CHAPTER I

INTRODUCTION

1.0.0 INTRODUCTION

Real education is that which enables a person to stand on his own legs.  
Swami Vivekananda

We are living in an era of rapid socio-economic and technological changes throughout the globe. Things are changing around us at a very fast pace. The world is becoming more interconnected and technology is continuously altering our relationship to information. Children are also affected by this change and seem to be under pressure to adjust themselves in a society full of expectations. In this process, the role of schools as educational institutions is significant. The quality and character of people greatly depends on the education imparted to them at different levels.

Education is a holistic activity. It is a process and not a product. One has to always pursue educational endeavors so that they are current, competent and confident. Once this is understood, the pursuit of education will be a joyous journey. Education is also the knowledge of putting one’s potentials to maximum use. One can safely say that a human being is not in the proper sense till he is educated.

In the present scenario, most of the students seem to be restless and disinterested towards their education. They are becoming lethargic and show lack of confidence. Only few students are motivated to learn on their own. The present study is descriptive in nature which comes under the area of ‘Educational Psychology’. It is an attempt to find out the influence of certain psychological variables on motivation.

Man is primarily distinguishable from the lower animals because of his educability. He is endowed with intelligence. He wants to remain active,
energetic and even original. It is education which promotes his intelligence, enables him to be industrious and ensures his progress. It helps to bring about growth and development of an individual, from within of his physical, mental, emotional and spiritual abilities. All round development of a man makes him a very well adjusted person in the world. Education forms the basis of lifelong learning and inspires confidence to face challenges. It provides skills to individuals to become more self reliant, develops self-concept, motivation and help them to be aware of their opportunities and rights. According to Mahatma Gandhi, educational system must provide for a proper atmosphere to make the child fully aware of the responsibility to his family, community and country.

According to John Dewey, of all the creation of God, human life is most sacred. It has two aspects; the biological and the sociological. While the biological aspect of human life is maintained and transmitted by nutrition and reproduction, the social aspect of human life is maintained and transmitted by education.

In the modern society, education is considered to be an essential need of human being besides food, clothing and shelter. The competition has increased in all fields. Quality of performance has become the key factor of personal progress. Motivation, self-concept, stress are termed as some of the determinants of personal progress. Without motivation, proper instruction and training he will remain motionless, speechless and will not make any struggle for existence. The same applies for the students also.

Today, we cannot deny the fact that the students are facing challenges in every sphere of life due to wide expansion of technology and higher expectations in the society. Very often it is seen that some students are self-motivated towards their work under different circumstances. On the other hand there are some students, who inspite of having all facilities, are least motivated towards their work. Children are the future of the society. Therefore, an important question arises as to how our future generation can be motivated? What are the different
factors which influences their motivation? It is important for all stakeholders of education to understand this and make our students ideal citizens of the society.

The most important educational goal for students is to learn. Another important goal is to make learning purposeful and meaningful in life so that it may be retained and is useful throughout their lives. A congenial environment at home and school will definitely help the students to overcome the challenges of life, making them realize their self-worth and become self-motivated.

1.1.0 Students’ life and adolescence

One important phase of students’ life is the changes they face during adolescence. Adolescence changes things drastically. All adolescents undergo several physical, emotional and social changes during this period. Some students who enter adolescence have more mature attitudes and behavior, more consistent goals and values and a clear idea of who they are (Adam & Jones, 1983; Dusek & Flaherry, 1981; Savbin Williams & Demo, 1984; Waterman, Geery & Waterman, 1974). Adolescents also undergo the problem of identity crisis. In this crisis the adolescent must develop an integrated image of himself or herself as a unique person. This is done by pulling together self knowledge acquired during childhood. According to Erikson, if during infancy and childhood; the students develop trust, admiration and autonomy; they will resolve the identity crisis positively, feeling self confident and competent. If infancy and childhood resulted in feeling of mistrust, shame, guilt and inferiority, the adolescent will be confused about his or her identity and goals. Adolescence also presents a challenge to the self-concept of the students if it is accompanied with other stresses.

The students at this stage face gender differences. The biological differences in boys and girls have a foundation in biology, but socialization factors also results in gender differences. Through socialization; parents, teachers and other authorities teach children the skills and social norms necessary to be well functioning members of the society and tells them appropriate behaviors for
boys and girls. Students also pick up notions of what is appropriate behavior simply by watching what peers and adults do. Boys are encouraged to achieve, compete, control their feelings, act independently and assume personal responsibility. Girls are encouraged to be expressive, nurturant, reflective, dependent, obedient and unselfish (Black, 1983; Hoffman, 1977; Shepherdlook, 1982; Tudiver, 1979).

