CHAPTER - II

REVIEW OF RELATED LITERATURE

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2.0 **Introduction:**

The present study mainly focuses on investigating the effect of training in achievement motivation on the scholastic performance and achievement concern of High School pupils. Hence, it becomes necessary to have some background of the studies in the area of Achievement motivation the theory as well as review of some studies are dealt in the present chapter.

2.1 Concept of Motivation:

The concept of motivation has taken many forms. It appears in folklore, in traditional and customs, in great philosophical systems, and in more recent science of behaviour. Sometimes, it is made explicit so that it may be scrutinized, but more often it is implicit, unanalysed and unquestioned. The concept of motivation has been variously identified as an unquestionable fact of human experience, as an indisputable fact of behaviour, and as a more explanatory fiction.

According to Encyclopedia of Education Research (1969), the concept of motivation can be described as "the study of motivation is an attempt to explain all actions. Why of the behaviour underlying purposes, attitudes, interest, and drives, stimulation which determine the activity."
There are three points of view which try to explain:

1. Energetic stand point: Motivation is arousal of the bodily movement through the release of physical energy without the tissues.

2. Purposive stand point: Motivation is the direction and regulation of behaviour towards a goal. Purposiveness is its main characteristic.

3. Genetic stand point: Behaviour is determined by one's past experiences or interpretations of the present activity in relation to past, if it is to be determined.

These three viewpoints are entirely adequate or self-sufficient, one must examine as a mean of staining, an adequate explanation of it.

Cofer C.N. and Apply N.H. (1968) in their book "Motivation: Theory and Research" described that all behaviour is motivated and that behaviour serves the organism's needs. Without motivation an organism would not behave, it would be an inert lump, doing virtually nothing. Galvanised into action by a need, it would engage in actions motivated by that need, and its actions would continue until the need is
satisfied. The actions serve the need. The behaviour is the instrument by which the need is satisfied. Behaviour is a means, not an end. All behaviour is motivated and that behaviour serves as a device of adjustment in the presence of needs.

They, further, give the conceptual comment to motivation that behaviour can occur under an externally applied force, such as a shock and this is not a motivational cause, thought it is a cause. More importantly, one can speak of the physical structure of the organism, its mortar abilities, and the like, as factors causative in its behaviour. There are many causes of behaviour, and motivation is only one of them.

Dynamic and purposive psychologists, however, think of motivation as a more basic or root cause than many others. Perhaps, this is because, restless activity seems to be a primary consequence of states of need, and because conflicts and frustrations, seem to focus around activities with high affective significance.

Activity or behaviour is a fact of life that is, by its very nature activity is a property of living organisms. It does not add much to assert that all behaviour is motivated, unless the assertion leads to attempts to identify motivational properties in specific behavioural events. If
to be alive, is to be alive, than behaviour is an end itself rather than serving only as an instrument of need satisfaction.

Another fact of the general comment to motivation is that, functional biology and functional psychology tend to think in homeostatic terms. Behaviour conceived as adjustment, a means to rectify the imbalance caused by tissue needs or deficits.

The common and unifying element in these diverse conceptions stated by Robert C. Bolles (1967) is that motivation is an agency on factor or force that helps to explain behaviour. Motivation is a hypothetical cause of behaviour.

Atkinson J.W. (1966) said that every human behaviour is based on some or the other cause. The prime causations are motivation. Motivation plays a major role and are the causative factors of human behaviour.

When a person performs activities, to become acceptable to his group, it is known as an affiliation motivation. A person with a strong affiliation motivation tries to belong to the group and tries to make the group belong to him. He will undertake those activities that conform to the group norms. He will not like to deviate from the group.
When a person tries to exercise control over others, it is known as a power motivation. A person with a strong power motivation would like to wield his influence on others, to command respect from others and to influence the decision making process of the group by his own ideology. Persons with strong power motivation, try to build new norms or will try to make the group accept his norms.

When a person tries to manifest concern for excellence in his work, it is a behaviour backed by achievement motivation. A person having strong achievement motivation will try to strive for excellence in his work. He will manifest in his ideology, competition with self, competition with others, a sense of unique accomplishment and long-term involvement.

From the conceptual reasons discussed above it can be said that motivation is an essential construct, some of these conceptual commitments involve the assertions that all behaviour is motivated and that behaviour serves the needs of the organism. However, it can be concluded that the concept of motivation is of great importance in understanding human behaviour as well as in changing it.

2.2 Definition of Motivation:

Good C.V. (1945) in his book "Dictionary of Education" gives the meaning of 'motivation' that 'Motivation':
the application or use of incentives, whether external or internal, for the purpose of causing a pupil or student to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way as to appeal to the pupils' interests and cause him to attack the work with sustained enthusiasm, also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel.

