

Machiavellianism in Relation to Achievement Motivation among Secondary School Students

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ABSTRACT

The study examined machiavellianism in relation to achievement motivation among secondary school students. The 294 students were selected on the basis of convenient and volunteer sampling from 05 selected schools of Punjab. Two-way Analysis of variance was used to study main and interaction effect. The interaction effect of achievement motivation with Gender on machiavellianism and its dimensions viz. immorality, manipulation, distrust, desire for wealth and power among secondary school students. The results revealed that significant gender difference were found in machiavellianism, and its dimensions i.e. manipulation and distrust; but no significant gender difference were found in dimensions of machiavellianism i.e. immorality and desire for wealth and power. The mean score of female secondary school students are higher than mean score of male secondary school students. Also, the significant interaction effect of achievement motivation with gender was found only in manipulation dimension of machiavellianism, but no significant interaction effect of achievement motivation with gender was found in machiavellianism and its dimensions viz. immorality, distrust, desire for wealth and power among secondary school students. On the basis of findings, it is suggested that the teachers of the school should inculcate the moral qualities such as honesty, truthfulness and compassion among the secondary students. The secondary school teacher should not use harsh criticism for any misconduct (cheating, tell lie, manipulation) of secondary school students and help them to realize their mistake and take promise not to repeat it in near future. There is need to replace the machiavellian attitude with emotional stability so teachers should treat students with love and care so as to strengthen emotional stability in students. The secondary school teachers must focus on importance of hard work, self-learning and life-long learning as compared to believing in luck/fate only.

Keywords: Machiavellianism, Achievement motivation and Secondary school students.

INTRODUCTION

In general, human evolutionary psychology and evolutionary game theory provide useful frameworks for thinking about behavioral strategies, such as machiavellianism. Paul (1982) viewed achievement oriented behaviour is a function of a number of factors including the motive to succeed, avoid failure, the perceived probability of success and the incentive value of success. All these factors are influenced by an individuals' emotional state of mind. Sutton & Keogh (2000) believed machiavellianism is indicative of an attitudinal personality predisposition which is observed in a general behaviour and directly affect the performance of an individuals. Machiavellianism is used to indicate the tendency to mislead other individuals to gain one's own interest, and also it is associated with violating the rights of other individuals. Wilson et al. (1996) defined machiavellianism as a strategy of social

conduct that involves manipulating others for personal gain, often against the other's self-interest.

Graham (1996) found high machiavellians tend to disparage the motives of others and usually use sarcasm in order to express their dislike towards other people. Also, they actively turn uncertainty into their advantage, and as a consequence they exploit the sources to their advantage at a suitable opportunity. McIlwain (2003) viewed high machiavellians have a tendency to win in situations which include emotional involvement more often than low machiavellians because they have the capacity to ignore irrelevant affect in situation and concentrate on winning only. Whereas on other hand, low machiavellians are easily distracted by affect. Kolb (2008) emphasized machiavellianism reflect the systematic place of an individual who wants to grab advantage and benefit for one's own purpose without caring the rights of the individual or of the society.

REVIEWS OF RELATED LITERATURE

Gable & Topol (1987) explored the relationship between job satisfaction and machiavellian orientation. The sample consisted of 218 department store executives. The results revealed that female executives scored significantly higher on machiavellianism scale and significantly lower on the index of job satisfaction than male executives.

Dwivedi (1999) explored a study of machiavellianism among different groups of high school students of Gorakhpur region. It was revealed that the boys and girls do not differ in possessing Machiavellian attitude though the boys have slight edge over the girls to this effect. Also, sex, intelligence and academic or scholastic achievement have no interaction effect on Machiavellianism of the students. However, the interaction effect of sex and scholastic achievement has been found on the Machiavellianism of the students.

Sutton & Keogh (2001) examined the components of machiavellian beliefs in a sample of 198 children aged 9-12 years. The results depicted that boys were significantly higher on overall machiavellianism. Machiavellianism was positively correlated with psychoticism and neuroticism scores and negatively correlated with lie scores. Three factors, lack of faith in human nature, dishonesty and distrust were positively correlated with psychoticism and negatively correlated with lie scores. The lack of faith in human nature was also positively correlated with age.