The influence of peer groups is strongest during early and middle childhood (Steinberg 2002). It has been seen that parents influence values, plans; peers influence immediate status. The adolescents have sometimes conflicts with their parents on peer influenced issues like personal appearance, friends, study habits and eating habits. Effective parenting style helps in reducing this conflict. Despite the constant efforts of the adolescents to become totally self-sufficient and independent, they still view parents and teachers as knowledgeable authority figures when it comes to school achievement (Amiram, Bar-Tal, Alona & Peleg 1990). Thus proper guidance from the parents helps them to become increasingly capable of being self motivated and hence they enjoy learning. Parents should not only guide their children to face competitions but also to become responsible and respectful in life. Parents should have a cordial relationship with the children. They should not create any fear amongst the children. This helps to reduce the communication gap between the parents and the children, and leads to their healthy development.

1.1.1 Students’ learning and motivation

Learning is indeed a joyful experience. It involves very easy and planned tasks. It calls for a genuine interest on the part of the learner. In other words, the absence of joy in learning mostly arises due to lack of intelligence and motivation on the part of the learner. Challenging education leads to a sense of achievement which enhances motivation. In educational setting, success is measured by academic achievement. High academic achievement means the student is doing well in the examination, while low academic achievement means the student is not performing well in the examination. Motivation can
affect how students approach school in general, how they relate to teachers and their peer group, how much time and effort they devote to their studies, how much help they get when they are under stress, how well they are able to cope up at times of difficulties and so on. Loosing motivation to learn also creates disinterest in academics which further leads to low self-concept and adjustment problems. Motivation is important in student’s life as higher motivation to learn has been linked not only to better understanding, good performance and cordial peer relation but also to improved self-concept and effective adjustment. The motivation and its theories are discussed in detail in Chapter II under the heading conceptual framework.

1.1.2 Importance of motivation

Motivation is the key to performance improvement. There is an old saying, you can take a horse to the water but you cannot force it to drink, it will drink only if it is thirsty- so will people. This is in context of students also. They will do what they want to do or otherwise motivated to do. Whether it is to excel in the academics or in the ‘Ivory Tower’ they must be motivated or driven to it, either by themselves or through external stimulus. Motivation acts as a variable that is not observed directly but that helps to account for relationship between various stimuli and responses. As an intervening variable, motivation helps us to understand how the same stimulus can bring about diverse response in different people. Motivation also provides a way to explain fluctuations in behavior over time. Performance is considered to be function of ability and motivation.

Performance = f (ability)*(motivation)

Infants and young children appear to be propelled by curiosity, driven by an intense need to explore, interact with and make sense of their environment. Unfortunately as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of students do not perform as per their potentials. Many fail to invest themselves fully in the experience of learning. Considerable research has
shown a decline in motivation and performance for many children as they move from elementary school into middle school (Eccles & Midgley, 1989). Often it has been assumed that it is caused by physiological and psychological changes. But to some extent the nature of motivational change depends on characteristics of the learning environment in which students find themselves (Midgley, 1993).

Awareness of how student’s attitudes and beliefs about learning develop and how motivation facilitates learning for its own sake can assist educators in reducing student’s apathy.

1.1.3 Self-concept of students
How we see our world makes all the difference, and when we see ourselves as we really are, it can have a significant impact on altering the way we view the world around us. This is a very apt statement for the students. According to Woolfolk (1993), students understanding of themselves are concrete at first but become more abstract later. Early view of self and friends are based on immediate behaviors and appearance. Students at early age believe that what they feel, others will also feel it too. Their thinking about themselves and about others is simple, segmented and not flexible and integrated. With time, as they grow older, they are able to think abstractly about internal processes like beliefs, intentions, values and motivation. Research shows that students with positive self-concept, have high or strengthened self-esteem, are motivated to learn and are successful. Students who have negative self-concept and low self-esteem usually are not motivated to learn and drop out from school. For students, development of self-concept is also based on the feedback from significant others, from objective facts and from one’s interpretation of body image. Parents, peers and teachers are the major sources of input, about the self which is subjectively interpreted.

