

SOCIAL MOTIVES AND ACADEMIC STREAM AMONG COLLEGE STUDENTS: A COMPARATIVE STUDY.

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ABSTRACT

This Study purpose that a Study of Social Motives and Academic stream among college students: A comparative Study. Objectives:- To examine Social Motives and Academic stream among college students: A comparative Study. Hypotheses:- There is no significant difference between academic stream among college students with Social Motives dimension on Achievement motivation, Power motives and Social-Contact motives. Methodology- Sample: Total sample of present study 120 college students, in which 40 were Arts faculty college students 20 Male and 20 Female students), 40 were Commerce faculty college students 20 Male and 20 Female students) and 40 were Science faculty College Students 20 Male and 20 Female students). Both groups sample stream wise college students from Jalna Dist. in Maharashtra. Purposive Sample Design was selected and the subject selected in this sample was age group of 13-22 year. Variables- The independent variables are Stream (Arts, Commerce and Science college students) and Dependent variables are Social Motives (Achievement motivation, Power motives and Social-Contact motives.). Research Design: Simple Research Designs used in the present study. Research Tools- Social Motives scale by Dr. Ram Nayan Singh and Dr. Mahesh Bhargava. Statistical Treatment: Mean, SD and ANOVA. Conclusions: 1) There is no significant difference between Arts, Commerce and Science college going students Social Motives dimension on Achievement motivation, Power motives and Social-Contact motives.

Key words: - Social Motives, Stream (Arts , Commerce and Science Students)

INTRODUCTION

Motives implied in social events or behaviors are called social motives when any person responds to another person or social signs and symbols, then his behavior is termed as social behavior. Social responses are divided into three categories: responses generating intimacy with others. All motives, which are expressed by these responses, are included in the category of social motives. Apart from this criterion to recognize social motives, there is one another criterion also. According to it, those motives, which are acquired by the process of social learning, are labelled as social motives. In this way basis of recognition of social motives are there expression in social context and their acquires by social learning. To explain these motives, theories used for general motivation are utilized or specific theories are formulated on their bases.

Achievement Motives – First of all Murray (1938) included a psychological need for achievement (n-ach) in his list of need. He defined need of achievement as a tendency or desire to win over obstacle and to perform difficult tasks in minimum possible time. Though in personality research, work has been done on all the needs mentioned by Murray but maximum attention has been given to n-ach. Most of the work has been done in the leadership of McClelland and Atkinson by using T.A.T technique.

At the first glance n-ach seems to be personal need but it has been treated as important social need due to following reason : It has been confirmed by several studies that n-ach is determined by socio-cultural factors. Authoritarian and traditional family structure obstruct its initiation and development. It has been known from the analysis of achievements themes describing in the literature, especially textbook of primary classes of various countries that there is positive correlation between achievements themes of literature and economic development of the country.

Heck Hausen (1968) and his colleagues have thoroughly studied different variables related to achievement behavior. It has come to light that the German people exhibit more fear of being unsuccessful than American whereas American show greater tendency to point out obstruction to goal directed behavior in outer environment.

It has been noted that attitude and value about this motives influences interpersonal relations. Persons with high level this motive don't attach importance to sociability because it obstructs their functioning. They avoid dependence on others and cultivate self-dependence. Their relations to others is based on the fact as to how far they facilitate or obstruct the process of their achievement.

Studies about achievement motives have shown that people interaction with environment are influenced by their attitude and values. Persons with high level of ach-m strongly face difficulties and frustrating situations. They take interest in problem solving and always task-oriented. Contrary to this, persons with lower level of ach-m are discouraged by difficulties and escape problems because they generate irritation and anxiety them.

Persons with high level of ach-m are attracted to such tasks which are moderate in difficulties and contain some risk. Simple tasks, which have no chance being unsuccessful, do not attract them. They like to recognize their ability in face of tasks with medium level difficulties. Persons lacking ach-m show more fear of being unsuccessful. Consequently, they always engage themselves in simple tasks where there are greater possibility of success. About their ability they feel inferiority.

From the last decade several questions have been raised about the nature of this motives. Is ach-m a unitary variable? On the basis of empirical facts and logical analysis Jackson et al (1976) have pointed out six dimensions, namely expert status, production, independence, achievement of social positions and importance, completions, making efforts for excellence. In this way a composite measure of achieve-m is not sufficient to reveal the reality. It is useful to

know the position of a persons in every dimensions. Klinger (1966) has pleaded that knowing the mere presence of ach-m is not sufficient.

Power Motives: motives to dominate a person or group, to control and to cast specific influence on one's behavior or emotion is called power motives, at first glance ach-m and pow-m seem to be similar. Often achievement motivated person wants power as means and power oriented person seems to be in such a position that he may achieve more than those who have no means. But a persons with high pow-m is more interested in his prestige as well as control and manipulation of other while a persons with high ach-m, with or without the cooperation of other, is more interested in his personal achievement : his aim is to win difficulties or to solve problems. There is no significant correlation between ach-m and pow-m (Kureshi, 1975).

