CHAPTER I
INTRODUCTION

CONTENTS

1.1 Objectives
1.2 Limitations
1.3 Definition of Important Terms
    1.3.1 A Study
    1.3.2 Motive-Motivation
    1.3.3 Achievement
    1.3.4 Achievement Motivation
    1.3.5 nAch. Score
    1.3.6 Psycho-socio Correlates
1.4 Scheme of Chapterization
CHAPTER I
INTRODUCTION

All round development of a nation depend on a goal achievement power of its citizens. The man-power having high achievement motivation is a boon for a nation. Today it may prove more fruitful to strive after making high achievement motivated pupils by developing in them different skills instead of making modern robot.

The students must learn how to attain higher goals in their studies. If this kind of habit in life be formed, they can strive hard to achieve the higher goals in their future life. For this, the students must be motivated to attain higher and higher goals in the life. High achievement motivation is strongly affiliated to social dynamism, economic growth and productive efficiency of a nation. The students having higher level of achievement motivation show invariably a remarkable growth in all the spheres of their life.

Today the individuals who have achieved high standards in all the spheres of life were highly motivated in their student life. Therefore if the present students in the school, if they are motivated properly, it is hoped that they would show remarkably higher attainments in their future life. It is desired that the country like us which is striving hard to attain higher goals must develop achievement motivation in her students through the school programmes.
The world of today consists of developed, developing and still to develop nations. The youth of each category displays a particular behaviour pattern which is related to their level of achievement motivation.

Since 1961 when McClelland published 'The Achieving Society' describing a number of studies have been conducted in this area. Almost all these studies have considered nAch. (Need for Achievement) as one of the master keys for the economic development of the developing countries. In the 'Root of Consciousness' McClelland (1964) explained that what accounts for the rise in civilization is not external resources i.e. the market minerals or factories, but the enterpreneurial spirit which is found in most often among business men which exploits whose resources. The persons who are ultimately responsible for the economic growth of the poor countries are their administrators and not the planners or politicians. Because the planners and the politicians decide the goals and achievements to be made but it is the administrator who is to see whether the designed goal is well acquired and fulfilled.

We can think how a foreign aid can be used for the rapid growth and development of the poor countries. This can never be done only by handing money to the politicians or budget makers of those countries. The money must encourage
and well develop the entrepreneurial spirit of the business executives of the poor countries. As a result they will find and feel a strong drive towards advancement. So to say that we are to invest in a man, not just in a plan.

Without the need for achievement an opportunity proves useless. There must be a sense of achieving something ahead and worthwhile and that only can cause a man to act and he acts in order to make a stride toward his need for achievement, his aim, his destination.

The method of development of achievement motivation in the individual directs us that learners must be made conscious to strive hard to excel in one's own sphere. For this the unconscious must be fathomed using proper scientific techniques for the data analysis. The efforts in this direction have found out several dimensions of achievement motivation. The major achievement motivation dimensions could be instilled in the mind of learners through conscious efforts. For this the psychologists in this area have been making continuous efforts to improve the techniques to foster achievement motivation in the learner. The trained individual in the direction of achievement motivation could prove himself immensely useful to his nation.

It is now accepted fact found out by the studies in this area that the pupils having high achievement motivation excel
in their achievement in school subjects and pupils with low achievement motivation are found low in their achievement of school subjects. It means achievement motivation and achievement in school subjects are positively correlated. The students with low achievement motivation could be made achievement oriented through the right type of curricular and co-curricular activities in the schools.

The real state of achievement in the school subjects is much more deplorable. There is hardly any discrimination in the school achievement of pupils with higher potentiality and with lower potentiality. The task of the teacher is much more difficult to help the pupil to get the maximum benefit of his potentialities.

