CHAPTER 1
INTRODUCTION
The problem of motivation is one of the most important problems of psychology. According to Cofer and Appley (1964, p. 1), "No matter where we begin the study of psychological processes or phenomena, we must sooner or later deal with the problem of motivation." Motivation has come to be regarded as one of the major domains of psychology. It constitutes an integral part of a scientific endeavour to interpret human and infra-human behaviour. Literature of experimental psychology - whether on learning, thinking or perception - is full of assumptions and hypotheses about underlying motivational principles. As pointed out by Bunch (1958), motivation is a fundamental part of a psychologist's efforts to achieve a valid psychology of social behaviour of all forms, whether normal or abnormal. The psychologists who are concerned with predicting behaviour have realized that prediction of behaviour is possible only when information about motivational and personological factors is taken into consideration in forecasting equations. The usage of the construct of motivation in sophisticated professional attempts at social control, as for example, in education and psychotherapy, has become inevitable. Actually no other problem is more fascinating than that of human motivation, which requires a scientific solution. In order to understand the struggles which take place in an economic enterprise or international diplomacy to deal with the tensions experienced by common men...
in day-to-day dealings with their fellowmen, we must know what people want, how these wants arise and change, and how they behave in their efforts to satisfy them. Besides these, another practical consideration which leads us to the study of motivation is the desire to understand, influence, and control our own behaviour and that of others. As a matter of fact all behaviour is motivated, it has a directional component. We all try to fulfil our various needs and wants.

The problem of motivation which these days occupies a central position in psychology was previously regarded as subordinate to the larger domains of personality or learning processes. It was ignored in the systems of structuralism and early experimental psychophysics but gradually it has come to be regarded as a separate set of problems worthy of independent focus. There are many reasons for the recent growth of interest in motivation. Extensive work on learning and perceptual processes has made it necessary to have some information about underlying differences, not attributable to sensory processes or to habits. As motivation regulates and directs behaviour, psychologists, working on learning and perceptual processes, have strongly felt that differences in behaviour of different persons can best be understood in the light of their motivation. Cofer and Appley (1964, p.2) state: "Studies of personality organization, predictive efficiency of psychometrics, group dynamics, and clinical and abnormal behavior have again and again produced a need for concepts dealing with intervening processes, presumably of a motivational character."
Besides its general significance, the importance and the need of the study of motivational constructs in the educational and academic field is being increasingly realized. One of the most baffling and perplexing problems faced by modern psychologists and educationists is to identify those personality factors which determine academic success at the school or the college level. Certain factors like intelligence and scholastic abilities have been isolated to a large extent. But search for non-intellectual factors like psychological needs, interests, values, is still at an exploratory stage. On the basis of his extensive review of research, Crandall (1963) has stated that researches in child psychology concerning achievement as a dispositional system as compared to other areas is still at a premature level. Whereas research pertaining to achievement and abilities has been conducted for a long time, investigations into the motivational components of child's achievement are still at an incipient stage.

One of the major problems facing higher education today according to Lang, Sferra, and Seymour (1962), is to accommodate increasing numbers of qualified students who wish to be admitted to colleges and universities. The situation is made worse by the widespread observation that (a) the present rate of college students' admission is alarmingly high, and (b) a large number of students who are admitted, do not make the grade. Various schools, colleges, and universities
mainly rely on intellectual factors as criteria for admission but, along with the intellectual yardstick, the need for recognizing the non-intellectual factors has been strongly realized. The non-intellectual factors include the psychological needs, interests, wants, on which depend success or failure at the school, college, or university level. A thorough analysis and investigation into these factors is essential.

Motivation forms the foundation of all achievement. The need for motivation is an inescapable prerequisite for learning. Motives enthuse, select, and direct behaviour. Adequate motivation results in better attention, interest, and effort. Moreover, motivation inspires children to do good work in school. As reported by Frymier (1964, p. 239), "Some persons believe that motivation is essentially an inherent thing; that students come to school with their energies and enthusiasms for learning already a built-in part of their psychological framework. Others think that teachers must attempt to do something to learners 'to motivate them' so they want to learn." However, the underlying idea with both the groups is that motivation plays a very important role in arousing attention and interest of individuals and hence promotes better understanding and performance.

