CHAPTER - V

R E S U L T

Initially, data related to sampling distribution i.e., the characteristics of the sample, were analysed. The results related to these analyses have been presented, first, in the following pages:

The next sections will deal with the demographic variables and their relationships with academic achievement to be followed by analyses of results related to other variables.

SAMPLING DISTRIBUTION:

Monthly Income of the sample:

Sampling distribution in terms of monthly family income
have been shown in Table 10. This Table (10) shows the
frequency distribution of subjects falling in each of the five
categories of monthly income groups. X^2 value 193.677 was
significant at .001 level of confidence for 12 df. Separate X^2
was also worked out for rural Vs. urban dichotomy (Table 11).
This analysis yielded X^2 value of 96.766 for 4 df. This was
significant at .001 level. Maximum number of pupils belonged
to the income groups of below Rs.250/- and up to Rs.1500/-.
Only about 17 per cent of the subjects belonged to higher,
above Rs.1500/-, income groups:

TABLE-10: Frequency distribution of samples in various
Monthly Income Groups (Rs.) and their X^2 -
value along with significance level:

	Below 500 1	Up to 500 2	Up to 2500 3	Up to 3500 4	Above 3500 5	Total 6
U N T	4.0	37.0	29.0	13.0	13.0	96.0
R N T	52.0	43.0	0.0	0.0	1.0	96.0
U T	41.0	45.0	8.0	1.0	0.0	96.0
R T	74.0	23.0	1.0	1.0	0.0	96.0
TOTAL	171.0	148.0	38.0	15.0	14.0	384.0

X^2 = 193.677; df = 12; $P = < .001$

TABLE-11: Frequency distribution of the samples in various Monthly Income Groups (Rs.) and their X^2 - value and significance level.

	Below 500 1	Up to 1500 2	Up to 2500 3	Up to 3500 4	Above 3500 5	Total 6
Rural	126.0	63.0	1.0	1.0	1.0	192.0
Urban	45.0	83.0	37.0	14.0	13.0	192.0
Total	171.0	146.0	38.0	15.0	14.0	384.0

$X^2 = 96.766$; df = 4; p = $\angle$ .001

Sibling:

Data related to number of sibling and its impact on various dimensions were analysed from four angles, namely, (a) four groups of urban non-tribals, rural non-tribals, urban-tribals and rural tribals; (b) Tribals Vs. Non-tribals; (c) Low achievers Vs. High achievers; and (d) for three social status (high, middle and low). For all these analyses, X^2 were calculated. The results have been presented in Table-12.

It appears from the table that pupils of all groups had from 2 to 5 number of sibling. Some had 5 to 6 also, but there were very few who had just one or more than six brothers and sisters. X^2 - value for this analysis came to be 27.857, for 12 df. This value was significant at

$\angle$ .01 level of confidence. However, when the same analysis was applied to two composite groups -- tribals and non-tribals only, the x^2 - value (9.078) was found to be non-significant for 4 df. These two results indicated that there are a lot of within group variations rather than inter-group variations.

Analysis of number of sibling for pupils belonging to three socio-economic status appeared to be significantly valid across three groups (See Table-13). x^2 value of 17.711 for 8 df was significant at .05 level. Maximum number of sibling were obtained by low and middle level of subjects; more than 90 per cent of these students had more than two brothers and sisters.

In terms of academic achievement, it is clear from Table-14 that numbers of sibling do not affect the level of academic achievement of the students under study. x^2 - value was 1.874 which was not significant as for 4 df.

In brief, the above results may be summarised by concluding that (a) number of sibling was not a significant variable in academic achievement; (b) whereas there were significant differences within groups for number of children; tribal and non-tribal subjects did not differ in this respect; (c) maximum number of subjects belonging

to all the three (low, middle and high) social strata had 4 to 5 sibling.

Table-12: Number of Sibling Obtained for Four Groups of Subjects Along with their X^2 - value and Significance level:

No.of Sibling	Frequency					Total
	1	2-3	4-5	6-7	7-8	
U N T	4	38	41	7	0	90
R N T	2	23	40	12	2	79
U T	3	14	44	19	0	80
R T	0	23	40	15	4	82
TOTAL	9	98	165	53	6	331

$X^2 = 27.857$; $df = 12$; $p = < .01$

For two groups (Tribals x Non-Tribals)

$X^2 = 9.078$; $df = 4$; $p = ns.$

TABLE-13: Frequency Distribution of Subjects Belonging to 3 Socio-economic Status and their Number of Sibling with X^2 - value and their Significance level:

No.of Sibling	1	2-3	4-5	6-7	7-8	Total
			Frequency			
Low	4.0	36.0	67.0	17.0	6.0	130.0
Middle	4.0	62.0	92.0	33.0	0.0	191.0
High	1.0	0.0	6.0	3.0	0.0	10.0
Total:	9.0	98.0	165.0	53.0	6.0	331.0

$X^2 = 17.711$; $df = 8$; $p = < .05$

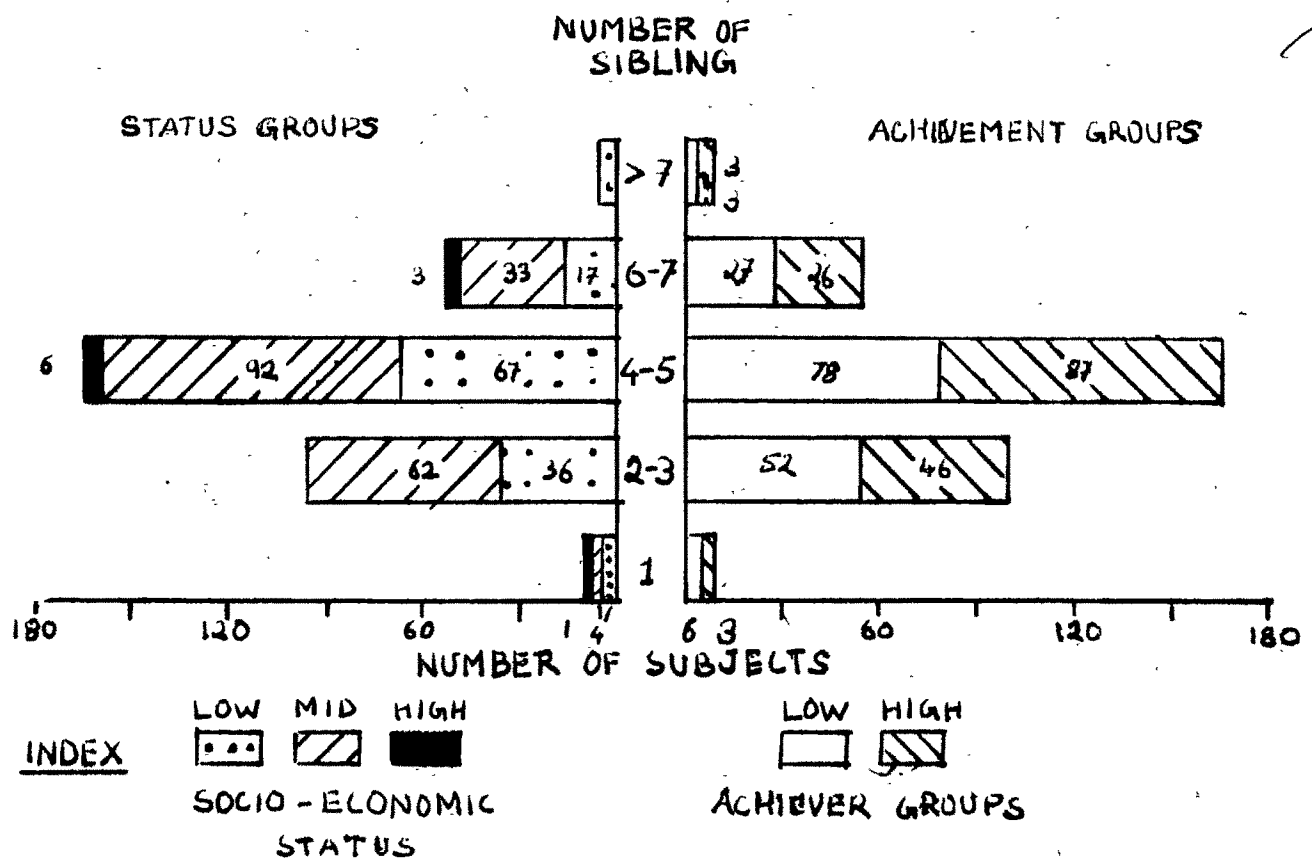TABLE-14: Number of sibling under low and high achieving Groups, their X^2 - value and its significance level:

No. of Sibling	1	2-3	4-5	6-7	7 +	Total
			Frequency			
Low Achievers	6.0	52.0	78.0	27.0	3.0	166.0
High Achievers	3.0	46.0	87.0	26.0	3.0	165.0
Total	9.0	98.0	165.0	53.0	6.0	331.0

X^2 = 1.874, df = 4, not significant.

Social Status:

Table 15 gives the distribution of the four groups of the subjects across the three socio-economic (SES) differences. Subjects were asked to indicate whether they belonged to high, middle or low social strata. The frequencies for the three strata of four groups have been indicated in Table 15. Table 16 shows that the majority of the subjects of urban samples belonged to middle class whereas majority of the rural samples belonged to lower SES group. This was true for both the tribal and non-tribal samples. Only about 3.13 per cent belonged to high social class. As a word of caution, it may not be out of place to mention that this was a subjective rating of the subjects since they were asked only to indicate their social class as they perceived it.

SIBLING, SES AND ACHIEVEMENT
(TABLES 13 & 14)

NUMBER OF
SIBLING

STATUS GROUPS

ACHIEVEMENT GROUPS

| | > 7 | | 3 |
| | | | 3 |

3 | 33 | 17 | 6-7 | 27 | 26 |

6 | 92 | 67 | 4-5 | 78 | 87 |

| 62 | 36 | 2-3 | 52 | 46 |

| | 1 | |

180   120   60   1   4   6   3   60   120   180

NUMBER OF SUBJECTS

INDEX

LOW   MID   HIGH
SOCIO-ECONOMIC
STATUS

LOW   HIGH
ACHIEVER GROUPS

Neither any objective critarion was employed nor the
subjects were given any definition of the three social
classes.

