CHAPTER FIVE

FINDINGS AND CONCLUSIONS

The present chapter includes the findings of the analysis and conclusions drawn from them, followed by suggestions for researchers and administrators.

N ACH LEVEL

1. Pupils in the non-tribal schools have a higher n Ach level (4.841) than pupils in the tribal schools (3.403). The difference is significant at .01 level.

2. Non-tribal pupils in the tribal schools score significantly higher (3.618) than tribal pupils ($t = 3.44$; $p < .01$) in the same type of schools.

3. The difference in n Ach between the tribal and non-tribal pupils in the non-tribal schools is not significant ($t = 1.769$; NS).

4. Non-tribal pupils in the non-tribal schools score significantly higher on n Ach than non-tribals in the tribal schools ($t = 4.750$; $p < .01$).

5. The mean n Ach of non-tribals in the non-tribal schools (5.227) is higher than that of any of the other groups.

6. The mean n Ach of pupils of the non-tribal schools (3.23) does not differ significantly (t = 0.651; NS) from that of pupils (3.09) in the study by Gokulnathan and Mehta (1972).

The mean n Ach level of non-tribal pupils is higher than that of the tribal pupils, whether they are in the tribal or the non-tribal schools. The fact that non-tribals in the non-tribal schools score higher than the non-tribals in the tribal schools shows that the poor environment, namely, the meagre facilities available in the tribal schools, tends to lower the n Ach level of pupils.

Tribewise Analysis of n Ach

1. In the tribal schools, the Bhils score significantly higher on n Ach (3.579) than the Tadvis (1.291) in the same type of schools. The difference is significant at .01 level.

2. The Chaudharis in the tribal schools have a significantly higher mean n Ach level (3.603) than the Tadvis in the same type of schools ($t = 3.435$; $p < .01$).

3. In the tribal schools, the pupils of the Kokana tribe have a higher mean n Ach (3.272) than the pupils belonging to the Tadvi tribe in the same schools. The difference is significant at .05 level.

4. Pupils of the Dhodiya tribe in the tribal schools have a higher mean n Ach (3.416) than the Tadvi pupils (1.291) in the same type of schools. The difference is significant at .01 level.

5. Kodi pupils in the tribal schools have a higher mean n Ach level (4.125) than the pupils of the Tadvi tribe (1.29) in the same type of schools. The t value is 3.516, significant at .01 level of significance.

6. Pupils belonging to the Gamit tribe in the tribal schools have a higher n Ach than pupils belonging to the same tribe in the non-tribal schools ($t = 2.203$; $p < .01$).

7. Vasava pupils in the tribal schools have a higher mean n Ach than pupils of the same tribe in the non-tribal schools ($t = 0.9171$ $p < .01$).

8. Pupils of the Chaudhari tribe in the non-tribal schools score higher on n Ach than pupils belonging to the same tribe in the tribal schools ($t = 2.825$; $p < .01$).

9. Kodi pupils of non-tribal schools score higher on n Ach than the Kodi pupils in the tribal schools ($t = 3.042$; $p < .01$).

10. The n Ach level of Ghanchi pupils in the tribal and the non-tribal schools does not differ significantly ($t = 0.402$; NS).

Pupils of the Gamit and Vasava tribes in the tribal schools have a higher mean n Ach than their counterparts in

the non-tribal schools but pupils of the Chaudhari and Kodi tribes in the non-tribal schools have a higher mean n Ach level than the pupils of these tribes in the tribal schools. On the other hand, the mean n Ach level of Ghanchi pupils studying in the tribal or non-tribal schools does not differ significantly, therefore it is difficult to conclude whether the n Ach level of tribal pupils is higher in the tribal or the non-tribal schools.

COMPONENTS OF N ACH

1. Task related stories comprise the highest percentage in each of the four groups of pupils, namely, tribal pupils in the tribal schools, non-tribal pupils in the tribal schools, tribal pupils in the non-tribal schools and non-tribal pupils in the non-tribal schools.

2. Achievement imagery stories comprise the second highest percentage in each of the four groups of pupils.

3. Unrelated stories are the lowest percentage in all the groups.

4. 'Need' or 'expressed desire' appear most frequently in the achievement imagery stories of the four groups.

