

Achievement Motivation of Secondary School Students in Murshidabad District of West Bengal

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ABSTRACT

The study was conducted with a view to assess the achievement motivation of secondary school students in Murshidabad district of West Bengal. The study was confined to 200 students studying in class X of different schools of Murshidabad district by using stratified random sampling techniques from government schools within the age range of 16-17 years, from urban and rural areas. The finding of the study revealed that 16% boys and 15% girls irrespective of their locality were in high category whereas 9% boys and 8 % girls were in low category. Similarly, among total urban and total rural students 18% and 13% were under high category achievement motivation respectively and 7% urban students and 10% rural students were under low category. The study also revealed significant difference in achievement motivation with regard to locale variation but non-significant differences in relation to gender variation.

Keywords: Achievement motivation, gender, locale

Quality of performance has been regarded as a key factor for personal progress and national development. A modern democratic society cannot achieve its aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens, because enlightened citizens are said to be the most valuable assets of society, who cherish democratic values preserve in basic human freedom. People irrespective of any discrimination rich, and poor, advantage and disadvantage, literate and illiterate, therefore, are geared to invest in education of their children. The present century has been visualized as a technologically advance world. Hence starting from school level, parents, teachers and administrators all desire for heavy investment for their children. Educated manpower is the emerging need of any nation as educated and

skilled human resource is asset for any country. In this context, it becomes indispensable to develop human resource from the early stages of human life; children are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future.

Achievement motivation plays an important role to achieve educational goals of the students. One may assume that achievement orientation of the student is not solely influenced by the teacher but is shaped by the overall classroom climate, including the student's social position in the class. Achievement motivation inspires one to acquire new knowledge and skills, increases the self-competence and is highly valued in all human societies. It is considered as an urge to improve as a psychological factor which provides internal impetus to excellence.

If education strives to prepare children for a productive life in society, the educational system must accept responsibility for developing achievement motivation. Achievement motivation have been considered as an extended person-intrinsic motivation showing a pattern of actions, planning and feelings connected with striving to achieve some internalized standards of excellence. We see a student burning midnight oil during the examination days, a boy constantly busy in learning how to cycle even after getting many cuts and bruises. What makes them to engage in one or other type of learning and continue their effort while facing even so many obstacles? Such question related to 'why of learning' are always answered through a keyword "Motivation". The bird who is building its nest, the student who is studying hard and the boy who is learning how to cycle, all do so because of "Motivation". They learn because they are motivated to learn. They act because they are persuaded to act in order to satisfy their basic needs and achieve the desired goals. The need and desire to achieve is a spring-board of the achievement motivation. This desire is as basic and natural as other biological or socio-psychological needs.

However, in a competitive society or set-up the desire to excel over others or achieve a higher level than one's peers is intensified which in turn may lead to a stronger drive or motive to achieve something or everything that is essential to beat the others in the race and consequently experiences a sense of pride and pleasure in the achievement. The type of motivation produced by such desire for achievement is called Achievement Motivation. As for the origin and development of the achievement motive, it can be said that it is conditioned by ones early training, experiences and subsequent learning. Locality to which an individual belongs is also an important variable other than home, school and society in development of achievement motive.

Rural areas suffer from poor economic facilities. People living in rural area are mostly illiterate, low paid employees, powerless and provided with less facility. As such, schools in such areas are less equipped with requirements for the upliftment of education.

Urban areas shows achievement in terms of higher percentage of literacy, better standard of education, modernization, greater degree of social interaction and way of living. As such, the schools are well equipped with the need and requirements necessary for the proper upliftment of education. As such the individual's level of achievement motivation is also affected by the locality to which he/she belongs. Children from rural areas have greater variation in achievement motivation depending on a particular situation which they are placed. But the urban children tend to show a relatively high level of achievement motivation irrespective of the situation in which they are placed. Urban children work hard at school even when the tasks are dull, while those from rural areas have to arouse and to make them work and achieve.