TABLE-15: Number of subjects of the four groups falling into
three SES categories, their X^2 - value and its
significance levels:

	Low	Middle	High	Total
U N T	31.0	64.0	1.0	96.0
R N T	48.0	48.0	0.0	96.0
U T	7.0	81.0	8.0	96.0
R T	62.0	31.0	3.0	96.0
Total	148.0	224.0	12.0	384.0

$X^2 = 82.733;$ df $= 6;$ p $= \angle .001$
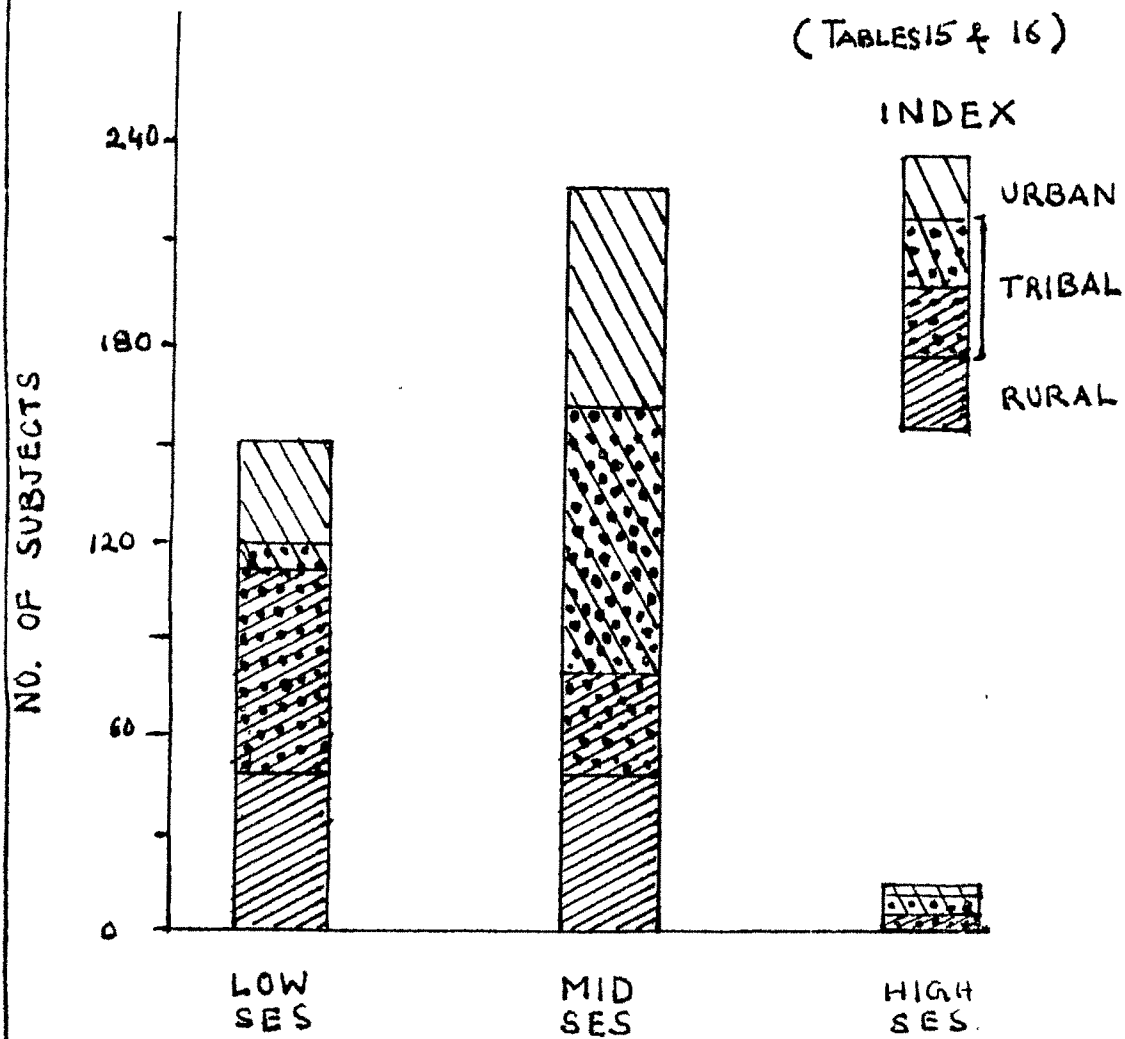
For two groups (Tribals x non-tribals)

$X^2 = 9.01;$ df $= 2,$ p $= \angle .05$

TABLE-16: Frequency of Subjects of Two Groups of Rural and
Urban Subjects of Three Social Status, their
X - value and its significance level:

	1 Low	2 Middle	3 High	Total
Rural	110.0	79.0	3.0	192.0
Urban	38.0	145.0	9.0	192.0
Total	148.0	224.0	12.0	384.0

$X^2 = 57.473;$ df $= 2;$ p $= \angle .01$

SOCIO-ECONOMIC STRUCTURE OF FOUR GROUPS

(TABLES 15 & 16)

INDEX

URBAN

TRIBAL

RURAL

NO. OF SUBJECTS

240

180

120

60

0

LOW
SES

MID
SES

HIGH
SES.

Age Distribution:

Table 17 shows the age distribution of samples belonging to the four groups of the subjects. Maximum number of subjects (87.72%) belonged to the age range of 13 to 17 years. Only 1.78 per cent of the subjects had crossed their teens. There appeared a tendency of early education among both the tribal and non-tribal groups belonging to urban areas. 70 per cent of the urban students (both tribal and non-tribal) belonged to 13 to 15 age group. In contract, only 12.5 per cent rural students belonged to this age group. This might have happened because, in our present social system, there is (in urban population) a trend of early schooling:

TABLE-17: The Age Distribution of the Sample belonging to Four Groups of Subjects their X^2 - value and Significance level. Number of Subjects falling in each category:

Age Group	Up to 13	13-15	15-17	17-19	19+	Total
U N T	2.0	60.0	34.0	0.0	0.0	96.0
R N T	1.0	17.0	57.0	21.0	0.0	96.0
U T	10.0	55.0	29.0	2.0	0.0	96.0
R T	6.0	31.0	50.0	6.0	3.0	96.0
Total	19.0	163.0	170.0	29.0	3.0	384.0

X^2 = 99.539; df = 12; p = < .001

Father's Education:

Table 18 gives information related to the educational levels of the fathers of the subjects. Majority of the subjects had Matriculat fathers (28.39%). Next came those students who had their fathers either illiterate or 7th graders (for both, approxi. 22.90%). χ^2 - value for inter-group comparison was 295.598 which was significant at $\angle$ .001 level of confidence for 9 df.

A separate comparison for rural-urban population yielded a χ^2 - value of 152.724 for 4 df. This was again significant at $\angle$ .001 level of confidence.

TABLE-18: Educational Levels of Fathers of Subjects belonging to 4 Groups, their χ^2 - values and Significance levels: Number of Subjects falling in each category.

	Illite-rate	Middle	Matric	Graduate	P.G./& above	Total
U N T	1.0	3.0	16.0	39.0	37.0	96.0
R N T	26.0	35.0	29.0	6.0	0.0	96.0
U T	8.0	20.0	52.0	16.0	0.0	96.0
R T	52.0	30.0	12.0	1.0	1.0	96.0
Total	87.0	88.0	109.0	62.0	38.0	384.0

χ^2 = 295.586; df = 9 ; p = $\angle$ .001

For two groups (Rural x Urban)

χ^2 = 152.734; df = 4; p = $\angle$ .001

Father's Occupation:

Table 19 shows the occupational classification of the fathers of the respondents. Majority of the respondents fathers in three groups (except rural-tribal) belonged to service class, that is, their fathers were in the some types of jobs. 72 per cent of rural-tribal students had cultivator fathers. X^2 - value, worked out for the inter-group comparison, was 127.74 which was significant at $\angle$ .001 level of confidence for 9 df.

TABLE-19: Occupational Status of the Fathers of the Subjects Belonging to Four Groups, their X^2 - values and Significance level: Number of Subjects falling in each category:

	Service	Cultiva-tion	Business	Profession	Total
U N T	59.0	7.0	13.0	17.0	96.0
R N T	49.0	29.0	2.0	16.0	96.0
UT	50.0	30.0	16.0	0.0	96.0
R T	24.0	70.0	0.0	2.0	96.0
Total	182.0	136.0	31.0	35.0	384.0

$X^2 = 127.741$; df = 9; p = $\angle$ .001

For two groups (urban x rural)

$X^2 = 58.930$; df = 3; p = $\angle$ .001

DEMOGRAPHIC VARIABLES:

X^2 - values were calculated to test the impact of various demographic variables on academic achievements. These demographic variables included perceived social status, monthly income of the family, father's occupation and father's education, ordinal position, castes (forward, backwards, scheduled castes and scheduled tribes), and age. The results of the analyses have been tabulated in Tables 20 through 26. This is apparent from these tables (20 to 26) that none of the demographic variables was able to differentiate the high academic achievers from the low academic achievers. None of the X^2 - values was significant. That is, it appears that, perhaps, academic achievement is not dependent of the demographic variables under consideration.

TABLE-20: The Academic Status of the Subjects Belonging to Three Socio-economic Status, their X^2 - value and Significance level: (Number of Subjects falling in each category):

	Low	Middle	High	Total
Low Achievers	75	110	7	192
High Achievers	73	114	5	192
Total	148	224	12	384

X^2 = 0.432; df = 2; p = ns.

TABLE-21: The Academic Status of the Subjects Belonging to 5 Categories of Income Groups and their X^2 - value and Significance level: (Number of Subjects falling in each category)

|	Below 500	501- 1500	1501- 2500	2501- 3500	3500 +	Total
Low Achiever	98	65	15	6	8	192
High Achiever	73	81	23	9	6	192
Total	171	146	38	15	14	384

X^2 = 7.979; df = 4; p = ns

TABLE-22: The Academic Status of the Subjects and the Occupational Groupings of their Fathers, their X^2 - values and Significance level: (Number of Subjects falling in each category)
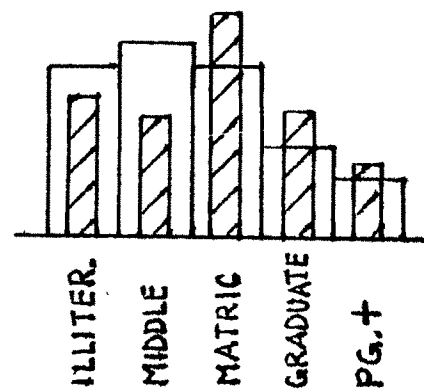
	Service	Cultiva- tion	Business	Profession	Total
Low Achievers	88	77	15	12	192
High Achievers	94	59	16	23	192
Total	182	135	31	35	384

X^2 = 6.070; df = 3; p = ns

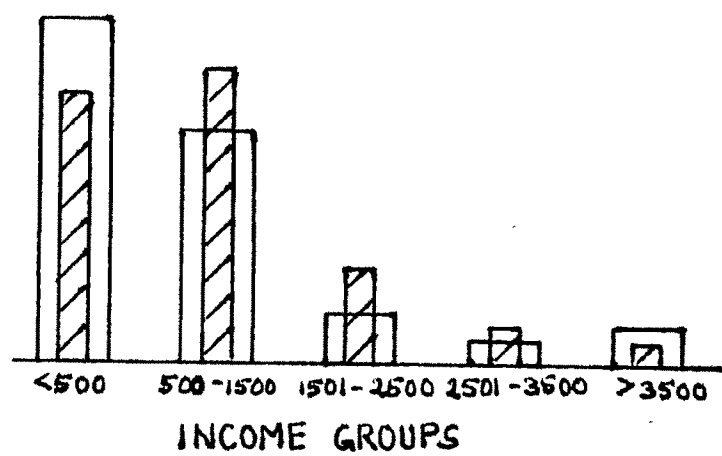(Table - 22)
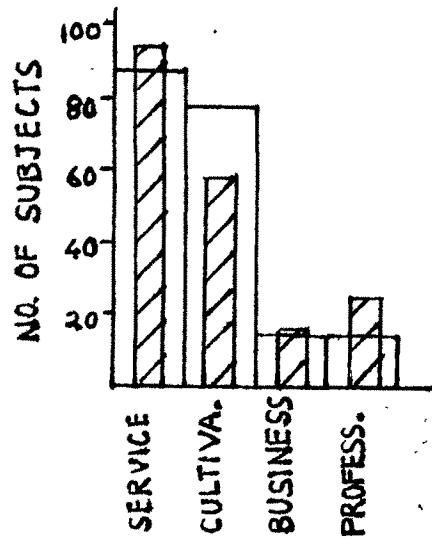
(Table - 23)

(Table - 20)

(Table - 21)

