

**A STUDY OF ACHIEVEMENT MOTIVATION
AMONG THE STUDENTS AT ELEMENTARY LEVEL**

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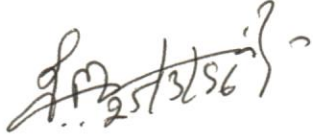
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THIS IS TO CERTIFY THAT Ms. NEELAM RANA, A STUDENT OF M.Ed. (E.E.) COURSE OF THIS INSTITUTE HAS CONDUCTED THE DISSERTATION TITLED " A STUDY OF ACHIEVEMENT MOTIVATION AMONG STUDENTS AT ELEMENTRY LEVEL" UNDER MY GUIDANCE. HER DISSERTATION IS ORIGINAL AND FULFILLS ALL THE REQUIREMENTS LAID DOWN IN THE ORDINANCE OF BARKATULLAH UNIVERSITY, BHOPAL, RELATING TO THE DEGREE OF M.Ed.

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INTRODUCTION

Perhaps the most important task facing all societies is the problem of detecting and fostering talents. This concern has assumed the essential features of revolution which has no precedent in human history. This is so because all nations are committed to development.

It is a universally acknowledged fact that an educated and enlightened citizenry is an essential condition for the successful functioning of a democracy. Education, up to elementary level is considered essential for every individual when our country became free in 1947 almost 85% of the Indian population was illiterate and 31% of the children in the age group 6-11 went to schools. This was a matter of great concern which found expression in the directive principles of state policy in the Indian constitution adopted two years later i.e. in 1949. In the article 45 of the constitution laid down that "The state shall endeavour to provide with in a period of 10 years from the commencement of this constitution for the free and compulsory education of all children until they complete the age of 14 years" ¹ i.e. by 1959 we should have provided adequate number of schools and brought all children in the age group 6-14 to schools. This constitutional commitment made over 47 years ago has not been realized fully till date.

There is slow progress of U.E.E. To achieve cent per cent enrollment we have to (a) Universalise provision of schooling facilities, (b) Universalise enrollment, (c) universalise retention in school. Since 1949 there has been a steady expansion of schooling facilities but the effect of their achievement has been undone by the population Explosion in our country. With limited resources and lack of trained teachers it has not been possible to keep pace with the expanding population. The main cause of non-enrollment is the poor economic condition of children who help their parents in earning livelihood. Besides these economic reason, parental indifference, irrelevant and uninteresting school curriculum and social cultural traditional in the case of girls are great impediments in the way of universalisation of enrollment. Same with retention in schools, this is because the student aren't interested in their Education & dropout because of Economic condition. Some continue who do not drop out in disinterested way without satisfactory progress. This is just wastage and staganation. This demoralizes the parents and thus parents with draw their children after their repeated failures.

The Micro level studies have been conducted by the N.C.E.R.T., National Institute of Education Planning and Administration.

Teachers have attributed to low achievement to non-detention policy and lack of parental support. The faulty implementation of the non-detention policy has promoted a non-learning situation instead of smooth transition from home to a school and adjusting pace of learning.

In the Sixth Five year plan (1980-85) it was stressed to guarantee to all equality of opportunity for Education for improving the quality of life and their participation in the tasks of promoting the general well being of the society.

"Development is growth plus change; change in turn is social and cultural as well as economic and qualities as well as quantitative."

The Achievement motive has aroused wide spread interest among psychologists leading to Plethora of studies all over the world. A no. of psychologists have come to the conclusion that in India Society especially in its rural segment Achievement motive is low.

Every where it is increasingly being realized that MHRD (Ministry of Human Resource Development) is necessary condition, if not a sufficient one, for achieving all the National goals. It is but the manifestation of that an assertion that any programmes of planned development can be brought about by human beings by becoming active agents of change.

"Human resource development is the process of building knowledge, the skills, the working abilities, and the innate capacities of all the people of the country." (MHRD, 1974)

In general, Human resource are developed by formal Education on the job training programmes and by self development programmes. Taken together these programmes of Education cater to Human Resource Development considered as life long process.