5. Factors frequently appearing in the stories are 'positive instrumental activity', 'positive goal anticipation', and 'achievement-thema'.

6. 'Positive affect' is also found in several achievement imagery stories.

7. Components like 'nurturant press', 'world and personal blocks', 'negative affect', 'negative goal anticipation' and 'negative instrumental activity' are rarely found. In fact, several of these components are altogether absent in some of the groups.

The low mean n Ach level in each of the four groups is due to absence or low frequency of occurance of components like 'negative instrumental activity', 'negative goal anticipation', 'negative affect', 'nurturant press' and 'personal' and 'world blocks'. In fact, in stories by tribal pupils in the non-tribal schools, 'negative goal anticipation' and 'personal blocks' do not appear. 'Negative instrumental activity' is absent among non-tribal pupils in the non-tribal schools. It is evident that most of these pupils are unable to perceive 'negative goal anticipation', 'affect' either positive or negative, 'world blocks' or barriers in the environment and are unable to visualise the need for 'help' in attaining their goals.

N ACH AND INDEPENDENT VARIABLES

Sex and n Ach

1. Girls in the non-tribal schools score significantly higher than those in the tribal schools ($t = 3.911$; $p < .01$).

2. Tribal girls in the non-tribal schools have a higher level of n Ach than tribal girls in the tribal schools ($t = 2.218$; $p < .01$).

3. Non-tribal girls in the non-tribal schools score higher than those in the tribal schools ($t = 2.527$; $p < .05$).

4. Non-tribal girls in the tribal schools have a higher n Ach than the tribal girls in the same schools ($t = 0.143$; $p < .01$).

5. Boys in non-tribal schools reveal a higher n Ach than those in tribal schools ($t = 2.536$; $p < .05$).

6. Non-tribal boys in the non-tribal schools show a higher mean n Ach than non-tribal boys in tribal schools ($t = 2.036$; $p < .05$).

7. Tribal boys in the tribal schools have a higher mean n Ach than tribal boys in the non-tribal schools ($t = 0.987$; $p < .01$).

8. Non-tribal boys in the tribal schools have a significantly higher n Ach than tribal boys in the same type of schools ($t = 0.393$; $p < .01$).

9. Boys in the tribal schools do not differ in level of n Ach from the girls in the same type of schools ($t = 0.056$; NS).

10. Tribal girls in the non-tribal schools have a higher n Ach level than tribal boys in the same type of schools ($t = 2.654$; $p < .05$).

11. Girls in the non-tribal schools have a higher mean n Ach than boys in the same type of schools ($t = 2.054$; $p < .05$).

Girls in the non-tribal schools whether tribal or non-tribal score higher on n Ach than those in the tribal schools. Among girls, the environment of the school and not the cultural background seems to be the factor influencing their n Ach level. However, this is not the case as regards the boys. Tribal girls are able to benefit more from the non-tribal schools as regards n Ach, than the tribal boys. In fact, girls can be said to have a higher mean n Ach than the boys.

Age and n Ach

1. Tribal pupils in the tribal schools in the age group 12-15 have a lower n Ach level than those in the age group 16-19 and also those in the age group 20-23.

2. Among tribal pupils in the tribal schools those in the age group 16-19 do not have a significantly different n Ach from those in the age group 20-23.

3. Among non-tribal pupils in the tribal schools, those in the age group 16-19 have a higher n Ach level than those in the age group 12-15.

4. Tribal pupils in the non-tribal schools in the age group 12-15 have a higher n Ach level than the tribal pupils in the tribal schools in the same age group.

5. Tribal pupils in the tribal schools in the age group 16-19 have a higher n Ach level than tribal pupils in the non-tribal schools in the same age group.

6. Among non-tribal pupils in the age group 12-15 those in the non-tribal schools have a higher level of n Ach.

7. Among non-tribal pupils in the age group 16-19 those in the non-tribal schools have a higher n Ach level than those in the tribal schools

A comparison of the n Ach levels of pupils in the three age groups neveals that the n Ach level of the pupils increases with the increase in age. While comparing pupils in the same age group in both types of schools, those in the non-tribal schools reveal a higher n Ach level.