In order to get a sharper picture of students' motivation, a group of interested principals, teachers, and parents often pose the question: "What motivates young people to try to do good work in school?" Various psychologists
and research scholars who are working in the field of motivation feel that an individual's needs associated with learning may be based on motives for prestige, security, or recognition. Effort may be directed towards these areas in order to stimulate the learning process. However, it has to be conceded that these motives do not develop in a vacuum. The cultural patterns in which individuals are brought up, facilitate the growth of such motives. It is the parents who reflect the cultural patterns of society and who orient the child as to how to believe, how to feel, and how to act. As children of different parents are brought up differently, they develop different motives and have different methods of satisfying them. It is these very differences among individuals that cause learning to be such an erratic, and often an ineffective process.

In the present era when the dynamic aspect of behaviour is strongly emphasised both in theory and investigation, the present study is focused on achievement motivation as related to some social and psychological variables namely, anxiety, intelligence, social class, and vocational aspirations. Achievement motivation, currently is a live topic of investigation. It is a disposition to strive for satisfaction derived from success in competition with some standard of excellence. "All of us wish to achieve something. Our ultimate goal may be economic security, wealth, health, fame, recognition, happiness, peace of mind, or something else. Whatever the goal may be, achievement is relative to that
end. The need to achieve something is related to the need for superiority" (Young, 1961, pp.498-499). During a considerable part of one's lifetime one performs tasks, the outcome of which is obviously related to one's survival, well-being, self-esteem, and social gains. There are always some standards for these tasks. To match and surpass such standards is considered an achievement.

In Crandall's view the desire to act competently in achievement situations is a basic and common motive in human experience. "The ubiquity of this need is evident, not only in the towering intellectual products of a Spinoza or an Einstein, but also in the first faltering efforts of a toddler to walk unaided or of a preschool child to print his own name. To most humans — philosopher or carpenter, child or adult — the attainment of desired achievement goals, and the attendant approval (whether from self or others) accruing to such attainments, are important sources of personal satisfaction and security" (Crandall, 1963, p.416).

The whole picture of human motivation is complicated by the fact that man is predominantly a social being. It is a universal tendency in man 'to strive, to seek, to find, and not to yield'. He wants to go ahead of others or to surmount obstructions or impediments. This tendency which is called n Achievement is deep rooted and fixed in human nature. The presence of n Achievement can be traced through a great many activities of an individual. Success has become a human goal.
If it cannot be attained in one way it must be attained by another. As pointed out by Seidman (1955, p.290), "The feeling of worth each of us has, if we are to become sure of ourselves, must be proved again and again by achieving. In the most simple or difficult ways we are driven to prove our worth."

Investigator's previous work in collaboration with another colleague (Chaudhry and Arora, 1965) undertaken during Research Methodology Course in National Council of Educational Research and Training, New Delhi, provided an impetus in taking up the present research. Mehta (1967) has studied achievement in ninth class students and investigated its relationship to social class, SES of schools, school performance etc. This study was conducted on Delhi high school boys. Similar work is being done in other parts of India e.g., Gokalnathan is studying the relationship of achievement-related motivation to academic performance and social class among Assamese secondary school children.

SELECTION OF VARIABLES

Anxiety

According to the theory of achievement motivation (Atkinson, 1957), in a situation in which performance is evaluated in terms of standard of excellence, two dispositions of the achievement motive - one to seek success and the other to avoid failure are aroused. The former, called motive to

---

1 Personal Communication.
achieve success, is characterized as a capacity for acting with pride in accomplishment and the latter, called motive to avoid failure, is conceived as a capacity for reacting with shame and embarrassment when the outcome of performance is failure. When a person knows that his performance will be evaluated and failure is more likely, the disposition to avoid failure is aroused, the result of which is anxiety and tendency to withdraw from the situation. In his discussion of anxiety Ruebush (1960, p.466) states: "Thus anxiety may refer to a secondary drive acquired by the child, the operation for which is an avoidant response to a particular stimulus or situation. The child is assumed to become anxious if and only if such an avoidant response is stimulated."