Self-Concept refers to the student’s own view of him-self or her-self. Self-Concept is defined as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each student holds to be true about his or her personal existence.
Carl Rogers coined the concept of self by stating that part of experience that a person comes to identify early in life as “I” or “me”. People constantly evaluate all experiences, including the self as positive or negative. People have a natural tendency to seek positive experiences and avoid negative ones. This self-experience becomes a part of the self-concept, the way one thinks of oneself.

Midgeley and Alder (1984) discussed three aspects of self-concept of students; cognitive, social and physical which differs from students to students. Cognitive refers to the students’ belief in their academic performance, whether they are good and successful or slow and failure. Social refers to the students’ belief in their ability to interact or socialize with others. Physical refers to the students’ perception about themselves.

Self-concept is considered as an important educational factor. Research has shown that higher levels of self-concept are linked to various outcomes such as academic effort, course selections, educational aspirations and academic achievement. Chowdhary and Pati, (1997) asserted that ‘Self-concept plays a significant role in the educational process, when a child is accepted, approved respected and liked, the child will have an opportunity to acquire an attitude of self-acceptance and respect for one-self”.

1.1.4 Basic assumptions of self-concept

Self-concept is learned: No one is born with a self-concept. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others.

Self-concept is organized: Most researchers agree that self-concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perceptions regarding one’s personal existence; and each perception is linked with all the others.

There are four aspects of self-concept, namely;
• The Perceived self which relates to what the person think he is.
• The Ideal self is what the person would like to be.
• The Real self is what the person actually is.
• The Social self is how the person thinks other people perceive him.

It is very important that, individual’s self-concept require consistency, stability and tends to resist change. If self-concept changes readily the individual would lack a consistent and dependable personality.

The term self-concept and self-esteem are frequently used interchangeably. Self-concept refers to the cognitive domain and self-esteem refers to the affective domain.

1.1.5 Adjustment of students

Life is a continuous series of change and challenges. Everyone is facing such situations for his survival and growth. Different persons use different way to satisfy these needs. The strategy used by the individual to manage this is called adjustment.

Students’ adjustment refers to the behavioral process by which they maintain equilibrium among the various needs and the obstacles of their environments.

A sequence of adjustment begins when a need is felt and ends when it is satisfied. Sometimes, the efforts of the students are successful and satisfying, then it is a case of good adjustment, but if a student meet frustration in his efforts continuously, the personality adjustment may not be proper and it may lead to maladjustment in that situation. The process of adjustment starts right from the birth of the child and continues till his death.

There are mainly five areas of adjustment of students:

Home Adjustment- It includes adjustment with parents, siblings, family members and relatives.
Social Adjustment- Man is a social animal. Human beings cannot live without society. Social adjustment includes recognition, understanding and approval of students’ actions in the society.

Health Adjustment- It refers to the physical and psychological well being which is required to be fit and enjoy life to its fullest.

Emotional Adjustment- It aims at the healthy and realistic way of thinking and acting.

School Adjustment- It means the capacity of students to respond to the school environment which includes curricular and co-curricular activities.

**1.1.6 School adjustment of students**

School adjustment is a part of students’ adjustment process in the school and its activities. It is also referred as the process of adapting to the role of being a student and to various aspects of the school environment. It is a broad construct which consists of many different aspects such as academic achievement, school satisfaction, school engagement and social behavior. Kiuru, et al. 2009, found that well-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades. Poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout (Vasalampi et al. 2009; Raju & Rahamtula 2007). According to Catalano, et al. 2004, the school environment has been described as one of the most influential socialization domains in an adolescent’s life. Students’ experiences at school and adjustment in school can have both positive and negative influence on their development.

School adjustment is a major concern in all development stages, but is of great relevance during adolescent. Adjusting to the changes within themselves and to the changed expectations of the society is a major developmental task of the adolescent stage. Their happiness, aspirations, motivational levels, emotional well-being and subsequent achievements are linked to their adjustments in context to the changing environment. Good adjustment makes the students feel
proud and self-satisfied. They are motivated for their future success, become confident and manage their stress in an efficient manner.

1.1.7 Stress amongst students

In the present scenario education is primarily perceived by a majority of the people in our country as a mechanism that prepares people for jobs. There is always an economic motive when a parent tells his ward to ‘study well’ and to ‘come up in life’! It is hardly ever seen as a holistic process of man making. Parents want to put their children in ‘good’ schools so that they can lead a ‘good’ life! It is this concept of education that is at the root of the stress that most youngsters are experiencing today. The fear of losing out, the worry about becoming failures, the anxiety about an uncertain future and above all, the sickening dread of failing the parents and society have compounded the stress profile of a student today.