Gunnthorsdottir et al. (2002) predicted trustworthiness in a bargaining game using the machiavellianism instrument among 1593 students of Arizona University were taken as a sample for the study. The results depicted that males scored higher on machiavellianism than females and Mach IV Scale did not predict trusting behaviour.

Esperger & Bereczkei (2012) analyzed the moderation effects on the relationship between machiavellianism and spontaneous mentalization. The sample of 112 students (50 men and 62 women) with an age range of 18– 25 years of the University of Pécs were taken. The results showed that individual differences in spontaneous mentalization correlated positively with the scores of machiavellianism. The male participants had higher machiavellianism value as compared to female participants.

Dhormare (2016) investigated a comparative study of machiavellianism, locus of control and cognitive style among district level individual and team game players. The sample was selected by simple random method. In the study researcher has selected 300 players playing at district level out of them 150 were individual game players (75 male players and 75 female players), and 150 were team game players (75 male players and 75 female players). It was revealed that the team game players are

found more Machiavellian oriented than individual game players. 2 The male players are found more Machiavellian oriented than female players. The implications highlighted that in team games, brainstorming session should be arranged to tackle the unusual situation, while on the ground or in dressing room that's why players having different Mach, locus of Control and cognitive abilities can share their ideas which may help the captain to tackle the under-pressure in do or die encounter and finally achieve the success.

SIGNIFICANCE OF THE STUDY

In an Indian society during last two decades, a new social order has emerged. Pandey (1981) found that manipulative behavior has become an important consideration for recognition rather than old caste system. Those who have succeeded on manipulative basis have got a status in the society. Naturally under such conditions everybody will not succeed and those who are highly manipulative will get success. So in the context of developing societies where resources are generally perceived to be limited, manipulative behaviour are found to be more pervasive and presence of such behavior is widely observed in various organizational, political, social contexts. The significance of the study is related to the utility of findings drawn through the research investigation and finding of the present study would be beneficial to students to react intelligently to their behaviour. Gupta (1987) explored that machiavellianism can be an asset in business oriented occupations and in law professions. The present study would assist the students in the outgoing process of making decisions and choice in choosing various courses and vocations related with their manipulative behaviors.

OBJECTIVES OF THE STUDY

1. To study interaction effect of achievement motivation with Gender on machiavellianism and its dimensions viz. immorality, manipulation, distrust, desire for wealth and power among secondary school students.

HYPOTHESES OF THE STUDY

1. There is no significant interaction effect of achievement motivation with Gender on machiavellianism and its dimensions viz. immorality, manipulation, distrust, desire for wealth and power among secondary school students.

RESEARCH TOOLS

- Machiavellianism Scale by Kaur (2016): Machiavellianism Scale consists of 24 items (14 positive and 10 negative). The four major components includes Immorality , Manipulation, Distrust and Desire for wealth & power. The response pattern is based upon Likert 5-point scale consisting of strongly agree, agree, neutral, disagree, strongly disagree weights 5, 4, 3, 2 and 1 and were given according to their responses. Each respondent was requested to indicate his/her response to each statement on a five point scale continuum ranging from "Strongly Agree to Strongly Disagree". The scoring for positive statement was made by giving weight of "5, 4, 3, 2 and 1" for "Strongly agree", "Agree", "Neutral", "Disagree" and "Strongly disagree". The scoring pattern of negatively worded statements were in reversed order i.e. 1, 2, 3, 4 and 5.
- Achievement Motivation Scale by Deo & Mohan (2011): For scoring stencil keys was to be used having a numerical weightage 4, 3, 2, 1 and 0 (Always, Frequently, Sometimes, Rarely and never)

for the positive items and reverse of it for the negative items. Separate keys for positive and negative items were provided. The total score is obtained by adding all the positive and negative items scores. The minimum score obtained can be 0 (zero) and the maximum can be 200, other scores ranging in between these limits.

OPERATIONAL DEFINITIONS

- 1. Machiavellianism:** Machiavellianism is a term use to describe an individual's ability to manipulate others for their personal gain. Individuals with high machiavellian orientation, who according to their mach scores practice higher level of manipulation when given an appropriate opportunity (manipulation); having low moral values (immorality); believe that other people are deceiver, engaged in unethical behaviour(distrust); and desire to achieve higher status, wealth and power (Kaur, 2016).
- 2. Achievement Motivation:** Achievement motivation refers to the desire or a force that causes a person to make an effort to become successful, be goal oriented and to improve a person's performance (Deo & Mohan, 2011).
- 3. Secondary School Students:** The students who are studying in tenth grade of secondary schools (Punjab) are considered as students for the present study.

