SUMMARY, CONCLUSIONS, DISCUSSION
AND SUGGESTIONS

“We dare not let alcohol blemish your bright promise.” -- Thomas K. Hearn

SUMMARY

Achievement motivation refers to the desire of a person to meet the standards of excellence. The need to achieve, also known as n-Ach, energises and directs the behaviour and influences the perception of situations. It is not biological but shows a tremendous effect on human behaviour. People differ in the degree to which they experience this need.

Achievement motivation is the desire to excel at tasks. This means that individuals with high achievement motivation tend to set goals that are neither too easy nor extremely difficult. Easy tasks do not present a challenge and are of no interest. Extremely difficult goals increase the risk of failure.

Early studies conducted by McClelland (1961) and other researchers around the globe on achievement motivation are correlated with high scholastic performance and success in business. Such people opt for moderately difficult tasks. They are future-oriented and persist more on the task. Also they are upwardly mobile. McClelland found that, in general, protestant countries, where independence and
achievement are valued, were economically more advanced. The parents train children to be self supportive and develop greater autonomy.

**Academic achievement** is excellence in all academic disciplines, in class as well as in extra-curricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture, and the like. Academic achievement or performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance is the ability to study and remember facts and being able to communicate knowledge verbally or down on paper.

The academic achievement can be understood as one’s learning attainments, accomplishments or proficiencies in performing a given task. Achievement is directly related to the growth and development of pupils in educational situations, where teaching and learning go hand-in-hand. The concept of achievement involves the interaction of three factors, viz., aptitude for learning, readiness for learning and opportunity for learning. The concept also involves health and physical fitness, motives and desires and emotional balances of the individuals in the fulfillment of the given tasks. Achievement in education implies one’s knowledge, understanding and skills in a specified subject or a group of subjects.

**Drinking** behaviour is a complex one, and there is a need to broaden the range of issues studied, particularly extending analysis to the economic, political and ecological factors that have thus far received far less study than the psycho-
social issues. Alcoholism is a chronic, progressive and often fatal disease. It is a primary disorder and not a symptom of other diseases or emotional problems. The alcohol consumption can be categorized into moderate drinking, hazardous (heavy) drinking and harmful drinking. The chemistry of alcohol allows it to affect nearly every type of cell in the body, including those in the central nervous system. After prolonged exposure to alcohol, the brain adapts to the changes that alcohol makes and becomes dependent on it. The severity of the disease is influenced by factors such as genetics, psychology, culture and response to physical pain.

Identifying the very importance of achievement motivation and academic achievement of students, this study has been undertaken to study the levels of achievement motivation and academic achievement of and their relationship in alcoholic and non-alcoholic college students. The present study was confined to Guntur district. The sample was drawn from the college students studying in the colleges of arts, commerce, science, medical, nursing, pharmacy, engineering, computers and management. The sample size chosen for the present study was 900 (nine hundred) college alcoholic and non-alcoholic students. Equal weightage in sample selection was given to the variables of each course of study.

The objectives of the study were: (1) To find out the achievement motivation of alcoholic and non-alcoholic college students. (2) To find out the achievement motivation of alcoholic and non-alcoholic arts students. (3) To find out the achievement motivation of alcoholic and non-alcoholic commerce students. (4) To
find out the achievement motivation of alcoholic and non-alcoholic science students. (5) To find out the achievement motivation of alcoholic and non-alcoholic medical students. (6) To find out the achievement motivation of alcoholic and non-alcoholic nursing students. (7) To find out the achievement motivation of alcoholic and non-alcoholic pharmacy students. (8) To find out the achievement motivation of alcoholic and non-alcoholic engineering students. (9) To find out the achievement motivation of alcoholic and non-alcoholic computer students. (10) To find out the achievement motivation of alcoholic and non-alcoholic management students. (11) To find out the academic achievement of alcoholic and non-alcoholic college students. (12) To find out the academic achievement of alcoholic and non-alcoholic arts students. (13) To find out the academic achievement of alcoholic and non-alcoholic commerce students. (14) To find out the academic achievement of alcoholic and non-alcoholic science students. (15) To find out the academic achievement of alcoholic and non-alcoholic medical students. (16) To find out the academic achievement of alcoholic and non-alcoholic nursing students. (17) To find out the academic achievement of alcoholic and non-alcoholic pharmacy students. (18) To find out the academic achievement of alcoholic and non-alcoholic engineering students. (19) To find out the academic achievement of alcoholic and non-alcoholic computer students. (20) To find out the academic achievement of alcoholic and non-alcoholic management students. (21) To find out the difference in the achievement motivation of alcoholic and non-alcoholic college students. (22) To find out the difference in the academic achievement of alcoholic and non-alcoholic college students. (23) To find out the
correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic college students. (24) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic arts students. (25) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic commerce students. (26) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic science students. (27) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic medical students. (28) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic nursing students. (29) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic pharmacy students. (30) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic engineering students. (31) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic computer students. (32) To find out the correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic management students.