SOCIO-ECO-GROUPS

INCOME GROUPS
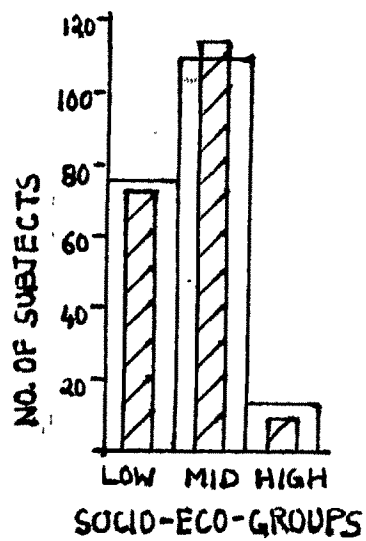
INDEX

LOW   HIGH

ACADEMIC ACHIEVERS

TABLE-23: The Academic Status of the Subjects and their
Fathers Educational Levels (number of subjects
falling in each category) Along with the
X^2 - value and its Significance Level:

	Illite-rate	Middle	Matric	Graduate	P.G./& above	Total
Low Achievers	47	54	48	26	17	192
High Achievers	40	34	61	36	21	192
Total	87	88	109	62	38	384

X^2 = 8.693; df = 4; p = ns

TABLE-24: Frequency distribution of Subjects' Academic Status
and their Ordinal Position, their X^2 - value and
Significance Level:

	Ordinal Positions					Total
	1	2	3	4	5	
Low Achievers	81	71	30	7	3	192
High Achievers	83	64	35	8	2	192
Total	164	135	65	15	5	384

X^2 = 1.039; df = 4; p = ns

TABLE-25: The Academic Status of the Subjects Belonging to the Four Categories of Castes, the X^2 - value and its Significance Level: (Number of Subjects falling in each category):
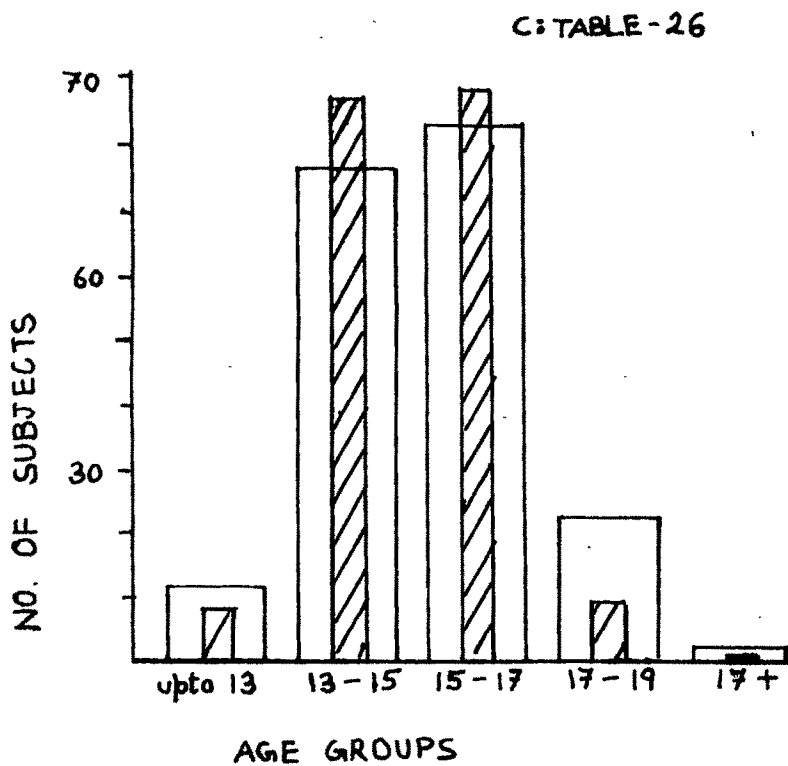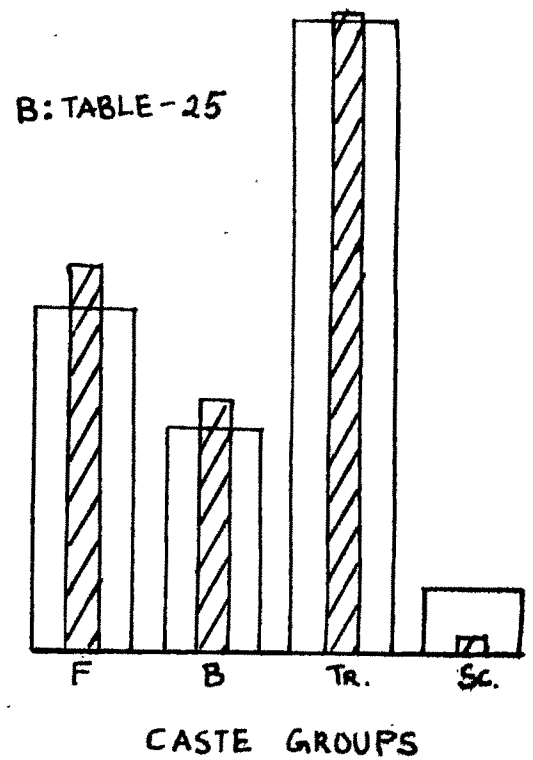
Academic achievements	Forward	Backward	Tribals	Scheduled castes	Total
Low Achievers	52.0	34.0	95.0	9.0	190.0
High Achievers	57.0	37.0	96.0	2.0	192.0
Total	109.0	71.0	191.0	11.0	382.0

$X^2 = 4.806$; df = 3; p = ns

TABLE-26: Level of Subjects' Academic Status and 5 Categories of their Age Groups, the X^2 - value and their Significance Level: (Number of Subjects falling in each category):

Academic Achievement	Up to 13 years	13-15 years	15-17 years	17-19 years	17 years and above	Total
Low Achievers	11.0	76.0	82.0	21.0	2.0	192.0
High Achievers	8.0	87.0	88.0	8.0	1.0	192.0
Total	19.0	163.0	170.0	29.0	3.0	384.0

$X^2 = 7.589$; df = 4; p = ns

A: TABLE-24

B: TABLE-25

C: TABLE-26

NO. OF SUBJECTS

ORDINAL POSITION

CASTE GROUPS

NO. OF SUBJECTS

upto 13   13-15   15-17   17-19   17+
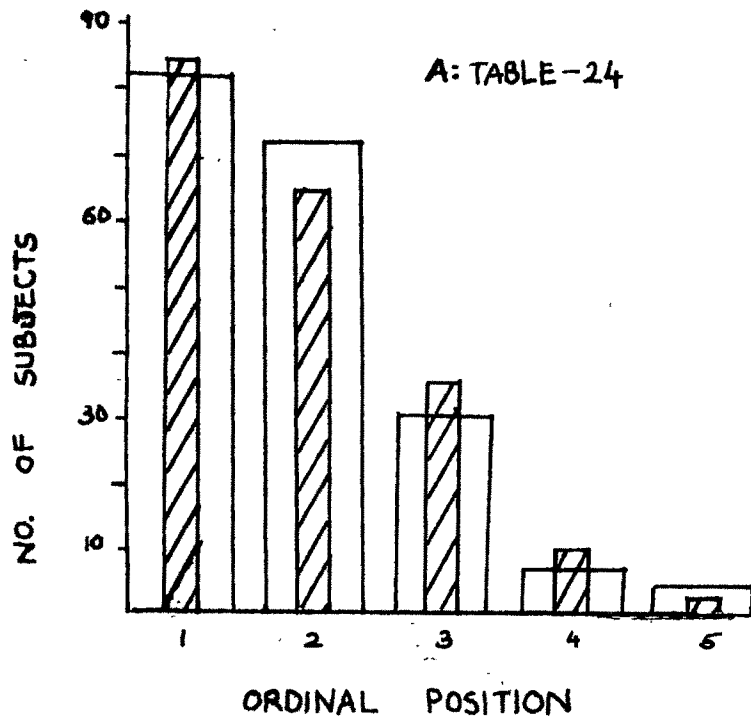
AGE GROUPS

ACADEMIC STATUS AND:

ORDINAL POSITION   — A

CASTE GROUPS   — B

AGE GROUPS   — C

INDEX

LOW ACHIEVERS

HIGH ACHIEVERS

PSYCHOLOGICAL VARIABLES:

The following section presents the levels of signi-
ficance of differences between the various groups as
analysed by two-way analysis of variance. Each table of
the analysis of variance gives three 'F' - values, namely,
(i) for high and low achievers, (ii) for four different
groups of the samples, and (iii) for interactions between
groups and achievement levels. All the 11 variables have
been analysed, separately, through this method. The main
purpose of this set of analyses was to test the signifi-
cance of differences in mean values of the above mentioned
categories. These results have been summarised in the
following pages:

Academic Motivation:

Table 27 shows results related to academic motivation.
F - values have been shown in this table. The next Table
28 gives the t - values for intergroup differences. The
results show significant interaction effect for high and
low achievers ($F = 12.597$) and for different urban-rural
and tribal-non-tribal groups' interactions($F = 24.15$).
This indicates that there should be significant differences
between high and low achievers belonging to different
habitations. These results are also corroborated by indi-
vidual t - values given in Table 28. One significant

t - value was obtained indicating significant difference between high and low achievers of urban - non-tribal groups. However, t - values related to urban and rural tribals were found non-significant. Both groups, urban non-tribals and rural non-tribals showed higher levels of academic motivation in comparison to their low achievers.

These results are very clear in the sense that they clearly differentiated between high and low achievers (of all groups). It also indicates a clear relationship between academic achievement and academic motivation. As mentioned earlier, high achievers of most groups had higher academic motivation.

TABLE-27: F-values and their significance Levels for High and Low achievers, the 4 Groups, and the Interaction for Achievement Levels of 4 Groups of Subjects for their Scores on the Academic Motivation Scale:

Sources	Ss	df	Variance	F	p
High Vs Low	111.36	1	111.36	12.597	$< .01$
Groups	640.46	3	213.49	24.15	$< .01$
Interaction	60.72	3	20.24	2.28	NS
Within Set	3227.84	376	8.84		
Total	4040.38	383	353.93		

TABLE-28: t-values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Academic Motivation Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t-values	p
1. UNT-HA x UNT-LA	29.40	28.40	3.11	3.39	2.17	$\angle$ .05
2. RNT-HA x RNT-LA	29.45	29.21	3.33	2.77	.40	NS
3. UT-HA x UT-LA	29.37	29.45	3.21	2.54	.266	NS
4. RT-HA x RT-LA	28.65	28.51	3.65	3.71	.186	NS
5. Urban x Rural	29.20	28.96	3.06	3.37	.73	NS
6. 4 Groups Combined	29.08	29.40	3.26	3.11	.97	NS

Confidence of Judgement:

Tables 29 and 30 show the results related to the variables of "Confidence of Judgement." Table 29 shows only one significant F-value for interaction effect. Other two values were not significant. However, only one t-value considered for this analysis was significant. That means, urban non-tribal high achievers have significantly higher confidence of judgement than the low achievers of this group. Similar trend is observed in urban tribal groups

through in non-significant way. In both of the urban cases, high achievers showed higher confidence of judgement. However, the trend is reversed in case of rural subjects. In both the rural groups of tribal and non-tribal students, the low achievers showed higher confidence of judgement than their respective counter parts — the high achievers. But, none of these differences was significant. That means, one cannot very definitely attribute the reason for higher confidence of judgement to the level of achievement. Rather, it seems that habitation instead of achievement level determines the confidence of judgement in the people. But, even this conclusion can at best be considered tentative because there is no consistancy in the results in terms of rural-urban divide. In other words, one may try to locate the cause in terms of the same form of interaction between the habitation and level of achievement. This possibility is also corroborated by the analysis of variance table (Table 29) which indicated only one significant F - ratio for the interaction effect. Apart from the above mentioned unclear indications, two clear trends were noted in the data. If one takes the entire sample into consideration, urban students showed higher confidence of judgement ($\bar{X} = 71.07$) in comparison to the rural students ($\bar{X} = 70.54$). Similarly, all high achievers, taken together, showed higher confidence of judgement ($\bar{X} = 71.31$) in comparison to the low achievers ($\bar{X} = 70.30$). However, none of these differences was significant.