Wastage in education, particularly at the primary and secondary school levels, is well known. One out of every two candidates at the secondary school examinations in the country, fails to qualify every year. Naik (1964) has drawn attention to the magnitude of the problem of wastage in Class I and has called for a national programme for improvement of this situation. It is also well known that, besides a larger number of failure, there is considerable under achievement in those who succeed at examination. Wan (1962) has drawn attention to the problem of failure and wastage. He reported that during the last decade, attention has been focussed not only on individual failures but on the failures of educational
practices and systems to inspire pupils to excel. Only one out of eight adolescent children in the age group of 14-17 years reaches secondary schools. The high school population is therefore highly selected. Fifty per cent failure in this population is really pathetic.

Since the problem of achievement motivation not only causes wastage in education but also influences the economic growth of the country, it is necessary to foster or to modify the motivational level of the population especially younger generation. Dr. D.B. Desai and Dr. Prayag Mehta have tried out some special curriculum programmes with students and some motivation training programmes with adult business men, and those tryouts proved to be successful. But these programmes can meet the motivational necessities of a few people, and a vast majority of people need to be motivated. For this a tremendous amount of change in the values, attitudes, beliefs systems of people and transformation in the social, cultural set up have to be brought about.

Government can tryout this task with the help of mass media like Radio, T.V. and news papers. When such brain washing makes the people think and live in terms of optimism and achievement, many new horizons will be opened for us to pave the way towards progress.
There are a few tests available to measure out the level of achievement motivation in the pupil. Whatever available tests are of TAT type which need special kind of training in administration and scoring. Hence it is rarely used to measure out the level of achievement motivation. And is used the responses are often misinterpreted.

The investigator felt the dire need of a standardized verbal achievement motivation tests for primary stage to measure the level of achievement motivation with precision. Therefore he took up a project to construct and standardize a verbal achievement motivation t scale and study its possible correlates.

The problem of the present investigation is as follows:

"A Study of Achievement Motivation of students of Stds. V, VI and VII in relation to some Psycho-socio Factors".

To study the problem squarely some appropriate objectives also should be framed in well advance to give the direction to it. The investigator with the help of some experts with whom he often held discussions could frame out some objectives for the present investigation.

1.1 Objectives

The objectives of the present investigation are as follows:
(1) To prepare a reliable and valid verbal Achievement Motivation Scale.

(2) (i) To study the achievement motivation of pupils Stds. V, VI and VII.
      (ii) To prepare norms for it.

(3) To compare the achievement motivation of pupils of Stds. V, VI and VII of different sex.

(4) To compare the level of achievement motivation of pupils of Stds. V, VI and VII.

(5) To study the achievement motivation of pupils of Stds. V, VI and VII with regard to their psycho-socio factors, such as
      (i) S.E.S.
      (ii) Anxiety
      (iii) Motivation towards school
      (iv) General Ability

1.2 Limitations

The present investigation is limited to the pupils of Stds. V, VI and VII of primary schools of Sabarkantha District. The tools used for collection of data are standardized. They are of self reporting type.
4.3 Definitions of Important Terms

1.3.1 A Study

The word study denotes different meaning. According to Webster's Third New International Dictionary (1961) it means.\(^1\)

(i) Application of the mind of the acquirement of knowledge, a study.

(ii) The application of mental faculties to the acquisition of knowledge in particular field or to a specific subject matter.

According to the Oxford English Dictionary (1961) it means.\(^2\)

To apply the mind to the acquisition of learning books, observation or experiment.

According to Webster's Dictionary (1969). It mean:

A careful analysis of a phenomenon within a limited area of investigation.

\(^{--------------------------}\)


It can be derived that this study deals with a careful analysis of a phenomenon within a limited area of investigation through learning books in a particular field.

1.3.2 Motive-Motivation

According to standard Desk Dictionary\(^3\) 'Motive' means:

n(1) A conscious or unconscious need, drive etc., that incites a person to some action or behaviour, incentive, goal.

(2) motive 'Ad.'

(i) Causing or having the power to cause motion.