Stress is an unpleasant state of emotional and physiological arousal that students experience in situations that they perceive as dangerous or threatening to their well-being. The word stress means different things to different people. Some people define stress as events or situations that cause them to feel tension, pressure, positive emotions or negative emotions such as anger and anxiety. Others view stress as the response to these situations. Stress is also regarded as process involving the student’s interpretation and response to a threatening event.

Sometimes the word stress and anxiety are used interchangeably as the two exhibit very similar symptoms. Stress is a temporary problem as it has a clearly identifiable cause set in the present and can be managed by coping up the cause. Anxiety is a general feeling of fear about what might happen in the future, without a definitive cause.

Students face stress due to school environment, inability to cope up with academics, examinations, deadlines, returning to study, difficulty in organizing work, poor time management, leaving assignments to the last minute, parental
and peer pressure, poor health conditions, status consciousness, appreciation in public, public speaking, for presentations, facing new situations, pleasant surprises, self expectations etc. These are also called as causes of stress. Causes of stress on students include both positive and negative stress.

1.1.8 Effects of stress

Stress can have both positive and negative effects. The events that provoke stress are called stressors. Stress is labeled by how it is experienced and perceived by the person who is under the stressor (Muulis, Youngs and Rathge, 1993). Stress is a normal, adaptive reaction to some problem. It prepares individual to take defensive action. Stress can also fuel creativity and motivate us to achieve. Stress in its positive form is termed as ‘eustress’, which is necessary, healthy and enjoyable. The negative form of stress is termed as ‘distress’, which can be damaging if it is not managed systematically. Students with distress develop adamant attitude and become more aggressive. Although stress may hinder performance on difficult tasks, moderate stress seems to improve motivation and performance on less complex tasks. Stress also acts as a driving force like motivation, but when stress cannot be handled by students it becomes a cause of worry. Motivation and stress management goes hand in hand. When a student works towards increasing the level of self-motivation they develop some positive qualities like, confidence, determination and positive self-concept. When these qualities become dominant stress becomes manageable to the students.

1.1.9 Sources of stress for students

The stress is most of the time a matter of perception. Many a times an individual has no control over the external stressors, but can try and change his attitude. Three main sources of stress for students have been identified namely;

Frustration, Conflict and Pressure
Frustration: Frustration leads to stress. It is a feeling that occurs when students face problems in achieving their goals due to lack of resources, deprivation, unwillingness to change, uncertainty and lack of skills. It is a state of insecurity and dissatisfaction arising from unresolved problems.

Conflict: Conflict leads to stress. It is a feeling that occurs when students face problems in taking decisions due to two or more incompatible needs or demands.

Pressure: Pressure leads to stress. It is created due to high expectations and demanding situations in life.

Given that stress is an inescapable part of modern life affecting students, more care should be taken to avoid it so that student’s performance is improved.

1.2.0 Rationale of the study

Education is a purposefully designed process aiming at fostering the harmonious and healthy development of individuals as productive successful and well adjusted persons in the society. The world is becoming more and more competitive. The basic concern of school education is to enable children to make a sense of life and develop their potential. Over the years, academic achievement has become extremely important for students. Quality of performance has become the key factor for personal progress. Good academic performance is important not only to the students and their parents, but also to the institutions of learning, educationist and for the progress of a nation. The quality of student’s academic performance is influenced by wide range of environmental factors apart from the teacher. One of the most persistent problem confronting parents and teachers is uneven academic achievement among the students. Often educators complain that students are unmotivated to learn; parents echo this cry and each blame the other for the students’ apathetic response to learning (Niebuhr, 1995). What causes some students to perform beyond their personal and environmental constraints and why some students fail to achieve? There are several factors responsible for the same. These factors include the parents’
socio-economic status (Anisef and Bunch, 1994; Cassidy and Lynn, 1991), amount of time that parent spent with children (Muola, 2010), teachers’ expectancies (Haynes and Johnson, 1983) and effects of peer relationships (Adeyemo and Torubeli, 2008; Berndt et al. 1990; Levitt et al. 1994). The psychological factors within the learners such as Motivation (intrinsic & extrinsic), satisfaction of needs, self-concept and self-beliefs are also responsible for enhancing the performance. Rogers (1951) views the self as the central ingredient in human personality and personal adjustment. He maintained that there is a basic human need for positive regard both from others and from oneself. Motivational needs may be either self-determined or controlled. Although many factors influence students’ performance (Fortune, 2001; Knight, 2001; Regehr, Lesson and Fusco, 2002), student motivation is particularly important because it can be assessed and changed (Fortune et al. 2005).

