Research Article

AN OBSERVATIONAL CORRELATIONAL STUDY BETWEEN *SATTVABALA* (MIND STRENGTH) AND ACHIEVEMENT MOTIVATION AMONG STUDENTS

Fulzele Vanita C[1], Nagdeve Pranali A[2]*

[1]Professor, Dept. of Kriya Sharir Vigyan, M.A.M.C.H., Uttar Pradesh.
*[2]Assistant Professor, Dept. of Rognidan, B.S.A.M, Maharashtra, India.

ABSTRACT

Sattvabala (strength of mind) provides an adequate status of well being of a person, thus giving a systemic and holistic approach to understand a student. Acharya charak describes that, an excellent student should be of *Pravara sattva* (with dominance of *Sattva Guna*). Achievement Motivation is a consistent striving force of an individual to achieve success to a certain standard of excellence in a competing situation. By assessing, improving and stabilizing student's *Sattvabala,* we can reach in depth of their achievement motivation and thereby guide for the improvement in academic performance and achieving career goals. Considering the above facts, this observational survey study among students was undertaken. Aim- To study *Sattvabala* and achievement motivation among students and find a correlation between them. Methodology- In this descriptive survey research study total 120 students, course wise categorized into 4 groups, 30 students from each course were taken from different Maharashtrian educational institutions. For the assessment of *Sattvabala* and achievement motivation, self made questionnaires and 'DEO-Mohan Achievement Motivation (n-Ach) Scale (DMAMS)' were used respectively. Data analysis done with the percentage and Pearson's correlation coefficient. Result- *Sattvabala* and achievement motivation are highly significantly correlated with each other (0.9094). Conclusion- To know the achievement motivation factor of students, examination of *Sattvabala* from Ayurveda context will prove a definite useful tool. Ayurveda *Sattvavajay* concept, yoga, Ayurveda *Medhya* (brain booster) drugs, *Achar rasayan, Sadvritta* (Ayurveda codes and conducts) can be used to improve the *Madhyam* and *Avara Sattvabala* students to improve their achievement motivation and thereby this will definitely prove helpful to achieve their life goals.

INTRODUCTION

Ayurveda is a basic medical science. It differs principally and fundamentally from modern medical science. Ayurveda has a holistic approach towards health science. It describes not only management of disease but also prevention and to maintain health of the healthy.[1] To protect prolong life health and to eliminate disease and dysfunction of body. Sticking to this aphorism all creators of ancient Ayurveda texts always enlisted mental belongings and found along with physical signs and symptoms.

An individual can be called *Swastha* (healthy) when his *Daihika* constitution of *Dosha, Dhatu, Mala* and *Agni* are in equilibrium while *Atma* and *Mana* should be *Prasanna*.[2,3] The definition of 'Swastha' given by Sushruta puts emphasis on spiritual, psychological and physical well being of metaphysical faculty in which *Mann* is the regulator and most important factor. Acharya Susruta does not mention *Sattva* separately but he explained the three qualities of individuals according to the status of *Sattva*, *Rajas* and *Tamas*. Equilibrium of these maintains the healthy state of the body. Proportion of *Sattva*, *Raja* and *Tamas* varies from person to person. On the basis of predominance of *Guna* the individuals are said to be *Rajasika* (superiority of *Rajas*), *Tamasika* (superiority of *Tamas*) and *Sattvik* (superiority of *Sattva*)[4].

Ayurveda considers *Sattva* (mind) to be one of the three pillars (*Tridand*) on which life depends. The

knowledge of *Sattva* and its status provides a way of maintaining positive well in accordance with the Indian system of medicine. *Sattva* is an entity, which establishes the contact between the soul and body for normal functioning of *Indriya* (sense organs). *Sattvabala* (status/strength of mind) provides an adequate status of well being of a person, thus giving a systemic and holistic approach to understand an individual[5]. *Sattva* is built from different aspects. According to its *Bala* (strength), it is of three types- *Pravara* (superior), *Madhyama* (mediocre) and *Avara* (inferior). Acharya caraka has described *Dashavidha pariksha* among which *'Sattva pariksha* (examination of the mind)' and *'Sar pariksha'* have their own importance[6,7].

Acharya charak describes that an excellent student should be *Pravara sattva* (with dominant of *Sattva*)[8]. This helps in concentration of mind and self control on the body and mind which leads to good physical and mental health. *Sattva* facilitates the light of knowledge which removes the darkness of injudiciousness. A student equipped with physical and mental strength, moral values and spiritual qualities of *Sattva* is blessed with fearlessness, for aberration and strength, which are valuable, asserts human life. A *Sattvik* student can stick to following the rules of *Brahmacharya* and acquire higher moral and social virtue, to make him a noble and successful individual.

