

# CHAPTER - I

## INTRODUCTION

### 1.1.0 MOTIVATION

The term motivation has its etymological roots in the Latin word “movere” which means “to move”. Motivation is defined as the energization and direction of behavior. Motivation is a hypothetical construct. Motivation cannot be observed but its effects may be observed.

Motivation focuses primarily on two central questions – ‘why’ and ‘how’ of behaviour. These questions map on to the energization and direction aspects of motivation. “Why” represents the underlying reasons that an individual is energized or impelled to engage in a certain type of behaviour. This “why” question focuses on what the pioneering psychologist William James called the “springs of action” – the fundamental impetus for behaviour that gets the individual oriented towards a certain type of movement.

“How” represents the guiding or channeling of energization in a precise way. This “how” question focuses on the specific aims on which persons focus to direct their behaviour. Both energization and direction, need to be considered to fully explain a motivated behaviour.

The most basic distinction that can be made about motivation is whether it represents approach motivation or avoidance motivation. This approach-avoidance distinction is applicable to all types of motivation and to all types of organisms. Furthermore, the approach-avoidance distinction is applicable to both the energization and direction aspects of motivation. Approach motivation is the energization of behaviour by or the direction of behaviour toward positive stimuli, whereas the avoidance

motivation is the energization of behaviour by or the direction of behaviour away from negative stimuli.

Although motivation represents an internal force within the person, it is influenced by both internal factors within the person and external factors outside the person. Broadly stated internal factors include biologically based predispositions that lay the foundation for behaviour across situations; affectively based and cognitively based dispositions that produce behavioural tendencies in particular domains and situation specific states that have an immediate direct impact on behaviour. External factors include culture which provides a basic set of assumptions, meanings and practices that establishes a person's basic world view; socialization by parents, other adults in leadership positions and peers that moulds and shape a persons specific values, beliefs and behavioural patterns and environmental contexts that provide immediate cues for what is important and expected in a given situation. Internal factors influence each other in producing behaviour and external factors like wise influence each other. In short human motivation is complex, emerging from a multitude of mutually interacting internal and external factors.

## **1.2.0 THEORIES OF MOTIVATION**

Since motivation is considered as complex psychological construct, the psychologists have divergent views about the concept of motivation. Each of them has their on explanation about this concept.

### **i) Drive theory**

Drive theory assumes that when biological needs arise within our bodies which create an unpleasant state of arousal – the feeling we describe as hunger, thirst, fatigue and so on. In order to eliminate such feelings and restore a balanced physiological state or homeostasis, we engage in certain activities (Winn 1995). Thus according to drive theory, motivation is basically a process in which various biological needs push (drive) us into actions designed to satisfy these needs.

## **ii) Arousal theory**

The theory formulated by (Geen, Beathy and Arkin 1984); focuses on arousal, our general level of activation. Arousal theory suggests that what we seek is not minimal level of arousal but rather optimal arousal – the level that is best suited to our personal characteristics and to whatever activity we are currently performing.

Though arousal theory provides useful insights into the nature of motivation, the fact that we can't readily predict what will constitute an optimal level of arousal.

## **iii) Goal-setting theory**

This theory emphasizes the importance of cognitive factors rather than drive or arousal. Goal setting theory view that motivation can be strongly influenced by goals. People performed better when they were given specific goals than when they were simply told to "do your best". The term impressive is appropriate because people often did much better when working toward specific goals than when such goals were absent.

The goal setting theory works best under certain conditions. It is most effective in boosting performance when the goals set are highly "specific" (people know just what they are trying to accomplish), the goals are "challenging" (meeting them requires considerable effort) but the goals are perceived as attainable (people believe they can actually reach them). Finally goal setting is most successful when people received feedback on their progress toward meeting the goals and when they are truly and deeply committed to reaching them.

#### iv) Maslow's theory of motivation

This theory suggests that human motives may exist in a hierarchy. So that we must satisfy those that are more basic before moving on to ones that are less linked to biological needs.

Maslow places "physiological needs" such as those for food, water, oxygen and sleep at the base of the hierarchy of needs. One step above these are "safety needs"; needs for feeling safe and secure in one's life. Above the safety needs are "Social needs" including needs to have friends, to be loved and appreciated and to belong – to fit into a network of social relationships.