DELIMITATIONS OF THE STUDY

- The present study was delimited to secondary schools affiliated to C.B.S.E.
- The present study was delimited to tenth class students only.
- The present study was delimited to privately secondary schools only.
- The present study was delimited to 300 students only.

SAMPLE OF THE STUDY

In the present study, sampling frame comprised of 294 private secondary school students of tenth grade. The sampling area was selected from twenty two districts of Punjab on basis of their literacy rate. The three groups were formed – districts of high literacy rate, average literacy rate and low literacy rate according to the Economic Survey (2019-20). The district selected from high literacy rate was Pathankot, from average literacy rate was Gurdaspur and from low literacy rate was Tarn Taran. The schools were selected by random sampling technique (lottery method). The 294 students were selected on the basis of convenient and volunteer sampling from 05 selected schools of Punjab.

STATISTICAL TREATMENT OF DATA

1. Two-way Analysis of variance was used to study main and interaction effect. The interaction effect of achievement motivation with Gender on machiavellianism and its dimensions viz. immorality, manipulation, distrust, desire for wealth and power among secondary school students.

DATA ANALYSIS AND INTERPRETATION

COMPARISON OF SCORES OF MACHIAVELLIANISM AND ITS DIMENSIONS AMONG SECONDARY SCHOOLS STUDENTS IN RELATION TO GENDER

The two-way analysis of variance (ANOVA) was used to find out main and interaction effect. The interaction effect of achievement motivation with Gender on machiavellianism and its dimensions viz.

immorality, manipulation, distrust, desire for wealth and power among secondary school students.

1 Machiavellianism in Relation to Achievement Motivation with Gender

To find out the main effects of Achievement Motivation and gender on machiavellianism among secondary school students along with their interaction effect, statistical technique of analysis of variance (3x2 factorial design involving three types of Achievement Motivation i.e. High Achievement Motivation, Average Achievement Motivation and Low Achievement Motivation; and two types of Gender i.e. Male and Female) was applied on machiavellianism. The mean and S.D.'s of machiavellianism scores among male and female secondary school students in relation to Achievement Motivation x gender design is given in table 1

Table 1
Comparison of Scores on Machiavellianism & its Dimensions among Secondary School Students in Achievement Motivation x Gender Design (N= 294)

S. No.	Machiavellianism & its Dimensions	Achievement Motivation	Gender	N	Mean	SD
1.	Machiavellianism	High	Male	32	66.44	9.60
			Female	48	67.29	8.92
		Average	Male	99	65.90	8.66
			Female	52	68.73	7.88
		Low	Male	18	65.00	7.15
			Female	45	72.40	7.70
2.	Immorality	High	Male	32	14.28	4.12
			Female	48	14.67	3.23
		Average	Male	99	15.48	3.27
			Female	52	16.00	4.10
		Low	Male	18	15.89	2.47
			Female	45	16.58	2.86
3.	Manipulation	High	Male	32	27.44	5.86
			Female	48	26.50	5.10
		Average	Male	99	26.65	5.71
			Female	52	28.35	6.90
		Low	Male	18	25.22	3.94
			Female	45	30.58	4.27
4.	Distrust	High	Male	32	11.84	2.99
			Female	48	13.35	2.52
		Average	Male	99	11.83	3.28
			Female	52	11.94	3.09
		Low	Male	18	10.61	2.89
			Female	45	12.64	3.60
	Desire for wealth	High	Male	32	12.88	2.60

5.	and power	Average	Female	48	12.77	2.82
			Male	99	11.94	2.66
		Low	Female	52	12.44	2.69
			Male	18	13.28	2.46
			Female	45	12.60	3.50

It is clear from table 1 that female secondary school students with high achievement motivation had high machiavellianism (67.29) than male secondary school students (66.44). It is also further found that female secondary school students with average Achievement Motivation had high machiavellianism i.e. 68.73 than male secondary school students (65.90). The female secondary school with low Achievement Motivation had high machiavellianism i.e. 72.40 than male secondary school students (65.00). It is also inferred from the table that the secondary school students with low Achievement Motivation had high Machiavellianism (70.29), secondly followed by average machiavellianism in secondary school students with high Achievement Motivation (66.95) and thirdly low machiavellianism was found in secondary school students with average Achievement Motivation i.e. (66.87).

