

Achievement Motivation And Professional Integrity Of Teacher Educators

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ABSTRACT

The main objective of this paper is to find out the relationship between Achievement Motivation and Professional Integrity of teacher educators working in Colleges of Education in Vellore District. Sample of the study comprised of 225 teacher educators working in various colleges of Education. Normative survey method is adopted for data collection. Stratified Random sampling method is used to select the sample of the study. Achievement Motivation Scale and Professional Integrity Questionnaire were developed and standardized by the investigator. Pearson Product Moment correlation and 't' test was used to analyze the data. Results revealed that there is significant relationship exists between Achievement Motivation and Professional Integrity among teacher educators.

Also, it is found that there is no significant difference in Professional Integrity and Achievement Motivation based on gender. With respect to annual income, there is significant difference found in Professional Integrity of teacher educators, whereas there is no significant difference found in Achievement Motivation.

Keywords: Achievement Motivation, Professional Integrity, Gender, Annual Income, Teacher Educators.

Introduction

Teachers are the most important part of any educational institution. The quality of education, especially teacher education, which has the responsibility of producing future teachers must be well developed. Teacher educator performance is a teaching achievement that results from activities carried out by teachers in the classroom based on their main tasks and functions as professionals in the field of Education. The quality of teacher performance can be viewed in terms of processes and results. Teacher educators can be said to be successful in terms of the process if they are able to actively involve most student teachers, both physically, mentally, and socially in the learning process and they are successful in terms of results if the

learning provided can change the behaviour of the student teachers towards better mastery of basic teaching skills. The quality of teacher educator is influenced by several factors, including achievement motivation and professional integrity towards their profession.

Review of Related Literature

Madzid and Samsudin (2021) analyzed the effect of transformational leadership style and motivation on teacher performance mediated by organizational commitment. The population in this study were 117 Madrasah Aliyah teachers in Yogyakarta Municipality. The sampling technique used was purposive sampling

technique. The instrument used in this research was a questionnaire. The type of research used was quantitative research and the type of data was primary data that was sourced directly from the questionnaire distribution survey. The research model was analyzed using Structural Equation Modeling (SEM) with the help of AMOS Software. The results of this study indicated that achievement motivation had a positive and significant effect on teacher performance. Achievement motivation had a positive and significant effect on teacher performance through organizational commitment.

Ndibalema (2019) investigated lived experiences among school leaders about pre-service teachers' professional integrity during the teaching practice in Misungwi District. Narrative interview was used to collect the data. Fifteen (15) school leaders were purposively selected from 5 secondary schools that accommodated pre-service teachers to do the teaching practice in 2018. The narrative qualitative data analysis was employed in data analysis. The results indicated that school leaders experienced several professional misconducts which include the prevalence of sexual violence, disobedience to the dressing code, absenteeism and professional incompetence. The prevalence of these misconducts among pre-service teachers were attributed to a number of factors which include lack of awareness, inappropriate conduct among school-based teachers who are expected to be role models, ineffective working environment, lack of commitment and lack of volunteerism spirit.

Renata, Wardiah & Kristiawan (2018) examined the influence of headmaster's supervision and achievement motivation on effective teacher. This study aimed at examining 1) the influence of headmaster's supervision on effective teachers, 2) the influence of achievement motivation on effective teachers, and 3) the influence of headmaster's supervision and achievement motivation on effective

teachers. This research used quantitative method. Data were analyzed using multiple linear regression formula SPSS (Statistical Product and Service Solution) version 16.0 for windows. This study showed 1) there was significant influence of headmaster's supervision on effective teachers 2) there was significant influence of achievement motivation on effective teachers, and 3) there was significant influence of headmaster's supervision and achievement motivation on effective teachers.

Salinos and Susan (2019) determined the over-all performance of the Senior High School teachers in relation to their motivational factors. This study used descriptive research. The respondents were the teachers of the Senior High School Department who rendered minimum of 2 years of service were being surveyed. A modified teacher's evaluation instrument was used. The results were validated using the following statistical tools: Percentage, Weighted Mean and the Analysis of Variance. Results of the study showed that there was a significant relationship between the motivational factors and the teaching performance of teachers.

