when it is appropriate to compete or compare self with others and when it is best to have self-referenced standards. Chauhan (2002) indicated that before a child starts school at age five he must have gathered many experiences which becomes an integral part of his personality and form his attitude towards life, but the school can help a lot to sharpen those experiences and develop positive attitudes in children. The author maintained that the teacher can develop achievement motivation in pupils using the following strategies: telling stories of great achievers and their achievement from all works of life, creating adequate learning environment both inside and outside the classroom, convincing the learners that achievement is desirable, making the learners to see the relationship between achievement and their future life, teaching learners to keep record of their progress towards their goals, developing conducive social climate in the class. Stressing further, Chauhan indicated that the attitude of a teacher has significant impact on teacher-pupil interactions, pupils academic aspirations, academic motivation and academic achievement of pupils. Therefore, it relies on the hand of a teacher during lesson preparation and instructional procedure to structure the content and classroom learning environment to attend to individual differences, arouse and captivate the interest of the learners to assimilate the learning content.

Reynolds (2006), carried a research on school effectiveness and improvement, he found that children whose teachers give more autonomy within a cooperative, encouraging and less authoritarian classroom environment develop achievement oriented attitude than those children whose teachers do not permit such freedom. Bassey and Akpan (2010) investigated the relationship between achievement motivation among primary school teachers and institutional effectiveness in terms of teaching and learning, staff and pupils involvement. Findings revealed significant relationships between achievement motivation and institutional effectiveness in

teaching and learning, staff and pupils' involvement and high intellectual expectations and achievements.

Varia (2013) indicated that the teacher as a significant figure in the valuing process of the learners has the following roles to perform: lays the foundation of peace, works with the learner, builds the learner, friend to the learners who respond to their faith and devotions, challenges the young to be responsible and turn them into better personalities.

According to Chieshe, Nonogo and Igwue(2015) cited in Shabait (2010), as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. Furthermore, a large number of learners, more than one or four leaves school before graduating. Many more learners are physically present in the classroom, but largely mentally absent; they fail to invest themselves fully in the experiences of learning.

Therefore, since the task of a teacher is not only to impart knowledge but also to develop strategies for the development of achievement motivation in learners for effective classroom learning, teachers' awareness of how learners' attitude and beliefs about learning develop and what facilitates learning are important in reducing learners' apathy towards learning.

However, it seems that teachers pay little or no attention to the development of achievement motivation in pupils for optimal performance or achievement. Instead, teachers tend to give closer attention to the high achievers than low achievers pupils. Those low achievers pupils who fail to receive teacher's attention may feel dejected, withdraw from participating in classroom learning activities, engage in bullying behaviours, play truancy and indulge in examination malpractices. All those self sabotaging behaviours are in an attempt to compensate themselves. This therefore, does not only hamper the children's self image, but may lead to pupils' poor academic performance or achievement. This warrants the need for the study, to determine the attitude of teachers towards the development of achievement motivation in primary school pupils.

Purpose of the Study

The general purpose of the study is to determine the attitude of teachers towards the development of achievement motivation in primary school pupils. Specifically, the study intends to find:

1. Teachers view on the development of achievement motivation
2. Classroom Learning Strategies for developing achievement motivation in pupils

Research Questions

The following research questions were formulated to guide the study:

1. How do male teachers' and female teachers' attitudes play roles towards the development of achievement motivation in primary school pupils?
2. In what ways do teachers view achievement motivation in primary school pupils?

3. What classroom learning strategies enhance the development of achievement motivation in primary school pupils?

Research Hypothesis

One null hypothesis tested at 0.05 level significance guided the study:

There will be no significant difference between the attitudes of male teachers and female teachers towards the development of achievement motivation in primary schools pupils.

Methodology

The design adopted for this study is descriptive survey research. The study was carried out in Nnewi North Local Government Area of Anambra State. The population of the study is consisted of five hundred and sixteen (516) teachers in the government owned primary schools. Simple Random Sampling Technique was used to select a sample of two hundred (200) respondents from 20 primary schools out of 45 primary schools in the study area. An instrument entitled "Achievement Motivation Survey" was used for data collection. The instrument consists of two sections: A and B. Section A contained the questions to obtain information on the personal data of the respondents. Section B contained fifteen (15) items on a four point scale of Strongly Agree (SA=4points), Agree (A=3points), Disagree (D=2points) and Strongly Disagree (SD=1 Point) for positive questions while reverse becomes the case for negative questions.

