

C H A P T E R I V

ANALYSIS AND INTERPRETATION
OF THE DATA

"As the twig is best, so grows the tree".

- McCLELLAND & WINTER.

C O N T E N T S

SECTION A

THE LEVEL OF ACHIEVEMENT MOTIVE IN
TRIBALS AND NON-TRIBALS OF MEGHALAYA

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SECTION A

THE LEVEL OF ACHIEVEMENT MOTIVATION
IN TRIBALS AND NON-TRIBALS OF MEGHALAYAIV.1 THE ACHIEVEMENT MOTIVATION LEVEL
OF TRIBALS AND NON-TRIBALS

The mean n Ach. score obtained from Shillong (Meghalaya) pupils is 10.32 with S.D. 6.72. Does it mean that the level of the n Ach. of Shillong students is high? Tables IV.1-A and IV.1-B give us the answer to the question, in which a comparative data of the studies are provided.

TABLE IV.1-A
Means and S.D.s for n Ach. Scores in Various
Countries

Countries	Number	Mean	S.D.
Japan	175	8.24	4.81
Germany	411	4.60	5.34
Brazil	378	5.47	4.24
U.S.A.	424	4.76	5.11
India (Madras)	152	3.79	4.79
India (Delhi, Mehta, 1969)	974	4.76	3.82
India (Gujarat, Desai, 1970)	1000	3.92	7.1
India (Gujarat, Daven 1973)	236	6.00	6.13
India (Gujarat, Choksi, 1973)	170	4.81	5.84
India (Gujarat, Pathak, 1973)	1346	1.88	5.77
India (Gujarat, Kapoor, 1974)	125	3.10	6.63
India (Assam, Gokulnathan, 1972)			
Tribal	68	5.55	-
Non-Tribal	315	4.49	-
India (Present Study) Tribal	300	10.527	6.40
Non-Tribal	300	10.130	7.03

