CHAPTER - VIII

MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

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8.0 Introduction:

The present study was an experiment conducted upon the students of standard VIII and IX to study the effectiveness of achievement motivation development programme. The effect of training in achievement motivation upon the Academic Concern and Scholastic Achievement of students was studied. In technical terms it can be said that Academic Concern and Scholastic Achievement of students were the dependent variables and the training in Achievement Motivation Development was the experimental variables.

To conduct an experiment eight groups of students of Std. VIII and eight groups of students of Std. IX were formed. These eight groups were classified into four pairs of groups. In each pair both the groups were matched on JIM and Reasoning Ability.

In short the sample was first pulled using JIM scale and Reasoning Ability test.

After that considering the scores for JIM and Reasoning Abilities eight groups i.e., four pairs equated on JIM and Reasoning were prepared. From each pair one group was treated as experimental and the other as a controlled one.

The experimental groups were given treatment in achievement motivation development. The objectives of the
study, hypotheses tested, major observations and conclusions 
are discussed here in the pages to follow.

8.1 **Objectives of the study:**

The study was conducted with the following objectives:

(A) **Academic Concern:**

(i) To study the effect of the achievement motivation development training on the academic concern of pupils having High Junior Index of Motivation and High Reasoning ability.

(ii) To study the effect of achievement motivation development training on the academic concern of pupils having High Junior Index of Motivation and Low Reasoning ability.

(iii) To study the effect of achievement motivation development training on academic concern of pupils having Low Junior Index of Motivation and High Reasoning ability.

(iv) To study the effect of achievement motivation development training on the academic concern of pupils having Low Junior Index of Motivation and Low Reasoning ability.
(B) Scholastic Achievement:

A study of the effect of Scholastic Achievement of high school pupils:

(i) To study the effect of achievement motivation development training on scholastic achievement of pupils having High Junior Index of Motivation and High Reasoning ability.

(ii) To study the effect of achievement motivation development training on scholastic achievement of pupils having High Junior Index of Motivation and Low Reasoning ability.

(iii) To study the effect of achievement motivation development training on scholastic achievement of pupils having Low Junior Index of Motivation and High Reasoning ability.

(iv) To study the effect of achievement motivation development training on scholastic achievement of pupils having Low Junior Index of Motivation and Low Reasoning ability.

8.2 The Hypotheses of the study:

The following null hypotheses were formulated:

Ho. 1 There will not be a significant difference between the mean scores on academic concern of experimental group
and controlled group having High Junior Index of Motivation and High Reasoning Ability.

**Ho.2:** There will not be a significant difference between the mean scores on academic concern of experimental group and controlled group having High Junior Index of Motivation and Low Reasoning Ability.

**Ho.3:** There will not be a significant difference between the mean scores on academic concern of experimental group and controlled group having Low Junior Index of Motivation and High Reasoning Ability.

**Ho.4:** There will not be a significant difference between the mean scores on academic concern of experimental group and controlled group having Low Junior Index of Motivation and Low Reasoning Ability.

**Ho.5:** There will not be a significant difference between the mean scores on scholastic achievement of experimental group and controlled group having High Junior Index of Motivation and High Reasoning Ability.

**Ho.6:** There will not be a significant difference between the mean scores on scholastic achievement of experimental group and controlled group having High Junior Index of Motivation and Low Reasoning Ability.
Ho.7: There will not be a significant difference between the mean scores on scholastic achievement of experimental group and controlled group having Low Junior Index of Motivation and High Reasoning Ability.

Ho.8: There will not be a significant difference between the mean scores on scholastic achievement of experimental group and controlled group having Low Junior Index of Motivation and Low Reasoning Ability.

8.3 General Observations:

It was experienced by the present investigator that the students responded to the experiment very positively. The students of experimental groups were found always eager to do something new, and they remembered well the instructions given to them. The students were very much inquisitive and eager to know the results of the various games. Occasionally the students of the controlled group used to inquire about the experiment and they were found displeased as they were deprived of the new games. The experimenter had to convince them that they will have the same games as soon as the experiment would be over. In some games like "Ring Toss" some teachers also took interest in the programme. In short the present investigator could get the whole hearted support from the Head masters, teachers and students. During the conduct of
the experiment the atmosphere was found always pleasant and delightful. On the basis of pre-test and post-test on Academic Concern and Scholastic Achievement. ANCOVA was used to verify the previously formulated hypotheses.

8.4 Major Findings:

1. It was found that the mean score for academic concern of the pupils of experimental group having High JIM and High Reasoning ability was 306.46 and that of the pupils of controlled group having High JIM and High Reasoning ability was 230.26. The difference between the mean scores was 76.00 and it was in favour of experimental group.

2. It was further found that the mean scores for academic concern of the pupils of experimental group having High JIM and Low Reasoning ability was 280.80 and that of the pupils of controlled group having High JIM and Low Reasoning ability was 235.26. The difference between the mean scores was 45.54 and it was significant and in favour of experimental group.

3. It was found that the mean score for academic concern of the pupils of experimental group having Low JIM and High Reasoning Ability was 283.53 and that of pupils of controlled group having Low JIM and High Reasoning Ability was 209.26. The difference between the mean scores was 74.97 and it was in favour of experimental group.
4. It was found that the mean score for academic concern of the pupils of experimental group having Low JIM and Low Reasoning Ability was 265.60 and that of the pupils of control group having Low JIM and Low Reasoning Ability was 206.20. The difference between the mean scores was 59.40 and it was in favour of experimental group.

