CHAPTER THREE

REVIEW OF RELATED RESEARCHES

In experimental psychology the problem of motivation and that of learning — how behaviour changes as a result of training and practice — have been considered to be intricately linked. Several motivational concepts have arisen originally as adjuncts of the analysis of how learning takes place in lower animals.

A need or a motive as a relatively enduring disposition of personality was developed by Murray in an attempt to formulate a comprehensive system for the description of personality.

In the 40s, McClelland set about studying dynamic human motivation, both through Freudian psychological insights and through sophisticated experimental techniques which had earlier been used only in the observation of laboratory animals. Freudian psychologists observed the fact that motivation was evident in the fantasy lives of individuals and used the interpretation of dreams to discover the motivations, hidden conflicts and wishes of individual subjects. It was Murray who held the view that a need (for dominance, affiliation, achievement, nurturance

autonomy, deference, aggression, and the like) could be aroused from within by internal processes or from without by the effects of immediate situations (which he called press). However, Narziss Ach (1910) and Kurt Lewin (1926) had already discussed concepts related to read for achievement: The former attempted to explain the achievement related behaviour of subjects in his laboratory utilising the concept of 'determining tendency', and the latter employed the concept of quasi-need. So as to keep their subjects responding, experimenters in psychology used to induce the achievement motive. However, they did not have any control over its effects nor were they able to take into account individual differences in achievement motivation.

McClelland, Atkinson, Clark and Lowell, while struggling with empirical studies in the late 40s, could scarcely avoid formulating general ideas, however vague, about a theory of motivation. In the process of trying to discover conditions for experimentally arousing a motive they were compelled to consider just what a motive is and study its effects on imagination and behaviour. McClelland then turned to Murray's TAT which stimulated individuals to express fantasy thoughts that revealed their dominant motives. He then began to concentrate on the study of

achievement motive.

In the last few years, the increasing interest of psychologists in the area of motivation is implied by the number of researches and publications. This not only indicates the desire to find satisfactory solutions to problems of human behaviour, but also a challenge for better planning of change in the educational world. Planned changes can be introduced and sustained more effectively, McClelland has shown, if motivation to achieve can be 'managed'.

Several methods have been used to study the level of n Ach, and both projective and objective type of measuring instruments have been developed. In some studies, children's literature has been used to predict the n Ach of individuals fifty years later.

Studies on level of n Ach among school and college students and its comparison with comparable groups in different parts of the world have been undertaken. Comparative studies on n Ach level are of two types one depending on the country to which the population belongs and the other based on the different ethnic groups. There have also been several correlational studies on n Ach, and certain personality, demographic and environmental variables.

Several experiments have been conducted to arouse the achievement motive in various situations and thereby raise the n Ach level of the subjects. For this, achievement motivation training programmes as well as followup studies to determine their impact are being continuously conducted for managers and entrepreneurs as well as workers in industry. Similar programmes are also being implemented for school and college youth.

For the first time in 1962, a motivation training programme was conducted for businessmen by the Indian Institute of Management, Ahmedabad. Another developmental programme was taken up at Kakinda in 1964. Winter, an associate of McClelland, was closely connected with this project. The programme was for training fishermen of Kakinda. Simultaneously another similar training programme was conducted for businessmen of Vellore and Rajamundhry.

Research in India in this area first started in 1965 when McClelland studied the n Ach level of tribal school boys of Madras. However, the first indigeneous effort came up in 1968-69 when Mehta conducted a survey of the achievement motive of high school boys of Delhi under the auspices of the National Institute of Education, New Delhi.

Eventhough research in the area really began only in 1969, it has already gained tremendous momentum with a

large number of researches having been completed and many others underway.

Following is a brief review of important researches related to the present investigation. They are classified on the basis of variables, for example, age, sex, family size and the like, with reference to which n Ach has been studied. The trend of research in India, in this area has also been presented, followed by a mention of the nature and scope of the present study.