Rationale of the Study

According to psychologists people with high achievement motivation are focused on achievement goals and are generally proactive. Keeping in the mind, the recent developments in every sphere of life, there is a great need to be fully equipped ordinary potential for being successful. Motivated person become inwardly confident and can easily face the challenges of dynamic world. An individual attains achievement by motivation. There is great need of motivation for students, because motivation effects the academic achievement and success of the students. The present study is about the achievement motivation of the secondary school students.

A good number of research studies conducted in the area of achievement motivation revealed that rural and urban schools students differ significantly in their achievement motivation but the research studies of Ahluwalia (1985), Singh (1986) and Sodhi (1989) revealed that rural and urban school students do not differ significantly in relation to their achievement motivation. Chetri, (2014) in her study revealed non- significant difference in achievement motivation of adolescent students with regard to gender and locale variation. Kumar A. & Yadav D. (2015) found significant difference between

boys and girls of secondary classes for academic achievement motivation and Girls students had more academic achievement motivation than boys. Thus in the present study an attempt has been made to study the impact of gender and locality on the achievement motivation of the secondary school students in Murshidabad district of West Bengal.

Objectives of the Study

The study was undertaken keeping in mind the following objectives:

- ⊙ To assess the achievement motivation of secondary school students in Murshidabad district of West Bengal.
- ⊙ To compare the achievement motivation of boys and girls Students of Secondary Schools.
- ⊙ To compare the achievement motivation of urban and rural Secondary School students.
- ⊙ To compare the achievement motivation of rural boys and rural girls students of Secondary Schools.
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- ⊙ To compare the achievement motivation of rural boys and urban girls students of Secondary Schools.
- ⊙ To compare the achievement motivation of rural girls and urban boys Secondary School students.

Hypotheses of the Study

Basing upon the objectives stated above, the following hypotheses were formulated. Each hypothesis was expressed in null form for ease of interpretation of results.

Ho₁: There is no significant difference in the level of achievement motivation of various groups

of secondary school students in Murshidabad district of West Bengal.

Ho₂: There exists no significant difference in achievement motivation of Secondary School students in relation to gender variation.

Ho₃: There exists no significant difference in achievement motivation of Secondary School students in relation to locale variation.

Ho₄: There is no significant difference in the achievement motivation of rural boys and rural girls of Secondary Schools.

Ho₅: There does not exist any significant difference in the achievement motivation of urban boys and urban girls students of Secondary Schools.

Ho₆: There does not exist significant difference in the achievement motivation of rural boys and urban boys students of Secondary Schools.

Ho₇: There is no significant difference in the achievement motivation of rural girls and urban girls students of Secondary Schools.

Ho₈: There is no significant difference in the achievement motivation of rural boys and urban girls students of Secondary Schools.

Ho₉: There is no significant difference in the achievement motivation of rural girls and urban boys students of Secondary Schools.

The Research Approach

The Present study was intended to reveal the achievement motivation of secondary school students with regard to gender and locale variation and to compare among different sub-samples. Therefore, in order to accomplish the objectives of the present study the descriptive survey method was considered appropriate for gathering data about achievement motivation of Secondary School Students.

Population and Sample

The study was concerned with the achievement motivation of secondary school students in Murshidabad district of West Bengal. Hence, all the secondary school students of District Murshidabad,

West Bengal studying in rural and urban areas was considered as the population of the study.

To obtain a representative sample the researcher selected four schools in and around Jangipur Sub-division of Murshidabad district. The sample of the present study comprised 200 secondary school students of class X studying in rural and urban government secondary schools of the district Murshidabad. While selecting the sample the variation of gender and locale was taken into account.

Tool Used

The Achievement Motive Test by Dr. Bhargava (1984) was used for the study. The tool is consisting of 50 questions. The scoring is done with the help of scoring key. Each right answer was awarded with one mark and wrong answer is awarded with zero mark. The test- retest reliability after an interval of one month was found to be 0.87.

