



APPLICATION OF THE HIERARCHICAL ACHIEVEMENT MOTIVATION MODEL TO TEACHER TRAINEES AS PREDICTOR OF THE QUALITY OF FUTURE TEACHERS IN NIGERIA

Agbonkpolo U.M.* and Aye-omoruyi, B

Department of Education, Benson Idahosa University, Benin City, Nigeria

*Corresponding Author

Abstract: *The paper is an application of the hierarchal achievement motivation model to teacher trainees in Nigeria universities as a predictor of their achievement outcomes and the quality of future teachers in Nigeria. The paper begins with the examination of the premises of the study: socio- economic status of teachers, achievement motivation of teacher trainees and the hierarchal achievement motivation model. Based on this model, the researchers went further to interpret the achievement motives of teacher trainees and the corresponding achievement related attitude and behavior. The last section of this paper examines the ultimate consequences on achievement outcome of teacher trainees and its implication for the quality of graduate teachers and manpower development in Nigeria. In conclusion, the researchers deduced some policy options from the research findings as means of enhancing the quality of graduate teachers in Nigeria.*

KeyWords: *Socio-economic status, Achievement motivation, Achievement goal, Achievement related attitudes and Achievement outcomes*

INTRODUCTION

Every society in the world has great concern for human development, being the cornerstone in capacity building. No nation can have growth and development without adequate manpower. Manpower development is a function of Education.

Education as a concept is the formal process of inculcating the mental discipline and ideas that bring about change in knowledge, skills, values, norms, attitude and intellectual capability of an individual, thus becoming a member of the skilled work force for national and societal development. Formal Education is seen by various philosophers like Aristotle, Socrates, Plato, John Dewey and Alfred Whitehead as the most powerful instrument created by man for self improvement and for facing the challenges of a world in perpetual flux.

Macious and Garber (2005) opined that education is an effective instrument for positive change in the society and a fundamental social institution for transmitting basic knowledge including values, norms, skills and culture to the younger ones in the society. Olulobe and Egbezor (2012) describe education by which children, youth and adult lean abilities, attitudes, and other forms of behavior which are of positive values in the society in which they live.

These expectations can be realized if the quantity and quality of inputs in the education industry are adequate. In this regards, Thus the general purpose of teacher education in Nigeria is the production in

adequate quantity of high quality professionals who have good academic knowledge as well as personal quality that are worthy of emulation by the students.

Government, in the Second National Development Plan and in the National Policy on education, lamented the acute shortage of trained and qualified teachers for the educational system. In the third National Development Plan, the Federal Government asserted that “.... The quality of teaching staff is the most important determinant of educational standards in all levels of education”. In the national Policy on Education, Federal Government declared: “Teacher education will continue to be given a major emphasis in all our education planning because no education system can rise above the quality of its teachers.” Thus the relevance of the profession trained teachers in the handling and building of human capacity for national development cannot be over- emphasized.

Review of Related Literature

Ironically, the teaching profession has a very poor image among the old and young alike in the society. Poor income of teachers is one reason that makes the profession less attractive to youths. In Nigeria, teachers’ condition of service rank among the lowest and this affects the teachers. Majority of teachers themselves do not see teaching as a respected profession any more, they feel that, their low status in the society has to do with their low remuneration, poor living conditions which made them lack respect from the children they teach as well as the public. This fact can be well appreciated if the teaching profession is compared with other professions such as medicine, engineering, law, accounting etc. The teaching profession cannot be said to be as easy as others, in terms of income level, general acceptability and recognition by the public. The status of the individual teacher, his self –esteem and the manner in which he performs his role are influenced by the society (Shekarau, 1998). Teaching as a profession does not bestow the high prestige and privilege accorded to other professions like Law, Engineering, and Medicine etc. Truly, many researchers seem to agree that the condition of service in the teaching profession is very poor relatively to other professions. How does this poor socio- economic status of teachers affect the achievement motivation of teacher trainees?

Humans tend to satisfy their needs through different channels, and they are compelled to succeed for internal and external reasons. These fundamental and physiological drive that gives us inspiration to succeed is achievement motivation. Achievement motivation is the drive towards success and achievement of set objectives. Achievement motivation according to Rbideau (2005) can be defined as the individual’s driving force for success or the attainment of excellence.