N ACH LEVEL OF PUPILS AND SEX

Researches by Veroff (1950) and Veroff, Wilcox and Atkinson (1953), wherein a direct comparison of n Ach levels in boys and girls was made, revealed that girls scored significantly higher than boys. Studies conducted by Minigione (1965), Mehta (1971), Chaudhary (1971) and Mohta (1973) also revealed that girls had a significantly greater n Ach than the boys. In a study on tribal students of Assam, Gokulnathan (1972) found that girls had a significantly higher n achievement level than the boys. To measure the n Ach level, TAT pictures were used. To check for any overlapping of the community (tribal and non-tribal) and sex, Gokulnathan (1972) regrouped the data. Within the tribal group, the n Ach mean for the boys was 5.95 and that

for the girls 2.87, showing a greater mean n Ach score for the boys than for the girls, but the difference was not statistically significant. However, among the non-tribals, the girls scored a mean of 6.12 and the boys a mean of 3.92, the difference being significant at .01 level. The tribal boys showed a significantly greater mean n Ach score than the non-tribal boys (significant at .02 level). On the other hand, the tribal girls did not shew any significant difference from the non-tribal girls.

In a study by Jagbir Kaur (1972), tenth class pupils from schools of urban and rural areas were selected. With reference to background, the female subjects had higher mean scores as compared to male students. Analysis of variance for n Ach of the four groups, namely, urban male, urban female, rural male and rural female, revealed a highly significant difference in n Ach between girls and boys, the difference being in favour of the girls. No significant difference was found in n Ach level between urban and rural students. In the analysis of variance, the interaction of background (rural and urban) and sex, indicated that girls and boys did not differ on n Ach. Results of the study by Munz, Sinouse and Letchworth (1968) are in keeping with the findings of Jagbir Kaur. Bruckman (1966), Mukherjee (1966) and Desai (1970) also found no

sex differences in n Ach. In the study on high school pupils of Gujarat, Desai (1970), using Mehta's TAT pictures, found that the mean n Ach for the boys was 6.0 and that for the girls 5.48, the difference being not statistically significant. Findings of Pathak (1974) also do not indicate any significant difference between the mean n Ach of the two sexes.

Sinha (1967), using a self-describing essay for assessing n Ach, found post-graduate boys having a higher n Ach than girls. Rosenblum and Hearman (1970), while studying first born males and females found that the former were superior to the latter in n Ach.

A study by Desai and Trivedi (1972) on boys and girls in grade IX indicated a higher n Ach mean for the boys than that for the girls. In a study on adolescents, Namdeo (1972) also found that the boys had a higher mean n Ach.

From the above findings, there is no evidence of a clear trend as regards the sexwise trend of the mean n Ach scores. However, according to Mehta (1973), as a socially, disadvantaged group, women irrespective of socio-economic status, tend to show a greater urge to improve resulting in high n Ach.

N ACH AND PUPILS' AGE

Findings of research by Tamhankar (1968) and Pathak (1974) indicated that there was no relationship between n Ach and age. According to Mehta (1969), the mean n Ach scores of subjects in the age group 12 to 17 reveal an interesting trend. The mean n Ach scores for the different age levels formed a V-shaped curve with the highest mean n Ach was 8.02 for 12 year old boys. As the analysis of variance did not reveal any significant difference for the different age levels it can be concluded that n Ach and age have a curvilinear relationship.

In their longitudinal studies, Kagan and Moss (1959) found significant coefficients of stability for indices from the age of 8 years 9 months to 14 years 6 months; Moss and Kagan (1961) found similar results over a period of 10 years from adolescence into adulthood. Similar findings were also reported by McClelland (1965b) indicating that n Ach scores of college students could predict life outcomes over periods of 10 years or more.

N ACH AND SIZE OF THE FAMILY

The impact of family size on the need achievement scores of boys according to Rosen (1961), varies with their social class. Motivation scores declined as family size

increased; the effect of the size of the family was much greater at the upper-middle class and lower class levels than at the lower-middle and upper-lower class levels.

According to Heckhausen, the size of the family is an important factor which hinders or furthers the development of strong achievement motivation. The large size of families was found to have an unfavourable effect on certain groups of the social classes.