Class and n Ach

1. The n Ach level of pupils in the tribal schools shows a significant increase in n Ach ($t = 9.548$; $p < .01$) between classes VIII and XI.

2. The increase in the n Ach level between each class in the tribal schools, is significant at .01 level.

3. The n Ach level of tribal pupils in the tribal schools indicates a significant increase in n Ach ($t = 9.01$; $p < .01$) between classes VIII and XI.

4. The increase in the n Ach level of tribal pupils in the tribal schools between each of the classes is significant at .01 level.

5. Among non-tribals in the non-tribal schools, the differences in n Ach level between each class are not significant.

6. The difference in n Ach level of non-tribal pupils of classes VIII and XI of the tribal schools is significant ($t = 3.18$ $p < .01$).

7. The increase in n Ach of pupils of classes VIII and XI of the non-tribal schools is significant ($t = 2.085$; $p < .05$).

8. The difference in n Ach of pupils of the non-tribal schools of classes VIII and IX is significant ($t = 2.552$; $p < .05$).

9. The difference in n Ach of pupils of classes VIII and X of pupils of non-tribal schools is significant ($t = 2.52$; $p < .05$).

10. Among tribal pupils in the non-tribal schools, the n Ach level of each of the classes does not differ significantly.

11. The difference in n Ach level of tribal pupils of the non-tribal schools of classes VIII and XI does not differ significantly ($t = 0.126$; NS).

12. The n Ach level of non-tribal pupils of the non-tribal schools in class VIII differs significantly ($t = 2.144$; $p < .05$) from that of ~~pupils~~ non-tribal pupils in class XI of the non-tribal schools.

13. The differences in n Ach level of non-tribal pupils of classes VIII and IX and between VIII and X of the non-tribal schools are significant at .05 level.

A constant increase in n Ach of tribal pupils going through the high school classes of the tribal schools is evident and so also the increase in n Ach level of non-tribal pupils along the high school classes of the tribal schools. The same is true for tribal and non-tribal pupils in the non-tribal schools. This helps one conclude that the n Ach level of high school pupils increases as they go up the educational ladder.

Location and n Ach

1. Pupils in the rural tribal schools have a significantly higher mean n Ach than pupils in the urban tribal schools ($t = 2.959$; $p < .01$).

2. The n Ach level of tribal pupils in the tribal schools situated in rural areas is higher than that of tribal pupils of the tribal schools that are situated in urban areas ($t = 2.106$; $p < .05$).

3. The n Ach level of non-tribal pupils in tribal schools does not differ whether the school is in the rural or urban area.

4. The n Ach level of pupils from the urban non-tribal schools is higher than that of pupils of the rural non-tribal schools ($t = 6.212$; $p < .01$).

5. The difference in n Ach level of tribal pupils in the urban and rural non-tribal schools is not significamt ($t = 1.027$; NS).

6. The n Ach level of non-tribal pupils in the urban non-tribal schools is higher than that of non-tribal pupils in the rural non-tribal schools.

Among pupils from the tribal schools whether they are tribal or non-tribal, the n Ach level of pupils from rural schools is higher while in the case of the non-tribal schools particularly in case of non-tribal pupils, the pupils from the urban non-tribal schools reveal a higher n Ach than the rural non-tribal schools. These differences in n Ach levels are probably due to the fact that the tribal schools in the rural areas are more suitable for the population they cater to while the non-tribal schools in the urban environment seem to engender a higher n Ach in the pupils.

Educational Level of Father and n Ach

1. The fathers' literacy or illiteracy does not affect the n Ach level of any of the six groups, namely, the pupils of the tribal schools, the tribal pupils of the tribal schools, the non-tribal pupils of the tribal schools, the pupils of the non-tribal schools, the tribal pupils of the non-tribal schools, the non-tribal pupils of the non-tribal schools.

2. The n Ach level of non-tribal pupils in the non-tribal schools whose fathers are literate have a higher n Ach level ($t = 3.341$; $p < .01$) than non-tribal pupils, in tribal schools, whose fathers are literate.

On the basis of these results it is possible to assume that whether the father is literate or not does not affect the n Ach level of the pupils.

