CHAPTER FOUR

ANALYSIS AND DISCUSSION

To study the n Ach level, the means, standard deviations and coefficients of variation of n Ach scores of students studying in the tribal (group A) and the non-tribal (gropp B) schools of South Gujarat have been calculated. Similar calculations have also been done for the non-tribals in tribal schools (group A_2), the tribals in non-tribal schools (group B_1) and the non-tribals in non-tribal schools (group B_2) so as to compare their n Ach levels. Difference in n Ach level of the several groups have been studied by calculating the 't' values.

The n Ach levels of the 15 tribes represented in these tribal schools have been studied by calculating the means, and coefficients of variation for each tribe. Difference in the n Ach levels of these tribes have been studied by calculating the 't' values.

The percentages of occurrance of each component of n Ach have been calculated to know which components of n Ach are perceived more frequently than the others by these pupils.

Distribution of n Ach scores have been studied with respect to differences in sex, age and class of pupils, location of the school (urban and rural), educational and occupational level of the father and mobility of the family by calculating means, standard deviations and coefficients of variation. 't' tests have been used to study the differences in n Ach level of the several categories of these variables. This has been done for pupils in the tribal and the non-tribal schools as well as for groups A_1, A_2, B_1 and B_2 separately. These groups are (i) pupils in tribal schools (ii) pupils in non-tribal schools (iii) tribal pupils in tribal schools (iv) non-tribal pupils in tribal schools (v) tribal pupils in non-tribal schools and (vi) non-tribal pupils in non-tribal schools.

The relationship of n Ach level of each of these six groups with the independent variables, namely, sex, age, class or grade, number of siblings, birth order, location of the school, educational level of the father, occupational level of the father, mobility of the family, pupils motivation towards school, the pupils' perception of achievement demands by peers, teachers and fathers, separately and also the three taken together, and educational level of the father have been studied by calculating the product moment correlations (Garret, 1969).

LEEEL OF NEED ACHIEVEMENT

Although need achievement scores on Mehta's TAT (Mehta, 1969), which has been used to measure n Ach in this investigation, may vary from -6 to +66, the range is not so wide in this investigation. Table 4.1 gives the frequency distribution of the n Ach scores for the different groups, namely, pupils from tribal schools (group A), tribal pupils from tribal schools (group A_1), non-tribal pupils from tribal schools (group A_2), pupils from non-tribal schools (group B), tribal pupils from non-tribal schools (group B_1), and non-tribal pupils from non-tribal schools (group B_2).

Table 4.1. GROUPWISE FREQUENCY DISTRIBUTION OF N ACH SCORES

n Ach	Group A (N=1506)	Group A_1 (N=1281	Group A_2 (N=225)	Group B (N=364)	Group B_1 (N=47)	Group B_2 (N=317)
-6 to -4	42	35	7	0	0	0
-3 to -1	361	320	41	43	7	36
0 to 2	374	311	63	102	13	89
3 to 5	290	248	42	87	10	77
6 to 8	165	132	33	40	10	30
9 to 11	131	113	18	34	4	30
12 to 14	61	52	9	20	2	18
15 to 17	45	36	9	22	1	21
18 to 20	21	18	3	10	0	10
21 to 23	14	14	0	5	0	5
24 to 26	2	2	0	1	0	1

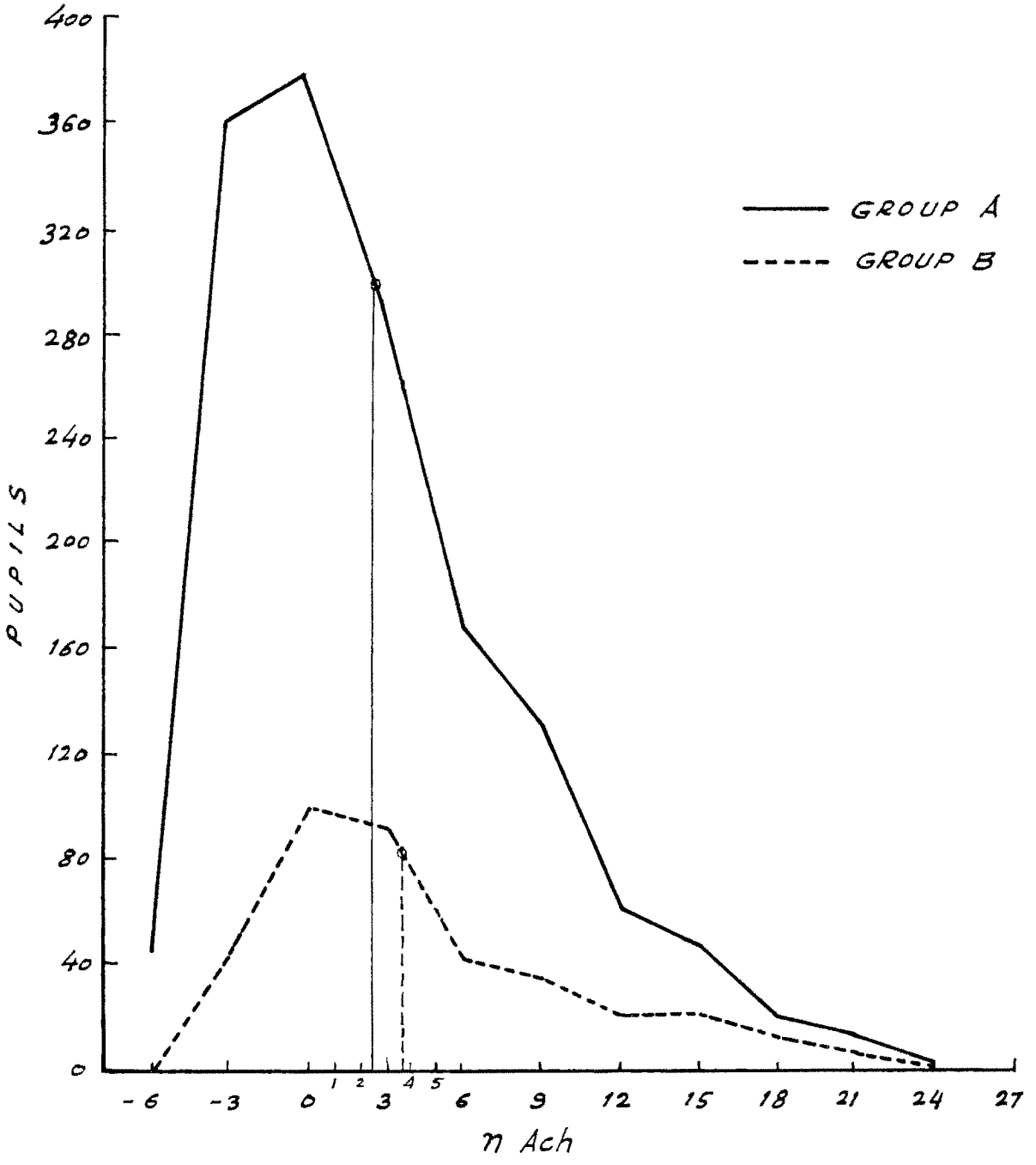

FIG. 4·1 : DISTRIBUTION OF n Ach SCORES

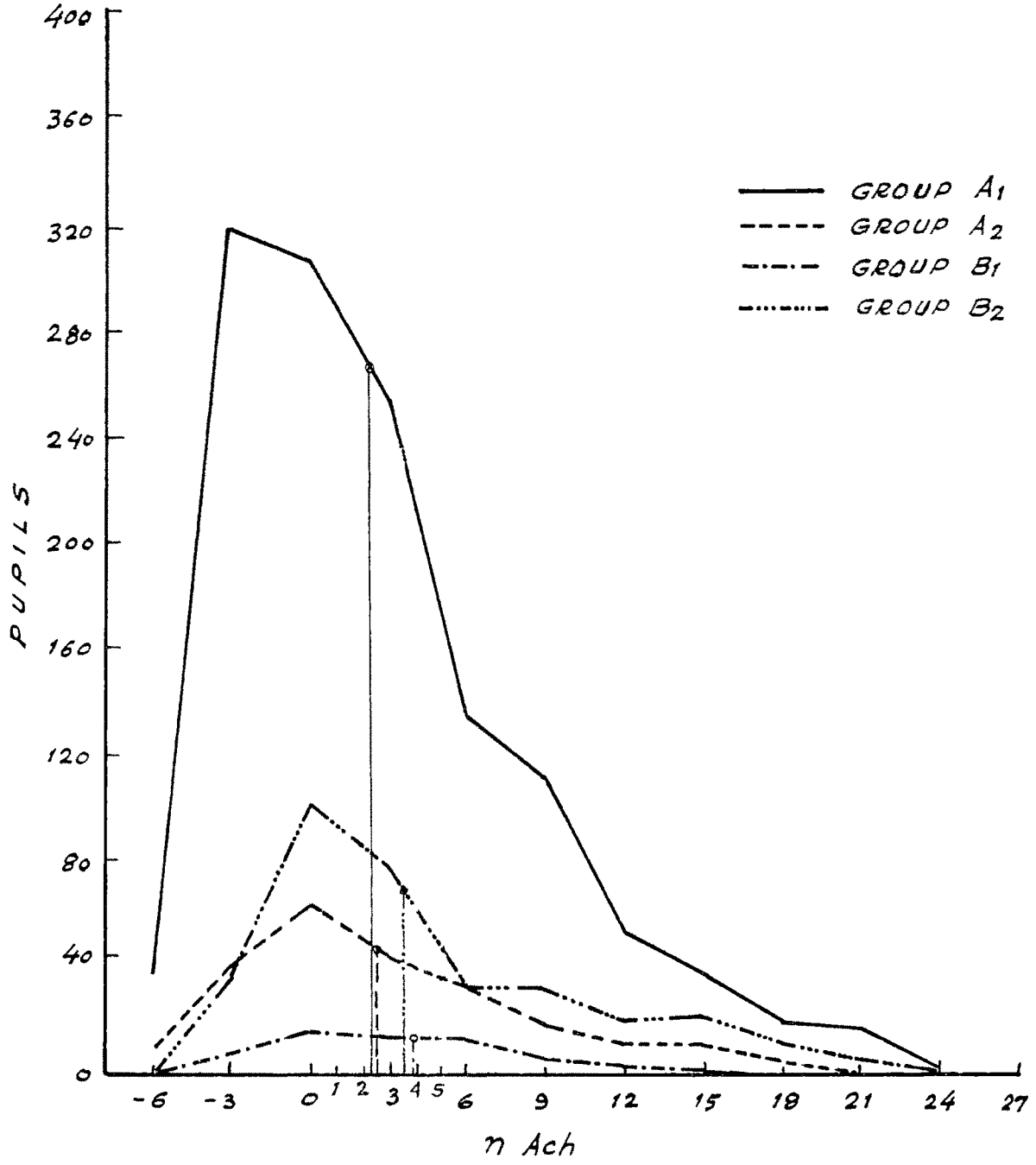

FIG. 4·2 : GROUPWISE DISTRIBUTION OF n Ach SCORES

This table of groupwise frequency distribution of n Ach scores indicates that the range of these scores is from -6 to 26; the maximum score obtained by any pupil is 26 while in the study of achievement motive of high school boys by Mehta (1969) in Delhi, the range of scores has been comparatively wider, with a maximum score of 32.

Figure 4.1 presents the graphical distribution of n Ach scores for pupils of tribal and non-tribal schools (groups A and B). Both these distributions are positively skewed. The distribution of n Ach scores also positively skewed in Mehta's study (1969) also.

Figure 4.2 presents the groupwise distribution of n Ach scores. The groups represented in Figure 4.2 are groups A_1, A_2, B_1 and B_2.

The n Ach distribution of group A_1 has a skewness of 0.2064 while that of group A_2 is 0.4296. This implies that the distribution of group A_2 is more skewed indicating that more pupils score lower than the median. Of the pupils of the non-tribal schools, the non-tribals again show a more positively skewed n Achievement distribution (SK = 0.2364) than the tribals in the same group, SK = 0.07. The median n Ach score for non-tribal pupils of tribal schools is higher (median = 2.607) than that of

tribal pupils in the tribal schools (median = 2.254). This supports the earlier statement that the distributions are positively skewed. The median values of n Ach for group A_1 and A_2 are 3.786 and 3.55 respectively.

Table 4.2 indicates the skewness of the n Ach distribution for the pupils from tribal as well as from non-tribal schools.

Table 4.2. SKEWNESS OF THE GROUPWISE N ACH DISTRIBUTION.

Groups	Skewness
A	0.3677
A_1	0.2064
A_2	0.4296
B	0.5226
B_1	0.0700
B_2	0.2364

The marked positive skewness of the distributions for group A (SK = .3697) and group B (SK = .5226) suggests that a large number of pupils, in both the groups, tend to have a low need for achievement. Though the n Ach distribution of the pupils from tribal schools is

less skewed than that of the pupils from non-tribal schools, there is no appreciable difference.

The mean n Ach score for group B happens to be higher than that for group A, suggesting that, on an average, the pupils from non-tribal schools have a higher level of need achievement than those from tribal schools. Table 4.3 presents the mean n Ach scores for the different groups.

Table 4.3. GROUPWISE MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION OF N ACH.

Groups	N	Mean	Standard Deviation	Coefficient of Variation
A	1506	3.403	5.981	175.757
A_1	1281	3.436	5.727	166.674
A_2	225	3.618	7.060	195.135
B	364	4.841	6.115	126.317
B_1	47	3.872	4.597	118.724
B_2	317	5.227	6.096	116.625

Table 4.3 indicates that pupils of tribal schools obtain a mean n Ach score of 3.403 with a standard deviation of 5.981 and a coefficient of variation of 175.757.

Pupils of non-tribal schools obtain a mean n Ach score of 4.841 with a standard deviation of 6.715 and a coefficient of variation equal to 126.317. The mean difference in n Ach level (Table 4.4) of pupils of the tribal schools and that of pupils of non-tribals schools is significant ($t = 4.042$; $p < .01$), implying that pupils of the non-tribal schools have a higher level of need achievement than pupils of the tribal schools. The coefficient of variation for group A is greater than that for group B which indicates that the variability in n Ach scores is greater among pupils of tribal schools than among pupils of the non-tribal schools.

