

C H A P T E R I I I

THE PROBLEM AND PROCEDURE

"There is something we call 'human nature'. You can't temper it and bend it to your will. You accommodate yourself to it, work along with it, you ride it where it takes you and you make the most of every inch along the way. But there is an area, too, where people are made... Where they have the chance to rise up to their most noble heights or are forced to sink lower than they otherwise would. You need your vision and your broad view of life, to work well here."

- JAMES L. HYMES.

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C H A P T E R III

THE PROBLEM AND PROCEDURE

I. INTRODUCTION

There are 38 million tribals in our country. They are the most exploited segments of our society. They are the worst affected during times of drought. Our professions of concern for tribal welfare are not backed by action.

In the absence of any formal educational system, most of the tribes in India have their own traditional institutions for educational purposes which cater to the needs of their culture. Education among the tribals is usually imparted through the family, especially in the rural areas. The family plays a great role in the upbringing and education of the child. It also plays a crucial role in the development of the self. It is not unusual to find that disadvantaged students are apathetic and even antagonistic towards education.

Many people have the notion that tribal people are backward, and impossible to develop, many people think they are bad citizens. This is why they have been neglected for so long. No opportunities were given for

their development for the simple reason that they are thought to be a little less, a little lower in intelligence, understanding and thought.

But there is no evidence that the people of any one race or culture, are innately superior or inferior in general mental ability to the people of other races. Undoubtedly individuals come into the world with different potentialities, but the evidence suggests that within any of the major racial groups the whole range of individual potentialities will be found. This does not necessarily mean that there are no statistically significant differences in specific innate abilities occurring in widely separated populations. Furthermore, a given people might conceivably be superior in one way but inferior in another. It is important to note, however, that human beings are more alike than they are different. No matter whether one is a tribal or a non-tribal, one can adjust anywhere learn anything, given the chance and proper environment.

Understanding the ways of other people is important, because such understanding increases our own self knowledge and objectivity. We grow up with the assumption that our own way of doing things is the right way, if not the only way. Yet we are aware of the many problems for which we do not know the solution.

If we try to help our fellow tribal and not look askant at them, then may be some of our national and international problem can be solved.

The researcher is particularly interested in the study of the tribals and non-tribals of Meghalaya State because of the peculiar family system which is matrilineal. The matrilineal family organization characteristic of many of the tribals in Meghalaya, has often been blamed for the child's personality disorder and ultimately failure in life. But even though it is obvious that children are very much attached to their mother, isn't this the characteristic of all children all over the world? The youngster in the mountains needs to be prepared for urban adjustment through improving and extending their formal education, through diversifying their social and cultural experiences with other people and through orienting and training them for the possible kind of employment the city has to offer.

The people who constitute the population of Meghalaya are mainly the garos and the Khasis. Considering their historical and political background, their progress from isolation has been astounding.

The Khasis have been inhabiting the Khasi and Jaintia Hills from times immemorial. They are an ancient people and no one is able as yet to say from where they

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came. Anthropologists and linguists, who have studied their physical features, language, customs and traditions, consider them to be the kin of the Khoner people of Combodia, who, between the 8th and 12th centuries, ruled over the greatest empire in South-East Asia and built the enormous and breath taking stone structures of Angkor Vat, before which, it is said, the splendours of Greece and Rome pale into insignificance. (Prof. G.G. Swell, Deputy Speaker of Central Legislative Assembly).

Since Meghalaya is an achievement of the tribal genius, it is essential that the people of this state know their neighbours well to profit from their strength, to avoid their weaknesses and to work with them for nation building. The greater proportion of the population subsists by cultivation. The Khasis are industrious cultivators.

Among the Khasis and Jaintias, the mother is the supreme source of most of the blessings of life including ancestral property which lends the element of security to existence. The matriarchate lays down the rule that a man belongs to his mother's clan. His children belong to their ^{mother's} clan. His wife's clan is outside his jurisdiction. He can have a say in matters pertaining to his clan but not in those of his wife's.

Marriage is a great institution among the

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Khasis. The most remarkable feature of the Khasi marriage is that it is usual for the husband to live with his wife in his mother in law's house and not to take his bride home as in the case with other communities. After the birth of one or two children, the man frequently takes his wife and family to his own house. Then she leaves her mother's house for good. Among the Jaintias the case is different. The husband does not go and live with his mother in law. He only visits his wife there.

Meghalaya is situated in the North-East of India to the South of Bhutan Himalaya. Khasi is a general name given to the various tribes and sub-tribes that inhabit the Khasi and Jaintia Hills, Garos are found in some areas on the North and West.

K. Sinha (~~et al.~~) remarked that the tribal people looked down upon as products of low strata of society and rude forms of culture, have with the advent of fact based history and geography of the entire human race, proved the worth and relevance of their many splendoured culture in many parts of the world. Africa and Asia, particularly India with her vast mountainous regions, have thrown up much valuable information about the tribal people whose social organization and cultural grandeur distinguish them as a resourceful, valiant, tough and cheerful part of the human race.

The onward movement of the tribal people was the symbol of a revolution of sensational changes. There were stresses and strains and repercussions. Many lacked the will to grow, and where there was a strong will there occasionally was not sufficient power in the economy or enough dynamism or flexibility in society. Thus, the progress was slow. This is why there has been a hiatus between the relationship of the hills and the plains, regional imbalances and a sense of inevitable disparity. The people of Meghalaya represent that craving for deeper knowledge and wider experience which is the primary stuff that enhance motivational development.

II. DEFINITION OF THE PROBLEM

The problem of the present study is:

"A STUDY OF THE ACHIEVEMENT MOTIVE, FEAR OF FAILURE, CONCERN, OCCUPATIONAL ASPIRATIONS AND THE FAMILY INFLUENCE OF THE TRIBAL AND NON-TRIBAL BOYS AND GIRLS OF MEGHALAYA (SHILLONG)".

Achievement motivation is the concern for excellence which involves a fundamental assumption that the desire to achieve excellence is inherent in all human beings. Achievement motivation training encourages each individual to find his own unique way of satisfying his concern for excellence. Usually the specific goals students choose, involve concerns for close relationship with others or for having influence as well as for meeting personal standards of excellence.

McClelland and Atkinson (1966) conceived motives as latent dispositions to strive for a particular goal-state or aim, e.g. achievement, affiliation or power, and proved that these dispositions can be inferred from the thought processes of individuals. As motives are different patterns of thought associated with different goals, they can be classified. Achievement thoughts are those associated with striving for some kind of excellence, as opposed to the thoughts associated with gaining prestige and influence (power motive) or the thoughts associated with establishing friendly relationships (affiliation motive). Achievement thoughts if further analysed, would reflect the following three basic characteristics suggested by McClelland and Atkinson (1966):

1. Competence with a standard of excellence.
2. Unique accomplishment.
3. Long-term involvement.

The problem in bringing about achievement striving in a society is that striving does not always pay off with success. In fact, achievement striving is somewhat perilous since it exposes the individual to the possibilities of failure. The person who is described as 'fearful of failure' may well be a person who is fearful of losing value in the eyes of others.

The conception of fear of failure as a stable

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personality trait has its historical roots in such clinical problems as anxiety, guilt, shame, and feelings of inferiority, and it also appeared to offer a convenient explanation of some of the individual differences in the patterns of aspirational levels.

