

Influence of Achievement Motivation of Primary School Teachers on Their Class Room Behaviour Managing Techniques at Rural and Urban Locality

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1. Introduction:

Primary education is the foundation stone upon which the whole structure of national development is erected. It is the first priority and stepping stone to enable an individual or nation to attain the life time aim of education. The role of primary teachers is not merely to transmit a body of knowledge and skills prescribed in the curriculum but also to correct maladjustment behaviour and develop desirable values and attitudes. The information available in the area of behaviour management is likely to be of great use to class room teachers. Qualified behaviour managers are in very short supply. Hence, there is a need for making class room teachers aware of the theory and practice of behaviour managing techniques in the class room setting at primary stage.

2. Key Words: Behaviour management techniques, Achievement motivation, Rural & Urban Locality.

Although this gigantic problem is very much present in Indian primary schools, but there is a total lack in our country of such investigations and literature for diagnosis of this behaviour managing techniques in schools. This situation led the researcher to think collecting some relevant information about behaviour managing techniques adopted by primary school teachers. In India, Not much work has been done to improve teachers practices in managing class room behaviour of students.

As B.F. Skinner believes “All human behaviour may be learned, shaped and managed” when we reward desirable behaviour and ignore or punish undesirable behaviour, we are engaging in what is called behaviour management. Reinforced behaviour will grow stronger and behaviour that is ignored, will disappear. ‘Atkinson (1964) added a new consideration to the theory of achievement need when he noted that all people have a need to avoid failure as well as a need to achieve’ “Achievement motivation means motivation to achieve mastery orientation and motivation.

3. Objectives of the study – To avoid failure

1. To find out the behaviour managing techniques used by primary teachers teaching in urban schools.
2. To find out the behaviour managing techniques (BMT) used by primary teachers teaching in rural schools.

3. To make comparison between rural and urban primary school teachers in the application of behaviour managing techniques.

4. To compare the behaviour managing techniques as used by primary school teachers having high and low achievement motivation.

5. To study the interactive effect of locality (Rural/ Urban) and achievement motivation on the behaviour managing techniques.

4. Hypothesis of the Study:

1. There is no significant difference between rural and urban primary school teachers in the application of managing techniques.

2. There is no significant difference between behaviour managing techniques as used by primary school teachers having high and low achievement motivation.

3. There is no significant interaction between rural and urban primary school teachers having high and low achievement motivation with reference to use of behaviour managing techniques.

5. Design of the Study-

5.i Methodology –

The investigator decided to use ‘causal comparative method’ for the purpose of the present study because it suits the nature of the problems since the researcher wants to describe the effect of the causes in the existing phenomena and described them in his findings.

5.ii Size and Method of Sampling :

All the government-managed primary school teachers in rural and urban locality under Meerut commissioner constitute the population of this research.

In this study, cluster random sampling was used. Sample consisted of 300 teachers taken from different rural and urban primary schools. For this purpose, schools were selected randomly and intact group was studied.

5.3 Variable involved:

(A) Independent variable:

- (i) Rural and Urban Primary school i.e. locality.
- (ii) Achievement Motivation.

Dependent Variable:

- (i) Behaviour Managing techniques:-
- (i) Extinction (ii) Punishment (iii) Time out (iv) Shaping (v) Reinforcement.

5.4 Tools:

The following tools were used to collect data in respect of different variables.

(i) Behaviour Management Questionnaire By Dr. S.P. Sinha (1991)

(ii) Achievement Motivation Inventory - By Dr. Aryendra Sharma & Mrs. Geeta Sirohi (Researcher).

5.5 Statistical Techniques:

The ‘F’ & ‘t’ test was used to study the significance of mean difference of each category of teachers on total scores of response of behaviour managing techniques. Data was analyzed by using two way ANOVA (of unequal cells).

6. Analysis Conclusion.

This research paper presented the discussion of the analysis of variance between achievement motivation and locality in reference to five dimensions of behaviour management techniques like extinction, punishment, time out, shaping and reinforcement.

6.1 Discussion of ‘F’ values obtained between high and low achievement Motivation and locality in reference to Behaviour Management Techniques has been shown below in the table.

Table of ANOVA

Square of variable	SS	df	MS	F	Results
Between Rural/ Urban	822.66	1	822.66	12.00	Significant at 0.1 level
Between high/ Low Achievement motivation	195.14	1	195.14	2.84	In significant
Interaction Achievement motivation at rural/ urban locality	49.5	1	49.5	0.72	Insignificant
Within group	20282.24	296	68.52	-	-
Total	21349.54	299	-	-	-

Conclusion was derived from analysis and interpretation of the collecting data:-

Techniques are being used in different amounts by rural and urban teachers. Higher mean for urban teachers suggests that urban teachers use behaviour management techniques more frequently as compared to rural teachers.

Insignificant ‘F’ values between high and low achievement motivation (F= 2.84) suggest that the teachers having high low achievement motivation use equally behaviour management techniques. Besides this, lack of significant ‘F’ value for interaction between Achievement motivation and locality (F= 0.72) lead to conclude that achievement motivation and locality have no joint influence on Behaviour management techniques as extinction,

punishment, time out, reinforcement and shaping “As a result, the urban teachers are the best users of Behaviour Managing techniques due to awareness and consciousness of achieving goal and need to achieve more for excellence”

It can be concluded that high and low groups of teachers are equal in using behavior managing techniques.

7. Implication of Research findings:

1. From the view point of psychology, these Behaviour Managing techniques are of great significance and help us to understand how primary teachers can change the undesired behaviour of students.

2. The concept of reinforcement may be utilized in controlling the cognitive behaviours of students. These techniques are of great importance in teaching arithmetic, spelling and sciences.
3. This research suggests that educational authorities should concentrate their attention not only on academic qualifications, but also an awareness of behavior modification techniques of teachers at the time of recruitment.
4. Training institutions may also provide such situations to the student- teachers in training period through which they may develop those characteristics which are useful for enhancing achievement motivation.
5. Teacher oriented refresher courses and training may be helpful for rural teachers to gain more knowledge about these behaviour managing techniques.
6. Only five Behaviour Managing techniques have been studied in this research. Some other techniques of Behaviour Management may be taken for consideration while studying teacher's achievement motivation.

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