1. INTRODUCTION

1.1: INTRODUCTION:

The achievement motivation is the major issue in modern time. Specifically, the career of adolescence and attitude of their parents are more associated with this issue. Because of diversity in career choice, the adolescence is confused, that which of the career plan is more appropriate for them. In addition, there is a pressure of peers, teachers, and parents on the career decision of the adolescence. The achievement motivation of the adolescence needs to perform the major role in career choice and scholastic success. As well as the achievement motivation of the adolescence is mainly associated with their family environment and personality factors. Therefore, when we talk about the achievement motivation of adolescence, it is essential to see how the family environment and personality factors are correlated with the achievement motivation of adolescence.

The achievement motivation is associated with social, family and educational atmosphere. The children’s mental ability is related with parental thinking process and their educational level. Thus the achievement motivation is related with their mental ability, intelligence, emotional maturity and personality factors.

Even if the family environment is same for all children, because of the personality traits, psychosexual development, life style and other relative factors, the children differ from each other in achievement motivation and personality development.

The achievement motivation of children is the outcome of family environment. The family environment includes many factors, like a parent’s education, standard of living, parental thinking adjustment of husband and wife, family income, family status, social class and the challenging the face. These
important factors affect children’s achievement motivation and personality development.

The motivation term has been used with different connotations in the past, sometimes interchangeably with the internal urge, aspiration, need, motive, drive, hunt, desire, etc. (Cofer and Appley, 1964). Motivation is the basic drive for all of our actions; motivation refers to the dynamic of our behaviour, which involves our needs, desires, and ambitions in life. The achievement motivation is based on reaching success and achieving all of our aspiration in life. Achievement goals can affect the way a person performs a task and represent desire to show competition (Harackiewicz, Barron, Carter, Lehto and Elliot, 1997). These basic physiological motivational drives affect our natural behaviour in different environments. Achievement motives are said to have an indirect or direct influence, and achievement goals are said to have a direct or proximal influence on achievement relevant outcomes (Elliot and McGregor, 1999).

Achievement motivation is very important factor in a personality development and the proper family environment. The high achievement level as well as low and middle levels effect on the future life of adolescence.

Life is general and for an adolescence in particular has become highly competitive, today there is no place for a mediocre, a teenager, there is limited room at the top that too only for the best. A lot of importance is given to the college because that is where the students spend these two vital years of various courses where they makes their future career.

According to Mc Clelland et al., (1953) “the need for achievement as learned characteristics in which the satisfaction is obtained by striving for attaining a level of excellence”. According to the Pengwin dictionary of psychology by the S. Reber et al., (2001). “Many factors like successful life, occupational development, life goals, and scholastic achievement related with achievement motivation”. In H. Murray’s
theories of personality, the term has a similar meaning but is conceptualized as a
entailing the notion of overcoming obstacles or taking those things which are known
to be difficult.

Need for achievement characterized the desire to compete with a standard of
component, as set of internalized standard that represent personal achievement or
fulfillment, and autocratically energizing or motivating condition that impulse the
person toward attempts to meet this standard. Need for achievement generally
measured with a projective test using specifically several pictures similar to those
from Murray’s Thematic Apperception Test (McClelland, D. C. and Atkinson, J. W.
1953). According to Chambers “20th century dictionary achievement means to
perform to accomplish.” According to Warren’s dictionary of psychology (1954)
“achievement is proficiency of performance generally measured by standard task or
test”.

Achievement motivation is relatively a new concept in the word of motivation
(Mangal-2000). It is now widely used and heard in the area of education. Sunita
Sharma (1998). Pointed out that Achievement motivation refers to the tendency to
strive for success or the attainment of desired end. Atkinson and Feather (1966)
“Achievement motivation is conceived as a talent disposition which is manifested in
overt striving only when the individual perceives performance as instrumental to a
sense of personal accomplishment.”

Family environment is promoting most important atmosphere is teenager
within which teenager develops the behavior skills and basic patterns of behavior.
“The family atmosphere is the determined by the interrelationship of the family
members, the scope given for individual development and family mechanism” (Moos

It is also defined as, ‘the family’s appraisal of the overall circumstance,
particularly the families adaptability a within the community in which it lives, its
sense of manageability about life events, the predictability about circumstances, and
the sense of control and trust the family as over present and future events” (Moos and Moos, 1976).

Interactions among the members of family, communication of thoughts, emotions caused in to the bonds of affection and satisfaction results in to family environment.

The most potent influence on the personality development of the child is from the home and family environment. Therefore, they are the agencies in the socialization of an individual. It is the mother, the father, siblings and other family members in the family environment, as well as the family income, parents’ occupation; socio-economic status, family status and emotionality affect the achievement motivation.