The dictionary (Chambers 20th Century Dictionary) meaning of the word 'concern' is to relate or belong, to affect or interest. The area of complexity described as "focussed analysis and conceptualization", includes one person's attempt to understand the behaviour and purposes of other people as he tries to carry out his own purposes in social situations. Such understandings will usually be successful in so far as he is able to bring to an occasion appropriate abstractions derived from his own experience.

Once the mind arrives on the scene in an individual's life, the apparent fact cannot be side-stepped that consciousness, an aspect of the mind, has the capacity to act as a first cause, to initiate behaviour, to imagine, create, invent and to choose. Every human being has to learn what to desire, what to want, has to learn to channel his behaviour and his intentions.

II.1 University Youth

The term university youth means a group of

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young students studying in the colleges preparing themselves for graduation. A college is an institution which provides a wide scope of knowledge in various branches of studies. The students are given a choice to choose those subjects which best interest and appeal to them; and which will also contribute towards their further career in life. A university youth has maximum freedom to develop himself according to his own needs and abilities. They have the power to initiate change and therefore our youths are our future hope. A youth is full of promise and a vital member of our society. Youths **revere** change though they are also peculiarly **wary** of it. The educational system has come to play an increasingly vital role in **solving** the problems of youths and direct them on the right path.

II.2 Meghalaya

Meghalaya is a hilly region whose southern and western fringes border on Bangladesh. It is bounded by Goalpara, Kamrup and Nowgong Districts of Assam valley on the north, by Bangladesh on the south, by the Mikir Hills and North Cachar Hill Districts of Assam on the East and by Bangladesh on the west. It covers an area of 22,500 sq. kms. with the total population of 10,11,699 person in the Census of 1971. The three districts in the state are Khasi Hills, Jaintia Hills

and the Garo Hills Districts.

The land abounds in streams and rivers, numerous rock-caves are obtained from various places especially on the southern region. Most peaks, ranges and gorges are clothed with evergreen vegetation when the human hands have not yet touched them, yield orchids, wild flowers and botanical resources of great variety.

II.3 Tribals - Non-Tribals

The tribal people of Meghalaya are the Khasis, Jaintias and the Garos. According to historians, the Garos are of the stock known as Tibeto-Burma which drifted into Eastern India and Burma across the plateau of Tibet. The vigorous and sturdy Khasis (and Jaintias) who have preserved their independence and their ancestral institutions through many centuries, have a well organized social system. The Khasis belong to the monkhmer groups of Indo-China. One has to look at their cromlechs and monuments of rough stones, symbolizing the ruggedness of their life to know the extent and vitality of their genius. One has to bear their superstitions make sense if you look into their origin.

The Garos, Khasis and Jaintias respect the matrilineal structure because it represents their feelings that the mother is the source of the race, a definite source that gives all the best that life needs to grow and prosper.

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Bangalees from the majority of the non-tribals at Shillong town, whose number has increased with the coming in of refugees from the erstwhile East Pakistan. Other non-tribals are the Assamese, mostly Government officials, Marwaris who handle a considerable trade. There are also several Nepalis who reside in Shillong, in different vocations mostly as graziers.

III. DELIMITATIONS OF THE STUDY

The present study is confined to a sample of undergraduate boys and girls, studying in the colleges around Shillong. It is further delimited to 600 students, 300 of who are tribals and 300 are non-tribals, 300 are boys and 300 are girls. There is also an equal number of 150 tribal boys, tribal girls, non-tribal boys, and non-tribal girls.

All the students in the sample are studying in the arts colleges (B.A.).

IV. HYPOTHESES

The tribals included in this study belongs to the Khasi scheduled tribes of Meghalaya. The people in Shillong form the educationally and socially advanced sections of the region. As stated earlier, the Khasis are on the onward march towards progress and development. Over the years education and improved means of communication have brought the tribals closer to the non-tribal section of the population. And since the tribals are hard working and adventurous, it was hypothesized that the level of achievement motive in tribals is the same with that of the non-tribals.

In the Khasi families, girls are given more importance than boys. It is the daughters who inherits the mother's property. Even in marriage the boys usually settles in the girls' family. The girls are more protected and therefore they are more dependent. Now-a-days, males in a few cases are eligible to inherit. In the past, a male in the absence of females, acted as a custodian of the family property until female

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custodians were available. The father is the executive, the mother the spiritual head of the house. In this light, it was hypothesized that tribal girls have more n achievement scores than tribal boys.

Girls have higher n achievement scores than boys because it is usually observed that girls are more serious, therefore, they tend to take things seriously. Whereas boys are more carefree and tend to take things lightly.

It was hypothesized that tribal and non-tribal students who showed greater n achievement than their counterparts, came mostly from the middle socio-economic **status** families. This is because the middle SES population are known as the striving people. They work hard and are very conscientious about their responsibilities. They are those who want to go forward all the time, to make themselves better, to raise up their standard of living. While the high SES population who are already at the top, tend to take things in their stride. They are satisfied where they are and do not care much about striving to make themselves better. It is natural then to expect ^{them} ~~to~~ care less about achievement. And those who come from the low SES population are also low in their n Ach., because ^{they} ~~feel~~ they are looked down by others. Opportunities are closed to them, which makes them feel

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that it is of little or no use to strive for something they can never attain. They have an inferiority complex which hinders them to compete for excellence. Therefore, it is the middle SES students who are more realistic and have a clear perception of what they want and what they can do. They are the one who have their eyes on the stars and their feet on the ground.

Most of the tribals of Meghalaya come from the middle socio-economic strata. These are the people who come in contact with the world and people around them. The Khasi people are cheerful in disposition and are light hearted by nature, and unlike the people from the plains, they are certainly more industrious. They are fond of music and are devoted to their offsprings. The people, like the Japanese, are fond of nature. There are traits which are not found usually in the people of India. He is not above manual labour. McCos (1837) speaks of the Khasis, "They are a powerful, athletic race of men, rather below the middle size, with a manliness of gait and demeanour they are fond of their mountains, and look down with contempt upon the degenerated race of the plains, **jealous** of their power, brave in action and have an aversion to falsehood." (McCos, 1837)

On the basis of these observations the following

few hypotheses were laid down to the study of the n Ach. level of the youths in the colleges of Meghalaya (Shillong).

1. The level of achievement motive in the tribals is as high as the non-tribals.
2. (a) Girls students have higher n achievement scores than boys.

(b) Tribal girls have higher n achievement scores than tribal boys.
3. Both the tribal and non-tribal students coming from the middle socio-economic strata have high n Ach. scores than those coming from high socio-economic strata and low socio-economic strata.

IV.1 FOF

McClelland in his book "Motivating Economic Achievement", has proved certain propositions. For example, he started with the proposition that: (1) the more thoroughly an individual develops and clearly conceptualize the associative net-work defining a motive, the more he can link the newly developed associative ~~net~~ net work to related actions, the more the change in both thought and action is likely to occur,

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and the interest endure. He concluded on the basis of his propositions, that a man is in a real sense, what he values, and a man's maximization of interests over a time is always with respect to the situation as he perceives or possesses it. One cannot anticipate an individual's action until one understands his perceptions.