In Table 4.4, the mean n Ach score for the tribals in the tribal schools is 3.436 with a standard deviation of 5.727 and a coefficient of variation of 166.764, while for the non-tribals in the same schools the figures are 3.618, 7.06 and 195.135, respectively. These figures imply that the non-tribals in the tribal schools have a higher n Ach level even though the tribals form a majority in these schools. The difference between the mean n Ach for these groups ($t = 3.996$; $p < .01$) is significant. The coefficients of variation of 166.674 and 195.135 for groups A_1 and A_2, respectively, indicating that there is

greater variability of n Ach scores in the former than in the latter.

Table 4.4. GROUP DIFFERENCES IN N ACH

Groups	N	Mean	S.D.	t	df	Level of significance
A	1506	3.403	5.981	4.042	1858	.01
B	364	4.841	6.115			
A_1	1281	3.436	5.727	3.996	1504	.01
A_2	225	3.618	7.060			
A_1	1281	3.436	5.727	0.689	1326	NS
B_1	47	3.872	4.597			
B_1	47	3.872	4.597	1.769	362	NS
B_2	317	5.227	6.096			
A_2	225	3.618	7.060	4.755	540	.01
B_2	317	5.227	6.096			

The mean n Ach of tribal pupils in the non-tribal schools is 3.872 with a standard deviation of 4.597 and a coefficient of variation of 118.724. These pupils have a higher mean n Ach than their counterparts in the tribal schools. The difference between the means of tribal pupils in the tribal and non-tribal schools is not

significant (t = 0.68937; NS) implying that the n Ach level of these two groups does not differ significantly from group A_1. In other words, tribal pupils, whether they are in a minority or a majority in the schools, do not significantly differ in their n Ach level.

Tribal pupils in non-tribal schools, with a mean n Ach of 3.872 and a coefficient of variation of 118.724, score lower on n Ach than non-tribal pupils in the same schools who indicate a mean n Ach of 5.227 and a coefficient of variation of 116.625. This difference is not significant (t = 1.7693; NS) even at .05 level. The fact that their coefficients of variation do not differ much indicates that in both groups most pupils have an n Ach similar to the mean for the group. The findings of the study by Gokulnathan and Mehta (1972), where a comparable sample of tribal and non-tribal pupils was studied, indicate similar results. The mean n Ach of the tribals (N = 68) was 5.55 and that of the non-tribals (N = 315) was 4.49; the difference was not significant at .05 level. In the present study also the difference between the tribal and non-tribal pupils of non-tribal schools is not significant at .05 level. This indicates that the tribal students in both the samples show a trend towards a higher level of achievement motivation than the non-tribals.

Non-tribals from the tribal and the non-tribal schools differ significantly in their mean n Ach levels ($t = 4.75$; $p < .01$) the latter scoring significantly higher.

As the difference between tribal and non-tribal pupils in the tribal schools is significant, it is evident that there is an inherent difference in the n Ach level of the two groups. Further, one wonders whether the enriching non-tribal environment helps in equalising the difference arising from cultural background between the tribal and non-tribal pupils in the same schools, but tribal pupils, whether in tribal or non-tribal schools, do not differ significantly in their n Ach levels. In other words, although the tribals are a minority in the non-tribal schools, their n Ach level does not differ significantly from that of their counterparts in the tribal schools. Basic differences in the environment, that is, the low n Ach level of the tribal pupils in the former type of schools and the fact that they comprise the majority there, is probably the main factor contributing to the significantly lower n Ach level among the non-tribal pupils of the tribal schools.

Pupils in the non-tribal schools show a significantly higher mean n Ach than those in tribal schools, therefore, it is evident that the non-tribal environment does have

significant effect on the pupils; but while studying the tribal pupils apart, this is not the case. The question that comes to one's mind here is whether the fact that the tribals are a minority in the non-tribal schools effects their level of n Ach. If it is so, the presence of the non-tribal majority perhaps hinders rather than contributes to their n Ach.

A comparison of mean n Ach scores obtained in other studies with those in the present study can only be done after adjusting the scores for four pictures.

Table 4.5 presents the means, standard deviation and coefficients of variation obtained from eight studies, including the present one, conducted on different samples in several parts of the world. From the present study the n Ach of group B, pupils of non-tribal schools, has been compared with the other studies as it is the only group which is comparable to the samples of the other studies, including that by Gokulnathan and Mehta (1972) where the non-tribals form the majority of the sample being studied. So as to make the mean n Ach scores and also the standard deviations of Gokulnathan and Mehta's study (1972) and the present investigation comparable with the results of the other studies, they have been adjusted for four pictures.

The mean n Ach for Japan was 8.24 with a standard deviation of 4.81 and a coefficient of variation of 58.374; the figures for the present study are 3.23, 4.08 and 126.352, respectively. The table reveals a significant difference in the n Ach level of these two studies conducted ($t = 3.7456$; $p < .01$). This indicates a higher need for achievement among the Japanese population. The studies conducted in Germany, Brazil, U.S.A., and the two studies conducted in India (McClelland, 1961; Mehta, 1969) indicate n Ach levels of 4.60, 5.47, 4.76, 3.79 and 4.76, respectively. On comparison with the mean n Ach of the present investigation the differences between the present study and that in Germany ($t = 4.0379$; $p < .01$), Brazil ($t = 7.338$; $p < .01$), U.S.A. ($t = 4.6704$; $p < .01$) and in India by Mehta ($t = 6.2094$; $p < .01$) are significant. Implying that the population sampled in these countries has a higher n Ach level than the Indian sample of pupils from non-tribal schools of South Gujarat. However, there is no significant difference ($t = 0.8972$; NS), not even at .05 level, between McClelland's Madras sample and the present sample implying that the tribal population of Madras studied by McClelland and the pupils belonging to the non-tribal schools in South Gujarat do not differ in their need for achievement.

The above findings indicate that the level of n Ach of pupils studying in non-tribal schools of South Gujarat, predominantly a tribal area, is significantly lower than that of boys in Japan, Germany, Brazil, high school boys of Delhi, India, and teenage boys of the United States of America (Rosen, 1959). Even in the study by Gokulnathan and Mehta (1972) the level of need achievement of the pupils, tribals (N = 302) and non-tribals (N = 81), where the non-tribals are in a majority, does not significantly differ from a comparable population in South Gujarat (t = 0.651; NS) which is studied here.

The n Ach level in the present investigation is 3.23, higher than that in the study by Gokulnathan and Mehta (3.09). However, since there is no significant difference between these two groups (t = 0.051; NS) as stated earlier, it may be concluded that there is no difference in the n Ach level of pupils in the tribal schools in Assam and Gujarat.

LEVEL OF NEED ACHIEVEMENT: TRIBEWISE ANALYSIS

The pupils selected from tribal schools represented fifteen tribes. These tribes are the Bhil, Chaudhari, Dangi, Dhodiya, Dubla, Gamit, Ghanchi, Gurjar, Kanbi, Kokana, Kodi, Tadvi, Talavaya, Vadir, Vasava. However

Table 4.6. MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION OF N ACH LEVEL OF THE DIFFERENT TRIBES.

Tribe	School	N	Mean	S.D.	Coefficient of Variation
Bhil	Tribal	217	3.579	6.203	173.316
	Non-tribal	-	-	-	-
Chaudhari	Tribal	421	3.604	3.784	105.017
	Non-tribal	11	6.455	2.290	35.484
Dangi	Tribal	1	14.00	0.0	-
	Non-tribal	-	-	-	-
Dhodiya	Tribal	305	3.416	5.213	152.604
	Non-tribal	2	2.00	-	-
Dubla	Tribal	1	4.00	-	-
	Non-tribal	-	-	-	-
Gamit	Tribal	127	3.717	5.863	157.746
	Non-tribal	4	1.00	2.236	223.606
Ghanchi	Tribal	6	3.333	10.695	320.858
	Non-tribal	6	5.167	3.277	63.417
Gurjar	Tribal	1	0.0	-	-
	Non-tribal	-	-	-	-
Kanbi	Tribal	12	4.0	4.690	-
	Non-tribal	-	-	-	-
Kokana	Tribal	103	3.272	4.873	148.934
	Non-tribal	-	-	-	-
Kodi	Tribal	16	4.125	4.369	105.923
	Non-tribal	11	7.167	5.977	8.340
Tadvi	Tribal	55	1.290	4.806	371.951
	Non-tribal	-	-	-	-
Talaviya	Tribal	1	3.00	-	-
	Non-tribal	-	-	-	-
Vadir	Tribal	9	3.444	6.849	198.835
	Non-tribal	1	0.0	-	-
Vasava	Tribal	6	1.667	3.545	-
	Non-tribal	12	0.750	2.472	329.624

some of the tribes were presented by only one pupil and in such cases the n Ach score obtained by that pupil represented the n Ach level of the tribe. Only seven of the tribes represented by pupils in tribal schools appear in the non-tribal schools. They are the Chaudhari, Dhodiya, Gamit, Ghanchi, Kodi, Vadir and Vasava tribes, but the Dhodiya tribe is represented by only two pupils, and the Vadir tribe by one pupil. In such cases, further statistics for the tribe have not been calculated. Table 4.6 gives an idea of the n Ach level of each tribe, represented in the tribal as well as the non-tribal schools, along with their standard deviations and coefficients of variation.

In the present study, pupils belonging to the Bhil tribe in the tribal schools number 217. The mean n Ach score for the Bhils is 3.579 with a standard deviation of 6.203, and a coefficient of variation of 173.317. The value of the coeficient of variation indicates that there is considerable variability in the n Ach scores of the 217 pupils.

Four hundred and twenty one pupils from the tribal schools represent the Chaudhari tribe. The mean n Ach level for these pupils is 3.603, with a standard deviation of 3.784 and a coefficient of variation of 105.018 indicating a higher n Ach level of the Chaudharis than of Bhils, but this difference ($t = 0.0533$; NS) is not significant.

Table 4.7. COMPARISON OF N ACH LEVELS OF THE DIFFERENT TRIBES IN THE TRIBAL SCHOOL.

Tribes	N	Mean	S.D.	t	df	Level of Significance
Bhil	217	3.579	6.203	0.0533	636	NS
Chaudhari	421	3.603	3.784			
Bhil	217	3.579	6.203	0.3160	520	NS
Dhodiya	305	3.416	5.213			
Bhil	217	3.579	6.203	0.2057	342	NS
Gamit	127	3.717	5.863			
Bhil	217	3.579	6.203	0.0559	221	NS
Ghanchi	6	3.333	10.695			
Bhil	217	3.579	6.203	0.4189	227	NS
Kanbi	12	4.00	4.690			
Bhil	217	3.579	6.203	0.4808	218	NS
Kokana	103	3.272	4.873			
Bhil	217	3.579	6.203	0.2561	231	NS
Kodi	16	4.125	4.369			
Bhil	217	3.579	6.203	2.9668	270	.01
Tadvi	55	1.291	4.802			
Bhil	217	3.579	6.203	0.0579	224	NS
Vadir	9	3.444	6.848			
Bhil	217	3.579	6.203	1.2689	221	NS
Vasava	6	1.667	3.545			

Table 4.7 (contd.)

Tribes	N	Mean	S.D.	t	df	Level of Significance
Chaudhari	421	3.603	3.784	0.5347	724	NS
Dhodiya	305	3.416	5.213			
Chaudhari	421	3.603	3.784	0.2054	546	NS
Gamit	127	3.717	5.863			
Chaudhari	421	3.603	3.784	0.0619	425	NS
Ghanchi	6	3.333	10.695			
Chaudhari	421	3.603	3.784	0.9181	431	NS
Kanbi	12	4.00	4.690			
Chaudhari	421	3.603	3.784	2.0378	521	.01
Kokana	103	3.272	4.873			
Chaudhari	421	3.603	3.784	0.2486	425	NS
Kodi	16	4.125	4.369			
Chaudhari	421	3.603	3.784	3.435	474	.01
Tadvi	55	1.291	4.802			
Chaudhari	421	3.603	3.784	0.0694	428	NS
Vadir	9	3.444	6.849			
Chaudhari	421	3.603	3.784	1.3283	425	NS
Vasava	6	1.667	3.545			
Dhodiya	305	3.416	5.213	0.5014	430	NS
Gamit	127	3.717	5.863			

Table 4.7 (contd.)

Tribes	N	Mean	S.D.	t	df	Level of Significance
Dhodiya	305	3.416	5.213	0.0188	309	NS
Ghanchi	6	3.333	10.695			
Dhodiya	305	3.416	5.213	0.4212	315	NS
Kanbi	12	4.00	4.690			
Dhodiya	305	3.416	5.213	0.3358	319	NS
Kodi	16	4.125	4.369			
Dhodiya	305	3.416	5.213	2.9807	358	.01
Tadvi	55	1.291	4.802			
Dhodiya	305	3.416	5.213	0.0125	312	NS
Vadir	9	3.444	6.849			
Dhodiya	305	3.416	5.213	1.1834	309	NS
Vasava	6	1.667	3.545			
Gamit	127	3.717	5.863	0.0872	131	NS
Ghanchi	6	3.333	10.695			
Gamit	127	3.717	5.863	0.196	137	NS
Kanbi	12	4.00	4.690			
Gamit	127	3.717	5.863	0.628	228	NS
Kokana	103	3.272	4.873			
Gamit	127	3.717	5.863	0.1896	141	NS
Kodi	16	4.125	4.369			

Table 4.7 (contd.)

Tribes	N	Mean	S.D.	t	df	Level of Significance
Gamit	127	3.717	5.863	0.0003	180	NS
Tadvi	55	1.291	4.802			
Gamit	127	3.717	5.863	0.1136	134	NS
Vadir	9	3.444	6.849			
Gamit	127	3.717	5.863	1.333	131	NS
Vasava	6	1.667	3.545			
Ghanchi	6	3.333	10.695	0.1636	16	NS
Kanbi	12	4.00	4.690			
Ghanchi	6	3.333	10.695	0.0140	107	NS
Kokana	103	3.272	4.873			
Ghanchi	6	3.333	10.695	0.1635	20	NS
Kodi	16	4.125	4.369			
Ghanchi	6	3.333	10.695	0.4632	59	NS
Tadvi	55	1.291	4.802			
Ghanchi	6	3.333	10.695	0.0226	13	NS
Vadir	9	3.444	6.849			
Ghanchi	6	3.333	10.695	0.3625	10	NS
Vasava	6	1.667	3.545			
Kanbi	12	4.00	4.690	0.5071	113	NS
Kokana	103	3.272	4.873			

Table 4.7 (contd.)