In order to find out the significance of mean difference in machiavellianism & its dimensions with respect to Achievement Motivation and gender and also their interaction effect on machiavellianism, a two-way analysis of variance was carried out and the summary is given in table 2

Table 2
Summary of Analysis of Variance (Achievement Motivation x Gender)

Source of Variation	Sum of Squares (SS)	df	Mean Square	F-ratio
Machiavellianism (Total)				
Achievement Motivation (A ₁)	109.16	2	54.58	0.76
Gender (B ₁)	772.00	1	772.00	10.78**
A ₁ x B ₁	336.88	2	168.44	2.35
Error Within	20621.81	288	71.60	
Total	1366718.00	294		
Immorality				
Achievement Motivation (A ₂)	116.28	2	58.14	4.93**
Gender (B ₂)	15.87	1	15.87	1.34
A ₂ x B ₂	0.71	2	0.35	0.03
Error Within	3394.61	288	11.78	
Total	74208.00	294		
Manipulation				
Achievement Motivation (A ₃)	28.28	2	14.14	0.45
Gender (B ₃)	235.10	1	235.10	7.53**

A ₃ x B ₃	305.17	2	152.58	4.88**
Error Within	8988.35	288	31.21	
Total	232388.00	294		
Distrust				
Achievement Motivation (A ₄)	35.99	2	17.99	1.83
Gender (B ₄)	84.04	1	84.04	8.55**
A ₄ x B ₄	44.72	2	22.36	2.27
Error Within	2830.69	288	9.82	
Total	46368.00	294		
Desire for wealth and power				
Achievement Motivation (A ₅)	30.84	2	15.42	1.93
Gender (B ₅)	0.48	1	0.48	0.06
A ₅ x B ₅	14.11	2	7.05	0.88
Error Within	2292.85	288	7.96	
Total	47906.00	294		

** $p < 0.01$

Main Effects:

Achievement Motivation (A₁)

The table 2 shows that F-value for main effect of Achievement Motivation (A₁) came out to be 0.76, which is not significant. This indicates that there is no significant mean difference in three levels of Achievement Motivation i.e. high achievement motivation, average achievement motivation and low achievement motivation. It is also inferred from the mean scores that the secondary school students with low Achievement Motivation had high Machiavellianism, secondly followed by average machiavellianism in secondary school students with high Achievement Motivation and thirdly low machiavellianism was found in secondary school students with average Achievement Motivation.

Gender (B₁)

The table 2 reveals that F-value for main effect of gender (B₁) came out to be 10.78, which is significant at 0.01 level of significance. This indicates that there is significant mean difference in male and female secondary school students.

Interaction Effect:

Achievement Motivation (A₁) and Gender (B₁)

The table 2 highlights that F-value for the interaction effect of Achievement Motivation and gender i.e. (A₁ x B₁) came out to be 2.35, which is not significant. It clearly indicates that Achievement Motivation and gender are independent to each other. The fig. 1 shows no significant interaction effect of Achievement Motivation and gender.

