

Ljiljana Krneta, Asistent Professor

Faculty of political sciences

University of Banja Luka

Original scientific paper

UDC: 371.321

=====

RELATIONS BETWEEN STUDENT ACHIEVEMENT MOTIVE AND PERCEPTION OF WORK EFFICIENCY OF TEACHERS

Summary: The paper analyzes the relations between the achievement motive of students and teacher perceptions of work efficiency (PREN). The problem of research consists of students achievement motivation as a source of differences in the perception of teachers working efficiency. The study was conducted on a sample of 1150 students in primary and secondary schools in Bosnia and Herzegovina, 58.56 % of which were female and 48.43% male subjects, aged 14-19 years. We used the test of achievement motivation (taken from earlier research, Krneta, Lj, 2000). Achievement motive test was used in order to measure general student motivation for achievement. The perception of teachers working efficiency was researched with the Scale of perception of teachers working efficiency, constructed for the purposes of this study. It is a frequency Likert-type scale consisting of 16 items. The obtained results indicate that there are significant differences in the perception of working efficiency between students with low motive and students with high achievement motive.

Keywords: achievement motivation, perception of work efficiency of teachers.

In recent decades, changes were noted in the education system, which were linked directly to the process of modernization and democratization of social changes and changes in social relations. Perceiving the connection between the development of society and education, a question has been raised referring to the position of an individual in the educational process (students and teachers) and society. General widespread opinion is that the changes in society reflect strongly onto changes in the organization and functioning of the schools, especially onto the changes in the position of students and teachers (Robert C. Beck, 2003); Bjekić - Petrović, 1997, Dunderović, 1998; Krneta, D. 1997, 2006, Krneta, Lj, 2000, 2010, Rot, N. & Havelka, N. 1968). Following strong criticism of the educational system in general, currently there is a commitment to improve the quality of education (Bojanin, S, 2002; William Glasser, 2002; Gordon, T, 1998; Krneta, 2005, Krneta, D & Krneta, Lj, 2006; Havelka, 1990, 2008) and the increasing demand for the students themselves to assess the behaviour and performance of teachers. New orientation in psychology emphasizes the importance of psycho - social motives in the development of healthy individuals. Pointing towards future involves planning of specific and desired activities, and therefore certain cognitive abilities. In this paper we present results of empirical studies by Krneta, Lj (2010), which show the relation of achievement motivation of students and their perceptions of teachers' working efficiency.

The subject of research was to examine the relation between the students achievement motive and their perception of teachers' working efficiency. In other words, the centre of research is teachers' working efficiency i.e. as a teacher „should be" in the modern school and how students perceive the current teaching practice, with regard to achievement motivation. The perception of teachers working efficiency, is seen through the perception of work activities that are characteristic of effective teacher as he "is" in the immediate teaching practice and teacher as he should "be" in contemporary school or school of the future; furthermore the relations between students achievement motive , on one hand and perceived work activities of teachers, which students perceive as characteristic of an effective teacher in the direct teaching practice and school of the future, on the other.

In this research, we started with a dual objective: to study the nature (direction and intensity) of the relation between the achievement motive, on one hand and the perception of teachers working efficiency, i.e. competence and work activities that students perceive as characteristic for effective teachers in the immediate teaching practice and school of the future, on the other hand; to contribute with new knowledge, based on the results of mutual relations between the observed variables, not only to increasing of objectivity and accuracy in estimating characteristics of effective teacher behaviour and school work , but also to contribute to raising the quality of interactions of students and teachers in modern teaching process.

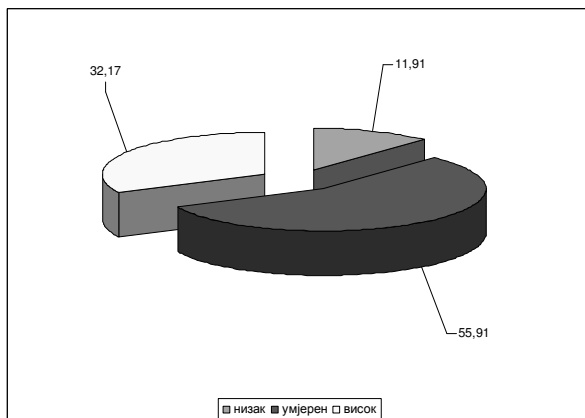
The research was conducted on multistage stratified random sample of 1150 students in primary (58.78%) and secondary schools (41.22%) in Bosnia and Herzegovina: Republika Srpska (Banja Luka, Prijedor, Doboj, Gradiska and Pale) and the Federation of Bosnia and Herzegovina (Zenica, Tuzla, Bihac and Kalesija). We started from the hypothesis that students achievement motive and the development of achievement motivation in students can be a source of differences in the perception of the working efficiency of the teacher, which affect the success of students and that it can be expected that there is a significant difference in the perception of work activities of efficient teachers by students who have different levels of achievement motivation among themselves. Two aspects of relations were analyzed, namely: - achievement motive of students and perception of teachers working efficiency as he "is" in the contemporary school and - achievement motive of students and perception of teachers working efficiency as he "should" be in the school of the future .

