Pakistan Languages and Humanities Review
www.plhr.org.pk

RESEARCH PAPER

Desire for Power and Achievement Motivation: The Covariance in Competitive Examinations' Aspirants and Bureaucrats of Pakistan

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ABSTRACT

The goal of the study was to find covariance between desire for power and achievement motivation in competitive examinations' aspirants and bureaucrats. Civil services of Pakistan, either central or provincial are considered elite services of Pakistan. Individuals who complete higher education, make their way to bureaucracy through competitive examinations. During this process, the role of motivation factors that affect individuals' drive for success cannot be denied. To know this, purposive sampling technique was used by distributing questionnaires using survey method to 51 male and female participants. Desire for power was measured by "Index of Personal Reaction Scale" and achievement motivation by "Achievement Motivation Scale." Results indicated that among the four subscales of *IPR*, need for influence positively correlated to hope of success and resistance to subordination positively correlated to fear of failure of *R-AMS*. Furthermore, need for influence predicted 19% variance in hope of success, while resistance to subordination predicted 9% variance in fear of failure.

Introduction

Bureaucracy in Pakistan has historically held significant power and influence in the governance of the country. Bureaucrats, due to the positions they hold, are allowed to shape policies, implement government initiatives, and exercise authority. The power motive can play a role in attracting individuals to bureaucratic positions and influencing their behavior within these roles. Currently, youngsters are getting attracted to bureaucracy in Pakistan and are much passionate about it. Hence competency rate is at its peak in Pakistan and it is skyrocketing day by day (Shafqat, 1999). Individuals are more motivated in this era of competition to change their lives and therefore achievement motivation is pivotal for good life. There might be different motivating factors which urge individuals to drive their achievement motivation. In the case of bureaucrats and aspirants, those who have achieved their goals in the form of bureaucracy and those who are yet struggling for it, had/have particular motivating factors or psychological needs to stir up their achievement motivation for pursuing the goals. Therefore, it is vital to understand achievement motivation with reference to different literature along with particular psychological needs which are considered to be motivating factors behind their achievement motivation. Interest in the analysis of achievement motivation as a basic personality trait is being growing because it leads to both personal achievement and excellence. Achievement motivation may be introduced as striving force for achieving the best viable end result which has an established standard of excellence and concludes in success or failure (Staniewski & Awruk, 2019).

Moreover, according to Mahapatra (2018), achievement motivation is considered to be a subjective as well as inner psychological drive. It empowers individuals to chase tasks which they think are beneficial as well as encouraging in a sense that help them to reach their goals. Therefore, people set different goals and try their best to achieve them. According to previous studies, achievement motivation focused essentially on a peculiar need as a fundamental cause of achievement (Kumar & Maehr, 2007). For the understanding of needs, there are several theories which assume that psychological needs are as much important as physical needs and thus are significant for thriving (Prentice, Halusic, & Sheldon, 2014). McClelland's (1985) Motivation Disposition Theory (MDT) well defines human needs and is the most relevant theory. This theory discerns three motives which lead human behavior are the needs for achievement, need for affiliation, and need for power (Van Hooff, & De Pater, 2019). The combination and intensity of these needs not only shape individuals' behaviors and motivations in work but also in the wider world (Carrier & Stewart. 2019). House, Spangler and Woycke (1990), defines need for power as a motivating factor that incites individuals to obtain positions of power and portrays power in leadership positions. Therefore, Mai, (2016) defines power in the context of bureaucracy as the aptness of instituting objectives to be compatible with one's own engrossment, ability, and ambitions. Hence the power of bureaucracy is having the competency to have sovereignty over the resources, therefore; can achieve the set goals and objectives. While both power motive and achievement motivation are related to personal goals and aspirations, they can manifest differently in different individuals and contexts. This study will provide insights into how power motive and achievement motivation are related among aspirants (those aspiring for positions of power) and bureaucrats (individuals working in governmental or administrative roles). It will also shed light on the motivations that drive individuals in these domains and how they influence their behavior, decision-making, and career paths.

