



CHAPTER I

THE PROBLEM AND ITS SIGNIFICANCE

The purpose of this chapter is to specify and pin-point the problem with a discussion of significance and the purpose of the study, hypothesis proposed to be tested, delimitations of the study and the definitions of the variables involved.

Statement of the problem

Specifically formulated, the present study attempts to understand achievement motivation in relation to sex among various categories. Formal title given to study was, "A Study Of Achievement Motivation Among Students Of Elementary Level".

Need of The Study

The quality of performance and the height of achievement in various walks of life including education is well known to depend upon certain factors one of which is motivation. The problem of motivation assumes special importance in context of school education. A teacher is supposed to arrange the educational institution in a way so as to encourage pupils put their heart and soul in the school activities. Hence the problem of motivation has drawn sufficient attention of researchers in the field of educational psychology. Among the

various motives that operate when an individual is motivated to pursue an activity, need for achievement occupies an important place (Murray, 1938). This among those categories of needs have provided the basis for an impressive range of studies (Eysenck et. al, 1972). Out of a number of researches conducted in the field of motivation in India a large number of them have been devoted to the study of achievement-motivation in relation to various variables (Buch, 1974).

Though a number of studies have been aimed at discovering the relationship between n achievement and academic performance there is further need to find out the facts which may either support and diverge from the previous findings. Not much attempt has, so far been made to study the relationship between this personality dimension and n achievement. In view of the changing social practices and cultural norms particularly in relation to the comparative role of male and female, there is a need of repeating the studies purporting to discover whether men and women differ in the matter of important motivating factor of n achievement.

Experts in the field of n-achievement have arrived at a conclusion that n-achievement plays more significant role in determining the higher achievement in certain walks of life.

rather than others, specially in the field of business (McClelland, 1961). The conclusions that we are likely to draw from such studies would bear important implications for educational practices in various ways for increasing the level of achievement motivation and for helping the pupils for better performance.

Purposes of the Study

In the light of what has been said above, the present study is aimed at the following :-

The main objective of the study were :-

1. To find out the difference in achievement motivation among students belonging to SC/ST/ Gen./OBC categories within the rural/urban groups,
2. To find out the difference in achievement motivation in students belonging to schedule caste & schedule tribe categories.
3. To find out the difference in achievement motivation among students belonging to general and SC categories.
4. To find out the difference in achievement motivation among the students belonging to general and ST categories.

5. To find out the difference in achievement motivation among the students studying in tribal & non-tribal districts of M.P.

6. To find out the difference in the achievement motivation among boys and girls studying in Bhopal and Shahdol district of M.P.

HYPOTHESIS PROPOSED TO BE TESTED

The present study took up the following hypothesis to be tested :-

1. There is a significant difference in the achievement motivation among students belonging to general/SC/ST and OBC categories.

2. There is a significant difference in the achievement motivation among students belonging to schedule caste & schedule tribe categories.

3. There is a significant difference in the achievement motivation among students belonging to general & ST categories.

4. There is a significant difference in the achievement motivation between the students belonging to general & ST categories.

5. There is a significant difference in the achievement motivation among students belonging to URBAN/RURAL (tribal) districts of M.P.

6. There is no significant difference in the achievement motivation among boys and girls studying in both Bhopal and Shahdol districts of M.P.

Delimitations of the study.

In order to make the scope of the study more specific and pinpointed, and in view of the limited time and sources at hand, the following delimitations were made :-

1. The field of operation was confined to the three schools of the Bhopal city and 4 schools of Shahdol city.
2. The population under study consisted of the students of class VIIIth.
3. The number of students included in the sample was limited to 200
4. The test used for the measurement of n-achievement was of self-reporting nature and not a thematic apperceptive test.

Variablies involved in the study

The various dependent and independent variables involved in the present study were as follows :-

Dependent variable : Achievement motivation.

independent variable : SEX.

VARIABLE DEFINED

Achievement motivation

The term achievement motivation (designated as "need to achieve" or "n-ach"), first coined by Kurt Goldstein, has been described and defined in various ways by various psychologist. According to Lindgren and Byrne (1971, P.689), used in a comparitively general sense, achievement motivation means "a drive to work energetically and persistently at the accomplishment of tasks and to seek additional tasks to accomplish". In terms of psychogenic motive it is "the instigation to master or overcome difficulties, to be successful one's own efforts" (Vinacke, 1968, P.148). According to another description achievement motivation is "characterised by ambition, enjoyment of competitive situations, a strong desire to work at tasks independently eagerness to attach and solve problem, and preference fo ventures involving a moderate amount of risk, rather than

extreme risk or no risk at all" (Lindgren and Byrne, 1971, P.267). Thus, a person with high n-ach, during the weekend would look forward to Monday, when he can get back to work, and would tend to fill his leisure time with activities that have some practical value.

McClelland, a pioneer in the field of n-ach and his associates (1953) are of the view that persons high in n-ach are independent in action as well as thought, their independence appears almost to be a consistent way of life which either originates or is reflected in their relationship to their parents. McClelland defines n-ach in terms of (i) Competition with standard of excellence, (ii) Unique accomplishment and (iii) Long term involvement.

Ausubel also thinks that n-ach in school settings is by no means the reflection of unitary or homogeneous drive. According to him it has almost three components viz. (i) Cognitive drive or task oriented, (ii) Ego-enhancement or competence level, and (iii) Affiliative or confirms with academic achievement.

Atkinson (1957) distinguishes a tendency to achieve success from a fear of failure (a tendency to avoid failure). Individuals who are high in the achievement motive are characterised by the former tendency more than the latter,

whereas the opposite is true for individuals low in the achievement motive (Vinacke, 1968, P.453).

Achievement motivation as defined in number of experiments, refers to "a tendency to define one's goals according to some standard of excellence in the product or performance attained" (Hilgard et. al. 1971 P.326). Thus "the more test-like and competitive a situation is, while those in the low achievement and high anxiety category do less well under such pressure" (Moulton et.al, 1958).

Like other social drives and motives, n-ach. is a hypothetical construct designed to explain inter and intra-individual difference in the orientation, intensity and consistency of achievement behaviour. "In terms of content achievement motivation may be characterised as the tendency to maintain and increase individual proficiency in all area in which a standard of quality is taken as binding (Heckhausen, 1963).

As reflected in the items of the test of achievement motivation employed in the present study, n-ach. refers to the liking for adventures, a desire for fame and name, desire to excell others, a tendency of sustained labour,



desire to have better culture, readiness to take risk, strong desire for success and tendency to asssert. Hence as used in the present study, the term achievement motivation operationally defined means the relative position of an individual indicated by the scores obtained on the test.