Maslow refers, physiological, safety and social needs as deficiency needs. They are the basics and must be satisfied before higher levels of motivation or "growth needs" can emerge.

Above the social needs in the hierarchy he proposes the "esteem needs"; needs to develop self respect, gain the approval of others and achieve success. Ambition and the need for achievement are closely linked to esteem needs. At the top of the hierarchy are the self-actualization needs. These involve the need for self-fulfillment – the desire to become all that one is capable of being.

### 1.3.0 ACHIEVEMENT MOTIVATION

Theory and research pertaining to achievement motivation had gained much importance for the last three decades. Achievement motivation plays a decisive role in the organization of human behavior. It is a psychological construct which determines the achievement level of an individual. Achievement motivation is also called need for achievement (n-achievement). McClelland (1953) initiated research in the field of achievement motivation and developed means of measuring achievement motivation using Thematic Apperception Test.

Achievement motivation is a construct originated from motivation. Motivation has traditionally been used to describe and explain difference in intensity and direction of behavior. Lewin (1935) highlighted the importance of n-achievement in

human behavior. He studied the “upward striving” nature of achievement, aspiration and behaviors’.

The concept of achievement motivation was first systematically studied by Mc Clelland (1953) and his associates, though the concept was actually originated by Murray (1938). Murray has listed twenty common needs. Out of the different needs listed the focus of interest was social needs like need for affiliation, need for power and need for achievement.

McClelland started research of human motivation by selecting the “need to achieve” which Murray had listed. Murray’s “effect need” and “model need” are also related to the need for achievement. McClelland’s concept of achievement motivation resemble with Maslow’s (1954) concept of self actualization. In the hierarchy of needs, self actualization implies that there is a strong motive in every individual to go beyond what one has attained as to achieve more. The concept of “Striving for superiority” by Adler (1927) is also related to the achievement motivation. Thus it is a psychological characteristic which has to be considered as an integral part of an individual’s personality make.

McClelland's  
Motivational Needs



#### 1.4.0 DEFINITION OF ACHIEVEMENT MOTIVATION

Murray (1938) defined achievement motive as the desire or tendency to do things as responsible as possible. Good (1959) defines achievement motivation “as a combination of

psychological forces which initiates, direct and sustain behaviour towards successful attainment of some goal which provides a sense of significance, no single measurable factor seems to account for it, measurement is in terms of constant validation of inter related scholastic, social and individual factors.”

According to Heckhausen (1967) achievement motivation is the striving to measure or keep as high as possible one's own capacity in all activities in which standard of excellence is thought to apply and where the executions of such activities can neither succeed nor fail.

Vidler (1977) defined achievement motivation as a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence as contrasted for example with power of friendship.

Nicholls (1984) defined achievement behaviour as that behaviour which the goal is to develop or demonstrate to self or to other's high activity or to avoid demonstrating low activity. This implies that in achievement situation individuals desire success to the extent that it indicates high ability and seek to avoid failure to the extent that indicates low ability.

### **1.5.0 DEVELOPMENT OF ACHIEVEMENT MOTIVATION**

Motivation drives and directs behaviour, achievement motivation govern behaviour relevant to achievement and learning. An understanding of achievement motivation has implications for many aspects of human life, including how individuals develop new skills and how individuals make use of their existing skills.

Many approaches have been taken to explain process of achievement motivation. Some approaches have included the examination of global achievement “motives” such as Self concept, self esteem etc. However, researchers have become aware of the need to examine specific concept that illuminates motivational processes. One such approach the “goals” approach has begun to provide answer to the basic questions in the field.

The goals approach grew out of research on adaptive and maladaptive motivation (Ames 1984, Diener and Dweek 1978). Findings from this research indicate that children of comparable ability often respond very differently when they encounter academic obstacles. Some children interpret their difficulties mean that they have low ability. They seem to lose hope that their efforts will lead them to success and their performance tends to deteriorate. This constellation of responses sometimes referred to as a “helpless” pattern, is considered maladaptive because it prevents individuals from reaching potentially attainable valued goals. In contrast other children respond to obstacles as challenges to be mastered. These children do not appear to be upset by their difficulties and sometimes report feeling excited by the challenge.