Motivation extrinsic: the application or use of incentives that are external to a given activity but intrinsic to the pupil and are intended to facilitate the performance of the activity, for example, offering a prize to the pupil who makes the highest score in a spelling test thus appealing to his desire to excel.

Motivation intrinsic: the act or process of facilitating the performance of a given task through incentives embodied in the task itself, for example, motivation of the study of science at the junior high school level through the presentation of interesting, factual, timely material about airplanes, thus taking advantage of the pupils' strong interest in the subject of aviation.

Motive means: (1) an impulse driving force, tendency, or mortor attitude, whether conscious or not, that facilitates response to stimuli or situations of certain kinds,
while inhibiting others, and that leads to the performance of a particular act.

(2) According to behaviour psychology it means the aggregate of determining forces (sens, memory, traces, tissue, deprivations, etc.), that predispose the organism to a particular form of conduct. (pp. 264-266).

Gardner Murphy (1947) considers motivation as "the general name of the fact that an organism's acts are partly determined by its own nature or internal structure." (p.991)

Hebb D.O. (1949) wrote: "the chief problem that the psychologist is concerned with, when he speaks of motivation, is not arousal of activity but its patterning and direction." (p. 172). Further, in his own terms, he wrote; the term motivation then refers:

(i) to the existence of an organised phase sequence.

(ii) to its direction or content and

(iii) to its persistence in a given direction or stability of content."

This definition means that 'motivation' is not a distinctive process, but a reference in another context to the same processes to which 'insight' refers, it also means that the making normal adult animal always has some motivation. (p. 181).
Hebb (1955) later on re-examined that question, and in an example of self-correction on the basis of further evidence and analysis, reversed himself, separating cue and arousal aspects of sensory events. Only the latter are motivational concepts: "without a foundation of arousal, the cue function cannot exist... arousal... is synonymous with a general drive state... the drive is an energies, but not a guide..." (p.249). And again (1958), drive is"... some process which provides the energy of movement but... like the engine of an automobile, does not determine what the movement will be." (p. 157).

On the other hand, N.R.F. Maier (1949) used the term motivation to "characterise the process by which the expression of behaviour is determined or its future expression is influenced by consequences to which such behaviour leads." (p. 93).

Maslow (1954) writes, "sound motivational theory should... assume that motivation is constant, never ending, fluctuating, and complex, and that it is an almost universal characteristic of practically every organismic state of affairs." (p. 69).

Brown (1961) considers a specific variable motivational: "(i) if it tends to facilitate or energise several different responses, (ii) if its termination or removal following a new response leads to the learning of that response, (iii) if sudden increase in the strength of the variable leads to the abandonment of responses, and (iv) if its effects on behaviour cannot be attributed to other process such as learning, sensation, innate capacities, and sets." (p. 55).

Atkinson J.W. (1966) in his book "Theory of Achievement Motivation" states that a motive is characterised as "a disposition to strive for a certain kind of satisfaction, as a capacity for satisfaction in the attainment of a certain class of incentives." The achievement motive is conceived as a latent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.

Motivation is defined as "the activated state of the person which occurs when the cue of a situation arouse the expectancy that performance of an act will lead to an incentive for which he has a motive." (p. 279).

Derek Rowntree (1981) defined the term "Motivation" in Dictionary of Education that "Motivation": Psychological term for the arousal and maintenance of behaviour directed towards goals. The goals may be intrinsic (the behaviour
itself being satisfying) or extrinsic (the behaviour resulting in subsequent rewards or avoidance of subsequent punishment). Motivation to engage in a specific task may arise spontaneously from within the individual or may be fostered by a teacher who knows the individual's interests. (p. 182).

2.3 **Theory of Achievement Motivation**;

The theory of achievement motivation is one of a class of theories which attribute the strength of a tendency to undertake some activity to the cognitive expectation (or belief) that the activity will produce a certain consequence and the attractiveness (or value) of the consequence to the individual. The theory refers, specifically to a limited domain of behaviour, namely, achievement-oriented activity. The achievement oriented activity is an activity undertaken by individual with the expectation that his performance will be evaluated in terms of some standards of excellence. It is presumed that any situation which presents a challenge to achieve, be arousing an expecting that action will lead to success, must also pose the threat of failure by arousing an expectancy that action may lead to failure. Thus achievement oriented activity is always influenced by the result of conflict between two opposed tendency to achieve success and the tendency to avoid failure.
Normally achievement-oriented activities are also influenced by other extrinsic motivational tendencies, which are attributable to other kinds of motives and incentives. The theory of achievement motivation focuses primarily upon the resolution of the conflict between the two opposed tendencies that are inherent in any achievement-oriented activity, but it also emphasizes the importance of extrinsic sources of motivation to undertake an activity, particularly when the resultant achievement-oriented tendency is negative.