Tribes	N	Mean	S.D.	t	df	Level of Significance
Kanbi	12	4.00	4.690	0.0502	26	NS
Kodi	16	4.125	4.369			
Kanbi	12	4.00	4.690	1.8255	65	NS
Tadvi	55	1.291	4.802			
Kanbi	12	4.00	4.690	0.2093	19	NS
Vadir	9	3.444	6.349			
Kanbi	12	4.00	4.690	1.177	16	NS
Vasava	6	1.667	3.545			
Kokana	103	3.272	4.873	0.3769	117	NS
Kodi	16	4.125	4.369			
Kokana	103	3.272	4.873	2.4577	156	.05
Tadvi	55	1.291	4.302			
Kokana	103	3.272	4.873	0.0740	110	NS
Vadir	9	3.444	6.849			
Kokana	103	3.272	4.873	1.0534	107	NS
Vasava	6	1.667	3.545			
Kodi	16	4.125	4.369	3.5162	69	.01
Tadvi	55	1.291	4.802			
Kodi	16	4.125	4.369	0.2197	23	NS
Vadir	9	3.444	6.849			

Table 4.7 (contd.)

Tribes	N	Mean	S.D.	t	df	Level of Significance
Kodi	16	4.125	4.39	0.9648	20	NS
Vasava	6	1.667	3.545			
Tadvi	55	1.291	4.802	0.9079	62	NS
Vadir	9	3.444	6.849			
Tadvi	55	1.291	4.802	0.2371	59	NS
Vasava	6	1.667	3.545			
Vadir	9	3.444	6.848	0.6577	13	NS
Vasava	6	1.667	3.545			

The Dhodiyas in the area are represented by 305 pupils in the tribal schools. The n Ach mean is 3.415 with a standard deviation of 5.213 and a coefficient of variation of 152.604. Their n Ach level is lower than that of the Bhils (t = 0.316; NS) and the Chaudharis (t = 0.5347; NS) but none of these differences are significant. The variability in the n Ach scores suggests more homogenity among the 305 Dhodiya pupils than among pupils of the Bhil tribe, as regards their need for achievement.

The mean n Ach of pupils representing the Gamit tribe (N = 127) in the tribal schools is 3.717 with a standard deviation of 5.863 and a coefficient of variation of 157.746. Their n Ach level appears to be higher than that of the Dhodiyas (t = 0.501; NS), the Bhils (t = 0.206; NS), and also the Chaudharis (t = 0.205; NS) but in no case is the difference significant. The variability (152.604) in the pupils N Ach scores approximates that among the Dhodiya pupils.

Of the 1281 tribal pupils sampled from the tribal schools, the Ghanchi tribe is represented by 6 students. The mean n Ach of these 6 pupils is 3.333, with a standard deviation of 10.695 and a coefficient of variation of 320.858, and is taken to represent the n Ach level of Ghanchi students in the area studying in these schools in which scheduled tribe students form the majority in the high school classes. The n Ach level of 3.333 appears to be lower than that of the aforementioned tribes, namely, the Bhils (t = 0.0569; NS), Chaudharis (t = 0.0618; NS), Dhodiyas (t = 0.01884; NS) and Gamit (t = 0.08717; NS) but the difference is not significant. The variability in the n Ach scores is very high indicating the heterogeneous nature of the n Ach distribution among these pupils.

Kanbi pupils have a mean n Ach of 4.00 which appears to be higher than the mean n Ach of the Bhils, Chaudharis, Dhodiyas, Gamits and Ghanchis but the difference is in no case statistically significant.

The n Ach level of pupils belonging to the Kokana tribe is 3.2718. The coefficient of variation of 148.934 indicates that the individual scores of pupils of this tribe vary from the mean as much as among the Dhodiya and Gamit tribes. The n Ach level of these tribals is significantly lower than that of the Chaudharis ($t = 2.0379$; $p < .05$) but their n Ach level is not significantly different from that of pupils belonging to the other tribes.

The n Ach level of pupils belonging to the Kodi tribe is 4.125 and appears higher than that of pupils of all the other tribes. The variability in the individual n Ach scores is evident by the coefficient of variation of 105.924. This variation is not as great as that among the Ghanchis, Bhils and Gamits for instance; in fact, the variability in the pupils' n Ach scores is least among the Kodis and the Chaudhari pupils.

Pupils belonging to the Tadvi tribe have a mean n Ach of 1.291 and a coefficient of variation of 371.951 indicating the highest variation in the n Ach scores of

the tribes. The mean n Ach of Tadvi pupils is lower than that of all the tribes represented in the tribal schools, but as regards the Bhils ($t = 2.967$; $p < .01$), Chaudharis ($t = 3.435$; $p < .01$), Dhodiyas ($t = 2.981$; $p < .01$), Kokanas ($t = 2.458$; $p < .05$) and the Kodis ($t = 3.516$; $p < .01$) the difference is significant between some at .05 level and at .01 level among others.

A mean n Ach of 3.444 of the Vadir tribe suggests that their level of need for achievement is comparable to that of the pupils of Kokana, Ghanchi, Gamit, Dhodiya, Bhil and Chaudhari tribes, however, the difference in n Ach level between pupils of the Vadir tribe and that of any of the other tribes is not significant at any level. A wide divergence in the n Ach scores is evident from the coefficient of variation of 198.838.

The Vasava tribe is represented by six pupils in the tribal schools and they indicate an n Ach level of 1.666. Though this mean n Ach of 1.666 appears to be lower than the mean n Ach of all the tribes, except that of the Tadvi pupils, the differences are not significant even at .05 level.

As stated earlier, two of the seven scheduled tribes represented by pupils in non-tribal schools, are not included in the tribewise analysis as their number is negligible.

Table 4.8. COMPARISON OF N ACH LEVEL OF TRIBAL STUDENTS IN TRIBAL AND NON-TRIBAL SCHOOLS.

Tribe	Type of school	N	Mean	S.D.	Co-efficient of Variation	t	Level of Significance
Chaudhari	Tribal	421	3.6033995	3.78421	105.01777	-	.01
	Non-tribal	11	6.4545451	3.29039	50.97800	2.82549	
Gamit	Tribal	127	3.7165354	5.86270	157.74637	-	.01
	Non-tribal	4	1.0000000	2.23606	223.60600	2.20295	
Ghanchi	Tribal	6	3.3333332	10.69527	320.85811	-	NS
	Non-tribal	6	5.1666666	3.27650	63.17871	0.40146	
Kodi	Tribal	16	4.1249997	4.36936	105.92389	-	.01
	Non-tribal	11	7.1666666	5.97722	83.40307	3.04167	
Vasava	Tribal	6	1.6666663	6.84879	21.29965	-	.01
	Non-tribal	12	0.7499998	2.47218	329.62409	0.91667	

In the non-tribal schools there are 16 pupils of the Chaudhari tribe (table 4.6) and have a mean n Ach of 6.456 with a coefficient of variation of 50.978 implying their homogenity of n Ach scores.

The Gamit pupils in the non-tribal schools have a mean n Ach of 1.000 and a coefficient of variation of 223.606 implying, therefore, that as regards n Ach scores, the group is highly heterogeneous.

Pupils belonging to the Ghanchi tribe in the non-tribal schools have a mean n Ach of 5.167 and a coefficient of variation equal to 63.179. The low coefficient of variation goes to indicate that the n Ach of all the pupils in this tribe is more or less the same.

In the non-tribal schools, the pupils belonging to the Kodi tribe have a mean n Ach of 7.167 and a coefficient of variation of 83.403 suggesting low variability in the n Ach scores.

The pupils belonging to the Vasava tribe have a low mean n Ach of 0.74999 and a coefficient of variation of 329.624 suggesting that as the variability in n Ach level may be due to very low n Ach scores of some pupils.

The pupils belonging to the Chaudhari tribe in the non-tribal schools have a higher n Ach level than pupils

belonging to the same tribe in the tribal schools ($t = 2.826; p < .01$).

Similarily, pupils of the Gamit, Kodi and Vasava tribes in the non-tribal schools have a higher level of n Ach than pupils of the same tribes in the tribal schools. Their respective 't' ratios are 2.203, 3.042 and 0.917, in each of case they are significant at .01 level of significance.

However, it is only in the case of the pupils of the Ghanchi tribe there is no difference in their n Ach levels.

This higher n Ach of most of the tribal pupils in the non-tribal schools implies that tribals in the non-tribal schools are able to benefit from the non-tribal environment of these schools.

COMPONENTS OF N ACH.

The pupils are required to write six stories to the six line drawings depicted in Mehta's (1969) thematic apperceptive measure of n Achievement. The percentages of the three types of imageries along with the 12 sub-categories appearing in an achievement imagery story have been calculated. The categories are the expressed desire or need for achievement (N),positive, doubtful or negative

instrumental activity (I+, I?, I-), positive and negative goal anticipation (Ga+, Ga-), personal and world blocks (B_p, B_w), positive and negative affect of goal attainment (G + G-), nurturant press or help sought by the character in the story (NuP) and achievement thema (Ach Th) or the development of the achievement imagery as the central plot or theme of the story. The presence of these sub-categories goes to raising the n Ach level of each pupil.

The percentages of each of the categories help determine the particular categories or components of n Ach which are not frequently perceived by the pupils. This implies that the inculcation of these sub-categories in the pupils would help them perceive their abilities, their environment and their needs more clearly and thus set more realistic goals.

Table 4.9 shows the number of stories scored for each of the groups, namely, the tribals in the tribal schools (A_1), the non-tribals in the tribal schools (A_2), tribals in the non-tribal schools (B_1) and the non-tribals in the non-tribal schools (B_2). The number of stories is six times the number of pupils in each group. It also gives the classification of the stories and the sub-categories.

Table 4.9. COMPONENTS OF N ACH.

	A_1	A_2	B_1	B_2
Number of pupils	1281	225	47	317
Number of stories	7686	1350	282	1902
Number of AI stories	1349	245	51	427
Components	%	%	%	%
Unrelated imagery (UI)	12.76	12.14	5.32	4.94
Task related imagery (TI)	69.69	69.70	76.59	72.03
Achievement imagery (AI)	17.35	18.14	18.09	22.45
Need (N)	83.02	80.81	58.82	63.44
Instrumental activity (I+)	83.02	80.81	58.82	63.44
Instrumental activity (I?)	24.17	24.89	3.92	1.88
Instrumental activity (I-)	1.33	0.40	1.96	0.0
Goal anticipation (Ga+)	45.22	39.18	58.82	50.35
Goal anticipation (Ga-)	5.86	5.71	0.0	5.39
Positive affect (G+)	26.53	28.98	13.07	19.91
Negative affect (G-)	0.96	1.63	1.96	1.15
Nurturant press (NuP)	4.08	2.85	1.96	0.69
Personal block (Bp)	8.30	17.55	0.0	2.34
World block (B_w)	5.86	4.48	5.88	0.94
Achievement thema (Ach Th)	63.46	61.63	16.08	77.75

The 1281 pupils in group A_1 have written 7686 stories and of these, 12.76 (N=981) are unrelated imagery, 69.69 (5356) are task related or doubtful imagery and only 17.35 (1349) are achievement imagery stories. The 225 pupils in group A_2 have written 1350 storeis. Of these, 12.14 per cent are unrelated imagery, 69.70 are task related and only 18.14 are achievement imagery stories.

Of the 282 stories written by tribal pupils in the non-tribal schools, only 5.32 contain unrelated imagery, 75.59 are task related and 18.09 are achievement imagery stories. Non-tribal pupils in the non-tribal schools wrote the lowest number of stories with unrelated imagery, 4.94 per cent, 72.03 per cent of the stories described routinal tasks. The highest percentage of achievement imagery stories were found among these non-tribal pupils from non-tribal schools.

Among pupils from tribal schools, a large percentage of the pupils belonging to scheduled tribes (83.02) express the need or desire for achievement (denoted as 'need') while among the non-tribal pupils in these schools 80.81 per cent expressed similar desires. 63.44 per cent of the non-tribals from the non-tribal schools express a desire to achieve while of the tribal pupils only 58.82 per cent express a desire to achieve.

The different forms of instrumental activity are expressed in different quantities among the different groups. The tribals in the tribal schools express 30.47, 24.17 and 1.33 of positive, doubtful and negative instrumental activity, respectively; the tribals in the non-tribal schools, on the other hand, express 41.18, 3.92 and 1.96 of positive, doubtful and negative instrumental activity. Non-tribal pupils from the tribal schools, express 30.61 and 24.89 of positive and doubtful instrumental activity; only 4 per cent of the stories (one story), contain negative instrumental activity. None of the stories written by non-tribal pupils from the non-tribal schools contain any mention of negative instrumental activity, while only 1.88 per cent of the stories contain any mention of doubtful instrumental activity. However 30.91 per cent of the stories contain positive instrumental activity.

In 45.22 per cent of the stories tribal pupils from tribal schools indicate positive goal anticipation while there is a low mention of negative goal anticipation, 5.86 per cent; 58.82 per cent from the non-tribal schools perceive positive goal anticipation, but none perceive any negative goal anticipation.

Of the non-tribal pupils in tribal schools, 39.18 per cent perceive, positive goal anticipation while only 5.71

perceive negative goal anticipation, while among those from non-tribal schools 50.35 per cent perceive positive and 5.39 per cent perceive negative goal anticipation.

Positive and negative affective states (Ga+, Ga-) associated with mastery or frustion of the achievement directed activity are coded 26.53 and 0.96 per cent of the time, respectively, among the tribal pupils from the tribal schools, while among the tribal pupils' from non-tribal schools they occur in 13.07 and 1.96 per cent of the stories. On the other hand, frequency of occurrance of positive and negative states among non-tribals in tribal schools is 28.98 per cent and 1.63 per cent, respectively, while it is lower among the non-tribals in non-tribal schools, namely 19.91 and 1.15, respectively.

The desire for help (NuP) is seldom verbalised in any of the groups; among groups A_1 and B_1, it is 4.08 per cent and 1.96 per cent, respectively, while for groups A_2 and B_2 the percentages are 2.85 and 0.69, respectively.

The tribals in tribal schools perceive personal and world obstacles 8.30 per cent and 5.86 per cent of the time, while non-tribals in the tribal schools perceive these personal and world blocks 17.55 and 4.48 per cent of the time. Tribals in the non-tribal schools do not perceive

any personal blocks in goal attainment but perceive ~~en~~ environmental blocks or barriers 5.88 per cent of the time. Non-tribal pupils in non-tribal schools perceive barriers within themselves (B_p) 2.34 per cent of the time and 0.94 per cent of the time they perceive obstacles in the environment.