Occupational Level of the Father and n Ach

1. The n Ach level of the tribal school pupils whose fathers are employed in an independent profession is higher than that of pupils whose fathers are labourers ($t = 2.178$; $p < .05$).

2. Among pupils of the tribal schools, the n Ach level of pupils whose fathers are employed in an independent profession is higher than that of pupils whose fathers are employed in cultivation ($t = 2.077$; $p < .05$).

3. Among tribal pupils of the tribal schools, there is no significant difference in n Ach level of pupils whose fathers are at different occupational levels.

4. The n Ach level of non-tribal pupils in the tribal schools whose fathers are engaged in independent professions have a significantly higher n Ach ($t = 2.190$; $p < .05$) than pupils whose fathers are labourers.

5. In the non-tribal schools, the n Ach level of pupils whose fathers are in different occupational levels does not differ significantly.

6. The n Ach level of tribal pupils in the non-tribal schools does not differ significantly according to the fathers' occupational level.

7. The n Ach level of non-tribal pupils in the non-tribal schools whose fathers are in different occupations, does not differ significantly.

The n Ach level of pupils in the tribal schools and non-tribal pupils in the non-tribal schools whose fathers are labourers is significantly lower than the n Ach level of pupils in the same two groups whose fathers are engaged in independent professions. The occupational level of the father does not appear to raise or lower the n Ach level of pupils. In other words, the n Ach level of pupils in the tribal schools does not vary according to the occupa-

tional level of the father except in the above mentioned instance.

Mobility and n Ach

1. Among tribal pupils in the tribal schools, those whose fathers have moved out have a higher n Ach level.

2. Among the non-tribal pupils in the tribal schools there is no difference in n Ach level between those whose fathers have moved out and those whose fathers have not moved out.

3. Among pupils of the tribal schools whose fathers have moved out, the non-tribal pupils have a higher n Ach level.

4. Among tribal pupils whose fathers have moved out, those in the non-tribal schools have a higher n Ach level.

5. There is no difference in n Ach between tribal and non-tribal pupils in the tribal schools whose fathers have not moved out.

6. Those tribal pupils inthe tribal and the non-tribal schools whose fathers have not moved out do not differ in the n Ach level.

7. Those non-tribal pupils in the tribal and non-tribal schools whose fathers have moved out do not differ in their n Ach level.

8. Among non-tribal pupils whose fathers have not moved out, those in the non-tribal schools have a higher n Ach level.

In some instances pupils whose families or fathers have moved out have a higher n Ach level and in some cases those whose fathers have not moved out have a higher level of n Ach.

CORRELATIONAL ANALYSIS

Age and n Ach

1. The coefficient of correlation between pupils' age and n Ach is significant ($r = 0.118$; $p < .01$) among pupils of tribal schools.

2. Among tribal pupils of the tribal schools the relationship of n Ach and pupils' age is significant ($r = 0.111$; $p < .01$).

3. The non-tribal pupils of the tribal schools indicate a significant relationship between pupils age and n Ach ($r = 0.164$; $p < .05$).

4. Pupils of non-tribal schools do not reveal any relationship between n Ach and pupils' age.

5. Tribal pupils in the non-tribal schools as well as non-tribal pupils in the non-tribal schools do not reveal any relationship between pupils' age and n Ach.

The findings reveal that though their exists a relationship between age of the pupils and their n Ach in the tribal as well as the non-tribal pupils of the tribal schools, there is no relationship between age of pupils and n Ach among tribal and non-tribal pupils of the non-tribal schools.

Class and n Ach

1. Pupils in the tribal schools reveal a significant relationship ($r = 0.243$; $p < .01$) between class and n Ach of the pupils.

2. Among tribal pupils in the tribal schools the relationship between class and n Ach of pupils ($r = 0.261$; $p < .01$) is significant.

3. The relationship of class and n Ach of non-tribal pupils of the tribal schools ($r = 0.218$; $p < .01$) is significant.

4. The coefficient of correlation of class and n Ach of pupils in the non-tribal schools is not significant ($r = 0.088$; NS).

5. The relationships of class and n Ach of tribal and also of the non-tribal pupils of the non-tribal schools is not significant.

