CHAPTER I

THE PROBLEM OF STUDY
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CHAPTER I

THE PROBLEM OF STUDY

1.1 THE PSYCHO-SOCIO-FOUNDATION OF THE STUDY

1.1.1 Changing task of education and the new emerging role of women

India is in the midst of a technological and educational revolution. In this revolution, education plays an important role in personal achievement and hence becomes an instrument for national survival and progress.

Equality of opportunity seems to be a frequently expressed social-goal quite obviously, education plays a prominent role in the achievement of this goal. If equality of opportunity is a social goal, education has to yield a social return.

Change in social life is continuous although it may be gradual and unnoticed. Social change may be planned but more often it takes place without intent to plan. This fact of continuous social change and awareness of it, should be clearly perceived by the students who are being socially nurtured in the socio-cultural milieu of continuous change.
1.1.2 Fast changing pattern of society and the role
perspective

A change can be perceived in social norms, customs, mode of living and the thinking of the people. The question, therefore, arises regarding the role of education. This is the question of chief concern for all educationists or educators. A new impetus has been given to the social reforms for women. The constitution has granted equality of opportunity and status to women. The Directive Principles empowered the state to make special provisions for the progress of women. There are, in fact, a wide range of constitutional and legal provisions for protecting and safeguarding the interests of women.

During the past two decades, the country has made spectacular strides in promoting the interests of women. The rate with which Indian women have come to the forefront, has been remarkable and this has had its social implications. The literacy rate among women has gone up from about 7.9 per cent in 1951 to 18.7 per cent in 1971. During 1946-47 to 1973-74, the enrolment of women went up from 3.5 million to 24.4 million (a seven-fold increase) in primary schools, from 0.3 million to 4.5 million in middle schools and 20,000 to 9,00,000 in colleges and institutes of higher education. In the age group of 6-11 years, 66.4 per cent of the female population was in primary schools in 1973-74, as
against 24.6 per cent in 1950-51. It may also be noted that in the beginning of the present century (1901), there were only 86 female literates, per thousand male literates. By 1971 the number of female literates increased to 435 per thousand male literates. According to the 1971 Census, there were about 2,96,000 women graduates of arts and humanities, 4,000 commerce graduates, 400 agricultural graduates, 82,000 science graduates, 3,500 engineers and 16,000 doctors, etc. Women in India have increasingly started venturing into new avenues of public and private employment, such as; the Indian Administrative Service, the Indian Foreign Service, the Indian Police Service, even Air services. Their active participation, in local, state and national politics has also been forthcoming and gaining prominence. India is amongst a few exceptional countries that had a woman as the Prime Minister.¹

There is a challenging task which has to be fulfilled in our country in the near future by women particularly. This has to be perceived by women. Since with the advancement in sciences and technology, the world has moved faster technologically and socially and women have to play a dynamic role in the changing context of time and locale. The main

¹. 'International Women's Year 1975', Women in India, Government of India publication, New Delhi, 1975, pp. 5-6.
task of the women's education should concern in preparing the woman for a fuller participation in the national progress and change as well as enabling her to awaken other people to their socio-economic situations and to motivate the people to do something positive.

However, there is a wide gap in opportunities and facilities available to women as compared to those available to men both in urban as well as in rural areas. For instance, even in 1973-74, for every 100 boys there were 62 girls in primary schools, 43 girls in middle schools, 36 girls in secondary schools and 31 girls in colleges and universities.2

The field of education can help women to train their intellect and pay considerable attention to social and emotional developments of their inner motives and other personality factors. Education can also make women aware of their social and national goals, aspirations and of their perceptions of life. Therefore, women should be motivated to promote the desired social change; in bringing awareness to those who are illiterate and to help them to perceive their role of life in a right perspective.

1.1.3 **Concern and investment in education**

The present need in the midst of rapid socio-cultural changes is that the people should practice the art of living together. They should be motivated to achieve social goals. Economists have also stressed the importance of human resource development. They have stressed the importance of education to help production and thus increase the per capita income.