The **normative survey method** was used in the present study. This method investigates into the conditions and relationships that exist at present in the context of achievement motivation and academic achievement.
Variable is a condition or characteristic which the experimenter manipulates, controls or observes. For the present study, the variables chosen were: 1. Arts students (MA alcoholic and MA non-alcoholic students), 2. Commerce (MCom alcoholic and MCom non-alcoholic students), 3. Science (MSc alcoholic and MSc non-alcoholic students), 4. Medical students (MBBS alcoholic and MBBS non-alcoholic students), 5. Nursing (BNursing alcoholic and BNursing non-alcoholic students), 6. Pharmacy (BPharm alcoholic and BPharm non-alcoholic students), 7. Engineering students (BTech alcoholic and BTech non-alcoholic students), 8. Computer students (MCA alcoholic and MCA non-alcoholic students), and 9. Management students (MBA alcoholic and MBA non-alcoholic students).

Hypotheses are the guesses or tentative generalizations which provide a basis to the whole study to be tested by facts. For the present study, the hypotheses formulated were: (1) There is no high achievement motivation in alcoholic and non-alcoholic college students. (1A) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic arts students. (IB) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic commerce students. (1C) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic science students. (ID) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic medical students. (IE) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic nursing students. (IF) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic pharmacy students.
(1G) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic engineering students. (1H) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic computer students. (1I) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic management students. (2) There is no high academic achievement in alcoholic and non-alcoholic college students. (2A) There is no significant difference in the academic achievement of alcoholic and non-alcoholic arts students. (2B) There is no significant difference in the academic achievement of alcoholic and non-alcoholic commerce students. (2C) There is no significant difference in the academic achievement of alcoholic and non-alcoholic science students. (2D) There is no significant difference in the academic achievement of alcoholic and non-alcoholic medical students. (2E) There is no significant difference in the academic achievement of alcoholic and non-alcoholic nursing students. (2F) There is no significant difference in the academic achievement of alcoholic and non-alcoholic pharmacy students. (2G) There is no significant difference in the academic achievement of alcoholic and non-alcoholic engineering students. (2H) There is no significant difference in the academic achievement of alcoholic and non-alcoholic computer students. (2I) There is no significant difference in the academic achievement of alcoholic and non-alcoholic management students. (3) There is no significant difference in the achievement motivation of alcoholic and non-alcoholic college students. (4) There is no significant difference in the academic achievement of alcoholic and non-alcoholic college students. (5) There is no correlation between
achievement motivation and academic achievement of alcoholic and non-alcoholic college students. (5A) There is no correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic arts students. (5B) There is no correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic commerce students. (5C) There is no correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic science students. (5D) There is no correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic medical students. (5E) There is no correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic nursing students. (5F) There is no correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic pharmacy students. (5G) There is no correlation between academic achievement and achievement motivation of alcoholic and non-alcoholic engineering students. (5H) There is no correlation between academic achievement and achievement motivation of alcoholic and non-alcoholic computer students. (5I) There is no correlation between academic achievement and achievement motivation of alcoholic and non-alcoholic management students.

A sample is a small group which represents all the traits and characteristics of the population. The alcoholic and non-alcoholic students studying in colleges of arts, commerce, science, medical, nursing, pharmacy, engineering, computers and management and universities of Guntur district were selected as population. The stratified random sampling technique was used in selecting the sample. The sample
size was 900 (nine hundred) college students, consisting 100 students each from MA, MCom, MSc, MBBS, BNursing, BPharm, BTech, MCA and MBA courses.