The family is the important primary factor in the society. Family is responsible to turn a human being into a guy. Family has great influence and importance to a person. From the birth itself individual relates with family. Family has its great sharing individuals nurturing, defending and socializing him. Its personality development also takes place and fulfilled in family itself. Needs of a person are fulfilled in family so that family has its great importance in every body’s life. So also a family gets important place in social structure. The Family plays an ultimate role in socialization and social control and well personality development. Due to this very important reason every society has family. In the course of time even family structure and function are changed the importance of family remains as it is.

To know about any the social order, we must first know about family within it. Indian society is affected by industrialization, civilization and globalization. May be because of these things, changes taking place in family strata then also family has institute is permanently keeps its place forever.

Family has an important social unit, influence the whole life of the society by various means. It includes a network of relationships between the members and
largely governed by folk-ways. A family performs certain social and individual functions such as reproduction, child rearing and socialization of individuals. It reveals a noteworthy continuity, stability and order even if it undergoes communal changes. Family unit turns a human being into man. Personality development is done in family because of this remarkable importance family is present each and every society.

As family, influence a network of relationship between the members, certainly it perform some primary functions. Family is an intimate group, sharing a common residence having a longer duration of relationship and physical proximity. It has biological interconnections between the member’s co-operation, the common class status and sense of solidarity and belongingness between the members.

Its personality development also takes place and fulfilled in family itself. The environment home and schools share an influence space in child’s life and there exists a unique juxtaposition between the two (Tucker and Bernstein, 1979). According to Sagar and Kalpan (1972), by its very nature, the family is the social biological units that exert the greatest influence on the development and perpetuation of the individual’s behavior.

The psychological atmosphere of the home may fall in to any of the four quadrants, each of which represents the four general combination, acceptance, autonomy, acceptance control, rejection autonomy and rejection control (Johnson and Medinnus, 1969).

Grebow (1973) reported that nurturance affection and achievement expectations of parental behavior that have regarded as important by previous researchers.

The world climate is more compressive one. It includes within itself the world environment. The human elements around the child is called ‘environment’. It
embraces the social, physical and emotional activities of the family. All these combined together constitute the family environment.

Family environment means an interpersonal relationship between the parents and the adolescence and other family members. Family plays a very significant role in the all-round development of adolescence, parent adolescent interactions and parent’s way to deal with their children, develop certain attitudes among the adolescence towards their home environment.

The family environment process a certain constancy to that the impact of some basic values, personal material objects, etc. are felt over and over. Parental influence not is felt in a specific situation but the attitudes and ideas expressed day after day inevitably leave their mark. Home is the person primary environment from the time of his birth until the day he dies. Family environment includes another very important factor that effects personality development. Some factor effect in a positive or negative way. The family environment is the emotional, interpersonal relations, conflict, cohesion, expressiveness, independence, etc. Each environment affects the personality factor and changes the morality and behavior.

Cohesion is one type of family environment. Cohesion is family environment with extent to which family members are concerned and committed to the family and the degree to what family members are helpful and supportive to each other. This environment is healthy environment that affects the personality development to make relationship positive and the adolescents’ personality development make the prefect and effective as well as good, and well development is achievement motivation. The cohesion environment and achievement motivates to make relationship positive.

Cohesion is the extent to which family members are concerned and committed to the family and the degree to which family members are helpful and supportive of each other.
The family expressiveness environment is extent to that family members are allowed and encouraged to act openly and to express their feelings directly.

The conflict environment extents to which the open expressions of anger and aggression and generally confliction interaction are the characteristics of the family that creates negative personality development and achievement motivation to make relationship negative.

Some researchers arranged and provided evidences that once measurement over is corrected for, positive and negative effect are bipolar in the sense of the highly negatively correlated (Green, Goldman, Salover, 1993). The relationships between positive and negative effects go to the nature of affects the relationship to neurobiological substrates (e.g. Allen, Harman Jones and Cavender et al., 2001). The adolescent personality developments the family environment factor effect and change the personality dimension, social environment effect and also effective, the family size and family income influence preparedness behavior (Hanson, Noullers and Bellovich, 1982; Sims and Bauman, 1983).

Nuclear, joint, and extended families have different types and values, responsibilities and different types of functioning. The nuclear family consists of a married man and women and their unmarried children. The nuclear family and personality development of adolescence and achievement motivation are positive correlated. The joint family consists of two generations and extended family consists of three or four patriarchal generations all living under one not working, eating, worshiping, co-operating in natural beneficial socio-economic activities. Unlike nuclear families, joint families and extended families are co-operative institution. In it younger and older members work together with mutual obligations (Bhushan and Sachdera, 1993).