Economists look upon education as an investment and hence, have emphasized the importance of education as a 'national investment'. Investment in human beings becomes the primary concern for national development. Women in the present context cannot be an exception. Their achievements in education are necessary pre-requisites for social and economic development and stimulus for national progress.

1.2 **THE SIGNIFICANCE OF THE STUDY**

The growth and the process of change are related to the individual who contributes the total growth and product of a nation. The contribution and the work of highly motivated people and their achievements in a particular field accelerates the national output.

Research studies convey that high need achievement precedes high economic development of a nation. The inner motive of an individual differs from environment to environment, therefore, the level of need achievement differs
with countries. If the high level of need achievement produces high achieving societies and the high economic growth of a country, one would surely like to see whether need achievement is a significant and powerful variable to predict economic growth of a country and ultimately the development of a nation's output.

A high need achievement level is also related to a higher technological development. The logical reasoning behind the technological and economic growth of a country derives from the psychological factors of its individual citizens. These factors are reflected in need achievement which also differs in males and females. Individuals always differ from one another in their inner motives and thought processes, feelings and desires, perceptions and aspirations, in their concern for self and for the nation's progress. One would naturally like to study these aspects of an individual personality since such aspects will have a great contribution towards displaying different roles of the individual.

Birney (1969) in his book, 'Fear of Failure', has suggested a number of researches to be studied. In the chapter on 'Future researches' he suggests that new researches can be focussed on female psychology. He says, "We began our work with male subjects, built our measure on male responses, and have made no systematic attempt to determine its use with female subjects". Further he says, "In three
of our technical reports, Teeven and Hartsough (1964 a), (1964 b), and Smith and Teevan (1964), we have found that, the female results are often in the opposite direction from the male results and quite often these differences are significant. It has been suggested in the past (See Veroff, Wilcox, and Atkinson, 1953) that achievement means something different in the case of the female in the western culture than what it means to the male. Some feel that achievement is aroused in the female only through some kind of affiliative motive. Joan Barlow in this research has suggested that, the aspirations of a female may be more 'individual - personally - relevant' than 'socially related'. This suggests that, the aspirations and goals of the female are internal and related to herself as a 'person' rather than related to anything or anyone on the 'outside'.

The above researches suggest that, the aspirations and achievements of the female are internal and more related to 'herself' rather than related to 'outside'. The present study is meaningful in the sense that, the researcher can find out the level of aspiration, perception and achievement in females and correlate the outcome of the female psychology of Indian culture with other researches in this area. This will explain the role limitation or role variety.

Also, with the process of change and progress, the women of India should be made to understand that they form an integral and necessary part of social change. Their talents should not be related to themselves as a 'person' but to the 'nation'. If they use their talents in the most constructive and creative way at the local and community level, the social change would be of the desired kind and their capacities may be added to become a part of the nation's progress.

1.3 THE BACKGROUND OF THE STUDY

The field of research in achievement motivation is of a recent origin as compared to the researches in psychology which have been in progress since decades. McClelland's contribution in the field of achievement motivation affected business, industry, agriculture and recently, education.

The experiments of Alfred Alshuler, Diane Tabor and James McIntyre, did show that raising achievement motivation helps the pupils' performance. At the same time, recent experiments of Udai Pareek, Prayag Mehta, Dave and Desai have opened new grounds in the development of achievement motivation, studying its effect on pupils' concern for excellence. The recent researches of Richard Carney in risk-taking behaviour, Jack Frymier on pupils' motivation towards school, Birney on Fear of Failure, Heinz Heckhausen on Hope of Success show new trends and directions into it, and offer new challenges and opportunities in this area.
Fear of failure is one of the mental components which recently is drawing greater attention. In Germany, Heinz Heckhausen is working on 'Hope of Success' and in U.S.A., Birney is working on 'Fear of Failure'.

Research in achievement motivation started with McClelland in 1946-47 at the University of Michigan and at Wesleyan University. From then on, a number of research studies have followed in various branches of psychology, sociology and education. These research studies have verified the theories of achievement motivation as propounded by McClelland and his associates.

