



The Research on the Present Situation of the Preschool Teachers' Achievement Motivation in Shandong Province

WANG Qian^{[a],*}; WANG Lijuan^[a]

^[a]Faculty of Education, Southwest University, Chongqing, China.
 *Corresponding author.

Received 30 July 2015; accepted 19 September 2015
 Published online 26 October 2015

Abstract

This study is to investigate the present situation of preschool teachers' achievement motivation in Shandong province, so as to provide a reference for preschool teachers' professional development. This article uses the achievement motivation scale, with 170 preschool teachers in Shandong have carried on the questionnaire survey. The results show that preschool teachers pursuit success motivation scored above to avoid failure motivation; different gender and teaching age preschool teacher significant differences in the pursuit of success; different degree of preschool teacher exists significant differences in terms of achievement motivation. Conclusion: preschool teachers' achievement motivation in Shandong province as a whole is given priority to the pursuit of success, there is the difference between gender, teaching age, educational background.

Key words: Preschool teachers; Achievement motivation; The present situation

Wang, Q., & Wang, L. J. (2015). The Research on the Present Situation of the Preschool Teachers' Achievement Motivation in Shandong Province. *Cross-Cultural Communication*, 11(10), 19-22. Available from: <http://www.cscanada.net/index.php/ccc/article/view/7570> DOI: <http://dx.doi.org/10.3968/7570>

INTRODUCTION

National Medium and Long-Term Plan for Education Reform and Development (2010-2020) put forward higher requirements to strengthen teachers team construction:

The development of education is based on the teachers. A good teacher, to have a good education. Therefore, it is urgent to improve the status of teachers, safeguard the rights and interests of teachers, improve the treatment of teachers, improve the quality of teachers, and strive to create a high quality, reasonable structure, full of vigor and vitality of teaching staff. In recent years, with the three year plan of preschool education in our country, the social field of kindergarten teacher's attention to an unprecedented height. Attach to the occurrence of child abuse, so that we will focus on the teachers' professional quality of kindergarten teachers. The professional quality of the contemporary preschool teachers directly affects the process and quality of the development of preschool education, which influences the cultivation of innovative talents, and influences the development of education. To understand the achievement motivation of the teachers in the kindergarten, and to provide guarantee for improving the professional quality of teachers, and further promote the professional development of kindergarten teachers. Most of the research achievements are focused on the relationship among achievement motivation and self-efficacy, job burnout and learning strategies. Research shows that emotional exhaustion is the key to job burnout the success of the achievement motivation of the strong prediction of emotional failure shows that the lack of achievement motivation is indeed an important cause of teacher burnout (Si, 2009, p.137). In the study of teachers' achievement motivation and mental health, the mental health situation of teachers is lower than ordinary people, and the tendency to pursue success and avoid failure have different degrees negative effects on Teachers' mental health (Dong, 2006, p.66). Teachers' achievement motivation has a direct impact on their job performance, but also indirectly influences the job performance of teachers through affect t the job involvement and job satisfaction (Zhou, 2008, p.84).

Achievement motivation expectancy value theory was put forward by Atkinson 1957, achievement motivation is produced in the people's need for achievement based, it is individual motivation willing to do you think important or the work full of valuable, and strive to obtain the success of an internal driving force. In the production of human activities, achievement motivation is one of the main learning motivation. Atkinson handles to quantify the theory, he thinks that the individual's motivation intensity (T) is determined by the achievement need (M), the expectation level (P) and the incentive value (I), using the formula that is $T=M*P*S$. In this formula, M is a stable value, which is an individual effort to achieve success. P is the estimate of the probability of success through the individual effort. I is the incentive value of success. It is complementary to P , $I=1-P$, that is, the more difficult the task, the less likely to achieve success, once get to succeed will experience more pride.

Individual achievement motivation is divided into two parts: first, it is the intention of success; second, it is the intention to avoid failure. T_s represents the motivation to succeed, T_f represents the motivation to avoid failure., therefore, the above achievement motivation that is $T_s=M_s*P_s*I_s$ and $T_f=M_f*P_f*I_f$. Meanwhile, $P_f=1-P_s$, that suggests the greater the chance of success, the less likely it is to fail. In this way, the achievement motivation which individual pursuit a goal is jointly determined by T_s and T_f , formula suggests $T=T_s-T_f=M_s*P_s*I_s-M_f*P_f*I_f$. From the above formula, the overall strength of the achievement motivation has linked to M_s , M_f and P_s . The motivation curve presents a parabola curve, and when $M_s > M_f$ is ensured that the individual's pursuit of success is the biggest, so they will choose to accomplish the task. When the success probability P_s for 50% of the task is they most likely to choose, because this task to give them a certain challenge. But at the same time, also give them the opportunity to through the efforts to improve self-esteem and get psychological satisfaction. When $M_s < M_f$ is the individual's pursuit of motivation is to avoid failure, so they choose the task which avoids the failure of the task. When P_s is 50%, they avoid the failure of the motivation is the biggest. Based on the achievement motivation theory, the premise of individual to the pursuit of achievement motivation is $M_s > M_f$, P_s affects achievement motivation intensity, when P_s reaching 50%, achievement motivation becomes higher and higher.