As in the case of age, the class and pupils' n Ach of tribal and also of non-tribal pupils in the tribal schools are related though these two variables, namely,

class and n Ach are not related among the tribal and non-tribal pupils of the non-tribal schools.

Number of Siblings and Pupils' n Ach

1. There is no relationship between the number of siblings and the n Ach of pupils of the tribal schools.

2. There is no relationship between number of siblings and pupils n Ach among tribal and non-tribal pupils in the tribal schools.

3. The coefficient of correlation between number of siblings and pupils n Ach among pupils of the non-tribal schools is not significant.

4. There is no relationship between number of siblings and pupils' n Ach among tribal pupils in the non-tribal schools and also among non-tribal pupils of the non-tribal schools.

In none of the groups of pupils are the number of siblings and the n Ach level of pupils related. This indicates that the number of siblings in a family does not affect the n Ach level of the pupil.

Birth Order and n Ach

1. There is no relationship between birth order and n Ach of pupils in the tribal schools.

2. The relationship between birth order and n Ach among tribal as well as non-tribal pupils in the tribal schools is not significant.

3. Pupils' birth order and n Ach among pupils of the non-tribal schools is not related ($r = -0.019$; NS).

4. Tribal as well as non-tribal pupils in the non-tribal schools reveal no relationship between birth order and n Ach.

Birth order of the pupils and their n Ach level are not related, indicating no matter what the birth order of the pupils, their n Ach level is not affected. The same holds good for variables like sex and also the number of siblings in the family.

Vocational Aspiration and n Ach

1. Pupils in tribal schools do not indicate any relationship between vocational aspirations of pupils and n Ach.

2. Tribal as well as non-tribal pupils in the tribal schools do not reveal any relationship between vocational aspiration and n Ach.

3. Pupils in the non-tribal schools do not indicate any relationship between vocational aspirations and n Ach.

4. Tribal as well as non-tribal pupils in the non-tribal school do not indicate any relationship between vocational aspirations and n Ach.

Vocational aspirations of pupils in each of the six groups of pupils and their n Ach, are not related. One can conclude that the pupils' vocational aspirations do not determine their n Ach level.

Occupational Level of the Father and n Ach

1. Pupils in the tribal schools do not reveal any relationship between occupational level of the father and n Ach.

2. Tribal as well as non-tribal pupils in the tribal schools do not indicate any relationship between occupational level of the father and n Ach.

3. Pupils in the non-tribal schools do not indicate any relationship between occupational level of the father and n Ach.

4. There is no relationship between the fathers' occupational level and pupils' n Ach among tribal as well as non-tribal pupils in the non-tribal schools.

Pupils' n Ach and the occupational level of the father are not related in any of the six groups of pupils. The

position of the father on the occupational ladder does not have any relation to the pupils' n Ach.

Motivation Towards School and n Ach

1. Motivation towards school and n Ach are not related among pupils of tribal schools.

2. The coefficients of correlation between motivation towards school and n Ach of tribal as well as non-tribal pupils in the tribal school are not significant.

3. Pupils in the non-tribal schools do not reveal any relationship between the two variables, motivation towards school and n Ach.

4. Motivation towards school and n Ach are not related in tribal as well as non-tribal pupils in the non-tribal schools.

The motivation towards school is another variable that is not related to the n Ach of pupils, whether the pupils are tribals or non-tribals and whether they study in the tribal or non-tribal schools.

Perception of Peers' Achievement Demands and n Ach

1. Pupils' perception of peers' achievement demands and n Ach are not related among pupils in the tribal schools.

2. Tribal as well as non-tribal pupils in the tribal schools do not reveal any relationship between pupils' perception of peers' achievement demands and n Ach.

3. Pupils of the non-tribal schools do not reveal any relationship between the pupils' perception of peers' achievement demands and n Ach.

4. Tribal as well as non-tribal pupils of the non-tribal schools do not indicate any relationship between the two variables, namely, pupils' perception of peers' achievement demands and n Ach.

Pupils' perception of achievement demands by their peers and n Ach are not related to each other among tribal as well as non-tribal pupils, whether they are in the tribal or non-tribal schools.