The tendency to achieve success is a motive to achieve, expectancy of success and incentive value of success.

Atkinson (1964) states that "the theory of achievement motivation attempts to account for the determinants of the direction, magnitude and persistence of behaviour which is a limited but very important domain of human activities."

McClelland (1961) emphasized that for the motive to achieve to be aroused in performance of some activity, the individual must consider himself responsible for the outcome (success or failure): there must be explicit knowledge of results so that the individual knows when he has succeeded; and there must be some degree of risk, concerning the possibility of success.

The general principle of motivation proposed is assumed that the motive to achieve success, which the
individual carries with him from one situation to another, combines, multiplicatively with two specific situational influences; the strength of expectancy or probability of success and the incentive value of success at a particular activity, so as to produce the tendency to approach success that is overtly expressed in the direction, magnitude and persistence of achievement-oriented performance. In other words, strength of motivation to achieve or tendency to approach success through performance may be considered as:

1. Motive to achieve success is a relatively general and stable characteristic of the person and is present in any behavioural situation.

2. Expectancy or probability of success and

3. Incentive value of success depend upon individual's past experience in specific situations that are similar to the one he now confronts.

2.4 Behaviour of person with high Achievement Motivation:

Every person has a tendency to strive for excellence. The amount of this tendency varies from person to person. The excellence in any work requires a set of strong feelings about doing well and specific strategies to do well. If a
desire for achievement becomes a dominant concern for a person, he will reach a great success to a destination of excellence.

Several experiments indicate that people with strong achievement needs have confidence in themselves. They trust themselves rather than luck. However, even when their own skills are involved in the performance, they evidently do not become motivated to do well unless the task is challenging to them. According to McClelland (1961), "such persons generally become instigated to succeed at a given job when the task requires at least some personal initiative, or even inventiveness, for solution and thus, offer some degree of challenge, rather than a complete assurance of winning." (pp. 212-224).

Desai, D.B. (1981) states that "high achievers enjoy working hard for things and overcoming difficulties. They not only enjoy challenges, but actually seek tasks which challenge them. They will find no joy to run at simple easy things, which any one could win. High achievers desire for excellence, therefore, they have achievement oriented ideas. They will hardly feel satisfied to do things like everybody else do, but they have their own ideas of how to do it, which will obviously be different from others." (p.10). Highly motivated person's manifest ideas in four different
ways: (a) competition with self, (b) competition with others, (c) Long-term involvement and (d) Unique accomplishment.

Achievement oriented persons are not and will never be satisfied with things as they are, they crave for betterment, they will like to explore into unknown realms of accomplishments. They desire to make themselves better than others. They are optimistic about their abilities and feel that if one could reach the top, they too are capable of doing likewise.

In competing with others, they find a real accomplishment. They can even overcome certain failures in their struggle for excellence, but they will make sure that they can be as good as the others. An achievement oriented person aspires to be unique in his accomplishments. He would like to maintain a certain standard of excellence in whatever he decides to do in a unique manner, thus deviates from an average personality and this will motivate him in doing any task, since, he possesses a peculiar desire to strive for excellence.

The persons with high need achievement will fail at times but, of course less often, because, they attempt to do very well in terms of high standards of excellence to succeed at difficult tasks and to accomplish unique things, and they
think out their plans and obstacles carefully well in advance.

Highly motivated person is brisk, energetic, restless and dynamic. He usually seeks variety than commonness in whatever he does. He is conscientious and anxious in achieving the desired goal. He responds immediately to achievement thoughts and ideas.

Another behaviour of high achievement motivated persons is that they are more inwardly mobile. Persons with high achievement motivation are more willing to move about physically, they also might be more willing to leave home and to adopt themselves to the requirements of upward social mobility, since, they are more willing to try new things and also have more interest in getting ahead in the world, they would show greater social mobility.

Further more, persons with high achievement motivation are interested in competitive athletics both as spectators and participants. Since they show much inner concern with doing something well, with striving to achieve or surpass some standards of excellence; it follows naturally that they will be interested in competitive games, where they will have a chance to achieve standards of excellence. Once again, the persons with high achievement motivation, with the entrepreneurial spirit, have a special attitude towards
time; they would not want to waste it. They would generally be busy and in hurry, since they would perceive it as running swiftly. Knepp and Green (1960) in a study found that the subjects with high achievement motivation kept better track of time, whereas the persons with low achievement motivation seem more passively absorbed in the music so that they underestimated the time that had passed.