N ACH AND BIRTH ORDER

Birth order, according to Heckhausen, is an important factor in small group structure which can hinder or influence the development of strong achievement motivation. Though there is a fair amount of agreement that birth order is a significant determinant of an individual's personality, there is disagreement regarding the characteristics connected with different birth orders. In a few studies (Atkinson and Miller, 1965; Rosen, 1961; Sampson, 1962; Koning, 1963), the first born have been described as high achievement motivated while in other studies (Schacter, 1959; Bittes, 1961) they have been characterised by dependency, however, Mukherjee (1968) found equivocal evidence on this.

Some investigators hold that the latter born have higher achievement motivation and go on to interpret it with the help of factors like 'greatest incentive to strive to surpass other siblings' (Adler, 1930), 'better parental care and experience' (Gewirtz, 1948; Sears, 1950) and 'constant encouragement from the older siblings to engage in competitive activities' (Lasko, 1952; Fischer, 1952). Among the Indian and Japanese cultures, the youngest children appear to be more achievement motivated (McClelland, 1961). However, according to Bossard and Boll (1955) the role of a studious and achieving child may be taken up by any child in the family.

There does not, however, seem to be any conclusive evidence on the relationship between birth order of a child and his motivation to achieve.

N ACH AND LOCATION OF SCHOOL

In the study by Jagbir Kaur (1972) no significant difference was found between the mean n Ach scores of urban and rural pupils. The differences were not significant even when boys and girls were considered separately. This means that, with reference to background, n Ach scores of boys and girls did not differ.

In the study of tribals of Assam, by Gokulnathan and Mehta (1972), rural subjects showed greater mean n Ach

scores than the urban subjects, but the difference was not significant indicating that place of residence had no bearing on the level of n Ach of the pupils. They found that the tribal boys in the rural and urban samples exhibited more or less the same level of achievement motivation. The non-tribals from the rural area did not reveal a significantly higher n Ach level (mean n Ach. 4.73) than their urban counterparts (mean n Ach, 3.75). Tribal (mean n Ach, 5.87) and non-tribal (mean n Ach, 4.73) rural boys did not reveal a significant difference in their n Ach levels, but their urban counterparts did (mean n Ach, 5.98 and 3.75, respectively). The rural tribal boys showed a tendency for a higher n Ach (mean n Ach 5.87) than the urban non-tribal boys (mean n Ach 3.75), although the difference was not significant. The trend of the analysis of n Ach scores of tribals and non-tribals from urban and rural areas, particularly the boys, irrespective of the area of their residence, possessed a higher level of n Ach than the non-tribals; the tribals from a rural background were, in regard to n Ach, closer to the tribals in either group. This suggests that a rural background tends to produce greater achievement striving in the high school boys.

N ACH AND LEVEL OF VOCATIONAL ASPIRATION

Martire (1956) has shown that the group with the strongest as well as the most generalised achievement motive also produces the greatest discrepancy between real and ideal self image and between actual and desired possession of achievement-related personal traits. The findings of Coopersmith (1959) and Reimanis (1964) were similar. They used ratings by self and others but in connection with the same type of motivation (the need for achievement).

Although there are several definitions of level of aspiration, career goals (vocational aspirations) have been frequently used as indicators of level of aspiration. Mahone (1960) found that failure motivated adolescents made more unrealistic career choices than did success-motivated adolescents. The career choices were either above or below their ability to achieve them. Burnstein (1963) investigated the extent to which desired careers were seriously aspired for and found that success-motivated persons had a higher level of aspiration than did failure motivated persons. The latter were content with simpler occupations as it meant evading uncertainities and exertions involved in demanding careers. Similar findings were reported by Litting (1963a) and Rein (1963).

The study by Minor and Neel (1958) revealed that highly motivated persons had, throughout, a higher level of occupational aspiration. According to Burnstein and others (1963), the demands for one's best performance were more decisive than the mere prestige of an occupation. McClelland (1965b) found that high achievement motivation did lead to enterprising emterpreneurial occupations.

Reid and Cohen (1973) found that low n Ach students tended to pursue certificate rather than degree courses in college. In this study, the significamtly stronger aspirations of the very low n Ach students for university/ administrative positions at an age of 45 years was taken as evidence of their unrealistic appraisals of their future career prospects.

