

Motivation

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Agarwal, Aruna. 1988. **A study of the relationship between motivation and personality needs of adult learners attending NAEP centres of Agra.** Ph.D., Psy. Agra Univ.

Problem: This is an attempt to study the National Adult Education Programme (NAEP) Centres of Agra in relation to the role of different motivational techniques among adult learners. The study has attempted to ascertain the needs of adult learners.

Objectives: (i) To examine the role of different motivational techniques among adult learners, (ii) to study the personality profiles of those who are at the extreme ends of the motivational continuum, and (iii) to study the needs of adult learners across different demographic categories.

Methodology: Using stratified random sampling 176 male and 224 female illiterates were chosen out of 1,800 adult learners from 30 NAEP Centres. The tools used included, Tripathi's Personal Preference Schedule, 16 Personality Factors Questionnaire, Motivational Technique Scale prepared by the researcher and an information schedule. The collected data were treated using mean, SD, QD, 't' test, profile analysis and correlation.

Major Findings: (1) When males and females were compared for their motivations, it was found that out of seven areas of motivation, males were found to be highly motivated in economic gains, while females were highly motivated for

increasing their ability. (2) The lowest score for males was for curiosity and for females, it was economic gains. [SS 0778]

Das, R. Poonam. 1988. **Motivational determinants of risk-taking behaviour of deprived and non-deprived adolescents.** Ph.D., Edu. Agra Univ.

Problem: In the present study an attempt has been made to compare deprived and non-deprived adolescents regarding their motivational determinants and risk-taking behaviour.

Objectives: (i) To compare the risk-taking behaviour of deprived and non-deprived individual subjects, (ii) to study differences vis-a-vis the motive power and the affiliation of the deprived and the non-deprived individual subjects; (iii) to compare the need for power and the need for affiliation across deprived and non-deprived adolescents, and (iv) to study the relationship between the need for power and risk-taking, on the one hand, and the need for affiliation and risk-taking on the other.

Methodology: Using the random sampling procedure, 400 girl students of 14-18 years' age-group, were chosen as the sample. All of them were students at the Intermediate level. The tools used included, Deprivation Scale of G. Mishra and L.B. Tripathi, the Socio-economic Status Scale of S.P. Kulshrestha, the Parental Behaviour Inventory of Uma Saxena and N.K. Saxena, and

the Risk-Taking Inventory of Shah and Agarwal. The statistical measures used included, analysis of variance, and chi-square.

Major Findings: (1) The deprived group belonging to low SES were deprived emotionally, economically, physically and were also rejected ones. (2) The deprived group showed higher scores on both need for power and need for affiliation. (3) Though both groups showed risk-taking, the deprived group secured higher scores on risk-taking. [SS 0785]

Mittal, Jai Prakash. 1992. **An exploratory study of teachers' motivation to work and some factors associated with high and low work motivation of teachers.** Ph.D., Edu. Meerut Univ.

Problem: The present study is an attempt to explore levels of teacher's motivation to work and studying some of the important factors associated with high and low work motivation of teachers, viz. their job satisfaction, personality factors, school organisational climate and pupil likings. The study has encompassed different types of schools and various categories of teachers.

Objectives: (i) To ascertain the level of motivation to work among school teachers and to identify those ranking high and low on the same variable, (ii) to compare those high and low on work motivation along the following criteria and to determine the impact of the same on the variables under study. (a) demographic categories — age, sex, qualifications, experience, status and income, (b) school variables — location, size, type, management, (c) personality characteristics, organisational climate, job satisfaction, (iii) to compare the attitudes of pupils towards teachers low and high on work motivation, and (iv) to draw some significant conclusions on factors affecting the work motivation of teachers from the above.