The study conducted by Eguasa (2010), shows that a good percentage of teacher trainees in University of Benin have poor motivation for teacher’s education and the profession. Her findings show that: 59.75% of a sample of 150 teacher trainees does not want to be teachers, 72. 50% of the respondents chose education to have time for private business. 65% of them believed that men marry teachers because they have time for family and children. 55% were of the opinion that teaching is innate while the rest 45% believes that teachers are made. 73.75% said that they will not encourage their children to choose teaching as a profession. On remuneration, 80% said that salaries and wages of teachers are not attracting the youth into the teaching profession. The significant motives many teacher trainees have for teacher’s education according to her are as follows:

- i) The desire to have time for private business
- ii) Love for children.
- iii) Higher prospect of finding suitors, for men love to marry female teachers because they have enough time for their homes.
- iv) The lower cut-off mark for admission into education.
- v) The desire to have time for husband and children.

Thus the findings by Eguasa confirmed the general belief that many students in the Faculties of Education across Nigeria public Universities ended up in teacher’s education without intrinsic motivation to offer the course, because they wanted university admission at all cost. That the motivation of youths towards teacher’s education is poor is also shown by the fact that teacher’s education is neglected by

almost all the private universities in this country. The survival of these institutions depends on floating courses with high demand, of which teacher's education is certainly not one of them. Out of the approved private universities in Nigeria, from all indication only three seem to be offering courses in teacher's education and they are rarely able to admit up to 10% of their expected intake.

How will the achievement motivation of teacher trainees affect the quality of future teachers? Using the hierarchal model of achievement motivation, it is possible to show how the achievement motivation of teacher trainees will affect future teachers. The next section of this paper is focused on the predictor - hierarchal model of achievement motivation. Thereafter the application of the model to the teacher trainees' achievement motivation is presented.

Research Method

The study is a theoretical work; the hierarchal achievement motivation model is used to predict the achievement outcomes of teacher trainees and its implication for the quality of teachers in Nigeria. The hierarchal achievement motivation model depicts a chain or sequence of four-stage process involving motives, goals, attitude and outcome. These are as follows:

Achievement motives: Achievement motives consist of biological needs, creative desire and success in competitive ventures (Rabideau, 2005). According to achievement motive theory, two motives are directly related to achievement, namely implicit and explicit motives. Implicit motives are natural impulse to act and are prompted by incentives inherent in the task. Explicit motives are channeled through conscious decisions and usually stimulated by external reasons. Furthermore, individuals with compelling implicit drive to achieve goals set higher internal standards than others who prefer to follow the societal norms. These two motives usually cooperate to shape the behavior of the individual emotionally towards an end (Brunstein & maier, 2005).

Explicit and Implicit motives have a significant influence on behavior. A person with a compelling internal drive feels pressure from achieving a goal most efficiently. Success or break through complete control brings satisfaction to the individual. The explicit motives are based on a person's self image. "This type of motivation shape a person's behavior based on self view which can influence his or her choice and responses from outside cues. The primary agent for this type of motivation is perception or perceived ability" (Rabideau 2005).

Achievement Goals: Psychologists differentiate between reason or motives of our work and the aim or object in view. The purpose of an individual's pursuit is called Achievement goal (Roebken, 2007). According to Achievement goal theory, there are three forms of achievement goals namely: a performance approach goal, a performance avoidance goal, and a mastery goal (Rabideau, 2005). A performance approach goal is geared towards the attainment of superior competence relative to others; a performance avoidance goal is directed towards the avoidance of incompetence relative to others, while a mastery goal is based on the development of skills for self satisfaction.

Achievement-Related Attitudes: Achievement motives and goals cannot be translated into achievement if there are no corresponding achievement-related attitudes and behaviors. "All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed" Rabideau (2005). Motivational researchers maintained that achievement behavior is a function of the situational variables and the individual's motive to achieve. Achievement goals are considered to have greater cognitive control on activities. Achievement goals do affect a person's attitude towards a task with manifest desire to show competence (Harackiewicz, Barron, Lehto, & Elliot, 1997). There are two different types of achievement related attitudes namely, task involvement and ego-involvement. In task involvement, the person's preoccupation is to acquire skills and knowledge while in ego-involvement, the individual's interest is to demonstrate superior abilities (Butler, 1999). "One example of an activity, where someone thrives to attain mastery and demonstrate superior abilities is schoolwork. However situational cues, such as the person's environment or surroundings, can affect the success of achieving a goal at any time" (Rabideau, 2005).