Winter (1973) has pointed out three dimension to the concept of pow-m: legitimacy, resistance and strength. Person adopt different styles in these dimensions to gain power. Relatively weak persons influence by moral planning. Interesting contradictions have been noted in powered styles of Mahatma Gandhi and Smt. Indira Gandhi. Mahatma Gandhi's styles was characterized by love, morality and self-mortifications while Indira Gandhi adopted terrorism and diplomacy.

Winter conducted to several studies about expression of pow-m in behavior. In one study found that pow-m score of those students, who occupied different power positions in different councils of a University, were higher than general students. In another study it was noted that persons with high pow-m chose the professions of teaching, Psychology, priesthood, business and international diplomacy while governmental and political service, medicine, law, constructive art and archaeology were chosen by those who were low in pow-m.

Social-Contact Motive: Atkinson has defined it as search for social acceptance. Rubin (1973) has divided interpersonal attraction of human beings in three parts: Affiliation- only to live with others. Liking- On the basis of goodwill and respect to experience happiness in the presence of others. Love- relation based on attachment (Strong desire to live with other person,

to have bodily contact), care (to look after satisfaction and security of other persons) and closeness (to communicate secrets easily). Love is wide in the sense that it includes others motives also apart from soc-con-m.

Interpersonal attraction determined by their similar it's in personal and physical characteristics, attitude, pre-introduction and closeness. Social exchange theory is used to explain social relations. According this theory, interpersonal relations are based on the balance of cost and gain. Wolman has classified human relationship into three categories: instrumental relating, relation based on give –and take and sectorial relations where there is only giving without expectations of any return.

Usually it is difficult to balance between ach-m and soc-m. When ach-m is strong, the person often avoids the company of others because too many relations cause disturbance in work. He maintains relations which are very necessary and helpful in his effort to achieve. In one study (Kureshi.1978) correlation between these two motives was found to be .208 which was significant. Boyatgis (1973) found in his study that effective managers had moderate degree of soc-con-m. When the strength of this motives is weak, people don't pay sufficient attention to interpersonal relations and when it is very strong, they are so much involved in others that their productive work is adversely affected,.

Dimensions of Social Motives

Motives have unique signs which are expressed in related behaviors. Grasho (1978) has pointed out several such signs to recognize the presence of relevant motives:

Recognition of Ach-m: While facing difficulties to be interested in making ones best effort, fixing high standards for oneself, thinking about making further advancement, making effort to reach for distant goals, trying to show something unusual, attempting to excel someone, accepting responsibility for one success or failure, always interested to know from others as to how he has done

Recognition of Pow-m: To try to influence other person or group, strong desire for competing others, making efforts to gains position and prestige. Controlling the flow of informations, eagerness to know about ones influence on others, engaging oneself in such actives which generate conflict, tension or intense feeling , for example, to fall in discussion, to demand, to yell, to command to punish other.

Recognition of Soc-cont-m: establishing participation with others, making friendship earing others and trying to fulfill their needs, trying to be liked by others, visiting to meet others, making arrangements for breakfast and food, attending clubs, accepting membership of institutions and parents, aloneness pinches.

STATEMENT OF THE PROBLEM

Social Motives and Academic stream among college students: A comparative Study

OBJECTIVES OF THE STUDY

To examine Social Motives and Academic stream among college students: A comparative Study.

HYPOTHESES OF THE STUDY

- There is no significant difference between Arts, Commerce and Science college students with Social Motives dimension on Achievement motivation, Power motives and Social-Contact motives

METHODOLOGY

SAMPLE

Total sample of present study 120 college students, in which 40 were Arts stream students (20 Male and 20 Female students), 40 were Commerce stream college students (20 Male and 20 Female students) and 40 were Science stream college going students (20 Male and

20 Female students). Both groups sample college students from Jalna Dist. in Maharashtra. Purposive Sample Design was selected and the subject selected in this sample was age group of 17-22 year.

RESEARCH DESIGN:-

Simple Research Designs used in the present study

VARIABLES USED FOR STUDY

Table No- 01 Variables

Type of variable	Name of variable	Sub. Variable	Name of variable
Independent	Stream	03	1) Arts college students 2) Commerce college students 3) Science college students
Dependent	Social Motives	03	1) Achievement motivation 2) Power motives 3) Social-Contact motives

RESEARCH TOOLS:

Table No. 02. Social Motives

Aspect	Name of the Test	Author	Sub-Factor	Reliability	Validity	Item
Social Motives	Social Motives scale	Dr. Ram Nayan Singh Dr. Mahesh Bhargava	Achievement motivation Power motives Social-Contact motives	.88 .81. .76	.70	36

PROCEDURES OF DATA COLLECTION:-

For the present study sample was used and two instruments were administered individuals as well as a small group will be adopted. The subjects were called in a small group of 21-25 subjects. Following the instructions and procedure suggested by the author of the test. Tests were administered and a field copy of each test was collected. Following the same procedure the whole data was collected.

