CHAPTER I
INTRODUCTION

CONTENTS

1.0 THE NEED
1.1 STATEMENT OF THE PROBLEM
1.2 DEFINITIONS OF TERMS
1.3 SCOPE AND LIMITATIONS OF THE STUDY
1.4 OBJECTIVES OF THE STUDY
1.5 HYPOTHESES
1.6 PROCEDURE OF THE STUDY
1.7 RELATED STUDY WITH THE NEW TEST
1.8 SCHEME OF CHAPTERIZATION
1.0 THE NEED

Since independence India has been trying hard to achieve more and more prosperity. The country has been striving hard to bring more and more people above the poverty line. Attempts have been made to increase agricultural as well as industrial production through several five year plans. Some progress is no doubt seen, yet it is not sufficient to meet the needs of the country. A large number of our countrymen are still deprived of their basic necessities. The increasing population is freely and frequently blamed for the shortage of commodities. It is true that India is facing the problem of population explosion, but the real problem is not the increasing population only. It would be more appropriate to say that India is facing the problem of increasing non-productive population. A number of educated youngsters are striving to get some job on the basis of the degrees they have obtained. Unemployment is another acute problem. On the other hand the employers find it difficult to get the kind of persons they need. The employers in industries, factories, business firms, banks and other fields are not at all satisfied with the candidates they get. In their opinion the entire education system has failed to develop certain
basic qualities, skills and required knowledge amongst the student population. A young man having a degree certificate in his hand is not able to perform the task, he is expected to. As a result the employers are dissatisfied with the output of the present education system. The youths seeking job also wander in distress. On the other hand teachers and the various authorities in the field of education blame the students by saying that the students have no concern for study. Frequent student agitations, strikes, examination boycotts and demands for mass promotion make it evident that the students have little concern for study. It seems as if they really do not want to acquire any knowledge or skills or to equip themselves to be able to satisfy the expectations of the society. They want simply the certificate with the least effort possible, instead of becoming an useful member of the society. The situation is not hopeful. Every society needs achieving youth for the better future of the country. It is said that any country's fate depends upon her youths. "If in a given country, the pupils in the schools and the students in the universities have concern for excellence, that country will show a considerable amount of progress", said McClelland (1966) in his book "Achieving Society". Thus one sees that a country's development has close relationship with the entrepreneurial activities and achievement imageries of the youths. This concern for excellence in a human being is termed as "achievement motive" by some. The situation in our country
is not encouraging, but it is not totally disappointing as well. There are some students may be in minority, who are whole heartedly engaged in their studies. They regularly attend classes and work hard for better achievement. Despite some hindrances or disturbances they continue working for their career. What makes such students diverge from the common student behaviour? Is it not possible to increase the proportion of such students in our educational institutions? Is it not possible to change the behaviour of the students to make them eager to study? Can we have more and more students who would show greater concern and appreciation for studies? Only then India can have people with great concern for better production and enterpreneurial spirit and who would reflect concern for excellence in their work.

Education itself is a process of bringing about change in behaviour. Every human behaviour is based on some or the other cause. The prime causations are motives. If a person wants to have an unique accomplishment — an accomplishment of excellence as per his own standards or standards established by others, then he can be said to have concern for his work. If a person has concern for the role he has to play, naturally he would perform at his top most level. The main role of a student is to study, to achieve more and more knowledge to acquire skills and to develop certain abilities. It is, therefore, very necessary that he should have the concern for excellence. So that he may achieve the maximum success, in
any field he selects to work in. This type of concern may lead the individual towards perfection or excellence. In the opinion of J.W. Gardener (1967):

"Excellence implies more than competence. It implies a striving for the highest standards in every phase of life. We need individual excellence in all its forms - in every kind of creative endeavour, in political life, in education, in industry in short universally".

This concern for excellence is labeled by many as achievement motivation. A person with high concern for excellence performs better in any field in which he would like to occupy himself. Concern for excellence plays a significant role in the shaping of personality which in turn shapes the economical and social destiny of the society. Gardener (1967) further states:

"We can demand the best of our most gifted, most talented, most spirited youngsters. And we can render appropriate honour to that striving for excellence which has produced so many of mankind's greatest achievements".