The persons having high achievement motivation are confident and can take personal responsibility in situations whereas they control what happens to them. They like to get regular concrete feedback on how well they are doing, so that, their plans can be modified. They take pride in their accomplishments and get pleasure from striving for the challenging goals of excellence they set. Thus, they seek situations that offer regular concrete feedback about their progress or lack of it and use the feedback to modify their goals or their behaviour. They are ambitious, energetic and innovative in a more visionary sense. They want to do something unique. They would not prefer routine work. They approach new situations with a style that is alert, curious, active and international.

McClelland (1961) believes that "the person with strong achievement motivation should be particularly suited for executive or entrepreneurial occupation." (p. 210). Entrepreneurship, he pointed out, usually involves risk-
taking. The entrepreneur must often take decisions under conditions of uncertainty. If his decision is successful, he may make a profit for himself or for his firm or solve a problem facing his organization. But, he has no guarantee that his proposal will work, and failure may be costly to himself or to his organization. As an entrepreneur or executive he has to know when a risk is a reasonable one and has to be willing to take a chance on the moderate odds.

A study by Child, Storm, and Veroff (McClelland, 1961) indicates that "a high level of achievement motivation in primitive societies is associated with full-time entrepreneurial occupations. These investigators selected twelve folk tales from forty-five primitive cultures and coded each story for signs of achievement motivation. The societies were also classified as to whether people in them engaged in full-time entrepreneurial activities controlling production or producing more of something than the individual can consume himself in order to exchange the production for some form of income. A significant relationship was obtained; even though the cultures varied over a wide range of economic and social systems the groups high in achievement motivation, as indicated by their folk tales, were more likely than the low achievement groups to have such entrepreneurial occupations. (pp. 64-68)."
The worth consideration of McClelland (1961) is that "a person with high achievement motivation may be suited for the entrepreneurial role (provided that he has the intelligence and other necessary personality qualities), he may not seek out business occupations if they are too easy to enter. The achievement-oriented persons prefer the difficult jobs and tend to favour challenging and moderately difficult activities." (pp. 243-253).

McClelland (1961) also explains why the achievement oriented person may at times be interested in monetary rewards for his endeavours. A business executive with strong needs for achievement may not work primarily for all the good thing, money can bring him, but he is not obvious to the value of money. Economic gain can be important indeed to much a person; it serves primarily as a symbol of attainment, a measure of his success. The achievement oriented person does not have to be working for himself or to be a free agent who is master of his fate in order to gratify his achievement needs. He does, however, want to accomplish something worthwhile, and money can function as the concrete sign that he has done well. (pp. 229-236).

Mischel (1961) in his research pointed to another important behaviour of the person with strong achievement needs: an ability to differ in pleasures. Trinidadian Negro children scoring high on the TAT measure of achievement motivation were more willing than children with low achievement...
scores to put off getting a reward in order to obtain a larger reward in the future.

All in all, a variety of research findings provide reasons why achievement motivation may be an important factor in economic advancement. Summarising, it can be said that the person with strong need to achieve is highly motivated to succeed when performance has "achievement significance" for him, and he is willing and able to take risks in order to reach his goals. With other factors constant, a society consisting of many people with such characteristics is likely to have a fairly rapid rate of economic and technological growth.

It is mentioned earlier that every individual has a tendency to strive for excellence. Of course, the amount of this tendency varies from person to person. But, the concern for excellence in an individual can be developed through psychological education courses in which certain image could be put in the minds of the person. Researches and experiments show a great deal of evidence that it is possible and the enriched imagery potential works towards betterment of a person's increased concern for excellence.

2.5 Achievement Motivation and Academic Performance:

Motivation gives direction and intensity to behaviour. Motivation to learn in school gives direction and intensity
to the student's performance and behaviour in the school situation.

Hence, efforts have been made by many researchers to establish the relationship between n.Ach. and student's academic performance.

Parrish and Rethlingshafer (1954) studied the students of University of Florida. They matched their samples of high and low achievers on age, geographical origin, SES, attendance and past education, and administered the TAT individually followed by a questionnaire about academic behaviour and attitudes. It was observed that the high achievers differed from the low achievers whose academic interests leaned towards applied subjects. The low achievers also had a history of past failures about which they were found indifferent during the study, but there were no differences in n.Ach. as measured.

Mobel K.M. Lum (1960) in his study of "A comparison of Under and Over Achieving Female College students" took three groups of SS of University of Hawaii as a sample of the study. He found out that: (i) The two groups do not differ on the basis of scholastic aptitude but do differ significantly in academic average, (ii) Over-achievers revealed a greater need to improve the self or status than underachievers.
(iii) Overachievers have stronger motivation for studying, tend to be more self-confident and appear to have greater capacity for working under pressure than underachievers.

(iv) The underachievers show a marked tendency to procrastinate and tend to rely upon external pressures to complete assignments. They are more critical of educational methodology and philosophy than overachieving.