The need for the study of relationship between anxiety and motivation is emphasized by Mandler (1962). According to him, the study of the relation of anxiety to a more general system of motivation (e.g., Atkinson and Litwin, 1969) is needed to integrate a number of empirical studies that have used the various anxiety scales. Researches on achievement motivation have related in achievement to anxiety as reported on Test Anxiety Questionnaire (TAQ) (Mandler and Sarason, 1952). In these studies TAQ is used as the measure of a motive to avoid failure. No doubt the relationship between these two variables has been studied in a number of investigations in foreign countries. In India not much work has so far been done on the relationship between these two variables, so it was decided to
take anxiety as one of the variables and study its relationship with achievement.

Intelligence

In a discussion of the development of achievement, McClelland and his associates (1953) state that achievement motive develops out of growing expectations. According to them, there is some relationship between the mastery level involved in the development of achievement motive and the intelligence of a person. The idea behind this conceived relationship is that the person gets pleasure from achievements, which in turn forms the basis for the development of achievement, according to McClelland, et al. (1953), the development of achievement motive takes place, when an individual forms "expectations" of varying probabilities about something. Confirmations and nonconfirmations of these expectations lead to feelings of pleasure and pain respectively in the individual. If the nonconfirmations are not too many, the person should be able to build up some expectations and confirm them. If a person is to get pleasure continuously from achievement situations, he must continually work with more and more difficult or complex objects or situations allowing mastery. If he works for a long time at any particular level of mastery his expectations and their confirmations will become definite and he will feel bored. It is felt by McClelland and his associates that some degree of novelty
has to increase continuously as expectations catch up with it. To work with more and more complex situations the subject should have superior intelligence. If the subject is not endowed with a sufficient amount of innate intelligence he never becomes certain about the outcome and never feels bored.

The relationship between intelligence and n achievement has been studied in a number of investigations (McClelland, et al., 1958; Krumboltz and Farquhar, 1957; Mahone, 1960; Caron, 1960; Smith, 1964; French and Thomas, 1958; Robinson, 1964; Hayashi, Okamoto and Habu, 1962), but diverse findings have been obtained. In some studies positive but low and insignificant relationship was observed whereas in others high and significant relationship was obtained. The results of some studies e.g., Mingione (1963), Bartlett and Smith (1966), McClelland (1953), French (1958), Caron (1963) revealed positive but low and insignificant correlations between n achievement and intelligence scores. Bruckman (1966) found that there was a positive and highly significant correlation between these two variables. The relationship between these two variables was so dominant in her investigations that she suggested that previous n Achievement findings based on studies in which I.Q. was not controlled might be re-evaluated. So to verify Bruckman's findings - especially in a different culture and to throw some light on inconsistent findings in this field, it was decided upon to include intelligence as one of the variables for this study.
Sex

In a study by Veroff (in McClelland et al., 1953), it was observed that the mean n Achievement score for high school girls was higher than that of boys under neutral and achievement-oriented conditions. The mean n Achievement score of high school females was as high under neutral conditions as it was under achievement-oriented conditions. Veroff, Hilcox, and Atkinson (1953) found that average n Achievement score of American college women was as high under relaxed conditions as it was for men or women under achievement-oriented conditions. The findings of these studies indicate that women do not respond to experimental achievement arousal instructions and as stated by McClelland et al. (1953) it might mean that the scoring method is not valid when applied to the female subjects. The problems that women do not respond to achievement-oriented instructions have received attention from many sources but the findings are still inconclusive. Nevertheless, n Achievement scores show the same relationship to performance in women as in men.

As a result of the unresolved problem concerning the validity of the n Achievement test for the female subjects, sex as a variable has not been investigated widely in studies on achievement motivation. In a study by Bruckman (1966) in which an effort was made to make the testing situations equally effective in eliciting achievement imagery for both sexes, boys and girls were found to be equally achievement-oriented. Shell (1967) found that in 5th and 6th grades,
boys had as strong achievement motivation as girls. Mingione's (1968) results indicated that score differences on achievement between boys and girls were not statistically significant. But as there was a strong possibility of obtaining sex differences in India, it was decided to include it as one of the variables of the present study.