Till recently the stress was on purely the intellectual side, but gradually the personality domain has also come to receive a place of importance. This new interest has come about as a result of certain findings in the domain of social change.

"Basically change is a process of adjustment to new values and ways of thinking." (PAREEK, 1968 : P.72) .

One of the personality dispositions that has received comparatively greater attention of researchers during the last three decades is achievement related motive. Here we find the work of Mc Clelland (1961) who has tried to show how important is the achievement motive in the growth and decline of entire civilization. According to him people with high achievement motivation precedes every age of economic prosperity and absence of such people is followed by economic decline.

This means that the achievement motive probably plays a significant role in shaping the lives of individuals as well as societies.



BACKGROUND

One of the crucial problems before the teacher is to see that pupil puts his heart and soul into the educational activity and attains the maximum limits set by his capabilities. An understanding of the process of and factor that determine motivation has for long occupied the attention of the educationists and psychologists. "Much of a teachers work centres around problems of motivation" (Blair et al., 1962)

In simplest terms, motivation is what lies behind our behaviours - The reasons we do what we do. Psychologists have a somewhat more precise definition. Lindsley (1957) define motivation as a "combination of forces which initiate direct, and sustain behaviour towards a goal". Accordingly, motivation not only instigates behaviour, but also operates to reinforce ongoing behaviour. Different psychologists have different concepts as to nature of these forces that initiates and sustain behaviour. Combs and Snygg (1959) see behaviour as powered by a continuing attempt to preserve and enhance self concept. For Guthrie (1952), motivation is simply "The condition which increases the vigor of response". Applied to classroom situation, motivation is what pushes the student to try to learn - or to expand his energies in other directions. In the traditional language of the teacher, "to motivate means to get the student to apply himself than getting the students to apply themselves is getting them to want to learn" (Morse and wingo, 1970).

The concept of motivation has a checkered history in modern psychology. Early in the century it was believed that "human behaviour was powered by internal energy, and that this energy was what pushed people towards goals". But psychologists, unable to measure this mysterious energy, became increasingly dissatisfied with this view of motivation. During the thirties and forties a new approach emerged. Psychologists began to think of motives as behavioural tendencies, as inclinations to move toward, a goal. This definition, unlike the energy theory, allowed them to investigate motives by studying behaviour. Behavioural studies yielded the list of motives that appear in most psychology books. People have motives to excel, to affiliate with friends, to dominate others, to gain social approval, and so on. Each of these motives refers to certain behaviours that can be "seen and counted" (Kagan et al., 1971).

There is general agreement that motive is an internal factor that arouses, directs, and integrates a person's behaviour. It is not observed directly but inferred from his behaviour or simply assumed to exist in order to explain his behaviour (Murray, 1964).

Thus there is a growing realisation that there may be failure to attain desired level of attainment despite the required capabilities and facilities at hand, and the factor responsible may be lack of motivation.

Tarman and Oden (1947) comment on role of non-intellectual factors thus: "Where all are so intelligent, it follows necessarily that differences in success must be due largely to non-intellectual factors ***** Every thing considered, there is nothing in which the groups present a greater contrast than in drive to achieve and in all-round social adjustment ***** At any rate, we have seen that intellect and achievement are "far from perfectly correlated".

Motivation is conceived to have two poles internal (drive and effort of the individual) and external (valence of the object). "The terms which relate to motivation may be divided into two groups depending on whether they relate to the one pole or the other. The first group includes concepts such as need, tension drive, instinct, inclination, wishes, will, intention, plan etc. The second group consists, e.g. of valence (challenge), value, affective value, incentive, cathexis, interest etc". (Eysenck et al., 1972).

Need is generally the fundamental concept of motivation, while a motive or motivation (in its subjective meaning) denotes the process which leads an individual toward a concrete objective. Need denotes in the first instance (objective meaning) the lack of specific element in the environment; this objective lack becomes a psychological need in that it creates a deficiency, in the organism, and a psychological demand because the state of the organism is

percieved by the individual as a stress which influences behaviour. In the psychological sense, however, this need does not necessarily refer to an organic state or physical deficiency, there may simply be a lack of specific forms of behavioural contact with the environment, and this deficiency may originate from a readiness to communicate upto the point of self sacrifice, or from sudden growth as well as from a deficit (Maslow and Rogers).

