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**A Study Of Power Motives Among Senior Secondary School Students In Relation  
To Their Sex And Stream**

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## Abstract

Under the broad canvas of descriptive survey method of research, the design of the study consisted in taking a representative sample of 300 students from randomly selected four schools of Shimla city. The power motive scale by Dr. T.S. Dhapola and Dr. Gopal Singh has been used as the tool for the study. The main techniques that have been employed are Mean, S.D.,  $t$  values, ANOVA etc. The result shows that female senior secondary school students have high power motives than male students. The students having Arts, Science and Commerce streams, differ significantly from each other on power motives. There is significant interactional effect of sex and stream on power motives of Senior Secondary School Students.

## INTRODUCTION

Education is a life long process, which starts right from the cradle and goes on throughout life. In the words of John Dewey, "Education is life, education is growth; education is social process. Adequate education and knowledge not only use and hold individual in home or in society as a whole but supply strength to retain that position against any or many hurdles of life."

During nineteenth century, education became one of the recognized responsibility of most modern states. On the other hand children were compelled to attend the school. Education has become a "social right" said by T.H. Marshall.

Education became a matter of primary concern to the state not only because educated citizen could provide better manpower but also education was seen as the best available means to civilize.

Education is not mere imparting information in some selected subjects. Acquisition of knowledge is only one of the outcomes of education. The role of education now is to help the educated to discover him, to develop his innate abilities and above all to cultivate desirable attitude and values. This new role of education has put great responsibility on teachers in general and teacher education in particular.

Science and technological development in the last four to five decades has accelerated this process. To achieve social values, acquire the knowledge of society and skills for the attainment of social values education is necessary. The younger generation of today is responsible for tomorrow. Thus, it is necessary to train the generation from very beginning to meet future challenges of nature and society. Motivation is one of the aspects for these achievements.

Motivation is that force, which impels or incites individual's actions, determines the individual's direction of action and his rate of actions. When the individual is motivated then his activities are initiated. Almost all the activities of individuals are

determined by motives.

The motive may be defined as a tendency to activity initiated by drive and by these motives people can influence the behavior of other person and they are known as power motives.

### **Power Motivation**

Power motivation is a process by which a person with resources has the capacity to perform acts that influence those who value these resources. Power is not a nice word for the liberal or the humanitarian. Even people wanting and using power have difficulty in justifying the motive. Sometimes people in power or seeking power will justify their motivation for control by representing themselves as fulfilling the will of God.

Power becomes salient when there is a conflict of interests. Power contains coercion element. The coercion is not necessarily one of the force and violence. Power may be defined as the exercise of coercive control in a situation of conflict of interest or values between two or more parties as well as individual and group.

#### **Personality Factors in the Exercise of Power**

Too often psychologists as well as laymen have looked at the use of power and the exertion of influence. This leads to an equation of personal domination with institutional power and ignores the requirements of different roles. Kipnis (1972) showed in his experiment that subjects assigned to a power role with control of reward and punishment over their workers did differ in their interpersonal perception from control subjects.

The powerful leaders also took credit for the efforts of their subordinates.

#### **Power Manipulation**

All life is a game of power. The object of the game is simple enough to know what you want and get it. The trick is to make people to persuade them that they want what you want (Michael, 1975).

Power is key to success in finances; business but most people do not know how to recognize it.

According to Michael power is the result of carefully cultivated personal habits that acts as signal which tip off others particular subordinates.

The most powerful people understand the system so thoroughly that they rule seemingly without being in control. Power never shouts its control over others but like the silent nuances of body language insinuates its meaning. People, while interacting in the social system, use social power to get credit for the efforts of their subordinates.

## Social Power

Social power is a property of relationship between two or more persons. A tentative definition of social power is that power of person P over person O and is a joint function of his capacity for affecting the outcome of Person O.

Social power is most often used to influence the behavior of other persons but is conceptually distinct from influence.

Types: French and Raven have given different types of social power.

**Reward and Coercive Power:** This type of reward power is based on reward given by supervisor to his employee.

**Coercive Power:** It is based on employee's perception that supervisor has ability to punish him.

**Referent Power:** It is based on identification reward power gradually transformed into referent power. This transformation of reward into referent is that exercise of reward power by supervisor, which makes him attractive to O and supervisor's attractiveness makes him an object of identification.

**Expert Power:** Expert power is based on the employee's perception that supervisor has some special knowledge.

**Legitimate Power:** The individual feels satisfied when the behaviours conform to their values and norms. The authorities in the power have two sources of coercion to secure obedience: (i) they invoke sanctions; (ii) they can manipulate the symbols of legitimacy to which they have special access to prevent the mobilization of an effective dissent.

The German people in 1930's conformed to that and the Nazis took advantage of the respect for law by legitimizing their totalitarian regime and met with surprisingly little resistance. Thus, Hitler did not seize power directly but became chancellor legally then tried to cover most of this action with the cloak of legitimacy.

