



CHAPTER-2

REVIEW OF THE LITERATURE

1.1 INTRODUCTION :

Review of the literature involves locating, and evaluating reports on researches conducted in the field of the research work in hand or reviewing the research work in related areas.

In this chapter a brief account of literature relating to the study is cited. There are many studies conducted on n-achievement, but only those ~~which~~ relating to school children are cited below.

1.2 LITERATURE RELATED TO STUDY :

Researches in the area of achievement motivation manifest two directions. One type of researches manifest the study of measurements of achievement motive and an effort to study its relationship with variable like anxiety, perception, adjustment, aspirations, and fear of failure whereas the second, motivation development. The first type of researches describe the present position of a given population with regard to the achievement motive and related variables.

The second type of the developmental researches lead to the experiment in their desired direction making them goal concious, achievement oriented, and helping them to increase concern for excellence. The present investigations falls in the second type of developmental research.

Kapoor (1974), conducted an experiment to raise fear of failure and hope of success in school pupils and study the effect there of on pupils achievement motive, fear of failure, an anxiety. The results showed that as a result of fear of failure treatment, the (FOF) level of pupil increased significantly. The increases was in the component of legal action on hostile environment. The trait anxiety level aslo increased significantly. As a result of the Hope of success (Hos) treatment, the achievement motive levels of pupils increased to a significant extent.

Mehata (1967), conducted a study on developing achievement motivation in high school boys. The research saught to test the effect on academic performance of giving two types of motivation training. One designed to increase concern to achieve and other, designed to boost aspirations. The treatment were.

- (i) Classroom motivation development treatment.
- (ii) Aspiration boosting treatment.
- (iii) Combination of classroom motivation development and aspiration boosting.

The result of experiment showed trend at better achievement. The pupil gained in achievement motivation in sense of responsibility and tendency to work hard. The combination of classroom-motivation development and aspirations boosting treatment was found to be more effective in raising achievement motivation than the aspiration boosting and classroom motivation development treatment given separately. Further classroom motivation development treatment



given independently was found to be more effective than the aspiration boosting treatment in raising achievement motivation level.

Kolb (1965), initiated the first full scale attempt to achievement motivation training to school children. Kolb randomly selected 20 boys from a group of under achieving high school boys who were attending a special six weeks course. These 20 boys were taken from experimental group while the rest contributed to control group. During the period of the course, he acted as the councillor for the experimental group and gave a course in achievement motivation. After three semesters the difference was significant indicating that the experimental group had improved more than the control group on academic achievement.

Desai (1969-72), conducted four research projects to develop achievement motivation in high school pupils. These researches aim at studying the effects of motivation treatments on academic performance and other co-variables of achievement motivation.

In the first research project (1969) three treatments were tried out :

- (i) Classroom motivation.
- (ii) Desai's incentive treatment.
- (iii) Combination of classroom motivation development and incentive treatments.

The results showed that all these treatment had positive effects on the performance of the pupils compared to pupils who did not receive the treatments.



The second project was conducted in 1971 the study aims at training the teachers in achievement motivation programme and to study the resultant changes in pupils behaviours. The result showed that the experimenting teachers observed the changes in pupils regarding their work habits, goal setting behaviour, initiative level and other household work.

In third project (1971), Desai developed a new curriculum at Achievement-motivation development. It was tried out on eleven schools. The pupils motivation increased significantly and this increase led to manifestation of pupil concern in better study habits.

Khan S.B. (1969), in his study of "Affective correlates of Academic Achievement" has taken sample of 509 male and 529 female. The research instruments used for the study consisted at 122 items which measured attitudes, study habits, need achievement and achievement anxiety. The major findings of his study was the multiple correlation of predictors with each achievement criteria are higher for females than males. This findings suggest that the same trend for affective predictors i.e. females tend to be more predictable than males in scholastic achievements.

Unlingur, C.A. and Stephens, M.W. in their study "Relation of Achievement in student of superior ability," took the 72 special, merit scholarship freshman students, relatively homogenous as to aptitude, past achievement and socio-economic status. The major finding was correlation coefficient computed for the entire 72 subjects indicate no significant relationship between actual-achievement and need for achievement.



Chandrakala (1972), in the study of "Academic motivation and performance in school examination" took the sample of 84 girls of upper middle class families.

The major findings showed that students who got high marks in school examination were significantly (0.01) higher in academic achievement motivation.

"Analysis of Achievement Motivation Mathematical Anxiety and Achievement in Mathematics of Tribal and Non-Tribal students of class V".

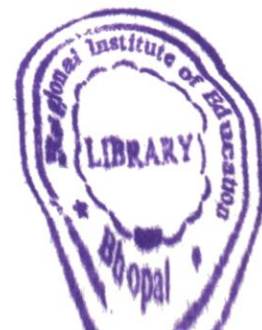
Siddharth Somkumwar (1999) in his study on sample collected from 15 government Primary school of Chhindwada District. (388 students), The data regarding students achievement motivation, their mathematical anxiety and achievement in mathematics, etc. were collected through a questionnaire.

The findings of research were

- (1) Tribal students were found better than non-tribal students with respect to achievement-motivation.
- (2) With respect to achievement-motivation there was no significant difference found between tribal girls and boys also in non-tribal girls and boys.

"A Study of the Level of Achievement of Vth Grade students of Tribal and Non-tribal."

Study by Smt. Rupam Jain (1996) in her study she had taken 206 students. A self constructed achievement test was administered to access the levels of achievement.



The major findings were

- (1) Boys scored better than girls
- (2) The performance of pupil from tribal area was better than those from non-tribal area.
- (3) Parental occupation does not effect the level of achievement of pupils.

Neelam Rana (1996), in her study "A study of Achievement-motivation Among students at Elementry level" she selected sample of 200 students from Bhopal and Shahadol districts. Out of them 112 were male and 88 were females.

The findings of study were is follows :

- (1) There was no significant differences found in the achievement motivation of students belonging to general and SC also in SC and ST.
- (2) There was no significant difference found in the achievement-motivation of students belonging to rural and urban group also in rural girls and rural boys, urban girls-urban boys.