Literature Review

The drive plays a vital role in leading individuals to their goals' achievement and we name that drive as motivation. Motivation is often considered as a driving force behind human actions. The term motivation can also be defined as the set of psychological processes that initiates, guides, and maintains goal-oriented behavior. It is associated with enthusiasm and dedication along with eagerness that governs individuals to maintain in reaching the greatest heights, whether it is personal or professional course of action of their life (Ahmed, Ishaque, Nawa, Ali, & Hayat, 2014). There is a fluctuating driving force for every individual. As a matter of fact, not a single but a lot of factors combine together to supervise people in achieving their goals. (Singh, 2011).

Acquah (2017) defines motivation as the force that is either internal or external in nature, triggers actions persistently until a certain goal is achieved. Highly motivated people are willing to do a colossal amount of struggle which in return help them in the achievement of a particular goal and efficiency.

Achievement Motivation

The needs to achieve has a special role of controlling hurdles, gaining high excellence, competition, contestation and domination over others and effort and victory as well. The achievement motivation is also called a generalized need (Tapalova,2014). Moreover, to understand achievement motivation in terms of a theoretical perspective, David McClelland, an American psychologist pioneered a theory of needs and motivation. This theory describes the need for achievement, power and affiliation and also explains how these motives affects people in a professional environment This theory was developed

and it stats that all individuals possess these needs in varied degrees. It does not consider race, age or location as well. Individuals' life experiences shape these needs and these needs are classified as need for achievement, need for power and need for affiliation (Carrier & Stewart, 2019).

Competitive examinations provide individuals with clear and challenging goals to strive for. Attaining a bureaucratic position can serve as a specific goal for individuals with high achievement motivation. The process of preparing for and competing in these exams can fuel individuals' achievement motivation by giving them a specific target to work towards. The desire to perform well and achieve success in these examinations serves as a driving force for their motivation. David McClelland's theory of needs emphasizes the role of achievement motivation in career success. This theory stats that those individuals who are high in the need for achievement are more likely to set ambitious goals, take risks, and exhibit persistence, which can lead to the attainment of prestigious positions. (McClelland, 1961).

The most important thing about achievement motivation is that it has two main components hope of success (HS) and fear of failure (FF). The hope of success can be described as positive emotions and confidence associated to individuals to achieve success before success is achieved. While the fear of failure can be described as negative emotions and fear against targets outside of abilities even if such failure has not happened. The existence of these two trends lead to the achievement motivation cannot be seen only uni-dimensional. (Akmal, Arlinkasari & Febriani, 2017).

As for as it is concerned with power motivation, Busch, (2018) stats that love for power is the strongest of all human motives. Each of us desires for power but people hold contrasting views regarding the strongness of this desire across individuals. The power motive is the urge or one's capacity to exert influence on others behaviorally and emotionally.

Power Motivation

The motives behind the influential behavior of powerful people(bureaucrats) and the people who are working hard to get power (aspirants), is a desire for power itself. The power motive can be explained as a personality characteristic invigorating, leading, and sustaining behavior which is concerned with having impression on others. Not only this, it is also concerned with arousing strong emotions in others and maintaining reputation and prestige. According to numerous studies, participating in competitive sports or preferring for and successfully attaining high-power professions are relevant to power motives (Suessenbach, Loughnan, Schonbrodt, & Moore, 2019). Achieving a position of power is a type of goal fulfilment. Achieving a position of authority should serve as a clear indicator that one is achieving an essential goal, especially for persons who are highly motivated by power. (Maner, Gailliot, Butz, & Peruche, 2007). Power motive and achievement motivation are different construct but can influence each other. Those who want to achieve success and excellence in the form of bureaucratic position, satisfy their both achievement motivation and power motive need. Both power motive and achievement motivation can be related to each other.

Power Motive and Achievement Motivation

The assumption that motivation is the major motivator of behavior is universally acknowledged. Human motivation theory delineates motives as expectations for desired circumstances that direct human behavior towards these scenarios. There is a great deal of

gratifications in rolls for persons with a high level of power motivation, that are influential for them. Accordingly, they not only strongly represent themselves in positions which provide them with incentives for influencing others but also require positions in which power-related behaviors and skills are used. For example, there is great deal of inclination towards managerial positions in people who have a strong inspiration for power (Schuh et al. 2014).