1. METHODS AND TOOLS

In this study, we sampled 170 kindergarten teachers in Ji'nan, Tai'an, Qingdao and other places in Shandong province at random, and 156 were valid. The recovery rate was 91.8%, including 20 male and 136 female.

In this study, we used the achievement motivation scale (AMS) and the personal basic situation

questionnaire, using the unified guidance language, and tested the subjects. Achievement Motivation Scale (AMS) was prepared by the Norway psychologist Gjesme, T., and R., Nygard in 1970. Chinese version for Chinese researcher Ye Renmin of the Shanghai Normal University and Norway Hegtvat, K.A. cooperation in 1988. This Scale total of 30 projects, the use of positive and negative in two ways; and it divided into two parts, each part of the 15 projects, respectively to determine the pursuit of success (M_s) and to avoid failure motivation (M_f). The scale using four points scoring method. The higher the score, the better the motivation is. According to Atkinson's theory, we get the score of the synthetic motivation, that is, the pursuit of success score minus the avoid failure score ($Ma=M_s-M_f$). The higher the score, the higher the achievement motivation. Questionnaire of basic personal information including gender, age, seniority, education, etc.. All data were statistically processed using SPSS21.0 statistical software.

2. ANALYSIS

Table 1 shows that the overall view of the kindergarten teachers in Shandong Province in the pursuit of motivation is higher than the motivation to avoid failure, the whole kindergarten teacher groups throughout the achievement motivation to pursue success.

Table 1
The Current Situation of Kindergarten Teachers' Achievement Motivation in Shandong Province

	N	Min	Max	Mean	Standard deviation
The pursuit of success	156	25.00	56.00	42.55	5.57
Avoid failure	156	32.00	50.00	40.54	5.00
Achievement motivation	156	-19.00	24.00	2.01	8.75
Effective N	156				

Table 2 statistical results show that male and female teachers in the pursuit of success exist remarkable difference, male teachers in the pursuit of success as a whole is higher than that of female teachers, namely male preschool teachers pursuit to more successful; male and female teachers had no remarkable difference in avoid failure and achievement motivation, That is to say in the face of failure, There was no difference in gender among the kindergarten teachers.

Table 3 statistical results show that there was significant difference to pursue success in teaching experience among preschool teachers. At the same time. At the same time, teaching experience is more, the average value of the pursuit to success is higher. This shows that, the old teachers are more eager to succeed, teachers in pursuing success motivation were higher than motivation to avoid failure at different stages. But there is no significant difference between the kindergarten teachers in the avoidance of failure and achievement motivation.

Table 2
Comparison of the Achievement Motivation of Kindergarten Teachers in Shandong Province

	Sex	N	Mean	Standard deviation	S.E. Mean	t	P
The pursuit of success	Female	129	42.26	5.74	.51	0.26	0.039
	Male	26	44.15	4.42	.87		
Avoid failure	Female	129	40.09	4.81	.42	-2.09	0.663
	Male	26	42.47	5.38	1.05		
Achievement motivation	Female	129	2.18	9.18	.81	-1.59	0.570
	Male	26	1.69	6.01	1.18		

Table 3
Comparison of Different Age in Shandong Province Kindergarten Teachers' Achievement Motivation

		N	Mean	Standard deviation	S.E. Mean	Sign
The pursuit of success	One	48	43.31	4.64	.67	0.006
	Two	39	41.85	5.86	.94	
	Three	33	42.27	3.95	.69	
	Four	14	46.64	4.75	1.27	
	Five and above	22	39.95	7.74	1.65	
	Total	156	42.55	5.57	.45	
Avoid failure	One	48	40.94	4.80	.69	0.844
	Two	39	40.90	5.28	.84	
	Three	33	40.24	5.04	.88	
	Four	14	39.43	6.54	1.75	
	Five and above	22	40.18	3.97	.85	
	Total	156	40.54	5.00	.40	
Achievement motivation	One	48	2.38	8.11	1.17	0.132
	Two	39	.95	9.07	1.45	
	Three	33	2.03	6.93	1.21	
	Four	14	7.21	9.88	2.64	
	Five and above	22	-2.3	10.50	2.24	
	Total	156	2.01	8.75	.70	

Table 4 shows that the teachers in the pursuit of success and avoid failure in the degree of education do not exist difference, and there was significant difference to pursue success in education among preschool teachers. The teachers in the secondary vocational school have the

lowest score in the pursuit of motivation, and the teachers of the college have the lowest score on the motivation of avoiding failure. The graduate degree of teachers in the pursuit of success of the motivation gets the highest score, and more obvious.

