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Some Acquired Motives of Cognitive and None Cognitive factors and Psychological views

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ABSTRACT

Although it seems idealistic to have one's motivation completely based on receiving positive reinforcement and self-improvement in order to achieve personal success, perhaps it is not realistic. Motivation based on avoidance characteristics may be detrimental to one's self in excess, but it may be a necessary tool in some regards towards the development of long-term approach and mastery goals. A delicate balance of both approach and avoidance motivation may lead to a more well-rounded and successful individual. Imagine a workplace scenario in the modern fast-paced American business world in which there are no deadlines, no bosses, and no competition. Sure this would be the ideal place for mastery and approach type goals in which an individual could spend all of his or her time developing their skills and knowledge, but this is not the case. No matter how much enjoyment people receive from their work, people in the business world must unavoidably perform tasks in the midst of deadline threat and competition in order to persevere. They most definitely face some anxiety and fear about not meeting their employers' standards and perform tasks based on avoidance motivation in order to prevent from losing their jobs. They may also aim to perform tasks better in comparison with co-workers both for an ego-boost and for avoiding social incompetence. These anxiety and stress-inducing situations may not be what we desire as individuals or what is desired for optimal human success, but they are undoubtedly present and encountered in our lifestyles. Without them would anything ever get done, if mastery goals are an

individual's only source of motivation and they receive purely pleasure out of performing a task I doubt they would ever make the statement, "Well this is good enough." How could they feel they have accomplished their goal if something can always be improved upon, They would always continue to strive for the mastery of the particular task or skill.

Another similar example would be students attending colleges and universities in western society. Unless they are there for the sole purpose of expanding their knowledge, the majority of the students enrolled in any particular university are probably there to receive a higher-level education in the pursuit of employment for sustenance. This long-term goal is not achieved through solely positive reinforcement; there is plenty of stress, anxiety, and sometimes failure as well. In fact the goal itself could be considered an avoidance goal and motivate a student based on the fear of becoming a social pariah or the inability to provide for oneself.

In regards to class work and assignments, a student might be motivated to excel in his or her particular area of study. Although if student is forced to attend a required class not related to their area of interest and study he/she might be motivated by the avoidance of receiving poor marks or negative feedback by the professor, which would be detrimental to their college career from an overall perspective. The avoidance would lead to completion of course work and material and actually benefit the student in the long run.

In contrast too much motivation through means of avoidance would follow the motivational theories as described by Rabideau and completely "undermine intrinsic motivation." With a deprivation of approach and mastery type goals an individual may lack the inner-drive needed to succeed in life. Instances as described in the "self-worth" theory may occur in which an individual chooses the easiest route and removes most or all task-related effort in order to avoid failure and low self-esteem. It would be interesting to explore further into this realm and see how motivations through avoidance type goals are related to depression, particularly unipolar disorders. Perhaps the continuation of motivation through stress, anxiety and fear leads an individual through a downward spiral into a depressive state. Cognitive therapy may assist these individuals in developing more approach-type goals and counter the effects described in the "self-worth" theory.

INTRODUCTION:-

In everyday life, individuals strive to be competent in their activities. In the past decade, many theorists have utilized a social-cognitive achievement goal approach in accounting for individuals striving for competence. An achievement goal is commonly defined as the purpose for engaging in a task, and the specific type of goal taken on creates a framework for how individuals experience their achievement pursuits. Achievement goal theorists commonly identify two distinct ideas toward competence: a performance goal focused on demonstrating ability when compared to others, and a mastery goal focused on the development of competence and task mastery. Performance goals are hypothesized to produce vulnerability to certain response patterns in achievement setting such as preferences for easy tasks, withdrawal of effort in the face of failure, and decreased task enjoyment. Mastery goals can lead to a motivational pattern that creates a preference for moderately challenging tasks, persistence in the face of failure, and increased enjoyment of tasks (ELLIOT & CHURCH, 1997). Most achievement goal theorists conceptualize both performance and mastery goals as the "approach" forms of motivation. Existing classical achievement motivation theorists claimed that activities are emphasized and oriented toward attaining success or avoiding failure, while the achievement goal theorists focused on their approach aspect. More recently, an integrated achievement goal conceptualization was proposed that includes both modern performance and mastery theorists with the standard approach and avoidance features. In this basis for motivation, the performance goal is separated into an independent approach component and avoidance component, and three achievement orientations are conceived: a mastery goal focused on the development of competence and task mastery, a performance-approach goal directed toward the attainment of favourable judgments of competence, and a performance-avoidance goal centered on avoiding unfavourable judgments of competence. The mastery and performance-approach goals are characterized as self-regulating to promote potential positive outcomes and process to absorb an individual in their task or to create excitement leading to a mastery pattern of achievement results. Performance-avoidance goals, however, are characterized as promoting negative circumstances. The avoidance orientation creates anxiety, task distraction, and a pattern of helpless achievement outcomes. Intrinsic motivation, which is the development of and interest in an activity for its own sake, plays a role in achievement outcomes as well. Performance-avoidance goals undermined intrinsic motivation while both mastery and performance-approach goals helped to increase it (ELLIOT & CHURCH 1997).