A research tool is a tool used for the purpose of data collection. The research tool used in the present study was the Achievement Motivation Scale of Beena Shah. The annual exam marks of the sample were considered for measuring academic achievement.

For the analysis of data, statistical techniques, viz., mean, standard deviation, critical ratio and correlation were used.

CONCLUSIONS AND DISCUSSION

From the analysis of data, the following conclusions are drawn and they are followed by necessary discussion.

1. The alcoholic and non-alcoholic college students are holding an average level of achievement motivation.

The present status of achievement motivation may be due to the students’ perceptions about college experiences, which play a significant role in achievement motivation. Student satisfaction at every time is necessary for a continued motivation. This may be due to the profession they select in which they have to be role models to the community members and the society.

The alcoholic and non-alcoholic college students can enhance their achievement motivation by understanding the old students’ learning activities which
may be valuable experiences in helping them developing a greater understanding of their unique goals and needs in an educational system that was originally established to facilitate growth, training and education of young adults.

2. The alcoholic arts students are possessing a low level of achievement motivation. The non-alcoholic arts students are holding an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic arts students.

Chatterji, (1983) found that the students of arts attained a significantly lower mean achievement motive score.

The arts subjects help the students develop language skills such as listening, speaking, reading and writing (LSRW) along with creative arts. The arts encourage divergent thinking and problem solving skills, enabling students to think creatively. Access to and participation in the arts help decrease and prevent negative behaviour in the youth.

As the alcoholism is hindrance to effective learning and suitable creativity, they should stay away from it.

3. The alcoholic commerce students are possessing a low level of achievement motivation. The non-alcoholic commerce students are holding an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic commerce students.
Chatterji, (1983) found that students of commerce attained a significantly higher mean achievement motive score.

The college commerce students, by recognizing the importance of the study of commerce in their lives and careers, can enhance their achievement motivation.

The alcoholic students should understand the role of achievement motivation in their academic achievement and develop better achievement motivation.

4. The alcoholic science students are possessing a low level of achievement motivation. The non-alcoholic science students are holding an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic science students.

The science students are known for their discipline and motivation as they are moulded so in their classrooms and laboratories. The science students need to enhance their achievement motivation.

The alcoholic science students should enhance their achievement to the expected levels as they also need to settle well in scientific careers.

5. The alcoholic medical students are possessing a low level of achievement motivation. The non-alcoholic medical students are holding an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic medical students.
The behaviour of an individual can differ due to the motivational drives as an individual is introduced to varying environmental and cultural factors in the college life. These factors will strongly influence an individual’s behaviour despite his own intrinsic motives for success.

As future professional doctors, the medical students must stay away from alcohol consumption as it hampers their achievement due to low achievement motivation.

6. The alcoholic nursing students are possessing a low level of achievement motivation. The non-alcoholic nursing students are holding an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic nursing students.

Nursing is a noble profession and it needs unlimited patience and unaccounted service. By having desirable achievement motivation, the nursing students can do well in the examinations as well as in their careers.

The alcoholic nursing should enhance their achievement motivation in order to do well in examinations like their counter parts, non-alcoholic nursing students.

7. The alcoholic pharmacy students are possessing a low level of achievement motivation. The non-alcoholic pharmacy students are holding an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic pharmacy students.
The pharmaceutical education mostly makes the pharmacy students realize the importance of motivation to do well in their course work. If students are properly motivated, they do well and if not, they do otherwise. So, they should develop better achievement motivation.

The alcoholic pharmacy students should realize the bad effects of alcohol and develop higher achievement motivation.

8. The alcoholic engineering students are possessing a low level of achievement motivation and the non-alcoholic engineering students are holding an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic engineering students.

College environment and student goals will mainly direct the actions of staff, students and others to the extent that they adopt the knowledge of human functioning and the actions consistent with such knowledge. By exercising certain behaviours that facilitate learning, they directly control situational factors in which learning occurs.

The alcoholic engineering students should understand the risks associated with alcoholism and engineering profession, and avoid alcohol consumption and develop achievement motivation.

9. The alcoholic computer students are possessing a low level of achievement motivation compared to non-alcoholics who are
possessing an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic computer students.