TABLE-29: F-values and their Significance Levels for High and Low achievers, the 4 Groups and the Interaction for Achievement Levels of 4 Groups of Subjects for Their Scores on Confidence of Judgement Variable:

Sources	Ss	df	Variance	F	p
High vs Low	97.93	1	97.93	.378	NS
Groups	1045.34	3	348.45	1.344	NS
Interaction	3474.34	3	1158.11	4.466*	$< .05$
Within Set	97517.36	376	259.34		
Total	102134.97	383	1863.83		

TABLE-30: t-values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Confidence of Judgement Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT-HA x UNT-LA	73.60	65.04	17.01	13.69	2.72	$< .05$
RNT-HA x RNT-LA	71.21	72.50	17.87	10.96	.141	NS
UT-HA x UT-LA	73.79	71.86	15.58	17.23	.58	NS
RT-HA x RT-LA	66.65	71.81	18.37	15.39	1.49	NS
Urban x Rural	71.07	70.54	15.86	15.65	.327	NS
All 4 Groups Combined	70.81	73.60	16.22	17.01	1.81	NS

Self-Orientation:

Next analysis was related to self-orientation of the subjects. The Tables 31 and 32 present the results related to this analysis. Two significant F-values related to groups ($F = 3.284$) and interaction effects ($F = 4.814$) have been indicated in Table 31. The mean values in Table 32 indicated that low achievers of rural non-tribals and rural-tribals scored significantly higher on self-orientation dimension than their counter part - the high achievers. By and large, with exception to one difference, (urban-non-tribal high achievers), the low achievers had a general tendency to score higher on self-orientation scale in all cases. That means, the low achievers are more self-oriented than high achievers. In case of total sample, however, low achievers were less self-oriented than the high achievers. And, on urban-rural classification, rural samples were more self-oriented ($\bar{X} = 44.31$) than urban groups ($\bar{X} = 43.03$). Both of these mean differences were found to be significantly different (t, HA x LA, $= 6.59$; t, U x R $= 2.294$). This indicates that self orientation leads to low achievement or may be vice-versa. It is difficult to say why this should happen, but this result leads to an interesting hypothesis that introversion and low achievement might be correlated. This requires further exploration.

TABLE-31: F-values and their Significance Levels for High and Low Achievers, the 4 Groups and for the Interaction for Achievement Levels of 4 Groups of Subjects for their Scores for Self-orientation:

Sources	Ss	df	Variance	F	p
High Vs Low	96.0	1	96.00	3.001	NS
Groups	318.17	3	106.06	3.284	$< .05$
Interaction	462.00	3	154.00	4.814	$< .01$
Within Set	12027.0	376	31.99		
Total	12900.17	383	337.05		

TABLE-32: t - Values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Self-orientation Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT - HA x UNT-LA	42.69	42.33	8.88	5.56	.21	NS
RNT-HA x RNT-LA	43.15	45.92	5.10	4.49	2.83	$< .01$
UT-HA x UT-LA	43.52	43.59	5.41	4.62	.07	NS
RT-HA x RT-LA	43.33	44.85	4.06	5.26	1.58	NS
Urban x Rural	43.03	44.31	6.12	4.73	2.294	$< .05$
All 4 Groups Combined	43.67	42.69	5.70	4.98	6.59	$< .01$

Task-Orientation:

Next variable for analysis was task-orientation
of the different groups. These results have been
summarized in Tables 33 and 34. Table 33 presents the F -
values related to various interaction analyses. All
three effects were significant at $\angle$ .01 level of
significance. This result is further confirmed by t -
analyses shown in Table 34. All four t - values were
significant at .05 or .01 level. With the exception of
one case of urban tribal, in all other groups, high
achievers scored higher on task-orientation scale. This
means that high achievers were more task-oriented than
the low achievers. Only in case of urban tribals, the
low achievers scored higher than the high achievers. But,
the difference was not significant.

This result is very significant and consistent with
the common sense assumptions and also with some previous
findings (for example, Singh, 1980). This also confirms
our hypothesis.

TABLE-33: F-Values and their Significance Levels for High-, and Low- Achievers, the 4 Groups and for the Interaction for Achievement Levels of 4 Groups of Subjects for their Scores for Task-Orientation:

Sources	Ss	df	Variance	F	p
High Vs Low	418.56	1	418.56	11.59	$<$ .01
Groups	1645.44	3	548.48	15.19	$<$ .01
Interaction	2116.32	3	705.44	19.54	$<$ .01
Within Set	13573.88	376	36.10		
Total	17754.20	383	1708.58		

TABLE-34: t - Values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Task-Orientation Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT-HA x UNT-LA	59.48	56.42	6.54	6.01	2.39	$<$ .05
RNT-HA x RNT-LA	55.60	51.60	4.83	4.94	4.0	$<$ .01
UT-HA x UT-LA	54.81	56.61	5.02	9.11	1.2	NS
RT-HA x RT-LA	54.02	52.43	4.15	3.47	1.61	NS
Urban x Rural	56.83	53.41	6.67	4.85	9.109	$<$ .01
All 4 Groups Combined	55.13	59.48	6.33	6.54	6.59	$<$ .01

Interaction-Orientation:

Tables 35 and 36 present the results related to
interaction-orientation. Only one F - value for the
interaction effect was found to be significent at .05
level of confidence. However, none of the t - values for
inter-group differences was significent. In two cases,
that is, the urban non-tribal and the urban-tribal high
achievers were more interaction-oriented than the low
achievers of these groups. However, when taken all the
groups together, it seems that the rural samples were
significantly more interaction oriented than the urban
groups. Similarly, in general, high achievers (all groups
taken together)were more interaction oriented than tho
low achievers. For both of these analyses, t - values
were significant.

TABLE-35: F - Values and their Significance Levels for
High-, and Low- Achievers, the 4 Groups and
for the Interaction for Achievement Levels
of 4 Groups of Subjects for their Scores for
Interaction Orientation:

Sources	Ss	df	Variance	F	p
High Vs Low	1.42	1	1.42	.091	NS
Groups	78.02	3	26.01	1.675	NS
Interaction	167.904	3	55.97	3.604	$<$ .05
Within Set	5840.08	376	15.53	–	–
Total	6087.424	383	98.93		

TABLE-36: t - Values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Interaction-Orientation Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT-HA x UNT-LA	46.65	45.29	4.27	3.42	1.72	NS
RNT-HA x RNT-LA	45.73	47.08	3.43	4.13	1.75	NS
UT-HA x UT-LA	45.44	43.12	4.06	3.68	.40	NS
RT-HA x RT-LA	46.42	46.26	3.70	3.22	.46	NS
Urban x Rural	45.63	46.37	3.86	3.62	2.72	$< .01$
All 4 Groups Combined	45.49	42.65	3.87	3.61	7.47	$< .01$

Need for Achievement:

Next variable for analysis was need for achievement. Tables 37 and 38 present the relevant results. Table 37 gives the results related to analysis of variance for this variable. Groups and Interaction effects were significant at .01 level of confidence. High and Low interactions were not significant. The results are also corroborated by t - table (Table-38). None of these four t - values comparing high and low achievers of the four groups was

significant. However, the treatment for the total sample
of high and low achievers yielded a significant t - ratio
of 3.69. These results also confirmed some of the earlier
findings, like, those reported even by McClleland, that
need for achievement may not necessarily/correlated
be
with academic achievement. However, there was a trend of
high achievers scoring higher on need for achievement
scale in most cases. Only in case of urban-tribals, the
low achievers scored higher on need for achievement scale
in comparison to their high achiever peers. Since none of
these differences was significant not much weightage
to these results need be given.

TABLE-37: F - Values and their Significance Levels for
High -, and Low- Achievers, the 4 Groups and
for the Interaction for Achievement Levels of
4 Groups of Subjects for their Scores for
Need for Achievement:

Sources	Ss	df	Variance	F	p
High Vs Low	47.04	1	47.04	1.67	NS
Groups	951.06	3	317.02	11.26	$< .01$
Interaction	1109.98	3	369.99	13.172	$< .01$
Within Set	10585.37	376	28.15		
Total	12693.45	383	762.20		

TABLE-38: t - Values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Need for Achievement Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT-HA x UNT-LA	22.52	22.42	5.25	5.46	1.74	NS
RNT-HA x RNT-LA	20.04	18.37	4.61	4.26	1.83	NS
UT-HA x UT-LA	18.35	19.69	4.22	5.39	0.34	NS
RT-HA x RT-LA	22.17	20.60	5.62	6.78	1.15	NS
Urban x Rural	20.40	20.30	5.08	5.32	0.188	NS
All 4 Groups Combined	22.42	20.39	5.52	5.25	3.69	$<.01$

Risk Taking:

Next variable taken for analysis was level of the 'Risk Taking' among the respondents. Tables 39 and 40 present the results related to ANOVA and t - analyses. Only one effect for interaction was significant at .01 level of significance t-table indicated several levels at interactions between high -, and low - achievers of three groups. But, none of the high -/low achievers' comparison was significant. But, in case of urban non-tribal high achievers, it was found that they were significantly greater risk takers. That means, we cannot say that there was any definite trend in risk-taking beha-

viour for either high -, or low- achievers. Only signi-
ficant t - values were obtained for urban rural diffe-
rences and for the total sample of high-, and low-
achievers, all groups combined. In short, it appears that
habitation is more important factor in risk taking beha-
viour than academic achievement. The assumption is also
confirmed by only one significant F - value for inter-
action effect.

TABLE-39: F - Values and their Significance Levels for
High -, and Low - Achievers, the 4 Groups and
for the Interaction for Achievement Levels of
the 4 Groups of Subjects for their Scores on
Risk taking Scale:

Sources	Ss	df	Variance	F	P
High Vs Low	19.58	1	19.58	.335	NS
Groups	253.872	3	84.624	1.449	NS
Interaction	580.752	3	193.584	3.315	$<$ .05
Within Set	21952.898	376	58.39		
Total	22807.102	383	356.178		

TABLE-40 : t - Values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Risk taking Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT-HA x UNT-LA	29.42	26.27	9.09	5.30	2.10	$<.01$
RNT-HA x RNT-LA	28.77	26.90	5.49	11.75	1.00	NS
UT-HA x UT-LA	26.10	25.65	5.83	6.39	.36	NS
RT-HA x RT-LA	27.06	26.79	8.09	6.18	.185	NS
Urban x Rural	26.86	23.83	6.69	7.88	2.65	$<.01$
All 4 Groups Combined	29.42	27.12	7.66	9.09	2.674	$<.01$

Academic Achievement Orientation:

The next set of analyses was concerned with data related to variable of academic achievement orientation. Results have been presented in Tables 41 and 42. In Table 41, results of analysis of variance have been presented. There were two significant F - values for groups and for interaction effects. F - value for high-, Vs low - achievers was not significant. This result was further corroborated by t - tests. None of these four comparisons between high-, and low achievers of the four groups was significant. However, mean values of high achievers and those of the low achievers were significantly different ($t = 5.28$,

$p = \angle .05$), In all cases of high-, and low achievers, including that of the total sample, the high achievers had the tendency to score high on academic orientation. That means, one can tentatively conclude that high academic orientation leads to high academic achievement. For the differences in the results obtained for group differences and those for the entire sample differences, one may say that non-significant results obtained for the different groups might be because of the smaller sample involved. When it came to bigger sample of the total group, the difference obtained were found to be statistically significant.