Muthayya and Rajeshwari (1969) studied personal aspirations and its relation to achievement motive in female secondary grade trainees. A pictorial non-verbal ladder scale was used as a measure of aspiration. Murray's TAT was used to measure achievement motivation. None of the coefficients of correlation regarding goal discrepency scores and n Ach scores were significant indicating the absence of any relationship between achievement motive and level of aspiration.

Nijahawan and Chaudhary (1970), using a sample of boys and girls of higher secondary schools of Punjab, found that n Ach influenced vocational aspiration and choice. It was found that the high n Ach — low anxiety$ group was realistic while high anxiety-low n Ach group was unrealistic regarding vocational choices. Vandev Meer (1967) also found significant, although non-linear relationship, between n Ach and level of aspiration.

Pareek, Kumar and Chattopadhyay (1968) studied families in a north Indian village and factor analysed the data concerning level of aspirations on seven different aspects of living and traced three factors of which achievement orientation explained 22 per cent of the variance. Jawa (1972) found a significantly positive correlation to future aspirations.

It may be concluded that researches have identified vocational aspiration and level of aspiration to correlate significantly with n Ach.

N ACH AND FATHERS' EDUCATIONAL LEVEL

Achievement motivated behaviour in children is possibly, according to Kagan and Moss (1962), correlated to the parents' education level, especially the fathers'.

This relationship, according to them, is particularly marked when children become adults, that is, the parental level of education is a better predictor of a child's future intelligence than the mother's IQ. This relationship is understandable because the parents' level of education is expressed in the achievement related content of daily life in its socio-cultural context and from this the child picks up, takes over and develops his value attitudes.

According to Mehta (1969), subjects whose fathers or guardians possessed professional or semi-professional qualifications or some kind of university education tended to show higher n Ach scores than others. Subjects whose fathers possessed little education (mean n Ach 6.88) or no education (mean n Ach 7.13) showed higher n Ach than those whose fathers possessed a high school education (mean n Ach 6.18). These findings, with higher n Ach at the extremes of the educational scale, indicate the existence of a curvilinear relationship between n Ach level of pupils and their fathers' educational level. It further revealed that subjects whose fathers had a university degree had a significantly higher n Ach than those whose fathers had an high school education. The n Ach level of these pupils was also significantly lower than that of subjects whose fathers had education upto the intermediate level.

Desai (1971) studied the n Ach of children of illiterate parents, primary educated parents, secondary educated parents and graduate parents and found a significant positive relationship between the parents' educational level and pupils' n Ach scores.

Gokulnathan (1972) explored the relationship between fathers' educational level and n Ach by grouping the n Ach scores in different ways. The findings indicated that tribal boys of fathers of low educational level did not differ from non-tribal boys of fathers with high and middle educational levels. Eventhough, the three educational status groups (high, middle and low) among the tribal or non-tribal boys indicated a linear relationship, analysis of variance showed that the mean differences in n Ach were not significant. Thus, the finding of McClelland and others (1955) showing significantly greater n Ach of boys of fathers of higher educational backgrounds was not supported by this study. The findings did not also conform to the findings of Mehta (1969) which formed a V-shaped curve indicating a curvilinear relationship between n Ach of high school boys and the educational level of their fathers. As regards fathers' educational background and the n Ach level of their daughters, the mean score was highest in case of girls from the high group, followed by

the middle and low group. This relationship did conform to the findings of Mehta's study (1969). However, the mean difference was not statistically significant indicating that girls with varying levels of fathers' educational backgrounds did not differ in n Ach. Classifying the data, further, according to area of residence — urban and rural — the relationship of educational level of fathers with n Ach level of pupils has also been studied. Need achievement among the urban boys indicated a linear trend, but there was no significant difference between the three groups according to the educational level of the fathers. Among rural pupils, there was no boy whose father belonged to the high educational level. There was no significant difference in the n Ach level of boys of fathers of the other two educational status groups. Rural boys whose fathers belonged to the middle educational status showed highest mean n Ach scores which were significantly higher than those of their urban counterparts.