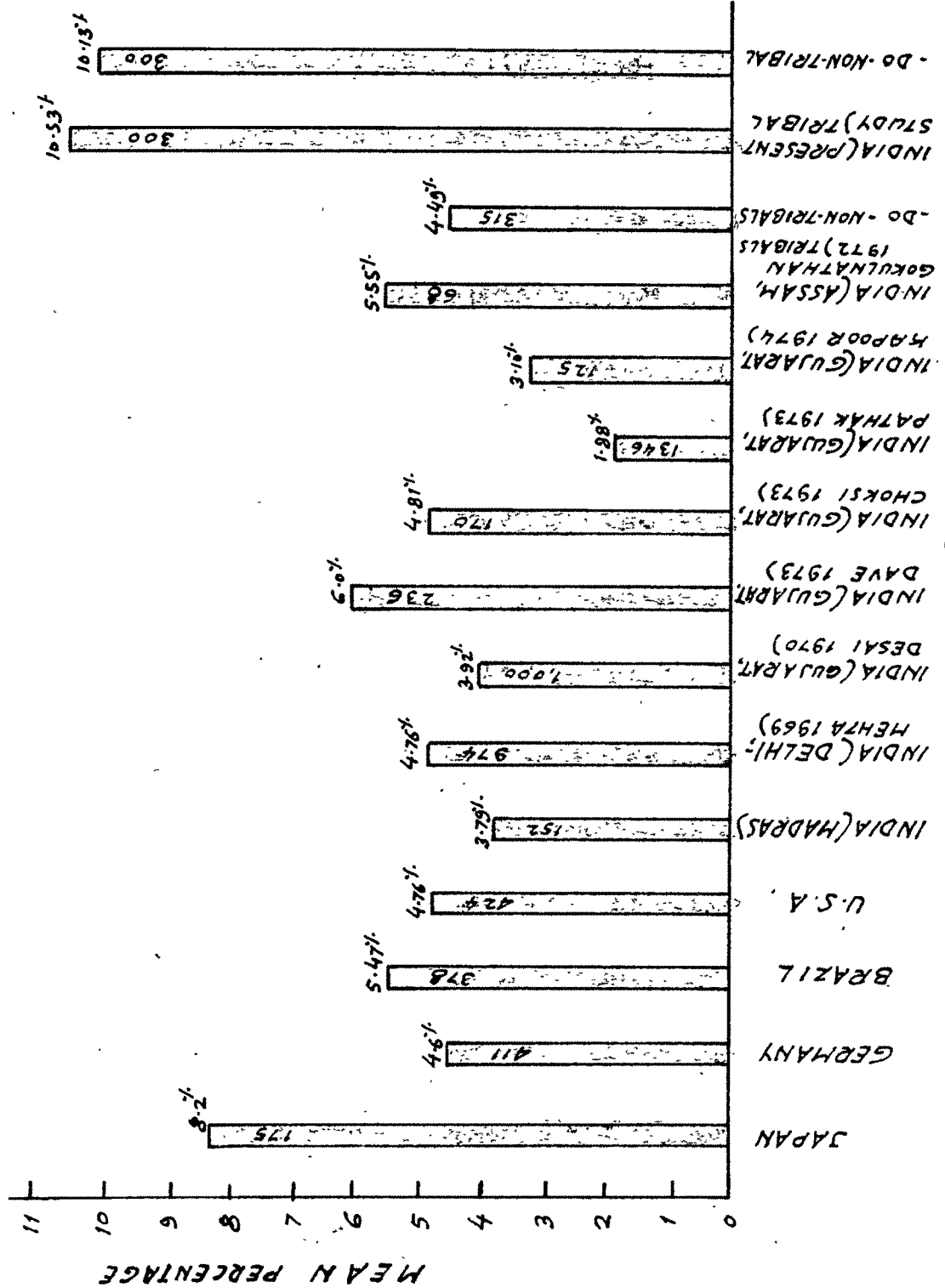
TABLE IV.1-b

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t-values for n Ach. Scores in Various Countries

Japan & Germany 1 and 2	8.11**						
Japan & Brazil 1 and 3	6.60**	2 & 3	2.54*				
Japan & U.S.A. 1 and 4	7.91**	2 & 4	0.44	3 & 4	8.82**		
Japan & Madras 1 and 5	8.36**	2 & 5	1.73	3 & 5	8.44**	4 & 5	4.55**
Japan & Delhi 1 and 6	9.09**	2 & 6	0.55	3 & 6	11.27**	4 & 6	0.07
Japan & Kheda 1 and 7	10.12**	2 & 7	1.97*	3 & 7	15.82**	4 & 7	7.50**
Japan & Kheda 1 and 8	4.16**	2 & 8	2.94**	3 & 8	2.56*	4 & 8	5.61**
Japan & Baroda 1 and 9	5.95**	2 & 9	0.40	3 & 9	2.65**	4 & 9	0.19
Japan & Kheda 1 and 10	16.10**	2 & 10	8.89**	3 & 10	49.17**	4 & 10	33.10**
Japan & Baroda 1 and 11	7.40**	2 & 11	2.31*	3 & 11	5.93**	4 & 11	4.01**
Japan & Assam (TR) 1 and 12		2 & 12		3 & 12		4 & 12	
Japan & Assam (N TR) 1 and 13		2 & 13		3 & 13		4 & 13	
Japan & Meghalaya 1 and 14	4.40**	2 & 14	13.07**	3 & 14	27.30**	4 & 14	28.94**
Japan & Meghalaya 1 and 15	3.47**	2 & 15	11.45**	3 & 15	21.88**	4 & 15	23.66**

MEANS FOR NEED ACHIEVEMENT (N-Ach) SCORES IN VARIOUS COUNTRIES



McClelland (1953) has provided the data for n Ach. levels of high school and college first year boys from four countries including India. His results for n Ach. were obtained on the basis of stories written to four TAT pictures. The n Ach. scores obtained by Indian researchers were calculated on the basis of 6 (six) TAT pictures. In Desai's study, the n Ach. scores were obtained on the basis of six pictures, and later on they were converted by him to four pictures for the sake of comparison.

