



To Study The Achievement Motivation Among School Going Children (14-16 Years). Between Private And Government School Children

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Abstract-The purpose of the study is to know investigate the effect of the environment on achievement motivation. The sample consist of 60 children's of 10th class (Grade 10 students from) age group 14-16 years. Among 60 students, 30 students were attending private schools and other 30 were attending government schools. The Tools were used of Achievement motivation Test Booklet By Pratibha Deo and Asha mohan ,To find out level of motivation. Test- retest was applied to obtain the reliability co-efficient of the scale taking different set of the sample ,Hypotheses were tested using mean, standard deviation, T-ratio at 0.598 these finding suggest that means is found to be similar for both schools these indicate that there is a in significant among both school's there in significant different.

Introduction

Every year many children's go to school. Some of these students accomplish little in class. According to Monte and Lifrieri (1973), these students may have the desire to achieve, and the ability to accomplish the task, but feel the accomplishment has little or no value and feel doing it is not worth the effort or time. Others may fear that they are not capable of completing the required task, so they do not even begin. They feel it is better to receive a lower overall grade than to prove they do not have the ability to correctly complete the task. Atkinson and Feather (1966) describe this rational as Achievement Motivation. It is typically a non-conscious process in which a decision how to act or not to act is made. Spence (1983) and Wlodkowski (1985) state that achievement can often bring benefits, and failure can often bring shame. Atkinson (1974) and Aschuler

(1973) add that it is only a small number of students who fall into these categories of little accomplishment. Some students have a need to achieve in all that they do. Their desire for success drives them to accomplish every task, no matter what the task is, or the difficulties involved in completing it. Other students also feel a need for success, but consider the value or worth of the task before attempting it. If the student feels the task has no value, the student chooses not to do the task, even though they are perfectly capable of accomplishing the task (Atkinson, 1974).

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. . Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Implicit and Self-Attributed Motives

Motivational researchers share the view that achievement behavior is an interaction between situational variables and the individual subject's motivation to achieve. Two motives are directly involved in the prediction of behavior, implicit and

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explicit. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the behavior of the individual in direction and passion (Brunstein & Maier, 2005).

Explicit and implicit motivations have a compelling impact on behavior. Task behaviors are accelerated in the face of a challenge through implicit motivation, making performing a task in the most effective manner the primary goal. A person with a strong implicit drive will feel pleasure from achieving a goal in the most efficient way. The increase in effort and overcoming the challenge by mastering the task satisfies the individual. However, the explicit motives are built around a person's self-image. This type of motivation shapes a person's behavior based on their own self-view and can influence their choices and responses from outside cues. The primary agent for this type of motivation is perception or perceived ability. Many theorists still can not agree whether achievement is based on mastering one's skills or striving to promote a better self-image (Brunstein & Maier, 2005). Most research is still unable to determine whether these different types of motivation would result in different behaviors in the same environment.

The Hierarchical Model of Achievement Motivation

Achievement motivation has been conceptualized in many different ways. Our understanding of achievement-relevant effects, cognition, and behavior has improved. Despite being similar in nature, many achievement motivation approaches have been developed separately, suggesting that most achievement motivation theories are in concordance with one another instead of competing. Motivational researchers have sought to promote a hierarchical model of approach and avoidance achievement motivation by incorporating the two prominent

theories: the achievement motive approach and the achievement goal approach. Achievement motives include the need for achievement and the fear of failure. These are the more predominant motives that direct our behavior toward positive and negative outcomes. Achievement goals are viewed as more solid cognitive representations pointing individuals toward a specific end. There are three types of these achievement goals: a performance-approach goal, a performance-avoidance goal, and a mastery goal. A performance-approach goal is focused on attaining competence relative to others, a performance-avoidance goal is focused on avoiding incompetence relative to others, and a mastery goal is focused on the development of competence itself and of task mastery. Achievement motives can be seen as direct predictors of achievement-relevant circumstances. Thus, achievement motives are said to have an indirect or distal influence, and achievement goals are said to have a direct or proximal influence on achievement-relevant outcomes (Elliot & McGregor, 1999).

These motives and goals are viewed as working together to regulate achievement behavior. The hierarchical model presents achievement goals as predictors for performance outcomes. The model is being further conceptualized to include more approaches to achievement motivation. One weakness of the model is that it does not provide an account of the processes responsible for the link between achievement goals and performance. As this model is enhanced, it becomes more useful in predicting the outcomes of achievement-based behaviors (Elliot & McGregor, 1999).

