CHAPTER IV

DEFINITIONS OF THE IMPORTANT VARIABLES USED
Definitions of the Important Variables Used

The present study is investigating into the relationship between n-Ach. and some of the personality and environmental variables. It became, therefore, essential to provide operational definition of these variables so that suitable tools could be selected to quantify responses on them and establish meaningful relationship between them and achievement motivation. The present chapter is devoted to this purpose of defining the important variables used in the present investigation and explaining how they have been treated here.

(1) Achievement Motivation

In the present study achievement motivation is the nucleus variable against which gamut of chosen personality and environmental variables are seeking to establish relationship.

Most of the research studies indicate the multidimensional nature of n-Ach. (Baumler & Dvorak, 1969; Baumler G. Weiss, 1967; Bendig, 1964; Mitchell, 1961; and Weinstein, 1969) but they are not unanimous on the nature and number of dimensions. Any way whatever may be the nature of this motive it is noncontroversial that individual possessed of this motive involve himself in a lot of thinking and action related to "Competition with certain standard of excellence" or are atleast readyer to do them when occasion arises. Hence following the lines of McClelland (1958) and Rosen
By achievement motivation we mean an anticipation of an increase in affect aroused by cues in situations involving standards of excellence. The behaviour of people highly motivated for achievement is persistent striving activity, aimed at attaining a high goal in some area involving competition with a standard of excellence. In relation to these standards of excellence the achievement oriented person directs his efforts towards obtaining the pleasure of success and avoiding the pain of failure (1956).

However, some classification should be made to distinguish this motive from some closely related but different other concepts like achievement motivation, achievement value and aspiration.

Achievement motive is the enduring characteristics or disposition to strive for achievement goals. It is strengthened as a result of successive reinforcement for attaining certain standard of excellence. When this motivational disposition has been sufficiently acquired, the presence of achievement cues in the situation will elicit the expectancy of satisfying an already acquired achievement motive.” Atkinson uses the term 'achievement motivation' or need for achievement to refer to such temporarily aroused state (Mukherjee, 1974; pages 54).
For Rosen (Mukherjee, page 53-54) "achievement values and achievement motivation while related, represent genuinely different components of the achievement syndrome" not only conceptually but also in their origins.

Motivation as dependent on cognition

Cognitive theory of behaviour emerged when trait oriented and motive oriented approaches in personality and developmental psychology apparently had to be regarded as unsatisfactory tools for the understanding as well as the prediction of behaviour. Cognitive representation of 'significant others' of the social situation (e.g. social schemata) (Kuehne, 1964; Kelly, 1955) of the present, past or future time perspective (Suttion, 1964) or of the self (Wylie, 1961; Kitamura, 1961) are concepts or constructs which were introduced in order to supplement or to replace previously used intervening variables were expected to explain why the same objective social environment (e.g. family motivation, dependency, aggression, anxiety and many other behaviour variables in different individuals) (S.F. Goslin, 1969; Thomas, 1969).

Some Basic Principles of Motivation

Six Basic Characteristics of Motivation

The facts brought out so far in our discussion of the dynamics of adjustment and mental health can be combined into a set of principles that will give us a fuller under-
standing of the problem. Other principles will emerge as we study more closely the nature of unconscious motivation, symptom formation and other characteristics of motivated behaviour.

(i) *Motivations are dynamics:*

The motivators of behaviour and adjustment do not function as static "entities" but exert their influence by reason of an inherent or acquired power to bring about change in human response. It is important to understand this principle because it means that the organism will make some kind of adjustment under the pressure of needs or motives, even when the possibility of adequate response is to a large extent limited by personal weaknesses or environmental restrictions. Motivational dynamics, therefore, is as important to the understanding of maladjustment and abnormality as it is to normal, everyday behaviour.

(ii) *Motivation influence mental life as well as objective behaviour:*

This principle helps to relate the problem of adjustment to that of mental health. Needs, desires and emotions significantly affect our perceptions, imagination, thinking, attitudes and beliefs, and under the influence of frustration, conflict or stress, they can seriously distort mental functions giving rise to mental symptoms such as delusions and obsessions, and generally disrupt mental health.
(iii) Motivations are closely interrelated:

Dynamic factors, more often than not, function together in determining both normal and abnormal responses. Thus the functioning of such needs as affection, security and status is determined by their relation to each other and also by their relation to physiological and sociological drives. By the same rule, desires, motives and goals are often derived from basic needs, and the functioning of needs may be conditioned by such processes as deliberation and choice.

(iv) Motivations are conditioned by the social context in which they function:

This concept is part of the broader principle that governs the relation between personality and environment. It is well-known that affection, security, status and similar needs will be more readily stimulated and gratified in one environmental setting than in another; similarly, the blocking or expression of motivations will vary with the environmental setting of the social milieu within which the motivation occurs. These phenomena are expressed succinctly in the principle of social facilitation, according to which the expression or inhibition of motivations and of behaviour is facilitated by the nature of the social context in which they take place.