The instrument was face validated by two experts in measurement and evaluation at Nwafor Orizu College of Education, Nsugbe. The reliability of the instrument was established through test-retest method using 50 teachers from non participant primary schools in Onitsha North Local Government Area. The computation of the instrument reliability stood at 0.75 using Cronbach Alpha.

Method of Data Analysis

The data collected were analyzed using mean, and standard deviation to answer research questions and hypothesis was tested at 0.05 level significant.

Decision Rule

Any mean score from 2.50 and above is considered acceptable while mean score below 2.50 is not acceptable.

Result Presentation

Research Question 1: To what extent do male teachers' and female teachers' attitudes play a role towards the development of achievement motivation in primary school pupils?

Table 1: Mean and Standard Deviation of Male and Female Teachers' Role towards the Development of Achievement Motivation in Primary School Pupils

S/N	Items	SA	A	D	SD	T	Mean	STD	Decision
1	Teachers like to maintain pupils' interest and willingness to learn.	40	80	40	40	200	2.60	2.02	Accepted
2	Teachers like to help pupils improve on their academic performance	46	74	63	17	200	2.71	1.6	Accepted
3	Teachers feel happy when pupils compete with their peers.	57	73	52	18	200	2.8	1.7	Accepted
4	Teachers do not like to help pupils to overcome academic hitches or obstacles.	29	41	46	84	200	2.01	1.41	Rejected
5	Teachers find it difficult to create adequate learning environment.	27	43	57	73	200	2.12	1.5	Accepted

Table 1 revealed that items 1,2 and 3 were accepted because they had mean scores above 2.50 while item 4 &5 were rejected because they had mean scores of 2.01 and 2.12. This indicates that teachers like to maintain pupils' interest and willingness to learn, help pupils improve on their academic performance, feels happy when pupils compete with peers, like to help pupils overcome academic obstacles and like creating adequate learning environment.

Research Question 2: In what ways do teachers view achievement motivation?

Table 2: Mean and Standard Deviation of Teachers' View on Achievement Motivation

S/N	Teachers understand achievement motivation as:	S A	A	D	S D	T	Me an	ST D	Decisi on
6	Individual's effort to achieve excellence.	90	70	20	20	200	3.15	0.96	Accept ed
7	Individual's effort to overcome academic obstacle	63	47	51	49	200	2.72	1.65	Accept ed
8	Individual's effort to assume personal responsibility for goal accomplishment.	88	62	24	26	200	3.08	1.7	Accept ed
9	Individual's effort to persistently work hard towards success.	97	83	16	14	200	3.41	1.84	Accept ed
10	Individual's motivation to achieve and avoid failure.	84	66	33	17	200	3.09	1.76	Accept ed

Table 2 revealed that items 6,7,8,9 and 10 were accepted with mean scores above 2.50. This indicates that teachers view achievement motivation as individual's effort to: achieve excellence, overcome academic obstacles, assume personal responsibility for goal accomplishment persistently work hard towards success and individual's motivation to achieve and avoid failure.

Research Question 3: What classroom learning strategies enhance the development of achievement motivation in primary school pupils?

Table 3: Mean and Standard Deviation of strategies that Enhance the Development of Achievement Motivation in Primary Schools pupils

S/N	Learning strategies that enhances development of achievement motivation are:	SA	A	D	SD	T	Mean	STD	Decision
11	Telling stories of great achievers	75	53	47	23	200	2.70	1.64	Accepted
12	Encouraging pupils' participation in the classroom like praising hard work.	75	70	20	35	200	2.73	1.08	Accepted
13	Creating learner-centred approach in the classroom.	87	83	11	19	200	3.19	1.78	Accepted
14	Engages pupils in class learning activities.	60	50	40	40	200	2.60	1.16	Accepted
15	Encouraging inter-relationship among pupils in the classroom.	66	74	37	13	200	2.87	1.7	Accepted

Table 3 revealed that items 11,12,13, 14 and 15 were accepted because they had mean scores above 2.50. This indicates that classroom strategies which can enhance the development of achievement motivation in pupils include: telling stories of great achievers, praising hard work, creating learner-centred classroom approach, engaging pupils in class learning activities and encouraging inter-relationship among pupils in the classroom.

