

CHAPTER II

INTRODUCTION

In this chapter a brief account of literature relating to the study will be cited. There are many studies conducted on n-ach. but only those relating to the elementary students are cited below.

LITERATURE RELATED TO STUDY

2.1 Motivation and achievement on psychological time: Mend and Singh (1960) conducted a study on urban and 80 rural students. A letter cancellation test taking six minutes time was administered on them. The sample was divided into two groups, one group had to work under conditions of high motivation and the other under low motivational conditions. High motivation group estimated time to be shorter than low motivatin group estimated. Again they were divided into two groups, slow and fast progress groups. Then also fast group estimated time was shorter than the slow progress group.

Mend and Singh (1966) have also shown that the students who have high need achievement estimate time as shorter and rapid progress than those for slow progress. On the other hand subject with low need achievement show no such effect on the time estimates.

In their article they summarise the view of Mc Clelland in the following words :-

Concern with the value of time is a feature of high achieving individuals and cultures. For those concerned with achievement, time is not nearly so critical and may be completely unimportant.

2.2 Achievement motivation in relation to intelligence gender socio-economic status

Abrol D.N, conducted a study on 414 students of class X. The tools used were achievement motivation test (Mehta) sentence completion test (Mukerjee) etc.

Major findings were :- The mean n-ach. of student from unaided and aided government schools differed significantly. In the total sample the mean n-ach of boys was greater than that of girls. The socio-economic status of the family affected the level of achievement motivation. The higher the status, higher was the motivation.

2.3 Adjustment and motivational level of non-participants and participants

Dhillon.G.K, in his study conducted on 800 students drawn randomly from the schools of Punjab took equal number of girls and boys of age group 14-17 years. They were administered three tests, junior personality inventory, Lynn

achievement motivation questionnaire. The findings were :- Participants scored higher than the non-participants on extraversion although the difference failed to reach the significant level. no significant gener differences were found on the dimensions of extraversion neuroticism and achievement motivation except in case of overall school adjustment the acedemic achievement of females emerged superior to that of male participants.

2.4 Achievement motivation in relation to intelligence & socio-economic status

Chauhan.S.S made a comparative study of n-ach. on 600 SC & ST students. The study revealed that the SC and ST students did not differ in relation to their achievement motivation. However SC boys and girls had slightly higher achievement motivation than the ST boys and girls.

No gender based difference was found in achievement motivation. Boys in both communities had slightly higher achievement motivation than girls. Community and gender did not interact significantly in relation to achievement motivation of students.

Gender and socio-economic status did not interact significantly in relation to achievement motivation A students.

2.5 Achievement motivation in relation to gender academic performance

Ahluwalia.I made a study on factors affecting achievement motivation taking a sample of 200 children of 8-12 years of age. They were given Raven's progressive matrices. Intelligence of children was controlled. The findings were :-

- (i) Gender of the child had no effect on achievement motivation.
- (ii) Age was positively and significantly related to achievement motivation.
- (iii) Academic performance was related to motivation.

2.6 Achievement motivation development

Raghava.G, conducted a study on n-ach. development in the pupils of 9th. std. with various socio-economic levels and studying the effects thereof, achievement tests and TAT tests of Mehta were applied. The findings were :-

- (i) The achievement motivation development courses improved the n-ach. of the pupils.
- (ii) No gender difference was seen in n-ach. performances and dependency and perception

2.7 Achievement motivation in relation to psycho-social factors

Mansuri.A.R , a study of achievement motivation of student of std. V, VI & VII in relation to some psycho-social factors.

The achievement motivation scale was constructed and standardized, The findings of the study were :-

Grade was an effective variable on achievement motivation. The difference in the among means of grades of V,VI & VII were significant in favour of successive grades. The students of successive grades showed successive advancement in achievement motivation. The students with high SES level were found significantly higher in their achievement motivation than those with low SES level.

2.8 Need achievement and intellectual capacity

Reddy.O.R, a study of the n-ach and intellectual capacity. In his study he selected a sample of 360 students from classes VI,VIII & X, each class having high, middle & low school performance students. The stratified sampling tech. was used, The tools were, Mehta's TAT picture tests (1969), Raveen's Std. progressive matrices (1960) and a family background questionnaire. The findings of the study were :-

Class Xth. mean scores on n-ach. were significantly higher than class VII and class VI mean scores. But boys and girls studying in the same class showed no significant differences in their n-ach. scores.