Gill L.J. and Spilka (1962) in their study of "some Non-Intellectual correlates of Academic Achievement among Mexican - American Secondary School students" tried to investigate relationship between non-intellectual student variables and present attitudes and the academic performance of the group. They found that: (i) The over achievers appeared to be both significantly more intellectually efficient and socially more mature than their under achieving classmates, (ii) In an academic setting where rapid and diligent work habits are highly valued, the achievers win good grades. They do not appear to feel hostility towards authority figures such as teachers, because their demands have served as means for reward and personal satisfaction, (iii) The underachievers who tend to respond to anxiety maladaptively, probably get frustrated further by the increasing demands for conforming and academically productive behaviour. They have difficulty in accepting the demands of authority figures towards whom they feel great hostility.
Atkinson and Reitman (1956) in their study of "Performance as a Function of Motive strength and Expectancy of Goal Attainment" took a sample of 93 male college students. Then 49 students were assigned to achievement conditions and 44 were assigned to multi-incentive conditions. The major findings of this study are as follows:

(i) In the achievement-oriented conditions, the performance level of the high n.Ach. group was significantly higher than that of Low n.Ach. group.

(ii) The highly motivated groups were uniformly higher in performance than that of less motivated groups. The results suggest that persons who are low in aptitude profit more by strong motivation.

Kight and Sassenrath (1966), while investigating the relationship between n.Ach. and test anxiety to performance on programmed instruction on three criterion: time needed to complete the instruction material, number of incorrect responses, and a short time retention test, found high achievement motivated students performing better in all the three criterion and learning more efficiently than low achievement motivated group.
Flinger (1966) in his study "Fantasy, Need Achievement as a Motivational Construct" reports that performance on motivational tasks and on more molar developmental tasks, such as undergraduate course work is determined by many factors, of which achievement motivation is only one.

Klinger (1969) in another study "Fantasy, Need Achievement and Performance" has reported that the relationships between n.Achievement and variety of performance, preference and developmental variables are empirically demonstratable, interesting and valuable. The major findings are:

(i) High n.Ach. is usually seen as an antecedent of the socio-economic mobility of individuals and society.

(ii) Since both n.Ach. and performance are functions of social status, status differences clearly underlie observed relationships between n.Ach. and goal-setting performance.

(iii) The students high in n.Ach. perceive themselves normally and appropriately, in challenging achievement situations and strive hardest under those circumstances. The students low in n.Ach. perceive themselves appropriately, undertaking unchallenging work in achieving situations.
Chandrakala (1972) in the study of "Academic Motivation and Performance in school Examination" took the sample of 84 girls of upper middle and middle SES class families. The major finding showed that students who got high marks in school examination were significantly (0.01) higher in academic motivation.

Mehta (1969) in his NCERT study obtained low positive correlations of n.Ach. with marks in various school subjects at the annual examinations. The correlations varied with subjects such as with English \(r = 0.179\), \(N = 895\), \(P = 0.005\), Hindi \(r = 0.097\), \(N = 553\), \(P = 0.05\), Mathematics \(r = 0.118\), \(N = 844\), \(P = 0.055\), Science group total \(r = 0.134\), \(N = 344\), \(P = 0.01\) and Non-science total \(r = 0.085\). The correlation with the total school mark was 0.179. All the above cited correlations were positive and significant.

Laxmi (1969) found significant difference between slow and fast learner's n.Ach. scores.

Desai (1970) found a significant positive correlation between n.Ach. and academic performance in 31 schools. Later on, Pathak (1973) while studying "Achievement Motive, Educational Norms and School Performance of High School pupils of Std. VIII, IX and Xth," found a very high positive correlation between n.Ach. and school performance.
Sinha (1970) investigated the relationship between n.Ach. and academic achievement of 400, 10th and 11th grade boys, equally divided among high and low achievers. McClelland's n.Ach. test was administered to the groups under neutral instructional set. Results showed n. Ach. positively correlated with academic achievement. The obtained phi-co-efficient of 0.41 was significant at 0.01 level.

Mehta (1973) found n.Ach. scores, obtained on Mehta's TAT, positively correlated with academic achievement. The correlation obtained was 0.41 and the sample was 189 postgraduate activist and non-activist students. The marks of the previous semester were taken as a measure of S's academic achievement.

Choksi Amita (1973) also found achievement motivation positively correlated with academic performance. Some sort of consistent results were obtained by Patel (1971), Raval (1972), Patel (1972), Desai M.J. (1972), Dave Kokila (1973), McGill, Donald Wright (1978) and Rajeeva M. (1981).