Seeking ways to demonstrate how motivation plays an important role in one’s educational settings, one can encourage instructional programmes that offer alternatives with the idea that they might be more effective in motivating students. By using extrinsic reward systems judiciously and inviting motivational speakers to the college, one can enhance their achievement motivation.

The alcoholic students should not become pray to alcoholism and develop better achievement motivation to enhance their academic achievement.

10. The alcoholic management students are possessing a low level of achievement motivation. The non-alcoholic management students are with an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic management students.

Achievement motivation can be enhanced by bringing in outstanding speakers to the college meetings, placing names of high achieving students on the honor roll, publishing an annual report of academic achievement and mailing it to parents, and displaying academic awards and trophies in the college.

The alcoholics need to compare their academic achievement with non-alcoholics and enhance their achievement motivation as it is one of the guiding factors of academic achievement.
11. The alcoholic and non-alcoholic college students are holding high academic achievement.

The present state of academic achievement may be due to the nature of course work as the college students encounter totally new content as well as new practical experiences in learning. This may also be due to the awareness that the mastery of subject helps in getting a proper job, for which the college students need to learn and work more when compared to their previous education.

The college students may enhance their academic achievement by developing better study habits, by participating in seminars and workshops intensively, by participating in yoga and meditation and by developing more achievement motivation. Their academic achievement can also be improved by mingling with co-students in performing different kinds of academic activities like quiz competitions, debates, etc., as per the norms and standards laid down in the course work.

12. The alcoholic arts students are possessing an average level of academic achievement. The non-alcoholic arts students are possessing a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic arts students.

The common course material provided, the common goals and aspirations for becoming a good employee, the undisputed aim of getting a better job, the mental as well as physical maturity, the surrounding environment, the attitudes,
etc., might have played a legitimate role in having a significant difference in the level of academic achievement of alcoholic and non-alcoholic arts students.

Both the alcoholic and non-alcoholic arts students can enhance their academic achievement by developing better learning skills. To make students love learning and to use the art of learning to apply themselves in their academic subjects, developing a positive attitude towards college and quality education is a dire need.

The alcoholics should stay away from alcohol as it is effecting their academic achievement.

13. The alcoholic commerce students are possessing an average level of academic achievement. The non-alcoholic commerce students are possessing a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic commerce students.

The college students of commerce should develop skills in accounts management as it helps them do well in commerce and accountancy. If the students master the contents and components of commerce, they will excel in examinations and achieve better academic achievement.

The alcoholic students should keep themselves away from alcohols and do their best in academics to stay on par with non-alcoholics.
14. The alcoholic science students are possessing an average level of academic achievement. The non-alcoholic science students are possessing a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic science students.

The science students with their good discipline and love towards the subject need to enhance their academic achievement more as the science in the core of several materialistic innovations and of comfortable life and living.

The alcoholic science students should also do well in examinations to have a better and bright future. For this, they need to compare their academic achievement with their counter parts and study well to compete with others.

15. The alcoholic medical students are possessing an average level of academic achievement. The non-alcoholic medical students are possessing a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic medical students.

Though the alcoholic and non-alcoholic medical students strive hard equally for better academic achievement in their studies, the alcoholism is putting the alcoholics away from expectations. So, the student’s level of initiative, enthusiasm and ability that support in all curricular components should be encouraged. Personal attitudes and interests towards a course also play a very important role, so they must be encouraged in positive direction.
The importance of high academic achievement or the desire to be a good doctor should be emphasized. A student should choose a career by choice rather than do a job on the wish of others. Self discipline and responsibility should be inculcated in the students to enhance their academic achievement.

The alcoholics need to think again and again before taking alcohol as it has been a cause for low academic achievement.

16. The alcoholic nursing students are possessing an average level of academic achievement. The non-alcoholic nursing students are possessing a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic nursing students.

As nursing in the noblest profession and is linked with lives, the alcoholic and non-alcoholic students need to master the subject and achieve well in examinations. When they master the course content, they can extend better service to the patients.

The alcoholic nursing students should enhance their academic achievement as they need to join the nursing profession with full competency.

17. The alcoholic pharmacy students are possessing an average level of academic achievement. The non-alcoholic pharmacy students are possessing a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic pharmacy students.
The pharmacy students, after completing their course, need to provide accurate quantum of drugs either to the doctor or to the patients on prescription. Unless they master the subject, they fail in performing their duties. So, the pharmacy students should do well in academic achievement.