Relation between students achievement motive and perception of teachers working efficiency

Analysis of distributed results for achievement motive of students shows that the obtained results are distributed similarly to the normal distribution, because the range of results obtained is in the interval from 37 (lowest score) to 92 (best score), with the arithmetic mean of 66.12 and standard deviation of 9,19. It is evident, too, that the highest percentage of students (643 or 55.91%) achieved a result which shows a modest achievement motivation , while students who have achieved results which show that they have a low and high achievement motivation are approximately distributed, with slightly higher percentage of students in the category of those with high scores (379 or 32.17%),

compared to the percentage of students who achieved low scores (137 or 11.91%), as can be seen from the results that are presented in Chart 1.

Graph 1: Distribution of the results of the level of achievement motivation



The results show that in elementary and secondary schools the highest percentage of students is in the category of those with moderate achievement motivation, that every third student has high achievement motive and every tenth student has low achievement motive.

Students achievement motive and perception of teachers working efficiency as it "is" in the contemporary teaching practice

Table 2 shows the basic information obtained by discriminant analysis for the working efficiency of teachers scale and students achievement motivation in primary and secondary schools. The presented results show that the Wilks' lambda is statistically significant and that it makes sense to do a discriminant analysis. In other words, on the basis of the presented results we can conclude that the obtained discriminant function is significant for distinguishing students who have different levels of achievement motivation in the perception of the working efficiency of the teacher. In the interpretation of established relations we had in mind that current knowledge was acquired in the direct teaching practice as well as in a number of empirical studies that have shown that the development of high achievement motivation and satisfaction in the invested effort during the performance of school obligations, reflects positively on achieving results and success in school as a whole.

It can therefore be assumed that the achievement motivation and development of achievement motivation in students can be a source of differences in the perception of teachers' work activities that affect student achievement and that it can be expected that there is a significant difference in the perception of work activities of effective teachers among students who have different levels of achievement motivation. Such conclusions suggest the results obtained by discriminant analysis, which shows significant differences

in the perception of teachers work activities between students with different achievement motivation, as can be seen from the results that are presented in the following tables .

Table .2: Chi-square test for discriminant function with characteristic roots and canonical correlation

Discriminant function	Eigenvalue	Canonical Correlation	Wilks' Lambda	Chi-square	df	p
1	0.306	0.515	0.735	152,973	16	0.000

Table 3: Items that describe significant function of the scale of perception of teachers working efficiency

Variables	Contents	D1
Items of first order of differentiation		
1.	Successfully transfers knowledge to all students.	,748
2.	Serves as a role model for students.	,680
8.	Helps students cope with difficulties at school.	,579
5.	Maintains work discipline.	,474
11.	Uses interesting methods of teaching. .	,457
13.	Appreciates the work of students and does not tolerate laziness and lack of discipline	,456
4.	Gives good lectures.	,374
14.	Successfully prepares students for life.	,366
16.	Contributes to a versatile development of students personality.	,363
3.	Develops students' positive personality traits.	,357
15.	Encourages the development of gifted students.	,347
6.	Knows his profession very well	,345
Items of second-order differentiation		
9.	Objectively evaluate students' knowledge.	,292
Items which do not discriminate		
10.	Successfully implements curriculum.	,184
7.	Makes no differences among students.	,153
12.	Strict in requirements.	,108

Analysis of the presented results shows that 12 items have been identified as the first order differentiation items and one item as a second-order differentiation item whose contents show that there are characteristics responsible for the separation of the group, i.e. whose discriminant value is high. In other words, there were differences in the perception of teachers working efficiency between students who have different levels of achievement motivation. In this context we identified items which, with the greatest efficiency, differentiate students with low and high achievement motive. Efficient teacher: "successfully transferred knowledge to all students"; "Serves as a role model for students"; "Helps them cope with difficulties at school"; "Maintains work discipline"; "Uses interesting methods of teaching"; "Values the work of students and does not tolerate laziness and lack of discipline"; "Gives good lectures"; "Successfully prepares students for life"; "Contributes to the universal development of students 'personality'; "Develops students' positive personality traits"; " Encourages the development of gifted

students" and "He knows his profession well". The second order group differentiation identified only one of item, which to a lesser extent, differentiates students with low and high achievement motive, and that is that effective teacher: "Objectively evaluates students' knowledge". In the third group we identified items which make no differentiation between groups of students, such as: " Successfully implements the curriculum"; "Makes no differences among students" and is "strict in demands" (Table 3).