They typically focus their attention on modifying their effort and strategy and they maintain or improve their level of problem solving. These reactions, which are frequently called “mastery-oriented” responses, are considered to be adaptive because they allow individuals the time that is often necessary to overcome difficulties and to progress toward valued goals.

Achievement motivation researchers have examined two classes of achievement goals. One class of goals, referred to as “performance goals” centers on issues of performance and adequacy. When individuals hold performance goals they are concerned with documenting their competence and they tend to view achievement situations as tests of their competence. Another set of goals termed “learning goals” revolves around learning and task mastery. When individuals hold learning goals, they strive to master new tasks and develop competencies.

Achievement motivation has its roots in early childhood. Child care practices, social cultural and economic conditions of the family, parental expectations about their children, the conditions in which particular groups live and culture of the society influence in developing a person’s motive to achieve. Man’s social origin and culture also affect the extent to which one acquires an achievement motive.

Self esteem and self concept is another factor facilitating the need for achievement. Some psychological factors like anxiety, level of aspiration, curiosity etc affect in developing one's own achievement motivation. Ojha ((1973) observed that mothers love, father' permissiveness and love were positively related to n-achievement, whereas parental restriction and protection were negatively related to n-achievement. Achieve motive develops more in the family where independent development of the child is emphasized. Low achievement motivation is associated with families in which the children are more depended on their parents.

There is growing recognition that motivational processes are dynamic systems that have the potential to change over the course of development. Systematic research has been undertaken in order to understand the nature of the development of achievement motivation.

- Nicholls (1984) found that young children do not understand or measure ability in the same manner as older children and that young children are more likely to expect effort to lead to desired outcomes. This emphasis on effort rather than ability is characteristic of the mastery oriented motivational response. These results suggest that young children are less likely to view effort as having negative implications for their abilities and are less apt to question the usefulness of effort. It also supports that children start off with relative motivational resistance and becomes less adaptively motivated as they grow older.

Stipek et al. (1992) suggest that when task are meaningful and failures are salient, some young children like their older counterparts respond to difficulties with negative emotional reactions and also display the thoughts and behaviors characteristics of the helpless pattern.

The children may think about their performance not in terms of how it reflects on their ability but on other important aspects of themselves. If failure in achievement situations does have implications for aspects of the self early in life, it would most



likely hold meaning in terms of concepts that are familiar to young children. One set of such concepts relates to goodness and badness. Since teaching children what is right and wrong is a major goal of socialization, children are likely to receive numerous messages regarding these issues. Thus young children may develop ideas about goodness or badness that they can apply to variety of situations, including achievement contexts (Dweck 1991).

In summary research has suggested that there may be meaningful differences in the ways in which younger and older children process ability information and respond to some achievement situations. Research also suggests that for young children differences in motivational patterns may be more closely related to conceptions of goodness and badness than to specific conceptions of intellectual competence.

#### **1.6.0 THEORETICAL APPROACHES TO ACHIEVEMENT MOTIVATION**

The roots of the present theories of achievement motivation are the theories of Freud, Hull and Lewin. There are two main approaches to achievement motivation. The consistency theory approach and Expectancy value approach (Koreman, 1974).

##### **i) The Consistency Theory Approach**

Festinger's theory of cognitive dissonance can serve as a base for predicting the conditions under which people will be motivated to achieve and the conditions under which they will not. The consistency theory means the motivation that person's cognitions will tend to be logically and psychologically consistent with one another. If inconsistencies are present the individual attempts to reduce them by changing his cognition, behaviour or both, so that they are consistent with each other.

##### **ii) The Expectancy Value Approach**

McClelland and Atkinson take the expectancy value approach to motivation. The basic assumption here is that people's motivation to achieve something is a function of the value one

expects to obtain. There are two important things to predict behaviour, the person's motive or need for achievement, his expectancy of being to achieve in the given situations.

McClelland's achievement motivation concepts are one of the most important expectancy value approach. He argues that achievement motivation develops in some people more than in other because for some people achievement outcomes have positive effects. For others these outcomes have negative avoidance effects on the individual. He argues that individuals differ in the degree to which they find achievement satisfying experience.