The alcoholic students need to stay away from alcohol and master the subject.

18. **The alcoholic engineering students are possessing an average level of academic achievement. The non-alcoholic engineering students are holding a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic engineering students.**

Methods of time management and self discipline in academic pursuits should become priority of the students. Strategies for effective learning should be effectively planned, implemented and evaluated.

Analytical and critical thinking skills that are essential to excel in their academics should be developed. Stress management and life style choices that foster academic success must be inculcated in one’s college life.

The alcoholics should think of the bad affects of alcoholism and keep themselves away from it.
19. The alcoholic computer students are possessing an average level of academic achievement. The non-alcoholic computer students are holding a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic computer students.

The expansion of information technologies makes computers accessible practically to all students at college as well as at home. Computers can be used to help in homework or for free time activities. Looking for information online involves the educable resources in order to extract, organize and integrate information which develops problem solving skills in the college course subjects. Students should focus on the conditions necessary for effective learning while using computers.

The alcoholics should understand the ill affects of alcoholism and do not consume it in order to have better academic achievement.

20. The alcoholic management students are having an average level of academic achievement. The non-alcoholic management students are with a high level of academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic management students.

The teaching learning material used is to be in accordance with the recent needs of the students and in accordance with the recent technological developments.
Students of management courses can enhance personally their academic achievement by better perception and by being well adjusted in their college life with the changing circumstances of the day-to-day. They must be prepared physically, mentally and socially as strong individuals so as to be role models to their co-students and colleagues.

The alcoholic as well as non-alcoholic mangement students should increase their levels of academic achievement as it is one of the parameters in the selection process of jobs and in career development.

The alcoholic management students need to think about the sufferings that arise out of alcoholism and stay away from it to help themselves and also others.

21. The alcoholic college students are possessing a low level of achievement motivation. The non-alcoholic college students are possessing an average level of achievement motivation. There is a significant difference in the achievement motivation of alcoholic and non-alcoholic college students.

Motivation can be characterized by a student’s personal interest in a given task. The magnitude of motivation is influenced by the psychological environment of a college, that is, by the meaning given to the overall educational experiences.

As a college community, demonstrate to students how motivation plays an important role in one’s life, both professionally and personally, and ensure that restructuring the programmes will address the issues related to student motivation.
Inclusion of alcoholics and non-alcoholics in every academic activity will promote their achievement motivation.

22. The alcoholic college students are possessing a low level of academic achievement and the non-alcoholic college students are with an average academic achievement. There is a significant difference in the academic achievement of alcoholic and non-alcoholic college students.

By making academic achievement as a frequent topic of discussion among students, teachers and other staff, it can be shown that success is important to the students. By recognizing the variety of ways through which a student can succeed can also improve the academic achievement of college students.

As there is a significant difference in the academic achievement of alcoholic and non-alcoholic college students, the alcoholic students should discard the habit of drinking and try to improve their level of academic achievement. The college, in general, and the family, in particular, and the community, at large, need to try to help the alcoholic students become non-alcoholics and settle well in their lives and careers.

23. There is middle level positive correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic college students.

The academic circles need to support and implement programmes that help avoid alcoholism in college students and help them do well in academic achievement and achievement motivation as they are inter-related.

24. There is very low negative correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic arts students.

Well designed and executed arts education leads to overall improved academic performance and also achievement motivation. It builds the skills necessary for workplace success and develops a positive influence on the lives of students.

25. There is very low positive correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic commerce students.

Established facts about the career selection and development of commerce pursuers will help commerce students do well in their academic activities in the college or university.
26. There is low positive correlation between achievement motivation and academic achievement of alcoholic science students and there is very low negative correlation between achievement motivation and academic achievement of non-alcoholic science students.

Interest in science and discipline in behaviour help the science students achieve success both in education and in vocation.

27. There is very low positive correlation between achievement motivation and academic achievement of alcoholic medical students and there is very low negative correlation between achievement motivation and academic achievement of non-alcoholic medical students.

Development of intrinsic motivation in students is an important goal for educators because of its inherent importance for future motivation as well as for effective learning. High motivation and engagement in learning have consistently been linked to increased levels of student success.