(v) Motivations follow the principle of individual variation:

The dynamics of adjustment and mental health is
determined also by the peculiar personality organization within which it functions. Each personality is a unique phenomenon, and general principles are always limited by this individuality. To the extent, therefore, that the pattern of motivation is unique and individual, we can expect the pattern of adjustment and mental health to be similarly unique, and in this sense all problems of adjustment must be regarded as distinctive and to some extent as transcending the general principles that govern adaptive behavior.

(vi) Not all motivations are known either to the person involved in the adjustment or an external observer:

This principle is derived from the facts regarding unconscious motivation to which we shall turn in the following section. The understanding of all adjustment and mental health, of normal behavior and mental life of the human person reflect unconscious experiences or tendencies. Adequate diagnosis, the interpretation of symptoms and the development of therapeutic and remedial measures must be taken into account whatever relations exist between unconscious, dynamic factors and the quality of individual adjustment. The application of these six basic principles to the dynamics and of adjustment and mental health should be of considerable value to a better understanding of the discussions that follow in this and succeeding chapters.
Conscious versus Unconscious Motivation

Conscious Motivation and Adjustment

The emphasis on unconscious motivation, in this text as well as in the literature, must not lead to the one-sided position that all behaviour reflects unconscious drives or feelings. In our analysis of adjustment, we must leave room for the influence of conscious desires and values, interests and attitudes, ideals and goals. In our work as teachers and counsellors of children and youth, we must not assume the role of psychotherapists always searching in the background of behaviour for hidden motivations.

The concept of unconscious motivation

The recognition of value oriented motivation, or of rational choice, does not preclude the possibility that in many instances behaviour and adjustment are strongly influenced or even completely determined by psychic factors (needs, wishes, impulses, complexes, experiences) of which the victim is himself unaware. The discovery of this "hinterland of the human mind" is one of the greatest contributions of Freudian theory, according to which personality development and organization, mechanism formation and behaviour dynamics are dependent on the concept of the unconscious. Such factors as oral needs, castration anxiety, Oedipal fixation, repressed wishes and infantile experiences would have little meaning or influence if they were consciously known and recognized.
Their power to influence behaviour or the formation of symptoms stems from the fact that they are unknown, repressed and hidden from conscious awareness. Because they are generally opposed by moral and social restrictions and the demands of the superego in their striving for expression, they surreptitiously make their way into the symbolism of dreams, errors or neurotic reactions.

The implications of unconscious motivation for adjustment and mental health are extremely important. The development of an explanatory etiology, the understanding of mental symptoms and behaviour disturbances, the interpretation of psychological mechanisms, mental conflicts and frustration, the value and limitations, the value and limitations of self-determination, the successful application of mental hygiene and of methods of treatment—all hinge on the existence, the extent and the correct interpretation of unconscious motivation.

The content of the unconscious

By the term unconscious it is not meant an entity or some mysterious "part" of the human mind that "lies below" the realm of normal consciousness. Concepts like these are ill-suited to the interpretation of mental phenomena because of their spatial and topographical implications. The unconscious is simply the aggregate of processes or experiences of which at the moment we are not aware; or which, because of strong inhibiting and repressive factors,
are not accessible to awareness by the ordinary mechanisms of recall.

**Role of Personality Change and Intallactive Process**

Too little is known about the process of personality change at relatively complex and psychological factors involved in students' behaviour. The empirical study of the problem has been hampered by both practical and theoretical difficulties. On the practical side it is very expensive both in time and effort to set up systematically controlled educational programmes designed to develop some complex personality characteristics like a motive, and to follow the effects of the education over a number of years. On the theoretical side, both behaviour theory and psychoanalysis agree that stable personality characteristics like motive are laid down in childhood. Behaviour theory conclude that social motives are learned by close association with reduction in certain basic biological drives like hunger, thrust and physical discomfort which look much larger in childhood than adulthood. Psychoanalysis, for its part, pictures adult motives as stable resolutions of basic conflicts occurring in early childhood. Neither theory would provide much support for the notion that motives could be developed by adulthood without somehow recreating the childhood conditions under which they were originally formed. Furthermore, psychologists have been hard put to it to find objective evidence that even prolonged, serious and expen-
sive attempts to introduce personality change through psychotherapy have really changed through psychotherapy have really proved successful.

Despite these difficulties, a programme of research has been under way for some time which is attempting to develop the achievement motive in adults. It was undertaken in an attempt to fill some of the gaps in our knowledge about personality change or the acquisition of complex human characteristics. Working on achievement has proved to have some important advantages for this type of research. The concept of need achievement is motivational, noncognitive; therefore, there should not be a relationship between measures of new achievement and measures of intelligence. This has been confirmed in several studies (e.g. Krumbuezz and Farquhar*, 1957; McClelland et al, 1953, p 275). Research has proved that the technique developed by behavioural sciences can be profitably employed to enable a man to acquire a new self-concept, a sense of personal efficiency, a sense of pride in his activity and in the achievement of his goals. The need to excel known widely as an achievement is one of the psychological factors that has been extensively explored in relation to physical and mental health.

