

A THEMATIC ANALYSIS OF CHILDREN'S STORIES IN URDU IN TERMS OF ACHIEVEMENT, AFFILIATION AND POWER MOTIVES IN PAKISTAN

Maher Bano

University of Peshawar, Peshawar

250 Urdu short stories written by popular Pakistani authors and published in children's magazines and readers between 1947-82 were categorized into three time periods, viz; 1947-58, 1959-70, and 1971-82. The stories were thematically analyzed according to the scoring technique developed by McClelland (1975). It was found that need for Power is the most dominant motive reflected in Pakistani children's stories, followed by Affiliation. Achievement motive came to be placed lowest. Over the entire period there has been a decline in all the three motives. In terms of amount of decline, the least was in n Power and the highest in n Affiliation.

The problem of human motivation has always been an area of special interest for psychologists. Motives not only play a very important role in an individual's life, but they also affect the society as a whole. Collective motivational trends in a society drive it towards certain directions and may be responsible for its progress or decline. This is why motives are considered a key variable in social change and economic and political developments in a society (McClelland, 1961, 1975). Achievement, Affiliation and Power motives have been found to have great impact on society.

McClelland (1958) suggested that coding historical documents for motivational variables provided a method of estimating the strength of various motivational forces at critical periods in history which could help historians explain subsequent events. Later, he reported many historical studies demonstrating that increase in achievement orientation in a number of nations at different time periods preceded more rapid rates of economic growth (McClelland, 1961). One of such studies, for example, reported an analysis of n achievement levels in English plays, street ballads and accounts of sea voyages over a three-hundred year period, roughly from 1500-1800 (Bradburn & Berlew, 1961). This study provides the

evidence that changes in Achievement motivation foreshadowed both the rise and fall of England in this sample of material.

The present research was designed to study the dominant motivational trends in Pakistani society by means of thematic analysis of popular Urdu short stories for children written by Pakistani writers during the period 1947-1982.

The rationale behind this method, as behind all projective techniques in general, is that people project their unconscious desires and wishes into their fantasies. McClelland (1975) suggested that to discover dominant motives of a society or culture, one should analyse the fantasies of that culture and society by digging into the imaginative trails of thought in the literature like stories, plays, songs and myths, etc., of that society. Two criteria in the selection of stories have usually been employed: (a) "Imaginativeness", because any such stories can trap the fantasies and (b) "Popularity", because only popular stories are likely to express the sentiments of the audience.

METHOD

For the purpose of present research, a list of popular Urdu short story writers for children was prepared in advance in consultation with school teachers, parents and language experts. A total of 250 short stories were randomly selected from different children's magazines and readers published in Pakistan and written by popular writers during the period 1947 to 1982. The stories were further categorized into three time periods, namely 1947-1958, 1959-1970 and 1971-1982, according to their years of publication. As mentioned earlier too, these periods roughly correspond to the three phases of economic and political development in Pakistan. The first time period contains 72 stories, the second has 79 and the third contains 99 stories.

After collecting the required short stories they were analyzed thematically and were scored according to the special

scoring technique developed by McClelland (1975) for analyzing and scoring the historical source materials for motivational variables. The unit of measurement was the number of imageries per line in the story. Imagery for each motive was decided on the basis of certain ideas related to the particular motive. For example, Achievement motive was judged as indicated when some character in the story desired or did something better. If in any story there was found some indication about performing or doing something better by someone, the story was scored for achievement imagery. The Power motive was indicated by a story character desiring to have impact or make an impression on others. Affiliation motive was indicated in the story by the need to be with other people and to form friendship and association with others.

In the present research two judges, one of them being the author herself and the other her colleague, coded the stories. They were first trained to code the stories for the particular imageries and then each story was given to them for independent rating. McClelland (1975) is of the view that the coders differ in their coding, some are strict and some are more lenient in applying the coding criteria. So, the formula for percentage agreement was suggested by him in order to avoid this bias. 80% agreement was considered as reliable.