28. There is low positive correlation between achievement motivation and academic achievement of alcoholic nursing students and there is very low negative correlation between achievement motivation and academic achievement of non-alcoholic nursing students.

Love in profession and joy in service may support the nursing students excel in all walks of life and career.
29. **There is very low positive correlation between achievement motivation and academic achievement of alcoholic pharmacy students and there is no correlation between achievement motivation and academic achievement of nonalcoholic pharmacy students.**

Strategies that help in promoting achievement motivation and achievement motivation help the pharmacy students achieve success in all academic parameters.

30. **There is very low positive correlation between achievement motivation and academic achievement of alcoholic and non-alcoholic engineering students.**

By helping the students experience the moments of self-actualization and self-realization, students can discover for themselves the pleasure of acquiring new knowledge. This helps the students acquire self-motivation leading to a perceptual desire to learn and to achieve better.

31. **There is very low positive correlation between achievement motivation and academic achievement of alcoholic computer students and there is very low negative correlation between achievement motivation and academic achievement of non-alcoholic computer students.**

An extremely important component of the climate of the effective college is the presence of visible symbols which illustrate and confirm what is considered to be important in the college. The strength of one’s motivation to act depends on the importance attached to the goal in question and ones judgement about its achievability;
motivational strength also depends on one's judgement about how successful a particular behaviour will be in moving towards goal achievement.

32. There is very low positive correlation between achievement motivation and academic achievement of alcoholic management students and there is very low negative correlation between achievement motivation and academic achievement of non-alcoholic management students.

Practices that ensure clarity and completeness of assignments and appropriate review procedures for different types of case studies must be effectively evaluated. Demonstrating thinking skills such as long term planning, critiquing and focused attention can reap positive social and academic benefits. Thus, the link between academic achievement and achievement motivation be established and enhanced.

The college and university teachers, and the social and educational environment should make the students feel comfortable during their course period. The students should enhance their academic achievement and achievement motivation by adopting better strategies. Better skills, good relations with peers and teachers, good teaching learning material, effective audio-visual aids, quality instruction, self motivation, adjustment, yoga and meditation, better study habits, good life skills, appropriate aspirations, etc., will help the students in enhancing their academic achievement and achievement motivation. The students should develop and improve all of the above in order to master the skills and knowledge
and to become expert professionals in future after rolling out of the colleges and universities.

Teachers must build a community of learning that cares most about helping students achieve more in academics through an atmosphere of cooperation and understanding. Teachers should develop curriculum and work together with local artists to present and enhance new learning experiences. Teachers should learn that the creation of independent student learning activities allow students to develop their own learning skills in a different way from teacher led classroom instruction and encourage students to take risk in order to increase their understanding.

**SUGGESTIONS FOR FUTURE RESEARCH**

The present study, *A Study of Achievement Motivation and Academic Achievement of Alcoholic and Non-Alcoholic College Students*, brings to light a good number of new areas to be studied by future researchers. The areas and variables that are not covered by this study may be put to test to enlighten the other associated factors. So, the researchers may think of the following areas of study in detail.

1. Studies may be taken up to study the impact of alcoholism on students and their social behaviour in institutions.

2. Studies may be taken up to identify the various factors that make a student to become alcoholic and the measures that eradicate alcoholism in educational campuses.
3. Studies may be taken up on experimental basis to inculcate, nourish and promote achievement motivation and academic achievement in alcoholic students.

4. Studies may be taken up to identify the impact of various factors on alcoholic students and their studies.

5. Studies may be taken up to identify the background reasons of alcoholic students and their settlement of life and their present position in society.

6. Studies may be conducted on the physical, psychological, personal, sociological and economical problems of alcoholic students.

7. Studies may be conducted on family background, and feelings and experiences of alcoholic students towards education, achievement and profession.

8. Studies may be taken up to suggest suitable measures to stop excessive drinking and binge drinking in colleges.

9. Studies may be conducted how to enhance the academic achievement and achievement motivation in alcoholic students.

10. Studies may be taken up on suitable therapies and withdrawal symptoms to get rid of from the problem of consuming alcohol in students.

11. Studies may be taken up to know the effect of factors like age, stage of education, socio-economic status, attitude, adjustment, creativity and other factors on academic achievement and achievement motivation.