(ii) Relating to or a doing as motive v.t.

To motivate.

It defines 'Motive' as by Oxford English dictionary 'that which 'moves' or induces a person to act in a certain way; a desire, fear, or other emotions, or a consideration of reason, which influences or tends to influence a person's volition; also often applied to a contemplated result or object the desire of which tends to influence volition.

McClelland also defined the Motive\(^4\) as


A motive is the reintegration by a change in an affective situation.

McClelland and Atkinson et al (1953) conceived motives as latent dispositions to strive for a particular goal, state or aim.

Atkinson (1964) defined ... the term motive as 'A motive is a relatively permanent and general characteristic of personality which is one of the determinants of motivation, defined as the tendency to endeavour for attainment of goal'.

A specific motive is concerned with the attainment of specific types of goals.

The broad construct with psychologist have postulated to account for the activation of behaviour is motivation, and more specific components of motivation relating to particular types of behaviour have been termed motives.

A motive is a relatively stable disposition of the organism a part of an individual's personality, and as such calls for assessment rather than manipulation.

Hebb (1949) claims that:

"The term motivation then refers (1) to the existence of an organized phase sequence (2) to its direction or content and (3) to its persistence in a given direction or stability of content".6

1.3.3 Achievement

According to Standard Desk Dictionary ‘achievements’7

vt. (1) To accomplish, do successfully
    (2) To win or attain, as by effort as skill.
vi (3) To accomplish something

and 'Achievement' means
n (1) Something accomplished
    (2) The act of achieving

1.3.4 Achievement Motivation (nAch.)

McClelland (1964) predicted in his studies that future development of any country depends upon the level of achievement motivation of the youths. The youths of a country will in future occupy high positions and work as


7. Ibid., p. 6.
decision makers and lead the country to progress. Since 1951 McClelland and his associates advocated that motives are developed early in life and become relatively stable attributes of personality. He also assumed that motives are relatively stable dispositions. The measurement of human motive, through TAT test, particularly need achievement (nAch.) was done by McClelland and his research associates (1953) and adopted Murray's TAT technique (1938) for the measurement of human motivation.

Atkinson (1953) Garner, Lindzey and Monten Goldberg defined achievement motive as a 'disposition of approach success. It is the desire or tendency to do things as rapidly as possible and to overcome obstacles and attain a high standard.

Adesh Agarwal explain the term achievement motive as under: 

"The achievement motive is the inclination of an individual to be concerned with, to plan, and to endeavour for the successful acquisition of some standard of excellence in circumstances where the performance has to be appraised positively or negatively. This standard of excellence may consist of one or more of the following alternatives, such as, competition with others, surpassing one's own previous
level of performance, unique accomplishments and/or a long-term involvement in a profession. 8

Gokulanathan P.P. explains the term 'achievement motive' and achievement motivation with the study of McClelland as:

"Of far reaching consequence is the pioneer work of McClelland (1961) who has tried to show how important is the achievement motive in growth and decline of entire civilizations. His thesis is that the presence of number of people with high achievement motivation precedes every age of economic prosperity and absence of such people is followed by economic decline. This means that the achievement motive probably plays a significant and decisive role in shaping the lives of individuals as well as societies.

Achievement motivation has been defined as a concern for excellence in performance, as reflected in competition with the standards set by others or oneself unique accomplishment or long term involvement (McClelland et al 1953). 9


The term 'Achievement Motive' refers to need for achievement. McClelland (1961) precisely define the term as under:

"A motive is generally described as 'pattern of thought associated with a type of goal'. The achievement motive consists of a 'cluster of thoughts associated with striving for some kind of excellence'"

Also, according to Heckhausen (1964-1967). It was propounded that, achievement motivation can, be defined as the striving to increase, or keep as high as possible, one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, either succeed or fail.'

