

**ACHIEVEMENT MOTIVATION, CAREER ASPIRATION AND ACADEMIC
ACHIEVEMENT FOR EFFECTIVE INCLUSION AMONGST
UNDERGRADUATE TEACHER TRAINEES IN PLATEAU STATE
POLYTECHNIC BARKIN LADI**

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Abstract

The achievement motivation to the hundred was measured using the Mady's need for achievement scales. Furthermore, the relationship between, students' N'ach, students career aspiration in three fields of education (school, ministry and university) at ages 29, 30 and 90 years and students' academic achievement (CGPA) were investigated. The results showed that the students that constituted the sample had fairly high need for achievement. There were no significant sex differences in students N'ach. The results further showed that N'ach preferring university teaching career. There was no relationship between career aspirations at years. The results also showed that N'ach was positively related to academic achievement. The findings of the results were discussed in relation to previous findings elsewhere and their implication mentioned.

Introduction

Achievement motivation is a motivational construct the central concepts of achievement motivation (sometime referred to as need for achievement (N'ach) have never been in dispute. This is mainly due to the fact that most research efforts in this area have come under the earlier work of two American psychologists—David McClelland and J. Atkinson (1955). The former has dwelt on the relationship between achievement motivation, economic and technological development in societies also the origins of N'ach. The latter has focused attention mostly on their tendency towards behaviour from both achievement – oriented dimension (tendency to succeed) and failure-threatened dimension (tendency to avoid failure).

Madu (2012) maintains that people high in n'ach have always preceded the economic and technological development of nations. He believes that the technological advantage of the west at the moment is partly due to the fact that achievement s highly valued hence achievement motive is very high in western societies. Achievement motive according to studies carried out by Madu and his associates (2013) is positively related to the development of independence in people. Achievement motivation according to

Vidler (1977) “is a pattern of planning, of actions, and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted, for example, with power or friendship”, page 67. N’ach is more related with attitudes towards achieving rather than the achievement itself. It may not necessarily be manifested in observable accomplishment like high grades, good jobs, financial success etc. although it involves planning and striving for success.

N’ach has been measured by various means. One of the most popular measures of N’ach is that of the modified thematic Apperception technique (T.A.T) this is a projective technique and it was derived from the methods of experimental psychology and on the insight of psychoanalysis. Psychoanalysts believe that motivation is reflected in the fantasy lives of individuals, and that the interpretation of these fantasy lives is a major method for revealing a person’s motivations, hidden conflicts and wishes. The T.A.T. consists of ambiguous (vague) pictures given to an individual and is told to write short stories about them. The stories are then analyzed for content reflecting achievement motivation. Most researches in achievement motivation have used this technique. However, T.A.T has been found to be notoriously low in reliability (Lowell, 1950; Birney, 1959; and Ajaji 2012). The validity of T.A.T. has also been questioned particularly with regard to females. (Mehrabian 1968 and Field, 1951). T.A.T. administration and scoring is also known to be time consuming. Recent research efforts have indicated that N’ach can be measured by objective mean instead of treating the construct solely as an unconscious characteristic. Researchers who have attempted measuring n’ach with objective questionnaire include Hermans, 1970, Holmes, 1973. Okocha, 2013 These N’ach measures are known to have high reliabilities but their validities are open to question (vidler, op cit). However, because of the ease of their administration, they are very useful in research on the motive to achieve especially in our present day higher institutions.

Statement of the Problem

The present study is an attempt to measure the achievement motivation tendency of a group of SSII student. Furthermore, the study attempts to find out whether N’ach is related to students anticipated careers in future and also their academic achievement at the moment. An objective measure of N’ach Okocha 2013 was used for this study. This scale has been used in the USA, England and South Africa and Nigeria has been shown to be valid and reliable (Okocha 2013). Before going on to describe the study, little bit of information on related correlates of N’ach is in order. The relationship between academic achievement and N’ach has not been clear cut (DeCharm 1976). Nevertheless, some studies have found positive relationship between both variable (McClelland et al 1955; Uhlinger and Stephens, 1960; Morgan, 1966, Burgess, 1957 and Gebhart and Hoyt, 1958, Wuench and Lao, 1975, Madu, 2012, Ajaji 2012, and Okoreha 2013).