High power motivation allows Individuals to find out those opportunities for which skills and qualifications are vital for the acquisition of leadership positions. Moreover, those individuals who show higher consistency in running after the tasks related to leadership are said to be high in power motivation. Hence, they not only tend to make a very good use of opportunities of development related to the skills relevant to leadership positions but also of knowledge, and abilities. In support of this notion in a series of investigations it was summarized by Schuh et al,. (2014) that scores on potential leadership and promotions into management positions was related to power motivation and it was also found that power motivation assessment helped in predicting the management level which was achieved 16 years later. Hence, literature supported that power motive inspire success in people. The study highlighted the relatedness of power motive and achievement motivation and associated competitive drive to meet the standard of excellence for both competitive examination aspirants and bureaucrats.

Material and Methods

It was a quantative research study and correlational research design was used. In order to assess the power motive, the "Index of Personal Reaction Scale" *(IPR)* was used which was developed by Bennet in 1988. That scale contained total 39 items and 4 subscales namely: Ability, n to power, need for influence and resistance to subordination. For the measurement of achievement motivation, the "Revised Achievement Motivation Scale" *(AMS-R)* was used which was developed by Lang and Fries 2006. That scale contained 10 items and 2 subscales namely: hope for success and fear of failure. Aspirants of competitive examination and bureaucrats (federal as well as provincial) from Pakistan were the targeted population. Purposive sampling technique was used for the selection of the sample. The size of the sample was 51.

Procedure

In order to collect quantitative data, a comprehensive structured questionnaire comprised of 2 scales was used. Through survey method that questionnaire was distributed among samples directly (face to face) as well as indirectly (google form). The sample included both male, female aspirants and bureaucrats (federal as well as provincial) of Pakistan.

Results and Discussion

Score distribution, which was calculated for the scales, are given in the following table:

Table 1
Score Distribution of Power Motivation and Achievement Motivation Scales along with their Subscales and Their Reliability Coefficients

No.	Scale	subscales	No of items			Range		Skewness		
				M	SD	Min	Max	Skew	Std.error	*a*
1.		PM	39	93.67	12.56	73	117	.225	.333	

	a.	AB	12	29.57	5.18	16	42	.020	.333	.66
	b.	NP	10	22.53	4.42	14	33	.504	.333	.56
	c.	NI	9	23.84	4.09	15	32	-.269	.333	.66
	d.	RtoS	8	17.73	5.28	7	31	.082	.333	.70
2		AM		10	27.73	3.32	20	37	.421	.333	
	e.	HS	5	15.82	2.30	10	20	.204	.333	.81
	f.	FF	5	11.9	3.12	6	19	.565	.333	.81

*Note.*PM=Power Motivation; AB= Ability; NP= Need for Power; NI= Need to Influence; RSO= Resistance to Subordinate; AM= Achievement Motivation; HP= Hope for Success; FF= Fear of Failure.

Table 1 shows the score distribution of power motive and achievement motivation scales along with their subscales. Skewness for these scales were checked. All of the values were falling with in the acceptable range.

Cronbach's alpha values which are shown against their particular main scales and subscales in the above table also confirms that the values depict good reliabilities.

Table 2
Correlation among Power Motive and Achievement Motivation Factors

	Ability	n_power	n_influence	RtoS
HS	.221	.087	.432**	-.012
FF	-.190	-.163	-.060	.300*

Note. Ability= Ability to influence; n_power= Need for power; n_Influence= Need to Influence; RS= Resistance to Subordinate; HS= Hope for Success; FF= Fear of Failure, *p<.05, **p<.01, ***p<.001

Among four sub factors of "*Index of Personal Reaction scale*" (IPR)**,** ability to influence correlated to hope of success but not significantly. The result can be interpreted as, that individuals with a high ability to influence are more likely to have a strong hope of success. Their this competence, that they can influence others gives them a sense of control over outcomes, which in turn help them achieving positive results. Whereas ability to influence negatively correlated to fear of failure. This could be interpreted as those who score high in ability to influence others, do not score high in fear of failure. They are not fear of failure, perhaps, the ability to influence can mitigate the fear of failure.

Need for power though showed low correlation with hope of success but in the desired direction. The result interprets that individuals with high need for power tend to have strong expectation of positive outcomes and success in their endeavor. To acquire power fuel their hope of success. On the contrary, it is negatively corelated to fear of failure. They avoid such situations, that lead to unsuccessful outcomes.