Achievement Goals and Information Seeking

Theorists have proposed that people's achievement goals affect their achievement-related attitudes and behaviors. Two different types of achievement-related attitudes include task-involvement and ego-involvement. Task-involvement is a motivational state in which a person's main goal is to acquire skills and understanding whereas the main goal in ego-involvement is to demonstrate superior abilities (Butler, 1999). One example of an activity where

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someone strives to attain mastery and demonstrate superior ability is schoolwork. However situational cues, such as the person's environment or surroundings, can affect the success of achieving a goal at any time.

Studies confirm that a task-involvement activity more often results in challenging attributions and increasing effort (typically in activities providing an opportunity to learn and develop competence) than in an ego-involvement activity. Intrinsic motivation, which is defined as striving to engage in activity because of self-satisfaction, is more prevalent when a person is engaged in task-involved activities. When people are more ego-involved, they tend to take on a different conception of their ability, where differences in ability limit the effectiveness of effort. Ego-involved individuals are driven to succeed by outperforming others, and their feelings of success depend on maintaining self-worth and avoiding failure. On the other hand, task-involved individuals tend to adopt their conception of ability as learning through applied effort (Butler, 1999). Therefore less able individuals will feel more successful as long as they can satisfy an effort to learn and improve. Ego-involving conditions tend to produce less favorable responses to failure and difficulty.

Self-Worth Theory in Achievement Motivation

Self-worth theory states that in certain situations students stand to gain by not trying and deliberately withholding effort. If poor performance is a threat to a person's sense of self-esteem, this lack of effort is likely to occur. This most often occurs after an experience of failure. Failure threatens self-estimates of ability and creates uncertainty about an individual's capability to perform well on a subsequent basis. If the following performance turns out to be poor, then doubts concerning ability are confirmed. Self-worth theory states that one way to avoid threat to self-esteem is by withdrawing effort. Withdrawing effort allows failure to be attributed to lack of effort rather than low ability which reduces overall risk to the value of one's self-esteem. When poor performance is likely to reflect poor ability, a situation of high threat is created to the individual's

intellect. On the other hand, if an excuse allows poor performance to be attributed to a factor unrelated to ability, the threat to self-esteem and one's intellect is much lower (Thompson, Davidson, & Barber, 1995).

A study was conducted on students involving unsolvable problems to test some assumptions of the self-worth theory regarding motivation and effort. The results showed that there was no evidence of reported reduction of effort despite poorer performance when the tasks were described as moderately difficult as compared with tasks much higher in difficulty. The possibility was raised that low effort may not be responsible for the poor performance of students in situations which create threats to self-esteem. Two suggestions were made, one being that students might unconsciously withdraw effort, and the other stating that students may reduce effort as a result of withdrawing commitment from the problem. Regardless of which suggestion is true, self-worth theory assumes that individuals have a reduced tendency to take personal responsibility for failure (Thompson, Davidson, & Barber, 1995).

David McClelland's Achievement Motivation, Manifest Need Theory

1. McClelland's Manifest Need Theory of Motivation.

Some people have an intense desire to achieve while others are not so keen about achievement. David C. McClelland had studied this phenomenon for over twenty years at Harvard University and proposed his Achievement Motivation Theory (Also called Manifest Need Theory). According to him, there are certain needs that are learned and socially acquired as the individual interacts with the environment. McClelland classified such needs into three broad categories:

- (a) Need For Power.

This need is indicated by a person's desire to control and influence the behavior of others. A person with desire for power likes to compete with others when the situation is favorable for such domination. Such persons prefer jobs that provide them an opportunity to acquire leadership with power. There are two

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aspects of power accordingly to McClelland. These are: positive and negative. Positive use of a power is necessary when a manager desires to achieve results through the efforts of others. The negative use of power is possible when a person uses power for personal aggrandizement. Such use of power may prove to be harmful to the Organization.

(b) Need For Affiliation. Here, the person has a need/desire for affection and wants to establish friendly relationships. A person with high need for affiliation seeks to establish and maintain friendships and close emotional relationships with others. He wants to be liked by others and develops a sense of belonging by joining informal groups in the Organization. Such persons (managers) prefer tasks that require frequent interaction with subordinates/co-workers.

(c) Need For Achievement.