Researchers have shown that a task-involvement activity usually results in creative and progressive development especially in activities that lend opportunity to learn and develop competence more than in ego-involvement activity (Butler, 1990). Intrinsic motivation is associated with task- involved activities in

which people seek satisfaction from the engagement. In ego-involvement activities people usually assume different conception of their ability, either underrating or overrating themselves thereby obstructing their effectiveness. Ego- involved individuals strive for greatness through excelling in performance, and their criterion of success hinged on avoiding failure to remain on top.

Competence has more influence on attitudes and behaviors of individuals in ego- involvement activities relative to individuals in task-involvement activities. As task- and ego- involving settings engender different conceptions of ability, and reaction to difficulty, they create different attitude to information seeking. The upper and low ability groups seek information towards the realization of their goal of improving skills in task-involvement situations. But Butler, (1999) said they need to seek information about themselves and their capabilities. “On the other hand people in ego-involving settings are more interested in information about socio comparison, assessing their ability relative to others” (Rbideau, 2005).

As shown in the foregoing, achievement motivation has different conceptions. Although these concepts were developed separately, they fit together as a single explanation model of achievement outcome.

Motivational researchers have sought to promote a hierarchal model of approach and avoidance achievement motivation by incorporating the two prominent theories: the achievement motive approach and the achievement goal approach (Rabideau, 2005).

These motives and goals are viewed as working together to regulate achievement behavior. Achievement motives are said to have an indirect or distal influence, while achievement goals are considered to have a direct or proximal influence on achievement –relevant outcomes (Elliot & McGregor, 1999). Thus hierarchal model presents achievement goals as predictors for performance outcomes. Ego-involvement conditions appear to trigger off wrong responses to failure and difficulty. On the contrary, individuals with task involvement attitude, usually see their ability, as a function of learning through practice (Butler, 1999). Thus there is a creative and progressive development even less able individuals feel more successive with signs of progress. These conceptualizations are represented in figure one.