Achievement imagery becomes the theme of the story in group A_1 63.46 per cent of the time, while it is so in 61.63 per cent of the stories written by pupils of group A_2. However among group B_1 pupils, the achievement imagery is the main plot of the story in only 16.0 per cent of the stories while among group B_2 pupils it is so in as much as 77.75 per cent of the stories.

Tribal pupils from the tribal schools, indicate a higher percentage of unrelated imagery, higher than the other pupils in the same school and a considerably higher percentage than tribal as well as non-tribal pupils in the non-tribal schools. In fact, the tribals in the non-tribal schools write a lower percentage of unrelated stories than the non-tribals in the tribal schools, while the non-tribal pupils in the non-tribal schools indicate the lowest percentage of unrelated imagery.

The tribal and non-tribal pupils in the tribal schools indicate approximately the same percentage of task related imageries.The percentage of task related stories written by both tribal and non-tribal pupils in the non-tribal schools is greater than that by both the groups of pupils in the tribal schools.

The unrelated imagery indicates that not only is there an absence of achievement imagery in the unconscious world of the pupils but the existing imagery is totally unconnected. The larger percentage of task related imagery indicates that though the stories may not be meeting any of the three criteria essential for a story to be scored for achievement imagery, it may contain some of the components of achievement imagery.

Tribal pupils in the tribal schools indicate the lowest percentage of achievement imagery; their counterparts in the non-tribal schools indicate a slightly higher percentage of achievement imagery. The non-tribals in the tribal schools have a higher percentage of achievement imagery and their counterparts in the non-tribal schools indicate the highest percentage.

These percentages of occurrance of unrelated, task related and achievement imageries contribute to the n Ach

levels of the different groups. The school composition and the environment provided by the school goes towards raising or lowering the n Ach level of pupils.

Of the pupils in the four groups, pupils in group A_1 most often indicate the need or desire to achieve; group A_2 indicates a slightly lower percentage of desire to achieve; group B_1 indicates the least percentage of the desire or need to achieve. In other words, the desire to achieve is greater among pupils from tribal schools than among pupils from the non-tribal schools. Positive instrumental activity is indicated by approximately the same percentage in the four groups, but the percentage of occurrance is slightly higher among the tribals in the non-tribal schools.

The tribal and non-tribal pupils in the tribal schools indicate a fair percentage of doubtful instrumental activity in their stories but their counterparts in the non-tribal schools indicate approximately 1/6th and 1/12th of the doubtful instrumental activity indicated by them. All the groups, except for group B_2, expressed negative instrumental activity in a negligible percentage of the stories, while none of these non-tribals in the non-tribal schools expressed any negative instrumental activity.

Positive goal anticipation is expressed a fair percentage of the time in stories by pupils of all the four groups but the non-tribal pupils in the tribal schools expressed it in a slightly lower percentage of stories.

A low percentage of the stories contained any mention of negative goal anticipation but none of the tribal pupils in the non-tribal schools reveal any negative goal anticipation.

Both groups of pupils in the tribal schools expressed approximately the same percentage of positive affect on the completion of an achievement goal; the non-tribal pupils in the non-tribal schools expressed a slightly higher percentage of positive emotions on their successful completion of an achievement goal than their counterparts in the same schools. Only a negligible mention of negative emotional state is evident in all the four groups.

Nurturant press or help sought or designed by both groups of pupils in non-tribal schools is negligible. Mention of nurturant press is slightly more frequent, yet verylow, by both groups of pupils in the tribal schools.

None of the tribal pupils in the non-tribal schools perceive the presence of barriers or obstacles within them-

selves as hindering goal achievement; among group B_2 the percentage of occurrance (2.34) is low. This percentage is highest among non-tribal pupils in tribal schools and a little less among the tribal pupils of the non-tribal schools. This indicates that pupils in tribal schools are better off as regards the perception of their personal obstacles and nurturant press or help sought by them for the accomplishment of the achievement directed activity.

Group B_2 perceives world environment blocks or hindrances to goal directed activity in a negligible percentage (0.94) of their achievement imagery stories. The other three groups also indicate a low percentage of blocks in the environment that prevent the completion of goal directed achievement activity.

Pupils of group A_1 and A_2 indicate a fair percentage (63.46 and 61.63, respectively) of achievement thema or plot in their achievement imagery stories. The non-tribal pupils from the non-tribal schools indicate an even larger percentage of achievement plots in the stories scored for achievement imagery (AI). A considerably lower percentage of pupils indicate a thema or plot of the story (16.08) in their achievement imagery stories.

The negligible presence or absence of the several components of n Ach in one or more of the groups of pupils indicates the cause of the low level of n Ach in these four groups. The awareness of these factors, and in other cases, increasing the perception of these factors through sensitivity training programmes, achievement motivation training programmes and expectation boosting programmes will go a long way in raising the level of need for achievement of the pupils. Realistic goal setting will also help in perceiving some of these factors more effectively.

NEED ACHIEVEMENT AND THE INDEPENDENT VARIABLES

Of the thirteen independent variables selected for study here the mean n Ach of pupils according to seven variables, namely sex, age, class, location of the school, educational level of the father, occupational level of the father and mobility of the family are being studied separately for each of the six groups. The groups, as mentioned earlier, are pupils of the tribal schools (A), tribal pupils of tribal schools (A_1), non-tribal pupils of the tribal schools (A_2), pupils of the non-tribal schools (B), tribal pupils of the non-tribal schools (B_1), and non-tribal pupils of the non-tribal schools (B_2). With reference to these variables, the 't' ratios have been

calculated so as to study the mean differences in n Ach levels within and among the groups.

SEX AND N ACH

Table 4.10. SEXWISE N ACH: MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION.

Groups		N	Mean	S.D.	Coefficient of variation
A	B*	1035	3.482	5.626	161.564
	G**	471	3.499	5.439	155.446
B	B	204	4.505	5.193	115.281
	G	160	5.781	6.665	115.288
A_1	B	882	3.451	5.689	164.818
	G	399	3.485	5.457	156.573
A_2	B	153	3.634	5.247	144.401
	G	72	3.583	5.339	148.982
B_1	B	31	2.710	4.043	149.208
	G	16	6.250	4.865	77.837
B_2	B	173	4.827	5.319	110.209
	G	144	5.729	6.847	119.515

*Boys

**Girls

The mean n Ach of boys from the tribal schools is 3.482, while the mean n Ach of boys from the non-tribal schools is 4.505. This difference in the mean n Ach of boys from non-tribal schools and that of the boys from the tribal school ($t = 2.535615$; $p < .05$) is significant (table 4.11) indicating that the boys from the non-tribal schools have a significantly higher n Ach level. Of the boys from the tribal schools, the tribal boys do not differ in n Ach from the non-tribal boys ($t = 0.3932127$; NS).

There is no significant difference in level of n Ach ($t = 0.998$; NS) between the tribal boys from the tribal schools and the tribal boys from the non-tribal schools. Examining the mean n Ach of the non-tribal boys, those from the tribal schools indicate a mean n Ach of 3.634 while that for those of the non-tribal schools is 4.827; the difference is significant at .05 level ($t = 2.036$; $p < .05$) indicating that non-tribal boys from the non-tribal schools have a higher need for achievement. This is probably due to the richer school environment, while tribal boys in the tribal schools do not differ from their counterparts in the non-tribal schools. The latter group do not appear to be achievement motivated by the environment provided by a majority of non-tribal pupils in the school. This is

probably because they feel out of place in any environment where they form the minoroty.

Table 4.11. SEX AND N ACH: DIFFERENCES BETWEEN MEANS.

Groups		N	Mean	S.D.	t	df	Level of Significance
A	B	1035	3.482	5.626	0.0543	1504	NS
	G	471	3.499	5.439			
B	B	204	4.505	5.193	2.0537	362	.05
	G	160	5.781	6.665			
A	B	1035	3.482	5.626	2.5356	1237	.05
B	B	204	4.505	5.193			
A	G	471	3.499	5.493	3.9110	629	.01
B	G	160	5.781	6.665			
A_1	B	882	3.451	5.689	0.0979	1279	NS
	G	399	3.485	5.457			
A_2	B	153	3.634	5.247	0.0672	223	NS
	G	72	3.583	5.339			
B_1	B	31	2.710	4.043	2.6535	45	.05
	G	16	6.250	4.865			

Table 4.11 (contd.)

Groups		N	Mean	S.D.	t	df	Level of Significance
B_2	B*	173	4.827	5.319	1.3202	315	NS
	G**	144	5.729	6.847			
A_1	B	882	3.451	5.689	0.3932	1033	.01
A_2	B	153	3.634	5.247			
A_1	B	882	3.451	5.689	0.9867	911	.01
B_1	B	31	2.710	4.043			
A_1	G	399	3.485	5.457	0.1429	469	.01
A_2	G	72	3.583	5.339			
A_1	G	399	3.485	5.457	2.2182	413	.01
B_1	G	16	6.250	4.865			
A_2	B	153	3.634	5.247	2.0356	324	.05
B_2	B	173	4.827	5.319			
A_2	G	72	3.583	5.339	2.5265	214	.05
B_2	G	144	5.729	6.847			

*Boys

**Girls

As regards girls, those from the non-tribal schools have a mean n Ach of 5.781 while those from the tribal schools have a mean n Ach of 3.5; this difference in n Ach level of the two groups of girls is highly significant ($t = 3.911$; $p < .01$). Tribal girls from tribal schools have a mean n Ach of 3.485 while the non-tribal girls from the same schools have a mean n Ach of 3.583, however, the difference is not significant. Looking at the level of need achievement among tribal grils, those from the tribal schools have a mean n Ach of 3.485 while that of their counterparts in non-tribal schools is 6.250; the difference is significant ($t = 2.218$; $p < .01$), indicating that the tribal girls in the non-tribal schools are motivated by the non-tribal environment which offers challenges, however, this was not the case as far as the boys were concerned. Even the non-tribal girls in the non-tribal schools show a significantly higher level of n Ach than their counterparts in tribal schools ($t = 2.527$; $p < .05$); this higher n Ach level of the non-tribal girls in non-tribal schools is also probably because of the environment; this was so even among the boys.

The boys and girls from the tribal schools do not differ as regards the n Ach level, however the boys and girls in the non-tribal schools do differ on n Ach, the

latter indicate a higher level of n Ach ($t = 2.054$; $p < .05$) indicating that though there is no difference between the n Ach level of the boys and girls in the tribal schools, there is difference in their n Ach level in the non-tribal schools.

Tribal boys and girls in the tribal schools do not differ from each other in n Ach, nor do the non-tribals in the tribal schools, but the tribal boys and girls in the non-tribal schools do differ from each other ($t = 2.654$; $p < .05$), the girls scoring significantly higher as is also revealed by pupils of the non-tribal schools taking all the boys and all the girls together. A higher n Ach level on the part of the girls is also indicated by Minigione (1965), Mehta (1971), and by Chaudhary (1972) in higher secondary pupils of Punjab and by Mehta (1973) among college students. The non-tribal boys and girls of the non-tribal schools in the present study also do not differ on need achievement.

The differences in n Ach level among boys and girls of several groups are not significant thus preventing one from generalising whether there are significant sex differences between pupils of different cultural backgrounds, yet, in some cases the boys do score higher than the girls as in studies by Desai, in the Kaira district of Gujarat and

Namdeo in Jabalpur, by Bruckman (1966) and Mukherjee (1966).

AGE AND N ACH

Table 4.12. AGEWISE N ACH: MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION.

Groups		N	Mean	S.D.	Coefficient of Variation
	1	451	2.696	5.424	201.18694
A_1	2	756	4.365	5.742	131.54639
	3	76	4.671	5.635	120.63793
	1	100	3.130	5.093	162.71565
A_2	2	120	3.825	5.335	139.47712
	3	5	10.20	5.055	49.55882
	1	16	3.421		
B_1	2	30	3.737	5.250	140.48702
	3	1	0.0	0.0	
	1	158	5.115	6.081	118.88563
B_2	2	159	5.428	6.102	112.41709
	3	2	1.000	0.707	70.7

Note: Age groups 1 - 12 - 15 years
2 - 16 - 19 years.
3 - 20 - 23 years.

The ages of pupils in the tribal as well as the non-tribal schools range from 12 to 23 years; the n Ach of pupils in each group have been analysed after dividing them into three groups which are 12 to 15 years, 16 to 19 years and 20 to 23 years.

Among tribal pupils of the tribal schools, the n Ach level of those in the age group 16 to 19 is higher than that of the age group 12 to 15 ($t = 5.058$; $p < .01$), while that of the age group 20 to 23 is not significantly higher than that of 16 to 19 year olds ($t = 1.422$; NS), however, the n Ach level of the third age group (20 - 23) is significantly higher ($t = 9.017$; $p < .01$) than the first age group (12 - 15).

As regards non-tribal pupils in the tribal schools, as there are very few pupils in the age group 20 to 23, their n Ach level has not been considered. In this group of pupils, the n Ach level of pupils of the age group 16 to 19 is higher than that of pupils of the age group 12 to 15 ($t = 3.117$; $p < .01$).

In the third age group in group B_1, there is only one pupil in the age group 20 to 23. Though the n Ach level of the first age group (12 - 15) is 3.421 and that of the second age group (16 to 19) is 3.737, the difference

Table 4.13. AGE AND N ACHP MEAN DIFFERENCES.

Groups		N	Mean	S.D.	t	df	Level of Significance
A_1	1	451	2.692	5.424	5.058	1205	.01
	2	756	4.365	5.742			
A_1	2	756	4.365	5.742	1.422	830	NS
	3	76	4.671	5.635			
A_1	1	451	2.696	5.424	9.017	525	.01
	3	76	4.671	5.635			
A_2	1	100	3.130	5.093	3.117	218	.01
	2	120	3.825	5.335			
A_1	1	45	2.696	5.424	2.408	62	.05
B_1	1	19	3.421	3.994			
A_1	2	756	4.365	5.742	2.028	784	.05
B_1	2	30	3.737	5.250			
A_2	1	100	3.130	5.093	8.943	256	.01
B_2	1	158	5.115	6.081			
A_2	2	120	3.845	5.335	7.386	277	.01
B_2	2	159	5.428	6.102			

Note: Age groups 1: 12 - 15 years.
2: 16 - 19 years.
3: 20 - 23 years.

is not significant (t = 0.753; NS). Even among the non-tribal pupils in the non-tribal schools, there are very few pupils in the age group 20 to 23. The first age group has an n Ach level of 5.115 and the second has an n Ach level of 5.428 but the difference is not significant (t = 1.446; NS). The significant difference in n Ach level between the first and the second age groups, indicates that the n Ach level of pupils increases in the years 12 to 15 and 16 to 19, but the age group 20 to 23 also does not show any significant change in n Ach level.