In support to this, McClelland (1969) arrived at some behaviour manifestations of individuals with high n Ach. and low n Ach. For example:

1. Individuals with low n Ach. do not perceive opportunities when available to them.
2. Individuals with high n Ach., in general, behave like successful, rationalizing business entrepreneurs.
3. Individuals with high n Ach. energetically strive to improve their lot, whereas individuals with low n Ach., does not.
4. An individual with high n Ach. is immediately concerned with direct quantitative measures of how well he is doing.
5. An individual with high n Ach. always tries harder at a particular task, no matter how difficult. He will actually

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give up sooner than the individual with low n Ach. if he is failing at something which is very difficult.

McClelland's propositions and generalizations, inspired the investigator to see how the n Ach. level of the college students is related to fear of failure.

The students' failure in basic subjects, as well as the misdirect motivation and lack of commitment are the characteristics of the underachiever, the dropout, and the socially disabled, are in large measure the consequence of faulty perceptions of themselves and the world.

Fear of failure is defined as an assault on the well-being of the central figure by reprimond affiliative loss, natural forces or personal failure. If our student in our classroom and school system are clear about their pedagogical pageant, they will never be frustrated by their failures and will be very realistic in their outlook.

It was hypothesized that high n Ach. students have less fear of failure than the low n Ach. students because the high n Ach. students are those who usually take moderate risk. McClelland (1961) in his book "The Achieving Society" argued that, in a proper functioning

society, people must have moderate risks.

Kapoor (1974) found from her study that people having high n Ach. tend to take moderate difficulty level of risk where the success and failure have 50:50 chances while the FoF persons take a risk which is either too difficult to gain or too easy to succeed in order to avoid failure and also to avoid devaluation of themselves in the eyes of others.

There is a higher level of fear of failure in tribals than non-tribals because tribals have been down-trodden for a very long time. They hardly get any credit for their achievements. They are also very conscious that other people do not accept them as equals. Therefore, in any achievement situation they will either take great risks or no risk at all, which is the behaviour expected from an FoF person. The fear of failure person is often described as achievement avoidant. FF persons were said to set goals below their performance (Frank, 1938; Sears, 1940) or goals above their performance (Schroeder & Hunt, 1957) and/or set their goals with great variability (Rotter, 1954).

Girls are more affected by fear of failure than boys because girls have a more sensitive nature than boys, and it is evident that an FF person would be over

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sensitive to failure cues. In a study by Postman and Brown (1952) it was found that Ss who failed in a level of aspiration experiment were more sensitive to failure words than either the success group or control group.

Students coming from the middle socio-economic status have less fear of failure than those coming from the high and low socio-economic status. Because middle SES students can take failure situations in their stride, they are not so much afraid of losing social value or maintaining their self-esteem. Whereas the high SES student is always conscious and afraid of losing social value and want to maintain their self-esteem. And the low SES students because of inferiority complex, will always avoid achievement situations. They have no confidence and have an unstable perception of themselves.

Sears (1941) has suggested that the low positive group are the self-confident desiring to do well for reasons of self-esteem. These were the subjects who did not have any complexes in them. They were open and free in their minds when their aspiration level was asked for. They were quick in decision making. The whole approach is opposite to their counterparts the FF personalities. These were the subjects who had an approach motive; they never avoided the failure situation but strive towards success.

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Taking into consideration Sears' above cited suggestion of the HoS persons, the investigator decided to find out the behaviour of persons who have negative or positive scores in FoF, and their relationship to n Ach. By laying down the following hypotheses:

1. Students with high n Ach. will have less fear of failure than low n Ach. students.
2. There is a higher level of fear components in tribal than non-tribal students.
3. Girls have more fear of failure than boys.
4. Students coming from the middle socio-economic status will have less fear components than those coming from high and low socio-economic status.

IV.2 Concern

The concern of people are patterned mostly according to the phases of the development they are in within the society. The social and political organization characterizing a nation is usually closely related to human concerns. If people are aware of their needs and problems, they will be in a position to transform themselves and their country. Therefore, if our country have high n Ach. individuals, whose aspirations for the

nation is as high as the aspiration they have for their own self development. Then the picture of our Indian youths would be that of young ambitious men and women who are aware of the possibilities of improvement and are active enough to be engaged in productive and progressive activities.

It makes no difference whether the people of India are tribals or non-tribals, boys or girls, they are the citizens who are involved in the national welfare. And because they are striving toward national progress and development, **all** are concern about the part they have to play individually and collectively. The tribals of Meghalaya have recently realized their craving for independence, it is therefore obvious that they possess high aspirations and concern for their newly born state. Cantrill (1965) in his study of the phases of development, stated that in Nigeria and Isreal, one deals with newly independent nations whose people are seething with aspirations; while in the United States the concern is with a people who are far along the scale of socio-economic development, who seem to have built up for themselves a relatively neutral psychological world in which most of them are quite satisfied and confident. This also points out that students of high socio-economic status have less concern for themselves and their country. They are quite satisfied about things as

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they are, the world appears good to them, it creates no problems and difficulties, since they are in a position where they can get almost every thing they want. Whereas the middle class persons have enough concern about his own personal development, and also his country's. The country's development and progress will mean an easier and more fulfilling life for them, with more opportunities and chances. But the poor people will have little or no concern at all, since their main concern will be focussed on their survival needs. Cantrill (1965) stated that most Brazilians appear to be in a slumbering stage, unaware of their backwardness. Rural Brazilians, as well as poorer urban Brazilians, revealed little personal involvement in national problems of any kind, their concern were focussed on and restricted to survival needs. The same backwardness hold for rural Phillippines in the remote villages who have not yet awakened to operative aspirations.

These observations prompted the investigator
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to arrive/certain hypotheses regarding the pattern of concerns of the college youths in Meghalaya.

1. Students with high n Ach. will show more concerns for themselves as well as their country's development and progress.
2. Tribals show an equal amount of concern

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for themselves and their country as the non-tribal students.

3. Boys and girls have equal concern for themselves and for their country.

4. Students of the middle socio-economic status have more concern for themselves and their country than the high and low socio-economic students.

IV.3 Occupational Aspirations

Man is for ever hoping that the world he encounters will correspond to his vision as he acts within it to carry out his purposes and aspirations in life. The desire for development in a certain direction, the desire to do something will bring a sense of accomplishment as he experiences the satisfaction of successfully handling new challenges. Man needs physical and psychological security which are the basic forces contained within all human beings which not only help them alive but which are involved in their social needs. Occupation is one of the most important factors which determines the stability of an individual's future.

High achievement motivation will be related to aspirations to closed occupations and low achievement

7 motivation to aspire to open occupations. Since high n Ach. pupils will naturally aspire for those occupations which are of a high status. Whereas the low n Ach. pupils by virtue of their mental ability, have to be satisfied with open occupations. Littig's (1973) hypothesis that strong achievement motivation will be related to aspiration to traditionally closed occupations and weak achievement motivation to aspire to traditionally open occupations among working class subjects, was not supported. The proportions of subjects from social class III who aspire to closed occupations do not differ significantly between high and low achievement motivation groups, nor do these two groups differ significantly from high and low achievement motivation subjects from social class I and II.

The higher the social class from which the subject comes, the greater will be his aspiration to closed occupations i.e. occupation of social I status. This hypothesis was supported for real aspirations. (Littig, 1973)

Littig (1973) found that for men a subject's social class background and the strength of his affiliation motivation has affects on his aspirations to open -----
The terms "traditionally open" and "traditionally closed" refer to the status of an occupation.

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and closed occupations. In the case of women, neither a subject's social class background nor the motivational **states** were found to affect her aspirations. This shows that there exist a difference in the occupational aspirations of men and women.