STATISTICAL ANALYSIS

At the first stage data were treated by descriptive statistical techniques i.e. Mean, Standard Deviation and ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

Stream on Achievement motivation

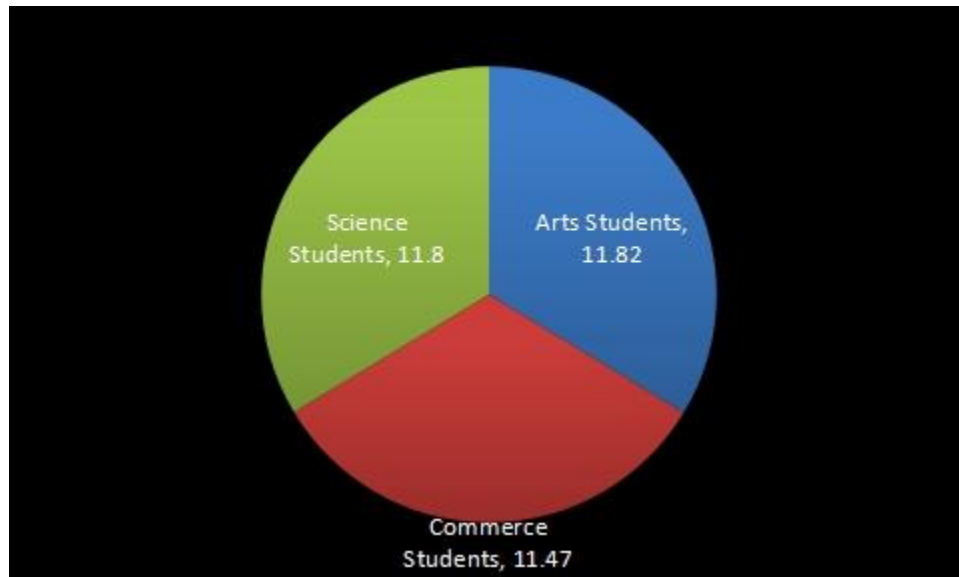
Hypothesis - 01

- There is no significant difference between Arts, Commerce and Science college students with dimension Social motives on Achievement motivation.

Table No. 03. Mean SD and F Value of Stream on Achievement motivation.

Factor	Stream	Mean	SD	N	DF	F Value	Sign.
Achievement Motivation	Arts students	10.50	2.11	40	117	2.60	NS
	Commerce students	11.00	2.60	40			
	Science students	10.60	2.30	40			

Figure No.01. Mean of Stream on Achievement motivation.



Observation of the Table No 03 indicated that the mean value of three classified group seems to differ from each other on Achievement Motivation. The mean and SD value obtained by the Arts students were $10.5, \pm 2.11$, Commerce students were $11.0, \pm 2.60$ and Science students were $10.6, \pm 2.30$. Both group 'F' ratio was 2.60. Stream effect represent the Achievement Motivation was not significant (Critical value of "f" with df 117 at 0.01 = 3.92 and at 0.05 = 6.84 and NS- Not significant). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science college students on Achievement Motivation.

Stream on Power Motives

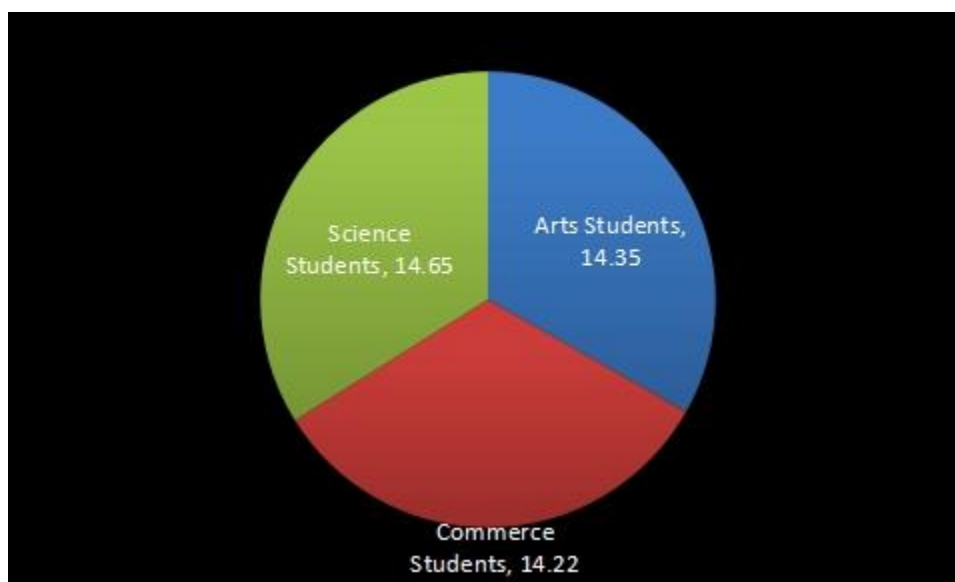
Hypothesis - 02

- There is no significant difference between Arts, Commerce and Science college students with dimension Social motives on Power motives.

