CHAPTER-VI

Summary and Conclusions

6-1 Summary

The present investigation was designed to study the antecedents of achievement motivation and its intrinsic and extrinsic components. The main antecedent factors were age, socio-economic status, birth-order, sex, independence training given by parents and achievement training given by parents.

Achievement motivation is an important topic in psychology. It constitutes an integral part of the scientific endeavour to interpret human and infra-human behaviour. Literature of Experimental Psychology, whether on learning, thinking or perception, is full of assumptions and hypotheses about the underlying motivational principles. The formulation of achievement motive construct derives primarily from the work and theory of Murray (1938). Achievement motivation has been referred to as the need for achievement since the beginning of its systematic study (McClelland, Clark, Roby, and Atkinson, 1949). It is an important determinant of aspiration, effort, and persistence when an individual expects that performance will be evaluated in relation to some standard of excellence. Such behaviour is generally
called achievement orientation. Thus, achievement motivation means mastering, manipulating, arranging, organising one's own social and environmental factors in some direction of accomplishment or achievement.

Atkinson (1957, 1964) talks of need for achievement in terms of the capacity for taking pride in accomplishment. His analysis of the antecedents to achievement behaviour focuses upon not just the motivation to achieve, but also on the motivation to avoid failure. Rather these, motivational tendencies determine whether a person will ultimately approach or avoid an achievement task. Individuals may approach an activity with either an intrinsic or an extrinsic motivational orientations. Intrinsic achievement motivation (I-nAch) represents concern over standards of excellence for its own sake, whereas extrinsic achievement motivation (E-nAch) represents concern over success in competition with others and social recognition.

It is seen that middle class socio-economic level places much emphasis upon achievement. Even the pre-school child is prepared for successful entrance into formal education; later he becomes concerned with obtaining recognition; in the form of grades or prizes; and still later, especially if he is a male, he becomes concerned with receiving promotions and acquiring possessions. Numerous
research studies also reveal that sex-differences are found in achievement motivation. Males scored higher than females. It is said that males are high in need for achievement while females are high in need for affiliation. Much of this motivation appears to be related to parental expectations (Moss and Kagan, 1961). The role of the mother is especially important in the early years. Too much pressure or too much perceived pressure may result in low achievement motivation (Strodtbeck, 1958). Several other variables are influential, such as sex of the child, birth-order, size of the family, age, occupation of the father and mother, but achievement motive is most heavily influenced by the parental pressure and the independence training to which children are subjected (McClelland, 1955, Winterbottom, 1958).

In a course of growth during early phase of life, human child is over-dependent upon family members and this dependency puts the family members in a position to shape the personality of a child in a particular manner. Through the mechanisms like discriminative reinforcement, identiﬁcation and modelling the child acquires a set of characteristics which constitute his personality. It is said that child-rearing practices differ sharply according to their social class. Studies of child-rearing practices
provide data to the effect that independent training is antecedental to the growth of n-Ach. It is needless to emphasise that attitudes are social products and are formed in socio-cultural atmosphere. Therefore, it can be reasonably assumed that different parents will differ with regard to demands for mastery and restrictions imposed on children which in turn works as a basic determinant of n-Ach.

From this it is clear that age levels, sex, birth-order, socio-economic status and different child rearing practices are important factors which determine growth of achievement motivation and its intrinsic-extrinsic components. But these studies have been conducted in Western countries where the social and cultural patterns are entirely different in comparison to the Indian situation. Keeping this fact in view, the investigator set up the following objectives:

1- To study the growth of achievement motivation and its intrinsic-extrinsic components in early, middle and late adolescents.

2- To study the differences in achievement motivation and its intrinsic-extrinsic components among boys and girls.
3- To study the birth-order effect on achievement motivation and its intrinsic-extrinsic components.

4- To study the effect of socio-economic status on achievement motivation and its two components namely intrinsic-extrinsic orientations.

5- To study the effect of independence training given by parents on achievement motivation, intrinsic achievement motivation and extrinsic achievement motivation.