The mean n Ach. scores obtained by Delhi school boys is slightly higher than that of Madras school boys. Further, it can be seen that the n Ach. level of all Indian samples, excepting the present study, is lower than the n Ach. levels of Brazil and Japan samples.

From the studies done in Gujarat, three studies have been reported from rural area, and two - the Baroda studies - represent the urban area. The present study is also of the urban area of Shillong town. Comparing the urban areas, it has been found that the mean n Ach. of Meghalaya pupils is very much higher than that of Baroda pupils, and the mean n Ach. of Baroda pupils is slightly higher than that of Delhi pupils. The mean n Ach. scores of pupils of Kaira district is lower than that of Baroda pupils (Pathak's study and Desai's Study). Only in one study (Dave's study) it has been reported that the n Ach.

of Kaira is higher than those of Baroda, Delhi, Madras, U.S.A. and Germany samples.

The mean n Ach. score of the present study is found to be higher than Madras, Delhi, Baroda, Kaira, U.S.A., Brazil, Germany and Japan. This can be justified when we study the present sample minutely. The sample was first of all obtained from a selective population of urban college-going-students of one town which is also the capital and a cosmopolitan town. The majority of the students come from middle class families, and quite a substantial number comes from higher socio-economic status. We also notice that the low socio-economic status is quite less in numbers. Out of the 600 students, 168 belong to the high SES groups, 313 belong to the middle SES and only 119 to the low SES group. Moreover, the sample consists of college undergraduates who are looked upon as the educated members and the cream of the society.

For a wide difference between mean n Ach. scores of all the Indian studies and the Meghalaya study, there are several reasons for such a score. Most of the students coming from the well-known colleges of Meghalaya are those who come out successfully in the administrative

service competitions, those who qualify for medical and engineering services etc. Besides, Meghalaya is a newly born state acquired by the tribal genius. So inspite of all drawbacks, the people are quite enterprising and adventurous. They have successfully fought bravely for their independence for several years without any violence which is quite an accomplishment considering the small population.

Shillong is a cosmopolitan town where people from various socio-economic strata dwell. These outsiders have done a great deal in influencing the tribal people of Shillong. Another notable aspect of the tribals of Shillong is that the girls are highly enterprising and adventurous. Most of them aspire to study outside their place and have a yen for training and qualifications. They want to spread their wings and explore the world outside their little town. At present, we even find the tribal boys starting to look ahead to other horizons which can make them better than their peers. More and more boys are now planning for higher posts and Government jobs. An increasing number each year are appearing for the I.A.S. and I.F.S. examinations. This type of enterprising community must definitely have high n Ach. And

therefore, it was hypothesised that there is no difference in the achievement of tribals and non-tribals which has proved to be true.

McClelland (1961) in his book "Achieving Society" concluded that the future of any community will depend upon the present level of achievement motivation of the pupils. If a country shows progress today, it means that it had a pupil population with high n Ach. in the past. From this, we can assume that the students in Meghalaya have very high n Ach. Fulfilling their wish for an independent state only after a few years and that too without any blood-shed is undoubtedly a very great accomplishment.

Another result observed, supports the hypothesis that was previously hypothesized:

1. There is no difference between the n Ach. level of tribals and non-tribals.
2. Tribal girls are more achievement-oriented than tribal boys.