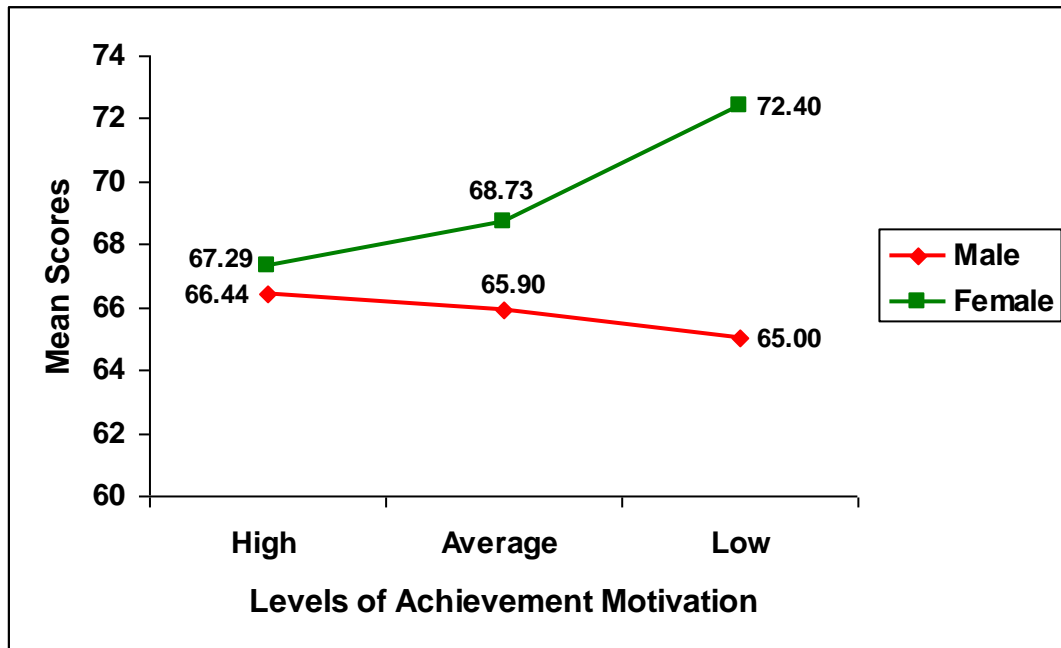


Fig. 1: Interaction Effect (Achievement Motivation x Gender)

It is crystal clear from the fig.1 that female secondary school students with low Achievement Motivation had high Machiavellianism, secondly followed by average machiavellianism in secondary school students with average Achievement Motivation and thirdly low machiavellianism was found in secondary school students with high Achievement Motivation.

In case of male secondary school students, high machiavellianism was found in secondary school students with high Achievement Motivation, secondly followed by average machiavellianism in secondary school students with average Achievement Motivation and thirdly low machiavellianism in secondary school students with low Achievement Motivation.

Main Effects (Immorality):

Achievement Motivation (A₂)

The table 2 shows that F-value for main effect of Achievement Motivation (A₂) came out to be 4.93, which is significant at 0.01 level of significance. This indicates that there is significant mean difference in three levels of Achievement Motivation i.e. high achievement motivation, average achievement motivation and low achievement motivation.

Gender (B₂)

The table 2 reveals that F-value for main effect of Gender (B₂) came out to be 1.34, which is not significant. This indicates that there is no significant mean difference in male and female secondary school students.

Interaction Effect:

Achievement Motivation (A₂) and Gender (B₂)

The table 2 highlights that F-value for the interaction effect of Achievement Motivation and Gender i.e. (A₂ x B₂) came out to be 0.03, which is not significant. It clearly indicates that Achievement Motivation and gender are independent to each other. The fig. 2 shows no significant interaction effect of Achievement Motivation and gender.

