CHAPTER 1

INTRODUCTION

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The progress of any nation depends on the quality of her population. The quality of population is determined by the competencies, skills, attitudes and values which they have acquired. Education is the means through which competencies, skills, attitudes and values can be developed. Education is meant to develop human resources at the mastery level. Every effort should be made to foster and develop individual talents and capabilities through education.

The National Strategies on the Development of Human Potentialities emphasised that human resources can be developed through educational programmes. Thus the development of human resource becomes a pre-condition for achieving the goals of any individual and nation. In any society we can find individuals who set high standards for themselves and work very hard to achieve them and show much concern about their performance. These people are considered as achievement oriented people. They possess achievement motivation. At the other extreme, there are individuals who set very low standards, and make little effort. They have little concern about their accomplishment and remain indifferent. A nation requires achievement oriented people for her progress. Thus it is necessary to make the individuals achievement oriented through education.

Achievement Motivation and its correlates-level of aspiration, study habits, self-concept, socio-economic status, socio-familial variables, intelligence, examination anxiety, etc play a decisive role in achieving both individual and national goals.
The pioneer work in the field of achievement motivation by McClelland (1953) showed the importance of the achievement motive in the economic progress of a country. He studied the economic development among businessmen. In his famous book ‘The Achieving Society’ he described why and how people are economically successful. According to him people with a high need to achieve do perform better. He considered the need for achievement (n-Ach) to be the most critical to a nation’s economic success.

This is also applicable in the field of education and scholastic achievement. Children with high achievement motivation set high standard for themselves perform better and achieve success at the mastery level. They strive for excellence. They excel their own previous achievement and also try to excel other’s achievement. Thus achievement in scholastic area is influenced by the psychological motive – achievement motivation and its correlates.

The present study is meant to investigate the effect and the relationship of each of the correlates of achievement motivation with achievement in social science. It also tries to identify the best predictors of achievement in social science.

1.1. NEED AND SIGNIFICANCE

The study of ‘Achievement Motivation’ has become the focus of educational and psychological researches. McClelland (1953) and his associate Atkinson investigated human motivation through the

Level of aspiration is an important correlate of achievement motivation. The relation between achievement motivation and level of aspiration has been studied by several researchers. Psychologist like Frank (1935, 1937) Gould (1939) Gould and Lewis (1940), Kaplan and Rotter (1943), Bruner and Rotter (1952), Brieder (1957), Muthayya (1968), Sheena (1969), Mohandy (1973), Nancy (1995) and Joseph (2003), have conducted studies on the concept of goal striving behaviour. The results showed that students differ in their level of aspiration which influences their scholastic performance. Students are not able to fix realistic level of aspiration. Fixing realistic level of aspiration in each scholastic task is a pre-condition for striving for excellence. This also motivated the investigator to select the topic for study.
Another cause for poor performance in scholastic area is the absence of proper study habits. Proper study habits help to achieve success in academic area with great care and facility. The relationship between academic achievement and study habits has been investigated by several researchers. Studies by Wittenborn (1945), Michael and Reader (1952), Easther (1954), Jamuar (1958), Diener (1960) Banerji (1973) Mandgil and Handa (1979), Chopra (1982), Singh (1984), Wonnacott (1989) and Nanzi (1995) showed a positive correlation between study habits and achievement. Since study habits play a decisive role in the scholastic achievement the investigator selected it as an independent variable for the study.

Self concept is another variable that determines scholastic achievement. So the investigator selected this variable for the present study. Lack of a positive self-concept is one of the reasons for a students' low scholastics achievement. According to Rogers (1980) the ultimate aim of education is to train human individuals who are in mentally healthy conditions and self actualising. The development of personality of an individual is dependent upon his view about himself. So children should learn from the very beginning to develop positive self concept which helps them to achieve success in the tasks. So the investigator selected this variable for the study. Studies undertaken by Bledsoe (1964), Brookover et al (1964) Cooper Smith (1967), Sharma (1979), Pathani (1985), Nanzi (1995) and Sumangala (1995) showed that self concept is significantly related to academic achievement.
Another variable that determines scholastic achievement is intelligence. Many studies in this field showed a positive relation between intelligence and academic achievement. It is essential to categorise the students on the basis of the mental ability and special instruction should be given to them to achieve success and excel their past performance.