Students at this age also pass through the adolescence period which is also called as the ‘preparation of life’. Adolescence is the most decisive period in the formation of the adult personality, Erickson (1963). In India, mass media, socio-economic transformation and modernization (Chakravorty, 1990) are posing important challenges in adjustment and coping with stress among adolescents. It is important to recognize that adolescents need social and emotional support that may require reinforcement of norms of positive behavior, acquisition of skills, essential to cope with the risky situations that they encounter in their lives, manage peer pressure and deal with gender differences. The absence of such support can lead to confusion and misunderstandings about these changes and affect their academic and extracurricular activities. Adolescents need proper guidance at every step, whether at home or at school. The students, who are neglected at home or at school, work on their own free will, and in most of the cases they are deviated from their objectives in life. Such type of situations for the students creates stress and due to lack of maturity they sometimes take wrong decisions.
Adjustment along with school adjustment as one of the aspect plays an important role in students’ life. According to Gandhiji, The school must be an extension of home. There must be concordance between the impressions which a child gathers at home and at school. As per the NCF 2005, there should be inclusive environment in the classroom for all the students. According to Gijubhai Badheka, children will like to come to school only if they are treated with respect and there are enough meaningful learning opportunities.

Each student is an individual human being with his or her own particular set of needs. The satisfaction of these needs to some extent motivates the students to improve the quality of performance and strive for excellence.

The needs can be measured in many different ways. One way would be to measure through individual’s attitude. Another important classification of hierarchy of needs was given by Abraham Maslow (1943). Maslow belonged to the Humanistic psychologist. He had focused upon potentials. Humanist believes that individuals strive for an upper level of capabilities. Maslow stated that human beings are constantly in pursuits of needs of which there are five levels. These five levels are arranged in a pyramid with the base being physiological needs and continuing to safety needs, love and belongingness, self-esteem and finally at the top self-actualization (Original model).

The latest adapted hierarchy of needs (1990) includes three more levels- cognitive needs, aesthetic needs, self-actualization and transcendence needs. There is no definitive threshold where one need leaves off and the next level activates, instead the needs are filled partially resulting in each level of hierarchy being fulfilled to some extent.

It is being said that the original five level model includes the additional sixth, seventh and eighth (cognitive, aesthetic, transcendence) levels within the original ‘Self-actualization’ level as each new level is concerned with self-growth.
The psychologists are also of the opinion that the attainment of cognitive, aesthetic and transcendence level also depends upon education and experience in life.

In context of the above, Maslow’s original hierarchy was considered for the study. It had two dimensions. The levels 1-4 are called as Deficiency motivators and level 5 is called as Growth motivator.

Students’ motivation is also influenced by certain psychological factors like self-beliefs, self-concept, stress and adjustment as given in Figure 1.1.

As per Figure 1.1 student motivation is influenced by self-concept, school adjustment. Further it is also influenced by the stake holders of education, namely; parents, teachers, school. Motivation results to an able student. The
students who are able are also goal oriented and therefore are liable to face stress. Motivation also leads to stress. Therefore, from the figure given above, it is not only motivation that results to an able student, but other factors also influence motivation.

A review of previous researches in education indicated several aspects of motivation like security-insecurity; self-esteem, self-actualization, achievement motivation, academic motivation and needs in general. The researchers studied motivation in relation to other psychological variables.

Self-actualization was studied by Bhagyavathy (1983), Krishnan (1985), Kumar (1985), and Gupta (1997). The sample comprised of under graduate, post graduate and adult learners. Achievement Motivation was studied by several researchers like Buch (1988), Singh (1988), Kulshreshtha (1993), Badola (1991), Darshan (2001), Behera (2002), Misra (2004). It was studied in relation to different variables like academic achievement, adjustment and anxiety. Intrinsic motivation was studied by Misra (1989), Asthana (1990), Goldberg (1998), Nichans et al. (2001) in relation to achievement of students. Several studies showed that motivation not only influences the effectiveness of learning, but that being intrinsically motivated is also associated with better well being and an amount of satisfaction (Miserandino, 1996; Ryan & Deci, 2000; Sheldon and Kasser, 1998).