Regarding tribals and non-tribals there is much data to support the hypothesis that tribals have lower occupational aspirations than non-tribals. This is only a hunch of the investigator since tribals are under privileged people, with less opportunities and chances to go into closed occupations.

Cohen, Reid and Boothryde (1973) in their review of four studies, found that: (1) those identified high on n Ach. held self images consistent with the desire to succeed professionally and academically, (2) high and low achievers differed significantly on intellectual achievement, responsibility for success and failure, (3) n Ach. was found associated with those individuals who aspired to careers in colleges than in schools, and (4) low n Ach. was found associated with unrealistically high occupational aspirations in males.

Orta (1973) in his study, compared the occupational interests and expectations of Mexican-American and Anglo-American high school students of the same

community. His finding revealed that Anglo-American students showed a greater preference in outdoor and scientific areas than Mexican-American students. Both male and female Mexican-American had higher occupational aspirations, while only male Anglo-American students had high occupational aspirations.

McClelland (1965a) found high n Ach. students are more to be found in entrepreneurial occupations. Elder (1968) found drive for achievement to be more predictive of occupational success than educational status among men of working class origin, while the reverse was found among men of middle class. Sewell, Haller and Strams (1954) studied the effects of social class status of the families on the occupational and educational aspirations, which revealed that at all intelligence levels women from high status families had significantly higher educational aspirations than those from lower status families. But no relationship was indicated between the occupational aspirations and social status.

On these assumptions and findings the investigator further hypothesised that:

1. strong motivation will be related to closed occupational aspirations and low motivation

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to low **occupational** aspirations.

2. The higher the social class from which a student comes, the greater will be his aspiration to closed occupations.
3. Boys will have more aspirations for closed occupations whereas in the case of girls they do not mind about the status of occupations.
4. Tribal students have less occupational aspirations for closed occupations than non-tribal students.

IV.4 Family Influence

The family is one of the greatest agency which can influence a child. Family influences is responsible in many ways in making the child's future bright or dark. If parents are aware of their duties they will be able to bring up children in the proper and accepted way. It is assumed that high n Ach. parents will have high n Ach. children, **since** high n Ach. parents will influence their children to have high ideals and ambitions. Likewise children who comes from high socio-economic status with educated parents will be doing well in their efforts, since these parents **will** be in a position to provide

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proper incentives for their children's achievements. Children whether male or female, who comes from good homes, and have educated parents will have a brighter future, less adjustment problems and sufficiently contented with their lot. The same is the case with tribal or non-tribal students. If they come from homes where parents are educated, where parents can afford to give them enough material and psychological incentives, these students will be normal happy individuals having strong achievement motivation and enough confidence in themselves.

Rosen (1959) says that children whose parents have high aspirations for them, are trained or taught to be motivated for academic achievement and to aspire for excellence. Galper (1963) found that current family social status was significantly related to the status aspirations of 263 male ninth graders and that maternal social mobility was also related.

Taking a clue from these few studies it was decided to study the influence of families on their children and it was further hypothesized that:

1. The greater the feedback given by the parents in families, the greater will be the n Ach. score of the students.

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2. The tribal students of parents of high n Ach. will show higher achievement scores. The same will be the case with the non-tribals.
3. Boys as well as girls of highly educated parents will show high n Ach. scores.
4. Students whose parents are educated and come from higher socio-economic status will have high^{-er} achievement than those from lower socio-economic status.

V. PROCEDURE

The following procedure has been adopted for the purpose of the present study. The entire procedure has been classified under **four** major steps:

1. Selection of Tools
2. The Sample
3. System of Data Collection and Scoring of the Data
4. System of Data Analysis

V.1 Selection of Tools

Tools being the most effective variables, have their own importance in the researches. After proper thought and study, the following tools were selected for the purpose:

V.1.1 Test to Measure Achievement Motive

The term 'achievement motive' refers to the need for achievement. Motives are conceived as latent dispositions to strive for a particular goal state or aim, e.g. achievement, affiliation or power. As motives are latent dispositions they can be inferred from the thought sample. Thus, motives are different patterns of thought associated with different goals. Achievement motives can be inferred from the achievement thoughts, those thoughts will be associated with striving for some kind of excellence as opposed to the thoughts associated with gaining prestige or with establishing friendly relationship.

McClelland, Atkinson and their co-workers have developed a tool for the measurement of human motivation, with the help of this tool the chain of thoughts from the unconscious mind are captured and these thoughts are classified into thirteen different factors, namely:

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1. AI - Achievement Imagery
2. UI - Unrelated Imagery
3. TI - Task-related Imagery
4. N - Need
5. I+ - Instrumental Activity Positive
6. I- - Instrumental Activity Negative
7. Ga+ - Goal Anticipation Positive
8. Ga- - Goal Anticipation Negative
9. G+ - Affective States Positive
10. G- - Affective States Negative
11. Bp - Personal Blocks
12. Bw - Worldly Blocks
13. Ach.Th.- Achievement Thema

1. The individual experiences a state of need or a motive (N).

2. He may also be anticipating successful attainment of his goal (Ga+) or anticipating frustration and failure (Ga-).

3. He may be engaged in activity instrumental (I) to the attainment of his goal, which may lead to the attainment of the goal (I+) or not (I-).

4. He may experience strong positive and negative affective states while engaged in solving his

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problem, i.e., in attempting to gratify his motive. He is likely to experience a state of positive effect (G+) in goal attainment or a state of negative affect (G-) when his goal directed activity is thwarted or he fails.

(5) Sometimes his goal directed activity will be blocked. The obstacle or block (B) to his progress may be located in the world at large (Bw) or it may be some personal deficiency in himself (Bp).

(6) Often someone will help or sympathise with the individual (Nup) aiding him in his goal directed behaviour.

These are regarded as the general items of the nature of n Ach. It was then implemented to get the measure of it.

A detailed key and test are given in Appendix

This test was constructed by Prof. D. C.

McClelland for samples of the various countries of the world. Prof. Prayag Mehta adopted 12 TAT pictures out of these constructed by McClelland. Prof. Mehta, then, applied those pictures on the Indian sample. Out of which six pictures were selected for the present study. These six pictures were also used for the Vidyanagar studies and Baroda studies.

The first major work on measuring human motives, particularly the need achievement (n Ach.) was done by

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McClelland (1948) and his co-workers. McClelland and Friedman (1952) established that the Thematic Apperception Test (TAT) was the most reliable single instrument for the measurement of n Ach. levels. This method of measurement has been used by many researchers as emphasised by the works of Atkinson (1958, 1964), McClelland (1955, 1961, 1965), McClelland, Atkinson and et al. (1963), McClelland, Randlishbacher and DeCharms (1955) and others. Besides TAT technique, French (1955) Test of Insight (FTI), Edwards (1954), Edwards Personal Preference Schedule (EPPS), questionnaire schedules, Alpert and Haber (1960), such as Achievement Anxiety Test (AAT) Carney's (1964, 1965) Questionnaire Index (Achievement Orientation), California Psychological Inventory (CPI) by Gough (1957) etc. have been used by the researchers to determine some component of n Ach. level or global n Ach. level.

It has been shown by McClelland, Atkinson and others (1953) that the discriminative power of the TAT method is best under neutral test conditions and with pictures of moderate achievement cue value. This shows that different pictures may have different achievement cue values, some may be weak and some may be strong.