### **iii) The Attribution Theory**

Weiner (1972) and his associates have proposed an attribution theory of achievement motivation. They suggested that the cognitive appraisal or interpretation made by an individual when confronted with an achievement task is an important determinant of the individual's willingness to undertake the task. Attribution about a task can be placed on two independent dimensions according to this theory. Persons motivated to approach success attribute to lack of ability and success to external factors such as luck.

## **1.7.0 ACHIEVEMENT MOTIVES**

An achievement motive is a dispositional motivational tendency to energize competence relevant behavior and orient individuals towards success or failure possibilities. Two primary achievement motives have been posited by theorists; need for achievement, which represents a desire to approach success and fear of failure which represents a desire to avoid failure.

Theorists distinguish between two general types of motives, implicit and explicit motives. Implicit motives are rooted in the mid brain structures and operate outside of conscious awareness, whereas explicit motives are rooted in cortical brain structures and are accessible to conscious awareness. Research has shown that implicit and explicit achievement motives are not related to

each other strongly. However, factors such as one's degree of access to bodily cues and one's level of preference for consistency greatly influence the extent to which implicit and explicit competence motives are related.

### **1.8.0 MEASUREMENT OF ACHIEVEMENT MOTIVATION**

McClelland started research for the development of techniques for the measurement of motivation. The most common technique employed in measuring the achievement motivation has been an adaptation of Thematic Apperception Test. McClelland and his associates (1953) adapted Murray's TAT technique for the measurement of human motivation. On the lines of McClelland's work Mehta (1969) developed Achievement values and Anxiety Inventory. It is a self reporting kind of inventory to measure achievement motivation.

The achievement motivation test has developed by Herman (1970). It consists of 20 multiple choice items based on 10 aspects of the achievement motive.

Shah, Beena (1988) has developed an Achievement Motivation Scale using four factors of need for achievement motivation. Thus it is evident that the methods of measuring achievement motivation was based both upon the methods of experimental psychology and on the insight of psychoanalysis.

The measurements techniques of motivation can be broadly classified into five categories (Singh 1981). They are:

- i) Production measures, behavior measures theoretically related to motivation and activities representative of academic interest and endeavor grade point average.
- ii) Self concept measures consists of questionnaires, rating scales and check lists which elicit an individual's assessment of his own behavior, belief for preferences.
- iii) Observer's ratings are ratings made by the observers instead of the individuals.

- iv) Projective techniques are based on the assumption that men project some part of themselves in everything they do.
- v) Objective tests are assessment procedure which obtains consistent scores.

### **1.9.0 IMPORTANCE OF ACHIEVEMENT MOTIVATION**

- i. Achievement is more important than material or financial reward.
- ii. Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.
- iii. Financial reward is regarded as a measurement of success, not an end in itself.
- iv. Security is not prime motivator, nor is status.
- v. Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual).
- vi. Achievement-motivated people constantly seek improvements and ways of doing things better.

### **1.10.0 ACADEMIC ACHIEVEMENT**

Academic Achievement according to Taneja (1989) is “the performance in the school or college in a standardized series of educational tests.”

In the words of Bajwa and Setia (1994), “ Academic achievement refers to the pupils knowledge attainment and skills developed in the school subjects which are assessed by the authorities with the help of achievement tests in the form of examination.

Academic achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work. In view of other authors such as Goods (1959), Biswal & Aggarwal (1971) there seems to be considerable similarities in as much as all of them place emphasis on knowledge attained or skill developed in academic subjects and usually originated by test scores. It is different from proficiency in the area of different age accomplishment quotient or achievement quotient are the most commonly used meant to interpret the level of academic achievement of pupils in general or in a specific given subject matter in particular.

#### **1.11.0 ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT**

There are different interpretations for motivation. In the discipline of education motivation is a tridimensional phenomenon consisting of individuals beliefs in ability in carrying out a specific task, reasons and goals of the individuals in doing the task and the emotional response concerning carrying out the task (Hassanzadegh and Amuee 2001).