Studies on N’ach and career have also indicated that people low in achievement motivation tend to set low job goals to protect their self-esteem Ajaji (2012) has shown

that subjects who are low in achievement motivation and high in fear of failure tend to be more unrealistic in their vocational choice than subjects who are high in achievement motivation and low in failure. Agolum (2010) has also shown that subjects “resultant motivational” (a combination of n’ach and fear of failure) is related to vocational of intermediate risk. He has also found positive relationships between occupational choice, occupational aspiration and occupation prestige on the one hand and n’ach on the hand.

Purpose of the Study

The present study is concerned with the exploration of the relationship between achievement motivation and academic achievement and career aspiration amongst N.C.E technical Barkin Ladi Polytechnic.

Research Questions

The research questions which the study seeks to provide answers to are:

1. What is the general level of n’ach of Barkin Ladi Polytechnic undergraduate Teacher Trainees?
2. Is there any relationship between students’ scores and anticipated careers?
3. Is there any relationship between subject’s achievement as measured by commutative grade point average and n’ach?

Method

Design

The study was carried out using the survey design. The sample for the study consisted of 100 final year polytechnic students (70 males and 30 females) drawn through simple random sampling technique using balloting with replacement sampling method. A structured questionnaire was used collecting data for the study. The questionnaires contained 26 items based on three research questions. The questionnaires was divided into sections A, B, C, D, and E section A of the questionnaire was used to collect general information about all respondents and section B-E constituted the main body of the questionnaire. The point scale rating was provided for respondents to make their responses.

Academic achievement was measured by means of students’ cumulative grade point averages on a five-point scale. Results obtained were for three years. That is up to the end of respondents’ penultimate year at the polytechnic.

Data Analysis

The data obtained from the research was analyzed using Pearson correlation analysis one way analysis of variance, t-test and chi-square.

Table 1: General level N’ach scores of students

Results

	Males	Females	Total sample
N	70	30	100
X	133.91	132.91	133.35
SD	16.49	13.04	15.49
N	70	30	100

To fully understand the results of Table 1, one should bear in mind that each of the twenty-six items has a nine point scale, with 5 meaning a neutral point. A score lower than 5 in far low need for achievement and a score higher than 5 for each item means a high need for achievement. This therefore means that a total score above 130(26X5) will mean an overall low need for achievement while a score above 130 means a high need for achievement. The mean of the present sample of 133.35 although higher than 130 could be interpreted to mean that the student have fairly higher need for achievement. Furthermore, the results presented in the same table showed that there were no significant sex differences in need for achievement ($t = 0.61, p > 0.05$).

Tables 2: One-way Anova of Students N’ach scores by Career Aspiration at 30, 40 and 50 years.

Career Aspiration	Source of variation	Sum of squares	Df	F	Significance
At 20 years	Between	2612.22	2	6.14	P<0.01
	Within	16805.	79		
	Total	19417.72	81		
At 30 years	Between	2386.14	2	5.53	P<0.01
	Within	1940.77	92		
	Total	22226.91			
At 50 I years	Between	992.17	2	2.11	P<0.05
	Within	22774.58	97		
	Total	23766.75			

N.B The difference in the sample sizes at the 3 age levels were due to the fact that 13 students were above 30 but below 40 year and 5 students were above 40 but below 50 years.

The results presented in Table 2 showed that N’ach scores were significantly related to career aspiration at ages 20 and 30 years ($p < 0.01$) ($P < 0.01$).

Table 3: Means and standard deviations of students N'ach scores by career paths at 30, 40 and 50 years.

Career Path									
Age level	School			Ministry			University		
	\bar{x}	SD	N	\bar{x}	SD	N	\bar{x}	SD	N
20 years	130.88	14.61	57	126.17	11.36	12	144.85	15.41	13
30 years	130.03	12.90	33	129.23	12.72	35	140.70	17.94	27
50 years	129.50	12.41	30	132.68	16.16	34	137.19	16.05	36

The result presented in table 3 that most of the undergraduate teacher trainees would initially prefer to teach in secondary and related schools (at 20 years of age) as compared to either working in the ministry/related parastatal or lecture at university. Of the 82 students whose responses were analyzed at this level, 57 preferred teaching in schools, 12 preferred working in the ministry and 13 preferred teaching at the university. However at 30, the situation changes with many students now preferring careers in ministry and university (school m 33, ministry m 35, and university m 27). At 50 years, the situation is similar to that at 40 years except that more students would now prefer a career in university teaching.

