CHAPTER VII

SUMMARY AND CONCLUSIONS
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The problem in the present investigation was to study some of the personality and environmental correlates of achievement motivation (n-Ach.). To achieve this and on the basis of research procedure and theory of achievement motivation, some personality and environmental variables were selected to find if and how they are related to n-Ach. The variables thus selected are given below:

**Personality Variables**

Sociability (ST),
Adjustment-emotionality (AE),
Inferiority (IF),
Impulsivity (IP),
Super-ego (SE),
Dominance (AD),
Mood-swings (MS),
Readjustment.

**Environmental Variables**

Family background,
Stream of courses,
Parents' education,
Socio-economic status.

The population in this study has been defined as the students from rural, urban and overseas situated in Ahmedabad.
and adjoining area.

The following tools were used to collect the data:

(1) EPI (Eysenck Personality Inventory),
(2) TAT test on n-Ach. (NCERT),
(3) Progressive Matrices Test (Raven's),
(4) Mukerjee's SCT,
(5) Socio-economic.

Three groups of students were formed on the basis of their scores on n-Ach. test, viz. high n-Ach. group, moderate n-Ach. and low n-Ach. group, and a comparative study of these three groups was done on the above mentioned personality characteristic and environmental backgrounds.

Most parents and teachers to-day are concerned about improving the scholastic achievement of young people. Ostensibly adults are equally interested in promotion of mental health among their progeny. While it has generally been accepted that mental health is a determinant of academic achievement, seldom have educators examined the converse of this reciprocal, i.e. the effect of academic achievement upon mental well-being. The author contends that misconceptions have resulted in an educational structure that acts to disallow positive mental outlook. Throughout the educational scheme from primary to graduation, the emphasis is placed on grades as a measure of academic success. Not only are promotions contingent upon marks but the determination of honours, awards and scholarships relate to grades.
The consequences of attaching excessive work to academic achievement can be damaging the personal development of more able pupils also. For one thing, it can lead to a child having his fundamental values dependent, not upon his character, personality or relations with others, but solely on his academic progress when a younger perceives his school success to be the most operational base for evoking parental response and affection, he may be expected to adopt this method. In certain cases, there is danger that reliance on educational attainment to elicit adult approval might replace emotional bases as criteria for personal relations.

In recent years much attention has been given to the concept of achievement motivation. High need for achievement (High n-Ach.) which is defined as the desire to do one's best, to achieve something of a great significance, shows itself in hope of success whereas low n-Ach. individuals have a higher fear of failure (Atkinson, 1953). Investigations tend to show a relationship between achievement motivation and test anxiety - a disposition to be anxious about failure and hence motivated to avoid failure. A general disposition to be anxious tends to make all activities in which performance is evaluated threatening to the individual (Atkinson, 1966).

Bulk of research studies have shown that need of achievement (n-Ach.) is neither instinctive nor is carried through genes from one generation to another. In fact, it
is a personal-social need which develops under certain specific conditions and expresses itself in certain personality qualities. But these specific conditions and personality qualities are not universally generalisable. Need for achievement seems to be nourished differently in different physical and social settings and may find expression in different personality qualities in different social milieu.

A number of research studies and investigations have established the relationship between the school performance of individual student and the social set-up from which he springs up. Swift (1965) found that the children of middle class parents had six times as good a chance of selection at 11+ as working class parents. Fraser (1959) came to the conclusion that parental education, reading habits, income, occupation and living space; all are related significantly with I.Q. and school performance. The present study was undertaken with the objective of finding out an exact relationship, as far as possible, between n-Achievement motivation and some factors of personality for academic success to fill in some of the gaps left in some earlier studies. The subjects were representative samples of rural, urban and overseas students studying in Ahmedabad colleges in different faculties.

The theory of achievement motivation explains that motivation expectancy and incentive directs human behaviour for the performance. McClelland, Atkinson, Lewin and others
e-phases much on the two variables expectancy and incentive and try to explain that expectancy and incentive changes as the situation changes.

(1) There is a mutual relationship between intelligence, achievement and personality.

(2) Personality and n-Achievement motivation differs in rural, urban and overseas students.

(3) Personality have positive correlation with achievement motivation. Higher the n-Achievement motivation, greater will be the positive personality traits.

(4) Family background factors have positive relationship with academic achievement of students when intelligence factor is kept constant.

For the evaluation of n-Achievement motivation, McClelland special 6 TAT cards have been selected, or Mukherjee's force-choice test of achievement motivation was administered in support of achievement motivation evaluation test.

Academic achievement of the students has been decided on the basis of college examination record. The personality measures were the scales of the Junior Eysenck Personality Inventory, which has been described in detail by C.B.G. Eysenck (1955). The extraversion (E) scale represents the continuum of social extraversion, introversion. High scores reflect sociability, carefreeness. The neuroticism (N) scale
reflects emotional instability, anxiety proneness and the tendency to develop neurotic symptoms under stress. The lie (L) scale is a validity detector consisting of 12 items which are rarely answered in the Hayes (i.e., lie) direction by the majority of subjects. A high L score indicates 'faking good'.