Methodology: The normative testing method, using the survey method and the cross-sectional

approach, was used on a sample comprising 400 teachers selected randomly from 20 senior secondary schools of Delhi. The schools were chosen taking into consideration factors like location and management. A two-stage stratified proportionate random sampling frame was adopted. Two groups comprising 20 teachers each were selected on the basis of their displaying high and low work motivation. Pupil likings of 800 students were examined. The tools used included, Personal Information Blank, a School Information Blank, the Teachers' Motivation in Work Test and Scale by B. Singh, the Sixteen Personality Factors Questionnaire adapted by S.D. Kapoor, the Teachers' Job Satisfaction Scale by S.P. Gupta and J.P. Srivastava, the School Organisational Climate Description Questionnaire of Motilal Sharma, and the Students' Liking Scale of S.P. Malhotra and B.K. Passi. The statistical techniques used included mean, SD, critical ratio/'t' test, chi-square test, Pearson's product-moment correlation, point biserial correlation, multiple correlation, and multiple regression analysis.

Major Findings: (1) In general, motivation to work was average or above average. (2) Those belonging to the female sex, those younger in age and those having teaching experience of up to 10 years, scored significantly higher. (3) Status, qualification, family income did not seem to exert much of an impact on motivation to work. (4) Those working in urban areas, unaided schools, in girls' school and in co-educational schools displayed higher motivation to work than those working in rural areas, government schools and exclusively boys' schools. (5) Among school variables, the size of school and management had no relationship with motivation to work whereas location and type of school had. (6) High and low motivated teachers differed along the following personality variables, respectively. low vs high anxiety, extraversion vs introversion, tender-minded, emotionality vs alert poise, and independence vs subduedness. (7) The teachers' motivation to work was significantly related to

job satisfaction. (8) Those higher on work motivation perceived organisational climate to be characterised by less disengagement and alienation, more esprit, more openness and autonomy than those low on the same. (9) Motivation to work and pupil ratings were positively correlated and the latter seemed to affect the former. (10) Thirteen predictor variables accounted for 82% variance in the criterion variable of the teachers' motivation to work; job satisfaction, the single most important predictor, contributed to 31.05% of the variance; this was followed by second order personality factors which contributed 34.12%; attributes of organisational climate such as disengagement and psycho-physical hinderance contributed to the extent of 10.68% and 3.5%, respectively. (11) When examined for direct and indirect contributions of variables, job satisfaction ranked just above indirect contributions, while in the case of variables pertaining to personality and school and organisational climate, indirect contributions exceeded direct ones, highlighting their complex nature. [Author 0308]

Natrajan, Savitri. 1988. **A study of need motivations of student leaders.** Ph.D., Edu. Ravishankar Univ.

Problem : The study tries to ascertain whether any relationship exists between the four need motivations, namely, n-Ach., n-Aff., n-Approval and n-Power. It also tries to find out whether differential patterns of need motivation and authoritarianism characterise the various levels of student leaders, namely, the president, the vice-president, the secretary, and the joint secretary. Further, it attempts to study the role of background data—age, educational attainment, socio-economic status, home background, parental professional status, territorial variations—in the acquisition of motivational potentiality.

Objectives: (i) To study the relationship between the four need motivations: n-Ach., n-

Aff., n-Power and n-Approval, (ii) to evaluate the relative interactional effects of variables such as level of student leadership, sex, SES, territorial variation, etc., on each of the four need motivations under study, and (iii) to study the nature of the above mentioned four needs as well as authoritarianism among the four levels of student leaders on various backgrounds in the Chattisgarh region.

Methodology: The random representative quota sampling technique was used with a sample of 284, comprising four categories of student leaders (president, vice-president, secretary and joint secretary) from 71 college unions. The tools used included, the Achievement Motive Inventory of Prayag Mehta, the Approval Motive Scale of Tripathi, Six Projective TAT Pictures of McClelland, the Indian adaptation of Seven-scale for Measuring Authoritarianism by Pramila Sarin, a researcher-developed Socio-economic Status Scale and a researcher-developed Biographical Scale. The statistical techniques used included Pearson's product-moment coefficient of correlation, ANOVA, mean, SD and 't' test.