Self-Concept was also studied in relation to adjustment. Saxena (1998) stated the impact of family relationship on adjustment, anxiety, achievement
motivation, self-concept and academic achievement of high school students. Burwani (1991) focused on self-concept in the area of competence and its impact on mental health and adjustment of first year college students. Vijayalakshmi (1991) stated that the self-concept of the students was related to their personality adjustment. Srivastava (1992) delimited the study to class X students of Navodaya vidyalaya and gave percentage distribution of self-concept, SES and adjustment.


Age did not affect self-concept, a finding which contradicts earlier reports whereas it did influence n-ach. A lone study by Trivedi (1987) investigated that there was no significant relationship between feeling of security-insecurity and academic achievement. Asthana (1990) investigated internal and external conditions of control (meaning motivation) as determinants of performance in relation to certain personality characters. Pareek (1990) compared the self-concept, personality traits and aspirations of adolescents in central schools, government schools and private schools in Rajasthan.

Very few studies were conducted to see the relation between stress and gender. Padmesri (1992), Ranganathan (1998), Mrignairy (2003), Coetzee (2011) found significant difference existed between male and female students in terms of overall stress. Males were found to have high degree of stress. Chan (2012),
Kolesovske (2012), Rucker (2012) studied stress and motivation and found that lack of motivation resulted to stress.


Nayar has emphasized that learning should continue to be the core concern and closely related to learning and development, individual differences and adjustment. Parameswaran has laid importance on research in motivation, especially in relation to classroom learning.

An overview of research trends in survey of educational research indicates that:

- Factors, especially school- based and society-specific factors that promote or restrict the development of and functioning of balanced, healthy, strong and well integrated personalities, successful adjustment and sound mental health should be researched.
- Many studies in learner’s characteristics, personality traits, especially self-concept, intelligence, interest, attitudes, and aspirations have been special areas of interest for the researchers.
- Many studies are being conducted on personality correlates of educational outcomes but a very few have focused on motivation and self-concept.
- Self-concept as a personality trait has been correlated to other variables like n-ach, Locus of control, anxiety, academic achievement, motivation, adjustment, SES, gender but has not been highlighted in relation to motivation especially Maslow’s need hierarchy for students.
- There is also inconsistency in results related to gender differences, age in relation to self-concept.
- As per the trend n. ach. had been considered under Maslow’s esteem needs, which along with the higher self-actualization demands for descriptive studies. Very few studies on motivation exist, emphasizing only on some particular traits of personality.
- Learners’ capabilities and preferences, needs and difficulties, talents and disabilities, characteristics of students also should be given importance in the field of research.
- It has been accepted that the achievement both in and outside the school in which the child grows has a great influence in the academic achievement of the student. Among them only SES is the most commonly studied variable. Here also school adjustment, motivation, stress were not much studied in relation to academic achievement.
- The samples selected included teachers, deprived and non-deprived children, creative and non-creative students, adult learners of NAEP, college students. It has been observed that in education majority of the studies (about 46%) have drawn samples from high school. The primary level claims about 18%, the higher- secondary level about 14% and college level upto 12%.
- Studies in personality should be focused more on developing desirable traits and utilizing them for improving behavior and performance and for achievements of value.
There is a decline in the volume and variety of motivational research in relation to learning in general and classroom learning in particular. Motivational process in context to the students certainly merits more attention.

Education is one of the major concerns of any society perhaps second in importance only to poverty. In education intervention studies employing different treatment, establishing relationship, group guidance, motivation, individual counseling are required not only for problem cases but for all with a view to promote balanced, healthy harmonious, strong and well integrated personality development of individual’s as a whole.

Despite many reports on the relation between self-concept and academic achievement, there is scarce, if any documentation of Motivational Needs being studied in reference to variables like self-concept, school adjustment and stress. It is evident from the review that the influences of these variables were studied by many researchers in relation to other psychological variables. Further, the investigator assumed that the motivation of the students might also be influenced by factors like, nature of school, gender and discipline of the students. The researcher studied the above mentioned variables in context to higher secondary students because as per the review of related literature, very few researches were conducted on students of these classes. So, keeping this in mind the investigator tried to find the influence of self-concept, school adjustment and stress on Motivational Needs and the following problem was formulated for the present study.