ANALYSIS AND INTERPRETATION

Level of Achievement Motivation of Various Groups

In order to assess the achievement motivation of secondary school students in Murshidabad district of West Bengal and to classify them under different categories according to the norm table of the ACMT, all the subjects with respect to gender and locale variation were categorized on the basis of their scores. For better interpretation the total number

of subjects under each category was converted to percentages. The result has been presented in the following Table 1.

As per the norm given in the manual for Achievement Motive Test (ACMT) there are five categories such as High ranging from 23 and above for both boys and girls, Above Average between 19 to 22 for boys and 20 to 22 for girls, Average from 17 to 18 for boys and 17 to 19 for girls, Below Average between 15 and 16 for boys and 14-16 for girls and Low between 11 and 14 for boys and 11-13 in case of girls. It was found from the table that in the high level of achievement motivation there are 16% of urban boys, 20% of urban girls, 16% of rural boys, 10% of rural girls. Among total urban and total rural students 18% and 13% were under high category achievement motivation respectively. Similarly, 16% boys and 15% girls irrespective of their locality were found in high category.

The table also revealed that in the above average category of achievement motivation there are 20% of urban boys, 22% of urban girls, 16% of rural boys and 20% of rural girls. Among total urban and total rural students 21% and 18% respectively were under above average category achievement motivation. Similarly, 18% boys and 21% girls irrespective of their locality were found in high category.

It was also evident from the above table that in the below average and low category of achievement motivation (combined) there are 20% of urban boys, 16% of urban girls, 11% of rural boys, 16% of rural girls. Among total urban and total rural

Table 1: Level of Achievement Motivation of Various Groups

Level of Achievement Motivation (According to the Norms)	Groups						Boys Total	Girls Total
	Urban			Rural				
	Boys	Girls	Urban Total	Boys	Girls	Rural Total		
High	08 (16%)	10 (20%)	18 (18%)	08 (16%)	05 (10%)	13 (13%)	16 (16%)	15 (15%)
Above Average	10 (20%)	11 (22%)	21 (21%)	08 (16%)	10 (20%)	18 (18%)	18 (18%)	21 (21%)
Average	22 (44%)	21 (42%)	43 (43%)	23 (46%)	27 (54%)	50 (50%)	45 (45%)	48 (48%)
Below Average	06 (12%)	05 (10%)	11 (11%)	06 (12%)	03 (06%)	09 (09%)	12 (12%)	08 (08%)
Low	04 (08%)	03 (06%)	07 (07%)	05 (10%)	05 (10%)	10 (10%)	09 (09%)	08 (08%)
Total	N=50	N=50	N=100	N=50	N=50	N=100	N=100	N=100

Figures in the parentheses indicate percentages

students 18% and 19% respectively were under below average and low category (combined) of achievement motivation. Similarly, 21% boys and 16% girls irrespective of their locality were found in below average and low category (combined) of achievement motivation.

The above table revealed that the distribution of scores on achievement motivation of secondary school students on achievement motive test have a tendency in showing a larger cluster in the average group (17-18/19) and gradually tapering towards the upper and the lower end in case of gender and locality variation.

Significance of Difference between the Means of the Boys and Girls on the Achievement Motivation

In order to find out differences if any in the achievement motivation of boys and girls, the test of significance of difference between the means of the two sub-samples was calculated and tested for significance. The result has been presented in the following Table 2.

Table 2: Comparison of Achievement Motivation of Boys and Girls

Groups	N	Mean	SD	S _{ED}	df	't'	Remarks
Boys	100	18.02	4.12	0.57	198	0.33	NS
Girls	100	18.21	4.01				

In this connection the test of significance of difference between the means were calculated was found 0.33 which was lesser than the 't' value (1.97) at 0.05 level of significance for 198 degrees of freedom. Hence, the 't' ratio in case of gender variation was not significant. So the null hypothesis there is no significant difference in the achievement motivation of boys and girls of Secondary Schools could not be rejected. The study was in conformity with earlier studies done by Baskaran (1991), Pandey and Ahmad (2007) and Chetri, (2014). In the context of mean scores, it was found that the mean score of achievement motivation of girls (18.21) is higher than that of secondary school

boys (18.02). It indicates that though girls are more achievement motivated than their counterparts, but not significantly different.