Psychologists have noted that motivation should be taken into account in education because of its effective relationship with new learning, abilities, strategies and behaviours (Shahraray 2007) and they have presented motivation for academic achievement as one of the preliminary constructs for defining such type of motivation. Motivation for academic achievement is attributed to behaviours which lead to learning and achievement (Masaali 2007). In other words, motivation for academic achievement is such a pervasive inclination towards doing a task successfully in a particular context and assessing the performance spontaneously.

The bulk of behaviours indicating the academic motivation involve insisting on doing difficult assignments, hard working or

effort into learning to reach mastery and choosing assignments which need great efforts (Abedi 2008). Accordingly, motivation for academic achievement is a psycho-cognitive condition which is acquired once the individual perceives him to have autonomy.

The Psychologists have recognized and examined the effective factors in motivation for academic achievement. The results of their research indicated that personality, family, and social variables are related to this construct (Masaali 2007). Some others directed their studies towards integrating intellectual ability, learning style, personality and motivation for academic achievement as the predictors of academic achievement in higher education (Busato, Elshouta and Hamakeru 2009).

Student's motivation in academic results from their perceptions of the class room and sometimes from the interactions with teachers, peers and others in school (Hardre 2003, Pintrich and Schunla 1996). Many factors influence student's motivation to learn including interest in the subject matter, perception of the usefulness of studying, the desire to achieve, perception of one's ability and persistence to achieve.

Experts, parents and teachers have been interested in discovering the important forces influencing students' achievement in academic. Most people believe that motivation plays a significant role in determining whether students achieve or fail. Each student has a different level of motivation as well as different personal and social factors that affect his or her motivation. It is imperative for educators and parents alike to understand better the interaction of the various aspects contributing to student's motivation in order to ensure the academic success of school children.

Most studies to date have examined the relationship between one or two components of motivation and academic achievement. However, recent trends have challenged the views that academic motivation is one dimensional and instead attempted to understand the relationship between motivation and academic outcomes from multi dimensional aspects (Dowson and

Mcinerney 2001). Research has suggested that motivation does not act individually but may be interrelated thus contributing to a wholesome effect on the motivation for students to achieve academically.

Different psychological perspectives explain motivation in different ways. It is logical to assume that no one particular type of motivation influence a person at any one time. Several components of motivation will be at work influencing an individual to become energetic and moves towards a goal. The social cognitive model of motivation sees motivation as a dynamic, multifaceted phenomenon(Pintrich 2000). They do not categorize students as either “motivated” or “not motivated”. They believe that students can be motivated in multiple ways, influenced by various factors and ways.

### **1.12.0 NEED OF THE STUDY**

It is important for both parents, and educators, to understand why promoting and encouraging Achievement Motivation from an early age is imperative. Achievement motivation is crucial to a student’s academic success at any age. Because students form self-concepts, values, and belief about their abilities at a young age, the development of early academic motivation has significant implications for later academic careers. A great deal of research has found that students high in achievement motivation are more likely to have increased levels of academic achievement and have lower dropout rates (Blank, 1997).

At this point, the significance of early achievement motivation to future academic success should be clear. However, different types of achievement motivation have different implications for academic achievement. If a student has high levels of

achievement motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about those students Academic career.

### **1.13.0 STATEMENT OF THE PROBLEM**

*“A study of the relationship between Achievement Motivation and Academic Achievement of Class X Students.”*

### **1.14.0 DEFINING OF THE KEY TERM**

**Achievement Motivation:** It can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

**Academic Achievement:** Academic achievement in operational term means the marks obtained by standard X students in second term examination.

### **1.15.0 OBJECTIVES OF THE STUDY**

- To study the Relationship between Achievement Motivation and Academic Achievement of class X students.
- To find out the Difference between the different level of Academic Achievement with Achievement Motivation.

### **1.16.0 HYPOTHESIS OF THE STUDY**

- There is no significant relationship between Achievement Motivation and Academic Achievement.



- There is no significant difference between Achievement Motivation with Low, Medium and High level Achievement related to their Academic Achievement.

#### **1.17.0 DELIMITATION OF THE STUDY**

The study was confined to only one section of one Government Higher Secondary School and one Private Higher Secondary School of M.P. Board students of 10<sup>th</sup> class in Bhopal City only. The study cannot be conducted across the Madhya Pradesh due to the limitation of time.