Most achievement theorists and philosophers also identify task-specific competence expectancies as an important variable in achievement setting. Achievement goals are created in order to obtain competence and avoid failure. These goals are viewed as implicit (non – conscious) or self-attributed (conscious) and direct achievement behaviour. Competence expectancies were considered an important variable in classical achievement motivation theories, but now appear to only be moderately emphasized in contemporary perspectives (ELLIOT & CHURCH,1997).

Presently, achievement goal theory is the predominant approach to the analysis of achievement motivation. Most contemporary theorists use the frameworks of Dweck's and Nicholls' revised models in two important ways. First, most theorists institute primary orientations toward competence, by either differentiating between mastery and ability goals or contrasting task and ego involvement. A contention was raised toward the achievement goal frameworks on whether or not they are conceptually similar enough to justify a convergence of the mastery goal form with the performance goal form (ability and performance, ego involvement, competition). Secondary, most modern theorists characterized both mastery and performance goals as approach forms of motivation, or they failed to consider approach and avoidance as independent motivational tendencies within the performance goal orientation.

The type of orientation adopted at the outset of an activity creates a context for how individuals interpret, evaluate, and act on information and experiences in an achievement setting. Adoption of a mastery goal is hypothesized to produce a mastery motivational pattern characterized by a preference for moderately challenging tasks, a helpless motivational response, however, is the result of the adoption of a performance goal orientation. This includes a preference for easy or difficult tasks, effort withdrawal in the face of failure, shifting the blame of failure to lack of ability, and decreased enjoyment of tasks. Some theorists include the concept of perceived competence as an important agent in their assumptions. Mastery goals are expected to have a uniform effect across all levels of perceived competence, leading to mastery pattern. Performance goals can lead to mastery in individuals with a high perceived competence and a helpless motivational pattern in those with low competence.

Three motivational goal theories have recently been proposed based on the tri-variant framework by achievement goal performance-avoidance. The performance-avoidance goal is conceptualized as an avoidance

orientation according to potential negative outcomes. This form of regulation evokes self-protective mental processes that interfere with optimal task engagement. It creates sensitivity to failure-relevant information and invokes an anxiety-based preoccupation with the appearance of oneself rather than the concerns of the task, which can lead to the helpless set of motivational responses. The three goal theories presented are very process oriented in nature. Approach and avoidance goals are viewed as exerting their different effects on achievement behaviour by activating opposing sets of motivational processes.

SAMPLE:-

An incidental – cum purposive sample consisting of 400 subjects will be drawn from student population of high school in the age group of 10-14 years. Further half of the sample will consists of children belonging to high socio-economic status and the other half-will consists of children belonging to low SES. The respondents will be selected from among schools located in the central and peripheral areas of Chapra district of Bihar.

Test and Materials: The selection of the tests was made according to some scientific and practical considerations in view of the fact that the subjects to be tested were school children and so it was though proper to use the Hindi version of taste as far as possible so that they might not feel much difficulty in the questionnaires. Care was also taken to usse such psychological taste which were convenient to be used in class room situation. Care was also taken that tests must be reliability and valid to a considerable extent keeping these consideration in vies the following tests and material were used for data collection in the present study:

- i. Personal data sheet
- ii. Sharme socio-economic status scale
- iii. Parack and Trivedi social-economic status scale (1967)
- iv. Aggression scale by Sinha
- v. Achievement scale by Mukharjee
- vi. Intelligence scale by Mohsin
- vii. Power motive scale by Ojha
- viii. Personal Data Sheet:

A personal Data Sheet was prepared by the researcher himself to collect relevant information with regard to age, sex, region (Urban-Rural), Ordinal position, and size of the family and income of the family. The General intelligence

test has been used in this study only with a limited purpose of controlling the sample of the present study in respect of intelligence. In the present research Mohsin General intelligence Test was used. This test has measures the two separate index of Brightness for the students of different ages and classes. The IB may be interpreted quantitatively by referring to the grade (A top 20% B-intex 20 % c-Middle 40% D-Nxt20% and E-Bottom 10%) and description and E-vary inferior).;The number of items in each subtest and time limit allotted for each sub-test are presented in table-2

TABLE – 2

Sub- Tests of |General intelligence Test.