6- To study the effect of achievement training given by parents on achievement motivation, intrinsic achievement motivation and extrinsic achievement motivation.

On the basis of these objectives and related review, the following hypotheses were formulated:

1- The strength of n-Ach should be greater in the higher age groups as compared to its strength in the lower age groups.

2- The strength of extrinsic motivation should be greater in the lower age groups. With the increasing age intrinsic motivation will increase in strength.

3- There will be positive relationship between socio-economic status and strength of need for achievement.
In other words, middle class subjects will achieve higher scores on need for achievement than working class subjects.

4- The middle class subjects will manifest higher intrinsic achievement motivation whereas the working class subjects will show higher extrinsic achievement motivation.

5- Males will register significantly higher achievement motivation than females.

6- Males and females will differ in intrinsic achievement motivation and extrinsic achievement motivation.

7- Achievement motivation will be higher in first-born children than in later borns.

8- Intrinsic motivation will be higher in later borns and extrinsic motivation in first borns.

9- There will be positive relationship between achievement motivation and child-rearing practices.

10- Parents of intrinsically motivated subjects will be perceived as providing independence training and encouragement to develop internal standards.
of excellence whereas parents of extrinsically oriented subjects will be perceived as emphasising achievement training.

Sample

The data for the study was collected from a sample of 250 boys and 250 girls randomly selected and ranging in age from 12 years to 19 years in the schools and colleges of Himachal Pradesh.

Tools

In order to collect the necessary data, the following tools were used:

1- Hindi Version of Revised Ray-Lynn 'AO' scale to measure general achievement.
2- Hindi Version of Revised Ray-Lynn 'TO' scale to measure intrinsic or achievement task orientation.
3- Hindi Version of Revised Ray-Lynn 'SO' scale to measure extrinsic or achievement success orientation.
4- Lokesh Kaul's Socio-Economic Status Scale Questionnaire.
Analysis of Data and Results

Four types of analysis of the data were carried out:

1- The frequency distributions for all the variables separately for the various groups of males, females, total sample, first-borns, second-borns adolescents and late adolescents has been reported in order to study the nature of the distributions and to see if all these approach normality.

2- Age-wise analysis of different variables i.e. achievement motivation, intrinsic achievement motivation and extrinsic achievement motivation. The results were obtained mainly to plot the growth curves and see whether age is responsible for growth of achievement motivation and its intrinsic and extrinsic components. This indicates description of the mean scores age-wise (early adolescents-late adolescents) and sex-wise (males-females) separately.
Product-moment method of correlation was employed to study the relationship of achievement motivation, intrinsic achievement motivation and extrinsic achievement motivation with age, sex, birth-order, socio-economic status, independence training (Father), independence training (Mother), achievement training (Father), and achievement training (Mother) respectively.

Step-wise multiple regression analysis was used to find out the factors which contribute significantly to the variance in total achievement and its two components namely intrinsic-extrinsic achievement orientations separately. It also determined as to how much variance was explained by the independent variables in dependent variable.

Conclusions

On the basis of the findings the conclusions of the present study are as under:

1- With the help of frequency distribution and frequency polygons, it is clear that the sample approaches normality.

2- The overall achievement motivation increased over a period of time in both sexes. The same result was found for extrinsic achievement motivation.
But intrinsic achievement motivation increased as age increased only in male subjects and remained stable over a period of time in early as well as late adolescent females.

3- There were significant differences between sexes and achievement motivation and its intrinsic-extrinsic components.

4- No relationship was found between birth order and achievement motivation, intrinsic achievement motivation and extrinsic achievement motivation.

5- Socio-economic status was found to be positively and significantly related with general achievement motivation and intrinsic achievement motivation.

6- Child-rearing practices were found significant and important predictor of achievement motivation.

7- Intrinsic achievement orientation was found to be highly and positively related with independence training given by parents.

8- Achievement training given by parents has been found significant predictor of extrinsic achievement motivation.