Significance of Difference between the Means of the Urban and Rural students on the Achievement Motivation

In order to find out differences if any in the achievement motivation of rural and urban students, the test of significance of difference between the means of the two sub-samples was calculated and tested. The result has been presented in the following Table 3.

Table 3: Comparison of Achievement Motivation of Urban Students and Rural Students

Groups	N	Mean	SD	S _{ED}	df	't'	Remarks
Urban Students	100	18.79	4.05	0.56	198	2.803	Significant (p<.01)
Rural Students	100	17.22	3.97				

On perusal of the above table, it was observed that the 't' ratio 2.803 for the mean scores of achievement motivation between urban and rural secondary school students is significant at 0.01 level. Thus the hypothesis "There is no significant difference in the achievement motivation of urban and rural Secondary School students" was rejected. This revealed that there exists significant difference in achievement motivation of rural and urban school students. This finding is in consonance with the finding of Saraswat (1988), Mahmood (2009) who had shown locale as an intervening variable for achievement motivation.

Significance of Difference between the Means of the Rural Boys and Rural Girls on the Achievement Motivation

In order to find out differences if any in the achievement motivation of rural boys and rural girls students, the test of significance of difference between the means of the two sub-samples was calculated and tested. The result has been presented in the following Table 4.

Table 4: Comparison of Achievement Motivation of Rural Boys and Rural Girls

Groups	N	Mean	SD	S _{ED}	df	't'	Remarks
Rural Boys	50	17.08	4.07	0.79	98	0.354	NS
Rural Girls	50	17.36	3.84				

On perusal of the above table, it was observed that the 't' ratio 0.354 for the mean scores of achievement motivation between rural boys and rural girls secondary school students is not significant at 0.05 level.

Significance of Difference between the Means of the Urban Boys and Urban Girls on the Achievement Motivation

In order to find out differences if any in the achievement motivation of urban boys and urban girls students, the test of significance of difference between the means of the two sub-samples was calculated and tested. The result has been presented in the following Table 5.

Table 5: Comparison of Achievement Motivation of Urban Boys and Urban Girls

Groups	N	Mean	SD	S _{ED}	df	't'	Remarks
Urban Boys	50	18.96	4.15	0.81	98	0.79	NS
Urban Girls	50	19.06	4.10				

On perusal of the above table, it was observed that the 't' ratio 0.79 for the mean scores of achievement motivation between urban boys and urban girls secondary school students is not significant at 0.05 level.

Significance of Difference between the Means of the Rural Boys and Urban Boys on the Achievement Motivation

In order to find out differences if any in the achievement motivation of rural boys and urban boys students, the test of significance of difference

between the means of the two sub-samples was calculated and tested. The result has been presented in the following Table 6.

Table 6: Comparison of Achievement Motivation of Rural Boys and Urban Boys

Groups	N	Mean	SD	S _{ED}	df	't'	Remarks
Rural Boys	50	17.08	4.07	0.81	98	2.32	Significant (p<.05)
Urban Boys	50	18.96	4.15				

In this connection the test of significance of difference between the means was calculated and the 't' ratio was found 2.32 which was greater than the 't' value (1.98) at 0.05 level of significance for 98 degrees of freedom. Hence, the 't' ratio in case of rural boys and urban boys variation was significant. This revealed that there exists significant difference in achievement motivation of rural boys and urban boys school students.

Significance of Difference between the Means of the Rural Girls and Urban Girls on the Achievement Motivation

In order to find out differences if any in the achievement motivation of rural girls and urban girls students, the test of significance of difference between the means of the two sub-samples was calculated and tested. The result has been presented in the following Table 7.