The increase in n Ach between the age groups 12 to 15 and 16 to 19 among non-tribal pupils in the tribal schools implies a similar trend as among the tribal pupils in the tribal schools. However, this difference in n Ach level does not hold good among the tribal pupils in the non-tribal schools as well as among the non-tribal pupils in the non-tribal schools. These findings support the findings by Tamhankar (1968) and Pathak (1974).

As regards the findings for the tribal and non-tribal pupils in the non-tribal schools, there is an increase in n Ach between the ages 12 to 15 and 16 to 19, but then the n Ach continues to increase but this increase is not significant. The findings of the present study are

unlike the findings of the study by Mehta (1969) indicating a V-shaped curve.

Tribal pupils in the tribal schools in the age group 12 to 15 reveal a significantly lower n Ach level ($t = 2.408$; $p < .05$) than tribal pupils of the non-tribal schools in the same age group. However, among the second age group (16 to 19) in the same groups of pupils, the tribal pupils in the tribal schools have a significantly higher n Ach level ($t = 2.028$; $p < .05$).

Non-tribal pupils in the tribal schools in the age group 12 to 15 reveal a lower n Ach level than their counterparts in the same age group in the non-tribal schools ($t = 8.943$; $p < .01$). This difference only goes to indicate that the environment of the non-tribal schools helps in increasing the n Ach level.

The non-tribal pupils in the non-tribal schools in the age group 16 to 19 have a higher n Ach level than non-tribal pupils in the tribal schools in the same age group ($t = 7.386$; $p < .01$). This implies that the former have a higher n Ach level than the latter probably because of the environment.

CLASS AND N ACH

Table 4.14. CLASSWISE N ACH: MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION

Groups		N	Mean	S.D.	Coefficient of Variation
A	VIII	484	1.909	4.971	260.393
	IX	88	3.005	5.164	171.854
	X	346	4.344	5.552	127.904
	XI	288	5.760	6.101	105.921
B	VIII	89	3.629	5.129	141.319
	IX	90	5.889	6.617	112.365
	X	94	5.329	5.537	103.879
	XI	91	5.385	6.111	113.499
A_1	VIII	411	1.827	4.971	272.065
	IX	335	2.961	5.159	174.210
	X	294	4.384	5.656	129.007
	XI	243	5.802	6.189	106.667
A_2	VIII	73	2.369	4.979	210.103
	IX	54	3.222	5.211	161.729
	X	53	4.113	4.948	120.306
	XI	45	5.533	5.663	102.348
B_1	VIII	8	4.125	3.720	90.185
	IX	13	4.923	5.722	116.232
	X	12	2.167	4.108	189.618
	XI	14	4.357	4.378	100.488
B_2	VIII	81	3.580	5.263	146.994
	IX	77	6.052	6.776	111.969
	X	82	5.793	5.586	96.432
	XI	77	5.571	6.381	114.537

Studying pupils of the different classes of the tribal schools together, the mean n Ach for class VIII is 1.909 and that for class IX is 3.005. In table 4.15 the significant difference ($t = 3.180$; $p < .01$) indicates that the n Ach level of class IX is higher than that of class VIII. The n Ach level of the pupils rises further in class X and the difference between class IX and class X is again significant ($t = 3.826$; $p < .01$) indicating the significantly higher n Ach of pupils of class X. On studying the difference between classes X and XI, a similar rise is noted ($t = 3.057$; $p < .01$) indicating a still further rise in n Ach as far as group A pupils are concerned. The above figures indicate a significant difference between the n Ach levels of each class. On studying the difference between classes VIII and X ($t = 6.622$; $p < .01$) and classes VIII and XI ($t = 9.548$; $p < .01$) and also classes IX and XI ($t = 6.345$; $p < .01$) it is found that the n Ach level indicates a steady significant increase towards class XI. This steady rise in n Ach level indicates that the pupils n Ach level rises as they go to a higher class.

Among pupils in the non-tribal schools, the mean n Ach for pupils of class VIII is 3.629 while that for class IX pupils is 5.889, the difference being significant ($t = 2.552$; $p < .05$). Class X pupils indicate a slightly

Table 4.15. CLASS AND N ACH: MEAN DIFFERENCES.

Groups		N	Mean	S.D.	t	df	Level of Significance
A	VIII	484	1.909	4.971	3.180	870	.01
	IX	388	3.005	5.164			
A	IX	388	3.005	5.164	3.383	732	.01
	X	346	4.344	5.556			
A	X	346	4.344	5.556	3.057	632	.01
	XI	288	5.760	6.101			
A	VIII	484	1.909	4.971	6.622	828	.01
	X	346	4.344	5.556			
A	VIII	484	1.909	4.971	9.548	770	.01
	XI	288	5.760	6.101			
A	IX	388	3.005	5.164	6.345	674	.01
	XI	288	5.760	6.101			
B	VIII	89	3.629	5.129	2.552	177	.05
	IX	90	5.889	6.617			
B	IX	90	5.889	6.617	0.623	182	NS
	X	94	5.329	5.537			
B	X	94	5.329	5.537	0.064	184	NS
	XI	91	5.385	6.111			

Table 4.15 (contd.)

Groups		N	Mean	S.D.	t	df	Level of Significance
B	VIII	89	3.629	5.129	2.152	181	.05
	X	94	5.329	5.537			
B	VIII	89	3.629	5.129	2.085	178	.05
	XI	91	5.385	6.111			
B	IX	90	5.889	6.617	0.533	179	NS
	XI	91	5.385	6.111			
A_1	VIII	411	1.827	4.971	3.047	744	.01
	IX	335	2.961	5.159			
A_1	IX	335	2.961	5.159	3.299	627	.01
	X	294	4.384	5.656			
A_1	X	294	4.384	5.656	2.771	535	.01
	XI	243	5.802	6.189			
A_1	VIII	411	1.827	4.971	6.355	703	.01
	X	294	4.384	5.656			
A_1	VIII	411	1.827	4.971	9.005	652	.01
	XI	243	5.802	6.189			
A_1	IX	335	2.961	5.159	6.005	576	.01
	XI	243	5.802	6.189			

Table 4.15 (contd.)

Groups		N	Mean	S.D.	t	df	Level of significance
A_2	VIII	73	2.369	4.979	0.935	125	NS
	IX	54	3.222	5.211			
A_2	IX	54	3.222	5.211	0.907	105	NS
	X	53	4.113	4.948			
A_2	X	53	4.113	4.948	1.325	96	NS
	XI	45	5.533	5.663			
A_2	VIII	73	2.369	4.979	1.945	124	NS
	X	53	4.113	4.948			
A_2	VIII	73	2.369	4.979	3.180	116	.01
	XI	45	5.533	5.663			
A_2	IX	54	3.222	5.211	2.112	97	.05
	XI	45	5.533	5.663			
B_1	VIII	8	4.125	3.720	0.350	19	NS
	IX	13	4.923	5.722			
B_1	IX	13	4.923	5.722	1.373	23	NS
	X	12	2.167	4.108			
B_1	X	12	2.167	4.108	1.308	24	NS
	XI	14	4.357	4.378			

Table 4.15 (contd.)

Groups		N	Mean	S.D.	t	df	Level of Significance
B_1	VIII	8	4.125	3.720	1.083	18	NS
	X	12	2.167	4.108			
B_1	VIII	8	4.125	3.720	0.126	20	NS
	XI	14	4.357	4.378			
B_1	IX	13	4.923	5.722	0.290	25	NS
	XI	14	4.357	4.378			
B_2	VIII	81	3.580	5.263	2.568	156	.05
	IX	77	6.052	6.776			
B_2	IX	77	6.052	6.776	0.264	157	NS
	X	82	5.793	5.586			
B_2	X	82	5.793	5.586	0.233	157	NS
	XI	77	5.571	6.381			
B_2	VIII	81	3.580	5.263	2.602	161	.05
	X	82	5.793	5.586			
B_2	VIII	81	3.580	5.263	2.144	156	.05
	XI	77	5.571	6.381			
B_2	IX	77	6.052	6.776	0.453	152	NS
	XI	77	5.571	6.381			

lower n Ach level than those in class IX, but this difference is not significant (t = 0.623; NS). The n Ach level of class XI pupils is slightly higher than that of class X pupils (t = 0.064; NS) but the increase is not significant. However, on studying the n Ach level between classes VIII and X (t = 2.152; $p < .05$) and that between classes VIII and XI (t = 2.085; $p < .05$) a significant upward trend is evident from classes VIII to XI, indicating a trend similar to that among pupils of the tribal schools. This trend implies that there is an upward trend in n Ach of pupils from classes VIII to XI.

The tribal pupils from the tribal schools have been studied separately. The mean n Ach of pupils of class VIII is 1.827 while that for class IX pupils is 2.961 (t = 3.047; $p < .01$), this difference is significant at .01 level. Between classes IX and X there is a significant increase (t = 3.300; $p < .01$) and so also between classes X and XI (t = 2.771; $p < .01$). These significant increases indicate that n Ach of pupils in class X is significantly higher than that of class IX and of class XI is also significantly higher than that of class X. To conclude that n Ach increases with the class of the pupils it is necessary to study the increase in n Ach from class VIII to class X (t = 6.355; $p < .01$) and that from class VIII

to class XI ($t = 9.005$; $p < .01$) as well as that from class IX to class XI ($t = 6.005$; $p < .01$). From these significant differences one can conclude that the n Ach level of tribal pupils in tribal schools increases with the increase in class, a similar trend is revealed by groups A and B.

The differences between the different classes, for instance, classes VIII and IX, IX and X, and between X and XI are not significant but the trend from classes VIII to XI ($t = 3.18$; $p < .01$) indicates a significant upward trend, this is also evident from the trend in n Ach between classes IX and XI ($t = 2.112$; $p < .05$). This upward trend from class VIII to class XI indicates that though the increase from one class to another is not significant and in some cases even registers a fall, the trend indicates the continuous rise in n Ach in the high school classes.

Tribals in non-tribal schools reveala very different picture. The mean n Ach of pupils in class VIII is 4.125, while that in classes IX, X and XI is 4.923, 2.167 and 4.357, respectively. The n Ach level rises among pupils of class VIII to those in class IX, but the difference is not significant. From class IX to class X, the n Ach level declined, but rose again in class XI. Among group A_2 also,

the differences in n Ach between each class are not significant but the overall trend shows a marked increase from class VIII to XI, but no trend is evident from class VIII to XI indicating that no particular relationship exists between n Ach and class in this particular group. Pupils of group B in class VIII with a mean of 3.58, have a lower n Ach level than those in class IX, with a mean of 6.052 ($t = 2.568$; $p < .05$). However, the differences in n Ach between pupils of classes IX and X and between X and XI are not significant. The mean n Ach of pupils in class X falls to 5.793 from 6.052 in class IX, that of class XI pupils falls still further to 5.571. Though these differences are not significant, the overall trend of n Ach of group B_2 indicates an upward trend. This is indicated by the significant differences in the n Ach means of pupils of classes VIII and X ($t = 2.602$; $p < .05$) and of classes VIII and XI ($t = 2.144$; $p < .05$)

A significant upward trend is evident among all the groups except among group B, tribal pupils studying in the non-tribal schools. This trend is in keeping with the trend indicated by the study of n Ach level of the different age levels. The inherent nature of the relationship of age and class of the pupil is a basis for this upward trend in the n Ach level of pupils along with the increase in class

in which the pupils are studying. This finding further supports the positive relationship of age and class.

LOCATION AND N ACH

Table 4.16. LOCATION OF SCHOOL AND N ACH: MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION.

Groups		N	Means	S.D.	Coefficient of Variation
A	R*	1426	3.588	5.602	156.156
	U**	80	1.699	4.659	267.589
B	R	282	4.078	5.187	127.194
	U	82	8.463	6.941	82.012
A_1	R	1216	3.534	5.534	156.73
	U	65	1.615	4.580	283.59
A_2	R	210	3.729	5.301	142.15
	U	15	2.067	4.234	204.83
B_1	R	38	3.579	4.518	126.239
	U	9	5.333	5.000	93.750
B_2	R	244	4.156	5.288	127.237
	U	73	8.849	7.074	79.942

* Rural ** Urban

Rural pupils in the tribal schools indicate a mean n Ach of 3.588 while those in non-tribal schools indicate a mean n Ach of 4.078. The difference between the n Ach level of these two groups is not significant.

The mean n Ach level of rural tribal pupils in the tribal schools is 3.534 while that of their counterparts in the non-tribal schools is 3.729, but this difference is not significant indicating that the mean n Ach level of these two groups does not differ.

Of the rural tribal population, those in the tribal schools indicate an n Ach of 3.534 while that of those in the non-tribal schools is 3.579. The difference in the mean n Ach is not significant indicating that those in tribal schools do not differ from those in non-tribal schools implying that the environment does not affect the n Ach level of the pupils.

Table 4.17. LOCATION OF SCHOOL AND N ACH: MEAN DIFFERENCES.

Group		N	Mean	S.D.	t	df	Level of Significance
A	R	1426	3.588	5.602	2.959	1504	.01
A	U	80	1.699	4.549			
B	R	282	4.078	5.187	6.212	362	.01
B	U	82	8.463	6.941			
A	R	1426	3.588	5.602	1.430	1706	NS
B	R	282	4.078	5.187			
A	U	80	1.699	4.549	7.353	160	.01
B	U	82	8.463	6.941			

Table 4.17 (contd.)