Healthy students are the base of healthy and developed society. *Sattvabala* in students is one among less explored topics in Ayurveda. Now-a-days large numbers of students are facing academic problems (nervousness, stress, anxiety etc) which are arising due to lack of knowledge of mental health. Psychological ability is concerned with the powers and functions of mind. Hence to assess the mental health status of the students under the light of Ayurveda, one must know *Sattvabala* and achievement motivation which plays a vital role in life. To develop the achievement areas, the students must know their *Sattvabala* and motivate the same. So it's necessary to access it to set high goals, success, without any damage to a child.

Motivating students in their student life to achieve their goals in future is a topic of great practical concern to teachers, parents and of great theoretical concern to researchers. Motivation factors exert a profound influence on children's intelligence, performance and achievement. In this present era, life has become very fast. There is a tough competition in every sphere of life. To cross toughest competition people have to undergo a lot of physical and mental stress. These difficulties are giving rise to many psychosomatic disorders. So, it is the need of the present era to promote mental health and emotional balance along with physical health. To know the strength of one's mind i.e., *Sattvabala* is very important. If we know once *Sattvabala* and achievement motivation, we can guide for their career, job or education. Also, for promotion of mental health we can advise use of *Achar-rasayana*, Yoga and *Sattvavajaya chikitsa*. Considering the above facts, this observational study among students was undertaken to compare their overall achievement motivation and *Sattvabala*.

AIM: To study *Sattvabala* and achievement motivation among students.

OBJECTIVES

- To study *Sattvabala* and achievement motivation from available literature.
- To access and compare the level of *Sattvabala* and achievement motivation of the students.
- To find correlation between them.

Literary Review: *Sattvabala*

Sattva has been regarded as the essential constituent of life and that it has been recognized as one of the chief determinants of human personality. *Sattva* is called *Mann* and it regulates the body because of its association with the soul. Depending upon its strength, it is of three types i.e., *Pravara, Madhyama* and *Avara*. Acharya caraka has described *Dashavidha pariksha* (tenfold examination) among which *Sattva pariksha* (examination of the mind) and *'Sar pariksha'* have their own importance [9,10,11].

Sushruta samhita has explained *Sattva* as the capacity of *Manas* which does not cause frustration at times of emotional turmoil. Dalhana has commented *Sattva* as *Manobala*, wherein the persons with *Satwa guna* predominance will have *Uttama manobala,* those with *Rajoguna* predominance will have *Madhyama Manobala* and persons with predominance of *Tamo guna* will have *Manodourbalya*. Acharya Susruta does not mention *Sattva* separately but he explained the three qualities of individuals according to the status of *Sattva*, *Rajas* and *Tamas*. Equilibrium of these maintains the healthy state of the body. Proportion of *Sattva, Raja* and *Tamas* varies from person to person. On the basis of predominance of *Guna* the individuals are said to be *Rajasika* (superiority of *Rajas*), *Tamasika* (superiority of *Tamas*) and *Sattvik* (superiority of *Sattva*). The person endowed with superiority of *Sattva* does not frustrate at times of distress and overcome panic situations because of his self-restraint and firmness. The person with the superiority of *Rajo guna* can overcome problems by getting appreciation and motivation from others. The person with the superiority of *Tamo guna* cannot tolerate any type of regret or penitence and they cannot overcome these situations. *Kapha prakriti* individuals *Sattvawaan* as they are calm, non-aggressive, delicate, stable minded and have pleasing faces. They are blessed with steady thoughts, steady determination, excellent tolerance,

good memory, and concentration power. Depending on the strength of *Manas*, Charaka Samhita describes the following qualities to assess the *Sattvbala*[13.14.15].

- *Smruti*- Is the ability to recollect the objects of previous experience.
- *Bhakti*- Devotion
- *Krutajnata*- Intellectual, wise learned clever discriminator.
- *Shuchi*- Clean, pure, hygiene
- *Mahotsaha*- Good energy
- *Daksha*- Able, expert, clever, skillful
- *Dheera*- Brave, bold, courageous
- *Samara vikranta yodhinaha*- Powerful, victorious
- *Tyakta vishada*- Devoid of sadness, dejection, grief, sorrow *Suvyavasthita gati* and *Gambheera buddhi chesta*- Properly organized body language, intellect and behaviour.

These qualities are very much similar to Achievement Motivation.

