



CHAPTER –1

INTRODUCTION

1.1 BACKGROUND

Universalisation of elementary education means making free and compulsory education for all children upto 6-14 age group. Education is a powerful instrument to bring about social change. Our country is bound in a shackle of superstitions, and education is strong tool to develop ability of differentiating between right and wrong. Also there are so many people who are unaware even about their fundamental rights. Education is reliable instrument to awaken people.

Our aim is to achieve 100% enrollement and it is desired that children should complete atleast their primary education. But still we are far away from it. Though in class I, enrollment is high, but large number of students drop out and only about half of the all children enrolled, complete class V. Even those who complete class V, do not always have basic skills. The reason behind it may be that our children are not motivated to achieve their goal.

One of the crucial problem before the teacher is to see that pupil puts his heart and soul into the educational activity and attaining the maximum limits set by his capabilities. An understanding of the process of the factor that determine motivation has for long time occupied the attention of the teachers.

Motivation is a process of decision making. The object of achievement motive is to make decisions for one self. Motivation is the force which impels or incites individuals direction of action and his rate of actions. When individual gets

any motive, he experiences a tension and becomes restless. His activities are then initiated. The individual feels a push to behave in a certain direction.

Almost, all the activities of individuals are determined by the motives. "Motive" can be defined as "tendency to activity, initiated by a drive, and concluded by an adjustment. It is motivation which is the most important factor in learning process. In education, motivation is the art of stimulating interest in the pupil where in school learning's involves arousing, sustaining and directing desirable conduct. It is task of teacher to improve the conditions of effective learning. He can do this by influencing motivation.

In the most general terms, the question posed by motivation is what prompts human being to behave in certain ways or to persue the goals they do? Such a question requires that we speculate on the main springs of human actions and thought on this subject are frequently fraught with romantic conceptions of what man is, or what he should be?. For example, one extreme view is that school learning should be motivated entirely by the desire to know and that we should therefore not force children to learn anything that they do not want to learn. A corollary is that all forms of negatively motivational stimuli are to be avoided.

Achievement-motivation has aroused wide spread interest among psychologist, leading to plethora of studies, all over the world. A number of psychologists have come to conclusions that in Indian Society especially in it's rural segments achievement motive is low.



An individual with the motive to achieve is spurred by his/her need to satisfy his/her drive to know and understand to acquire feeling of personal adequacy and self esteem, and to receive approval from others as part of a desire to master his/her environment. Because of lack of achievement-motivation, many of the children achieves low in schools. Achievement – motivation is defined as “an urge to improve or as a psychological factor which provides internal impetus to excellence” McClelland et. al. 1953, viewed that motivation to achieve contributes for economic growth of nations.

Further, the achievement motivation was found to be significantly and positively related to a academic achievement. Adequate need for achievement motivates an individual to strive for success in various spheres of life. The level at which the goal for attainment is set is determined by the expectations of his achievement. Achievement oriented activities are characterised by the fact, that the individual is responsible for the out come (success or failure) and he anticipates some degree of uncertainty or risk.

Achievement motivation is related to success in life, life satisfaction and quality of life. It thus has implications for positive mental health, self actualization is the ultimate goal for all individuals and striving to attain. It can lead to very fulfilling an achievement filled life. Anxiety is a common phenomenon of everyday life. It plays a crucial role because all of us are the victims of anxiety in different ways. Generally anxiety can be either a trait anxiety or a state anxiety. A trait anxiety or a state anxiety. A trait anxiety is a stable



characteristic or trait of a person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident.etc.

Self concept and achievement motivation, are closely related. The achievement motivation is an aquired tendency of an individual which impiles action to aspire, strive and achieve in the competition with others with standered set by the individual.

1.2 NEEDS AND SIGNIFICANCE :

STATEMENT OF THE PROBLEM:

The statement of the problem is "A study of Achievement-motivation of VIII standered students". It is attempted to understand achievement-motivation in relation to sex, locale and caste.