Group		N	Mean	S.D.	t	df	Level of Significance
A_1	R*	1216	3.534	5.534	2.106	1279	.05
	U**	65	1.615	4.580			
A_2	R	210	3.729	5.301	0.941	223	NS
	U	15	2.067	4.234			
B_1	R	38	3.579	4.518	1.027	45	NS
	U	9	5.333	5.000			
A_1	R	1216	3.534	5.534	0.489	1424	NS
A_2	R	210	3.729	5.301			
A_1	R	1216	3.534	5.534	0.284	1252	NS
B_1	R	38	3.579	4.518			
A_1	U	65	1.615	4.580	0.367	78	.01
A_2	U	15	2.067	4.234			
A_1	U	65	1.615	4.580	2.111	72	.01
B_1	U	9	5.333	5.000			
A_2	R	210	3.729	5.301	0.857	452	.01
B_2	R	244	4.156	5.288			
A_2	U	15	2.067	4.234	4.954	86	.01
B_2	U	73	8.849	7.074			

*Rural

**Urban

Urban pupils in tribal schools indicate a mean n Ach of 1.699 while the n Ach of pupils from non-tribal schools is 8.463. The difference is significant ($t = 7.353$; $p < .01$) indicating that the urban pupils of tribal schools have a significantly lower n Ach than those from non-tribal schools. This probably implies that the urban area of the non-tribal schools provides greater opportunities for developing the n Ach level of the pupils than the urban tribal schools.

Pupils of tribal schools situated in rural areas have a higher n Ach (3.588) than those in urban schools (1.699); this difference is significant ($t = 2.959$; $p < .01$) indicating a higher n Ach level of pupils studying in rural schools. Among group A, the pupils of schools situated in urban areas have a higher mean n Ach (8.463) than those in rural areas (4.078). The difference in the mean n Ach is significant ($t = 6.212$; $p < .01$), indicating the higher level of n Ach of pupils of non-tribal schools situated in urban areas.

Of group A_1 the mean n Ach of pupils from schools situated in rural areas is significantly higher ($t = 2.106$; $p < .05$) than of those from urban areas.

Of group A_2 pupils, those from urban schools do not differ from those in rural schools as regards their n Ach level, indicating that whether the non-tribals are in urban or rural schools, their n Ach level is not affected.

Group B_1 pupils from schools situated in rural areas do not differ in n Ach, from those in urban areas, indicating that when the tribals are in an environemnt where the non-tribals are in the majority, whether the former are in rural or urban schools, their n Ach level is not affected.

As regards the non-tribals in non-tribal schools, the mean n Achof those from urban schools is significantly higher than those of rural schools ($t = 6.124$; $p < .01$) indicating that the urban environment, for non-tribal pupils, is more conducive for the development of n Ach.

Differences in n Ach among rural and also among urban pupils in groups A_2 and B_1 are not significant while they are among groups A, B, A_1 and B_2. Besides, even among rural pupils in groups A_1 and A_2, A_1 and B_1 and among A and B the differences in n Ach level are not significant. However it is difficult to conclude that the rural or urban background, as indicated by findings of Jagbir Kaur (1972) and Gokulnathan and Mehta (1972) does not have a significant effect on the n Ach level of pupils.

The present study further supports the finding of Gokulnathan and Mehta (1972) that tribal pupils in urban and rural areas (in non-tribal schools) do not differ in n Ach. The findings by Gokulnathan and Mehta (1972) that among the non-tribal pupils, those in rural schools score higher than in the urban schools, however, the insignificant difference is not supported by the findings of the present study wherein the urban pupils score significantly higher.

EDUCATIONAL LEVEL OF THE FATHER AND N ACH

Table 4.18. EDUCATIONAL LEVEL OF FATHER AND N ACH: MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION.

Group		N	Mean	S.D.	Coefficient of variation
A	L*	968	3.602	5.560	154.353
	I*	537	3.287	5.579	169.765
B	L	346	5.124	5.924	115.608
	I	18	3.944	5.703	144.587
A_1	L	784	3.613	5.645	156.244
	I	497	3.231	5.571	172.394
A_2	L	185	3.541	5.175	146.169
	I	40	3.975	5.718	143.841
B_1	L	38	4.026	4.402	109.331
	I	9	3.444	5.681	164.943
B_2	L	308	5.259	6.077	115.547
	I	9	4.444	6.023	135.519

*Literate fathers.
**Illiterate fathers.

In tribal schools, children whose fathers may be either literate or illiterate do not differ on n Ach. In other words, though the mean n Ach of pupils whose fathers are literate is higher (3.602) than that of pupils whose fathers are illiterate (3.387) that is, the fact whether the father is literate or not does not affect the n Ach level of the children.

Table 4.19. EDUCATIONAL LEVEL OF FATHER AND N ACH: MEAN DIFFERENCES.

Group		N	Mean	S.D.	t	df	Level of Significance
A	L*	968	3.602	5.560	0.308	1503	NS
	I**	537	3.287	5.579			
A	L	968	3.602	5.560	1.459	1312	NS
B	L	346	5.124	5.924			
A	I	537	3.287	5.579	0.481	552	NS
B	I	18	3.944	5.703			
A	L	968	3.602	5.560	1.459	1312	NS
B	L	346	5.124	5.924			
A	I	537	3.287	5.579	0.481	553	NS
B	I	18	3.944	5.703			

Table 4.19 (contd.)

Group		N	Mean	S.D.	t	df	Level of Significance
A_1	L	784	3.613	5.645	1.185	1279	NS
	I	497	3.213	5.571			
A_2	L	185	3.541	5.175	0.472	223	NS
	I	40	3.975	5.718			
B_1	L	38	4.026	4.402	0.337	45	NS
	I	9	3.444	5.681			
B_2	L	308	5.259	6.077	0.397	315	NS
	I	9	4.444	6.023			
A_1	L	784	3.613	5.645	0.557	820	NS
B_1	L	38	4.026	4.402			
A_1	I	497	3.231	5.571	0.112	504	NS
B_1	I	9	3.444	5.681			
A_2	L	185	3.541	5.175	3.341	491	.01
B_2	L	308	5.259	6.077			
A_2	I	40	3.975	5.718	0.130	47	NS
B_2	I	9	4.444	6.023			

*Literate

**Illiterate

In table 4.19 children of literate and illiterate fathers of group B do not differ in their n Ach level. Though the children of literate fathers show a higher n Ach level than those of non-literate fathers (5.124 and 3.944, respectively), the n Ach of the former is not significantly higher than that of the latter implying that the n Ach levels of pupils of both tribal and non-tribal schools are not affected whether the father is literate or illiterate ($t = 0.825$; NS).

Among group A_1 the fact whether the fathers are literate or otherwise does not affect the n Ach level. Similarly, pupils in group A_2, group B_1 and group B_2 also do not differ on n Ach. Thus it can be concluded that within each group, the fathers' educational level does not affect the n Ach level of the child.

Tribal children of literate fathers, whether in tribal or non-tribal schools, do not differ on n Ach, however, of the non-tribal children of literate fathers, those from the non-tribal schools score higher on n Ach than those from the tribal schools (5.259 and 3.541, respectively). The n Ach level of tribals from non-tribal schools is significantly higher than those from tribal schools ($t = 3.341$; $p < .01$), probably because the enriching non-tribal environ-

ment helps in raising the n Ach level of the non-tribals, unlike the effect on tribal children in the two groups.

Pupils belonging to group B_1 with illiterate fathers score higher on n Ach (3.444) than those from group A_1 (3.231); this difference, though not significant, is due to the non-tribal environment of the non-tribal schools.

Pupils from group B_2 of illiterate fathers score higher on n Ach than those in group A_2. This difference in the n Ach levels though not significant, is very likely the effect of the non-tribal environment provided in the school as in the case of pupils with illiterate fathers in groups A_1 and B_1.

Among these pupils of the tribal and non-tribal schools, educational level of the father, namely, the fact that he is literate or not, does not affect their n Ach level. Among non-tribal pupils with literate fathers there is difference between those in the tribal and non-tribal schools, the latter scoring significantly higher. The findings of the present study do not coincide with that of Gokulnathan and Mehta (1972) which indicate a linear relationship between n Ach and the educational level of the father. In case the exact educational level of the father could be determined it may have been

possible to trace the relationship of the number of years for which the father has been educated to the pupils' n Ach level. Consequently, it is not possible to compare the findings of the present study with those of McClelland et al. (1955), Mehta (1969), Heckhausen (1966), Mehta (1967) and Gokulnathan and Mehta (1972).

OCCUPATIONAL LEVEL OF THE FATHER AND N ACH

Table 4.20. OCCUPATIONAL LEVEL OF THE FATHER AND N ACH: MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION.

Group		N	Mean	S.D.	Coefficient of Variation
A	1	135	2.993	6.233	189.623
	2	39	4.205	6.431	161.211
	3	82	4.756	6.486	125.266
	4	1134	3.437	5.596	160.610
	5	116	3.414	5.540	148.918
B	1	28	3.536	6.233	176.287
	2	58	6.259	6.431	102.748
	3	50	4.739	6.486	136.845
	4	155	4.774	5.596	117.220
	5	73	5.548	5.540	99.863
A_1	1	106	3.189	5.722	179.458
	2	11	6.091	7.700	126.419
	3	42	4.262	6.247	146.582
	4	1058	3.437	5.564	161.905
	5	66	3.364	5.493	163.306
A_2	1	29	2.276	5.535	243.202
	2	29	3.483	6.266	179.905
	3	40	5.275	5.670	107.495
	4	76	3.447	4.911	142.454
	5	51	3.412	4.522	132.536

Table 4.20 (contd.)

Group		N	Mean	S.D.	Coefficient of Variation
B_1	1	10	2.899	5.342	184.231
	2	8	5.625	5.181	92.101
	3	5	4.199	2.949	70.228
	4	17	3.647	4.795	131.478
	5	7	3.857	3.976	103.085
B_2	1	18	3.889	6.799	174.824
	2	50	6.359	6.648	104.526
	3	45	4.799	6.784	141.340
	4	138	4.913	5.687	115.755
	5	66	5.727	5.675	99.081

Among group A pupils, the occupational level of the father does not seem to make significant difference in the n Ach levels of pupils whose fathers are from the different occupational levels except in case of children of labourers when compared with children of fathers with an independent profession; in table 4.21 ($t = 2.178$; $p < .05$) the children of fathers with **an** ~~in~~ independent professions show a mean n Ach of 4.262 while those of labourers show a mean n Ach of 3.189. Children of fathers with independent professions score a mean n Ach of 4.262 while those of cultivators score a mean of 3.437. This difference is significant ($t = 2.007$; $p < .05$) indicating that the n Ach level of pupils whose fathers are cultivators score significantly

higher than those whose fathers are employed in an independent profession.

Table 4.21. OCCUPATIONAL LEVEL OF FATHER AND N ACH: DIFFERENCES BETWEEN MEANS.

Group		N	Mean	S.D.	t	df	Level of Significance
A	1	135	2.993	5.675	0.427	161	NS
B	1	28	3.536	6.233			
A	2	39	4.205	6.779	1.494	95	NS
B	2	58	6.259	6.431			
A	3	82	4.756	5.958	0.015	130	NS
B	3	50	4.739	6.486			
A	4	1134	3.437	5.521	2.794	1205	.01
B	4	73	4.774	5.596			
A	5	116	3.414	5.084	2.661	187	.01
B	5	73	5.548	5.540			
A_1	1	106	3.189	5.722	1.563	133	NS
A_2	1	29	2.276	5.535			
A_1	2	11	6.091	7.700	1.004	38	NS
A_2	2	29	3.483	6.266			

Table 4.21 (contd.)

Group		N	Mean	S.D.	t	df	Level of Significance
A_1	3	42	4.262	6.247	0.769	80	.01
A_2	3	40	5.275	5.670			
A_1	4	1058	3.437	5.564	0.017	1132	NS
A_2	4	76	3.447	4.911			
A_1	5	66	3.364	5.493	0.518	115	NS
A_2	5	51	3.412	4.522			
A_1	1	106	3.189	5.722	0.163	114	NS
B_1	1	10	2.899	5.342			
A_1	2	11	6.091	7.700	0.158	17	NS
B_1	2	8	5.625	5.181			
A_1	3	42	4.262	6.247	0.023	45	NS
B_1	3	5	4.199	2.949			
A_1	4	76	3.447	4.911	0.177	91	NS
B_1	4	17	3.647	4.795			
A_1	5	66	3.364	5.493	0.487	71	NS
B_1	5	7	3.857	3.976			
B_1	1	10	2.899	5.342	0.425	16	NS
B_2	1	18	3.889	6.799			

Table 4.21 (contd.)

Group		N	Mean	S.D.	t	df	Level of Significance
B_1	2	8	5.625	5.181	0.357	56	.01
B_2	2	50	6.359	6.648			
B_1	3	5	4.199	2.949	0.361	58	.01
B_2	3	45	4.799	6.784			
B_1	4	17	3.647	4.795	1.006	153	.01
B_2	4	138	4.913	5.687			
B_1	5	7	3.857	3.976	1.13	71	.01
B_2	5	66	5.727	5.675			

Looking at pupils from non-tribal schools, the difference in n Ach betweenchildren of fathers of different occupations is not significant in any of the cases, implying that the occupational level of the father does not affect the n Ach level of pupils. Similarly, the mean n Ach of group A_1 is not affected by the fathers occupation.

Among the non-tribals from tribal schools also, the n Ach level of pupils is not affected by the occupational

level of the father except in case of children of labourers and of those employed in an independent profession. The mean n Ach of children of labourers is 2.276, while that of children whose fathers are employed in an independent profession is 5.275. This difference is significant, implying that children of cultivators score significantly higher than those of labourers.

The n Ach level of tribal pupils from the non-tribal schools is not affected by the occupation of the father nor is the n Ach level of non-tribal pupils in non-tribal schools.

Occupation of the father has some significant effect on the n Ach level of the pupils when fathers are employed in independent professions.

Looking at the differences between sub-groups as regards the effect of occupational level of the father on the n Ach level of the child, there is no significant difference. However, while comparing the n Ach levels of pupils from the tribal schools, with those from non-tribal schools regarding the effect of occupational level of the father, children in tribal schools whose fathers are employed in cultivation differ from children of non-

tribal schools of fathers of the same occupational level ($t = 2.795$; p .01), the children of non-tribal schools showing a higher mean n Ach (4.774) than those of tribal schools (3.437).

Similarly, children in tribal schools whose fathers are employed in the 'services' sector score lower (3.414) than pupils of non-tribal schools (5.548) whose fathers are employed in the same occupation. The difference is significant ($t = 2.661$; p .01) indicating the fact that children of non-tribal schools whose fathers are employed in service occupations score significantly higher than children of the tribal schools with fathers in the same occupation group.