Social Class

In recent years, psychologists have become increasingly aware of the intimate relationship between the personality of the individual and the culture of the social class to which he belongs. The importance of socio-economic stratification for the development of achievement motivation arises in the context of similar early life experiences, same attitudes, values, and training practices which help similar configuration of motives in the same subgroup of society. Similar kinds of later life experiences, institutional training, comparable day-to-day experiences in particular kinds of situations after childhood make people, in a specific group, homogenous. It has been closely seen in middle-class American culture and is now being observed in other cultures too that the experiences, the modes of behaviour, and the ways of treating the needs of an individual during formative periods produce high achievement in children.

The results of various studies in the past have indicated that middle-class subjects are highly motivated than their working
class counterparts (Douvan and Adelson, 1958; Himmelweit, Halsey and Oppenheim, 1952; Rosen, 1956). Concerning the relationship between social class and n Achievement in India, Mehta (1967) has found that subjects coming from different social classes (social class based on father's education, occupation, and income) do not differ significantly in their n Achievement levels. He reports that, when social class membership is determined on the basis of subjects' fathers' education and occupation, subjects coming from a low social stratum show higher n Achievement as compared to their middle-class counterparts. Mehta's results are not supported by Srivastava and Tiwari's (1967) findings which show that subjects of middle class have higher n Achievement as compared to the subjects of both low and upper classes. The unpublished results obtained by Gokalnathan indicate that mean n Achievement score of subjects from low to high social classes increases but the differences between means of these three groups are not statistically significant.

In the light of the above mentioned limited studies with inconclusive findings, the investigator thought it worth while to include social class as one of the variables and study its relationship with n Achievement.

Vocational Aspirations

For most people, occupational ladder represents

\[^{1}\text{Personal communication.}\]
potential goals ordered in terms of the difficulty of attainment. The vocational behaviour of subjects can be understood in the light of motivational determinants of level of aspiration as advocated in the theory of achievement motivation. In this theory, motivational determinants of level of aspiration are stated to be the individual's tendency to achieve success and tendency to avoid failure. Both of these tendencies are inherent in a situation involving an evaluation of performance. The tendency to achieve success in a particular activity is conceived as determined jointly by the strength of a motive to achieve success (measured by content analysis of thematic apperception), subjective probability and the incentive value of success. Subjective probability and incentive value of success define the challenge of immediate task and situation. The tendency to achieve is generally stronger when the motive to attain success is strong and when the task is of intermediate difficulty. The tendency to avoid failure which is tantamount to avoiding an activity is a multiplication function of motive to avoid failure (measured by scores on the Test Anxiety Questionnaire), subjective probability of failure and the negative value of failure. The tendency to avoid failure is stronger when motive to avoid failure is strong and the task is one of moderate difficulty.

Lockwood, on the basis of the results obtained in his study (1958), said that current environmental influences like the type of residential district, school attendance, socio-economic
cultural prestige, status of family, size of the family, and group influences like race and sex are all unrelated to students' level of realistic appraisal of vocational preference. As argued by him, this realism appears to be a pure chance phenomenon which probably has its explanation in the student's developmental history and present personality functioning.

The need for greater understanding of the personality factors which influence the vocational plans and aspirations of the young people goaded the investigator to study the relationship of vocational aspirations to n Achievement and test anxiety. These are two of the personality determinants of an individual's choice of occupation. It seems that the study of relationship of n Achievement and Test Anxiety to vocational aspirations may contribute something to the development of a theory of vocational choice. It is pointed out by Stubbins (1960) that one cannot furnish appropriate guidance to the client regarding selection of vocations if one does not know about the guiding theory as to how such choices are arrived at. Secondly, the study of relationship of vocational aspirations to n Achievement, Test Anxiety, and a combined index of n Achievement and Test Anxiety is aimed at testing the social implication of the theory of achievement motivation against the background of Indian society. The sample of the present investigation includes girls whereas studies conducted so far have mostly been confined to boys.