Another term "drive", related with the proess of motivation, refers to certain psychological states, such as food deprivation, that tend to increase animals behoviological output. motivation was supposed to be supplied by hypothetical force or energy designated "drive". The concept was extended to include non-psychological sources of motivation, to give learned drives were learned, social drives, higher drives and so on.

Vinacke (1968), distinguishes between "drive" and "motive" thus : "In lower animals drives are comparitively fully developed at birth and undergo relatively little change as a consequence of learning in man, however, they are much less precise and strictly fixed, and much more susceptible to alteration during development ***** Because drives may become considerably altered in human beings, and also because new forms of instigation may be acquired during development, we find it necessary to add the term motive. By this

distinction, then, we intend merely to stress the fact that instigation at the birth is not the same thing as instigation during later stages. Functionally, however, drives and motives are alike in referring to general intrinsic states of the instigation level. Properly speaking we should ordinarily explain instigation in lower animals as operating through drives, whereas instigation in human adults would ordinarily be explained by reference to motives. "in actual practice many times, the term 'needs', 'drives', and 'motives' are used interchangeably.

Several authors (M.A. Murray, G.W. Alport, and others) make a distinction under several headlines between viscerogenic and psychogenic needs, without, however, considering the question of the innate or derived character of the latter. "On account of complexity of environment it can be assumed that man has fundamental needs(i.e. types of necessary relationships) at the behavioural level relative to the psycho-social world and universe, and in regard to the biosphere. Similarly a distinction has been made between biogenic and psychogenic motives. "The former have a direct origin in drives, but come to be more or less greatly modified of them. Some biogenic drives are typically for more altered in the adults than others - that is, they attain much greater diversification

among persons ***** In case of other motives it is still uncertain whether or not we can attribute to them drive origin

Psychogenic motives are only indirectly, if at all, derived from drives. They undergo a long course of development from birth onwards, depending for their frequency, and intensity on the conditions of socialization in the family and other environmental influences. Thus they may be called acquired (or social) instigating systems" (Vinacke, 1968).

Need achievement particularly has been an important variable that has attracted the attention of educational researchers. Among the rather recent Indian studies incorporated by Buch (1974) in the survey of research in education, there is an indication toward a significant trend of growing interest in research on motivation, particularly achievement motivation. Of the eight studies on motivation, seven are exclusively studies on achievement motivation ***** Achievement motivation has been studied in relation to a variety of variables concerning education and the development of the individual, i.e., personal values, socioeconomic status, intelligence, academic performance, anxiety, gender, vocational aspirations, level of education etc. "It can be stated there that research in this area has grown greatly in the past two or three years and even now a few researchers are

in progress in different parts of the country, some of them attempting to boost up n-achievement in school teachers as well as students by training programmes **** Viewing broadly, research on motivation in general, and achievement motivation in particular, seem to be developing fast, touching many new areas" (Buch, 1974).

Achievement motivation is related to a variety of behaviours and characteristics, such as accomplishing something difficult, mastering, or organizing physical objects, human beings, or ideas. Doing this as rapidly and as independently as possible, overcoming obstacles and attaining a high standard, excelling oneself, rivalling and surpassing others, increasing self regard by the successful exercise of talent, being ambitious, making plan for the future, making use of available resources in an innovative way, deciding to forge ahead, not yielding to the pressure of events, willingness resisting or challenging environmental forces, responding positively to challenges and situations involving problems solving, being self confident, liking individual responsibility, preferring concrete knowledge of the results of one's work, being active in school and community activities, choosing experts rather than friends as working partners, resistance to outside social pressure, enjoying taking moderate risks in situation that depend on their own ability,

but not when it comes to pure chance situations, such as horserace betting (Lindgren and Byrne, 1971, Murray, 1964). In brief, "need for achievement relates to striving for some standard of excellence" (Mehta, 1976).