After analyzing the whole story, the number of imageries related to each motive, i.e., *n* Achievement, *n* Power, *n* Affiliation, was counted separately. In this pattern all the stories of the sample were analyzed and their separate scores were obtained. The imagery scores were then converted into percentage scores to get the average score for each motive for all the three time periods. This provided a good basis for comparing the relative strengths of the three motives.

RESULTS

The mean percentage score of each of the three motives in each time period (table 1) shows that *n* Achievement has the lowest score in all the three time periods, *n* Power the highest, while *n* Affiliation is in between. Periodwise, *n* Achievement score is highest in the first time period and lowest in the third time period.

Table 1

Mean percentage scores of Achievement, Affiliation and Power Motives in different time periods

Years	n Achievement	n Affiliation	n Power
1947-58	.472	1.021	1.284
1959-70	.265	.453	.829
1971-82	.250	.387	1.005
1947-82	.319	.590	1.030

Analysis of variance was carried out to determine the significance of difference between the three motives in the total sample of 250 stories over the entire time period. Results show that these differences are significant beyond .01 level (table 2).

Table 2

Analysis of Variance for Achievement, Affiliation and Power Motives in the period 1947-82

Source	SS	DF	MS	F
Between	65.930	2	32.96	69.13**
Within	356.232	747	00.476884	
Total	422.165	749		

** $p < .01$

Analysis of variance on the same data was further carried out to investigate the significance of differences between the three motives in each time period separately. These differences are also significant beyond .01 level (tables 3, 4 and 5).

Table 3

Analysis of Variance for Achievement, Affiliation and Power Motives in the period 1947-58

Source	SS	DF	MS	F
Between	25.79	2	12.89	17.34**
Within	158.44	213	00.74	
Total	184.24	215		

** $p < .01$

Table 4

Analysis of Variance for Achievement, Affiliation and Power Motives in the period 1959-70

Source	SS	DF	MS	F
Between	13.62	2	6.63	27.38**
Within	56.65	234	0.24	
Total	69.91	236		

** $p < .01$

Table 5

Analysis of Variance for Achievement, Affiliation and Power Motives in the period 1971-82

Source	SS	DF	MS	F
Between	32.43	2	16.22	44.62**
Within	106.86	294	00.36	
Total	139.29	296		

** $p < .01$

The results were further analyzed to investigate the changes in *n* Achievement, *n* Affiliation and *n* Power across the three time periods (tables 1 and 6). The results indicate that *n* Achievement in the first time period is significantly higher as compared to second and third time periods. But the difference between *n* Achievement level during the second and the third time periods is not significant. Again, *n* Power in the first time period is significantly higher than that in the second and third time periods, although the difference between the second and third is not significant. It is to be noted, however, that *n* Power is lowest in the second time period. However, the mean scores of *n* Achievement and *n* Affiliation are still lower.

Table 6

Periodwise Comparison of Achievement, Affiliation and Power Motives

Years	<i>n</i> Achievement	<i>n</i> Affiliation	<i>n</i> Power
1947-58	$t=2.41$	$t=4.40$	$t=3.880$
Vs			
1959-70	$p<.02$	$p<.001$	$p<.001$
1959-70	$t=.35$	$t=.76$	$t=1.540$
Vs			
1971-82	$p>.05$	$p>.05$	$p>.050$
1947-58	$t=2.86$	$t=5.72$	$t=2.110$
Vs			
1971-82	$p<.005$	$p<.001$	$p<.040$

The most important finding of the research comes out when we compare the strengths of the three motives, between the three time periods as well as over the entire time period, i.e., 1947 to 1982. Table 1 clearly shows that *n* Power surpasses the other two motives during this whole period (1947-82) as well as in each of the three periods.

Furthermore, an examination of the differences in the levels of the three motives during this whole time period shows that all the three have gone down between the first and second

periods, but no significant change has taken place between the second and the third periods. In terms of the amount of decline, the least was in *n* Power and the highest in *n* Affiliation.