Following these recommendations it was decided to obtain the n Achievement scores of pupils by analysing the content of TAT stories. After deciding this, the

investigator examined the report of Prayag Mehta (1969) where he used the TAT pictures and proved that the n Ach. could be measured through TAT. The investigator then used the same set of pictures that were prepared and tried out by Prayag Mehta and D.B.Desai in his projects.

The tool (TAT) selected for the present study consists of six pictures. The picture cues are as follows:

Picture No.

- 1 - A Doctor and a Patient.
- 2 - A boy learning the tabla from his teacher.
- 3 - A boy sitting on a cot reading a book.
- 4 - A boy with a note-book, an ink-pot and a pen.
- 5 - A group of boys playing cricket.
- 6 - A boy painting.

The picture test is a group test which has been standardized for Delhi and Gujarat. The pupils are required to observe a picture for 20 seconds, and then to write a story on it for four minutes. In this way, the pupils are expected to write six stories based on six different pictures, i.e. one for each picture.

V.1.2 TAT Test for Measuring Fear of Failure

Prof. Birney selected some TAT pictures for measurement of FoF. This tool was validated by Prof. Birney through experiments, that it measures fear of failure which is called Hostile Press. The model used in scoring n Ach. reflects a sequence of need, action, affect, anticipation and outcome. The use of + and - for I, Ga, and G, reflects quality of expressed emotion and outcome of instrumental actions. This system gives a total of eleven scorable attributes. Each is scored no more than once. This places the emphasis on the thematic completeness of the story. This test was applied to Indian sample by Miss Rekha Kapoor, under the guidance of Desai (1974).

Hostile Press Scoring System

Hostile Press Imagery - To determine if Hostile Press Imagery is present, is whether the story is about people reacting rather than energizing. However, to be scorable, the story must specifically fit one of the following criteria:

- (a) Reprimand for personal actions - Reprimands are scored only when they come from a superior.
- (b) Legal or judicial retaliation for action or alleged action - The judicial action must occur in the story, often involving

police, arrests, judges, lawyers or clients.

(c) Deprivation of affiliative relationships -

The deprivation may occur through rejection by others, death or simply circumstances.

(d) Hostile, vague environmental forces or

physical conditions, violation of privacy, inducement to crime, destruction of beliefs, or any major assault on their well being.

Imagery and all sub-categories should be scored regardless of where they are found in the story.

1. Need Press Relief (N) - When someone in the story makes an overt statement of need for relief, withdrawal or escape.
2. Instrumental Reaction to Press (I+ or I-) is scored when the figure in the story is moved to take eliminative action against the Press, to withdraw from it or adjust to it.
3. Affect Reaction Press (G+, G-) is scored when the figure under Press reacts with some statement of emotional feeling. Usually this is negative, since positive affect would be quite rare.

4. Goal Anticipation (Ga+, Ga-) - This deals with expressed statements of relief or renewed or additional Press. Relief is scored +, and renewed or additional Press is scored -.
5. Press Thema (PTh) - it will be scored unless achievement imagery is present.

V.1.3 Socio-Economic Status (SES)

This scale was standardized by B.Kuppuswami for Indian samples and it is used in many researches. This scale measures the socio-economic status of the students. It contains three items, Education, Occupation and Income with respect to education, categorisation depends upon the length and type of education. In the case of occupation, the problem of categorization is rather complex. It includes seven categories: (1) Professional group, (2) Semi-professional group, (3) Clerical work, (4) Skilled, (5) Semi-skilled, (6) Unskilled worker and (7) Unemployed. For the income category, there are five different groups according to income.

The respondent is required to encircle the appropriate weightage scores given against the items for each category. The scores may then be entered in the last column. Addition of these three scores will give the

final score which determines the status category. The scale contains seven items in each of the three variables. The scale of the basis of total score is:

26 - 29	-	I
16 - 25	-	II
11 - 15	-	III
5 - 10	-	IV
Below 5	-	V

V.1.4 Concern Scale

Cantrill (1965) calls it the self-anchoring striving scale. This scale provides a simple, widely applicable and adaptable technique for tapping the unique reality world of an individual and learning what it has in common with that of others.

A student is asked to define on the basis of his own assumptions, perceptions, goals, and values the two extremes or anchoring points of the spectrum on which some scale measurement is desired - for example, he may be asked to define the "top" and "bottom", the "good" and "bad", the "best" and the "worst". This self-defined continuum is then used as a measuring device.

A student is asked to describe his wishes and hopes as he personally conceives them and the realization of which would constitute for him the best possible life.

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At the other extreme he describes the worries and fears, the presumptions and frustrations embodied in his conception of the worst possible life he could image. Then utilizing a non-verbal ladder devise, symbolic of "the ladder of life" he is asked where he thinks he stands on the ladder today, with the top being the best life as he has defined it, the bottom the worst life as he has defined it. He is also asked where he thinks he stood in the past and where he thinks he will stand in the future. He is then asked similar questions about the best and worst possible situations he can imagine for his country, so his aspirations and fears on the national level can be learned. Again, the ladder is used to find out where he thinks his country stands today, where it stood in the past and where it will stand in the future.

The actual questions, together with the parenthetical instructions to interviewers, are given.

V.1.5 Occupational Aspiration Inventory

Littig (1973) was interested with the idea of the possibility that achievement motivation might be related to occupational aspirations, that is, to aspirations for social mobility. The most general statement of the hypothesis is that strong achievement motivation would be related to a desire for occupational mobility. In the

3 sense of a desire to attain an occupation that, by virtue of social tradition, has been closed to persons because of status ascription. Among black Americans, for example, there were and are still, a large number of middle and upper class occupations that traditionally have been reserved for other races.

Occupational aspirations, social class membership, and family plans were assessed by means of variation of the questionnaire on vocational goals of college students (Littig, 1966). The occupational goal toward which the student actually aspired. His real occupational aspiration, was assessed by his response to the question - five years after completing your education, what job do you plan to have? He was also asked to indicate his most desired aspiration, in order to determine if there were any motive - related goals which would not reveal themselves in actuality but in fantasy. This goal was explored by the question, "What job would you like to have five years after completing your education if it were possible to have any job in the world.

Two questions were used to determine the number of children the subject expected to have and the number of children he wanted to have. Social class and occupational mobility are mutually related concepts. A person who is occupationally mobile, in a hierarchical sense, is also

mobile within the social class structure.

The questionnaire on the vocational goals of college students is produced in Appendix.

V.2 The Sample

The sample for this study was taken from 600 undergraduate students who were preparing themselves for the degree of Bachelor of Arts. Three hundred of them were boys and 300 were girls, 300 were tribal and 300 were non-tribals. These 600 students were from six day colleges and five night colleges. Two colleges were exclusively boys' colleges and two were exclusively girls' colleges and the rest were coeducational colleges. All these colleges were situated around Shillong town, the capital of Meghalaya. The students studying in these different colleges were from the town and rural areas, they come from different types of family backgrounds, some are rich, some are poor and the other average, some are tribals and some non-tribals. These characteristics fulfilled the requirement for the study.

Analysis of the Pupils Under Study

The sample was taken from six day colleges and five night colleges of Shillong town, of undergraduate college students. It comprises of 600 students, 300 of

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whom are boys and 300 girls, 300 tribal students and 300 non-tribals students. Out of these, 168 students belong to the high socio-economic strata, 313 to the middle socio-economic strata and 119 to the low socio-economic strata. The sample suggests that the total number of students belonging to each stratum is not exactly equal but it varies from stratum to stratum. The colleges from where the sample was taken was also of a mixed standard. Some of the colleges were private colleges, and colleges exclusively for boys or girls. Some were Government colleges and coeducational. Some were night colleges, here too the division was the same, some were exclusive for boys or girls, some were coeducational.