The work of McClelland and his associates suggested that there was probably both negative and positive motivation operating in achievement situation. They also tried to find a way of measuring 'Fear of Failure' through the measure of need for achievement. Interest in the fear of failure motives was given new impetus by a group of psychologists concerned with investigating the intricacies of achievement motivation.

In a society where success is highly valued, it demands the individual's need for achievement. In a study, McClelland and Liberman (1949) interpreted their findings to indicate that 'middle' need achievement subjects were security minded and concerned with avoiding failure. On the other hand, 'high' need achievement subjects were concerned with achieving success. Birney and Teevan (1970) did pioneering work in Fear of Failure.
For the past hundred years, psychologists have been increasingly preoccupied with the researches on 'Anxiety'. In the behaviour of normal as well as of abnormal people, it is observed that anxiety is very much prevalent. From the viewpoint of dynamic psychology, Symonds accurately notes that it would surprise most persons to realise how much of their behaviour is motivated by a desire to escape anxiety by either reducing it or disguising it in one way or the other.

The level of anxiety is symptomatic of the degree of resistance to an activity. When it is strong, the individual has been constrained to overcome with great resistance. When it is weak, the resistance to that activity is also weak. This is because the level of experience of anxiety is symptomatic of the strength of an individual's motive to avoid failure.

William Purkey (1970) has pointed out that the mental and the perceptual world are very significant, and academic performance is just a part of their manifestation. In the perceptual world of pupils, several variables are significantly located, tested and researched upon, such as self-concept, achievement motive, anxiety, risk-taking and fear of failure.

In recent years the self-concept of an individual has been receiving more and more attention from psychologists.
It has come to be regarded as the vital part of the personality structure, exercising a profound effect on behaviour and on happiness. The function of the self is to produce a harmonious and integrated personality. This is achieved largely by an acceptance of oneself as one is: such accept-
ance, not being in a sense of complacency but with a full knowledge of the things about oneself which one can not change and knowing the endowments which one has to work on. Such an understanding leads to mental health. Besides, our general behaviour is to a large extent, regulated and organised by what we perceive ourselves to be.

If the individual, therefore, is to lead a reasonably happy, normal, well adjusted life, free from fears, tensions, feelings of constant self-reproach and utter inadequacies, it is fairly clear that he should acquire as early as possible, a self-picture that is adequate and realistic and which will enable him to think of himself in a satisfactory manner. This obviously is the task of education. Staines has shown that satisfactory changes can be made in the self-concept of children, without any lowering of achievement in the ordinary subjects, by merely adopting suitable methods of instruction.

Several investigators have found higher level of need achievement with social class. Rosen and Douvan seem to be pioneering researchers in this area. Rosen (1956)
found that, the subjects of the middle class have higher need achievement score than individuals in lower social status. This is one of the prime factors which is involved in the high need achievement and also depends on the family influences and the child-rearing practices of parents.

McClelland, Atkinson and others refer to the need achievement as a latent disposition to strive for a particular goal - state or aim in life which is associated with striving for some kind of excellence and a unique accomplishment. This motive can be studied in relation to any kind of individual performance, academic or co-curricular. Studies on this variable have found out the relationship between need achievement and academic performance and it varies from study to study.

The above pioneering research work has been done in various aspects of need achievement, so the investigator desired to study this new field of psychology concerning the inner motives and thought processes of an individual which ultimately lead to a particular act or behaviour. A number of books in this new field contain researches on measuring and arousing Fear of Failure, Hope of Success, Achievement Motivation, Anxiety and Self-Concept and its correlation with each other. These motives can be measured, aroused, raised and then studied. An individual can be motivated so that he may be led to reach a particular goal.
Thus, the investigator got interested in measuring the mental world of females, their thought processes for personal achievement, the concern for self and ultimately the national achievement. It is mainly with this in view that the problem under study has been undertaken for the research investigation.

The following chapters give an idea of the problem in detail.