Research findings demonstrates that need for achievement is associated with and useful for a variety of situations and attainments in life. Quite a few studies have demonstrated that individuals with a high achievement motive will learn and perform responses faster and better than those with a low achievement motive, though they may not excel on borings and routine tasks where there is no challenge (Murray, 1964).

McClelland (1961) while discussing the social implications of need achievement, argues that the economic growth of a society is dependent on the existence in that society of a high level of need for achievement among the people playing the key role in the economy (Vroom, 1964) **** "Much of the research conducted by psychologists interested in need achievement has particular relevance to issues faced by the citizens of today's world, specially with respect to the problems of helping economically deprived population" (Lindgren & Byrne, 1971).



Granted the importance of need achievement in the life of the individual and the society, the question as to how a person comes to develop a motive for achievement assumes special pertinence. "It seems to depend on the values of his parents and the emphasis that they place on this sort of thing" (Murray, 1964). In her study of eight year old boys, Marion Winter Bottom (1958) found that "mothers of boys with high achievement motivation, in their childrearing practices, made demands for independence and mastery at an earlier age than did the mothers of the boys with low motivation for achievement ***** These mothers made relatively few restrictions on the behaviour of the boys, but those they did make, they expected to be mastered at an early age. These mothers also evaluated their boys' accomplishments quite favourably and rewarded them with hugs and kisses. The mothers of the low-motivation grounds, on the other hand, were restrictive and did not encourage self-reliance, so that the boys remained more dependent on the family" (Murray, 1964). These demands are especially characteristics of the mothers before the age of eight years. Cross cultural studies have revealed similar findings (Friedman, 1950, Child, Storm and Veroff, 1958). In general, these and other studies indicate that training for achievement is the crucial condition rather than demands for independence as such (Vinacke, 1968). "Recently.

McClelland (1961) has argued that the general level of achievement motivation in a given society is related to economic growth ***** By examining a large variety of evidence, he concludes that cycles of increased productivity, industrialization, trade and other signs of economic development are associated with the general level of achievement motivation.

Fortunately, need for achievement is an acquired motive and the understanding of the conditions and factors on which it depends is more or less comprehensive. Hence it has been possible, and successful attempts have been made, to evolve training programmes for boosting of achievement motive based on this understanding. Traditionally, psychologists have been proposing that personality changes occur during childhood. In case of n achievement also several studies revealed that parental attitudes and practices of child rearing (during early and late childhood) promote its acquisition. However, McClelland's researches and summaries of several other researches that disclosed relationship between achievement motivation and entrepreneurship, and with economic growth, indicated the possibility of accelerating economic development, if some method could be evolved to strengthen n achievement in businessmen, industrialists, business managers and others engaged in economic activities. In ordinary course

parents with high n achievements who are known to promote development of strong n achievement in their children, have themselves developed high achievement motive during their childhood as a result of conditions created by education and other socializing agencies. But the practical need was to help present generation of adults to develop their n achievement. This need promoted an extensive search of literature on attitude and personality change. Burriss (1958) demonstrated that strengthening of achievement related fantasies through a counselling programme helped college students improve their grade points. This suggested the possibility of motivation development in adults. After review of literature and development of propositions for motive acquisition in adults by McClelland (1965), his first experimental motivation development programme was launched in 1964 for businessmen of Kakinada, India. A little later, Knob (1964) gave an experimental programme to school boys and found that achievement motivation development helped the experimental boys to improve their performance. At about this time Mehta (1967,1968) initiated efforts at the National Council of Educational Research and Training, at New Delhi to study achievement motive in high school boys and to experiment with motivation development with a view to helping teachers and pupils achieve more. The first experimental motivation development programme was given to Jaipur teachers in

October, 1965. The experiments continued for years with several followup studies. "Experiments suggested significant improvement in the pupils' study habits personality development and their scholastic achievement, and the possibility of preventing wastage and stagnation in education, particularly at the primary school stage" (Mehta, 1976).

Considerations of such studies and efforts and their outcomes indicate the need of directing more of attention to this part of personality of pupils and moulding of school programmes and practices. The importance of this and other similar studies can be viewed in this context.