1.3.0 Statement of the Problem

The problem was worded as given below:

**A Study of Motivational Needs according to Maslow’s Need Hierarchy in Relation to Self-concept, School Adjustment and Stress of Higher Secondary Students of Indore District**
1.4.0 Objectives of the study

The objectives of the study were:

1. To study the influence of Self-concept, Gender and their interaction on Motivational Needs and its Dimensions separately.
2. To study the influence of Self-concept, Discipline and their interaction on Motivational Needs and its Dimensions separately.
3. To study the influence of Self-concept, Nature of School and their interaction on Motivational Needs and its Dimensions separately.
4. To study the influence of Self-concept, School Adjustment and their interaction on Motivational Needs and its Dimensions separately.
5. To study the influence of Self-concept, Stress and their interaction on Motivational Needs and its Dimensions separately.
6. To study the influence of School Adjustment, Gender and their interaction on Motivational Needs and its Dimensions separately.
7. To study the influence of School Adjustment, Discipline and their interaction on Motivational Needs and its Dimensions separately.
8. To study the influence of School Adjustment, Nature of School and their interaction on Motivational Needs and its Dimensions separately.
9. To study the influence of School Adjustment, Stress and their interaction on Motivational Needs and its Dimensions separately.
10. To study the influence of Stress, Gender and their interaction on Motivational Needs and its Dimensions separately.
11. To study the influence of Stress, Discipline and their interaction on Motivational Needs and its Dimensions separately.
12. To study the influence of Stress, Nature of School and their interaction on Motivational Needs and its Dimensions separately.
1.5.0 Hypotheses of the study

The hypotheses of the study were:

1. There is no significant influence of Self-concept, Gender and their interaction on Motivational Needs and its dimensions separately.
2. There is no significant influence of Self-Concept, Discipline and their interaction on Motivational Needs and its dimensions separately.
3. There is no significant influence of Self-Concept, Nature of School and their interaction on Motivational Needs and its dimensions separately.
4. There is no significant influence of Self-Concept, School Adjustment and their interaction on Motivational Needs and its dimensions separately.
5. There is no significant influence of Self-Concept, Stress and their interaction on Motivational Needs and its dimensions separately.
6. There is no significant influence of School Adjustment, Gender and their interaction on Motivational Needs and its dimensions separately.
7. There is no significant influence of School Adjustment, Discipline and their interaction on Motivational Needs and its dimensions separately.
8. There is no significant influence of School Adjustment, Nature of School and their interaction on Motivational Needs and its dimensions separately.
9. There is no significant influence of School Adjustment, Stress and their interaction on Motivational Needs and its dimensions separately.
10. There is no significant influence of Stress, Gender and their interaction on Motivational Needs and its dimensions separately.
11. There is no significant influence of Stress, Discipline and their interaction on Motivational Needs and its dimensions separately.
12. There is no significant influence of Stress, Nature of School and their interaction on Motivational Needs and its dimensions separately.
1.6.0 Delimitations

In the present study the sample selected included students from private and government schools.

- The list of private schools included private boys’ school, private girls’ school and private co-educational schools.
- The students were from science and commerce disciplines.
- The students belonged to higher secondary classes.
- In Indore district, only Indore urban was considered for the study.
- The variables assessed were Motivational Needs, Self-concept, School Adjustment, Stress, Gender, Discipline and Nature of School.

1.7.0 Organization of the study

The study has been reported in eight chapters as follows:

Chapter- I - The chapter deals with the introduction, rationale of the study, statement of the problem, objectives, hypotheses and delimitations of the study.

Chapter- II – The conceptual framework of motivation is presented in the chapter.

Chapter- III – A survey of related studies pertaining to the present study is included in the chapter.

Chapter- IV – The chapter deals with the methodology adopted for the study, variables used, selection of the tools, procedure of data collection and the statistical techniques used for analyzing the data.

Chapter- V – It deals in detail with the procedure of construction and standardization of the tools developed by the investigator.

Chapter- VI – It deals with the analysis of data and interpretation of test results.

Chapter- VII – The chapter deals with the findings and discussion of the result.

Chapter- VIII – The chapter gives the summary of procedure adopted, followed by the conclusion arrived at, educational implications of the study and suggestions made for further research.