CHAPTER-III

THE PRESENT PROBLEM
The problem in the present investigation is to find out, how does certain personality characteristics and environmental factors relate to achievement motivation in the students with high need for achievement (n-Ach.) and cultural condition of Ahmedabad students. Formally stated the problem is:

"Effects of Achievement Motivation and Personality on Academic Success."

(A Personality Correlates with Achievement Motivation)

In the choice of personality and environmental variables to be studied in relation to n-Ach, the investigator has been governed by the implications of the second and third generalizations arrived at in the previous chapter.

Variables derived from the generalization

As argued earlier n-Ach, develops in an achievement demanding environment. This environment may be psychological, situational, social and/or cultural. Psychological environment is within the individual. For example due to his superior intelligence or educational background the student may easily become conscious of this need and may be impelled to develop it as a consequence. In the situational environment the position which a child occupies or the situation in which he is placed may raise certain achievement expectations from the members of the group and the individual may develop need for achievement as a consequence of this demand (expectation). Socially popular students or
students joining prestigious stream of courses like science or commerce may be under constant pressure from the group to develop this need in them. Similarly our culture puts more social and ethical demands on girls than over boys, hence they may be found to have higher n-Ach. In social environment the group as a whole may feel such an achievement demanding pressure. Certain communities and socio-economic groups may be under constant pressure to be achievement oriented. Similarly in an achievement oriented cultures there is general emphasis to develop achievement need which is so highly valued in them.

The quantitative nature of the achievement demand may, therefore, be decided by the interacting matrix of psychological, situational, social and cultural forces. Psychological factor may not be found important in achievement oriented cultures because there, very air, so to say, permeates with achievement need and it may not require any extra mental superiority or personal individual efforts to be made conscious of it. However, a culture like ours where there is still not much achievement consciousness, this factor may be found playing vital role in developing achievement need. To verify these conclusions (implications) such environmental factors as:

(1) Intelligence,
(2) Sex,
(3) Social status in the class - values,
(4) Socio-economic status,
(5) Family background,
(6) Stream of courses,
were included in the present study. Again psychological climate in the family may also be found important in developing this need. Extremely demanding or authoritarian climate may not be found congenial in developing this need, because the individual may not be able to cope up with the situation and may break under sheer pressure of frustration. Psychological climate in the family has been included to verify this conclusion.

Variables derived from the third generalisation

In the third generalisation it was visualised that high need for achievement may be manifested into two types of personality characteristics, Extraversion and Neuroticism. Personality characteristics which logically emanate out of it. For example, an individual with a strong need for achievement, i.e. having a "disposition to strive for success" is exposed to take more initiative in the direction of success; show less dependency to enjoy maximum "pleasure contingent upon success"; be less anxious to face test situation or seek more of such an opportunity to get success; experience facilitating general anxiety for perseverance in his achievement task; seek more and more opportunity for successful performance, i.e. be more venturesome; involve himself in moderate risks alone so that he may avoid failure
but retain the pleasure of success.

Personality characteristics which are more sensitive to cultural logic, i.e. much more valued in one culture rather than in the other.

In the Western culture persons with high n-Ach. have been found to be more independent, resistant to social pressure, more impulsive, more outgoing, more realistic, less conforming because these personality qualities are much more valued in that culture than ours. If so they need not be manifested in the high n-Ach. individual in our culture, instead the persons with high n-Ach. may be found to have such personality characteristics as conformity, better super-ego strength, and self-control and consequently less fear of death and guilt proneness and better home. Towards their teacher they may be found more respectful but less frank.

To verify these conclusions the following personality characteristics have been added in this study:

(1) Ego strength,
(2) Conformity,
(3) Self-control,
(4) Impulsiveness,
(5) Group adherence.

Some other environmental and personality variables were also included in this study simply because their study could be done without any extra labour and the investigator's
curiosity to see their relationship with n-Ach, as they have been studied in relationship to n-Ach elsewhere also. To this category belong the following variables:

(1) Excitability,
(2) Ergic tension,
(3) Parental education,
(4) Extraversion,
(5) Neuroticism.