Table No. 04. Mean SD and F Value of Stream on Power Motives.

Factor	Stream	Mean	SD	N	DF	F Value	Sign.
Power Motives	Arts students	15.30	2.90	40	117	2.84	NS
	Commerce students	14.10	2.70	40			
	Science students	15.70	2.64	40			

Figure No.02. Mean of Faculty on Power Motives



Observation of the Table No 04 indicated that the mean value of three classified group seems to differ from each other on Power motives. The mean and SD value obtained by the Arts students were 15.30, $\pm$ 2.90, Commerce students were 14.10, $\pm$ 2.70 and Science students were 15.70, $\pm$ 2.64. Both group 'F' ratio was 2.84. Stream effect represent the Power motives was not significant (Critical value of "f" with df 117 at 0.01 = 3.92 and at 0.05 = 6.84 and NS- Not significant). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science college students on Power motives.

Stream on Social-Contact Motives

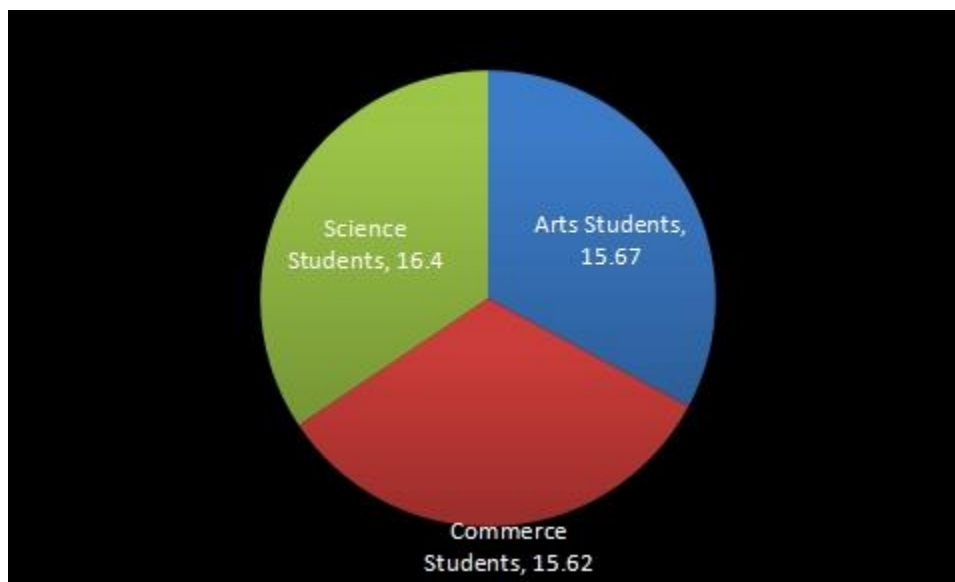
Hypothesis - 03

- There is no significant difference between Arts, Commerce and Science college students with dimension Social motives on Social-Contact motives.

Table No. 05. Mean SD and F Value of Stream on Social-Contact Motives.

Factor	Stream	Mean	SD	N	DF	F Value	Sign.
Social-Contact Motives	Arts students	10.10	1.35	40	117	1.05	NS
	Commerce students	9.20	1.55	40			
	Science students	10.35	1.70	40			

Figure No.03. Mean of Stream on Social-Contact Motives



Observation of the Table No 05 indicated that the mean value of three classified group seems to differ from each other on Social-Contact motives. The mean and SD value obtained by the Arts students were 10.10, $\pm$ 1.35, Commerce students were 9.20, $\pm$ 1.55 and Science students were

10.35, $\pm$ 1.70. Both group 'F' ratio was 1.05. Stream effect represent the Social-Contact motives was not significant (Critical value of "F" with df 117 at 0.01 = 3.92 and at 0.05 = 6.84 and NS- Not significant). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is Low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science college going students on Social-Contact motives.

CONCLUSIONS:

- 1) There is no significant difference between Arts, Commerce and Science college students on Achievement Motivation.
- 2) There is no significant difference between Arts, Commerce and Science college students on Power Motives.
- 3) There is no significant difference between Arts, Commerce and Science college students on Social-Contact motives.

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