Literary Review: Achievement Motivation

Psychologists believe that motivation is a necessary ingredient for learning. Achievement Motivation is a consistent striving force of an individual to achieve success to a certain standard of excellence in a competing situation. Achievement motivation is a primary condition to achieve something. It is a strong motive characterized by ambition, high level of energy, strong desire for independence. It is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. The need for achievement or n-Ach is defined as the desire or tendency to do things rapidly and to accomplish something difficult to master, manipulate, organize physical objects, human beings or ideas (Murray, 1938). The theory of achievement motivation is concerned with the interaction of personality and the immediate environment as a contemporary determinant of aspiration, efforts and persistence when an individual expects that performance will be evaluated as success or failure in relation to some standard of excellence. McClelland (1996) has rightly said, if in a given country the students in the schools have concern for excellence, that country will show considerable progress. So the progress of a country depends upon its students and up to the great extent depends upon their academic attainment. The period of a student's life is filled with intellectual and emotional changes in addition to others. The learning stage plays a significant role in the quest to develop the nation's future manpower for rapid development. As a result, the government made several efforts to improve the standards of learning[16,17,18].

Research Questions: Is there any correlation between *Sattvabala* and Achievement Motivation among students?

Hypothesis:

- **Null Hypothesis (H_0):** There is no correlation between *Sattvabala* and achievement motivation among students.
- **Alternative Hypothesis (H_1):** *Sattva bala* is significantly correlated with achievement motivation among students.

Methodology

- This is a descriptive research study with survey mode. Total 120 students were selected from different educational Maharashtrian institutes. 4 groups of 30 students i.e., 30- high school, 30- junior college, 30- senior college, 30 - post graduate institute were sampled.
- The researchers adopted a questionnaire as an instrument for the study. Self made questionnaires were used for the assessment of *Sattvabala* comprising 36 items with 5 alternatives as, a) better than others, b) same as others, c) uncertain, d) poor and e) very poor. On the basis of total scoring, *Sattabala* of students has been assessed.
- For the assessment of achievement motivation, 'DEO-Mohan Achievement Motivation (n-Ach), scale (DMAMS) scale' were used. This scale was constructed by Dr. Pratiba Deo (Pune) and Dr. Asha Mohan (Chandigarh) in 2002. It consists of 50 items and 15 areas/ dimensions of needs. Out of 50 items 37 are positive and 13 are negative items. A positive item carries the weightage of 4, 3, 2, 1 and 0 respectively for the categories of Always, Frequently, Sometimes, Rarely and Never. A negative item carries the weightage of 0, 1, 2, 3 and 4 for the same categories respectively. On the basis of total score, achievement motivation of students has been assessed [19].

Table 1: Age Wise Distribution of the Students

Age group	Course	No. of Students	Total Students	Percentage
13-16	High school	30	120	25%
16-19	Junior college	30	120	25%
19-22	Senior college	30	120	25%
22-25	Post graduate	30	120	25%

Table 2: Gender Wise Distribution of the Students

Gender	No. of Students	Total Students	Percentage
Male	67	120	55%
Female	53	120	45%

Table 3: Religion Wise Distribution of the Students

Religion	No. of Students	Total Students	Percentage
Hindu	68	120	57 %
Muslim	16	120	13 %
Buddhist	21	120	17 %
Sikh	02	120	2 %
Jain	13	120	11%

Table 4: Family Type Wise Distribution

Family type	No. of Students	Total Students.	Percentage
Joint	47	120	39%
nuclear	73	120	61%

Table 5: Economical Status wise Distribution

Economical status	No. of Students	Total Students	Percentage
Rich	22	120	18%
Middle class	63	120	53%
Poor	35	120	29%

Table 6: *Agni* wise Distribution

Agni	No. of Students	Total Students.	Percentage
Vishamagni	31	120	26%
Tikshagni	22	120	18%
Mandagni	19	120	16%
Samagni	48	120	40%

Table 7: *Koshta* wise Distribution

Koshta	No. of Students	Total Students	Percentage
Krura	41	120	34%
Mrudu	40	120	33%
Madhyam	40	120	33%

Table 8: Habitat wise Distribution

Habitat	No. of Students	Total Students.	Percentage
Urban	27	120	22%
Semi-urban	63	120	53%
Rural	30	120	25%

Table 9: Diet Wise Distribution

Diet	No. of Students	Total Students	Percentage
Veg	70	120	59%
Non-veg	50	120	41%

Table 10: *Sharir Prakriti* Wise Distribution

Sharir prakriti	No. of Students	Total Students.	Percentage
Vatapittaj	18	120	15%
vatakaphaj	16	120	13%
Pittakaphaj	38	120	32%
Kaphapittaj	48	120	40%