These results indicate that there are significant differences in the perception of work activities of effective teachers among students who have high and students who have low achievement motivation. These findings are confirmed by the positions of the centroids, which by their position and sign confirm that there are differences among students.

Table .4: group centroids by discriminative function for achievement motive

Achievement motive	Centroids
Low	-0,985
High	0,365

Specifically, as shown by group centroids of discriminative function of achievement motive, items of first and second order of differentiation are accepted by students who have a high level of achievement motivation (as indicated by the positive value of the centroid: 0.365) as the essential performance characteristics of effective teachers, while students who have low levels of achievement motive do not perceive them as essential performance characteristics of effective teachers , (indicated by the negative sign centroid: -0.985). Therefore, the results obtained show that there are statistically significant differences between students with different levels of achievement motive in their perception of the performance of an efficient teacher as he " is" in the contemporary teaching practice.

Student achievement motive of and perception of teachers working efficiency as it "should" be

In this research we also examined the hypothesis of the existence of statistically significant differences between students with different levels of achievement motive and perception of teachers working efficiency as he " should " be. In this sense, we analyzed the direction and intensity of the similarities and differences in the perception of certain aspects of the working efficiency of the teacher as he" should " be in the modern school , with regard to achievement motive. For this purpose, the results obtained for students achievement motive are classified into three categories: first - students who are classified in the group with low achievement motive; second - students who have a moderate achievement motive and third - students who have a high level of achievement motive. The results are presented in table 5.

Table 5: Students achievement motive and perception of teachers most important work activities as he "should" be

Level of achievement motive	Successfully transfers knowledge .	Serves as a role model for students.	Develops positive personality traits.	Gives good lectures.	Maintains work discipline.	Is good in his profession	Makes no differences between students	Helps students	Grades objectively	Successfully implements curriculum.	Uses interesting methods of teaching.	Strict in his requests	Appreciates work does not tolerate laziness and lack of discipline	Successfully prepares students for life.	Encourages the development of gifted students	Contributes to a versatile development of students	M
Low	31	8	3	3	3	0	32	6	0	8	0	0	6	25	0	6	131
	23.66	6.11	2.22	2.22	2.22	0.00	24.43	4.58	0.00	6.11	0.00	0.00	4.58	19.08	0.00	4.58	
Moderate	180	42	18	18	20	39	67	21	19	12	26	3	52	91	3	14	625
	28.80	6.72	2.88	2.88	3.20	6.24	10.72	3.36	3.04	1.92	4.16	.48	8.32	14.56	.48	2.24	
High	105	45	20	19	11	12	22	3	25	0	15	0	14	31	0	18	340
	30.88	13.24	5.88	5.59	3.24	3.53	6.47	.88	7.35	0.00	4.41	0.00	4.12	9.12	0.00	5.29	
Total	316	95	41	40	34	51	121	30	44	20	41	3	72	147	3	38	1096
	28.83	8.67	3.74	3.65	3.10	4.65	11.04	2.74	4.01	1.82	3.74	.27	6.57	13.41	.27	3.47	

Insight into these results show that significant differences in the perception of the essential work activities characteristic for teachers as they "should" be in the modern school, given the level of motivation for achievement . These differences were statistically significant, as it is obtained by chi-square = 137,601, with 30 degrees of freedom, statistically significant at the 0.01 level (p = .000000). In other words, the results show that students with different levels of achievement motive differently perceived efficient work activities in modern school or the school of the future.

Analysis of these results shows that students who have high achievement motivation are more likely, than students who have moderate or low achievement motivation, to perceive that an effective teacher should "successfully transfer knowledge“, (voted 30.88% students with high achievement motive, 28.80% of students with low and 23.66% of students with low achievement motive).

On the other hand students who have a low level of achievement motive in higher percent perceived that an effective teacher should, "Make no real differences among students," than students who have moderate and high achievement motive. According to

results even 24.43% of the students who have low, 10.72% of the students who have moderate and only 6.47% of the students who have high achievement motive perceived that the essential feature of effective teachers in schools is to not make real differences among students.