Here, the person desires to succeed in competitive situations. He desires to prove his superiority over others. Such person sets reasonably difficult but potentially achievable goals for himself. He accepts moderate degree of risk. He is more concerned with personal achievement than with the rewards of success. Moreover, he feels that he can achieve the goal with his efforts and abilities. He also desires to have concrete feedback (social or attitudinal) on his performance. Such person has high level of energy and capacity to work hard. He naturally prefers jobs which tax his abilities and skills fully. This again is for achieving the objectives set. According to McClelland, the need for achievement is the most important need which can be used effectively for the economic progress of a nation.

Persons with achievement needs tend to be motivated by difficult, challenging and competitive work situations and not by routine and non-competitive situations. They habitually spend their time thinking about doing things better. They are not motivated by money but in their future achievements. Such employees are better achievers and naturally get promotions faster. An Organization also grows faster and move categories. These are (a) Need for power,

(b) Need for affiliation, and (c) Need for achievement.

Suggested other characteristics and attitudes of achievement-motivated people:

- achievement is more important than material or financial reward.
- achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.
- financial reward is regarded as a measurement of success, not an end in itself.
- security is not prime motivator, nor is status.
- feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual).
- achievement-motivated people constantly seek improvements and ways of doing things better.
- achievement-motivated people will logically favor jobs and responsibilities that naturally satisfy their needs, i.e. offer flexibility and opportunity to set and achieve goals, e.g., sales and business management, and entrepreneurial roles.

McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and get results, and that this extends to getting results through the organization of other people and resources, although as stated earlier, they often demand too much of their staff because they priorities achieving the goal above the many varied interests and needs of their people. Motivational researchers share the view that achievement behavior is an interaction between situational variables and the individual subject's motivation to achieve. Two motives are directly involved in the prediction of behavior, implicit and explicit. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal



standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the behavior of the individual in direction and passion (Brunstein & Maier, 2005).

Motive to achieve requires an act of some norm of excellence, long term involvement & unique accomplishment. These are the criteria set by McClelland & his associates (1953) infract this is one of the most important manifest & social needs & personality variable enlisted by Murray (1938). McClelland & Atkinson.

The following factor were classified as cues of achievement imagery all these factors were accept for providing the bases to prepare the items of the scale of achievement motivation.

I : ACADEMIC FACTOR

- Academic Motivation.
- Need Achievement
- Academic Anxiety
- Importance of grades or marks'
- Meaningfulness of daily school/college task.
- Academic Challenge.
- Relevance of school /college to future goals.
- Attitude toward teachers.
- Work Method.
- College concer for the individual'
- Warmth of interpersonal relations'
- Implementation of educational objectives.

II: FACTOR OF GENEARL FIELD OF INTERSET

- sport & athletics.
- fine art dramatics.
- dancing.
- music.
- panting.
- cross country race
- sports.

III: SOCIAL INTREST

- Organizing & Participating in social activities.
- Arranging exhibition, social function etc.

METHODOLOGY

AIM

To study of achievement motivation among Private school children & government school children.

OBJECTIVE

- To study achievement motivation level of government school children
- To study the achievement motivation level of private school children
- To suggest the achievement motivation to the private & government school children's.

HYPOTHESIS

Null hypothesis there is a no significant no difference of achievement motivation among private & government school children

SAMPLE

* private school children & Government school children 60 student's of class 10th of age group (14-16) years was consider among them 30 were private school children's, and 30 were government school children's.

TOOL USED

Achievement Motivation Questionnaires & Manual.

DESCRIPTION OF THE TEST

The achievement motivation test was developed by Dr (Mrs.) pratibha deo & asha mohan was used to know the achievement motivation if the student the



invent contain 50 items on 5 points always, rarely, never' sometime' frequently, there are some positive & negative score 13 are negative & 31 are positive items, the negative items is to be scored as 0,1,2,3,&4.& for the positive items is to be scored 4,3,2,1 & 0 for the respectively categories that are given above the total score is the summation of all the positive & negative items scores' the minimum score obtained can be zero (0) & the maximum can be 200, other scores in between

RELIABILITY.

Test- retest was applied to obtain the reliability coefficient of the scale taking different set of the sample : administration of the scale was repeated on several occasion. the result are given below.

| Sample | N | INTERVAL | R | SIGNIFICANCE, |
|-------------|----|----------|-----|---------------|
| Mixed group | 51 | 4 week | .69 | 0.1 |
| Male | 33 | 5-6 week | .69 | 0.1 |
| Female | 50 | 5-6 week | .78 | 0.1 |

VALIDITY

The validity of the scale is concerned in the first instance the item by the high low discrimination method was accepted as the validity of the whole measure beside this scale was also used for validating the projective test for achievement motivation .