The society is bettered by not only those who achieve something, but by those who are trying. It is, therefore, necessary to know how far the students have concern for excellence. What are the concerns of a young high school boy?
He may be concerned with making and retaining friendship with other boys and girls, or with a desire to become monitor of his class or a good player or with seeking rewards and approval of his teachers or parents. He may also be concerned with the desire to improve his performance at school or to get a good grade or to become engineer or doctor and so on. In this context it is imperative to measure the concern for excellence of the students. So that it could be increased with the help of certain educational programmes. A few studies are made in this area and much more remains to be done. With this understanding and aim the researcher had decided to construct and standardize a test to measure concern for excellence in secondary school students, as measurement is the base for the development of concern for excellence. Hence, the study was taken up.

1.1 STATEMENT OF THE PROBLEM

The problem for the present research work is:

"Construction and standardization of a TAT to measure concern for excellence of secondary school students".

1.2 DEFINITIONS OF THE TERMS

1.2.1 Construction of a TAT

The concept of concern could be studied either by observation of behaviour or by estimating the...
Thematic Apperception Test is a proven tool to measure the convert behaviour. The thematic apperception test, usually referred to as the TAT, was originally described by Murray and Morgan in 1935. A TAT consists of a set of pictures.

Here construction of a TAT means to prepare a set of pictures through which concern for excellence can be measured.

1.2.2 Standardization

The most distinctive feature of a standardized test is a set of norms based on some general reference population, but other usual features include selection of the items on the basis of preliminary tryout and analysis, standard directions for administration and a manual providing various types of statistical evidence about the test.

A standardized test has certain distinctive features. These include a fixed set of test items designed to measure a clearly defined sample of behaviour, specific directions for administering and scoring the test, and norms based on representative groups of individuals like those for whom the test was designed.

Over and above this, the present work deals with establishing the reliability and validity of the TAT.
1.2.3 Concern for Excellence

The word concern for excellence signifies the goal oriented behaviour of the individual and the goal is to achieve more and more in order to reach the perfection or excellence. According to Gardner (1967):

"We must foster a conception of excellence which may be applied to every socially acceptable activity. The tone and fiber of our society depend upon a pervasive and almost universal striving for good performance".

And we are not going to get that kind of striving, that kind of alert and proud attention to performance, unless we can instruct the whole society in a conception of excellence that leaves room for everybody who is willing to strive—a conception of excellence which means that whoever I am or whatever I am doing provided that I am engaged in a socially acceptable activity. Some kind of excellence is within my reach.

Individuals with concern for excellence are generally found occupied in the activities leading towards the achievement of goals in different areas of work. Not only they are occupied with the activities but they always strive for better performance also. And this striving for excellence is revealed
In their thoughts and ideas too. In short, concern could be judged by analysing the thoughts of individuals.

1.3 **SCOPE AND LIMITATIONS OF THE STUDY**

1.3.1 **Scope**

The present study is delimited to:

1. the students of standards VIII, IX and X studying in different secondary schools of Ahmedabad city only;

2. a sample of about 1300 students of secondary schools.

1.3.2 **Limitations**

1. The test norms are established only for the students of Gujarati medium secondary schools of Ahmedabad city, which may not be applicable to the rural area or any other city.

2. As no such tool to measure concern for excellence is available in Gujarati, the present researcher was compelled to establish its validity by comparing the scores on the test measuring achievement motivation, considering the similarity of the concept, over and above the face validity established with the help of experts in the field of psychological testing.
1.4 OBJECTIVES OF THE STUDY

The study was undertaken with the following major objectives:

(1) to construct a reliable and valid Thematic Apperception Test (TAT);

(2) to standardize the test of concern for excellence;

(3) to find out the prevailing level of concern for excellence amongst the secondary school students;

(4) to study the relationship between the scores on academic achievement and concern for excellence of the students.

1.5 HYPOTHESES

The following were the hypotheses of the present study:

(1) There is no significant difference between the mean scores on concern for excellence of boys and girls.

(2) There is no significant difference between the mean scores on concern for excellence of the students of standard VIII and standard IX.

(3) There is no significant difference between the mean scores on concern for excellence of the students of standard IX and standard X.
(4) There is no significant difference between the mean scores on concern for excellence of the students of standard VIII and standard X.

(5) There is no significant difference between the mean scores on scholastic achievement of students having high concern for excellence and low concern for excellence.