Perception of Teachers' Achievement Demands and n Ach

1. Pupils of the tribal schools reveal a significant negative correlation of pupils' perception of achievement demands and n Ach ($r = -0.098$; $p < .01$), that is, the pupils who perceive a greater number of achievement demands by their teachers have a lower n Ach.

2. There is significant negative correlation between pupils' perception of teachers' achievement

demands and n Ach ($r = -0.124$; $p < .01$) among tribal pupils in the tribal schools, implying that the n Ach decreases as there is an increase in achievement demands.

3. There is no relation between pupils' perception of achievement demands by their teachers and n Ach among non-tribal pupils in the tribal schools.

4. There is no relationship between pupils' achievement demands and n Ach among pupils of the non-tribal schools.

5. There is no relationship between pupils' perception of achievement demands by their teachers and n Ach among tribal as well as non-tribal pupils in the non-tribal schools.

Though pupils' perception of achievement demands by teachers and n Ach are negatively related among tribal pupils in the tribal schools, indicating that an increase in perception of achievement demands by teachers results in a lower n Ach among these tribal pupils in tribal schools these variables are not related. Among pupils, tribal and non-tribal, of the non-tribal schools, perception of their teachers' demands and n Ach are not related.

Perception of Fathers' Achievement Demands and n Ach

1. Pupils in the tribal schools do not indicate any relationship between pupils' perception of achievement demands by their fathers and n Ach.

2. There is no relation between perception of fathers' achievement demands and n Ach of tribal pupils in the tribal schools.

3. The relationship between perception of fathers' achievement demands and n Ach of non-tribal pupils in the tribal schools is significant ($r = 0.189$; $p < .01$).

4. There is no relationship between pupils' perception of achievement demands by their fathers and n Ach among pupils of the non-tribal schools.

5. There is no relationship between pupils' perceptions of achievement demands by fathers and n Ach among tribal as well as among non-tribal pupils of the non-tribal schools.

Though pupils' perception of achievement demands by fathers and n Ach are not related among tribal pupils of tribal schools as well as tribal and non-tribal pupils of the non-tribal schools, they are related among non-tribal pupils of the tribal schools.

Perception of Achievement Demands and n Ach

1. Pupils' perceptions of achievement demands and n Ach of pupils of the tribal schools are not related.

2. Pupils' perceptions of achievement demands and n Ach among tribal as well as among non-tribal pupils in the tribal schools are not related.

3. There is no relationship between pupils' perception of achievement demands and n Ach among pupils of the non-tribal schools.

4. Among tribal as well as among non-tribal pupils in the non-tribal schools there is no relationship between n Ach and their perception of achievement demands.

Taking the pupils' perception of achievement demands by peers, teachers and fathers as a whole, in none of the groups of pupils is this variable related to the pupils' n Ach.

Educational Level of the Father and n Ach

1. There is no relationship between educational level of the father and n Ach ($r = 0.027$; NS) of pupils in the tribal schools.

2. Tribal as well as non-tribal pupils in the tribal schools do not indicate any relationship between educational level of the father and n Ach.

3. Educational level of the father and n Ach of pupils of non-tribal schools are not related.

4. Tribal as well as non-tribal pupils in the non-tribal schools do not reveal any relationship between educational level of the father and n Ach.

The educational level of the father is not related to the n Ach of the pupils. It appears that the fact whether the father is literate or illiterate does not help determine the n Ach level of the pupils.

CONCLUSIONS

Facilities in the tribal school do not seem to be adequate to improve the n Ach level of the pupils, infact, the non-tribal pupils in these schools have a lower n Ach level than their counterparts in the non-tribal schools. Tribal pupils, it has been shown, have a lower level of n Ach and the schools that have been established for them are unable to cater to the needs of these pupils who require an environment that will increase their need to achieve,

their desire for excellence. The fact that there is no difference in n Ach level of tribal and non-tribal pupils in the non-tribal schools proves the point that if the tribal pupils are provided with an environment like that which exists in the non-tribal schools their desire to compete with a standard of excellence, consequently, increases. It is the standard of these tribal schools that needs to be improved.

While planning and establishing schools for tribals, administrators should realise that if they really want to improve the educational standards of the tribals and bring them in par with non-tribals they should not have separate schools for them; the type of schools and school environment that is likely to prove most beneficial is that where the tribals are in a minority and the non-tribal pupils form the majority.