Shillong is a cosmopolitan town. Therefore, it was quite easy for the investigator to get a sample not only comprising of the tribals of Meghalaya, but also of the non-tribals. The free mixing of the tribals and non-tribals has influence the people a great deal. Another important fact is that Meghalaya has only recently become an independent state, and so there will obviously be a great impact on the students. All the colleges are situated in and around Shilling town, the capital of Meghalaya.

The Distribution of the Sample According to Sex

The sample is equally divided between boys and

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girls. There are 300 girls and 300 boys altogether. The equal distribution was for the sake of convenience of comparison between the sexes.

The Distribution of the Sample According
to Tribals and Non-Tribals

It can further be seen that there are 300 tribals and 300 non-tribals in the sample, this equal number is again purposely taken for convenience sake. Out of the 300 tribals, 150 are tribals girls and 150 are tribal boys. And out of the 300 non-tribals, 150 are non-tribal girls and 150 are non-tribal boys.

The Distribution of the Sample According
to the Socio-Economic Status of the Students

Again from the total of 600 boys and girls, 168 students belong to the high socio-economic status, 313 belong to the middle socio-economic status and 119 belong to the low socio-economic status. Out of these 42 are high socio-economic status tribals, 13 boys and 29 girls, 126 are high socio-economic status non-tribals out of whom 92 are girls and 34 boys, and 172 middle socio-economic status tribals, 94 girls and 78 boys; and 141 middle socio-economic status non-tribals, 54 girls and 87 boys; and 86 low socio-economic status tribals, out of which 27 are girls, 59 boys, finally, 33 low socio-

economic status non-tribals, out of which 4 are girls and 29 boys.

This distribution of the socio-economic status reflects the general picture of the student community in Shillong. Most of the students comes from the middle socio-economic status which clearly shows that middle SES people are eager to send their children to college in order to prepare them for a sound educational and vocational future.

The less number of high socio-economic students especially concerning the tribals shows the general trend that most people are less educated, therefore, they do not hold highly paid jobs, in comparison to the non-tribals who have more education, more opportunities and hold highly paid official posts.

Further, in the student community we find that there are less low economic status students. It shows that the low status community, could not avail themselves with the opportunity of higher education. One reason may be because of poverty, or the lack of opportunity and neglect on the part of the Government and parents, or it may be because of disability. But generally the poor people do have intelligent children who, given enough motivation will rise high in the ladder of success. But as such, such opportunities are scarce and the poor tribal

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has to be content with his lot suppressing all his ambitions and ideals.

V.3. System of Data Collection and Scoring of the Data

The data collection, it was personally done by the investigator, over the sample selected.

The investigator, when visited the respective colleges was introduced to the students as a researcher. The principals of the respective colleges requested the pupils to follow instructions carefully and to co-operate sincerely with the investigator. After this preliminary introduction, the investigator administered the tools.

The tools were administered one by one with a sufficient time gap between two administrations, since all the tools were administered on the same day. The following tools were administered and scored as described:

TAT Pictures

TAT pictures were used to determine the n Ach. level of the pupils. The test was administered as follows:

The investigator along with the help of some lecturers of the college, first distributed the story writing sheets which contained six pages, one page for each story. On each page was printed the following

questions in English:

1. What is happening? Who are the persons?
2. What has led up to this situation? What has happened in the past?
3. What is being thought? What is wanted? By whom?
4. What will happen? What will be done?

The investigator asked the pupils to fill in the required informations, printed on the top of the story writing sheet, and then read out the following instructions. The students were advised to go through the instructions, simultaneously, with the investigator, since the instruction were already printed on the story writing sheet.

INSTRUCTIONS

This is a test of your creative imagination or story telling. A number of pictures will be shown to you. You will have twenty seconds to look at the picture and then about four minutes to write a story about it. Please note that there is only one page before you, for writing the story for each picture to be shown. The same four questions appear on each page to guide your thinking and to enable you to cover all the elements of a plot within the time allotted. You do not have to answer the questions

directly. They are there to help you think up a story. Plan to spend about a minute on each question. I will keep time and let you know when it is about time to go on to the next question for each story. You may go on to the next if you wish, before I tell you.

Obviously there are no right or wrong answers, so you may feel free to make up any kind of story you choose. Try to make the stories interesting, for this is a test of your creative imagination. Do not merely describe the picture you see. Tell a story about it. Write as fast as you can, in order to finish in time.

After the instructions were over, the test booklets were distributed with the instruction to the students not to open it till the investigator tells them to do it.

After the distribution was over, the investigator stood before the class and asked the pupils to be ready. He then told them to open the first page and simultaneously started the stop watch. At the end of 20 seconds, the pupils were asked to turn the page and start writing the story on the answer sheet. At the end of each minute the signal was given to go to the next question as one minute is over, this goes on till the fourth minute was over then the investigator tells them to turn the page for the next picture. In this way, it was repeated for all the six pictures.