Going back to the mean values in Tables 3, it could be seen that at 30 students who preferred a career in the university had a higher mean than those who preferred career in schools and ministry. These differences are statistically significant at 1% level (t.m 2.98 for school versus university and 3.47 for ministry versus university). There was no significant difference between ministry and school t.m 24, P 0.05.

At 40 years, students who preferred university career had significant higher mean than those preferring careers in school and ministry (t.m 2.19 for school versus university, t.m 2.67 for university versus ministry P 0.01 in both cases). There was no significant difference between school and ministry, t.m 0.26. P 0.05.

It has already been shown in Table 2 that was no significant F ratio between students' N'ach scores and career path at path at 50 years hence no tests were done at this level. The summary of these results suggest that at 30 years. Most students prefer teaching in secondary school, at 40 years, more students prefer working in the ministry and at 50 years, more students prefer university lectureship. Need for achievement is related to career paths in the field of education at 30 and 40 years and in both cases, students who want a career as university lecturers had higher need for achievement.

Table 4: Correlation between students' N'ach scores and academic achievement (CGPA)

	X	SD	Df	R	P
N'ach	133.35	15,49	98	0.32	P 0.01
CGPA	2,91	0.49			

The result presented in Table 4 showed that students need for achievement correlated highly and positively with their achievement, $r = 0.32$, $p = 0.01$.

Discussion

Undergraduate teacher trainees need for achievement (N'ach) was assessed by an objective means, using Madus scale 2012. The results showed that there were no significant sex differences in students N'ach. However, the overall mean of the student' N'ach was slightly above the median of the Mehrabian scale. This suggests that these students on the average have fairly high need for achievement. This pattern of result may be due to the fact that as undergraduates, they perceive the need to set tasks for excellence which they strive to achieve. The university situation is an achievement one and students here normally develop positive attitudes towards achievement even if this is not translated to actual performance.

Because students at the university level can be regarded as selected achievement-wise, they are most likely to perceive the important of development a high need for achievement. The characteristics of those who are high in N'ach which past researcher have found (Wiener and Protean, 1970:and Mischel, 1961) are likely to be applicable to Nigerian undergraduates whose number compared to those who have no access to university education is still very small. Some of such characteristic are:

1. Preference for high status targets and being in company of high status people;
2. Being likely to approach achievement related tasks;
3. Delay of gratification; and
4. Having higher motivation to achieve success than motivation to avoid failure.

The results presented in table 3 showed that majority of the undergraduate teacher trainees would prefer to teach in secondary schools immediately on completion of their course. However, most of them would like to move to the ministry of education or related parastatals and the university at 40 and 50 years of age. The implication of this therefore, is that many teachers at the secondary school, if they have their way, will move to the two other career paths later in life. This poses a challenge to the retention of experienced trained graduate teachers at the secondary school level. The probable nation of this anticipated drift is the teaching at the secondary school is looked upon as a low status job which majority of these students can tolerate initially but eventually would prefer to move to higher status career paths within the same field of education later in their lives. The solution to this problem will lie in the various governments in making teaching at this level lucrative and respectable in order to retain high caliber personnel.

The same results and those of Tables 2 showed significant relationship between Na'ach and career aspiration at ages 20 and 40 years where those higher in N'ach preferred university teaching career than the two other career paths. Those lower in N'ach preferred careers in schools and ministry. Madu (2012) have found a similar pattern of relationship among a group of undergraduate teacher trainees in Owerri. However, this relationship did not hold at age 50 years in the present study. This is due to the fact that many students with low N'ach who initially preferred careers in schools and the ministry now opt for university career path.

The result on N'act and academic achievement presented in Table 4, showed a significant and positive correlation between both variables ($r = 0.32$). This confirms some previous studies in this area.

Recommendation/ Conclusion

If the present results can be replicated, the need for training achievement motivation at the university level will definitely be desirable. Achievement motivation in conjunction with other personality measure could also be complementary to our traditional assessment techniques of students' achievement in this level. In fact, achievement motivation training and subsequent increase in N'act have been found to be associated with improvement in scholastic grades amongst secondary school pupils (Okocha 2013). It will therefore, be desirable if such studies can be extended to the university situation for effective inclusion in the educational system.

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