Pupils of the Tadvi tribe in the tribal schools, have the lowest n Ach level. Such significant differences in n Ach are to be looked into. An attempt should be made not only to raise the n Ach level of tribal pupils as a whole but also develop n Ach in pupils of those tribes which have a lower n Ach level so that they may be able to benefit from the uniform facilities offered in the schools.

Motivation development programmes can go a long way in raising the n Ach level of pupils who do not perceive several of the components like negative goal anticipation, negative instrumental activity, personal blocks and several other components of need achievement of which they perceive a low percentage. Such programmes are needed for tribal and non-tribal pupils in both types of schools, the tribal as well as the non-tribal.

Age of pupils and their n Ach level are related. This is also evident in the significant changes that take occur in the pupils' n Ach as their age increases.

There are sex differences as regards level of n Ach, and it is the girls who reveal a higher n Ach level. This finding supports the findings of earlier studies including that by Mehta (1969) and Gokulnathan and Mehta (1972) even though the age group of the present sample is higher than that of the above mentioned studies.

The n Ach level of girls and also of the boys in the non-tribal schools is higher than their counterparts in the tribal schools.

Therefore, achievement motivation development programmes have to keep in mind this difference while planning and executing such a programme.

The class of the pupils and their n Ach level are related as far as the pupils, both tribal and non-tribal, in the tribal schools are concerned but this is not the case in the non-tribal schools. The n Ach level of tribal as well as non-tribal pupils in the tribal schools increases significantly over the high school years and also from one class to another. In the non-tribal schools, on the other hand, the n Ach level of the non-tribal pupils increases significantly with each class but does not increase significantly from class to class among the tribal pupils. The pupils' class, taken as a variable, is related to n Ach level in the tribal schools, but as Mehta's (1969) findings are not supported by the findings regarding the n Ach level in the non-tribal schools, it not possible to generalise about the relationship of class and n Ach.

The number of siblings in a family, in other words, the number of children in the family, has no relationship with pupils' n Ach. Even the birth order of the children does not affect the n Ach level.

As the n Ach level of pupils in urban schools is sometimes higher than that of rural school pupils, it is not possible to generalise on the basis of this variable; among tribal schools it is the pupils from rural schools

who have a higher n Ach level than those from urban schools while in the non-tribal schools it is the contrary.

The vocational aspirations of the pupils are in no way connected with their n Ach level.

The fathers' educational level is not related to the pupils' n Ach level nor does the n Ach level of the pupils vary depending on whether the father is literate or otherwise.

The fathers' occupational level is not related to the n Ach level of the pupils, however, among the pupils of the tribal schools, those whose fathers are employed in an independent profession have a higher n Ach level confining the findings of McClelland that individuals with n Ach tend to take moderate risks, in this case start off on an independent profession or occupation.

In the present study the n Ach level of pupils and their motivation towards school is not related.

The perception of achievement demands by peers, and fathers is not related to the n Ach level of the pupils, except in the case of non-tribal pupils studying in the tribal schools. In the case of tribal pupils in the tribal schools, the n Ach level is negatively correlated with the pupils' perception of achievement demands.

Consequently, as an increase in the pupils' perception of the achievement demands by the teachers has a detrimental effect on the pupils' n Ach level, teachers should ensure that pupils in tribal schools do not perceive them as imposing too many achievement demands. Taking the perception of achievement demands by peers, teachers and fathers together, there is no relationship between that and the n Ach level. It, therefore, stands that on the whole, the pupils' perception of achievement demands by those in authority and also their peers does not affect their need for achievement.

IMPLICATIONS

Future researchers should keep in mind the variables that have been shown not to have any relationship with n Ach. They should, in fact, take up variables that have not been studied so far like classroom size and composition, the teachers' personality, the socio-economic status of the teacher. The prevailing climate in a school may also affect the n Ach level of pupils.

A thorough study of the effect of the n Ach level of the other pupils in the class should also be taken up for study for which educational administrators and classroom teachers will have to work hand in hand and divide the

pupils into different schools if it is revealed that n Ach is affected by their peers' n Ach level.