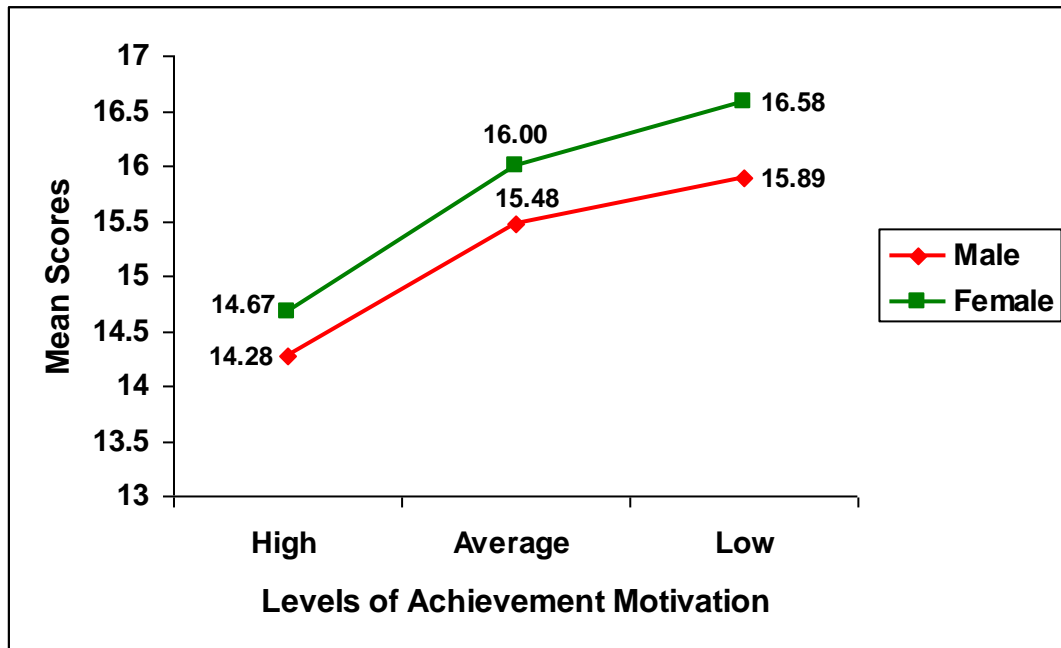


Fig. 2: Interaction Effect (Achievement Motivation x Gender) w.r.t. Immorality Dimension of machiavellianism

It is crystal clear from the fig.2 that female secondary school students with low Achievement Motivation had high Machiavellianism, secondly followed by average machiavellianism in secondary school students with average Achievement Motivation and thirdly low machiavellianism was found in secondary school students with high Achievement Motivation.

In case of male secondary school students, high machiavellianism was found in secondary school students with low Achievement Motivation, secondly followed by average machiavellianism in secondary school students with average Achievement Motivation and thirdly low machiavellianism in secondary school students with high Achievement Motivation.

Main Effects (Manipulation):

Achievement Motivation (A₃)

The table 2 shows that F-value for main effect of Achievement Motivation (A₃) came out to be 0.45, which is not significant. This indicates that there is no significant mean difference in three levels of Achievement Motivation i.e. high achievement motivation, average achievement motivation and low achievement motivation.

Gender (B₃)

The table 2 reveals that F-value for main effect of Gender (B₃) came out to be 7.53, which is significant at 0.01 level of significance. This indicates that there is significant mean difference in male and female secondary school students.

Interaction Effect:

Achievement Motivation (A₃) and Gender (B₃)

The table 2 highlights that F-value for the interaction effect of Achievement Motivation and Gender i.e. (A₃x B₃) came out to be 4.88, which is significant at 0.01 level of significance. It clearly indicates that

Achievement Motivation and gender are dependent to each other. The fig.3 shows significant interaction effect of Achievement Motivation and Gender.

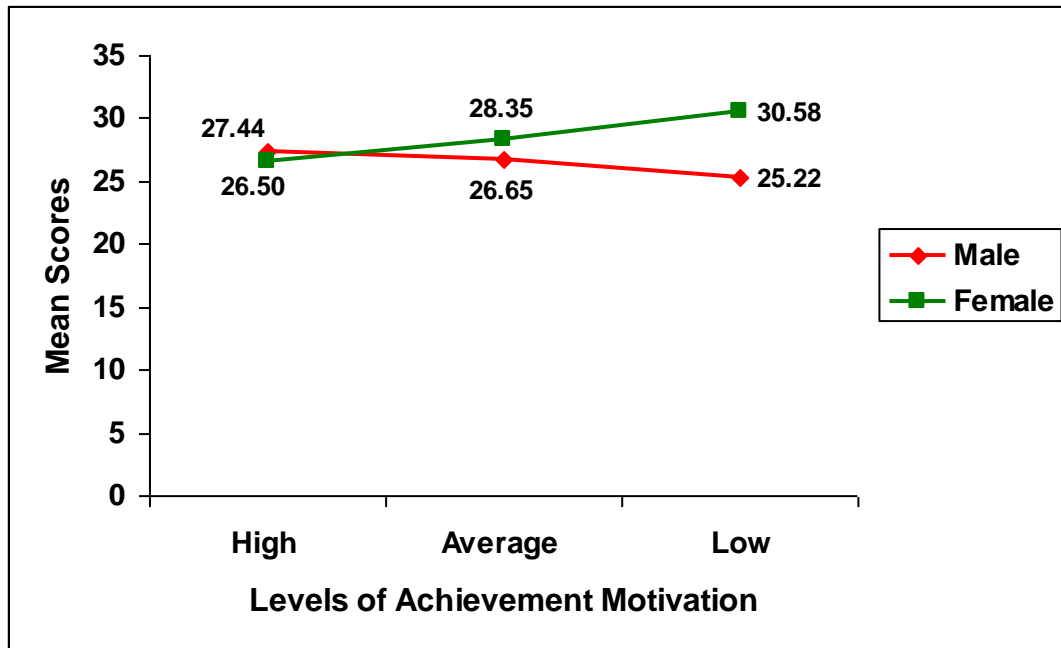


Fig. 3: Interaction Effect (Achievement Motivation x Gender) w.r.t. Manipulation Dimension of Machiavellianism

It is crystal clear from the fig. 3 that female secondary school students with low Achievement Motivation had high Machiavellianism, secondly followed by average machiavellianism in secondary school students with average Achievement Motivation and thirdly low machiavellianism was found in secondary school students with high Achievement Motivation.