Urban girls (Gokulnathan, 1972) with different parental educational backgrounds exhibited a somewhat linear trend of mean n Ach scores while the rural sample indicated a V-shaped curve. However, none of the mean differences were statistically significant. Further analysis of the scores was done on the basis of tribal and non-tribal grouping.

Among the tribals, only one boy had a father who belonged to the high educational status group. The three educational status groups in the tribal and non-tribal samples did not reveal any significant differences in their mean n Ach. As regards comparisons with the tribal and non-tribal groups, the middle and low educational status tribal boys showed higher mean n Ach scores than the low educational status non-tribal boys. This indicated that tribal boys of low parental educational level did not differ from non-tribals of high and middle parental educational levels.

The trend in the findings reveals the fact that, generally, children of high and low educational level fathers have a higher mean n Ach than those of middle educational level fathers. This clearly indicates a curvilinear relationship between educational level and n Ach.

N ACH AND FATHERS' OCCUPATIONAL LEVEL

Veroff et al. (1960) estimated achievement motivation levels of various sections of the American population from a large representative sample, and found high occupational level as a characteristic of population groups with high n Ach.

According to McClellend (1965), managers and executives become so because of their n Ach level. That is, those found in entrepreneurial business occupations are more likely to be the ones who were high n Ach college students than their peers who had low n Ach.

Educational achievement scores and the social class variables including the occupation of the main wage earner were treated separately for boys and girls against n Ach scores in the study by Gokulnathan (1970). Educational achievement was positively correlated with n Ach for both boys and girls. Among the boys, the relationship was significant at .10 level while it was not significant in the case of the girls. However, Myers had obtained highly significant positive correlations for both boys and girls separately. The n Ach and social class in the former study may have been due to the exclusion of the occupation of the main wage earner. The socio-economic status variables, including occupation of the main wage earner, when treated separately for boys and girls against n Ach, showed different results. The education and occupational level of the main wage earner were inversely related to the boys n Ach. In fact, occupational status is greatly determined by educational status. In this study, both indicated a negative though not significant relationship with the n Ach

of the boys. This indicated that boys whose fathers are high in socio-economic status were not specially trained in achievement striving or that such training was intentionally neglected. Fathers high in educational and occupational level, though they lived in an achievement oriented climate, did not allow their sons to live under a similar climate. Fathers' high occupational level more and more encouraged their daughters towards achievement.

The findings of Mehta's study (1967) revealed that subjects whose fathers were doing semi-professional work scored the highest mean n Ach scores. Their n Ach level was consistently higher than that of any other group. Subjects whose fathers belonged to the skilled workers' group revealed higher mean n Ach scores than that of pupils whose fathers were professional workers, clerks, shop-keepers or semi-skilled workers; their n Ach was the same as that of subjects whose fathers belonged to the unskilled workers' group. The latter group indicated a higher mean n Ach score than those coming from the clerical and professional groups — an inconsistent trend was noted in the subjects' n Ach scores when plotted against fathers' occupational level.

Boys of fathers of professional occupations, in the study by Gokulnathan and Mehta (1972), obtained the highest

mean n Ach followed by those from semi-professional occupations, then by those from skilled and semi-skilled, the unemployed groups showing the lowest n Ach level. In this study, however, none of the relationships between fathers' occupational level and boys'n Ach level were significant.

The trend in the distribution of mean n Ach scores of girls was more or less similar to that of the boys, but still not significant.

The results further indicated that the urban secondary school adolescents did not differ in their n Ach level by the fathers' occupational status. These findings were however different from those of other researchers. Tamhankar (1967) reported greater mean n Ach in urban school boys from the medium business class group as compared to the others in the study. Similar findings were reported by Fraser (1961) with rural Orissa boys.

According to Desai (1971), children of those who are in white-collar jobs, fourth class staff and businessmen, score significantly higher n Ach scores than those of the others. The relationship between fathers' occupational level and children's n Ach was statistically significant.