Need for influence significantly and positively correlated to hope of success, a subfactor of achievement motivation scale. This depicts that the need to influence affects the achievement motivation. They are more hopeful about their success. One's efforts to influence and control others can lead to successful outcome. The more one scores high in need to influence, the more will be highly motivated for the achievement of desired goal. According to Winter, (2010) that a number of previous studies explain that people who have a high level of implicit achievement motivation perform best when they have or feel personal control over situations. On the other hand, those who score high in need to influence, do not score high in fear of failure. Because they can handle the situations which cannot bring positive outcome. individuals with a strong need to influence may be more

willing to take risks despite the fear of failure, employing assertive or persuasive strategies to achieve their goals.

Resistance to subordination negatively correlated to hope of success. People's attitudes, beliefs, and behaviors are influenced by a wide range of factors, and it's possible to find individuals who resist subordination may struggle maintaining a strong sense of hope for success. They are less likely to result in success. It may be due to individual and cultural differences and situational circumstances. The same factor significantly positively correlated to the fear of failure. This demonstrates that those who are resistant to subordination fear failing. In environments where competition and high stakes are prevalent, individuals who resist subordination may be more likely to experience fear of failure. When there is pressure to outperform others or when the consequences of failure are significant (e.g., job loss, financial implications), resistance to authority can arise as individuals strive to maintain control over their own outcomes. The fear of failure intensifies as they perceive the potential negative consequences in such competitive contexts Moreover, individual differences can significantly influence the correlation between resistance to subordination and fear of failure and as well as specific circumstances, personal traits, and environmental factors.

Table 3
Multi-linear Regression between Need for Influence and Hope of Success

Predictor	Outcome	Change				
		R^2	F	*p*	*b*	*t*
n_influence	HS	.19	11.224	.002	.432	3.350

Note. n_Influence= Need to Influence; HS= Hope for Success;

The table given above presents coefficient of regression between need to influence and hope of success. Need for influence is having significant predictive influence on HS by explaining 19 % of variance in the score of HS.

Table 4
Multi-linear Regression between Resistance to Subordination and Fear of Failure

Predictor	Outcome	Change				
		R^2	F	*p*	*b*	*t*
R toS	FF	.90	4.840	.003	.300	3.200

Note. RS= Resistance to Subordinate; FF= Fear of Failure

Table given above presents coefficient of regression between Resistance to subordination and fear of failure. Resistance to subordination is having significant predictive influence on fear of failure by explaining 9% of variance in the score of fear of failure.

Conclusions

According to the findings of the research, there exists a positive link between power motive and achievement motivation and the study finding reveals that both power motivated and achievement motivated people achieve desired goals which they set for themselves. Both aspire achievement of the desired goals in individuals. Thus, motivation plays an important role in directing behavior towards the desired goal. Motives have to be active, persistent and intensified in order to be the higher achiever. The impact of power motive on achievement motivation in the context of Pakistani aspirants and bureaucrats can be influenced by factors such as organizational culture, political dynamics, and societal expectations. For example, the hierarchical nature of bureaucratic structures in Pakistan

may provide ample opportunities for individuals with a strong power motive to exercise their influence, which can enhance their achievement motivation. Motivation is vital in professional career planning. But, one thing to be made insured that it is critical that the educational and professional Path be linked to personal aspirations, interests and motivations. This is goal-oriented approach and motivates those individuals to perform action, who have inner control and are tenacious in their task. After deciding occupational future, young people start preparing in the right direction and face great challenges in achieving educational successes. We all need to keep ourselves always motivated to excel in very field of life to serve the family and nations. This is due the certain motivational factors, which play vital role in the achievement of both educational and professional success. This study will assist the students in understanding the significance of the motivating factors in achievement. It will also help them to enhance the factors that influence the need for power and not only for the fields of civil services but also for other fields.

Recommendations

The sample size, which comprised of aspirants and bureaucrats, was small, because it was difficult to get access to bureaucrats due to their busy schedule or unwillingness to respond. Therefore, to make availability and accessibility easy, bureaucrats were chosen from all Pakistan. On the contrary, availability and accessibility to aspirant was comparatively easy, because they were larger in number. But, in order to maintain the balanced ratio between aspirants and bureaucrats, a small number of aspirants was taken. Due to this small sample size, we could not get results on the basis of gender differences.

Thus, on the basis of the findings of study, it is recommended that:

By increasing the size of sample, findings of the study can be extended to other related information like gender, age, qualification etc.

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