The other group of researchers have found that there is no relationship between achievement motivation and academic performance. The researchers belonging to this group are:

Uhlinger, C.A. and Stephens M.W. (1960) in their study: "Relation of Achievement Motivation to Academic
Achievement in students of Superior Ability," found no significant relationship between actual achievement and n.Ach. as measured by ISB (Incomplete Sentence Blank), EPPS - (Edwards' Personal Performance Schedule), and GPI (Goal Performance Inventory).

Cole, Jacobs, and Zubok (1962) conducted two studies in which they found reverse relationships between n.Ach. and academic standing.

The other studies such as: Wrightsman (1962) using French Test of Insight to measure n.Ach. Mitchal (1961), Hayashi (1962), Fagot and Hunter (1962), Carnon (1963) and Gokulnathan (1971) do not show any relationship between achievement motivation and academic performance.

The studies mentioned above, thus, do not suggest a clear picture of relationship between n.Ach. and academic performance, which further suggests that an intensive study of n.Ach. either in the form of replica or experiments, for different cultures should be carried out just to arrive to generalized conclusions.

2.6 Development of Achievement Motivation:

The pioneering efforts made by McClelland, et.al. (1953) contributed to the development of a theoretical basis for psychological education. McClelland appears to have
considered psychological education to mean any attempt at the development of certain psychological traits in an individual formulating the foundations of such a psychological education he stated twelve basic propositions mainly focussing on achievement syndromes, self-study, goal-setting and interpersonal supports.

McClelland’s earlier attempts (1968) have been mainly to develop n.Ach. among people from business and industry. The results of his researches showed that the n.Ach. course was effective as measured by job promotions, salary increase, generation of investment capital and the creation of new jobs by course members. He continued his research to explore the effects of achievement motivation in school children.

McClelland (1965) conducted a study at Harvard University to find out the factors which maximise the impact of achievement motivation on school children. Pupils were exposed to brief intensive courses which were separate and distinct from what was going on in the class. The training courses taught them a certain language or way of thinking about achievement and career goals.

Another study of McClelland (1968) was conducted to explore the effects of psychological education in schools on students who manifested unduly low motivation towards
school work. The psychological education courses which mainly included inputs for achievement motivation development were given to a group of potential high school drop out or failures of 16 to 17 years age, for five days. Half of the boys dropped out of the motivation courses, as they had been doing in the school; but for those who stayed, the changes in behaviour, were quite marked a year and a half later. They showed marked improvement in grades. The results further showed that effective achievement motivation training courses could be given to eleven years old, although in general, the action inputs proved more useful than the thought exercises.

According to McClelland (1968), complete course involves teaching achievement motivation in thought and action, self-study, goal-setting, planning and morale building inputs. From his research studies, he concluded that the course which involved all of these inputs were more successful than those which involved less than the total package.

Decharms and Staff (1955) conducted their research with similar training ideologies as of McClelland (1955). Decharms (1965) concentrated primarily on studying the effects of achievement motivation training on school work. Teachers were trained to introduce achievement motivation training in the classrooms in whatever was they got chance.
Thus, the students in the experiment experienced achievement motivation training for the entire school year. Further, he developed a different questionnaire for students which focussed exclusively on the extent to which the teacher had fostered 'origin climate.' By the origin climate, the students felt that they were in control of what they did in the classroom, that they could set their own goals, find their own means of obtaining them, feel rewarded for doing things on their own and develop self-confidence. After the development of an origin score for TAT stories, They found that teachers who had been trained in achievement motivation tended to operate better in classrooms, which encouraged more origin behaviour in the students. It has also found that classrooms with high origin climate scores tended to contain students who gained more in school learning.

Aronoff and Litwin (1966) report the results of an achievement motivation training course given to a group of middle-level executives working for a corporation. Sixteen men attended the achievement training course for 5 days. The training concentrated primarily on conceptualising achievement motivation, relating it to the executive problems, achievement behaviour, and achievement goal-setting. The study indicates that training can increase behaviour that leads to unusual advancement even in men of initially high n.Ach.
Prayag Mehta (1967) conducted a study on developing achievement motivation in high school boys. The research sought to test the effect on academic performance after giving two types of motivation training, one designed to increase concern to achieve, and the other designed to boost aspirations. The teachers were trained in a specially designed curriculum (the curriculum was designed by Prayag Mehta and his associates) to be implemented on school pupils. Three treatments: (i) classroom motivation development treatment, (ii) aspiration boosting treatment and (iii) the combination of classroom motivation development and aspiration boosting were to be given to the pupils. The results of experiment indicated that the psychological training helped teachers to strengthen their motivation and improving their image of pupils. The pupils gained in achievement motivation in, sense of responsibility and tendency to work hard.