1.6 THE PROCEDURE OF THE STUDY

The entire procedure followed is classified into two broad sections as follows:

(1) Preparation of TAT, and
(2) Standardization of the test

(1) Preparation of TAT

For this purpose the following steps were followed:

(a) Preparation of TAT pictures:

Initially a set of 10 pictures was prepared. These pictures were related to different situations regarding different vocations, sports and daily life of a common man. Care was taken to keep the pictures unstructured as far as possible, as per the requirement of a TAT. However, they should be providing some cues for achievement imagery also.
These pictures were given to experts in the field of psychological testing for their remarks regarding the appropriateness of the pictures to measure concern for excellence. Necessary changes or corrections according to the suggestions of the experts were made in the pictures. A set of 10 pictures was thus prepared for the pre-pre-pilot testing. Instructions to be given at the time of administration of the test were also prepared.

(b) Pre-pre-pilot testing

The test was first administered on 20 students to check whether the situations presented in the pictures could produce varied responses or not. Simultaneously instructions to be given to the students at the time of administration of the test were also decided.

(c) Pre-pilot testing

It was found after the pre-pre-pilot testing that the pictures could produce varied responses amongst the students. The test was then administered over a sample of 200 students from two different schools, which were not from those included in the sample for the final run. The instructions to students as well as the pictures were tested for their effectiveness. Cue-value for each picture was calculated and the pictures having very poor cue value were modified.
(d) **Pilot testing**

The modified pictures were administered with revised instructions on a new sample of about 200 students from other two schools. These schools too were not included in the sample for the final run. Again cue value for each picture was calculated. Effectiveness of instructions was observed at the time of administering the test at this stage. The pictures with very low cue value or those with very high cue value were rejected. Finally a set of five pictures was selected for final testing.

(e) **Final selection of the TAT pictures**

On the basis of the pilot testing pictures were finally selected. Only five pictures with moderate cue value were included in the set. Thus the test was ready for the final run.

(2) **Standardization of the test**

The following procedure was followed for standardization of the said test.

(a) **Establishing Reliability of the Test**

The reliability of the test was established by the test-retest method. The test was administered twice over a
sample of 100 students within a period of four to six weeks. The co-efficient of correlation for the two different sets of scores was calculated. Spearman-Brown formula was applied to obtain a good estimate of the effect of repeating the test. The test-retest reliability obtained is 0.62 which suggests that the test is reliable. On application of S.B. formula it was found to be 0.76.

(b) **Validity of the Test**

Validity of the test was established by two methods:

1. **Face Validity**
   The set of pictures was given to 20 experts working in the field of education to evaluate whether the picture has any cue depicting concern for excellence.

2. **Construct Validity**
   As no such tool to measure concern for excellence is available in Gujarat. Construct validity of the test was established by calculating the co-efficient of correlation between the scores on this test and the scores on the value judgement inventory measuring achievement values considering the similarity of the concept.
The correlation between the two is 0.67, which suggests that the test is valid.

(c) Final run of the test to establish norms

For this purpose the test was administered over a large sample of about 1300 students randomly selected from 16 schools of Ahmedabad city. There were about 197 high schools in Ahmedabad. The researcher himself administered the test in all 16 schools. After completing the scoring of the stories with predetermined criteria, a master chart was prepared showing the concern level of each student, sex, age and his scholastic achievement in general.

(d) Testing the Hypotheses

The previously framed hypotheses were tested separately using appropriate statistical techniques.

(e) Preparation of Norms

For preparing norms the raw scores were converted into standard scores i.e. T-scores, and also into percentile scores. Two types of norms were established. The sex norms and the grade norms.
A study of relationship between concern for excellence and scholastic achievement of students was also made using the newly constructed tool and newly established norms. It was found that the concern for excellence is positively related to the scholastic achievement of students in general.

1.8 SCHEME OF CHAPTERIZATION

The entire report has been divided into the following chapters:

Chapter I : Introduction
Chapter II : Review of the Related Studies
Chapter III : Preparation of the TAT
Chapter IV : Reliability and Validity of the Test
Chapter V : Establishing the Norms
Chapter VI : Related Study with the New Test

Over and above these, the body of the report consists of graphs and tables wherever necessary. At the end of the report a bibliography is presented prior to appendices.