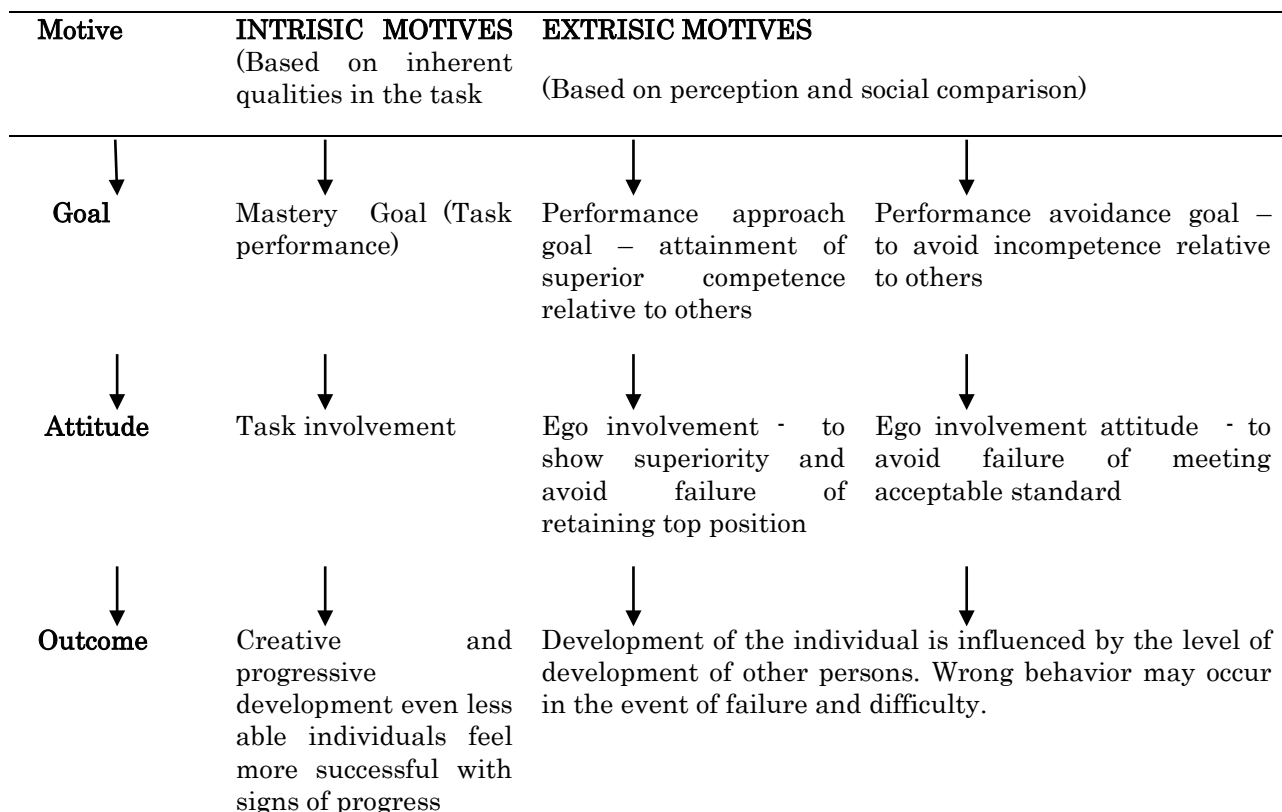


Figure I: Hierarchal Achievement Motivation Model

Figure1 shows that, the intrinsic motives, the mastery goal and the task involvement attitude are conceptually related. The performance approach goal conceptually rest on the extrinsic motives. The ego involvement attitude is conceptually related to the performance approach goal with the compelling desire to demonstrate superiority and avoid failure of retaining top positions. The ego involvement attitude is also related conceptually to performance avoidance goal, withholding performance for fear of failing to meet acceptable criteria. According to Rabideau (2005), there are significant empirical evidences of these associations.

Theoretical Analysis of the Achievement Motivation of Teacher Trainees in Nigeria Universities Using the Hierarchal Achievement Motivation Model

As mentioned earlier, there are two motives in achievement motivation namely; the intrinsic motives which relate to the love one has for a task and the extrinsic motives which relate to social comparison and a person's self-image which shape a person's behavior in line with the self-image. The primary agent as mentioned earlier, for extrinsic motivation is social perception and perceived ability. Intrinsic motive for teacher's education, stems from the love for the course and the profession. The extrinsic motive among teacher trainees emanates from the teacher trainees' perception of the relative social standing of the teaching profession and their own (teacher trainees) ability.

The natural love for the teacher's education and the profession is dependent on the inherent qualities of teacher's education and the teaching profession. The teacher trainees' perceptions are influenced by the peers, parents, and the larger society. The interactions among family members are powerful influenced on children. The sharing of workplace stories with children, coupled with the concern by parents for the former's future, in practical ways helps to facilitate identity formation and vocational aspiration among youths, (Altman, 1977; Blustein, 1997; Youg et al., 1997). Siblings themselves present challenges and competitions among themselves, which help to shape their vocational decision (Altman, 1977). The influenced of parents on the vocational aspiration of their children was revealed when a sample of children were asked questions about their future vocation in a study carried out by Durojaiye (1970). Parental factor therefore can be said to account significantly for students' perception of the teaching profession.

There is a general notion in the society that the teaching profession has a very low social status and as such only people with low social background should go into it (Stinctt, 1976). The doctor, lawyers, engineers, accountants command respect from everyone in the society, but teachers are looked down upon. And since the influence of social environment on young ones is an established fact, it is valid to say that many youths will have negative perception of the teaching profession. Therefore, the motives for teachers' education among the teacher trainees, who are predominantly youths, will be negatively influenced by the poor social image of the teaching profession in the society.

Now the next question is: what is the effect of this poor achievement motivation on the attitude of teacher trainees and the future teachers in Nigeria? The answer to this question can be deduced from the hierarchal achievement model discussed earlier. This is presented as follows:

Since many teacher trainees do not have intrinsic motive for teacher's education, the task involved attitude among them will be low. Although a small percentage of students with extrinsic motive may later love teachers' education and the profession. Similarly, since many of them do choose teachers' education because of its low cut- off mark for admission, it means such students have the performance avoidance goal. Their attitude is ego involvement to avoid failure to obtain the higher cut- off mark for admission into the other professions.