Table 11: *Manas Prakriti* Wise Distribution

Manas prakriti	No. of Students	Total Students	Percentage
RajTamsik	37	120	31%
Tam rajsik	38	120	31%
Sattva Rajsik	45	120	38%

Table 12: *Sattvabala* Wise Distribution

Sattvabala	No. of Students	Total Students.	Percentage
Pravara	30	120	25%
Madhyam	64	120	53%
Avara	26	120	22%

Table 13: Achievement Motivation Wise Distribution

Achievement motivation	No. of Students	Total Students	Percentage
High	32	120	27%
Average	63	120	52%
Low	25	120	21%

Table 14: Relationship Between *Sattvabala* and Achievement Motivation

Achievement Motivation	*Sattvabala*		Total Students	Pearson's correlation coefficient
Percentage	Count	Percentage		
27%	30	25%	120	0.9094
52%	64	53%	120	
21 %	26	22%	120	

Data Analysis: Percentages and the Pearson's Correlation Coefficient test were used for the data analysis. The Pearson's Correlation Coefficient was used to describe the relationship between achievement motivation and *Sattvabala* of the students.

OBSERVATIONS AND RESULTS

- Table no 1. shows the age and course wise distribution of the students including age group ranges are 13-16, 16-19, 19-22, 22-25 and courses categorised as high school, junior college, senior college and post graduate students. Out of 120 students, each group individually has strength of 30 students (25% students for each group).

- Table no. 2 shows the gender wise distribution of the students including 55% male and 45% female students. Male literacy rate in Maharashtra is significantly more than female[20].

- Table no. 3 shows the religion wise distribution of the students. The observed no of percentage is Hindu-57%, Muslim- 13%, Buddhist- 17%, Sikh-02% and Jain- 11%.

- Table no. 4 shows family type wise distribution of the students including 39% and 61% students belonging to joint family and nuclear family respectively.

- Table no. 5 shows economical status wise distribution of the students including percentage of the rich, middle class and poor students is 18%, 53% and 29% respectively.

- Table no. 6 shows the *Agni* (digestive fire) wise distribution of the students including observed percentage of the students having *Vishamagni*, *Tikshagni*, *Mandagni* and *Samagni* is 26%, 18%, 16% and 40% respectively.
- Table no.7 shows the *Koshta* wise distribution of the students having the percentage of *Krura, Mrudu* and *Madhyam Koshta* is 34%, 33% and 33% respectively.
- Table no. 8 shows 22%, 53% and 25% students were from urban, semi-urban and rural habitat respectively.
- Table no. 9 shows 59% and 41% students were following vegetarian and non-vegetarian Diet patterns respectively.
- Table no. 10 shows *Sharir prakriti* wise distribution. Percentage wise data is as follow: *Vatapittaj prakriti*- 15%, *Vatakaphaj*- 13%, *Pittakaphaj*- 32% and *Kaphapittaj* - 40%.
- Table no.11 shows *Manas Prakriti* wise distribution. Students having *Raj Tamsik, Tam rajsik* and *Sattva Rajsik prakriti* were 31%, 31% and 38% respectively.
- Table no. 12 shows the observed data of *Sattvabala* of the students. 25%, 53% and 22% students were having *Pravara, Madhyam* and *Avara Sattvabala* respectively.
- Table no. 13 shows the observed data of Achievement motivation of students. 27%, 52% and 21% students had high, average and low achievement motivation.
- Majority of the students 53% and 52% had *Madhyam Sattvabala* and average Achievement motivation respectively.
- Table no. 14 is regarding the relationship between *Sattvabala* and achievement motivation, they were correlated with significantly higher levels (0.9094). So the null hypothesis is rejected and an alternative hypothesis is accepted.

CONCLUSION

- From the above research study, it can be concluded that as *Sattvabala* and achievement motivation are highly significantly correlated with each other, to know the achievement motivation factor of Students, examination of *Sattvabala* from Ayurveda Context will prove a definite useful tool.
- Today we live in very turbulent world, where breaking of law, distortion, violence, cheating, terrorization and dishonesty by students have become socially and morally acceptable. The superiority of *Sattva* is essential to be mentally and physically healthy. Ayurveda *Sattvavajay* concept, Ayurveda *Medhya* (brain booster) drugs, *Achar Rasayan*, *Sadvriitta* (Ayurveda codes and conducts)

can be used to improve the *Madhyam* and *Avara Sattvabala* students. This will improve their achievement motivation and surely helpful to achieve their life goals.
- It is hoped that this paper within its limitations will contribute in the field of Ayurveda fraternity, psychologist, teacher, students, educationist, administrator, academics planner, parents and all education concern groups to make every student a real asset for our society.
- More research in this topic is needed.