Examination anxiety is another variable which determines scholastic achievement among students. Studies undertaken by McCandler and Castereda (1956), Atkins and Raynor (1974), Sharma (1978), Gupta (1987) and Nanzi (1995) found that there is negative correlation between examination anxiety and scholastic achievement.

Moreover there are many socio-economic status variables, like parental income parental education and parental occupation also influence the academic achievement. Socio familial factors like home environment, parental acceptance of education, home learning facilities, family cultural level, etc. influence the scholastic achievements. These factors are significantly related with achievement. So the investigator selected these variables also for the study.

Social science has become a compulsory subject in the secondary school curriculum. Social science is a field of study which deals with man and his relations with other men and his environment. Secondary school
social science includes History, Geography, Economics and Civics. The scope of social science is very vast and wide.

The Secondary Education Commission (1952-53) states that the object of social science is to adjust the students to their social environment which includes the family, community, state and nation so that they may be able to understand how society has come to its present form. The Commission further adds that Social Science should help the students to discover and explain how this adjustment has taken place in the past and how it is taken place today.

Through the teaching of Social science students will be able to develop positive attitudes to achieve success in scholastic subjects. This also motivated the investigator to select social science as a dependent variable for the study.

1.2. STATEMENT OF THE PROBLEM

The problem under investigation is entitled as “A STUDY OF THE EFFECT AND THE RELATIONSHIP BETWEEN SOME SELECTED CORRELATES OF ACHIEVEMENT MOTIVATION AND ACHIEVEMENT IN SOCIAL SCIENCE OF SECONDARY SCHOOL STUDENTS.”

1.3. DEFINITION OF THE KEY TERMS

1.3.1. Achievement Motivation

According to Good (1973) achievement motivation is a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goal which provides in
sense of significance, no single measurable factor seems to account for it; measurement is in terms of constant validation of interrelated scholastic, social and individual factors. For the present study achievement motivation is the total score obtained by the students on the Kerala Scale of Achievement Motivation.

1.3.2. Correlates of Achievement Motivation

Correlates of achievement motivation means those variables having relation with achievement motivation. For the present study fifteen variables which have relation with achievement motivation, were selected as correlates of achievement motivation.

1.3.3. Achievement in Social Science

According to the Directory of Education (1971) Achievement is knowledge attained or skills developed by pupils usually in the school subjects measured by test scores or by marks assigned by teachers or by both.

Achievement in Social Science means tangible accomplishment or proficiency of performance in Social Science. For the Present Study achievement in social science is the total scores obtained by the students on the achievement Test in Social Science for Standard IX.

1.3.4. Secondary School students

The term Secondary school students is used to denote pupils attending in any of one of the educational standards VIII, IX, X, in any of the schools in Kerala.
1.4. OBJECTIVES OF THE STUDY

1.4.1 To find out the effect of each of the correlates of achievement motivation on achievement in social science.

1.4.2 To test whether significant difference exists in the mean scores of achievement motivation variables between 3 pair groups–high and low achievers, high and average achievers and low and average achievers in social science.

1.4.3 To find out the extent of relationship between each of the correlates of achievement motivation and achievement in social science for the whole sample and the relevant sub samples.

1.4.4 To predict achievement in social science by using a set of select correlates of achievement motivation.

1.5. VARIABLES OF THE STUDY

1.5.1. Dependent variable (Criterion variable)

Achievement in Social Science is taken as the dependent variable.

1.5.2. Independent variables (Predictor variables)

Correlates of Achievement motivation was taken as the independent variable. For the present study the following variables were selected.

1. Achievement Motivation
2. Intelligence
3. Study Habits
4. Self Concept
5. Examination Anxiety
6. Family Income level
7. Family Occupation Level
8. Family Education Level.
9. Socio Economic Status
10 Home Learning Facility
11 Family Acceptance of Education
12 Family Cultural Level
13 Family Environment
14 Socio Familial Adjustment
15 Level of Aspiration.