SAMPLE TABLE 1
Illustration of Ratings

Stud- ent No.	No. of stories		UI	TI	AI	UI	TI	AI	N	I+	Ga+	Ga-	G+	G-	Bp	Bw	H	TH	n Ach.Total
1	2	1	3	-2	0	3	0	1	1	0	3	0	0	0	0	0	1	3	10
2	1	1	4	-1	0	4	1	3	2	0	4	0	0	0	0	0	1	4	18
3	3	1	2	-3	0	2	1	2	0	0	2	0	0	0	0	0	1	2	7
4	1	1	4	-1	0	4	2	1	3	1	2	0	1	0	0	0	0	4	17
5	2	1	3	-2	0	3	0	2	2	0	3	0	0	0	0	0	0	3	11
6	1	2	1	-1	0	1	0	1	1	0	1	0	0	0	0	0	1	1	5
7	0	3	3	-0	0	3	0	2	1	1	1	0	0	0	0	0	0	3	11
8	3	2	1	-3	0	1	0	1	1	0	0	0	0	0	0	0	0	1	1
9	1	2	3	-1	0	3	1	2	3	0	3	0	0	0	0	1	1	3	16
10	0	6	0	-0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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No. of Students:		600																																																																
No. of Cards	=	600 x 2 = 1200																																																																
Total Variables	=	73																																																																
Control Variables	=	TNT, SEX, SESC = 3																																																																
Coded Variables	=	SHS, SFS, CHS, CFS, HST, FLJ, DLT, INCO, MARK, FI = 10																																																																
Continuous Variables	=	<table> <tr> <td>UI,</td> <td>TI,</td> <td>AI,</td> <td>N</td> </tr> <tr> <td>IP,</td> <td>GAP,</td> <td>GAH,</td> <td>GP</td> </tr> <tr> <td>GM,</td> <td>Bp,</td> <td>Bw,</td> <td>H,</td> </tr> <tr> <td>THEM,</td> <td>NACH,</td> <td>NUI,</td> <td>NTI</td> </tr> <tr> <td>NAI,</td> <td>REF,</td> <td>JRET,</td> <td>DEP,</td> </tr> <tr> <td>HVEF,</td> <td>TFoF,</td> <td>IM,</td> <td>FN</td> </tr> <tr> <td>FIP,</td> <td>FIM,</td> <td>FGAP,</td> <td>FGAM</td> </tr> <tr> <td>FGP,</td> <td>FGM,</td> <td>FTHEM,</td> <td>TFoFS,</td> </tr> <tr> <td>YDS,</td> <td>SEXP,</td> <td>ELE,</td> <td>SEXPS</td> </tr> <tr> <td>ELES,</td> <td>CEXP,</td> <td>CWAN,</td> <td>TOASP</td> </tr> <tr> <td>SHF,</td> <td>SFF,</td> <td>SPPRF,</td> <td>SFPRF</td> </tr> <tr> <td>TSHF,</td> <td>CHF,</td> <td>CFF,</td> <td>PPRF</td> </tr> <tr> <td>FPRF,</td> <td>TCOF,</td> <td>EL,</td> <td>OL,</td> </tr> <tr> <td>IL,</td> <td>TSES,</td> <td>PPRS,</td> <td>FPRS,</td> </tr> <tr> <td>TSHS,</td> <td>CPPRS,</td> <td>CFPRS,</td> <td>TCCS</td> </tr> <tr> <td></td> <td></td> <td></td> <td>= 60</td> </tr> </table>	UI,	TI,	AI,	N	IP,	GAP,	GAH,	GP	GM,	Bp,	Bw,	H,	THEM,	NACH,	NUI,	NTI	NAI,	REF,	JRET,	DEP,	HVEF,	TFoF,	IM,	FN	FIP,	FIM,	FGAP,	FGAM	FGP,	FGM,	FTHEM,	TFoFS,	YDS,	SEXP,	ELE,	SEXPS	ELES,	CEXP,	CWAN,	TOASP	SHF,	SFF,	SPPRF,	SFPRF	TSHF,	CHF,	CFF,	PPRF	FPRF,	TCOF,	EL,	OL,	IL,	TSES,	PPRS,	FPRS,	TSHS,	CPPRS,	CFPRS,	TCCS				= 60
UI,	TI,	AI,	N																																																															
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TSHS,	CPPRS,	CFPRS,	TCCS																																																															
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V.4 System of Data Analysis

After the scoring of each tool is over, a detailed master chart showing the numerical for all the variables under study was prepared. The data was then punched on score cards at the Physical Research Laboratory, Ahmedabad, Computer Centre, for further statistical calculations.

After the cards were satisfactorily verified, the programme was prepared and the fourgran IV computer was filled in with the cards to calculate the required statistics.

Each test has certain variables, namely,
Variable 1 is tribal and non-tribal,
Variable 2 is sex - Boys, Girls,
Variables 3 to 15 are components of n Ach.
Variable 16 is the n Ach. score,
Variables 17 to 19 are AI, TI, UI stories,
Variables 20 to 23 are FoF stories,
Variable 24 is total FoF stories,
Variables 25 to 33 are FoF components,
Variable 34 is total FoF,
Variables 35 to 46 are Occupational Aspirations Components,
Variable 47 is total Occupational Aspirations,
Variables 48 to 51 are Self Hopes (Concern),
Variable 52 is total Self Hopes (Concern),
Variables 53 to 56 are Country's Hopes (Concern),

4 Variable 57 is total Country's Hopes,
Variables 58 to 61 are Socio-Economic Status Score,
Variables 62 to 66 are Concern - Self,
Variables 67 to 71 are Concern - Country,
Variable 72 is Family Influence Score,
Variable 73 is Socio-Economic Status Category.

These are the 73 variables in the sample, From these 3 are control variables, 10 are coded variables and 60 are continuous variables.

The main purpose of the study is to investigate the level of achievement motivation, fear of failure, concern, occupational aspiration and the family influence of the tribal and non-tribal college boys and girls in Meghalaya (Shillong).

The following calculations were done:

1. The means and standard deviation of all the variables were obtained.
2. The intercorrelation of n Ach. and FoF, n Ach. and Concern, n Ach. and Occupational Aspiration, n Ach. and Family Influence were obtained.
3. The significance of difference between means of n Ach, FoF, Concern, Occupational

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Aspiration, according to tribal, non-tribal, sex and SES groups were obtained.

This is a sample of the tables prepared from the analysis of the data:

1. Means and SD's for the components of n Ach.
2. Correlation matrix
3. Frequency distribution
4. t-values of variables under study
5. Correlation of n Ach. with FoF, Occupational Aspiration, SES, Concern.

SAMPLE TABLE 2

Means and SD's for the Components of n Ach.

	AI	N	I	Ga+	Ga-	G+	G-	Bp	Bw	H	TH	n Ach.
Means	2.311	0.480	2.085	1.816	0.041	1.765	0.128	0.023	0.140	0.431	2.311	10.328
SD's	1.275	0.712	1.194	1.220	0.238	1.281	0.381	0.171	0.375	0.559	1.275	6.726

SAMPLE TABLE 3

Correlation Matrix of Components of n Ach.

	AI	N	I	Ga+	Ga-	G+	G-	Bp	Bw	H	TH	Total
AI												
N	.309**											.972**
I	.912**	.816**										.356**
Ga+	.238**	.172**	.137**									.908**
Ga-	.749**	.057	.760**	.074	.063	.156**	.212**					.821**
G+												.095*
G-												.830**
Bp												.166**
Bw												.110**
H												.247**
TH												.332**
Total												.972**

SAMPLE TABLE 4

Distribution of FoF Imagery (Frequency Distribution)
TNT, SEX, SES

		0 - 6	7 - 12	13 - 19
TNT	T.Frequency	259	37	4
	T.Percentage	43.160	6.170	0.670
N-	N-T Frequency	254	42	4
	N-T Percentage	42.340	7.00	0.670
	Total Frequency	513	79	8
	Total Percentage	85.50	13.170	1.340
	Boys' Frequency	273	27	0
	Boys' Percentage	45.50	4.50	0.0
	Girls' Frequency	240	52	8
	Girls' Percentage	40.00	8.68	1.340
	Total Frequency	513	79	8
	Total Percentage	85.50	13.170	1.340
	High SES F	138	29	2
	High SES P.	22.990	4.830	0.340
	M. SES F.	270	37	5
	M. SES P.	45.00	6.170	0.830
	L. SES F.	105	13	1
	L. SES P.	17.00	2.170	0.17
	Total Frequency	513	79	8
	Total Percentage	85.500	13.170	1.340

SAMPLE TABLE 5

Differences in Components of n Ach. for
Tribal/Non-tribal, Sex, SES

n Ach.	Tribal	Non-tribal	Boys	Girls	SES		
					High	Middle	Low
Mean	10.527	10.130	9.150	11.507	10.243	11.080	8.479
S.D.	6.406	7.037	7.191	6.012	6.561	6.527	7.152
df	598	598	598	598	479	429	286
t-value	0.722		4.355		1.341	3.601	2.164
Significance level	-		.01**			.01**	.05*
					1 + 2	2 + 3	1 + 3

SAMPLE TABLE 6

Correlation of n Ach. with Fear of Failure, Occupational Aspiration, Socio-Economic Status and Concern

FoF	Occupational Aspiration	Socio-Economic Status			Concern	
		EL	OL	IL	(1)	(2)
				Total	Self Count-Hopes	Self Count-Hopes
n Ach.	-.031	.079	.082	.047	.075	.017
	-.122**			.071	.154**	.119**

SAMPLE TABLE 7

Two-Way Analysis of Covariance N Ach.