From the above findings it can be concluded that the Academic Concern of pupils could be increased by providing training in achievement motivation irrespective of the level of pupils' Reasoning Ability and Junior Index of Motivation towards school.

In the same way for scholastic performance it was found that:

5. the mean score for scholastic achievement of the pupils of experimental group having High JIM and High Reasoning Ability was 322.40 and that of the pupils of controlled group having High JIM and High Reasoning Ability was 296.93. The difference between the mean scores was 35.47 and it was in favour of experimental group.

6. the mean score for Scholastic Achievement of the pupils of experimental group having High JIM and Low Reasoning Ability was 211.67 and that of the pupils of controlled group having High JIM and Low Reasoning Ability was 271.13. The difference between the mean scores was 59.46 and it was in favour of experimental group.
7. the mean score for Scholastic Achievement of the pupils of experimental group having Low JIM and High Reasoning Ability was 348.93 and that of the pupils of Controlled group having Low JIM and High Reasoning Ability was 297.33. The difference between the mean scores was 51.60 and it was in favour of experimental group.

8. the mean score for scholastic achievement of the pupils of experimental group having Low JIM and Low Reasoning Ability was 239.80 and that of the pupils of controlled group having Low JIM and Low Reasoning Ability was 202.67. The difference between the mean scores was 37.13 and it was in favour of experimental group.

From the above findings three out of four suggest that the pupils who are given training in achievement motivation development have better scholastic achievement than the pupils who are not given such training. Moreover, the pupils with Low JIM and Low Reasoning ability are much benefitted by the training in Achievement Motivation in their scholastic achievement.

Replica study on Std. IX also supports the above findings. From all these results it can be generalized that training in achievement motivation affects the Academic Concern and scholastic achievement of the pupils, irrespective of their level of Reasoning ability and Junior Index of Motivation.
8.5 Conclusion:

It can be easily concluded from the present study that there is some experimental evidence that the secondary school pupils are profitted much by class-room curriculum designed to develop their achievement motivation. They tend to gain both in psychological resource as well as in scholastic performance.

The experiment has increased the pupils' desire to belong to his instructional group and love for the teacher. It has enhanced the school going tendency of the pupils and also enhanced pupils' sense of independence, sense of worth (self-esteem) in themselves and in school and home activities. It has accelerated the sense of responsibility and thereby has drawn them nearer to the school. In short, it can be said that training in achievement motivation has increased the Academic Concern of the pupils and as a result of this the pupils' scholastic achievement is also improved.

8.6 Suggestions:

On the basis of the findings and conclusions the present investigator would like to suggest that the students should be provided with the training in achievement motivation development. This training should be given right from Standard VII onwards. This will help the pupils to become more interested in school and school programmes. This will
increase the school going tendency of the pupils and their liking for teachers as well as for their peer group as a whole. The achievement motivation and goal setting exercise will make the pupil himself as the central figure of pupils-attention. This will help him not only to increase his motivation to achieve in school subjects but also make him feel important in his own eyes, thus increasing his self-esteem. All this will start a chain of changes in his personal habits. The pupil's work and the self satisfaction is the best reinforcer. After proper development of the achievement motivation pupils directly achieve their goals without any help from others, means more or less becomes independent. Achievement motivation once developed fills up gap between slow achievers and high achievers. Average pupils progress rapidly if they are properly motivated to do the work. Training in Achievement Motivation will be more useful or benevolent to the average achieving pupils. The complains of the teachers that the pupils do not come to school and do not pay attention to their studies, will no more exist after such training. In short, the effect of achievement motivation development training on academic concern may be stated as follows:

- It is an individual self-image reinforcer.
- It develops good discipline in the school.
- It contains proper behavioural conduct towards the teacher.
Immediately, the significant higher class on upper class may be attained.

- It develops leadership of the class, takes care for the class-books, regular pay attention to his studies.

- It develops good habits for his every part of educational activities.

- It provides ambition and aspiration for the better work.

It is further suggested that this type of programme to develop achievement motivation be made a regular feature of any Educational Institution, and it should be institutionalized. However, the programme once prepared should be revised and modified at least at the interval of five years. Keeping this in mind the investigator has tried to suggest a few topics for future research work.

8.7 Suggestions for further Research:

1. The present study was conducted in four secondary schools of Sabarkantha District only. The same type of study should be replicated over a large number of schools of other districts only.

2. The effect of training for development of achievement motivation upon the scholastic achievement of college students be studied for different districts.
3. The effect of training for development of achievement motivation upon the scholastic achievement of students of Higher Secondary schools be studied for different districts.

4. A comparative study may be taken up to compare the Academic Concern of students studying in different streams at Higher Secondary school level.

5. Achievement Motivation level of the Secondary School teachers be studied.

6. A comparative study may be taken up to compare the achievement motivation of primary and secondary school teachers of secondary and Higher Secondary school teachers or Secondary school teachers and college teachers. In short comparison of achievement motivation of the teachers of any two levels or categories can be taken up as a study.

7. A study of the effect of achievement motivation development training on the self-concept of High-school pupils be made for different districts.

The list suggested above is not final and exhaustive, the investigator has tried only to point out certain studies. The research workers may take up variety of studies based upon the permutations and combinations of different variables.