2.9 Achievement motive in high school boys

After publication of the book "Achieving society" by Mc Clelland (1961), it was decided to take a project related to n-ach. in Indian situation, our educationists have been greatly concerned with a large number of failure in high

school examination, and sub-standard performance of the students, causing a great loss to nation by wasting time, labour and money. Besides this, there was a wastage of talents also. It was a general idea of psychologists that one of the so many causes of low level of achievement motivation may also is responsible for low academic performance and large number of failiures. Therefore, N.C.E.R.T. initiated a project with the aid of U.S. department of health, education and welfare, Pryag Mehta and associates (1966) were assigned to conduct the research. The sample of the research was the students of higher secondry schools of Delhi. The main object of the study was to find out the leval of n-ach of the boys in context of socio economic status of their family, and related the same with their scholastic performance. For this purpose, the status-high, middle and lower was determined. Thematic apperoptive type tests were developed to measure the n-ach. of the students. We can not compare the findings of this study with those of the foreign countries because of cultural and environmental differances, but it was seen that it was on the leval of certain advanced countries. This study revealed the cultural impact on achievement motivation. Such as higher leval of achievement motivation was found ir relatively lower socio-economic groups than in the middle income group. Some relationship was found between certain occupations and achievement motivation. The study also showed positive correlation between n-ach. and educational

achievement, but it was low. Therefore, the contribution to educational achievement could neither be proved or disproved.

another valuable experiment by Mehta and associates was done in the field of training of teachers in achievement motivation which revealed that the level of n-ach of the teachers can be raised by specific training. Their training consequently raised the level of n-ach of students.

2.10 N-Ach. and socio-economic stratification.

This study was conducted by Shrivastava and Tiwari (1967). They selected subjects of three classes - upper, middle and lower. The main object of this study was to find out the impact of social strata on n-ach. They wanted to know weather social strata are dissimilar with respect to achievement motivation. The study revealed that the mean n-ach. scores of lower group was lowest. As regards significance of difference, it was found that the difference was found significant between middle class boys and boys of any other class. They are more eager and want to achieve more.

2.11 Personality Motivation and persistence on physical task

Gupta (1971) conducted a study to find out the relationship between personality, motivation and persistence on physical task. The object was to know weather there is any impact o motivation on personality and persistence on physical task

The results of the study reveals that motivation has a great influence on persistence on physical tasks. However motivation and personality interaction reveal insignificant relationships.

2.12 The effect of sex and culture on achievement motivation, religious beliefs and religious practices.

Pandey and Singh (1971) directed their efforts to find out the influence, if any of sex and culture on n-ach. Their sample consisted of 84 students with 15 years mean age. They were selected on the basis of the culture (tribal and non-tribal). They used religious beliefs scale, religious practice scale, achievement motivation scale and academic achievement scale. As per their findings, the co-efficient of correlation between achievement motivation and academic achievement scales as well as religious beliefs and religious practices scale were highly significant (P.01). It shows that students who have high n-ach also have high scores in their academic performance. It also reveals that religious beliefs and practices do not influence achievement motivation and social performance.

2.13 Mubayi.g, conducted a study on achievement motivation of secondary school pupils of schedule tribes of south Gujrat

The sample consisted of 1506 students selected randomly from VIII, IX, X, & XI classes of 43 tribal schools. The findings of the study were :-

(i) Pupil in the non-tribal schools had a higher n-ach than those in tribal schools.

(ii) Non-tribal pupils in the tribal schools scored significantly higher than that of tribal pupils in the same type of schools.

(iii) The difference in the n-ach between the tribal and non tribal pupils in the non-tribal schools was not significant.

(iv) Non-tribals pupils in the non-tribal schools scored significantly higher on n-ach than the non-tribals in the tribal schools.

(v) The mean n-ach of non-tribals in the non-tribal schools was higher than that of any of the other groups. The low mean n-ach. level in each of the four groups was found due to the absense or low frequency of occurance of components.

(vi) Girls in the non-tribal schools weather tribal/non-tribal scored higher on n-ach. than those in the tribal schools.

(vii) The environment and cultural background of the school was not found to be the factor influencing their n-ach level.

2.14 Pathak.G.C, conducted a study on achievement motive and educational norms and school performances of high school pupils.

The sample consisted of 1346 students of class VIII, IX & X from 12 schools. The findings of the study were:

(i) Studying in schools of high socio-economic status and achieving status had high n-ach scores as compared to pupils studying in schools of various status combination.

(ii) Boys and girls did not differ on n-ach components.