It can be concluded that the only occupational groups or levels of occupation which have any effect on the n Ach of pupils are those employed in independent profession and children of cultivators and those in the services sector but this is not so in all the groups. In fact, in very few cases does the occupation of the father affect the n Ach level of pupils, and when it does it is only when fathers belong to either of the above three occupational levels.

The findings of the present study do not support the findings of earlier studies, particularly that by Mehta (1969) where he found a significant relationship between occupational level of the father and the n Ach level of the pupils; this relationship followed a V-shaped curve. In the study by Gokulnathan and Mehta (1972) boys of fathers belonging to professional occupations showed the highest n Ach, followed by those from semi-professional occupations and then by those from skilled, the semi-skilled and the unemployed showing the least. However, there was no relationship between fathers' occupational status and boys' n Ach. Among the girls the trend was more or less similar. No clear trend of different levels of n Ach is evident among the different groups, let alone the relationship of pupils' n Ach and the occupational status of the father. The findings of the present study, however, support the findings of studies by Murlidharan and Topa (1970) and by Gokulnathan and Mehta (1972). In other words, among tribal and non-tribal pupils in the tribal and the non-tribal schools the n Ach level is not affected by the occupational level of the father.

Though there are no differences among different occupational levels in group A and group B of pupils, those whose fathers are employed in cultivation differ from

each other in their n Ach level. This is also the case for those in the same category of pupils but whose fathers are employed in the 'services' sector. Pupils whose fathers are engaged as labourers and those who are engaged in an independent profession among group A as well as those in group A_2 differ from each other. Among group A also, those whose fathers are engaged in independent professions and those in cultivation differ in n Ach level. But these differences in n Ach in the few occupational levels of fathers do not indicate any trend.

MOBILITY AND N ACH

Figures in table 4.22 indicate that tribal pupils in the tribal schools whose families have moved out of their native or birth place have an n Ach of 2.229 with a standard deviation of 4.628 while those whose families have not moved out have an n Ach of 3.569 with a standard deviation of 5.695.

Non-tribal pupils in the tribal schools whose families have moved out have an n Ach level of 3.987 while that of pupils whose families have not moved out have an n Ach of 3.735. Their standard deviations are 4.885 and 5.625 respectively.

Table 4.22. MOBILITYWISE N ACH: MEANS, STANDARD DEVIATIONS AND COEFFICIENTS OF VARIATION.

Group		N	Mean	S.D.	Coefficient of Variation
A_1	M*	96	2.229	4.628	207.627
	N**	1145	3.569	5.695	159.568
A_2	M	76	3.987	4.885	122.523
	N	189	3.735	5.625	150.602
B_1	M	9	6.889	4.203	61.010
	N	38	3.210	4.355	135.670
B_2	M	52	5.942	6.907	116.240
	N	265	5.09	5.911	116.139

*Those pupils whose families have moved out.

**Those pupils whose families have not moved out.

On the other hand, among tribal pupils in the non-tribal schools whose families have not moved out have an n Ach level of 6.889 while those whose families have not moved out have an n Ach of 3.210. These tribal pupils have a coefficient of variation of 135.670 and 61.010 respectively, indicating the latter a homogenuity in n Ach scores.

Those non-tribal pupils in the non-tribal schools whose parents have moved out of their native place have an n Ach level of 5.942 while those whose fathers have not moved out have an n Ach level of 5.09.

Table 4.23. MOBILITY AND N ACH: DIFFERENCES BETWEEN MEANS.

Group		N	Mean	S.D.	t	df	Level of Significance
A_1	M*	96	2.229	4.628	2.674	1239	.01
	N**	1145	3.569	5.695			
A_2	M	76	3.987	4.885	0.372	263	NS
	N	189	3.735	5.625			
B_1	M	9	6.889	4.203	2.345	450	.01
	N	38	3.210	4.355			
A_1	M	96	2.229	4.628	2.402	170	.05
A_2	M	76	3.987	4.885			
A_1	M	96	2.229	4.628	3.153	103	.01
B_1	M	9	6.889	4.203			
A_1	N	1145	3.569	5.695	0.396	1332	NS
A_2	N	189	3.735	5.625			
A_1	N	1145	3.569	5.695	0.495	1181	NS
B_1	N	38	3.210	4.355			

Table 4.23 (contd.)

Group		N	Mean	S.D.	t	df	Levelof Significance
A_2	M	76	3.987	4.885	1.757	126	NS
B_2	M	52	5.942	6.907			
A_2	N	189	3.735	5.625	2.566	452	.05
B_2	N	265	5.09	5.911			

*Pupils whose parents have moved out.

**Pupils whose parents have not moved out.

Figures in table 4.23 indicate that among tribal pupils inthe tribal schools, those whose parents have not moved out have a significantly higher n Ach level than those whose parents have moved out ($t = 2.674$; $p < .01$) while among non-tribal pupils in the same schools, those whose fathers have moved out do not differ significantly in n Ach from those whose fathers have not moved out ($t = 0.372$; NS).

In group A_2, those whose fathers have moved out have a significantly higher n Ach level than pupils in group A_1 whose fathers also have moved out ($t = 2.402$; $p < .05$).

While comparing tribal pupils, whose fathers have moved out, in the tribal and the non-tribal schools, those in the non-tribal schools have a higher n Ach level ($t = 3.153$; $p < .01$).

Pupils in groups A_1 and A_2 whose fathers have not moved out do not differ in n Ach. Pupils of groups A_1 and B_1 whose fathers have not moved out also do not differ in their n Ach levels. Even pupils in groups A_2 and B_2 whose families have moved out do not differ in the n Ach levels. On the other hand, the pupils in group B_2 whose families have not moved out have a higher n Ach level than those in group A_2 whose families have not moved out ($t = 2.566$; $p < .05$).

Pupils whose families have not moved out do not differ in n Ach from those whose families have moved out, except in the case of tribal pupils in the tribal schools, where those whose fathers have not moved out have a higher level of n Ach than those whose fathers have moved out.

CORRELATIONAL ANALYSIS

The product moment coefficients of correlation have been calculated to study the relationship between the dependent variable, n Ach and the independent variables: (i) age (ii) class (iii) number of siblings (iv) birth order

(v) vocational aspirations of pupils (vi) educational level of the father (vii) occupational level of the father (viii) motivation towards school (ix) perception of peers' achievement demands (x) perception of teachers' achievement demands (xi) perception of fathers' achievement demands (xii) perception of achievement demands by peers, teachers and fathers taken together. The correlational analysis has been done separately for the six groups, namely, pupils in tribal schools (A), tribal pupils in tribal schools (A_1), non-tribal pupils in tribal schools (A_2), pupils in non-tribal schools (B), tribal pupils in non-tribal schools (B_1) and non-tribal pupils in non-tribal schools (B_2). Table 4.24 presents the coefficients of correlation of the 11 independent variables with n Ach, for the different variables with n Ach, for the different groups.

N ACH AND AGE

Table 4.25. CORRELATIONS: AGE AND N ACH.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degrees of freedom (N-2)	1504	1279	223	362	45	315
r	0.118	0.111	0.164	0.020	-0.150	0.054
Level of significance	.01	.01	.05	NS	NS	NS

The relationship between age and n Ach in pupils of tribal schools is positive and significant ($r = .118$; $p < .01$). This indicates that as the pupils' age increases during their high school years their n Ach also increases. A similar relationship is evident among the tribals studying in the tribal schools ($r = .111$; $p < .01$). Even among non-tribals in tribal schools the n Ach is positively related to age ($r = .164$; $p < .05$) but in this case the correlation coefficient is significant only at .05 level.

On examination, if is found that the coefficients of correlation between age and n Ach for pupils in non-tribal schools and for non-tribal pupils in the same schools are positive though not significant. However, among the tribals studying in non-tribal schools a negative, though not significant, trend is noticed.

The significant positive correlation among the pupils from tribal schools taken as a whole and the sub-groups from tribal schools, namely, tribal and non-tribal pupils, may be explained by the fact that as the pupils' ages increase they become aware of the outside world, they learn of opportunities and challenges offered by the environment and thus they reset their life goals. In fact, this awareness of the outside world increases their need achieve-

ment as they realise their condition and, naturally, want to improve their lot. As all the pupils from non-tribal schools (group B), even with the further classification (B_1 and B_2) do not reveal any significant correlation of their age to their n Ach level it makes one assume that their non-tribal environment has revealed a clear picture of the world. It is assumed that because of this varied environment, at an earlier age, they became aware of opportunities and consequently reshape their life goals, realise their drawbacks and also become aware of their chances of attaining their life goals.

However, the not significant though negative nature of the relationship between n Ach and age among the tribal pupils in non-tribal schools raises a question in one's mind — Why is it that though the entire population of the tribal and non-tribal schools indicates a positive though sometimes not significant correlation this group indicates a negative correlation? Could this negative correlation be due to the fact that they form the weak minority in the non-tribal area and because of their impoverished background are unable to establish themselves in the competitive non-tribal environment? It may be a result of the fact that they realise their life goals earlier then their counterparts in the tribal environemnt but inability to

adjust to their non-tribal environment may result in frustration and be a cause of the negative correlation.

CLASS AND N ACH

Table 4.26. CORRELATIONS: CLASS AND N ACH.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degrees of freedom (N-2)	1504	1279	223	362	45	315
r	0.243	0.261	0.218	0.066	-0.045	0.108
Level of Significance	.01	.01	.01	NS	NS	NS

A significant positive correlation between the classes in which the pupils are studying and their n Ach ($r = .243$; $p < .01$) among pupils in tribal schools is evident from the correlation table, implying that as pupils go up the educational ladder their n Ach increases. The major sources of knowledge for pupils in tribal schools are their teachers in the school, their books, and in fact, the entire school situation. Wastage and stagnation among the tribals is immense, but, as the correlation table indicates by the time the pupils are at the high school

stage, their awareness is increased and this awareness, it appears, increases their aspirations and their 'urge to improve' resulting in a positive correlation between class and n Ach. Among this group, similar findings were indicated when studying age and the n Ach. This is, in fact, in accordance with the relationship of age and class. A similar relationship is evident among their sub-groups in tribal schools, namely, the tribals ($r = .261$; p .01), and non-tribals ($r = .218$; p .01), the n Ach increasing with increase in the class.

Pupils from the non-tribal schools do not show a significant relationship between these two variables. As in the case of age and n Ach, this group is unlike that in tribal schools. Though the correlation coefficient is positive, it is not significant even at the .05 level. Even among the sub-groups of pupils in the non-tribal schools this relationship is not significant. In fact, among the tribals the relationship is negative, though not significant.

Tribals from the tribal and the non-tribal schools do not seem to indicate similar tendencies, that is, pupils from the tribal schools reveal a significant tendency for increase in n Ach as they go up the educational ladder but

those from the non-tribal schools indicate a relationship which is negative but not significant (r = -0.045; NS). Because of the radical difference in the tendencies of the tribals from the tribal and the non-tribal schools, one tends to conclude that the non-tribal environment provided in the latter type of schools is not conducive to inculcate the need for achievement among tribal pupils. These findings reaffirm the conclusions of Atkinson (1964) that, "the qualify of motivation in different classrooms and schools differs greatly depending upon the social organisation of the school and instructional methods employed and that the relationship between strength of any particular motive and level of achievement will vary markedly, accordingly". Atkinson has reiterated the fact that this interaction is emphasised by Lewin's hypothesis of B = f(P,E).

The absence of a significant relationship between class and n Ach of pupils of the non-tribal schools as against the significant positive correlation of these variables among pupils of tribal schools only goes to support the assumption drawn after studying the relationship of age and class among these two groups that the richer environment provided in the non-tribal schools as well as the non-tribal environment in which the school

is situated helps in making pupils aware of the existing challenges and opportunities in the environment, increasing their personal expectations and thus raising, in the individuals, the desire to achieve.

NUMBER OF SIBLINGS AND PUPILS' N ACH

Table 4.27. CORRELATIONS: NUMBER OF SIBLINGS AND N ACH

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degree of freedom (N-2)	1504	1279	223	362	45	315
r	-0.006	0.011	-0.105	0.031	0.093	0.021
Level of significance	NS	NS	NS	NS	NS	NS

Among pupils of tribal schools there is negative correlation betweenthe number of siblings and n Ach ($r = -0.008$; NS) indicating that the n Achof pupils tends to decrease as the number of children in their families increases. Findings of studies by Heckhausen (1961) and Rosen (1961) concur with the tendency noticed in this sample, but as stated earlier, this tendency is not significant even at .05 level. Pupils of non-tribal

schools, on the other hand, tend to show a positive but not significant relationship (r = 0.031, NS) between the number of children in the family and the n Ach level. This finding is similar to that of Bimaleshwar De and Ramadhar Singh (1970). The difference in the trend of relationship of pupils of tribal schools and those in non-tribal schools between number of siblings and n Ach may stem from the fact that as the tribal population already has to face financial problems in supporting their children, the difficulties multiply with an increase in the number of mouths to be fed. Not only does the nutritional standard appreciably decline but as there are more mouths to be fed, the parents (in a population where the majority of women help support the family) have to strive harder to earn more money to meet the increasing needs of the family and, therefore, have less time to devote to their children. The children are thus likely to feel neglected and uncared for. Among the non-tribal population, on the otherhand, people enjoy a better standard of living and consequently, additional children in the family are not likely to have a significant impact on the family economy. However, as neither of these relationships is significant the number of children in the family, it can be concluded, does not affect the n Ach level of pupils.

The trend in relationship between n Ach and number of siblings in the family among tribals in the tribal schools is positive, though not significant (r = 0.011; NS). Non-tribal pupils in these schools do however indicate a significant negative trend (r = -0.105; NS). It may be that factors similar to those affecting the entire pupil population of tribal schools also affect this sub-group as the parents of such children are more aware of their economic condition which they aspire to improve and, therefore, with each addition in the family the care and attention which each child receives is likely to decrease as the parents tend to devote more time to work outside the home so as to maintain a minimum standard of life.

Tribals in tribal schools as well as those in non-tribal schools indicate a positive but not significant relationship of n Ach with the number of children in the family (r = 0.011, NS; r=0.093, NS, respectively).

Non-tribals in non-tribal schools do not differ from their counterparts in tribal schools as regards n Ach. The insignificant nature of the relationship among the former group (r = 0.021; NS) is helpful in concluding that a larger number of children in a family does not have a detrimental effect on its economy.

One can conclude that the n Ach level of pupils whether in a tribal or non-tribal environment, is not significantly affected by the size of the family.