Henry Clay Lingren and Donn Byrne (1971) defined that achievement motivation is characterised by ambition, enjoyment of competitive situation, a strong desire to work at tasks independently, eagerness to attack and solve problems and a preference for ventures involving a moderate amount of risk, rather than extreme risk or no risk at all.

Thus it can be defined that achievement motivation includes achievement, affiliation and power motive. The need for Achievement is a latent disposition to strive for a particular goal or aim in life with a strong desire to work independently with a standard of excellence, eagerness to attack and solve problems with long term involvements and performance for ventures involving moderate amount of risk rather than extreme risk or no risk at all.

1.3.5 \textit{nAch. Score}

McClelland explains....

"The nAch. score is an 'operant', not a 'respondent' measure. That is, it records how often a person spontaneously think about improving things, and not how interested. He says he is in improvement in response to another's question. The distinction is not a trivial one is psychology, although some people have treated it as if it were. Laboratory studies of individuals with high nAch. show that in general they behave like successful, rationalizing, business entrepreneurs. That is, they set moderately difficult goals for themselves neither too easy nor too hard, so as to maximize the likelihood of achievement satisfaction. They are more than normally interested in concrete feedback on how well they are doing. They like assuming personal responsibility for problems. Finally
those with high nAch. generally show more initiative and exploratory behaviour, continually researching the environment to find tasks that they can solve to their satisfaction. (pp. 10-11).

The positive achievement motive is called need of achievement or and that score is nAch. score.

1.3.6 Psycho-Socio Correlates

With the help of the process of socialization an individual is made to control his instincts. Man has biological drives rather than instincts. Consequently man is activated by drives rather than biological fixed behaviour patterns which make his needs amenable to social direction. Through socialization he develops his potentials to be an active participant in the community. He gets satisfaction and tries to strengthen his responses to a particular set of social stimuli. This process inculcates basic disciplines to control impulses. It also instills socially accepted aspirations. It teaches social roles and supporting attitudes. It helps individuals fit into the society.

In short an individual's learning to think, feel and behave in adult way is the function of socialization, age, sex, area and other physical make up and basic mental
potentialities have an immense impact on it. This ultimately result into a set pattern of reaction habits which is known as personality traits. Hence the researcher viewed that these psycho-socio variables may have some effect on the development of achievement motivation. Hence, the researcher thought it proper to view the achievement motivation in the context of some traits of personality and social factors like socio-economic status and sex.

'Socio-psycho' is a united term; made up of two words belonging to different sets or fields 'socio' factors are those, that as the word suggests belong to the sociological set up. Similarly 'psycho' factors are those factors that belong to the psychological set up.

1.4 Scheme of Chapterization

In the chapter second the investigator, has made an attempt to describe and discuss the concept of achievement motivation and need achievement. Theory of motivation and achievement motivation also has been described.

In the chapter third the investigator has made an attempt to show how the changes in motivational research have affected actual research on achievement related motivation. He also has tried to discuss a few such verbal achievement motivation instruments.
In the chapter fourth, the research design and construction and experimental tryout of the achievement motivation scale have been discussed. It is noted that this chapter also deals with many researches and the characteristic of high achievement motivated and low achievement motivated persons. The sources of characteristic with detail construction of the item have been given.

The chapter fifth deals with the final run of the scale. It describes the brief resume of procedure adopted in preparation of the final form of the scale. And administration of the scale, establishment of norms etc., are also presented in this chapter.

The chapter sixth deals with the concept of reliability used in preparing a standard tool. Reliability of the present scale was established using some of the popular methods.

The chapter seventh deals with the concept of validity and types of validity widely used in construction of present type of scales. The validity was established on the measure of teacher rating and school achievement.

The chapter eight describes the studies pertaining to achievement motivation and its correlates such as S.E.S.
attitude towards school, anxiety and general ability.

The chapter ninth deals a brief summary of actual work is given together with the observations made during the process of construction and collection of data. The conclusions that are drawn after analysis of the data are described in the light of statistical inferences.