Same logic might be applicable in the case of urban-rural differences. In this case also sample involved was large and t - ratio (2.25) was significant at .05 level of confidence. The urban students had higher academic orientation than the rural students.

TABLE-41: F-Values and their Significance Levels for High-, and Low- Achievers, The 4 Groups and for the interaction for Achievement Levels of 4 Groups of Subjects for their Scores for Academic Achievement Orientation:

Sources	Ss	df	Variance	F	p
High Vs Low	13.44	1	13.44	.47	NS
Groups	620.93	3	206.98	7.37	$\angle$ .01
Interaction	503.57	3	167.86	5.98	$\angle$ .01
Within Set	10553.76	376	28.07		
Total	11691.70	383	416.35		

TABLE-42: t - Values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Academic Achievement Orientation Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	E
UNT-HA x UNT-LA	32.69	31.71	4.57	3.87	1.14	NS
RNT-HA x RNT-LA	30.88	30.40	3.94	8.74	.61	NS
UT-HA x UT-LA	30.39	29.90	4.51	4.04	.56	NS
RT-HA x RT-LA	30.11	28.60	5.30	5.26	1.40	NS
Urban x Rural	31.17	29.99	4.25	5.81	2.25	<.05
All 4 Groups Combined	32.69	30.58	5.37	4.37	5.285	<.01

Peer-Affiliation Orientation:

Comparison of the levels of peer-affiliation orienta-
tion and academic achievement was picked up for the next
set of analyses. Tables 43 and 44 present the relevant
results. F - values presented in Table 43 show two signi-
ficant results for groups and for the interaction effects.
Both of these significant values were significant at .05
level. High Vs low effect was not significant. Similar
results were obtained for four comparisons between high-,
and low achievers of different groups. All t - ratios
were non-significant. But, the t - values for the total

Sample of high-, and low - achievers (t = 3.143) and also
for the urban and rural groups (t = 1.98) were significant
at $<$ .01 and $<$ .05 levels, respectively. Similar to that of
the academic achievement orientation, in this case also, it
seems that bigger samples were capable of achieving
significant results. In all cases, the low achievers
obtained lower value on peer-affiliation.

TABLE—43: F - Values and their Significance Levels for
High-, and Low - Achievers, the 4 Groups and
for the interaction for Achievement Levels of
4 Groups of Subjects for their scores on Peer-
Affiliation Scale:

Sources	Ss	df	Variance	F	p
High Vs Low	1.38	1	1.38	.043	NS
Groups	359.14	3	119.71	3.747	$<$ .05
Interaction	362.88	3	120.96	3.786	$<$ .05
Within Set	12014.85	376	31.95		
Total	12738.25	383	274.00		

TABLE—44: t - Values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Peer - affiliation Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT-HA x UNT-LA	30.23	29.04	5.43	5.97	1.03	NS
RNT-HA x RNT-LA	28.50	26.71	5.47	4.94	1.69	NS
UT-HA x UT-LA	27.13	26.20	4.77	5.79	.86	NS
RT-HA x RT-LA	27.50	26.01	6.57	5.61	1.19	NS
Urban x Rural	28.08	26.98	5.49	5.65	1.98	∠.05
All 4 Groups Combined	29.33	27.23	5.68	5.43	3.143	∠.01

Non-Conformity Orientation:

Tables 45 and 46 present the result related to non-conformity among the samples and its relationship with their levels of academic achievements. All the three F - values related to high Vs. Low achievers, for group effects and for interaction effects, were found to be significant. t - values for the comparison between high-, and low achievers of the four groups yielded only one significant result between rural non-tribal high achievers and rural non-tribal low achievers (t = 2.25; p = ∠ .05). Mean differences between total sample of high and low achievers, taken all groups together, was also significant (t = 2.63) at .01 level of confidence. In all cases, the high achie-

vers scoredhigher on non-conformity scale. That is, they tended to be more non-conformist in comparison to the low achievers. However, such a conclusion can be more definitely be said in case of rural non-tribal and the total sample only because all other t - values were non-significant.

Comparison between the urban and rural population indicated that the rural sample was significantly more non-conformity oriented than the urban group (t = 3.940, p = $\angle$ .01). This is an interesting result in view of our expectation that the rural population should have been more conformity oriented than the urban group. This result indicates an interesting question: Is it that those rural children who are exposed to education tend to became more non-conformist than the urban school children ? In other words, could it be that education in the rural areas, that is, to the first generalien students,leads to greater reaction against the established norms. These are very interesting possibilities indicated by the present results and deserves separate, much more intensive inquiry.

TABLE-45: F - Values and their Significance Levels for High- and Low- Achievers, the 4 Groups and for the interaction for Achievement Levels of 4 Groups of Subjects for their Scores for Non-conformity Orientation Dimension:

Sources	Ss	df	Variance	F	p
High Vs. Low	224.83	1	224.83	5.342	∠.05
Groups	868.43	3	289.48	6.878	∠.01
Interaction	905.76	3	301.92	7.173	∠.01
Within Set	13826.61	376	42.09		
Total	17825.63	383	858.32		

TABLE-46: t - Values and their Significance Levels for the Scores Obtained by the Different Groups of Subjects on the Non-conformity Orientation Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT-HA x UNT-LA	17.60	15.94	5.48	3.63	1.12	NS
RNT-HA x RNT-LA	19.94	17.71	5.16	4.59	2.25	∠.05
UT-HA x UT-LA	16.41	15.33	4.52	5.84	1.01	NS
RT-HA x RT-LA	19.40	18.25	7.80	6.36	.793	NS
Urban x Rural	16.32	18.83	6.12	6.48	3.904	∠.01
All 4 Groups Combined	17.57	15.94	6.60	5.48	2.63	∠.01

Independence Orientation:

Independence-orientation was also measured and it was related to the high-, and low- academic achievers of various groups. These results have been presented in Tables 47 and 48. F - Values presented in Table 47 indicated two significant effects for groups and interactions. Both of these value were significant at .01 level of confidence. The F - value for high vs. low achievement interaction was not significant. t - analysis for comparison of various groups did not yield any significant value. However, again, the total sample of high-, and low- achievers, combining all groups together, yielded significant results. In all cases, the high achievers had a tendency to score higher (than the low achievers) on independence orientation. Urban students were significantly more independence oriented than the rural groups. If one compares these results with those obtained for non-conformity orientation (Tables 45 and 46), they make sense. On a general assumption, independence orientation and non-conformity orientation should go together. Here, (also,) we find that the high achievers of all groups had a tendency to score higher (than low achievers) on independence orientation as well as on non-conformity orientation scales. This consistency in the two results is logical also.

TABLE-47: F - Values and their Significance Levels
for High-, and Low-. Achievers, the 4
Groups and for the Interaction for
Achievement Levels of 4 Groups of Subjects
for their Scores for Independence Orienta-
tion:

Sources	Ss	df	Variance	F	p
High Vs Low	14.61	1	14.61	.4896	NS
Groups	888.60	3	296.20	9.926	$< .01$
Interaction	623.10	3	207.70	6.960	$< .01$
Within Set	11218.26	376	29.84		
Total	12744.57	383	548.35		

TABLE-48: t - Values and their Significance Levels for
the Scores Obtained by the Different Groups
of Subjects on the Independence Orientation
Scale:

Groups	$\bar{X}_1$	$\bar{X}_2$	σ_1	σ_2	t	p
UNT-HA x UNT-LA	28.65	28.31	4.72	4.18	.37	NS
RNT-HA x RNT-LA	27.60	26.17	4.44	4.91	1.49	NS
UT-HA x UT-LA	28.12	26.87	5.12	6.34	1.06	NS
RT-HA x RT-LA	26.60	24.52	6.63	6.31	1.6	NS
Urban x Rural	27.99	26.22	5.09	5.57	3.25	$< .01$
All 4 Groups Combined	27.11	26.65	5.53	4.72	3.08	$< .01$

INTER-CORRELATIONS: MATRICES

Two levels of analyses of results have been presented above. They dealt with the demographic variables (X^2 - tests) and psychological variables for their interaction effects (Analysis of variances). Now, in the following pages, the inter-relationships (correlations) between variables are examined. They have been done, again, at two levels; Partial Correlations and Pearson's Correlations (r) between variables, (i) for the entire sample, and then (ii) for the four groups, separately:

Partial Correlations between Variables for the Total Sample:

Partial Correlations for different variables for the entire sample were calculated. They have been shown in Table-49. This table indicated that only 6 (six) out of 11 (eleven) psychological variables yielded some significant correlations among themselves. For example, academic motivation was significantly and positively correlated with academic orientation and peer affiliation. It was negatively and significantly correlated with nonconformity. Similarly, confidence of judgement was significantly, but negatively, correlated with interaction orientation, but was positively and significantly corre-
orientation.
lated with non-conformity and independence/ Self orienta-

tion was significantly, but negatively, correlated with task orientation and interaction orientation. Interestingly, this variable gave mostly negative correlations. Task orientation was again significantly but negatively correlated with only one variable, that is, interaction orientation. Academic orientation yielded very low but positively significant correlations with peer affilia-
tion and independence/ As mentioned above, it was also
    orientation.
significantly correlated with academic motivation. Peer affiliation was significantly and positively correlated with non-conformity, independence/ academic motivation
    orientation,
and academic orientation. Non-conformity, besides being correlated with academic motivation, confidence of Judgement, and peer-affiliation, was also correlated with independence-orientation.

Need for achievement and risk taking were two variables which were not correlated with any of the psychological variables.

TABLE-49: Partial Correlation Co-efficients Between Different Psychological Variables for the total Sample (N = 334):

	N	O	P	Q	R	S	T	U	V	W	X
N	1.00	.19	.08	.03	.09	-.08	-.06	.29**	.18**	-.17**	.05
O		1.00	.01	-.03	-.16**	.08	.03	-.03	-.01	.12*	.17**
P			1.00	-.63**	-.51**	-.06	.01	-.01	-.003	.04	-.08
Q				1.00	-.57**	.06	.04	.07	-.04	-.06	.01
R					1.00	.01	-.02	-.03	-.04	.04	.03
S						1.00	.07	.06	.08	-.02	.05
T							1.00	-.06	.005	.02	-.04
U								1.00	.12*	.03	.13*
V									1.00	.12*	.20**
W										1.00	.18**
X											1.00

* p = ∠ .05 ; ** p = ∠ .01

N = Academic motivation, O = Confidence of judgement, P = Self orientation,
Q = Task orientation, R = Interaction-orientation, S = Need for achievement,
T = Risk taking, U = Academic Achievement Orientation, V = Peer affiliation orientation,
W = Non-conformity orientation, X = Independence orientations.

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Table 50 presents results of Partial Correlation treatments for inter-relationships of demographic variables. Inter-correlations for all the demographic variables (among themselves) were worked out. Tribal Vs nontribal, treated as variable, was significantly and positively correlated with social status and fathers occupation. It was, however, significantly, but negatively correlated with academic status and father's education. Academic status, on the other hand, was just correlated with father's occupation and number of siblings in the family. Social status was negatively correlated with monthly income and father's occupation, but was positively correlated with caste. This is a bit contradictory result and might have occured because the respondents, perhaps, viewed the social status in terms of caste hierarchy rather than in terms of economic status and/or occupational hierarchy. Fathers education was positively and significantly correlated with monthly income and habitation. Ordinal position was significantly and positively correlated with number of sibling.