REFERENCES

1. Dr. Bramhanand Tripathi, Charaka Samhita Vol 1, Prakashan, Varanasi 2010, Sutra sthana, Chapter 30/26- Dhashmahamuliya, Version no. 26, Page no. 565.
2. Dr. Ambika Dutt Shastri, Sushruta Samhita Vol 1, Chaukhamba Surbharati Prakashan, Varanasi 2012, Sutrasthana, Chapter 15- Dosha Dhatu Mala Kshaya Vriddhi, Version no.48, Page no. 84.
3. Sharir Kriya Vijanan by Dr. Nandini Dilip Dhargalkar, published by Chaukhambha Sanskrit Sansthan, Varanasi 1st edition-2008.
4. Sharma P V, Susruta Samhita, Nibandha Sangraha, Sharir Sthan 4/36, Chaukhambha Orientalia, Varanasi Ed- 2007; 772. Verma D, The Bhagvad Geeta, 14/11, Books For All, Delhi: Edition – 1999; 237.
5. Rani et al., World Journal of Pharmaceutical Research; ISSN 22777105: Volume 7, 2018; Issue 13, page no 375-385.
6. Sharira- Kriya Vijnan by. Prof Dr. Subhash Ranade, Prof. Dr. R. R. Deshpande & Dr. Swati Chobhe; Published by Chaukhamba Sanskrit Pratishthan, Delhi, First Edition: 2007.
7. Essentials of medical physiology by Dr. K. Sembulingum and Prema Sembulingam published by Jaypee brothers New Delhi 5th edition- 2009.
8. Tripathi B, Charak Samhita vol-1, Vimana Sthana 8/8, Chaukhamba Surbharti Prakashan, Varanasi Edition- 2014; 1: 725.
9. Shri Kashinath Shastri, Charak Samhita, Vidhyotani Viman Sthan 7/3 Chaukhambha Sanskrit Sansthan, Varanasi; Ed-2013; 1: 608.
10. Tripathi B, Charak Samhita vol-1, Vimana Sthana 8/8, Chaukhamba Surbharti Prakashan, Varanasi Edition- 2014; 1: 725.
11. Gaur B, Charak Samhita, Aishna, Viman Sthan, 8/110, Rastriya Ayurved Vidyapeetha, New Delhi Edition – 2014; 2: 521.
12. Tripathi B, Charak Samhita vol-1, Vimana Sthan 8/8, Chaukhamba Surbharti Prakashan, Varanasi Edition- 2014; 1: 725.

13. Tripathi B, Charak Samhita vol-1, Vimana Sthana 8/8, Chaukhamba Surbharti Prakashan, Varanasi Edition- 2014; 1: 725. 16.

14. Acharya Priyavrat Sharma, Susruta Samhita, Nibandha Sangraha, Sutra Sthan 23/3, Chaukhambha Orientalia, Varanasi Ed- 2007; 1: 110.

15. Sharma P V, Susruta Samhita, Nibandha Sangraha, Sutra Sthan 11/28, Chaukhambha Orientalia, Varanasi Ed- 2007; 1: 50.

16. Sukhvir kaur. Academic achievement in relation to Achievement Motivation of high school student; International Journal of Science and Research (IJSR), Volume 2 Issue 12, December 2013, 409-411.

17. Dr.Dhanya.N, Anitha.T.A. A Study on the Achievement Motivation of High school students in Ernakulam District of Kerala. (IOSR-JHSS), Vol.16, Issue (Nov.-Dec. 2013), PP43-46.

18. Sarangi C. Achievement Motivation of the high school students: A case study among different communities of Goalpara district of Assam. JOEP, Vol, No 6, No19, 2015.

19. Dr. Ahmad, A Study of Teaching Aptitude, Need Achievement And Adjustment Of Prospective Teachers In Relation To Their Academic Background; Department Of Education Aligarh Muslim University Aligarh (India); Appendix Ii Deo-Mohan Achievement Motivation (n- Ach) Scale 2006; 5 feb. 2011; page no. 259-268.

20. https://www.census2011.co.in/questions/2/state-literacy/literacy-rate-of-maharashtra-census-2011.html.

*Address for correspondence
Dr. Nagdeve Pranali A
Assistant Professor,
Department of Rognidan,
B.S.A.M. Maharashtra, India
Email: sweet.nagdeve@gmail.com
Contact no: 9405225217