NEED OF THE STUDY :

In India, efforts towards universalisation of elementary education were stepped up especially after independence. When the education of children in the age group of 6 to 14 was accepted as their constitutional right. This obligation remained unfulfilled as resources were inadequate, during the early years of independence.

Qualitative achievements in schools subjects depends on various factors such as intelligence, family background, classroom teaching, peer support and motivation.

Motivation is considered one of the most imporant factor in the achievement pattern of the student. The researches conducted in the field of





motivation in India, a large number have been devoted to the study of achievement motivation in relation to various variables.

Although numerous studies have been conducted to discover the relation between n-achievement and academic performance, yet there is still scope for further investigation in the field. In view of changing cultural norms and social practices particularly in relation to comparative role of male and female. There is need of repeating the studies, purposing to discover, whether boys and girls differ in the matter of important motivating factor of n-achievement.

In the light of above facts the investigator felt that the knowledge about level of n-achievement of student is important for teacher in predicting, diagnosing and directing the achievement of the students.

1.3 OBJECTIVES :

In the light what has been said above, the present study aimed at the following.

The main objectives of the study are :

1. To study the nature of the achievement motivation of VIII standard students
2. To find out the difference in the achievement motivation between urban students and rural students.
3. To find out the difference in the achievement motivation among the students belonging to general and other disadvantaged groups.

4. To find out the difference in the achievement motivation between boys and girls.



1.4 HYPOTHESES :

The present study took up with following hypotheses to be tested.

1. There is significant difference in the achievement motivation between the students studying in rural area and urban area.
 - 1.1 There is significant difference in the achievement-motivation between the urban students and rural students.
 - 1.2 There is significant difference in the achievement-motivation between urban boys and rural boys.
 - 1.3 There is significant difference in the achievement-motivation between urban girls and rural girls.

2. There is a significant difference in the achievement-motivation among students belonging to general and other disadvantaged groups.
 - 2.1 There is a significant difference in the achievement motivation between rural disadvantaged students and rural general students.
 - 2.2 There is a significant difference in the achievement motivation between rural disadvantaged boys and rural general boys.
 - 2.3 There is a significant difference in the achievement motivation between rural disadvantaged girls and rural general girls.



- 2.4 There is a significant difference in the achievement-motivation between urban diadvantaged students and urban general students.
 - 2.5 There is a significant difference in the achievement-motivation between urban disadvantaged boys and urban general boys.
 - 2.6 There is a significant difference in the achievement-motivation between the urban diadvantaged girls and urban general girls.
3. There is no significant difference in the achievement motivation between the boys and girls in urban area.
 - 3.1 There is no significant difference in the achievement motivation between urban boys and urban girls.
 - 3.2 There is no significant difference in the achievement motivation between disadvantaged boys and disadvantaged girls, studying in urban area.
 - 3.3 There is no significant difference in the achievement motivation between general boys and general girls studying in urban area.
4. There is no significant difference in the achievement motivation between boys and girls studying in rural area.
 - 4.1 There is no significant difference in the achievement motivation between rural boys and rural girls.



- 4.2 There is no significant difference in the achievement motivation between disadvantaged boys and disadvantaged girls, studying in rural area.
- 4.3 There is significant difference in the achievement-motivation between general boys and general girls studying in rural area.

1.5 DELIMITATION OF THE STUDY:

In view of the limited time and sources in hand, the following delimitations were made.

1. The population under study consisted of the students of the class VIII.
2. The number of student included in the sample was limited to 200.
3. The test used for the measurement of n-achievement was of self reporting nature.
4. The field of operation was confined to three schools from New Bhopal and three schools from rural area nearby Bhopal.

1.6 VARIABLES OF THE STUDY :

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

Dependent Variables : Achievement-motivation

Independent Variables: Gender, Caste, Locale

Achievement Motivation :

Achievement motivation is defined as “A tendency to define one’s goals according to some standard of excellence in the product or performance attained”.

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.

Atkinson (1957) distinguishes a tendency to achieve success from fear of failure (A tendency to avoid failure). Individuals who are high in achievement motive are characterised by former tendency than the latter whereas, the opposite is true for individuals, low in the achievement motive.