Atkinson's (1966) achievement motivation (AM) theory states that achievement related motivation, consisting of n-Ach, or motive to approach success (MS) and test-anxiety or motive to avoid failure (MAF), is positive for Ss with MS-MAF and negative for Ss with MAF-MS. The positive, as compared to the negatives, have higher but realistic aspirations (Tseng and Carter, 1970*), they derive more pleasure from success, and display more vigor, persistence and risk-taking behaviour in the direction of goal fulfillment. According to Atkinson (1958), the locus of causality for success is internal (individual's own ability) for Ss with positive sense of personal power and ability and external (e.g. chance, luck, influence of others) for Ss having low self-assessment of personal ability. Achievement motivation (n-Ach.) is central to our conceptualization in that it is viewed as providing a link between the cultural context and an internal orientation dealing with self (i.e. self-concept). The direction as well as the strength of the relationship between n-Ach. and SC will vary according to the salience of achievement value in a given cultural configuration. That is, if achievement value is central to a culture, then the socialization practices will be directed toward reinforcing a high level

of n-Ach, and related achievement dimensions of self. On the other hand, if achievement value is not central to the cultural configuration, the socialisation practices are likely to reinforce experiences other than those of achievement and in that case, n-Ach. will be lower and/or related to non-achievement dimensions of self which would provide an acceptable outlet for the achievement striving (in a recent study of achievement motivation among element school children; Smith, 1970).

Previous studies on values indicate that Americans are highly achievement oriented and that they emphasise values such as industry, success, competition, autonomy, power, individualism and self-expression, which are highly individualistic in orientation (Morris, 1956; Singh et al, 1962; Audo, 1965; Mukherjee, 1967). The Indian culture on the other hand emphasises values such as social service, self-control, conformity, traditionalism, denial of materialism; which in turn foster loyalty, cooperation, kindness, emotional ties, honesty and obligations to others.

Intelligence:

Intelligence is such a complex subject that there is a little agreement even among psychologists regarding it.


definition. There are, in fact, as many definitions of intelligence as there are writers on the subject. But inspite of variety of definitions, it may be seen that their differences are more or less apparent rather than real.

Dependency

Operationally dependency has been defined as the personality quality measured by the pre-adolescent dependency scale (PASG) (Bao and Parsekh, 1971). It is therefore taken as "the tendency to seek the help of others in making decision or in carrying out difficult actions" (Anil and English, 1958).

Ego strength

An individual is considered to be of lower ego strength if he is affected by feeling, i.e. is easily upset and changeable; while emotionally stable persons facing reality calmly are considered having higher ego strength.

Socio-economic status

In the present study socio-economic status has not been treated as a single variable but has been broken into its three major components: education, income and profession. These sub-variables have been studied independently in relation to achievement motivation. Seven categories each of educational status and income
status, and eight categories of occupational status have been constructed and defined on the lines of Kuppuswamy (1962), with suitable modification where considered necessary.

### Anxiety

Anxiety is an emotional disposition indicative of "actual or foreseen frustrations of efforts to satisfy our needs, exercise our drives or fulfill our motives" (Sorensen, 1964). Falling in line with this definition, in the present investigation, the more an individual is found frustrated in effectively dealing with a problem situation, or "the more he is found showing unwillingness to involve in a problem" situation due to an apprehension of losing face or facing some kind of expected loss, the more anxious he has been considered to be. If such feelings are associated with examination or test situations it has been called test anxiety, if they are associated with life situations in general it has been taken as general anxiety.

### Neuroticism - Extraversion

The above traits contain reserved vs. outgoing, i.e. defined as one who is socially detached, self critical and cool in meeting others. Super-ego: i.e. an individual is considered to be of lower ego strength if he is affected by
feeling, i.e. is easily upset and changeable while emotionally stable persons facing reality calmly are considered having higher ego strength, super-ego strength. An individual is considered as having stronger super-ego strength if he is conscientious, persevering; while he is considered having weaker super-ego strength if he is expedient, evades rules and feels few obligations. Low integrated vs. controlled: Low integrated personality is depicted in having undisciplined self-conflict, following one's own urges and being careless of protocols; while controlled personality is socially precise, self-disciplined and compulsive. Vigorous vs. doubting: Vigorous individual goes readily with the group, is lustful and easily given to action; doubting person is obstructive, individualistic, internally restrained, reflective and unwilling to act.

In the present study, the above variables have been treated as a single variable but for the sake of clarity, single variable has been broken into major components.

Placid vs. apprehensive: Behavioural outcomes of placid personality are: self-assuredness, confidence and serenity; while that of apprehensive personality are: worrying, depressive and troubled-minded (guilt proneness).