Need for the Study

Teachers' professional integrity has become an issue of concern in most educational stakeholders. Integrity is seen as a personal quality which comprises several aspects such as honesty, trustworthiness and responsibility. Integrity and professionalism are the glue that holds competent and strong teachers together. There is no doubt that by maintaining integrity will make us a respected teacher, valued by colleagues, students, and their parents alike. Being trustworthy, being honest, and being authentic are key traits of true professional integrity, but also accepting our own mistakes without passing the blame to others takes courage within itself. Teachers with strong professional

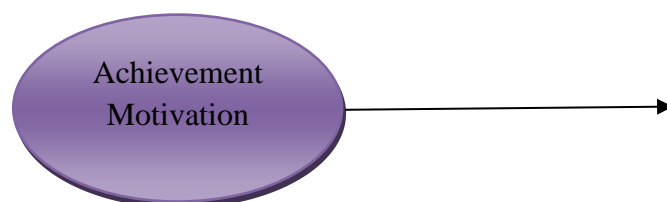
integrity choose to do the right thing, even when it is hard.

Achievement motivation is a way to change the behaviour of teachers in schools; thus, it is necessary to emphasize that achievement motivation will result in high performance to achieve institutional goals. Achievement motivation is a condition that provides encouragement to employees to act and carry out all activities according to established rules. In the field of teacher education, achievement motivation of teacher educators will contribute in moulding the student teachers who can shoulder the responsibility of producing young and energetic future citizens of our country.

On the other hand, achievement motivation and professional integrity are still more important for teacher educators. With high achievement motivation, teachers are expected to improve their performance in carrying out their duties and responsibilities with professional integrity as educators. Therefore, the investigator felt the dire need to study the relationship between achievement motivation and professional integrity of teacher educators.

Conceptual Framework of the Study

On reviewing the related studies on professional integrity and achievement motivation of teachers, it is observed that the existence of high achievement motivation in teachers is a requirement that teachers are motivated to overcome various difficulties in the learning process they face, and teachers will be able to carry out their duties as teacher educators (Padalia & Nurochmah, 2021). Professional integrity strives the teacher educators to be honest, trustworthy, and impartial among their students to maintain professional values as well. As these two variables are inter-twined with each other, the conceptual framework for the present study has been depicted below.



Statement of the Problem

As teaching profession is a noble profession, a teacher must be a role model for their students. Being a teacher educator, it is our responsibility to inculcate the values and discipline in our student teachers so that it can be transferred to the present students who are going to be the future citizens of our country. The learning environment must be created, can facilitate integrity in learning by creating a conducive environment, the teacher realizes his or her own integrity as well as making that integrity possible for students also. Professional Integrity involves acting in accordance with the social and moral standards of the profession. As achievement motivation is needed to attain the teaching goals with integrity, the title of the problem is stated as **“Achievement Motivation and Professional Integrity of Teacher Educators.”**

Operational Definition of variables

Achievement Motivation: Achievement motivation can be defined as the force that gives directions to both mental and physical activities, energizes purposeful engagement, and enhances the tendency to persist for attainment for reaching professional goals.

Professional Integrity: The Center for Academic Integrity is "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." In the context of this study, the concept is taken to mean that the teacher educator works in a



professional and ethical manner when exercising the professional duties and responsibilities.

Teacher Educators: Teacher educators are those teachers who are working in Teacher Education Colleges in Vellore District.

Hypotheses of the Study

The following hypotheses were formulated to guide this study.

- There is significant relationship between achievement motivation and professional integrity of teacher educators.
- There is no significant difference between male and female teacher educators in achievement motivation and professional integrity.
- There is no significant difference between teacher educators in achievement motivation and professional integrity based on their annual income.

Methodology

Normative survey method is used for the study. The subjects for the study were 225 teacher educators in Vellore District. Random sampling technique was used for data collection.