Table 7: Comparison of Achievement Motivation of Rural Girls and Urban Girls

Groups	N	Mean	SD	S _{ED}	df	't'	Remarks
Rural Girls	50	17.36	3.84	0.78	98	2.18	Significant (p<.05)
Urban Girls	50	19.06	4.10				

In this connection the test of significance of difference between the means was calculated and the 't' ratio was found 2.18 which was more than the 't' value (1.98) at 0.05 level of significance for 98 degrees of freedom. Hence, the 't' ratio in case of rural girls

and urban girls variation was significant. So the null hypothesis there is no significant difference in the achievement motivation of rural girls and urban girls of Secondary Schools was rejected.

Significance of Difference between the Means of the Rural Boys and Urban Girls on the Achievement Motivation

Table 8: Comparison of Achievement Motivation of Rural Boys and Urban Girls

Groups	N	Mean	SD	S _{ED}	df	't'	Remarks
Rural Boys	50	17.08	4.07	0.81	98	2.44	Significant (p<.05)
Urban Girls	50	19.06	4.10				

On perusal of the above table, it was observed that the 't' ratio 2.44 for the mean scores of achievement motivation between rural boys and urban girls secondary school students is significant at 0.05 level which reveals that there is significant difference in achievement motivation of rural boys and urban girls' students.

Significance of Difference between the Means of the Rural Girls and Urban Boys on the Achievement Motivation

Table 9: Comparison of Achievement Motivation of Rural Girls and Urban Boys

Groups	N	Mean	SD	S _{ED}	df	't'	Remarks
Rural Girls	50	17.36	3.84	0.80	98	2.00	Significant (p<.05)
Urban Boys	50	18.96	4.15				

Table 9 depicted that 't' value 2.00 for the mean scores of achievement motivation between rural girls and urban boys students of secondary level is significant at 0.05 level. Thus the hypothesis "There is no significant difference in the achievement motivation of rural girls and urban boys Secondary School students" was rejected.

Main Findings and Discussions

1. It was found that 16% boys and 15% girls irrespective of their locality were found in high category whereas 9% boys and 8 % girls were in low category. Similarly, among total urban and total rural students 18% and 13% were under high category achievement motivation respectively and 7% urban students and 10% rural students under low category. It was also found that in the high level of achievement motivation there are 16% of urban boys, 20% of urban girls, 16% of rural boys, 10% of rural girls. Among total urban and total rural students 18% and 13% were under high category achievement motivation respectively. It was also found that the distribution of scores on achievement motivation of secondary school students on achievement motive test have a tendency in showing a larger cluster in the average group (17-18/19) and gradually tapering towards the upper and the lower end in case of gender and locality variation.
2. The findings indicate that there is no significant difference in the achievement motivation of secondary school boys and girls. The study was in conformity with earlier studies done by Baskaran (1991), Pandey and Ahmad (2007) and Chetri, (2014). This may be due to the reason that at the present age of knowledge exploded society, people have become very conscious and girls are in no way lagging behind the boys. Both the boys and girls are moving in the same direction to show off themselves in their thinking and attitude. Therefore, their achievement motivation revealed non-significant difference.
3. The study revealed that there exists significant difference in achievement motivation of rural and urban school students. This revealed that the students of urban area have better achievement motivation than the students of rural area. This finding is in consonance with the finding of Saraswat (1988), Mahmood (2009) who had shown locale as an intervening variable for achievement motivation.

The possible reason of this may be that parents of urban area are more concerned to develop better achievement motivation among their children. They are mostly educated parents and understand the importance of education and role of achievement motivation in the life to excel, so they make more efforts to develop motivation in their wards from the beginning. The other reason could be the location of school; infra structural facilities, furniture and physical amenities such as electricity and running water, co-curricular activities, health facilities, teaching aids than all these indicators will have to prove to be more adequate in urban schools as compared to rural schools.