Table 4
Comparison of Achievement Motivation of Kindergarten Teachers in Shandong Province With Different Educational Background

		N	Mean	Standard deviation	S.E. Mean	Sign
The pursuit of success	polytechnic school	34	38.79	5.28	.91	0.245
	Junior college	72	43.22	4.94	.58	
	undergraduate	44	43.66	5.51	.83	
	Postgraduate and above	6	47.67	4.97	2.03	
	Total	156	42.55	5.57	.45	
Avoid failure	polytechnic school	34	42.18	4.49	.77	0.175
	junior college	72	39.91	5.34	.629	
	undergraduate	44	40.28	4.49	.68	
	Postgraduate and above	6	40.84	6.34	2.59	
	Total	156	40.54	5.00	.40	
Achievement motivation	Polytechnic school	34	-3.38	7.93	1.36	0.036
	junior college	72	3.32	8.26	.97	
	undergraduate	44	3.39	8.63	1.29	
	Postgraduate and above	6	6.83	9.26	3.78	
	Total	156	2.01	8.75	.70	

DISCUSSION

In the empirical research of teachers' achievement motivation, the research object is the primary and middle school teachers or university young teachers. It is seldom involved in the research of the kindergarten teachers. However, with the increasing attention of kindergarten teachers in recent years, we should make a more detailed study on the achievement motivation of the kindergarten teachers.

(a) Kindergarten teachers' achievement motivation is given priority of the pursuit to success. The results show that most of the kindergarten teachers have strong sense of responsibility, understand their shoulder to pre-school education, regard pre-school children's education as the significant and meaningful thing. They are willing to pay their own efforts in the preschool education position, overcome the difficulties in work. They take the pursuit of success as their goal.

(b) Male preschool teachers' achievement motivation is generally higher than that of female preschool teachers' achievement motivation. The results of this study are consistent with the findings from *The Study of Gender Differences in Chinese Achievement Motivation* published by Jing Huaibin (Jing, 1995, p.76). As a small part in preschool teachers, Male preschool teachers' achievement motivation is not lower than the female teachers'. On the contrary, in the kindergarten which female teachers accounted for most, male teachers' gender advantages make it more easier to obtain recognition from leadership, parents, students, children at work. If things go on like this, male preschool teachers showed a high desire for success, and more likely to succeed. While the female teachers are mainly to avoid failure motivation, due to the impact of social roles, female teachers have strong executive ability, they work carefully, but it is difficult for them to have big breakthrough and innovation ideas. At the same time, the lot of work time every day to make the female teachers feel tired, this is the other reason why their achievement motivation is lower than the male teachers'.

(c) There is no difference of teachers' achievement motivation in teaching experience. Either young teachers or kindergarten teachers accumulated rich teaching experiences, their pursuit of success motivation generally is higher than avoiding failure motivation. We cannot be because of individual child abuse, lose hope of the preschool education group.

(d) The kindergarten teachers' achievement motivation in the education exist significant difference. At present, education experience of the kindergarten teachers is different, most of them obtain the education degree of technical secondary school, junior college, and undergraduate. In the process of investigation, teachers

working in public kindergarten are almost in-service teachers, college and undergraduate education accounted for the majority among their educational degree. But in private kindergartens, teachers are students who just graduated from school, the degree of education has effect on kindergarten teachers' achievement motivation. Especially the teachers who graduated from the technical secondary school, their mind is not yet fully mature, coupled with lacking of knowledge and practical knowledge of young children, resulting in the early work encountered great resistance. So the situation which their achievement motivation becomes lower and lower appears with age.

CONCLUSION AND RECOMMENDATION

Achievement motivation has important significance for improving the quality of kindergarten teachers. It is necessary to stimulate their achievement motivation. The so-called incentive is to encourage teachers to produce a kind of creative activity (Zhou, 1998, p.120). Kindergarten managers should take corresponding measures to improve the kindergarten teachers' salary income, welfare, medical care to provide more help to the new recruits. More opportunities should be provided for preschool teachers to master more knowledge and theory about children. The teachers who accumulated rich teaching experiences should guide them to apply theory to practice and improve teachers' work happiness and life happiness. The young teachers should promote their professional development and improve their own quality. Only in this way can the negative impact of job burnout reduce, more and more young teachers grow into excellent kindergarten teachers.

REFERENCES

- Dong, W., Feng, B., & Song, X. X. (2006). Teachers' mental health status and its relationship with achievement motivation. *Chinese Journal of Clinical*, 5(14), 66-67.
- Jing, H. B. (1995). The Chinese research achievement motivation gender differences. *Psychological Science*, 3(1), 74-78.
- Si, J. W., Wang, J. S., Yang, D. X., & Yu, P. (2009). Teacher' work values, achievement motivation effects on job burnout. *Journal of Shandong Normal University*, 2(5), 135-138.
- Zhou, Z. T. (2008). University teachers' achievement motivation and job performance relationship of empirical research. *Psychological Science*, 6(4), 80-85.
- Zhou, Z. Y., Luo, H. Y., & Liu, D. C. (1998). *The teacher introduction to psychology*. Chengdu, China: Chengdu University of Science and Technology Press.