### **Power Motives**

One source of much of the confusion in the literature on power is the failure to distinguish between power as a form of behavior and power as a motive.

The power motive is a significant factor in human competition and conflict but how significant depends upon socialization practices and contemporary social conditions.

The motive for power, which is intended to establish one's supremacy, is more dangerous than any other motive.

The ambitions for power, greed, rivalry etc. are key factors for political warfare with opponent leaders. The power motive often hatches great conspiracies for eliminating the political opponents. The power motive has both psychological and sociological significances.

Winter and Stewart (1978), stated that the Western civilization greatly enlarged the scope and the range of social power, the control of human behavior. Power motive means the quest for power, the desire for power or seeking of power. The power motive may be in conflict with other motives, such as affiliation, play and autonomy.

The power motivation in a political life often directs the individual towards certain positions, the one with high power potential and activities where the power greed is likely to be enhanced.

Rudin (1965), in his content analysis of elementary textbooks in the United States since 1860, found that power imagery indicative of the power motive reached a peak in 1910, declined to a low point in 1930, and has been increasing since that time. It is possible to interpret this rise as reflecting a greater concern with managerial and political issues, as the technological development of an achieving society aggravates rather than alleviates social problem.

Whether the need for power is native or derived motive is disputed, but the significant fact is that it appears early in development as child strives to assert his independence and to protect himself from physical and psychological collisions with others.

Veroff (1957) constructed a measure of power motivation by comparing the responses of a group of candidates for campus office on the eve of elections with a group of non-involvement students in the elections. The responses were based on T.A.T.

Veroff said, a power motivated person gets satisfaction by controlling the resources, which influence the behavior of the person.

Power is a motive, which is defined as the exercise of coercive control in a situation of conflicting interests between two or more parties. Some theorists hold that individuals who wield power do not move into power position at random, rather than those who are power oriented are selected themselves for such roles.

### **Objectives**

1. To study the difference in power motives of male and female senior secondary school students.
2. To study the difference in power motives of male and female students in relation to their streams (Arts, Science and Commerce).
3. To study the interactional effects of sex and stream on power motives of senior secondary school students.

### **Hypothesis**

1. The male and female senior secondary school students differ significantly in their power motives.
2. The students having Arts, Science and Commerce streams differ significantly in their power motives.
3. The interactional effect of sex and stream of students has a significant effect on power motives.

### **Methodology**

Sample

300 senior secondary school students of four schools from Shimla District were selected randomly; G.S.S.S. Sanjauli, G.S.S.S. Portmore, G.S.S.S. Lakkar Bazar, S.D. senior secondary school. Thus the final sample consisted of 300 students. The students of three streams were taken i.e. Arts, Science and Commerce and from each stream 50 male and 50 female students were taken

Tool :

In order to collect the necessary data to achieve the objectives of the study the investigator had to study the power motives of senior secondary school students in relation to their gender and stream. Thus in the present study to measure the power motives of senior secondary school students the power motive scale by Dr. T.S. Dhapola and Dr. Gopal Singh is used.

Method of scoring

Power Motive Scale by T.S. Dhapola and Dr. Gopal Singh (1971). Development of the questionnaire was based on the fact that person having power motives can influence the behavior of other person and get satisfaction by controlling behavior of others.

If both persons influence the behavior of each other then as a result of that some reward or punishment is given to both of the persons.

The preliminary draft consisting of 44 items, was administered to 400 senior secondary and graduate students in Varanasi. The students of 3 streams were considered i.e. Arts, Science and Commerce.

Power motive scale consist 2 types of items:

- (i) Favourable items
- (ii) Un-favourable

items Favourable Items

In favourable items:

“Yes” – 1 score was assigned. “No” – 0 score was assigned.

By calculating items score, total score was calculated. In final draft, the items which were not significant at .01 level (confidence) were eliminated.

The final draft contains 32 items and during item analysis all the favourable and un-favourable items were separated to create interest in the questionnaire.

### Scoring Procedure

The scoring for all items in the questionnaire was done by following the instructions and procedure given in the manual of the test used. There were 32 items in the questionnaire. It is provided with scoring key. There are some favourable and non-favourable items. For favourable items “Yes” is scored as “1” and “No” as “0” and in

unfavourable items for “No” a score “1” is given, whereas for “Yes” item “0” score is assigned.

In this 1, 2, 4, 5, 7, 8, 10, 12, 15, 16, 17, 20, 22, 25, 27, 31 for “Yes” 1 score was assigned and for “No” 0 score was assigned.

In items 3, 6, 9, 11, 13, 14, 18, 19, 21, 23, 24, 26, 28, 29, 30, 32 for “No” 1 score was assigned and for “Yes” 0 score was assigned.

Final total score was calculated by calculating scores of all items.

### Administration of the Tool

After the required permission had been sought and obtained from the heads of the institutions for collecting information from students of different streams, the investigator personally collect data, investigator visited the selected schools. Before administering the tool the investigator put the students at ease by explaining the purpose of administration and motivated them to give their opinions honestly.