Children of fathers in professional and semi-professional groups in the study by Mehta (1969), parti-

cularly the latter group, showed a consistently higher level of n Ach than children from the other groups. Children of small shop-keepers revealed the lowest level of n Ach. The difference in n Ach of children of skilled workers and of shop-keepers was significant ($p < .01$). The findings indicated a depression in the n Ach of children in the middle rungs of the fathers' educational continuum as well as in the occupational ladder.

N ACH AND MOBILITY OF THE FAMILY

McClelland's need for achievement model (McClelland et al., 1953) predicts that individuals scoring high in n Ach will be attracted by situations in which there is opportunity for moderate risk taking, individual responsibility and prompt knowledge of results. Findings of researches from a wide cross-section of cultures provides support (Heckhausen, 1961) to this idea.

Hines attempted gathering evidence on the differences between 'stayers' and 'leavers' in an attempt to improve understanding of the graduate emigration phenomenon. The propensity to seek or reject change, as reflected through the index of conservatism, is one of the characteristics that influence behaviour. It is presumed that one could

predict that a person who is highly conservative (resistant to change) has low motivation for success. The converse, high motivation and low conservatism, might not necessarily lead to a tendency to emigrate.

The findings reveal that as the self-selection process would be completed in the final year of the university, students who were approaching graduation and who planned to seek employment abroad, were substantially higher in achievement motivation than those who expected to remain in New Zealand. At the point of graduation, the intending emigrant group had reduced itself to a comparison of relatively high achieving liberal-minded individuals. Among the stayers, the n Ach remained constant and they were more conservative.

N ACH AND MOTIVATION TOWARD SCHOOL

It is common knowledge that a motivated person acts differently from his unmotivated counterpart. Only a motivated individual feels involved and committed to the work he undertakes and thereby derives pleasure inherent in his job which has direct bearing on the output. Winterbottom (1958) found that boys who scored high in n Ach were rated by their teachers as showing more pleasure in success in school work indicating higher motivation

towards school than boys who scored low in n Ach.

In the experiment on achievement motivation development conducted by Desai and Trivedi (1972), the mean pre-experiment 'motivation toward school' score, measured by the Junior Index of Motivation of Frynier, was 86.8 and the post-experiment score was 87.1 — the gain was not significant.

N ACH AND PUPILS' PERCEPTION OF ACHIEVEMENT DEMANDS BY PUPILS, TEACHERS AND FATHERS

Research by McClelland (1953), Ryan (1958), Coleman (1960), Fraser (1959), Tannenbaum (1962), and Drews and Teapan (1963) indicated that the demands made on an individual by his social environment contributed to the development of his desire to succeed.

According to McClelland and others (1953), "..... all motives are learned ..... they develop out of repeated affective experiences connected with certain types of situations and types of behaviour." This, according to Murlidharan and Topa (1970), indicates the importance of early childhood training and the experiences thereof, as n Ach implies situations involving a 'standard of excellence' and behaviour which includes either competition with those

standards of excellence or attempts to meet them which, if successful, produce positive affect. In early childhood these standards are determined and set by parental expectations from the child, that is, by the degree to which they expect their children to stand on their own feet. When the child starts his formal schooling, according to Rosen (1961), the achievement oriented demands and values of his parents tend to be focused on the school situation. From the beginning of his school career the middle class child is more likely than his lower class counterparts to have standards of excellence in scholastic behaviour set for him by his parents.

According to Elizabeth Douvan (1956), since middle class society not only places great stress on accomplishment, but imposes demands earlier than does the working class, it was expected that the need for achievement would be more generalised in middle class children than in children of lower status.

McClelland et al. (1953) stated that achievement motivation in an individual or society develops out of growing expectations. The demands put on an individual by his social environment contribute to the development of his desire for success.