TABLE-50: Partial Correlation Co-efficients among the Demographic Variable for the Total Sample. (N = 334):

	C	D	E	F	G	H	I	J	K
B	-.83**	.15**	.03	.11*	.07	.12*	.10	-.19**	.001
C		.05	.02	.11*	.03	.08	.11*	-.06	.10
D			-.13*	-.22**	.05	-.03	.05	-.16**	-.04
E				.04	.47**	-.02	.02	-.06	.04
F					-.06	.08	-.03	.03	-.03
G						-.04	-.03	-.05	.14*
H							.39**	.04	.05
I								-.01	.02
J									-.07

* p = $<$ .05, ** p = $<$ .01

B= Tribal Vs Non-tribal, C= Academic status, D= Social status, E= Monthly income, F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of siblings, J= Caste, K= Habitation.

Table 51 presents inter-correlation values for
partial correlation analyses between the demographic
variables, on the one hand, and the psychological vari-
ables on the other. Altogether eleven (11) demographic
variables and ten (10) psychological variables were
used in the study. Results are not very encouraging.
Out of 110 correlation values, only five (5) were
significantly correlated. Sampling, that is, the grou-
pings itself was treated as a variable and this was
significantly and positively correlated with need for
achievement. Incidently, it may be pointed out that
need for achievement yielded only one significant
correlation and that was the variable of /sample itself.
That may, perhaps, mean that further analysis may indi-
cate the different groups varying in their levels of
need for achievement.

Monthly income was another variable which was
significantly, but negatively correlated with task-
orientation and interaction orientation.

Tribal Vs non-tribal categorisation, treated as
variable, was significantly correlated with non-confor-
mity orientation.

TABLE-51: Partial Correlation Co-efficients Between Psychological Variables and Demographic Variables for the Total Sample (N = 384):

	N	O	P	Q	R	S	T	U	V	W	X
B	.07	-.02	-.03	.05	.05	-.11	.01	-.03	.09	.18**	-.02
C	.08	.02	-.04	.07	.02	-.09	-.01	.08	.09	-.09	-.02
D	-.08	.05	-.04	-.02	-.04	-.10	-.002	.05	-.05	-.10	-.001
E	.01	-.03	-.10	-.14*	-.18**	.04	-.02	.03	.000	-.04	.01
F	-.03	-.04	-.04	-.02	-.09	.01	-.04	-.01	-.05	.01	.05
G	-.03	.01	.09	.09	.07	.05	.01	-.04	-.003	-.03	-.02
H	-.004	.18**	.04	.01	.08	.04	-.001	.04	-.09	-.001	-.04
I	.05	-.07	.02	-.05	-.05	-.07	.03	-.02	-.07	.10	.09
J	.07	-.02	-.08	-.03	-.08	.01	-.02	-.01	.04	.04	.10
K	-.12*	-.03	-.07	.03	-.08	-.10	-.02	.09	.02	-.04	.003

* p = ∠ .05, ** p = ∠ .01

B= Tribal Vs Non-tribal, C= Academic status, D= Social status, E= Monthly income, F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of siblings, J= Caste, K= Habitation.

N= Academic motivation, O= Confidence of Judgement, P= Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for achievement, T= Risk taking, U= Academic Achievement orientation, V= Peer affiliation orientation, W= Non-conformity orientation, X= Independence orientation.

Ordinal position of the respondents significantly and positively correlated with confidence of judgement. Habitation was negatively, but significantly correlated with academic motivation.

Inter-correlation co-efficients between all variables were calculated for the total sample. The results have been presented in three tables (Tables 52 to 54).

Table 52 presents the inter-correlation values between demographic variables in a matrix form. As apparent from the Table 52, a good number of inter-relationships were found to be significant. That means, a good number of variables were significantly correlated among themselves.

Tribal Vs non-tribal groupings, when treated as a variable, was found to be significantly correlated with as many as six (6) variables. It was significantly and positively correlated with social status, fathers' occupation, fathers' education and habitation. It was negatively and significantly correlated with caste. Academic status was significantly and positively correlated with only one variable of habitation while social status was significantly and positively correlated with tribal and non-tribal status and with fathers' education. It was

significantly and negatively correlated with fathers' occupation and caste. Monthly income was positively and significantly correlated with fathers' education and habitation. On the other hand, it was significantly and negatively correlated with caste.

Fathers' education yielded as many as seven significant correlations. Besides, being significantly and positively correlated with Tribal and non-tribal status, social status, monthly income and habitation, it was significantly, but negatively correlated with ordinal position, number of sibling and caste.

Ordinal position was significantly and positively correlated with number of siblings. Caste was negatively and significantly correlated with 5 variables, viz., tribal - non-tribal status, social status, monthly income, fathers' education and habitation.

TABLE-52: Correlation Co-efficient matrix Among Demographic Variables for the Total Sample (N = 384):

	C	D	E	F	G	H	I	J	K
B	.000	.39**	.47**	-.04	.62**	-.06	-.11	-.72**	.31**
C		.000	.09	.04	.11*	-.07	.03	-.08	.14*
D			.03	-.23**	.18**	-.02	.03	-.16**	.04
E				.04	.70**	-.11*	-.10	-.44**	.45**
F					-.04	.05	.01	.02	.02
G						-.13*	-.14*	-.53**	.51**
H							.43*	.07	-.06
I								.09	-.08
J									-.33**

* P ≮ .05,   ** P ≮ .01

B= Tribal Vs Non-tribal, C= Academic status, D= Social status, E= Monthly income, F= Father's Occupation, G= Father's education, H= Ordinal position, I= Number of siblings, J= Caste, K= Habitation.

Co-efficients of correlations were also worked out between the different psychological variables. Altogether fifty five (55) inter-correlations were derived of which twenty (20) correlations were significant (Table-53).

Academic motivation was positively and significantly correlated with confidence of judgement, academic orientation, peer-affiliation and independence. Independence was positively and significantly correlated with (besides being correlated with academic motivation) confidence of judgement, academic orientation, peer-affiliation and non-conformity. Non-conformity was positively and significantly correlated (besides independence) with confidence of judgement, interaction-orientation and peer-affiliation. Self-orientation gave negative correlations with all cases. However, only three significant correlations were obtained for task-orientation, interaction-orientation and need for achievement. Task-orientation was positively correlated with two variables of need for achievement and academic orientation. It was significantly and negatively correlated with interaction orientation and non-conformity. Academic orientation was significantly and positively correlated with the four variables of academic motivation, task-orientation peer-affiliation and independence. Peer-affiliation was also significantly correlated with academic motivation. Confidence of judgement was significantly correlated with academic motivation, non-conformity and independence. It

TABLE-53: Correlation Co-efficient Matrix Between Different Psychological Variables among Themselves, for the Total Sample (N = 384):

	O	P	Q	R	S	T	U	V	W	X
N	.20**	.05	.002	.008	-.02	-.08	.33**	.24**	-.08	.16**
O		.07	.02*	-.14*	.08	.01	.08	.08	.12*	.21**
P			-.52**	-.17**	-.13*	-.01	-.07	-.01	.09	-.11
Q				-.42**	.14*	.06	.14*	.03	-.17**	.09
R					-.04	-.05	-.08	-.03	.12*	-.000
S						.08	.08	.09	-.004	.09
T							-.08	-.02	.02	-.05
U								.24**	.01	.25**
V									.16**	.30**
W										.19**

* p = < .05; ** p = < .01

N= Academic Motivation, O= Confidence of Judgement, P= Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for achievement, T= Risk taking, U= Academic Achievement orientation, V= Peer affiliation orientation, W= Non-conformity orientation, X= Independence orientation.

was found to be negatively correlated with interaction orientation. Risk-taking was not correlated with any of the psychological variables.

In the next step, correlation co-efficients were worked out between demographic variables, on the one hand, and psychological variables on the other. The results are not very encouraging (Table 54). Out of ninty-nine (99), only fifteen (15) values were significant. The largest number (5) of significant correlations were obtained in case of habitation. Two psychological variables of task-orientation and interaction-orientation yielded three significant correlations (r_c) each.

Confidence of judgement was significantly and positively correlated with ordinal position only. Similarly, self-orientation was also significantly, but negatively correlated with habitation. Task-orientation was significantly and positively correlated with academic status, monthly income and habitation.

Interaction orientation was significantly, but negatively correlated with monthly income, father's education and habitation.

TABLE-54: Correlation Co-efficient Between Psychological Variables and Demographic Variables for the Total Sample (N = 384):

	N	O	P	Q	R	S	T	U	V	W	X
C	.05	.03	-.09	.14*	-.11	.06	.01	-.06	.01	-.02*	-.04
D	-.04	.02	-.03	.04	-.03	-.07	.04	.03	-.06	-.07	-.03
E	.05	-.02	-.05	.16**	-.23**	.10	.02	.12*	.09	-.11	.11
F	-.03	-.02	-.02	.04	-.07	.02	-.04	-.01	-.02	.03	.04
G	.05	-.01	-.05	.01	-.18**	.10	.05	.10	.07	-.11	.10
H	.03	.14*	.06	-.08	.06	-.02	.01	-.01	-.12*	.04	-.04
I	.05	.01	.09	-.10	.02	-.11	.02	-.04	-.12*	-.06	-.01
J	.01	.01	-.01	-.09	.05	-.07	-.08	-.08	-.04	-.001	-.14*
K	-.04	-.03	-.15**	.30**	-.23**	-.01	.002	.14*	.07	-.15**	.11

* p = <.05; ** p = <.01

C= Academic status, D= Social status, E= Monthly income, F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of Siblings, J= Caste, K= Habitation.

N= Academic motivation, O= Confidence of judgement, P= Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for judgement, T= Risk taking, U= Academic Achievement orientation, V= Peer affiliation orientation, W= Non-conformity orientation, X= Independence orientation.

Academic orientation was significantly and positively correlated with monthly income and habitation.

Peer affiliation was significantly, but negatively correlated with ordinal position and number of siblings.

Non-conformity, again, was negatively correlated with academic status and habitation. Independence was negatively correlated with caste.

In terms of demographic variables maximum number (5) of significant correlations were obtained in case of habitation. It is followed by monthly income giving three significant correlations. Academic status and ordinal position, each, yielded two significant correlations. Father's education, number of siblings and caste, each gave three significant correlations.

In the following section, correlational analysis for demographic variables and psychological variables for the four groups, viz; urban-non-tribals, urban-tribals, rural non-tribals and rural-tribals, have been presented.

Table 55 presents the inter-correlation values for demographic variables among themselves for the urban-non-tribal group.

Academic status gave only one significant positive correlation with father's occupation.

Social status was significantly and negatively correlated with monthly income, father's occupation and father's education. It had no positive significant correlation.

Monthly income was significantly and positively correlated with father's occupation, father's education and habitation. No negative correlation was obtained.

Father's occupation yielded maximum number of significant correlations. It was significantly and positively correlated with father's education, ordinal position, monthly income and academic status. It was significantly and negatively correlated with social status.

Father's education was (other than its significant correlation with monthly income and father's occupation, mentioned above) significantly correlated with habitation. As already mentioned, it obtained significant negative correlation with social status.