4. The study revealed that there is no significant difference in achievement motivation of rural boys and rural girls' students. This may be due to the fact that both boys and girls of rural areas get same privilege available in their home and schools.
5. This revealed that there is no significant difference in achievement motivation of urban boys and urban girls' students.
6. This revealed that there exists significant difference in achievement motivation of rural boys and urban boys school students. The possible reason of this may be that parents of urban boys are mostly educated parents and understand the importance of education. They get better facilities at home and schools for promotion of achievement motivation.
7. This revealed that there exists significant difference in achievement motivation of rural girls and urban girls of secondary school level. The probable reason behind this may be that the urban girls are more exposed to the global scenario and get better opportunities at home and schools for developing desire for achievement and thus, they work hard in this direction and are serious towards their studies.
8. This revealed that there is significant difference in achievement motivation of rural boys and urban girls' students. The study revealed the mean score (19.06) of urban girls students was found more than the mean score of rural boys students (17.08). This revealed

that the students of urban area have better achievement motivation than the students of rural area. The possible reason of this may be that parents of urban area are more concerned to develop better achievement motivation among their children.

9. This revealed that there is significant difference in achievement motivation of rural girls and urban boys' students. The study revealed the mean score (17.36) of rural girls students was found less than the mean score of urban boys students (18.96). This revealed that the students of urban area have better achievement motivation than the students of rural area. The possible reason of this may be that parents of urban boys are mostly educated and understand the importance of education. They get better facilities at home and schools for promotion of achievement motivation.

Suggestions for overcoming the problems

To suggest measures for overcoming the problems of achievement motivation was also one of the objectives of the study. Basing upon the suggestions received from the respondents formally and informally and from the observations the following suggestions are offered to overcome the problems.

1. Need achievement can be raised if the students develop their level of intelligence. Level of intelligence can be raised by encouraging the students to develop the problem solving ability, thinking, reasoning etc. by participation in different activities and studying the creative work of different persons. The school should organise different curricular and co curricular activities, like seminars, talks delivered by the intellectuals, debates, discussions etc. and should also promote students to gain correct and current information by studying the magazines, newspapers, journals, periodicals etc. It should encourage the students to study the creative writings of the eminent scholars. Not only the whole responsibility goes to the school and teachers for promoting achievement motivation but also the home, parents, elders, neighbours share a lot. Parents should also give the answers to each of the questions of

- their children with a great patience. They should maintain home atmosphere proper for the children's intellectual pursuit.
2. Achievement motivation is also influenced by the parental behaviour. Parents should be affectionate enough. They should listen and understand all the queries, problems and needs of their children and should try to solve them. They should encourage the children to meet each and every problem of their life. But they should not be over affectionate which may spoil their children.
 3. Parents should be permissive. They should encourage the children to know, to gain information by participating in different life situations. They should encourage them to be flexible, fearless and perceive the correct knowledge only after scientific and objective investigation.
 4. Pupils should have high level of aspiration. High level of aspiration is responsible for developing high need achievement. The teacher and the parents should set high goals before the students so that they should try to achieve them and they should develop the tendency to achieve more and more. But care must be taken that the goals should be set up by keeping an eye to the age, gender, intellectual standard and habitation variable or else it will have negative impact upon the children and may block their achievement.
 5. Conservative attitudes, prejudices attached to different situations and objects are responsible in reducing the achievement motivation. The attitude of the people attached with the resistance of girls education, caste system, child marriages, preconceived ideas about the quantity and quality of education often cause to reduce the achievement motivation in students. So care must be taken to free the society from these prejudices and biases.
 6. Teacher should make the concept clear before the students for which they are striving. Pupil should know about the problem and prospects of the concept, the idea so that they

should try in different ways to achieve the same. So far the development of achievement motivation the level of concept acquisition is to be highlighted.

7. Achievement motivation can also be enhanced by properly planned training programme. Workshop training, refresher courses, in service training courses should be provided for the teachers to help them to equip with necessary skills and competencies to enhance student's achievement motivation.

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