Rosen and D'Andrade (1959) concluded that parents of high n Ach boys tended to be competitive and showed more involvement. They appeared more concerned with their sons' performance and on the average 'they put out more affective acts'. Further data indicated that parents of a boy with high n Ach tended to have higher aspirations for him to do well at any given task. They set up 'standards of excellence' for him and if none existed, they expected him to do 'better than average'. They tended to react to his performance with warmth and approval and in the case of mothers, with disapproval if his performance was poor. Achievement training, as reported by Rosen and D'Andrade constributes to the development of n Ach. Mothers of boys with high n Ach tended to stress achievement training in their sons. They were more dominant and expected less self-reliance than the mothers of boys with low n Ach, but their aspirations for their sons were higher and their concern over success was greater. For the development of high n Ach, the boys appeared to need more autonomy from the father than from the mother. The father who gave the boys a high degree of autonomy provided him with an opportunity to compete on his own ground, to test his skill and to gain a sense of confidence in his own competence. As the mother-son relations were probably more seeure than those between the father and son, the boys were better able to accept higher

levels of dominance and rejection from the mother than from the father without adverse effect on the boys' need to achieve.

According to Mehta (1969) the rate of achievement qualities perceived by the subjects in their peers, teachers and fathers showed positive intercorrelations. The pupils' socio-economic status and their fathers' educational level and occupational group indicated a difference in perception of achievement related qualities. The boys' perception of qualities in peers and fathers showed no difference for the school socio-economic status, achieving status and location. The low socio-economic status boys, however, perceived a greater number of achievement qualities in their teachers than were perceived by the boys in middle and high socio-economic status school boys. Boys in low achieving status (AS) schools and those in rural schools perceived a greater number of achievement related qualities in teachers than did boys in high AS and urban schools. The study did not reveal any relationship between n Ach and the number of achievement related qualities perceived by the subjects in their peers and teachers. The n Ach scores revealed a positive relationship with the number of achievement related qualities perceived in fathers. Besides, boys with high n Ach perceived a greater number of achieve-

ment related qualities in their fathers than did the boys with low n Ach.

While studying the development of achievement motivation in grils, Sudha Patel (1972) found that the girls generally perceived achievement related qualities more in their friends than in other individuals.

However, Shah (1972) observed that high n Ach pupils perceived a larger number of achievement related qualities in their fathers and teacher's as compared to their perception of their friends, and the low n Ach pupils perceived a greater number of achievement related qualities in their friends, than their perception of achievement related qualities in their fathers and teachers.

TREND OF RESEARCH IN INDIA

Though research in achievement motivation began with a motivation development programme over a decade ago, it has not remained confined to such studies alone. The level of need achievement has been studied among school children, undergraduate and postgraduate students, farmers and different cultural groups. Personal, personality and psychological characteristics of individuals with varying n Ach levels are also being studied. The afore-mentioned

groups of individuals have also formed the population for several correlational studies. These studies explore the relationship between n Ach and several demographic variables, personality factors and aspects of the social and cultural environment.

Training for achievement motivation development has not confined itself to private enterprise, it encompasses teacher trainees, teachers and pupils, as well. Motivation development courses have also been held for college youth, for the socially disadvantaged and also for increasing the pace of economic growth by holding programmes for workers and their managers.

Achievement motivation for educational growth and development is being given due importance. The realisation of the necessity for developing a need for achievement in today's youth is evident from research on goal setting behaviour and also on the fixing of goals, development of vocational aspirations and expectation boosting programmes for school pupils. Research on n Ach of campus youth, disciplined as well as indisciplined, is also being carried out.

Development of tools for the measurement of need achievement have also been undertaken. As a result, the projective technique is not the only available measure of

n Ach. Inventories, sentence completion tests and adaptations of the existing personality tests are also available.

The present study, a descriptive-cum-correlational survey, is on a socially and economically disadvantaged section of the community, the Scheduled Tribes. They comprise over six per cent of the Indian population. The President has laid down special provisions for the welfare of these people in the Constitution of India. In Article 29 and 30 of the Constitution a specific mention is made of educational safeguards for the tribal people.

This investigation deals with need achievement of tribal pupils from those schools in South Gujarat in which they comprise the majority of the population — 75 per cent or more. Their need achievement is being studied in relation to that of non-tribals from the same schools as well as tribals, in the same region, from such schools where they are not the majority.

The tribal sample is also being studied taking certain demographic and personality attributes and n Ach, together. A study of the relationship between n Ach and these variables has also been made. The non-tribal sample, considered as the reference group, has also been studied on the same lines.