Differences were also found on the preferences of other performance characteristics that effective teacher needs to have in modern school. Thus it is evident that students who have a low level of achievement motive perceive as most important work characteristic of teacher that " Makes no real differences among students ," as stated by 24.43% of the students, then to "successfully transferred knowledge" as deemed by 23.66% and "to successfully prepare students for life" - 19.08%. Students who have a high level of motivation for achievement are more likely to perceive that an effective teacher in a modern school should „successfully transfer knowledge“ as voted 30.88%, then to "serve as a role model for students," 13.24% and to "successfully preparing students for life" - 9,12%.

In other words, the results show that achievement motivation significantly influences the perception of the essential performance characteristics of effective teachers, because it is obvious that there are significant differences in the perception of importance of individual performance of modern teachers, given the level of achievement motivation of students.

Reference list

- Atkinson, J. & Feather, N. (1966): *A theory of achievement motivation*, New York, Wiley.
- Beck C. Robert (2003): *Motivacija*, Naklada, Slap, Zagreb.
- Bjekić Petrović (1999): *Profesionalni razvoj nastavnika*, Pedagoške staze, Učiteljski fakultet, Užice.
- Bojanin, S. (2002): *Tajna škole*, Milan Petrović, Novi Sad.
- Bjekić-Petrović, D. (1997): Dinamičke osobine ličnosti nastavnika i uspješnost u nastavi, *Pedagoške staze*, Učiteljski fakultet, Užice.
- Dunđerović, R. (1982): Vrijedonosne orijentacije učenika i nastavnika osnovne škole, *Naša škola*, 7-8, Sarajevo.
- Gordon, T.(1998): *Kako biti uspješan nastavnik*, Grafiprof. Beograd
- Glasser, W. (2002): *Kvalitetna škola*, Educa, Zagreb.
- Krneta, D. (2005): *Socijalna psihologija*, Fakultet za poslovni inženjering i menadžment, Banja Luka
- Krneta, D. & Krneta, Lj. (2006): Daroviti u očima drugih, *Zbornik11, Međunarodni naučni skup "Daroviti i odrasli"*, VSV, Vršac
- Krneta, D. (2006): *Interaktivno učenje i nastava*, Fakultet za društvene i političke nauke, Banja Luka
- Krneta, Lj. (2000): *Faktori školskog uspjeha*, Banjaluka kompani, Banja Luka

- Krneta, Lj. (2013): *Ličnost učenika i percepcija radne efikasnosti nastavnika*, Grafid, Banja Luka
- Havelka, N. (2008): *Socijalna percepcija*, Zavod za udžbenike i nastavna sredstva, Beograd
- Maslov, A.H. (1982): *Motivacij i ličnost*, Nolit, Beograd
- Rot, N. & Havelka, N. (1968): Podudarnost u ocjenjivanju osobina ličnosti, *Psihologija* br.2, 135-168.

Biographical note

Ljiljana Krneta born in Bugojno, Bosnia and Herzegovina, finished elementary school and high school there, and in the 1977 received the title of Professor of Pedagogy and Psychology at the University of Sarajevo. At the University of Srpsko Sarajevo at the Faculty of Philosophy in 1999 defended the master's thesis entitled "Psychosocial factors as determinants of success of students in school" and was awarded the scientific degree of Master of Science. Doctoral dissertation, entitled "Characteristics of students as a factor in the perception of the working efficiency of the teacher", defended in 2010 at the University of East Sarajevo and acquired a scientific degree of Doctor of Philosophy. She took part in many scientific and professional conferences throughout the region with written contributions, and was a reviewer of a number of different works from preschool education, developmental and educational psychology. Has worked in elementary school and preschool education as an educator / pedagogist and psychologist and as a youth counselor. In the postwar period was engaged in mitigating the consequences of the war-traumatized children and adolescents. She is currently employed at the University of Banja Luka, Faculty of Political Sciences. Has published four books including: *Students personality and their perceptions of teachers working efficiency*, (2010) monography; *Factors of School Success* (2000) monography; *Integration-one possible experiment-UNDP-UNOPS* (1999), co-author; *Politics and the Life* (2001) co-authored and more than 60 scientific papers. Is Participant in various international scientific conferences and international scientific meetings in the region and in the EU on the subject of gifted, giving an active contribution to the popularization of current theoretical paradigms and their application in science.