PROCEDURE

At first experimenter approached to the private school students and started conversation to build a report with the children. Next the experimenter approached the government school students and started conversation to build up a report. Next, the experimenter instructed the private and government school children to be seated properly in noise free

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environment. Before the test started, experimenter made the students keep their books, note books aside /inside the desk, and also ensured that the respondent had pencil/pen. Then the experiments told the students the purpose of the test assuring them that the responses obtained by the test will be kept confidential. Doubts raised by the students were answered frankly then the test booklet of achievement motivation inventory to the student the response booklets be filled in one by one by the subjects after the following instruction were given to them.

The instructions were as follows:

“This is a achievement motivation inventory there are 50 items in it against each item there are 5 response you have to read each items carefully and respond to it by marking the (tick)mark in any of the 5 response given against that item, which you think .there is no right & wrong answer try to give response according to what you feel. Your answer will be kept confidential then the example given on the inventory was explain.”

The above instruction from the test booklet were clearly read. The instructors ensured that the instructions had been understood correctly by all the student. The experimenter started supervising the group by taking rounds in the room to make sure that all are responding in a desired way.

SCORING

Two stencil key are to be use one for positive item and one for negative item , a positive item carry a weight of 4,3,2,1 0 respectively for the categories of always frequently' sometime rarely, never 'the negative items is to be scored 0, 1, 2, 3 & 4. for the same categories' for the same items that are given below .

STATISTICAL ANALYSIS

In this test the statistical was used T- RATIO.



RESULT

The table show the means, standard deviation,& standard error of the private & government school children's.

PRIVATE SCHOOL CHILDREN & GOVERNMENTSCHOOLCHILDREN

| SCHOOL | MEANS | STANDARD DIVIATION |
|-------------------|-------|--------------------|
| Private school | 99.4 | 9.690 |
| Government school | 97.7 | 12.170 |

| |
|---------|
| T-RATIO |
| 0.598 |

DISCUSSION

The above table indicated there was in significant different among government school& private school; private school means is found to be 99.4,were as for the governments school 97.7, standard deviation for the private school is 9.690 & for the government school standard deviation is found to be 12.170 .the standard error of the private school children was found to be 1.7 69 & for the government school children standard error was found to be 2.222 & t-ratio is found to be 0.598 . these finding suggest that means is found to be similar for both schools these indicate that there is a in significant among both school's there in significant different might be found to be because of the following reason

* Both private school & government school children have similar education program schedule.

CONCULSION

As there is a insignificant different between the government & private school children's the null hypothesis is not accepted.

SUGGESTION

Counseling must be given to both school children to improve their education level of academic achievements.

Home environment, school environment, parental attention etc. should in a positive way for the academic achievement in the children.

Review of lecturer.

In the previous chapter an attempt has been made to present a conceptual framework of the investigation along with need and importance of the study, significance of the study, scope of the study in relation to the influence of achievement motivation, home environment and study habits on academic achievement of secondary school students. In this chapter, an effort has been made to review the earlier work related to the study under investigation.

Sandven (1975) observed the motive to excel in academic work as an activating force, a drive or an urge to achieve good results and recognition which to some degree accounts to progress in school.

David C. McClelland's and his associates' investigations of achievement motivation have particular relevance to the emergence of leadership. He was interested in the possibility of deliberately arousing a motive to achieve in an attempt to explain how individuals express their preferences for particular outcomes a general problem of motivation. The vehicle McClelland employed to establish the presence of an achievement motive was the type of fantasy a person expressed on the Thematic Apperception Test (TAT), a series of pictures that subjects were asked to interpret by writing stories about them. The techniques McClelland and his collaborators developed to measure N - Ach, N - Affil and N - Pow (see McClelland etal, 1958) can be viewed as radical break with the dominant



psychometric tradition. However, it should be recognized that McClelland's thinking was strongly influenced by the pioneering work of Henry Murray, both in terms of Murray's model of human needs and motivational processes (1938) and his work with the OSS during World War Two. It was during this period that Murray introduced the idea of "situation test's" and multi-rater multi-method assessments' It was Murray who first identified the significance of need for Achievement, Power and Affiliation and placed these in the context of an integrated motivational model'

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