12. Studies may be taken up to know the influence of academic achievement and achievement motivation on the overall personality of the student.
13. Studies may be considered to know the impact of education, employment, socio economic status, etc., of parents on the academic achievement and achievement motivation of students.

14. Studies may be undertaken to find out the influence of school environment, home environment, teachers and co-students on the academic achievement and achievement motivation of students.
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Dear Student Friend,

I am happy to meet you to collect information and opinions from you as part of my research work. I am doing research on “A Study of Achievement Motivation and Academic Achievement of Alcoholic and Non-Alcoholic College Students” for the partial fulfillment of the Ph.D. Degree.

So, please express your opinions frankly as this data is strictly used for research purpose and will be kept confidential. Your co-operation will help serve the teaching community and academic administration.

Thanking you,

Research Supervisor
Researcher

Dr. D. Bhaskara Rao
K. Sreenivasulu


Please give the following data

Name of the Student :  
Name of the College :  
Achievement Motivation Scale

Instructions

Kindly, read each of the following statements and its three alternative responses. Then you have to select one most suitable response out of them and tick (3) against the selected response. You have to select the most suitable answer for every statement. Give the response for all statements.

1. I believe that after 10 years, I will ............
   (a) Earn a lot of money
   (b) Achieve my desired vocation
   (c) Be known as a renowned person in my area of work

2. I will like to study those subjects in which ..... 
   (a) Less labour is needed.
   (b) Higher probability of success is definite.
   (c) Generally difficulty is felt.

3. I think to get better marks in examination depend upon....... 
   (a) Teacher’s good will.
   (b) Encouragement of parents and relatives.
   (c) Hard labour.

4. I feel happy when I ....
   (a) Remain busy with my friends.
   (b) Get an opportunity of leadership.
   (c) Get an opportunity to help any persons.

5. In future I will like to adopt an occupation which....... 
   (a) Requires least responsibility.
   (b) Provide the opportunity to help others.
   (c) Contain more opportunities for promotion.
6. When I start any work I....
   (a) Leave it when I feel bore.
   (b) Leave it when it seems to be difficult.
   (c) Never leave it incomplete.

7. At my leisure I like to...
   (a) Gossip with my friends.
   (b) Play with my class-mates.
   (c) Extend my co-operation in social welfare activities.

8. I like to........
   (a) Do light works.
   (b) Repair the broken articles / things.
   (c) Collect information about the new inventions.

9. If I were an engineer, I would like to..
   (a) Earn money.
   (b) Construct beautifully designed buildings.
   (c) Be involved in the researches related to new technologies.

10. Before starting a new work, I.....
    (a) Prepare its plan.
    (b) Discuss it with experienced persons.
    (c) Perceive the probable problems and find out possible solutions.

11. I study at home lest...
    (a) My parents will rebuke me.
    (b) I will do blamed for being unsuccessful in the examinations.
    (c) I will fail in the examinations.
12. I wish that in future I
   (a) Should be known as a politician.
   (b) Should be able to help others.
   (c) Should become a successful and renowned social worker.

13. I like to become rich by..
   (a) Doing any type of work.
   (b) Winning lottery.
   (c) Earning through hard work.

14. At leisure, I like to read .............
   (a) The detective novels and film magazines.
   (b) Comics.
   (c) Knowledge books.

15. I wish to be recognized in the society by
   (a) Leading religious functions.
   (b) Serving the patients.
   (c) By doing social service

16. I will feel very happy if ....
   (a) I get an opportunity to guide and supervise the work of others
   (b) People honour my ability and seek my help.
   (c) People accept my guidance with full faith and confidence.

17. I pay respect to those who .
   (a) Leave their work incomplete on doubting its success.
   (b) Change their goal on getting other work.
   (c) Continue their work till the goal is achieved.
18. When the light goes suddenly at the study time, I
   (a) Feel happy of being away from study.
   (b) Feel irritation.
   (c) Complete my work in candle / kerosene light.

19. If I were a doctor, I would like to
   (a) Earn money.
   (b) Provide free medicines to the patients.
   (c) Be a successful surgeon.

20. I like to do some work by which I may be counted among the
    (a) Rich people.
    (b) Respectable person of the society.
    (c) Famous people of the country.

