A STUDY OF ACHIEVEMENT OF POLYTECHNIC MALE STUDENTS AND ENTREPRENEURS OF CHANDIGARH

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INTRODUCTION :

In the present day context, lot of stress is being laid upon developing entrepreneurs. The basic objective in developing entrepreneurship and multiplying them in the society has been to enable society to generate productive human resources, mobilise and sustain the same in the subsequent process of development (Singh, 1985). But if one critically analyses the trend, one still finds that majority of students in the polytechnic education system prefer joining a job in the private or the public sector and a very few of them venture into establishing their own business units. The job opportunities for the students passing out with diplomas in conventional areas of Civil, Electrical and Mechanical Engineering however, are decreasing very rapidly and students remain unemployed or under employed for a period ranging from six months to four years.

There is a need to either change the nature of programmes or curriculum offerings or develop entrepreneurial qualities among the students to enable them to create job opportunities for others and contribute to economic development of the country.

Entrepreneurship has been considered as a quality which can be acquired by an individual and is a function of various factors, like psychological, socio-cultural, economic etc. It is evident from a number of studies (Schumpeter, 1961; McClelland 1961; 1969; Pareek, 1967; Nandi, 1973; Rao etal. 1975, 1978; and Akhouri 1977, 1978) that psychological factors play a key role in the development of entrepreneurship (Gulab Singh, 1989). One of these various psychological factors for which a lot of empirical evidence is a available is achievement motivation.

McClelland etal. (1953) gave a generic definition of nAch (achievement motivation) in terms of the goal sought, "By achievement goal is meant success in competition with some standard of

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excellence." For Heckhausen (1967) it (nAch) accounts for the striving to increase or keep as high as possible one's own capability in all activities in which standard of excellence is thought to apply and where the execution of such activities can therefore, either succeed or fail.

According to McClelland and Winter (1967) achievement motivation when added to knowledge and opportunity, can make real difference in economic achievement (Singh, 1985). Successful entrepreneurs are generally high achieving people. Further, it has been found that entrepreneurs who were provided training in need achievement or achievement motivation (nAch) showed significantly a great degree of business activity as compared to those who were not trained in nAch. In addition, they pursued more successful entrepreneurial career. (McClelland and Winter, 1966). A review of entrepreneurship development programmes (EDP) carried out by Akhouri (1975) and Chattopadhya (1977) indicates that achievement motivation is an essential part of EDPs (Singh 1985).

Achievement motivation (nAch) can be developed among students through organising special achievement motivation training programmes and integrating certain strategies or techniques of confidence and satisfaction building in teaching process.

The present study was undertaken to determine the achievement motivation level of male students studying in a polytechnic and entrepreneurs of Chandigarh.

OBJECTIVES OF THE STUDY :

The objectives of the study were to :

- Determine the level of achievement motivation of male final year stude--nts studying in a polytechnic of Chandigarh.
- Study the relationship between achievement motivation level and branch of engineering.
- Study the achievement motivation level of entrepreneurs of Chandigarh.
- To compare the achievement motivation level of students and entrepreneurs.
- Suggest strategies for increasing the achievement motivation of students.

DESIGN OF THE STUDY :

Survey research design was used as the study involved determining the present level of achievement motivation of male final year students of polytechnic and entrepreneurs.

Sample :

Purposive sampling was resorted to selecting samples for the study. Sample consisted of ninety four final year students of Civil, Mechanical and Electrical engineering of a Polytechnic and thirty three entrepreneurs.

Tools Used :

A subscale of Edwards Personal Preference Schedule measuring nAch was used. Twenty four pairs of statements, as retained by Tulsi (1983) on the basis of suitability to Indian conditions were taken from the schedule and four were left out.

Data Collection Procedure :

Achievement motivation (nAch) scale was administered to final year students of polytechnic and entrepren- eurs by the investigators to collect data. In addition, information regarding parent's occupation was obtained.

Data Analysis :

The data thus collected were tabulated for students of different branches of engineering and entrepreneurs. Mean and standard deviation for achievement scores was calculated for total sample to categorize students and entrepreneurs into three categories namely high, average and low. The mean and SD of achievement motivation scores was found to be 10.51 and 3.14 respectively. Thus, the students and entrepreneurs who scored between M.± .5 SD i.e. between 10-12 were labelled as average, those who scored equal to or less than 9 were labelled as low, and those who scored 13 or more than 13 were labelled as high. Students and entrepreneurs falling in different categories is shown in table 1 and 2. Percentages were then worked out.

Table 1 : Distribution of Students

nAch Score	Branch of Enginnering			Total
	Civil	Mech.	Electi.	
High	8	10	7	25
Av.	10	17	11	38
Low	12	13	6	31
Total	30	40	24	94

Table 2

Distribution of Entrepreneurs

nAch Score			
High	Average	Low	Total
5	11	17	33

X^2 was calculated to find out the relationship between achievement motivation and branch of engineering and to find relationship between category of individuals and achievement motivation score.

RESULTS AND DISCUSSION :

Table 1 shows that only 26.6 % final year students possess high level of nAch, 40.4% average level of nAch and 33% students possess low level of nAch. Out of 26.6% students possessing high nAch, only 28% belong to business class families while 72% belong to service class families. Incase of average and low nAch groups, 13% and 26% of students belong to business class families respectively.

The value of X^2 (2.584) was found to be insignificant, which indicates that there is no relationship between the branch of engineering and achievement motivation scores of final year male students. The mean trend for different branches of engineering, however, indicates that final year students of electrical engineering had higher nAch mean score (11.30) than both students of Civil Engineering (10.5) and Mechanical engineering (10.9).

From table 2, it is evident that only 15% entrepreneurs surveyed possess

high nAch, 33% average nAch and 51% of the entrepreneurs possess low nAch. It is also found that most of these entrepreneurs i.e. 81.8% belong to business families. Only 18% of these entrepreneurs belong to service class families. 80% of those who possess high nAch also belong to business families.

Incase of entrepreneurs, the mean achievement motivation score was found to be 10.64 which is slightly higher than the mean achievement motivation score of Civil Engineering students but lower than both Electrical Engineering and Mechanical Engineering final year students. However, the value of x2 (3.78) was found to be insignificant. It shows that nAch score has no relationship with the category of individuals.

From the finding of the study, it can be concluded that both male students of polytechnics and entrepreneurs possess similar level of nAch but whereas most of the entrepreneurs belong to business class families, most of the students belong to service class families. The level of nAch of both students and entrepreneurs is average.

Thus, there is a need to evolve strategies for enhancing nAch level of students. Greater emphasis are to be laid upon developing nAch through strategies which can be integrated in teaching learning. For example, teachers in order to motivate students for achievement and excellence, have to gainful employ some of the following techniques.

(Dhir and Tulsi 1992) :

- Set realistic and relevant goals and objectives of instruction.
- Gain student support in setting high achievement goals for learning tasks.
- Include variety of learning activiti - -es such as brain storing, problem-solving, project work, independent term paper etc.
- Provide stimulating and challengi- -ng experience to learners.
- Encourage students experience success.
- Attribute success to student effort.
- Create conducive climate for leanr- ing.
- Build strong, positive self concept among students.
- Set example before students.
- Select and Provide appropriate reinforcement.
- Provide immediate feed back to the student.

The techniques suggested above when selected and applied keeping in view students entry behaviour and individual differences among students will help in enhancing nAch of students. In addition, training in achievement motivation, can help in developing and improving achievement motivation level of students.

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