Research Hypothesis: There will be no significant difference between the attitude of male teachers and the attitude of female teachers towards the development of achievement motivation in primary schools.

Table 4: t-Test Comparison of the Attitudes of Male Teachers and the Attitudes of Female Teachers Towards the Development of Pupils Achievement Motivation

Variables	No	\bar{X}	SD	df	t-cal	t-crit	Decision
Male	28	25.71	5.06	198	4.87	1.65	Rejected
Female	172	30.81	5.55				

The calculated t-value is 4.87 while the critical value or t-crit is 1.65; since the calculated t-value is greater than critical t-value, the null hypothesis is rejected. The attitudes of male teachers and the attitudes of female teachers towards the development of achievement motivation in primary school pupils are significant. The male teachers have more positive attitudes towards the development of achievement motivation in primary school pupils.

Discussion of Findings

Based on the analysis of data, the results of the study were discussed in line with the research questions and hypothesis that guided the study.

Research question one was asked to determine the extent male teachers' and female teachers' attitude play a role towards the development of achievement motivation in primary school pupils. Findings revealed that teachers like to maintain

pupils' interest and willingness to learn, teachers like to help pupils improve on their academic performance, teachers feel happy when pupils compete with their peers, teachers create adequate learning environment. These findings agreed with Varia (2013) who indicated that teachers work with learners, build learners and are learners' friend who responds to their faith and devotions.

Research question two examined teachers view on achievement motivation. Findings revealed that teachers understand achievement motivation to mean individual's effort to: achieve excellence, overcome academic obstacles, assume personal responsibility for goal accomplishment, persistent to work hard towards success and individual's motivation to achieve and avoid failure. These findings agreed with Ratzburg (2008) and Atkinson (2005) who asserted that achievement motivation is an individual's concern and effort to achieve excellence, overcome obstacles and assume personal responsibility for goal accomplishment.

Research question three examined the classroom learning strategies which enhance the development of achievement motivation in primary school pupils. Findings revealed that classroom learning strategies engaged in for the development of achievement motivation in pupils include: telling stories of great achievers, encouraging pupils participation in the classroom learning activities, using learner-centred approach, engaging pupils in class learning activities and encouraging inter-relationship among pupils in the classroom. These findings agreed with Chauhan (2002) who expressed that teachers can develop achievement motivation through telling stories of great achievers and creating adequate learning environment both inside and outside the classroom.

Research hypothesis was postulated to find out if difference exists in the roles played by male teachers and the roles played by female teachers towards the development of achievement motivation. The outcome of the study revealed that there is a significant difference in the attitudinal roles of male teachers and their female counterparts towards the development of achievement motivation in primary school pupils. The reason is that male teachers take more cognizance interest if engaged in teaching; this however does not exist in all life situations.

Summary and Conclusion

The study was carried out to determine the attitude of teachers towards the development of achievement motivation in primary school pupils. Findings revealed that teachers understand achievement motivation to mean individuals effort to achieve excellence, overcome obstacles and take personal responsibilities for goal accomplishment.

Teachers can use different classroom strategies to enhance achievement motivation in pupils like telling stories of great achievers and creating adequate learning environment. Significant difference exists in male teachers' and female teachers' attitudinal role towards the development of achievement motivation.

The study therefore concludes that educational administrators, education board and curriculum experts should endeavour to encourage, motivate and sensitize teachers on how to develop achievement motivation in pupils.

Implications and Recommendations of the Study

The study revealed that male teachers play positive attitudinal roles towards the development of achievement motivation in primary school pupils. This implies that teachers should be educated more on the need to embrace females in developing achievement motivation in pupils especially during this era of low interest in academic learning activities and falling standard of education.

The attitudes of males towards the development of achievement motivation are encouraging and the tempo should be sustained. This implies that the development of achievement motivation in primary school pupils can be encouraged and achieved through the teachers' attitude and the roles they perform. It is therefore, suggested that seminars, conferences, workshops and symposiums should be organized on how to develop achievement motivation in primary school pupils. Such sensitization will help to change the negative attitude of the female teachers towards the development of achievement motivation. This study also recommends that teachers should use different classroom strategies such as learner-centred approach and telling stories of great achievers to actively encourage and assist pupils to develop achievement motivation.

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