Table 7

Differences between different motives scores in different time periods

Motives	1947-58	1959-70	1971-82
<i>n</i> Achievement Vs <i>n</i> Affiliation	$t=4.46$ $p<.001$	$t=2.67$ $p<.01$	$t=2.60$ $p<.01$
<i>n</i> Affiliation Vs <i>n</i> Power	$t=2.01$ $p<.05$	$t=4.40$ $p<.001$	$t=7.53$ $p<.001$
<i>n</i> Achievement Vs <i>n</i> Power	$t=7.32$ $p<.04$	$t=7.87$ $p<.001$	$t=8.54$ $p<.001$

Differences between motives were also analyzed for each of the time-period. The results (table 7) indicate that the hierarchy of motives during the three time periods has remained stable.

DISCUSSION

The general theoretical framework of the present research is that of the expectancy-value theory of motivation, of which the recent exponents are Atkinson (1964), Atkinson and Feather (1968) and Veroff and Veroff (1980). An important question from the point of view of the present research relates to the nature of incentives, values or the anticipated end-states towards which a person strives, i.e., *n* Achievement, *n* Affiliation *n* Power or any other.

The analysis shows that the concern for power dominates the minds of authors of Pakistani children's

stories. The stories are packed with power imageries. Power motive in itself is not something undesirable. In fact, it is sometimes essential to regulate behaviour and push it in the right direction, but it is the perverted power impulse that can produce disastrous consequences.

The presence of *n* Affiliation as next to power providing some kind of a balance, has been a redeeming factor in Pakistani society, attributable perhaps to its values, belief system, religious orientation and love for kith and kin, etc. Pakistan has passed through a number of constitutional crises and marital law regimes in her short history of about 40 years. This happened without any violent revolution, anarchy or bloodshed. It is quit possible that despite being power oriented, the people of Pakistan could sail through the storms of political upheavals safely because they also possessed a sufficiently high degree of *n* Affiliation. However, it should be noted that Affiliation motive is the one which shows the highest extent of decline.

A third significant characteristic of the results is that *n* Achievement is lowest throughout, lower than both *n* Power and *n* Affiliation. Certain other indices of low *n* Achievement in Pakistani society are also available. The frequently complained deterioration in educational standards at all levels, poor results of different examinations and quality and quantity of research output, poor work ethics in different government, semi-government and autonomous bodies and overemphasis on length of service rather than real merit in matters of promotion could be cited as examples. These might as well encourage lack of involvement with work and devotion to duty.

Lack of *n* Achievement may be attributed to a number of factors. The most important one could be the child rearing practices lacking training in self-mastery and independence. Moreover, the process of internalization of values and beliefs in the early years of one's life and their role in later life is worth investigating. Furthermore, systems of social incentives and disincentives available to children and adults and kinds of leadership to which members of society are exposed in different walks of life also seem to be important correlates. Analysis of different situational variables in terms of an individual's expectancy of success at a certain task, and

incentive value of success at that task for that individual, may be rewarding to research into as regards the level of n Achievement in a given society.

It goes without saying that the aforementioned variables are not only important in connection with Achievement related behaviour and its societal consequences but also in connection with other motives like Power and Affiliation.

REFERENCES

- Atkinson, J. W. (1964). *An introduction to motivation*. Princeton, N. J.: Van Nostrand.
- Atkinson, J. W., & Feather, N. J. (1966). *A theory of achievement motivation*. New York: Wiley.
- Bradburn, N. M., & Berlew, (1961). Need for achievement and English economic growth. *Economic Development and Cultural Change*, 10, 8-20.
- McClelland, D. C. (1958). Method of measuring human motivation. In J. W. Atkinson (Ed.), *Motives in fantasy, action and society*. Princeton, N. J.: Van Nostrand.
- McClelland, D. C. (1961). *The achieving society*. Princeton, N. J.: Van Nostrand.
- McClelland, D.C. (1975). *Power: The inner experience*. New York: Irvington & Co.
- Veroff, J., & Veroff, J. B. (1980). *Social incentives: A life span developmental approach*. N. Y.: Academic Press.