Ordinal position was significantly and positively correlated with two variables of father's occupation

TABLE 55: Inter-correlation (r) matrix for Demographic Variables for Urban Non-Tribal Group (N=96)@:

	C	D	E	F	G	H	I	J	K
C		.13	-.02	.22*	.19	-.01	.01	-.19	.14
D			-.58**	-.36**	-.20*	.11	.09	.19	-.05
E				.32**	.42**	-.11	.000	-.10	.20*
F					.30**	.40**	-.05	-.07	.01
G						.12	-.03	-.05	.30**
H							.50**	-.01	.07
I								-.09	.08
J									-.22**

* $p = < .05$; ** $p = < .01$

C= Academic status, D= Social status, E= Monthly income, F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of siblings, J= Caste, K= Habitation

@ All A and B related correlation values were .00, so they have not been mentioned here and in several subsequent tables.

and number of sibling.

caste yielded only one significant but negative correlation with habitation.

It has already been mentioned that three (3) significant correlations were obtained for the variables of caste and habitation. They were, monthly income, father's education and caste.

Table 56 presents the correlation values between different psychological variables for urban non-tribal group.

Academic motivation was significantly and positively correlated with academic orientation and peer-affiliation orientation. It had no negative correlation with any variable.

Self-orientation had only one significant but negative correlation with task orientation.

Task orientation gave two significant but negative correlations with self orientation and interaction orientation. One positively significant correlation with need for achievement was obtained.

TABLE: 36: Inter-correlation Matrix for Psychological Variables for Urban Non-Tribal Groups (N=96):

	N	O	P	Q	R	S	T	U	V	W	X
N	1.00	.20*	.18	-.12	.02	-.03	-.14	.54**	.25*	-.16	.01
O		1.00	-.01	-.04	-.08	.07	-.18	.14	-.02	.03	.15
P			1.00	-.48**	-.15	-.15	.04	.10	.09	.01	-.14
Q				1.00	-.36**	-.20*	.22*	.001	-.04	-.09	.11
R					1.00	-.08	-.25*	-.03	-.02	.01	-.08
S						1.00	.21*	.07	.05	-.08	.03
T							1.00	-.21*	.03	-.07	-.06
U								1.00	.24*	-.14	.09
V									1.00	.15	.19*
W										1.00	.17

* p = ⟋ .05, ** p = ⟋ .01

N= Academic motivation, O= Confidence of judgement, P=Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for achievement, T= Risk taking, U= Academic Achievement orientation, V= Peer affiliation orientation, W= Non-conformity orientation, K=independence orientation.

Interaction orientation gave only two significant, but negative correlations with self-orientation and risk-taking.

Need for achievement was positively and significantly correlated with task-orientation and risk-taking. On the other hand, risk-taking was significantly and negatively correlated with academic orientation and interaction orientation.

Academic orientation was significantly and positively correlated with academic motivation and peer-affiliation.

Peer affiliation was significantly and positively correlated with three variables, namely, academic motivation, academic orientation and independence.

None-conformity was significantly and positively correlated with independence.

Independence was significantly and positively correlated with only peer-affiliation.

Table 57 presents inter-correlation values
between demographic variables, on the one hand, and
the psychological variables on the other, for the urban
non-tribal group. Results are again not very encoura-
ging. Only nine correlations were found to be signifi-
cant. Maximum number of correlations were obtained in
case of academic status.

Academic status was positively and significantly
correlated with confidence of judgement, self-orien-
tation, task-orientation, risk-taking and independence.
It was significantly, but negatively correlated with
interaction orientation.

Habitation was positively and significantly
correlated with independence (ori) but was negatively
correlated with non-conformity.

Rest of the variables, like social status (SES),
monthly income, father's occupation and education,
ordinal position, number of sibling and caste did
not yield any significant correlation.

Table 58 presents the results related to inter-
relationships between different demographic variables
for the rural non-tribal groups.

TABLE 57: Correlation (r) Values Between Different Demographic Variables and Psychological Variables for Urban Non-Tribal Group (N=96):

	N	O	P	Q	R	S	T	U	V	W	X
C	.13	.27**	.29**	.25*	-.32**	-.01	.21*	.10	.02	-.12	.30**
D	-.14	.16	-.01	.10	.17	.10	.08	-.06	-.06	-.13	-.15
E	.12	.10	.04	-.16	-.03	.04	-.03	-.04	.03	-.11	.18
F	.05	.01	.08	-.11	-.14	-.01	.01	.06	.13	.01	.09
G	.04	.12	.17	-.09	-.12	-.02	.14	-.06	.08	-.15	.12
H	.04	-.001	.14	-.17	.04	-.005	-.05	.13	-.01	.01	.018
I	.05	-.05	.11	-.15	-.05	-.05	-.07	.18	-.08	-.02	.09
J	-.03	-.03	-.004	-.04	-.05	.12	-.08	-.04	.14	.05	-.08
K	.03	-.05	-.03	.05	.01	-.15	.03	-.06	.15	-.31**	.22*

* p = < .05; ** p = < .01

C= Academic status, D= Social status, E= Monthly income, F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of siblings, J= Caste, K= Habitation.

N= Academic motivation, O= Confidence of judgement, P= Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for achievement, T= Risk taking, U= Academic Achievement orientation, V= Peer affiliation orientation, W= Non-conformity orientation, X= Independence orientation.

TABLE 58: Inter-correlation Matrix for Different Demographic Variables for Rural Non-Tribals Group (N=96):

	C	D	E	F	G	H	I	J	K
B	.10	.10	-.08	.01	.10	-.10	-.09	-.21*	-.12
C		.13	.28**	-.14	.41**	-.10	-.04	-.12	.35**
D			.38**	-.31**	.28**	-.17	-.12	-.12	-.05
E				-.40**	.53**	-.07	-.001	-.06	.10
F					-.23*	.08	.15	.01	-.04
G						-.15	.03	-.15	.33**
H							.62**	.03	.01
I								-.02	-.02
J									-.09

* $p = < .05$;   ** $p = < .01$

B= Tribal Vs Non-tribal, C= Academic status, D= Social status, E= Monthly income, F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of siblings, J= Caste, K= Habitation.

Tribal and non-tribal status of the respondents was taken as () variables and their correlations with different variables were worked out. Only one negatively significant correlation was obtained with caste.

Academic status was significantly and positively correlated with monthly income, father's education and habitation.

Social status was positively and significantly correlated with monthly income and father's education. It was negatively, but significantly correlated with father's occupation only.

Monthly income was significantly and positively correlated with only father's education and was negatively and significantly correlated with father's occupation.

Father's occupation was positively and significantly correlated only with father's education.

Father's education gave only one significant correlation. It was positively correlated with habitation.

Ordinal position was significantly and positively correlated with number of siblings only. No negative correlation was obtained.

Table 59 presents the correlation values related to inter-correlation between different psychological variables for rural non-tribal group.

Academic motivation was significantly and positively correlated with confidence of judgement, self-orientation and peer-affiliation. It was negatively and significantly correlated with risk-taking.

Confidence of judgement was significantly and negatively correlated with only one variable of interaction orientation. No positive correlation was obtained.

Self-orientation gave one significant positive correlation with peer-affiliation orientation. It gave two (2) negatively significant correlations with task-orientation and interaction-orientation.

Task-orientation was only negatively and significantly correlated with interaction orientation and peer-affiliation orientation. It had no positive correlation with any other variable.

TABLE— 59: Inter-correlations Matrix for Different Psychological Variables for Rural Non-Tribals (N=96):

	O	P	Q	R	S	T	U	V	W	X
N	.23*	.24*	.16	.01	.05	-.26**	.15	.22*	-.13	.05
O		.15	.10	-.29**	.09	.07	.03	-.03	.003	-.01
P			-.47**	-.23*	-.16	-.16	-.01	.20*	.15	.04
Q				-.28**	.11	.07	.04	-.25**	-.09	-.07
R					.02	.04	-.15	.04	.13	.10
S						.02	.20*	-.04	-.08	.08
T							.07	-.09	.10	-.08
U								.09	.03	.23*
V									.10	.30**
W										.15

* p = ⁄ .05;   ** p=⁄ .01

N= Academic motivation, O= Confidence of Judgement, P= Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for achievement, T= Risk taking, U= Academic achievement orientation, V= Peer affiliation orientation, W= Non conformity orientation, X= Independence orientation.

Need for achievement was positively and signifi-
cantly correlated with academic/orientation only. It
gave no negative correlation with any variable.

Both academic orientation and peer affiliation
orientation were positively and significantly corre-
lated with independence only. They did not yield any
negative correlation.

Table 60 presents the correlation value related
to inter-correlations between demographic variables,
on the one hand, and psychological variables on the
other, as it appeared for rural non-tribal group.

Tribal and non-tribal status of the respondents
was taken as a variable and its correlation with diffe-
rent variables were worked out. One significant and
positive correlation was obtained with interaction
orientation. One negative and significant correlation
was also obtained with variable of self-orientation.

Father's education gave two (2) significant but
negative correlations with peer-affiliation and non-
conformity orientation.

Ordinal position gave one positive and one nega-
tive significant correlations. It was positively and

TABLE 60: Correlations Between Demographic Variables and Psychological Variables for Rural Non-Tribals (N=96):

	N	O	P	Q	R	S	T	U	V	W	X
B	.06	-.09	-.19*	.02	.20*	-.05	-.03	-.01	-.00	-.05	.01
C	.01	.04	-.01	-.14	.06	-.04	-.05	-.11	.02	-.11	-.09
D	-.05	.01	-.18	.04	.01	.02	.09	.01	-.06	-.09	-.02
E	-.05	-.03	-.01	-.02	-.10	-.05	.01	.14	-.02	-.07	-.03
F	.03	-.02	-.13	.14	.07	.05	-.06	-.12	-.21*	-.01	.03
G	-.14	-.10	-.17	.13	.05	.07	.03	-.01	-.25**	-.24*	-.07
H	.11	.17	-.03	.08	-.12	-.09	.22*	.08	-.25**	-.02	-.16
I	.02	.02	-.04	.01	-.03	-.04	.03	-.07	-.15	-.15	.05
J	.11	.00	.11	-.04	-.10	-.14	-.11	.02	-.00	.01	-.06
K	-.19*	.05	-.14	.09	-.10	.01	-.07	.15	-.07	-.16	-.08

* p = <.05; ** p = <.01

B= Tribal Vs Non-tribal, C= Academic status, D= Social status, E= Monthly income, F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of siblings, J= Caste, K= Habitation.

N=Academic motivation, O= Confidence of judgement, P= Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for achievement, T= Risk taking, U= Academic achievement orientation, V= Peer affiliation, W= Non-conformity orientation, X=Independence orientation.

significantly correlated with risk taking and was negatively correlated with peer-affiliation.

Variable of habitation gave only one negative significant correlation with academic motivation.

Table 61 presents the intercorrelation values for demographic variables among themselves for the rural non-tribal group.

Academic status was found to be significantly and positively correlated with monthly income and father's education. It had no significant negative correlation.

Social status was significantly and positively correlated with the variable of caste. It had no significant negative correlation with any variable.

Monthly income was significantly and positively correlated with father's education, ordinal position, number of sibling, academic status and habitation. There was no negative significant correlation.

Father's occupation was significantly and negatively correlated with only one variable of father's education.

TABLE 61: Inter Correlation (r) Matrix for Demographic Variables for Urban Non-Tribal Group (N=96):

	D	E	F	G	H	I	J	K
C	.08	.37**	.02	.29*	-.03	.15	-.08	.16
D		-.07	.01	-.19	-.02	.09	.41**	-.07
E			-.14	.44**	.21*	.23*	-.03	.21*
F				-.33**	.19*	.01	.14	.08
G					-.01	-.01	-.15	.05
H						.39**	.08	-.01
I							.05	.11
J								-.07

* p = < .05; ** p = < .01

C= Academic status, D= Social status, E= Monthly income, F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of siblings, J= Caste, K= Habitation.