21. I like to utilize my knowledge in the tasks through which I may get
    (a) Money.
    (b) Fame.
    (c) Self-satisfaction.

22. According to my opinion, the most important achievement of the life is….
    (a) Happy family life.
    (b) Participation in the social welfare activities.
    (c) To work for the fulfillment of the country needs.

23. I usually think to…..
    (a) Make as many friends as I could.
    (b) Help the poor and needy persons.
    (c) Remove the social evils and mischiefs.
24. When I take up my work I try to
   (a) Complete it within due course of time.
   (b) Do it neatly and cleanly.
   (c) Do it better than others.

25. I like to make my friends those persons who
   (a) Believe that success is dependent upon the God and fate.
   (b) Start their work without any hesitation.
   (c) Keep the caliber to lead their work successfully.

26. When I fail to follow any lesson, then……..
   (a) I leave that lesson.
   (b) I take help from others to understand that lesson.
   (c) I try again and again to follow that lesson.

27. I feel happy to ....
   (a) See others in trouble.
   (b) See others happy.
   (c) Assist others.

28. Start any work with the aim to complete it
   (a) As soon as possible.
   (b) In an organized manner and get the prize from others.
   (c) With the full competence.

29. In writing articles, I give importance to
   (a) The length of the article.
   (b) Hand writing.
   (c) Language and thoughts.
30. I like to be involved in such work
   (a) Which will give me an opportunity to learn some extra competence.
   (b) Through which one may get an opportunity to know my weaknesses
        and to improve them.
   (c) In which chances of successes are rare.

31. I feel proud of those friends those who
   (a) Achieve pass marks in the examinations.
   (b) Provide help to weaker students.
   (c) Get brilliant success in examination.

32. I feel the most important work in life is to
   (a) Earn money.
   (b) Motivate others for better work.
   (c) Achieve the excellent competence in the work.

33. I like those people who...
   (a) Are honest towards the job.
   (b) Are continuous towards their job.
   (c) Do their job with full devotion and honesty.

34. I often desire to.....
   (a) Be recognized as leader.
   (b) Achieve the ability to do some thing meaningful.
   (c) Serve the patients.

35. When I do any work I like to start it........
   (a) Without any prethinking.
   (b) Systematically.
   (c) With full efficiency.
36. I feel the progress of an occupation depends on
   (a) Sources of income.
   (b) Contact with the influential persons.
   (c) Hard labour.

37. I respect those persons who
   (a) Work because they feel it as their duty.
   (b) Work to keep them busy.
   (c) Indulge themselves in the work with full devotion and competence.

38. On visualizing an injured person is an accident I feel
   (a) People should help him.
   (b) It is enough to inform the police.
   (c) It is my duty to hospitalize him as soon as possible.

39. I like to work for ......
   (a) Myself.
   (b) Others.
   (c) Nation.

40. I feel sad .................
   (a) If I am punished by the teacher.
   (b) My work is compared with others.
   (c) I fail to achieve my goal.
Appendix - B

LIST OF INSTITUTIONS

1. Guntur Medical College, Guntur
2. N.R.I. Medical College, Kakani, Guntur District
3. Katuri Medical College, Chinakondrupadu, Guntur District
4. R.V.R. & J.C. College of Engineering, Chowdavaram, Guntur District
5. V.V. Institute of Technology, Nambur, Guntur District
6. Loyola Institute of Technology and Management, Sattenapalli, Guntur District
7. J.K.C. College, Guntur
8. Vignan College, Palakaluru, Guntur District
9. Hindu College, Guntur
10. T.J.P.S. College, Guntur
11. S.G.M.R. P.G. College, Guntur
12. Mahatma Gandhi College, Guntur
13. A.C. College, Guntur
14. Acharya Nagarjuna University, Nagarjuna Nagar, Guntur District
15. Vignan University, Vadlamudi, Guntur District
16. K.L. University, Green Fields, Guntur District
17. Vennela College of Nursing, Guntur
18. N.E.S. College of Nursing, Guntur
19. N.R.I. College of Nursing, Kakani, Guntur District
20. Chalapathi College of Pharmacy, Lam, Guntur District
21. Hindu College of Pharmacy, Guntur
22. Chebrolu Hanumaiah Institute of Pharmaceutical Sciences, Guntur