A required sample of 450 subjects of both the sexes was drawn at random from various colleges in the City of Ahmedabad.

The results thus support the directional hypothesis in the case of a number of items. It can, therefore, be concluded that the present study lends weight to the general hypothesis which was tested, namely, that there is a mutual relationship between intelligence, achievement and personality. Personality have a positive correlation with achievement motivation. Higher the n-Achievement motivation there will be positive personality traits. The study establishes the relationship between achievement and personality traits but throws no light on the question of causation. Although the content of some of the items is highly suggestive in this respect, the author agrees with the views of McClelland and Atkinson who suggest that the relationship between healthy personality and effective learning is reciprocal or circular. Nonetheless the low correlations also suggest that a number of mediating variables and their interrelation appears to be promising for a better understanding of the relationship between neuroticism, extroversion and academic achievement.
Inventory has predictive validity. Moreover, cross-validation is needed before predictive validity can be established. Although the value of phi-coefficient for the discriminating items is small, the cumulative effect may make prediction possible, particularly if the items are scaled. The reliability of such a scale also needs to be ascertained. Further work in this direction seems warranted.

The methods and tools by which the variables under study were assessed are also relevant to the question of generalizations of the findings. Strictly speaking, thereof, the findings cannot be generalized to groups of male students identified by other measures of intelligence or achievement, nor B or G as assessed by other measures. It would be interesting to replicate the investigation using other methods and tools of assessment.

A consideration of the extent to which the findings of this investigation can be generalized is pertinent. In the first place the findings pertain only to male students and cannot be generalized to females. Also, they pertain to under achievement in students within certain limits. The sample was representative only of students of Ahmedabad. The "growth of Ahmedabad is contradiction in terms". It is deeply rooted in tradition and conservative by instinct as a society. But it is enterprising and open to modernity in terms of commerce rather than industry. It is an amalgam of traditional with modern. These probably were the reasons why Mahatma Gandhi, the orthodox and the revolutionary, found
this town to be after his own heart.

There is a pronounced emphasis among middle class parents for higher material level to be attained by the students through education. They are keen on the choice of college for their sons. The home work of the student is a chief concern of these parents who have competitive outlook on life around them. They consider education as a social escalator by which their child may rise to the level of better life. This has a restrictive aspect also. Education may be an obsession with their parents. They are worried about the college grades of their children. Success at college is rooted higher than other social obligation. These may perhaps explain Gandhiji's complaint that the educated Indian is more selfish than the other sections of the community. The middle class is particularly culpable for this selfishness. They consider education as a tool to raise their child above others. So the child mind is conditioned to equate success at college with success in life.

The results as a whole confirm the need for future research into personality assessment with achievement. Perhaps the most useful of all subsequent studies in the field would be longitudinal one using similar variables to locate the changing personality patterns with same precision.

Relation to Psychological Theory

The findings in this study reaffirm that achievement motivation is a psycho-social motive which is nourished
differently, and expressed in different personality qualities in different social and cultural environments. The personality qualities of individuals with high achievement motivation found in this study are found only in a few studies conducted on the Western population. The present study further reaffirms that achievement motivation is not only expressed in achievement via independence but it may express itself in achievement via conformity also. It seems that achievement motivation being a psychological need is affected by psychological (personal) factors, or by social factors or both. It may, therefore, develop either as a result of social pressure or it may develop as a consequence of an individual himself becoming conscious of its utility in life. In the former case which is generally the case when the environment is already charged with achievement motivation, which is very much valued in it, the individual may likely to seek achievement via independence. In the latter case, which generally exists when the individuals are not by and large much conscious of this need in them, or where this motive is not socially so much valued, intelligence may play a pivotal role in making an individual achievement conscious and hence achievement oriented. The present study also indicates that the weaker (e.g. persons in low socio-economic level), deprived (e.g. ladies) and the struggling (e.g. the lower middle class) sections of the population have better longing for achievement motivation. A similar trend has been noted by Prayag Mehta in India. It seems that the under
privileged or disadvantaged group, which has to exist under greater restraints, retains more longing for achievement motivation resulting in greater n-Ach.

**Educational Implications**

The present study has spotted out some personality and environmental variables which have been found associated positively or negatively with achievement motivation. They may, it is hoped, be found to provide more practical and rational basis for teachers, to spot out the students with high n-Ach, and provide suitable congenial environment which may help in developing this motive in their students.

**Suggestions for Further Research**

The above mentioned theoretical implications are not well established. They need more varied and elaborate study and more experimentation to test their feasibility. Therefore, there is a need for a number of replications of this study in various parts of the country to develop a better theory of achievement motivation in the context of much socio-cultural environment which in by and large still traditionalist and is only gradually picking up the need for achievement.

The present study also could not go into greater depth in studying the various personality and environmental variables in relation to n-Ach. There is a need for studying them in greater details and with more adequately controlled experiments. Perhaps, instead of group
technique adopted in this study individual approach may be found to yield more enlightening results.

There is also the need to investigate the relationship of the various sub-categories of n-Ach, with these personality and environmental variables to have still better understanding of the dynamics of achievement motivation.