The ego involved attitude to excel others will be low among such teacher trainees; it is the 'survival attitude' that will dominate - to acquire a degree at least. Avoiding any elective course they feel they may not pass and exacting minimum effort required to obtain a degree will be the dominant attitude. The desire to demonstrate superior performance and achieve mastery belongs to those who have high self-esteem and love for a profession. Hence the creative ability and high mental capacity will not be significantly realized in many of the teacher trainees.

The direct implication of this scenario is that the quality of graduate teachers will be low and in turn will impart negatively on the quality of manpower generally in the country.

CONCLUSION

It must be concluded that the motive of many teacher trainees for the teaching profession are external forces such as the desire to secure admission into university through lower cut-off mark and the opportunity to engage in private business while in the teaching profession because of the relatively short school hours. So a great number of them do not take to education because of the love of impacting knowledge which can propel an individual to excel and overcome in the face of challenges.

The implication of this problem is that the quality of many graduate teachers is low. This in turn will affect the quality of graduates these teachers will produce for the labor market and the higher educational institutions.

Finally, it is also clear that teachers' remuneration and other conditions of service are the root cause of this chain of reactions in the teaching profession because many brilliant candidates who love the teaching profession, sacrifice this love for the more privileged professions by embracing the latter.

Recommendations

Based on the conclusion above, the researchers suggested the following.

1. Good condition of service of teachers in terms of adequate payment as well as prompt payment of salaries and allowances should be imbibed by all the levels of governments in Nigeria to improve the lots of teachers and encourage brilliant youths into the teaching profession.
2. Relevant authorities should explore the possibility of ensuring that the incentives that make other professions attractive are also given to teachers, such as comfortable transparent offices (not staff room) more supporting staff, official cars etc.
3. Teachers should be included in important committees and positions outside the school.
4. All educational institutions ranging from Primary Schools to Universities including Ministries of Education should be headed by teachers as in other professional establishments.
5. Efforts should be made by various Faculties of Education in Nigerian Universities to modify the perception of new intakes to imbibe a better self-image and a better image of teachers' education and the profession.

REFERENCE

- Ajeyelami, D. (2005), *Challenges of teachers' education for secondary school in Nigeria. Proceedings of the African Centre for Contemporary studies Conference*. Sept. 13 -14 Abuja, Nigeria, 1-7.
- Brunstein, J. C., &Maier, G. W. (2005). *Implicit and self-attributed motives to achieve: Two separate but interacting needs*. Journal of Personality and Social Psychology, 89, 205- 222.
- Butler, R. (1999). *Information seeking and achievement motivation in middle childhood and adolescence: The role of conceptions of ability*. Developmental Psychology, 35, 146 -163.
- Durojaiye, M. O. (1970). *School education and occupational choice: Social Psychology research in Nigerian international secondary School*. West African Journal of Education, 2, 79 -84.
- Eguasa, R. (2010) A study of the factors influencing the choice of education as a career among undergraduate students in University of Benin. (Unpublished Project)
- Elliot, A. J., & McGregor, H. A. (1999). *Test anxiety and the hierarchical model of approach and avoidance achievement motivation*. Journal of Personality and Social Psychology, 76, 628 -644.
- Elliot, A. J. & Sheldon, K. M. (1997). *Avoidance achievement: A personal goals analysis*. Journal of Personality and Social Psychology, 73, 171 -185.

Harackiewicz, J. M., Barron, K. E., Carter, S. M.; Lehto, A. T. & Elliot, A. J. (1997). *Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade*. Journal of personality and social psychology, 73, 1284 -1295.

Nwagwu, N. A., (1988). The role of Colleges of Education in National development. *Journal on Education and National Development*, 24 -26.

Ololube, N. P., Egbezor, D. E. (2012). A critical assessment of the role/importance of non-formal education to human and National development in Nigeria: Future trends. *International Journal of Scientific Research in Education*, 5(2), 71-90.

Rabideau T. S., (2005). *Effects of achievement motivation on behavior*, Google online.

Roebken, H. (2007). *Multiple goals satisfaction and achievement in University undergraduate education: A student experience in the research University (SERU)*. A Project Research Paper Presented at the Center for Studies in Higher Education.

Shekarau, I. (1998), The Teacher: his welfare, motivation and status. *Nigerian Journal ANCOPPS* 5(1).