

**ACADEMIC ACHIEVEMENT
IN RELATION TO
ACHIEVEMENT MOTIVE
AFFILIATION MOTIVE
AND POWER MOTIVE**



BY :

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C E R T I F I C A T E

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Ordinance and that the thesis entitled "Academic Achievement
in Relation to Achievement Motive, Affiliation Motive, and
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P R E F A C E

Whenever no clearly identifiable relationship is found between an environmental and a behavioral event, some hypothesized intervening event is postulated to account for that behavior. The discrepancy between antecedent and consequent leaves room for considerable speculations as to the nature of the mediating system, process, or mechanism. It is into this void that men have poured their ideas about motivation. Naturally, when the educationists found the sub-standard performance of high school students, lagging far behind their abilities, leading to a serious loss to society in terms of their potential contribution and depreciation of self-worth accompanied by unhappiness and frustration, a need was felt to study motivational variables in relation to academic achievement.

In line with other researches an attempt has been made in this study to investigate motivational correlates of academic achievement particularly the achievement motive, affiliation motive and power motive. Till now researchers have mostly attempted to study these motives separately, and a very few studies have been conducted on affiliation motive and power motive especially in the context of academic achievement. The present study ventured to proceed a step forward by studying

the three motives together. It presents a coherent account of the various ways in which these motives are expressed in activity, how they relate to each other, how they interact, and together with individual differences in ability and background factors are responsible for the academic achievement of high school students. In addition to this, the present study has not only contributed valid and reliable inventories for measuring achievement, affiliation, and power motives, which can be of use for educational research and guidance, but has also yielded valuable and useful data in terms of norms for the three inventories.

This thesis may be said to be a consequence of wide spread realisation of the development of an academic motivation theory and for understanding the variances in academic achievement because motives are said to function as energizers, selectors, and directors of activities.

The work embodied in this thesis has been presented in seven chapters divided into four major parts: Introduction, Review of related studies, Procedure of the study, and Results and discussion. The first chapter starts with differences in achievement and draws the importance of the problem in hand. Second chapter gives a short review of major divisions of the researches on the three motives. Third chapter presents the purposes of the present study. Fourth and fifth chapters describe the procedure, where fourth chapter has been especially devoted to the development of the inventories for the three

respective motives. Sixth and seventh chapters deal with the results, discussions and conclusions.

The study from its very inception has been under the influence of variegated help received from different corners. In this context, I gratefully acknowledge the help given by the principals and the students who cooperated in the data collection work.

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Varanasi

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