In case of male secondary school students, high machiavellianism was found in secondary school students with high Achievement Motivation, secondly followed by average machiavellianism in secondary school students with average Achievement Motivation and thirdly low machiavellianism in secondary school students with low Achievement Motivation.

Main Effects (Distrust):

Achievement Motivation (A₄)

The table 2 shows that F-value for main effect of Achievement Motivation (A₄) came out to be 1.83, which is not significant. This indicates that there is no significant mean difference in three levels of Achievement Motivation i.e. high achievement motivation, average achievement motivation and low achievement motivation.

Gender (B₄)

The table 2 reveals that F-value for main effect of Gender (B₄) came out to be 8.55, which is significant at 0.01 level of significance. This indicates that there is significant mean difference in male and female secondary school students.

Interaction Effect:**Achievement Motivation (A₄) and Gender (B₄)**

The table 2 highlights that F-value for the interaction effect of Achievement Motivation and Gender i.e. (A₄ x B₄) came out to be 2.27, which is not significant. It clearly indicates that Achievement Motivation and gender are independent to each other.

Main Effects (Desire for wealth & power):**Achievement Motivation (A₅)**

The table 2 shows that F-value for main effect of Achievement Motivation (A₅) came out to be 1.93, which is not significant. This indicates that there is no significant mean difference in three levels of Achievement Motivation i.e. high achievement motivation, average achievement motivation and low achievement motivation.

Gender (B₅)

The table 2 reveals that F-value for main effect of Gender (B₅) came out to be 0.06, which is not significant. This indicates that there is no significant mean difference in male and female secondary school students.

Interaction Effect:**Achievement Motivation (A₅) and Gender (B₅)**

The table 2 highlights that F-value for the interaction effect of Achievement Motivation and Gender i.e. (A₅ x B₅) came out to be 0.88, which is not significant. It clearly indicates that Achievement Motivation and gender are independent to each other.

MAJOR FINDINGS OF THE STUDY

1. There is no significant mean difference in three levels of Achievement Motivation i.e. high achievement motivation, average achievement motivation and low achievement motivation. It is also inferred from mean scores that the secondary school students with low Achievement Motivation had high Machiavellianism, secondly followed by average machiavellianism in secondary school students with high Achievement Motivation and thirdly low machiavellianism was found in secondary school students with average Achievement Motivation.
2. The significant gender difference were found in machiavellianism, and its dimensions i.e. manipulation and distrust; but no significant gender difference were found in dimensions of machiavellianism i.e. immorality and desire for wealth and power. The mean score of female secondary school students are higher than mean score of male secondary school students. So it can be said that female secondary school students have higher level of machiavellianism than male secondary school students.
3. The significant interaction effect of achievement motivation with gender was found only in manipulation dimension of machiavellianism, but no significant interaction effect of achievement motivation with gender was found in machiavellianism and its dimensions viz. immorality, distrust, desire for wealth and power among secondary school students.

EDUCATIONAL IMPLICATIONS

1. Teachers should engage secondary school students to participate in various co-curricular activities so

as to inculcate moral beliefs in them and must try to give equal attention to everyone in the classroom especially to the students with machiavellian attitude.

2. The principal of the school should also encourage parents to attend various psychological well-being programmes to develop positive attitude and approach in their children with Machiavellian attitude.
3. The parents of children must set themselves as example of good mother/father for their children. They should not indulge themselves into unhealthy activities/manipulative statements/anti-social acts in front of their children.
4. The secondary school teachers should teach students that there is no short-cut to success and hard work always pays in one's life.
5. The secondary school teachers must also inculcate the principles of respecting each other among students.

In nutshell, it may be recommended that the schools and parents play vital role equally in order to develop all round personality of a child which is free from unhealthy/anti-social behavioural activities. It is the collaborative effort of home and school to produce not only efficient doctors/engineers/entrepreneurs but also wonderful human beings too.

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