**Purpose of the Study:**

The present investigation was undertaken for the following purpose:

(1) To decipher the personality characteristics which are generally found in the highly achievement motivated students in Ahmedabad and the circumstances which favour the development of the need for achievement in them. For this purpose the investigator picked up certain personality characteristics and environmental situations on the basis of research evidence and some theoretical and practical considerations, to find out:

(1) Which of these personality and environmental variables related to n-Ach in urban, rural and overseas students;

(2) In what manner are they related to n-Ach.

(2) To cross-validate the results of the present study with
similar studies on n-Ach, done before.

The intention here was to see if the rural, urban and overseas students high in n-Ach, also show similar pattern of personality characteristics which have generally been attributed to them on the basis of research in different cultures. Similarly whether environmental factors generally found to be effective in the development of n-Ach, are effective in population also, in developing this need.

The intention here was to provide help to the educators and guidance to workers who are engaged in the task of developing in their students those personality qualities which are not only helpful in healthy adjustment with their environment but which also contribute to the welfare of the society in which they live.

Bulk of research studies have shown that need of achievement (n-Ach,) is neither instinctive nor is carried through genesis from one generation to another. In fact it is a personal-social need which develops under certain specific conditions and expresses itself in certain personality qualities. But these specific conditions and personality qualities are not universally accepted. Need for achievement seems to be nourished differently in different physical and social settings and may find expression in different personality qualities in different social milieu.

The purpose of the study is to find out some of the
personality qualities which are more likely to be found in
the students with high need for achievement (n-Ach.) and the
cultural conditions which are conducive to its growth and
development. With this purpose in view some personality and
environmental variables were selected on the basis of
research procedure, theory of achievement motivation and
to find out whether they are of achievement motivation and
to find out whether they are significantly related to n-Ach.
Some environmental variables selected for study were cultur­
al backgrounds. Students coming from rural, urban and over­
seas area, i.e. industrial and nonindustrial backgrounds.
The personality variables so chosen were neuroticism, extra­
version, introversion.

The study was undertaken with the objective of finding
out an exact relationship, as far as possible, between
n-Achievement motivation and some factors of personality
for academic success to fill in some gaps left in some
earlier studies. The study rests on the assumption that:
(a) human personality is largely a product of the individu­
als' habits learned in the particular culture in which he is
reared, (b) personality is merely an abstractive deriva­
tive of the culture. The purpose of this study is two-fold:

1) To survey some of the differences and similarities
   between the personality characteristics of overseas,
rural and urban students and n-Achievement of Ahmedabad
   colleges on the assumption that they have had somewhat
different cultural backgrounds;
(2) To investigate certain psychological and cultural determinants of these differences, and to test the statistical significance of the differences obtained.

The study described here was conceived within the frame of reference. The study is exploratory in nature. The importance of foreign students is being increasingly felt not only for n-Ach., but also because it presents an opportunity to investigate the complex problem of adjustment to a new environment and the sociological and psychological factors involved in n-Ach. Each of the variables for the rural, urban and overseas students was statistically analysed by the use of the F test.

Hypotheses to be tested

On the basis of the above discussion the following hypotheses were put to test, in the present study:

(1) There is a mutual relationship between intelligence, achievement and personality.

(2) Personality and a n-Achievement motivation differs in rural, urban and overseas students.

(3) Personality has positive correlation with achievement motivation. Higher the n-Achievement motivation there will be positive personality traits.

(4) Family background factors have positive relationship with academic achievement of students when intelligence
factor is kept constant.

(5) Students with high n-Ach. are more intelligent and initiative.

(6) Students with high n-Ach. show less dependency and have less test anxiety.

(7) Students with high n-Ach. do not differ significantly from students with moderate and low n-Ach. on ego-strength.

(8) Students with high n-Ach. do not differ significantly from students with moderate and low n-Ach. on excitability.