S.NO	Subjects	NO. of items	Time limits in mts
1	Best Answer	20	5
2	Classification.	30	5
3	Analogy	40	8
4	Logical Reasoning	22	8
5	Sentence	26	7
6	Completion Reasoning	18	10

The scoring system of this test is very simple. One score for each correct answer in all the sub-test is given. The only expectation is the sub-test is given. The only expectation is the sub-test no-4 , in which two scores in each items may be obtained by the testee. Naturally the maximum score here 44. There is increasing difficulty in problems right although each sub-test has a time limit, it is not a spend test in the real sense of the term as the tests solving the total items of the particular sub-test in less than required time is not given any extra credit.

Mohsin's General intelligence Test is highly reliable and valid test of general intelligence. Its reliability as report in the manual through test-retest method is 90. The test was validated against average examination marks on Menzil's

General intelligence test, Terman's Arithmetical, Reasoning and Raven's progressive Matrices.

Results & Conclusionn :-

Resultss from an analysis of the National Educational Longitudinal study of 1988 data showed that male and female eight graders attained simila achievement, but a larger portion of girls were placed in high-ability classes and a larger portion of boys were placed in low-ability classes. Racical/ethnic influences may have played a role in secondary mathematics course selections and judgment of academic performance. The chances of young African American women enrolling in high-ability mathematics classes were 48% geater than those of African American male students.Mathmatical ways of thinking may differ by gender according to Fennema, Carpenter, Jacobs, Franke, and Levi (1998). These researches studied 82 children as they progressed from first through third grades. They identified gender differences in strategy use that was evident from the beginning of the study and persisted through the end. Girls tended to use more modeling or counting strategies, while boys tended to use more abstract strategies such as derived facts or invented algorithms . By the third grade, girls used significantly more standard algorithms than did the boys:-

This higer variance for males makes them more susceptible to rewards and sanctions in many state accountability systems. Retention Gender, race, and socioeconomic status also have a role to play in the issue of retention. McRoy and Reynolds (1998) used data from the Chicage Longitudinal study of 1,164 low-income,mostly African American 14year-old students who had all attended a federally founder kindergarten program. Retained children were most likely to be boys and most likely to have lower scores in reading and mathematics achievement. In 1998,41% of teachers reported that their schools promoted students based on age, but in 2001, only 31% did so (Johnson, Duffett, Foleno, Foley & Farkes, 2001). The Louisiana Department of Education (2001) analyzed its student information system (SIS) data from 1997-2001 in grades K-12 and found that male students, and students on free lunch were twice as likely to be retained

as students not receiving any food services. However, African American students receiving reduced lunch had significantly lower retention rates than those on free lunch or those not receiving any food services in 2000-2001. This impact is likely to increase. Cizek, Trent, Crandell, Hirsch, and Keene (2000) surveyed teachers and principals of a random stratified sample of fourth-grade students across the state of Ohio to determine if their assessment of students' readiness for fifth grade corresponded with the results of the Ohio proficiency Test administered at the end of fourth grade. Educator agreement was high, but varied by district in relation to the standards of the proficiency test. The results of retention were decreased academic progress and higher dropout rates. Roderick, Bryk, Jacob, Easton, and Allensworth (1999) conducted an analysis of the implementation of the first two years of the Chicago public school's intensive effort to end social promotion and raise achievement, which began in 1996. Their analysis revealed that only one fourth of retained eighth graders and one third of retained third and sixth graders in 1997 made "normal" progress to pass the test cutoff the next May. A later follow-up of the Chicago study (Roderick, Nagaoka, Bacon & Easton, 2000) disclosed some additional negative results of retention. First, despite higher passing rates, retention rates have not fallen. This is due to the fact that, over the three year study, fewer students are being socially promoted as a result of the stricter guidelines for promotion. Secondly retained students are struggling in their second time to face the promotion policy because they still do not do well in the next tested grade. Overall dropout rates were stable. The results of retention were decreased academic progress and higher dropout rates. Roderick, Bryk, Jacob, Easton, and Allensworth (1999) conducted an analysis of the implementation of the first two years of the Chicago Public Schools' intensive effort to end social promotion and raise achievement, which began in 1996. Their analysis revealed that only one fourth of retained eighth graders and one third of retained third and sixth graders in 1997 made "normal" progress to pass the test cutoff the next May. A later follow-up of the Chicago study (Roderick, Nagaoka, Bacon, and Easton, 2000) disclosed some additional negative results of retention. First, despite higher passing results of retention. First, despite higher passing rates, retention rates have not fallen. This is due to the fact that, over the three year study, fewer students are being

socially promoted as a results of the stricter guidelines for promotion. Secondly, retained students are struggling in their second time to face the promotion policy because they still do not do well in the next tested grade. Haney attributed this to an increase in retention rates, particularly among African Americans and Hispanics, and an increase in the dropout rate. Only 50% of minority students have been progressing from ninth grade to graduation since the initiation of the Texas Assessment of Academic Skills (TAAS), again reflecting the impact of high stakes testing and accountability. With increased pressure on teachers' ability to teach them what they need to know and to be able to do.

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