



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

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### Abstract

Primary education is the foundation stone upon which the 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 primary teachers are not merely to transmit a body of knowledge and skills prescribed in the curriculum but also to correct maladjustment behavior and develop desirable values and attitudes. The information available in the area of behavior management is likely to be great use to class room teachers. Qualified behavior managers are in very short supply. Hence, there is a need for making classroom teachers aware of the theory and practice of behavior managing technique in the classroom setting at primary stage.

Every classroom becomes a complex of 'different' children, different not only in relation to gender but also in terms of socio- cultural levels values, needs, religious believes, abilities, and background. The classes can justifiably be described as mixed ability classes. Every child is unique, with its own personality. Children come from different families, so it makes sense that the values of each family cultivates may be different. Therefore, a major concern of teacher is to create an environment that can manage student's behavior. This process is not easy, but is essential for effective children's learning.

**Key Words :** Behavior Managing Techniques, Achievement Motivation, Rural & Urban Locality.

### Introduction

Although this gigantic 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 behavior managing techniques in schools. This situations led the researcher to think collecting some relevant information about behavior managing technique adopting by primary school teachers. In India, Not much work has been done to improve teachers practices in managing classroom behavior of students.

As B.F. Skinner believes " All human behavior may be learned, Shaped and managed " when we reward desirable behavior and ignore and or punish undesirable behavior, we are engaging in what is called behavior management. Reinforced behavior will

grow stronger and behavior 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 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.

**Objectives of the Study:-**

1. To find out the behavior managing techniques used by primary teachers teaching in urban schools .
2. To find out the behavior 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 behavior managing techniques.
4. To Compare the behavior managing technique 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 behavior managing technique.

**Hypotheses**

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 behavior 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 behavior managing technique.

**Design of the Study:-**

**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.

In the present study descriptive survey method was used.

**Sampling:-** All the government –managed primary school teachers in rural and urban locality under Meerut commissionaire. 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 the purpose .Schools were selected randomly and intact group was studied.

**Variable involved :**

**(A) Independent Variable :**

- (I) Rural and urban primary school i.e. locality.
- (II) Achievement Motivation.

**(B) Dependent Variable :**

- (I) Behavior Managing Techniques-
- (1) Extinction (2) Punishment (3) Time out (4) Shaping (5) Reinforcement

**Tools used in Research:-**

**1.Behavior Management Questionnaire -----Dr. S.P. Sinha**

**2.Achievement Motivation Inventory -----Dr. Aryendra Sharma**

**Statistical Technique :-** The ‘F’ & ‘T’ test was used to study the significance of mean difference of each category of teachers on total scores of response of behavior managing techniques. Data was analyzed by using to way ANNOVA (of unequal cells).

**Result and discussion:-**

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

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

**Table No.-1**

1	Square of variable	SS	df	MS	F	Results
2	Between Rural / Urban	822.66	1	822.66	12.00	Significant at 0.1 ;level
3	Between high / low Achievement motivation	195.14	1	195.14	2.84	Insignificant
4	Interaction Achievement motivation rural / urban locality	49.5	1	49.5	0.72	Insignificant
5	Within group	2028.24	296	68.52	--	--
6	Total	21349.54	299	--	--	--

**Conclusion:-** Conclusion was divided 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 suggested that urban teachers use behavior management technique more frequently as compared to rural teachers.

Insignificant ‘F’ values between high and low achievement motivation ( F= 2.84) suggested that teachers having high low achievement motivation use equally behavior management technique. 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 Behavior management technique as extinction, punishment, time out, reinforcement, and shaping “ As a result, the urban teachers are the best users of Behavior Managing technique due to awareness and consciousness of achieving goal and need to achieve more for excellence.”

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

### **Implications for Research findings**

1. From the view point of psychology, these Behavior Managing technique are of great significance and help us to understand how primary teachers can change the undesired behavior of students.
2. The concept of reinforcement may be utilized in controlling the cognitive behaviors of students. These techniques are of great importance in teaching arithmetic, spelling and sciences.
3. This research suggested 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 behavior managing techniques.
6. Only five Behavior Managing technique have been studied in this research .

Some other technique of Behavior management may be taken for consideration while studying teacher's achievement motivation.

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