1.6. HYPOTHESES

1.6.1. There will be significant effect of each of the correlates of achievement motivation on achievement in social science.

1.6.2. There will be significant difference in the mean scores of achievement motivation variables between high and average achievers, high and low achievers and average and low achievers in social science

1.6.3. There will be significant relationship between each of the correlates of achievement motivation and achievement in social science for the whole sample and the relevant sub samples.
1.6.4. Achievement in Social Science can be predicted significantly from a set of select correlates of Achievement Motivation.

1.7. METHODOLOGY IN BRIEF

The accuracy of the results of any research depends upon the procedures adopted and the tools used for the collection of data. The present study was intended to test the effect and the relationship of each of the correlates of achievement motivation with academic achievement in social science. It also tries to identify the best predictors of achievement in social science. The testing of these hypotheses requires the selection of appropriate procedures and suitable tools for the collection of data.

1.7.1. Sample

The study was conducted on a sample of 800 students of standard IX drawn from ten schools of Calicut and Malappuram districts. The sample was selected by using stratified random sampling technique by considering sex, locale and management of the school.

1.7.2. Tools used

The main tools used for the collection of data were:

a. Kerala Scale of Achievement Motivation
b. Kerala University Group Test of Intelligence (verbal)
c. Kerala Self Concept Scale
d. Study Habits Inventory
e. Kerala Examination Anxiety Scale
f. Kerala Socio Familial Adjustment Inventory
g. Kerala Socio-Economic Status Scale
h. Level of Aspiration Measure
i. Achievement Test in Social Science for Standard IX.

1.7.3. Statistical Techniques

The following statistical techniques were used for the analysis of data.

1. One way Analysis of variance (Best & Kahn, 1992).
2. Scheffe Test of Multiple Comparisons (Ferguson, 1976).
3. Pearson’s Product Moment Coefficient of Correlation ‘r’ (Best & Kahn, 1992)
4. Test of significance of the coefficient of correlation ‘r’ (Best & Kahn, 1992)

1.8. SCOPE AND LIMITATIONS

The study was aimed at exploring the effect and the relationship of each of the correlates of achievement motivation on achievement in Social Science. It was also meant to predict the achievement in Social
Science from a list of select correlates of achievement motivation. On the basis of the findings of the earlier Studies the investigator selected the most relevant variables which have relationship with achievement motivation. These variables determine the achievement in social science. The study was conducted on a representative sample of 800 secondary school pupils of Kerala. The sample was selected by using the stratified random sampling technique and thereby ensured due representation to each category of population in the sample. The schools were selected from different strata where due representation was given to school location (urban and rural) sex groups (boys and girls) and the management of school (government and private). The investigator made use of standardised tools for the collection of data in order to make the study reliable and valid. The analysis of data was made by using appropriate statistical techniques so that correct conclusions could be drawn easily.

The very nature of research implies certain limitations about the tools used, sample selected and the nature of the data. Even though every attempt was made to make the study precise, objective, valid and reliable, certain limitations might have been crept into the study. The major limitations of the study were:

The study was not conducted on a state wide sample. It was confined only to two districts of Kerala – Calicut and Malappuram.

The study was confined to a restricted group of secondary school students only.
The study was conducted on students belonging to only one educational level in secondary classes namely Standard IX.

1.9. ORGANISATION OF THE REPORT

This report has been presented in five chapters.

Chapter I deals with a brief introduction, need and significance of the study, statement of the problem, definition of the key terms, variables, objectives, hypotheses, methodology in brief, statistical techniques used for the analysis of the data, scope and limitations of the study and the organisation of the report.

Chapter II deals with the theoretical overview of the selected variables and review of the related studies.

Chapter III presents the methodology of the study in detail. This chapter deals with details of variables, objectives, hypotheses, tools, samples, data collection procedures, scoring and statistical techniques used for the study.

Chapter IV contains the details of analysis and interpretation of the research.

Chapter V comprises the summary of the study, major conclusions, tenability of the hypotheses, educational implications and suggestions for further research.