Major Findings: (1) As far as the correlational hypotheses were concerned, a highly positive relationship was found between n-Affiliation and authoritarianism for president, n-Power and n-Approval for secretary, n-Power and authoritarianism for secretary, and n-Affiliation and n-Approval for joint secretary. A highly negative correlation was obtained between n-Ach. and n-Aff for vice president, n-Power and n-Approval for vice-president, and n-Affiliation and authoritarianism for joint secretary. (2) Among the three sources of variance, i.e. sex, SES and student membership category, the most significant main effect of sex on need for approval was moderately significant. (3) On differential hypothesis, a moderate degree of sex difference was observed at the membership category level and the rest of the 't' values showed no significant difference. Need for power indicated highly significant differences in the hierarchical

positions of the student leadership ladder (president vs vice-president, president vs secretary, president vs joint secretary, vice-president vs secretary, vice-president vs joint secretary). Authoritarianism revealed significant differences only between president and joint secretary. No significant difference in other need motivations was found between the four categories of student leaders holding hierarchical positions in the student union leadership ladder. (4) There was no significant territorial variation on either of the four need motivations as well as on authoritarianism between the four levels of student leaders. A significant difference between graduate and post-graduate students was observed at joint secretary level on n-Ach., a moderate degree of significant difference was found at the level of president on n-Affiliation. Only the joint secretary level from professional and non-professional colleges showed a moderately significant difference in n-Ach. and n-Affiliation. At president level also, a moderately significant difference in n-Approval was found. [VPS 0862]

Verma, B.P. and Bhat, R.K. 1992. **Motivational differences among high and low creative students.** *Indian Educational Review*, Vol. 27(4): 44-55.

Problem: The present study attempts to find out the motivational differences in terms of psychological needs among high and low creative students.

Objectives: (i) To compare high and low creative students on ten psychological needs; (ii) to compare high and low creative male students on ten psychological needs, (iii) to compare high and low creative female students on ten psychological needs, (iv) to compare high creative male and high creative female students on ten psychological needs, and (v) to compare low creative male and low creative female students on ten psychological needs.

Methodology: A sample 100 students (males and females) studying in Class IX in Shimla was taken into consideration. The random sampling method was used to draw the sample, and institutions as well. The tools used included the Verbal Test of Creative Thinking of Baqer Mehdi, and the Meenakshi Personality Inventory of Meenakshi Bhatnagar, and Meenakshi Psychological Needs of Students.

Major Findings: (1) High and low creative students did not differ significantly from each other with respect to their motivation. (2) High and low creative students did not show any marked difference in their psychological needs. This was observed in the case of female students also. (3) High creative male students and high creative female students differed significantly on the abasement need, and the mean difference was in favour of high creative female students. (4) Low creative male students had stronger need for exhibition than low creative female students, who had stronger need for application than low creative male students. [SP 1900]

Also See

Baskaran, K. 1991. **Achievement motivation, attitude towards problem-solving and achievement in mathematics of Standard X students in Devakottai educational district.** Ph.D., Edu. Alagappa Univ. [SM 1768] (See in Chapter 38.)

Bhargava, Sunita. 1992. **Achievement motivation and creativity in relation to locus of control of socio-culturally deprived and non-deprived adolescents.** Ph.D., Edu. Agra Univ. [SS 1347] (See in Chapter 30.)

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- Das, Bijoy Laxmi. 1988. **A study of secondary school teachers' job satisfaction and job motivation in Cuttack district, Orissa.** M.Phil., Edu. *Univ. of Poona*. [ASB 0035] (See in Chapter 16.)
- Dass, Charan. 1991. **Achievement motivation, adjustment and creative thinking of college athletes in relation to their performance in track events.** Ph.D., Edu. *Punjab Univ.* [AK 1844] (See in Chapter 21.)
- Devanesan, Paul P. 1990. **Socio-economic status, achievement motivation and scholastic achievement of higher secondary students in Pasumpon Thevar Thirumagan district.** M.Phil., Edu. *Alagappa Univ.* [SM 1763] (See in Chapter 38.)
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- Verma, Kamini. 1988. **An experimental study of short-term and long-term memory as determined by motivation, age, sex and sense modalities.** Ph.D., Psy. *Punjab Uni.* [JNJ 0264] (See in Chapter 8.)