Kolb (1965) conducted the study on underachieving high school boys. He randomly selected 20 boys from a group of underachieving high school boys who were attending a special six week course. At the beginning of the six week period, the achievement motivation trainees were required to meet with Kolb regularly for getting his counsel. The procedures used in the course were essentially of three types: training in achievement thought patterns; games
involving achievement behaviour patterns and group discussion and individual counselling about life problems and conflicts over achievement.

The boys in the experimental group produced achievement thought patterns, learned to score them for need achievement and practised using the categories. After three semesters, the difference was significant indicating that the experimental group had improved more than the control group had improved more than the control group on academic achievement.

Burris (1968) reported that n.Ach. counselling of college underachievers significantly improved their grades.

Heradero (1968-69) conducted leadership courses for developing creative leadership and increasing the need for achievement in college students. One hundred and thirty five students from various colleges and universities of Gujarat participated in the courses. Main objectives of the courses were to foster initiative and independent thinking, to increase need for achievement and to develop personality. All these objectives attempted to achieve by making a synthesis between religious values, the values fostering the need for achievement and the qualities required of creative leadership. The results showed that their n.Ach. level increased from 0.07 to 14.24 at a significant level.
Rosenthal and Jacobson (1968) conducted a study in which prophecies or expectancies were experimentally generated in psychological experimenters in order to find out whether these prophecies would become self-fulfilling. The study aimed at learning whether teacher's favourable or unfavourable expectations could result in a corresponding increase or decrease in pupils' intellectual competence. The experiment was conducted in a minority group of Mexican children in Oak school. They were tested with a standardized non-verbal test of intelligence. This test was represented to the teachers as one that would predict intellectual "blooming or spurting." The children on Oak school were tested three times with the same I.O. test after one semester, after a full academic year and after two full academic years. For the first two retests, children were in the classroom of the teacher who had been given favourable expectations for the intellectual growth of some of the pupils. Before the final retesting all children had been promoted to the classes of teachers who had not been given any special expectations for the intellectual growth of any children. The results showed that an year after experiment the Mexican children showed greater expectancy than the non-Mexican children.

Further, Rosenthal and Jacobson (1968) studied the behaviour of a number of Oak school children in detail. The results of study found that parents of these children, who
benefitted most from favourable teacher expectations, seemed specially interested in their academic progress; and they were often described as children unusually attractive in physical appearance.

D.B. Desai (1969-1971) conducted three research projects in collaboration with his colleagues.

In the first project (1969) Mehta's curriculum was tried out in 14 secondary schools of Kaira district, after training the teachers of the respective schools in achievement motivation. Three treatments were tried out:

(i) Classroom motivation development,
(ii) Incentive treatment, and
(iii) Combination of classroom motivation development and incentive treatment.

The results showed that all these treatments had positive effect on the performance of the pupils who had received the treatments. Such treatment effects were not observed on the performance of pupils who did not receive the treatments.

The second project (1971) was conducted in collaboration with Sardar Patel University and the Centre of Advanced Studies in Education at the M.S. University of Baroda. Mehta's classroom motivation development treatment was implemented in rural as well as an urban schools of
Gujarat in order to study its effects on pupil's achievement concerns. The study aimed at training the teachers in achievement motivation programme and to study the resultant changes in pupil's behaviour. The results showed that the experimenting teachers observed the change in pupils not only in terms of n. Ach. but also in terms of their work habits, goal-setting behaviour, initiative level and other household work.

The third project (1971) was conducted in which a new curriculum of Achievement Motivation Development was tried out on 11 schools. The pupil's motivation increased significantly and this increase led to the manifestation of pupil's concern in better study habits.

D.B. Desai (1976-77) conducted a study in "Developing Better self-image of Pupils in Classroom" with the schools of Jesus Mary Educational Association of India. The results showed increase in pupil's adjustment and initiative. A sociometric study done as a pre-test and post-test showed the positive change in the social relationship of students.

Kapoor (1974) conducted an experiment to raise fear of failure and hope of success in school pupils and to study the effects thereof on pupil's achievement motive, fear of failure and anxiety. The sample for this experiment consisted of 125 students of standards VIII, IX and Xth. The
results showed that the fear of failure (FOF) level of pupils increased significantly in the components of reprimand, legal action and hostile environment. The test anxiety level also increased significantly. As a result of the Hope of Success (HOS) treatment, the achievement motive level of pupils increased to a significant extent. It was also observed that the FOF level and test anxiety level decreased significantly as a result of HOS treatment.

The researches discussed so far in this section highlight the fact that Achievement Motivation can be induced amongst the students by providing psychological treatment. The n.Ach. level thus increased affects the total personality of students and change the performance level.

2.7 Academic Concern:

Academic Concern is a new concept recently attributed to a specific tendency of man and it is still fraught with some mystical connotations. For this reason it is necessary to be careful in attempting to define it and to distinguish between concern and other intellectual functions.