Factors	Unadjusted	df	Adjusted	df
	F-Test		F-Test	
TNT	0.537	1596	0.667	1595
SEX	18.978**	1596	15.080**	1595
Interaction				
TNT + SEX	1.888	1596	1.680	1595

SAMPLE TABLE 8

Adjusted Means and Significance of
Means n Ach.

	Means	t-value
TNT		
Tribal	10.567	
Non-tribal	10.089	0.817
Sex		
Boys	9.191	
Girls	11.465	3.883

V.5 Scoring of the Stories

(a) TAT for Measuring the n Ach.

Previously, the investigator has undergone an intensive training of scoring TAT stories, after which a pilot study was conducted on 100 college students and 100 school pupils, for a tryout. The 1200 stories obtained by pilot study was scored. And analyses done by computer.

The investigator devoted a considerable time in practising to attain proficiency in scoring. This was done with the help of the manual prepared by McClelland, Atkinson and others (1953). Then the investigator started scoring the stories obtained from the sample under study. All the 3600 stories were first of all scored for AI, TI, UI. After this, only the AI stories were scored further for sub-categories as shown in the above mentioned manual.

(b) TAT Test for Measuring Fear of Failure

Prof. Birney selected TAT pictures for measurement of FoF. This **tool** was validated by Prof. Birney through experiments that it measures fear of failure which is called as Hostile Press. The scoring system of Prof. Birney provided 8 components.

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The instructions for this test was the same as far as the TAT test for measuring n Ach. The only difference is that in this test there were only four TAT pictures and students have to write only four stories.

This test was used by Kapoor (1974) on Indian sample. She found that fear of failure incentives raises fear of failure in pupils. In other words, the fear of failure treatment affected the goal setting behaviour of the pupils.

The investigator scored the stories of the students in the sample according to the manual provided by Prof. Birney in his book. Prof. Birney has given a very exquisite reasoning about the main classification of the four main categories. The investigator followed the four category scoring after which the FoF stories only were score according to the detailed component scoring. The four categories scoring was for:

1. Reprimands for personal actions.
2. Legal or judicial retaliation for action or alleged action.
3. Deprivation of affiliative relationships.
4. Hostile, vague environmental forces or physical conditions.

A pupils' score may range from 0 to 4 for FoF stories, signifying (0) FoF or high (4) FoF. Each total score reflects specification.

Category							Total score
	0	1	2	3	4	Total	
	2	0	0	1	0	4	

The upper column shows the nature of the story. The scores below each column suggests what type of story the pupil has written.

(c) Socio-Economic Status

This scale was standardized by B. Kuppaswami (1962) for Indian sample. It is used in many researches. The scale measures the socio-economic status of the students.

After the investigator had distributed the cyclostyled sheets of the SES scale to the students. They were given instructions to encircle the appropriate weightage scores given against the items for each category. The scores were then entered in the **last** column by the investigator. These scores were added to give the final score which determined the status category of the student. The scale contains 7 items in each of the three variables.

(d) Concern Scale

Once again, the investigator distributed the cyclostyled sheets of the concern scale to the students, which were prepared before hand. Then instructions were given on questions dealing with personal aspirations and fear, when the student was asked to imagine his future in the best and worst possible lights, the question was left open without any specification of what was meant by the future. Whereas when asked about the future with respect to the nation, the question included the phrase "How would things look, ten years from now?" The reason for this was that it was found unwise and artificial to structure the personal future but if the future of the nation was left indeterminate the students will be bewildered.

Students were asked to write their answers in the space provided in the answer sheets. After instructions were over and all the questions of the students were answered. The investigator then asked the students to give details about themselves, on the answer sheets, regarding their background, occupation, age, education, etc.

The concern scale was scored firstly according to the numerical coding system provided by Cantrill for scoring purposes. First personal hopes and aspirations and personal worries and fears were scored. Then the national hopes and aspirations, national worries and

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fears, were scored.

Thus, after the notations (the respondents' reply to a particular ^{was} question which/ noted down) were all completed, it would come to look like this:

1	-	1
2	-	7
3	-	2
4	-	1
5	-	5
6	-	5

With regard to the concern scale, the investigator score the sample in two ways. One was according to the numerical coding system of Cantrill.

(E) Secondly, the investigator tried to score it according to the motives of the students given in their answers. For example, a student will write, "in order to be absolutely happy, I want to be a great political leader, so that I can change the world". For this altruistic motive the investigator will score '4'. If a student writes "I don't know what I want out of life, I suppose I only want enough for my daily needs". For this the investigator will give the score '1' since the student has very low ambition and concern for himself. Thus, the investigator's way of scoring the concern scale

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is as follows:

Very great concern (altruistic)	- '4'
More than average concern	- '3'
Average concern	- '2'
Low concern	- '1'
No indication of concern	- '0'

In the opposite way, fear for self and country also is scored.

Very great fear (concern)	-- '4'
More than average	- '3'
Average fear	- '2'
Very little fear	- '1'
No fear at all	- '0'

The ladder rating was scored in this way. Present progress is, past minus present score (PR = Past - Present).

Future progress is future minus present score (FP = F - PR).

If a student indicates that his present progress is No. 8 in the ladder, his past is No. 5, and his future will be No. 7. His score will be $8 - 5 = 3$ Present Progress.
 $7 - 8 = -1$ Future Progress.

(f) Occupational Aspiration Scale

For this test also the investigator prepared cyclostyled sheets which was distributed to the students. The students were asked to give certain information by writing down their names, name of college, year of study etc. Then instructions were given on how students are expected to answer the questions. The investigator requested the students for their sincere co-operation so that the questionnaire will carry weight.

The questionnaire was then scored according to the instructions laid down by Littig.

(g) Family Influence Questionnaire

Twenty questions were prepared by the investigator on the various aspects and characteristics of family life and influence. Answers were provided in the questionnaire. The cyclostyled sheets were distributed to the students with the instructions that they should take it to their parents and let them answer the necessary questions in the questionnaire. Instructions were given to the parents, in the questionnaire itself. Scoring is done in a very simple way. The scores were classified into categories 1, 2, and 3 for positive family influence. And 4, 5, and 6 for negative family influence. For example:

Scores from

$$0 - 7 = 1$$

$$8 - 13 = 2$$

$$14 - 20 = 3$$

Scores from

$$0 - -7 = 4$$

$$-8 - -13 = 5$$

$$-14 - -20 = 6$$

VI. THE SCHEME OF CHAPTERS

The first chapter deals with the significance of the study which describes the relevance of the present study in the general situations of the country. It gives a detailed description of the youths, the tribals and non-tribals, their aspirations and concerns and their need for achievement.

The second chapter deals with a review of related literature and previous researches.

The third chapter deals with the problem and procedure of this study. The present study is to find out the n Ach. level of boys and girls, tribal and non-tribal students, who comes from high, middle and low socio-economic status, and their aspirations for occupations, their concern about themselves and their country, their degree of fear of failure, and the influence of the family which is one of the most vital determining factor of n achievement.

The fourth chapter deals with the interpretation and analysis of the result of the study. The achievement

motive, fear of failure, occupational aspirations and concern in relation to tribal, non-tribal, sex and SES groups.

The fifth chapter deals with the discussion of the various results obtained, the summary of observations and suggestions.