The talent is the important part of personalities and it affects positively on the personality traits. Although, research generally supports the positive role in the families can play developing talent, the literature also suggest that different kinds of
families interactions yield different outcome for adolescence. Specifically family dynamics attitudes and behavior and parenting style greatly influence adolescence, motivation to achieve or produce. Research studies of environment adult yield retrospective accounts of family environment characterized by trace, trauma conflicts and dysfunction (Ochse, 1993).

The social environmental changes affect on family structure, family environment, human behavior and personalities of individuals. However it is also affects on achievement motivation of the individual. The personality development means the internal traits development on the changes of personality. Therefore, the personality traits are the base of personality development (Srivastava, 2002). The family members has creation idea and expectations regarding child development which influence the practices that parents follow for specific development traits. There are several studies which show the association between the personality traits and family environment and achievement motivation.

Patel (1986) was found no relationship between nervousness and achievement, no relationship between neurotism and high achievement. The personality development affects on adolescence behavior and their period leads conflict between parents and adolescence. Biological change in level of aggression, that affects personality traits the further adolescence moves towards adulthood the loss likely conflicts will characterize parent-adolescent relationship. Adolescent identity exploration was positively related to the frequency that adolescent disagreed with parent during a family discussion (Montemayor, 1982).

Achievement motivation is closely related to trait of motives are internal psychological forces that help induce particulars behaviour patterns (Murray, 1962). Graziano and Eisenberg (1997) stated that, agreeable people are friendly, very cooperative, gullible and warm people. Low on two dimensions are cold quarrel and unkind. People on high agreeableness are likely to be altruistic, involved in helping others. Agreeable people characterize happy individual not wealthy, space and
unlimited freedom. It is not age, gender or income nor traditional traits. There are only minor to modern association with extraversion and agreeableness.

Extraverted people tend to be energetic, enthusiastic sociable and talkative, introverted tend to be shy, retiring, submissive and quite, extraverts with their enjoyment of others, boldness, energy, ambition and yet big mouths, tend to be successful as politicians or other high-risibility leaders. Barrick and Mount (1991) found that people scoring high on consciousness seem to do well at work, especially corporative settings. Their persistence, responsibility and strong sense of purpose help them to accomplish foals and secure their losses admiration.

Consciousness people are generally courteous and dependable. These are organized and responsible as well as impulsive people tend to be careless, disorderly and undependable. Neurotic people tend to be nervous, high strong, tens and carrying. Emotionally stable people are calm and contented.

Openness people generally appear imaginative, witty, original and artistic. People lows in these dimensions are shallow, plain or simple. A trait approach to personality uses a basic limited set of objectives or adjectives dimensions to describe and scale individuals.

1.2: STATEMENT OF THE PROBLEM:

Study of Achievement Motivation and its Relationship with Family Environment and Personality Factors.

1.3: SIGNIFICANCE OF THE STUDY:

In modern age of the life style human being have been changed in many ways. These effects also show in the life style of adolescents. These are facing many physical and mentally problems in their life. The teachers and parents also concern
with the adolescents problems. They show helping attitude towards the problems of adolescents and large number of adolescent cope with this phase because of their supports. Nevertheless some adolescents find difficulty in coping with this stage. Family support is an important factor in the present adjustment of adolescents. If the parents are working as a motivator factor in solving of adolescents problems, the adjustment of adolescent with mental, physical and academic and career is better. Thus there is association between family environment and achievement motivation of adolescents. When family environment promotes achievement motivation, then it also occur positive effects on personality factors. It seems that achievement motivation is mainly depends on family environment and personality factors. This fact keeps in mind researcher plan to study how achievement motivation correlates with family environment and personality factor.

1.4: OBJECTIVES:

1. To study the relationship between achievement motivation and family environment.
2. To study the relationship between achievement motivation and personality factors.
3. To study the difference between achievement motivation among boy and girl students.
4. To study the difference between family environment among boy and girl students.
5. To study the difference between personality factors among boy and girl students.
6. To found the best predictor of achievement motivation.

1.5: LIMITATIONS OF THE STUDY:

Following were the limitations of the study:
1. Accidental random sampling technique was used for the selection of the sample.
2. The sample consisted in this study was from only traditional colleges.
3. Only teenage students were included.
4. The study has been restricted to the Ahmednagar district only.
5. Social-economic statuses were not studied in the present study.
6. Rural and urban sample were not studied in this study.