The dictionary meaning of the word concern points at the relation or connection of an individual with a thing, person, object or ideas. Concern suggest an act or activity
in which one is interested or which is important to one.

In the field of Education students persistence at educational activities depends upon his or her level of concern with the Achievement in school subjects or Scholastic achievement. Students in whom the concern for Academic achievement is high should be much more persistent in their learning tasks, would deal with the instruments with love and proper care.

A number of studies (Pandya J.N.) have shown that students whose Academic concern is high (or stronger than others) persist longer on achievement tasks, and perform at higher levels when compared with students whose academic concern is low.

The theory of achievement motivation and level of aspirations give an interesting prediction about the reasons for apathy in the schools. According to the theory, people are not likely to attempt to achieve even highly valued objectives when they see no way of attaining them. That is when the expectation of success is zero, the tendency to engage in the behaviour learning task - will be zero. If people feel that they cannot achieve their objectives, they will have no motivation to attempt to do so.
Atkinson's theory of Achievement Motivation would predict that when minority group students feel that education will not open up opportunities for them in society, they will have no motivation to achieve in schools. If, however, they do feel that education will make a difference in future opportunities, then they will be motivated to achieve in schools. Thus it appears that the perception of goals - clarity of purpose affects the level of performance of the students, as it affects the concern of the students.

Students level of concern could be raised by raising their level of aspirations i.e., by making goals which were once viewed as unattainable now perceived as realistic possibilities since the goals are now perceived as attainable. People work hard to achieve then in the near future - immediate future after the perception of the gods. In other words, students begin to feel that education is a realistic means to formerly unobtainable goals, they will become highly motivated to achieve academically, i.e., they will have high level of concern to achieve. Thus the concept of concern is very near to the concept of achievement motive given by Atkinson. The only difference which apparently appears is; concern could be seen through the behaviour of the persons - could be judged from the observable behaviour of the individual while motives are hidden and requires more sophisticated techniques to measure them or investigate them.
Review of a few studies related to concern are briefly presented here:

Dabhri J.A. (1988) studied the Academic performance of students of secondary schools in the context of learning climate. His study was limited to Mahemdabad Taluka only and it was made on the students of Std. VIII. The objectives were very specific. The investigator was interested in studying the class-room climate of secondary schools and to study the academic performance of students in context of the climates. It was found that;

1. Students having high sociability could achieve more.
2. Students having more formalities had high achievement.
3. The speed of learning also shows high achievement. Speedy students could achieve more.
4. Students who get better physical environment could perform well at the academic achievement.
5. There is no difference in the achievement of students having some conflicts.
6. There is no difference in achievement due to attitude of students.
7. Students, if they find it difficult, achieve less. (Performs poorly)
8. There is no relation between the academic achievement and democratic climate of the class-room.
Vaghela J. H. (1986) studied the relationship between academic concern and personality factors of the High school pupils.

He studied the academic concern of students of Std. IX with a view to comparing the academic concern of Rural and Urban students.

He also studied the relationship of academic concern with the personality factors of the students. He also compared the personality characteristics of students having High Academic concern and students having Low Academic concern.

The major findings of the study are as follows:

1. In Rural area - Factor A affects the academic concern. That means the students with high sociability, with mixing nature and emotional warmth have high academic concern where as isolated students, with criticizing behaviour and having less sociability have low academic concern. The same observation was found for the Rural - girls also. The same trend was obtained for Urban area also.
2. About Factor - C of personality it was found that in Rural area factor - C does not affect the academic concern of Boys as well as Girls. But, in Urban area it shows a significant effect for Boys and Girls both. That means Boys and Girls having emotional stability and emotional Maturity have high academic concern. In short, academic concern is related to Maturity level of the pupils.

3. About factor H - it was found that; In rural area there was no significant difference in the academic concern of Boys and Girls possessing characteristics like confident, independency or Timid, Lack of confidence and completely dependent on others. Where as in Urban area factor H - plays a significant role. It affects the academic concern of Boys and Girls both in urban area.

Does it mean that academic concern is directly related with certain personality factors, and these factors are largely applicable to individuals having high achievement motivation?

Pathak N.I. (1986) studied the academic achievement of High school pupils in context of parental occupations. It was found that academic achievement was related to the parents occupation. It was true for Rural and Urban area both. The
academic achievement of students whose parents were from Class-II occupations or were Class-I officers could achieve comparatively more than the students whose parents had low occupations.

2.8. **Conclusions:**

All the studies referred above lead one to believe that academic concern could be raised by changing the level of achievement motivation of students. This could be done by adopting an appropriate strategy or curriculum to increase the achievement motivation level. Hence, it was decided to verify this belief by conducting an experiment.