Father's education was significantly and positively correlated with academic status and monthly income. It had one significant negative correlation with father's occupation.

Ordinal position was significantly and positively correlated with number of sibling and monthly income.

Number of sibling yielded no significant correlation.

Table 62 presents the correlation values related to inter-correlations between different psychological variables for the urban tribal group.

Academic motivation was significantly and positively correlated with academic orientation and peer-affiliation. It had no significant negative correlation with any variable.

Confidence of judgement was significantly and positively correlated with peer-affiliation, non-conformity, and independence. orientation. It had no significant negative correlation with any variable.

Self-orientation was significantly and positively correlated with risk taking and non-conformity orienta-

tion. It was also significantly and negatively corre-
lated with task-orientation, academic orientation and
independence-orientation.

Task-orientation was significantly and negatively
correlated with interaction orientation, risk-taking,&
non-conformity orientation. It was signifi-
cantly and positively correlated with academic achieve-
ment orientation.

Need for achievement was significantly and posi-
tively correlated with peer-affiliation orientation.
It had significant and negative correlation with non-
conformity.

Academic orientation was significantly and posi-
tively correlated with peer-affiliation, academic
motivation and task-orientation. As already mentioned,
it had significant negative correlation with self-
orientation.

Peer affiliation was significantly and positively
correlated with independence orientation,academic
motivation, confidence of judgement, need for achieve-
ment and academic orientation.

TABLE 62: Inter Correlations Matrix for Psychological Variables for Urban-Tribal Group (N=96):

	O	P	Q	R	S	T	U	V	W	X
N	.13	-.06	.05	.07	.03	-.01	.27**	.26**	-.04	.06
O		.09	.03	-.16	-.03	-.02	.02	.32**	.30**	.24*
P			-.66**	-.19	-.16	.22**	.26**	.17	.21*	-.21*
Q				-.51**	.09	-.25*	.23*	.14	-.23**	.07
R					.05	.08	.05	-.02	.002	.08
S						.01	-.05	.19*	-.20*	.12
T							-.13	-.13	.07	-.11
U								.31**	.02	-.01
V									.02	.31**
W										.18

* p = < .05; ++ p = < .01

N= Academic motivation, O= Confidence of judgement, P= Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for achievement, T= Risk taking, U= Academic achievement orientation, V= Peer affiliation, W= Non-conformity orientation, X= Independence orientation.

Table 63 presents the correlation values related to inter-correlations between demographic variables on the one hand, and psychological variables on the other, for the urban tribal group.

Academic status was significantly and positively correlated with task-orientation, and need for achievement. It was significantly and negatively correlated with self-orientation and interaction orientation.

Monthly income was significantly and negatively correlated with only interaction orientation. It had no significant positive correlation with any variable.

Father's occupation yielded only one significant but negative correlation with academic motivation.

Similarly, the variable of number of sibling was also significantly and negatively correlated with only one variable of interaction orientation.

Caste, as a variable, besides being positively and significantly correlated with task-orientation, was also negatively and significantly correlated with self-orientation.

TABLE 63: Correlation (v) values Between Different Demographic Variables and Psychological Variables for Urban Tribal Group (N=96):

	N	O	P	Q	R	S	T	U	V	W	X
C	.04	-.03	-.26**	.37**	-.20*	.19*	-.10	-.03	-.02	-.18	.15
D	-.09	-.10	-.17	.04	.06	.04	-.04	-.08	-.11	-.14	-.11
E	.07	.01	.03	.15	-.25**	-.01	.03	-.04	-.06	.04	-.10
F	-.22*	-.13	.08	.04	-.18	-.15	-.13	.02	-.01	.19*	.03
G	.08	.16	-.02	.16	-.14	.18	-.01	-.000	.08	.02	-.14
H	-.05	.02	.13	.001	-.05	-.08	.01	-.05	.03	.000	.01
I	.04	.03	.17	.06	-.21*	.06	.14	-.01	.05	-.01	-.003
J	.13	.01	-.24*	.24*	-.07	.04	-.01	.09	-.08	-.01	-.16
K	-.11	-.08	-.22*	.39**	-.23*	-.12	.03	.04	-.12	.03	.15

* p = .05;   ** p = .01

A= Sample, B= Tribal Vs Non-tribal, C= Academic status, D= Social status,
F= Father's occupation, G= Father's education, H= Ordinal position, I= Number of siblings,
J= Caste, K= Habitation.

N= Academic motivation, O= Confidence of Judgement, P= Self-orientation, Q= Task-orientation,
R= Interaction-orientation, S= Need for achievement, T= Risk taking, U= Academic achievement-
orientation, V= Peer affiliation, W= Non-conformity orientation, X= Independence-orientation.

Habitation was significantly and positively correlated with task-orientation only. It was significantly ,but negatively correlated with self-orientation and interaction orientation.

Table 64 presents the inter-correlation values for demographic variables among themselves for the rural-tribal group. In case of demographic variables, very few significant correlations were obtained.

Academic status was found to be significantly and negatively correlated with social status. It had no significant negative correlation with any other variable.

Similarly, monthly income was significantly and positively correlated with father's education and social status (SES).

Likewise, father's occupation gave only one significant, but negative correlation with father's education. It had no significant positive correlation with any variable.

No other significant correlation for any variable was obtained.

TABLE 64: Inter-Correlation (r) Matrix for Demographic Variable for
Rural-Tribal Group (N=96):

	D	E	F	G	H	I	K
C	-.29**	-.10	.04	-.19	.11	-.01	-.04
D		.30**	-.08	.15	-.01	.10	.08
E			.08	.51**	-.18	-.06	.20*
F				-.20*	.12	-.11	-.14
G					-.19*	-.05	.14
H						.17	.09
I							.002

* p = < .05; ** p = ? .01

C= Academic status; D= Social status, E= Monthly income, F= Father's occupation,
G= Father's education, H= Ordinal position, I= Number of siblings, K= Habitation.

r values for caste (J) related analyses were .00, so were omitted from this and some
other tables.

Table 65 presents the results related to inter-correlations between different psychological variables for the rural tribal group.

Academic motivation was significantly and positively correlated with academic orientation, task-orientation, peer affiliation orientation, independence orientation, and confidence of judgement. It had significant negative correlation with self-orientation only.

Confidence of judgement was significantly and positively correlated with academic motivation, independence orientation, need for achievement risk-taking and non-conformity orientation. It had no significant negative correlation with any variable.

Self-orientation was significantly and negatively correlated with academic motivation, interaction orientation and risk-taking. It had no significant positive correlation with any variable.

Task-orientation was highly (significantly and positively) correlated with risk-taking, academic motivation, academic achievement orientation, self-orientation and peer-affiliation orientation. It had

TABLE 65: Inter-correlation Matrix for Psychological Variable for Rural-Tribal Group (N=96):

	O	P	Q	R	S	T	U	V	W	X
N	.26*	-.21*	.28**	-.06	-.02	.01	.48**	.29**	.02	.37**
O		.08	-.03	-.06	.26**	.21*	.18	.15	.20*	.42**
P			-.55**	-.34**	-.01	-.28**	-.09	-.12	-.02	-.08
Q				-.44**	.07	.25**	.21*	.17	-.11	.09
R					-.02	-.05	-.03	.01	.22*	.05
S						.01	.06	.09	.20*	.11
T							-.10	.06	-.03	.01
U								.33**	.19	.53**
V									.37**	.26*
W										.35**

* $p = < .05$; ** $p = < .01$

N= Academic motivation, O= Confidence of judgement, P= Self orientation, Q= Task orientation, R= Interaction orientation, S= Need for achievement, T= Risk taking, U=Academic achievement orientation, V= Peer affiliation, W= Non-conformity orientation, X=Independence orientation.

significant negative correlation with interaction orientation only.

Interaction orientation gave only one significant positive correlation with non-conformity orientation. As already mentioned above, it was negatively correlated with self-, and task-orientation.

Need for achievement also gave two significant positive correlations with non-conformity orientation and, as mentioned above, with confidence of judgement. It had no significant negative correlation with other variables.

Academic orientation was significantly and positively correlated with peer-affiliation orientation, academic motivation, task-orientation and independence orientation. It had no significant negative correlation with any variable.

Peer-affiliation orientation gave significant positive correlations with non-conformity and independence and also, as mentioned earlier, with academic motivation and task-orientation. No negative significant correlation was obtained.

Non-conformity orientation was significantly
and positively correlated with independence orienta-
tion, confidence of judgement, interaction-orienta-
tion, need for achievement and peer-affiliation. No
significant negative correlation was obtained.

Table 66 present the correlation values bet-
ween demographic variables on the one hand, and
psychological variables on the other for the rural
tribal group.

Social status was significantly and negatively
correlated with need for achievement. It had no sig-
nificant positive correlation with any variable.

Monthly income also gave only one significant
negative correlation with interaction-orientation.
It had no significant positive correlation with any
variable.

Father's occupation was found to be signifi-
cantly and positively correlated with need for
achievements only. It gave no significant negative
correlation with any variable.

Ordinal position gave two highly significant
and positive correlations with confidence of judge-

TABLE 66: Correlation (r) Values Between Demographic Variables and Psychological
Variable for the Rural Tribal Group (N=96):

	N	O	P	Q	R	S	T	U	V	W	X
C	.01	-.14	-.17	-.18	.02	.13	-.02	-.15	.02	-.07	-.17
D	.01	-.08	.11	-.01	-.04	-.25**	-.07	.12	-.02	-.07	-.02
E	.07	-.12	.04	.14	-.23*	-.10	-.15	.08	-.01	-.18	-.15
F	-.06	.07	-.11	.08	.02	.25**	.08	.06	-.10	.03	.01
G	.19*	-.09	.04	.02	.01	-.16	-.18	.002	.01	-.07	-.03
H	.04	.32**	-.12	-.12	.28**	.16	-.08	-.09	-.14	.07	.07
I	.07	-.03	.02	-.15	.16	-.20*	-.09	-.07	-.16	-.13	-.03
K	.01	-.14	.06	.01	-.08	-.09	-.06	-.10	.12	.03	-.23*

* p = <.05; ** p = <.01

N= Academic motivation, O= Confidence of judgement, P= Self orientation, Q= Task
orientation, R= Interaction orientation, S= Need for achievement, T= Risk-taking,
U= Academic achievement orientation, V= Peer affiliation, W= Non-conformity
orientation, X= Independence orientation.

C= Academic status, D= Social status, E= Monthly income, F= Father's occupation,
G= Father's education, H= Ordinal position, I= Number of siblings, K=Habitation.

N.B.: r_s for all J (caste) related analyses were .00 so they have been omitted from this
table.

ment and interaction-orientation. It had no negative significant correlation with any variable.

Number of sibling as a variable, was significantly and negatively correlated with need for achievement only. It had no significant positive correlation with any other variable.

To sum up, results have been presented in a definite sequence First, the characteristic of the sample were presented. It was followed by analysis of relationship between demographic variables and academic achievement. None of the demographic variables could differentiate the high achievers from the low achievers. Analysis of variance (ANOVAS) were worked out to differentiate between high achievers and low achievers in terms of interaction effects for the four groups of Tribal-urban, Tribal-rural, Non-tribal-Urban and Non-tribal rural subjects for each of psychological variables. t - tests were also run to differentiate between individual groups. Correlations between different variables, for each of the four groups of respondents, were separately done. All the above results were presented in tabular forms and the results have been explained in language as well.