BIRTH ORDER AND N ACH

Table 4.28. CORRELATIONS: BIRTH ORDER AND N ACH.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degree of freedom (N-2)	1504	1279	223	362	45	315
r	0.01	0.03	-0.114	-0.019	0.224	-0.05
Level of significance	NS	NS	NS	NS	NS	NS

The n Ach level of pupils of tribal schools does not appear to be significantly affected by their birth order (r = .01; NS). Similar results were indicated by McClelland (1961) in his study of the Japanese culture and also in a study he undertook in Madras. According to Schacter (1961) and Bittes (1961) the lower motivation on the part of the first born is a result of the attention the first child receives from adults particularly the mothers, who go all out to relieve their anxiety and pain. The earlier born particularly the first born are, therefore, likely to be

more affiliation oriented than achievement oriented. This only attempts to explain why the earlier born have low need for achievement.

Findings by Adler (1930), Gewirtz (1948) and Sears (1950 go on to justify why a positive relationship exists between birth order and n Ach. The reasons they provide are that greater the number of older children in the family, the more the younger children attempt to compete and strive for a standard of excellence, besides,older siblings may also encourage the child to participate in competitive activities. The parents, because of their experience, are able to provide better care to their later born children.

Pupils of non-tribal schools, on the other hand, tend to indicate a negative but not significant relationship between their birth order and n Ach ($r = -0.019$; NS). This relationship among the pupils of the tribal schools follows an opposite trend — a positive relationship — though not significant. This positive relationship evident among pupils of a tribal environment may also be due to the fact that parents have little time to devote to their children as most of their time, including that of the women, is be spent in earning a living. Besides, the older children have to devote a large part of their day to cooking

the food and looking to the needs of the younger ones left under their care; among the pupils in a non-tribal environment, the care of the younger ones is not left to the older siblings so that in cases where the parents, particularly the mother, have less time on their hands, the younger ones are neglected while the earlier born where given more individual attention by their parents.

Tribals in tribal schools show a positive but not significant relationship between their birth order and their n Ach level ($r = 0.03$; NS). The cultural characteristics accounting for a similar trend among the pupils of tribal schools are even more valid among its subgroup, the tribals. However, the negative though not significant trend indicated in the correlation table for the non-tribals in the tribal schools ($r = -0.114$; NS) can be explained by factors similar to those affecting the entire population of the non-tribal schools. A similar, though not significant, trend is also evident among the non-tribals of the non-tribal schools ($r = -0.05$; NS). Tribals in the non-tribal schools, however, indicate a positive but not significant relationship between n Ach and their birth order ($r = 0.224$; NS). This only goes to suggest that these tribals retain their cultural charac-

teristics similar to those of tribals of tribal schools despite the fact that they form the minority group in those schools.

VOCATIONAL ASPIRATIONS AND N ACH

Table 4.29. CORRELATIONS: VOCATIONAL ASPIRATION AND N ACH.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degrees of freedom (N-2)	1504	1279	223	362	45	315
r	-0.030	-0.030	-0.041	-0.081	-0.259	-0.054
Level of significance	NS	NS	NS	NS	NS	NS

The coefficient of correlation for vocational aspirations of pupils in tribal schools and their n Ach (r =-0.030; NS) indicates a negative but not significant relationship. The negative trend in the relationship indicates that pupils who aspire for higher status tend to score low on n Ach. One cannot conclude that pupils who aspire for low level occupations score high on n Ach as the relationship, though negative, is not significant. Researches by

Atkinson (1964), Isaacson (1964) and Mahone (1960) have shown that persons with a high level of achievement motivation tend to take moderate risks, in otherwords, the middle categories of occupations will be sought by individuals who have a high level of n Ach while persons with low n Ach either take undue risks by aspiring for unrealistic goals or aspire too low. The negative though not significant nature of the relationship may be accounted for by the tendency of the pupils to aspire to only those occupations with which they are familiar. In many cases they are unaware of the prevailing occupations other than in their immediate environment, let along knowing about the nature of the jobs which are likely to interest them.

A negative but not significant relationship is evident even among the tribal pupils from tribal schools. Tribals from the non-tribal schools also indicate a similar relationship. In fact, pupils of each group are similar with regard to the relationship of vocational aspirations and n Ach.

One wonders whether one of the causes for the relationship of vocational aspirations and n Ach not being significant may be due to the low strength of the tendency to achieve success (Ts) which is expressed in the interest

of an individual in a task and his performance on it. This tendency to achieve success is a multiplicative function of three variables (Ts = MS x Ps x Is) namely, motive to achieve success (Ms), a relatively stable personality disposition and two other variables which represent the effect of the immediate environment the strength of the expectancy of success (Ps) and the attractiveness of success at that particular activity (Is). The inadequate knowledge about occupations and the tasks involved therein is likely to result in the attractiveness of success at the task being low as well as low expectancy of success because of the poor knowledge of the task involved.

OCCUPATIONAL LEVEL OF THE FATHER AND N ACH

Table 4.30. CORRELATIONS: OCCUPATIONAL LEVEL OF THE FATHER AND N ACH.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degree of freedom (N-2)	1504	1279	223	362	45	315
r	0.006	-0.002	0.031	0.016	0.004	0.006
Level of significance	NS	NS	NS	NS	NS	NS

The positive though not significant relationship of the occupational level of the father with the n Ach level of pupils from the tribal schools($r = .006$; NS) indicates that pupils whose fathers are higher in occupational status score higher in n Ach. This is because it is considered more prestigious to be employed as either a clerk or even as a peon rather than have one's own independent profession — an example of middle class values that are even reflected in school.

Pupils from the non-tribal schools indicate a similar trend in the relationship between the fathers' occupational level and pupils' n Ach.

Tribals in tribal schools, however, indicate a negative trend in the relationship but it is not significant. They comprise the only group which indicates a negative trend in the relationship between the fathers' occupational level and the pupils' n Ach level. Non-tribals in tribal schools as well as tribal and non-tribals in the non-tribal schools indicate a positive but not significant relationship.

MOTIVATION TOWARDS SCHOOL AND N ACH

Table 4.31. CORRELATION: MOTIVATION TOWARDS SCHOOL AND N ACH.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degree of freedom (N-2)	1504	1279	223	362	45	315
r	-0.002	-0.021	0.089	0.002	0.178	-0.022
Level of significance	NS	NS	NS	NS	NS	NS

Motivation towards school and pupils' n Ach are negatively correlated among pupils of tribal schools (r = -0.002; NS) implying an increase in motivation towards school tends to result in a fall in n Ach level.

The coefficient of correlation for motivation towards school and n Ach of tribal pupils in the tribal schools is negative though not significant (r = -0.021; NS) while that for tribal pupils in the non-tribal schools is positive but not significant (r = 0.178; NS). Non-tribal pupils from non-tribal schools also indicate a similar relationship between pupils' motivation towards school and

n Ach level.

A positive relationship between motivation towards school and n Ach is self-explanatory. An individual who wants to attend school has the desire to learn. This individual wants to do well in school, he wants to excell. This desire to do well, to achieve, positively affects the pupils' 'urge to excel' in outside school activity, a desire to compete with a standard of excellence, however, in the present investigation in none of the groups of pupils is the relationship significant.

PERCEPTION OF PEERS' ACHIEVEMENT DEMANDS AND N ACH

Table 4.32. CORRELATIONS: PERCEPTION OF PEERS' ACHIEVEMENT DEMANDS.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degrees of freedom (n-2)	1504	1279	223	362	45	315
r	0.033	0.019	0.119	0.014	-0.211	0.044
Level of significance	NS	NS	NS	NS	NS	NS

A coefficient of correlation of 0.033 between pupils' perception of achievement demands by peers and n Ach of pupils of the tribal schools indicates that pupils who perceive more achievement demands by their peers have a higher n Ach level, however, this relationship is not significant.

Pupils of the non-tribal schools also indicate a positive though not significant relationship of the two variables.

Tribals pupils of tribal schools as well as non-tribal pupils of tribal schools, and the pupils of tribal schools, show a positive but not significant relationship of pupils' perception of achievement demands by peers and the n Ach level of the pupils. Non-tribal pupils of the non-tribal schools also indicate a similar relationship between the two.

The trend in the relationship between pupils' perception of achievement demands by peers and n Ach level of tribal pupils in the non-tribal schools indicates a negative though not significant relationship.

As noneof the groups indicate a significant relationship between the two variables, it is concluded that

pupils' perception of achievement demands by their peers has no bearing on the n Ach level.

PUPILS' PERCEPTION OF TEACHERS' ACHIEVEMENT DEMANDS AND N ACH

Table 4.33. CORRELATIONS: PERCEPTION OF TEACHERS' ACHIEVEMENT DEMANDS.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degree of freedom (N-2)	1504	1279	223	362	45	315
r	-0.098	-0.124	0.053	-0.104	-0.209	-0.095
Level of significance	.01	.01	NS	NS	NS	NS

Pupils of tribal schools reveal a significant negative relationship between pupils' perception of achievement demands on them by their teachers and their n Ach level ($r = -0.098$; $p < .01$) indicating that as the achievement demands increase, the n Ach level decreases.

Pupils of the non-tribal schools indicate a significant negative relationship between the perception of

teachers' demands and thepupils'n Ach level ($r = -0.104$; $p < .05$). The negative nature of the relationship indicates that as the achievement demands of teachers as perceived by pupils increase, their n Ach level falls. Even among the sub-groups in the tribal schools a negative but not significant trend is evident. The negative effect on n Ach level of pupils may be due to the fact that pupils from non-tribal schools taken as a whole, and tribals and non-tribals from the same schools taken separately, indicate a higher level of n Ach when they perceive fewer achievement demands by their teachers. A high level of achievement demands by teachers is probably taken as an attempt, on the part of the teacher, at impinging on their freedom. The highly significant negative correlation among the tribal pupils of the tribal schools is, very likely, due to the same reason.

PUPILS' PERCEPTIONS OF FATHERS' ACHIEVEMENT DEMANDS AND N ACH

The relationship between pupils' perception of achievement demands by fathers and their n Ach level, though positive, is not significant among pupils of the tribal schools. This positive relationship indicates that the greater the achievement demands by fathers the higher the n Ach level. A similar trend is evident among pupils of non-tribal schools ($r = 0.042$; NS).

Table 4.34. CORRELATIONS: PERCEPTION OF FATHERS' ACHIEVEMENT DEMANDS.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degrees of freedom (N-2)	1504	1279	223	362	45	315
r	0.073	0.053	0.189	0.042	-0.06	0.051
Level of significance	NS	NS	.01	NS	NS	NS

Tribal pupils in tribal schools also indicate a positive but not significant relationship between the perception of fathers' demands and n Ach level. Tribals in non-tribal schools on the other hand, reveal a negative but not significant relationship.

Non-tribal pupils from the tribal schools indicate a significant positive relationship between perception of fathers' demands and n Ach level ($r = 0.189$; $p < .01$). However, non-tribals in the non-tribal schools do not reveal any relationship between perception of fathers' demands and n Ach level of pupils. Since none of the groups of pupils except the non-tribals in the tribal schools indicate any relationship between perception of

fathers' demands and n Ach, this variable, it can be concluded, is not related to pupils' n Ach level.

PUPILS' PERCEPTION OF ACHIEVEMENT DEMANDS AND N ACH

Table 4.35. CORRELATION: PERCEPTION OF ACHIEVEMENT DEMANDS AND N ACH.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degree of freedom (N-2)	1504	1279	223	362	45	315
r	-0.002	-0.027	0.192	-0.012	-0.244	0.014
Level of significance	NS	NS	NS	NS	NS	NS

Pupils in the tribal schools (r = -0.022; NS) as well as pupils in non-tribal schools (r = -0.012; NS) reveal a negative though not significant relationship between pupils' perception of achievement demands and their n Ach level. Tribal pupils in the tribal schools (t = -0.027;NS) as well as the tribal pupils in the non-tribal schools (r = -0.0244; NS) indicate a negative but not significant relationship.

Non-tribal pupils in the tribal schools indicate a significant positive relationship between n Ach and the pupils' perception of achievement demands on them by their teachers, peers and fathers ($r = 0.192$; $p < .01$). This relationship is significant at .01 level of significance implying that these pupils perceive more achievement demands on them by their peers, teachers and fathers.

However, as only the non-tribal pupils in tribal schools indicate a significant relationship between these two variables, it is difficult to generalise on the basis of the relationship of pupils n Ach level and their perception of achievement demands.

EDUCATIONAL LEVEL OF THE FATHER AND N ACH

The negative though not significant relationship between the educational level of the father and n Ach among pupils of the tribal schools implies that the literacy of the father has a negative correlation with the pupils' n Ach level. Pupils whose fathers are literate have a higher n Ach level while those whose fathers are illiterate tend to have a lower n Ach level. However, no difference of significance ($t = .557$; NS) is observed between the children whose fathers are literate

and those whose fathers are illiterate. The negative nature of relationship is not significant even at .05 level. This is probably due to the fact that among the pupils with literate fathers, the commonly adopted educational levels were not studied.

Table 4.36. CORRELATIONS: EDUCATIONAL LEVEL OF FATHER AND N ACH.

	Groups					
	A	A_1	A_2	B	B_1	B_2
Degree of freedom (N-2)	1504	1279	223	362	45	315
r	-0.027	-0.035	0.032	-0.043	-0.050	-0.022
Level of significance	NS	NS	NS	NS	NS	NS

A negative trend in this relationship is evident in pupils of non-tribal schools, but even in this case the relationship is not significant. In other words, pupils

from tribal and those from non-tribal schools do not differ from each other. In fact, the tribals from the tribal schools do not differ from the pupils of tribal schools as a whole or from pupils of non-tribal schools as regards the relationship of these two variables. Further, there is no difference in the trend in relationship between tribal pupils studying in tribal schools and tribals and non-tribals from the non-tribal schools. On the other hand, non-tribal pupils from the tribal schools reveal a positive but not significant relationship between the fathers' educational level and the n Ach level of the pupils. The significance of the difference between the literate from group A_2 and those from group B_2 ($t = 3.341$; $p < .01$) indicates a significant difference in their means, the latter group having a significantly higher mean n Ach. However, as none of the groups indicate a significant relationship it can safely be concluded that the educational level of the father and the pupils' n Ach level are not related.

The findings of the present analysis are given in the following chapter along with the conclusions and implications.