The respondents were also assured that their information provided by them would be kept secret and is not related to their academics. The students were asked to clear their doubts before filling up the questionnaire.

Sufficient time was given to them to complete the work. To complete work students took 20-25 minutes. At the end of the testing programme, the investigator expressed her gratitude and thanked the students of the school and principal for their cooperation. Similar procedure was used to collected data from each school.

### Statistics used

Statistical measures such as Mean, SD, t-tests and Analysis of Variance were used to interpret the obtained data.

### Results and Discussion

Table -1 The Sex Treatment Combinations in a Two-way Analysis of Variance

Stream/Sex	Arts (B)	Science (B <sub>2</sub> )	Commerce (B <sub>3</sub> )
Male (A <sub>1</sub> )	Male with Arts Stream A <sub>1</sub> B <sub>1</sub>	Male with Science Stream A <sub>1</sub> B <sub>1</sub>	Male with Commerce Stream A <sub>1</sub> B <sub>3</sub>
Female (A <sub>2</sub> )	Female with Arts Stream A <sub>2</sub> B <sub>1</sub>	Female with Science Stream A <sub>2</sub> B <sub>2</sub>	Female with Commerce Stream A <sub>2</sub> B <sub>3</sub>

The 2×3, “Analysis of Variance” was employed for studying the main effects and

interactional effects of sex and stream of students as power motives among senior secondary school students.

It was further followed by the “t-test” where a significant difference emerged between the power motives of different streams of students.

**Table -2** To study the power motives among senior secondary school students in relation to their sex and stream mean and standard deviations were computed for each level which are given in as under:

**Means and Standard Deviations ( $\sigma$ )**

STREAM (B)				
SEX (A)	Arts (B1)	Science (B2)	Commerce (B3)	Total
Male (A1)	M = 20.34 $\sigma$ = 3.76	M = 20.44 $\sigma$ = 4.55	M = 19.04 $\sigma$ = 4.75	M = 19.94
Female (A2)	M = 19.8 $\sigma$ = 3.01	M = 22.06 $\sigma$ = 4.27	M = 21.7 $\sigma$ = 3.51	M = 21.18
Total	M = 20.07 $\sigma$ = 3.4	M = 21.25 $\sigma$ = 4.41	M = 20.37 $\sigma$ = 4.13	M = 61.69

From Table 3.2 it may be seen that the mean scores of male students on power motives came out to be 19.94 and that of girls is 21.18. The mean score of the girls on power motives is significantly higher to that of males, leads to conclude that the female senior secondary students are having high power motive as compared to male students.

**Table 3.3 Summary of Two-Way Analysis of Variance**

Source of Variation	Sum of squares	df	Mean squares	F
A (Sex)	117	1	117	7.09*
B (Stream)	75	2	37.5	2.27**
A×B (Interaction)	133	2	66.5	4.03**
Within Groups	4853	294	16.51	–

(Error)				
Total	5178	299	-	-

\*Significant at 0.01 level

\*\*Significant at 0.05 level

## Main Effects

### (A) Sex

Table 3.3 shows that F-ratio for the main effect of sex on power motive came out to be 7.09, which is significant at 0.01 level of confidence for 1/294 df. It means that male and female students differ in their power motives significantly. In view of this, the hypothesis stated as, “The male and female senior secondary school students differ significantly in their power motives”, is accepted.

### (B) Stream

It can be seen from Table 3.3 shows that F-ratio for the main effect of stream on power motives of senior secondary school students came out to be 2.27 which is significant at 0.05 level of confidence for 2/294 df. It means that the three groups of students i.e. Arts, Science and Commerce group differ significantly from each other on power motives.

In the view of the above, the hypothesis stated as, “The students having Arts, Science and Commerce streams, differ significantly in their power motives”, is accepted.

To locate existing significant difference in power motives of three groups of students i.e. Arts, Science and Commerce critical ratios were calculated.

## CONCLUSIONS

In this section of the research, the investigator’s job is to summarize the findings of the study and he/she is supposed to compare them with the hypotheses formulated. The overall purpose of a scientific research is to derive verified and verifiable generalizations. Investigator has to exercise all his/her care and caution in formulating

conclusions on the basis of the results of the study. Formulation of conclusion demands keen observation, wide outlook and power of logical thinking.

Further the result reveals that female senior secondary school students have high power motives than male students. The students having Arts, Science and Commerce streams, differ significantly on their power motives. There is significant interactional effect between sex and stream.

## **RECOMMENDATIONS**

On the basis of experiences in conducting present study the following suggestions are offered for the prospective researchers:

- The study may be extended to other districts of the state relating a wider sample.
- The effect of power motives may be studied at College and University level.
- A comparative study may be undertaken on Scheduled Caste and Scheduled Tribe students on their power motives.
- A comparative study may be undertaken on rural and urban students on their power motives.
- The similar co-relational studies may also be undertaken among Government and Private school students of Himachal Pradesh.
- A comparative study may be undertaken on youths of different age groups.

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