Instrumentation

Achievement Motivation Scale and Professional Integrity Questionnaire were developed and standardized by the investigator. Achievement Motivation Scale consists of 33 statements and has a range of four responses. They are Always, Sometimes, Rarely and Never and scored 4,3,2 and 1 respectively. The respondents are required to put a tick mark in each of the relevant column against each statement. Professional Integrity questionnaire consists of 35 questions and there are 32 positive and 3 negative statements. It has four responses namely, Always, Sometimes, Rarely and Never and scored 4,3,2 and 1 respectively. The scores have been reversed for negative items.

The reliability of Achievement Motivation Scale and Professional Integrity Questionnaire was calculated using Cronbach's Alpha Co-efficient method. The reliability and the validity of the tool is found to be 0.682 and 0.765 respectively which shows that the tool is highly reliable.

Data Analysis and Interpretation

Data collected from the respondents were subjected to appropriate statistical analysis to draw up inferences from it. Pearson product moment correlation and 't' test was used for data analyses.

Hypothesis 1: There is significant relationship between achievement motivation and professional integrity of teacher educators.

Table 1 Table showing Pearson's Product Moment correlation co-efficient between achievement motivation and Professional Integrity of Teacher Educators

Variables	Achievement Motivation	Professional Integrity
Achievement Motivation	1	0.723**
Professional Integrity	x	1

Note: **Correlation is significant at 0.01 level

From the above table values, it is inferred that there is significant and positive relationship between achievement motivation and professional integrity and is significant at 0.01 level. This implies that higher the achievement motivation, higher the professional integrity of teacher educators.

Hypothesis 2: There is no significant difference between male and female teacher educators in achievement motivation and professional integrity.

Table 2 Showing the mean difference between male and female teacher educators in achievement motivation and professional integrity

Variables	Gender				t value	P value
	Male (N=115)		Female (N=110)			
	Mean	S.D	Mean	S.D		
Achievement Motivation	110.05	2.218	109.04	2.286	0.164	0.753
Professional Integrity	122.32	2.432	122.21	2.835	0.335	0.489

It is evident from the 't' values presented in the above table that there is no significant difference in achievement motivation and professional integrity of teacher educators with respect to gender. Hence, it is concluded that both male and female teacher educators are having similar achievement motivation and professional integrity. Therefore, the formulated

hypothesis that there is no significant difference between male and female teacher educators in achievement motivation and professional integrity is accepted.

Hypothesis 3: There is no significant difference between teacher educators in achievement motivation and professional integrity based on their annual income.

Table 3 Showing the mean difference in achievement motivation and professional integrity based on annual income

Variables	Annual Income				t value	P value
	Less than 3 Lakhs (N=90)		Above 3 Lakhs (N=135)			
	Mean	S.D	Mean	S.D		
Achievement Motivation	112.01	2.248	112.05	2.266	0.233	0.816
Professional Integrity	122.88	3.049	123.45	2.617	2.638	<0.001**

**** Significant at 0.01 level**

It is evident from the 't' values presented in the above table that there is significant difference in professional integrity of teacher educators with respect to annual income. From the mean scores, it is observed that the teacher educators whose annual income is above 3 lakhs are having more professional integrity than their counterparts. Hence, the formulated hypothesis that there is no significant difference between teacher educators in professional integrity based on their annual income is rejected.

Considering the achievement motivation of teacher educators, it is evident from the 't' value that there is no significant difference between teacher educators based on their annual income. This shows that teacher educators whose annual income is less than 3 lakhs and more than 3 lakhs are similar in their achievement motivation. Therefore, the formulated hypothesis that there is no significant difference between teacher educators in achievement motivation based on their annual income is accepted.

Conclusion

From the findings, it is revealed that both professional integrity and achievement motivation are very much needed for teacher educators. Teacher education programmes should align clearly with the competence-based curriculum where life skills and value-based education have to be imparted to student teachers. Teacher educators should train the future teachers with professional ethics and integrity which are valuable weapons to deal with the students in schools. Teacher graduates must need sufficient knowledge and life skills to survive academically and socially in the modern world. On this ground, teacher education needs to translate the curriculum to give learners, learning experience relevant to the life experiences so that the teacher

educators should follow professional ethics and integrity in order to achieve their goals.

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