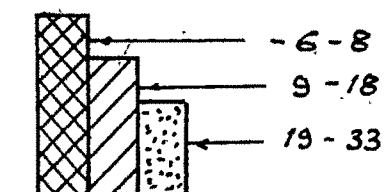
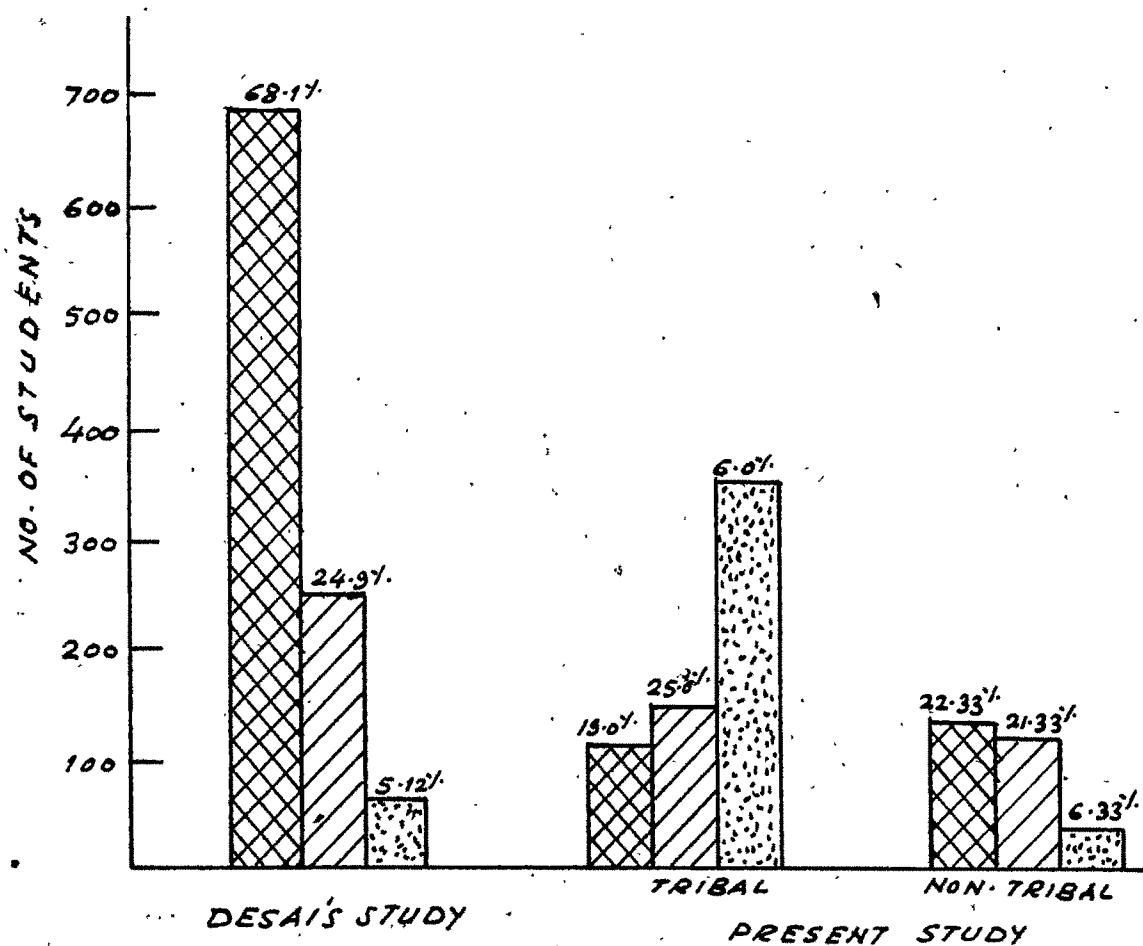
Like other parts of India, the Hill tribals of Meghalaya are pastoral people with large herds of cattle, ponies, goats, chicken domesticated in many villages. Khasi fruits and vegetables are the best and capture various markets. The Khasi and Jaintia hills have

TABLE IV.2
Frequency Distribution of n Ach. Scores - Present
Study and Desai's Study (1970)

n Ach.	No. of pupils	Percent- age	n Ach.	Tribal Fre- quency	Tribal Perce- ntage	n Ach.	Non-Tribal Frequency	Non-Tribal Percentage
- 6 - 8	0	68.1	- 6 - 8	0	19.00	- 6 - 8	0	22.33
9 - 18	13	24.9	9 - 18	13	25.00	9 - 18	13	21.33
19 - 33	26	5.12	19 - 33	26	6.00	19 - 33	26	6.33

FREQUENCY DISTRIBUTION OF N-Ach SCORES
PRESENT STUDY AND DESAI'S STUDY (1970)

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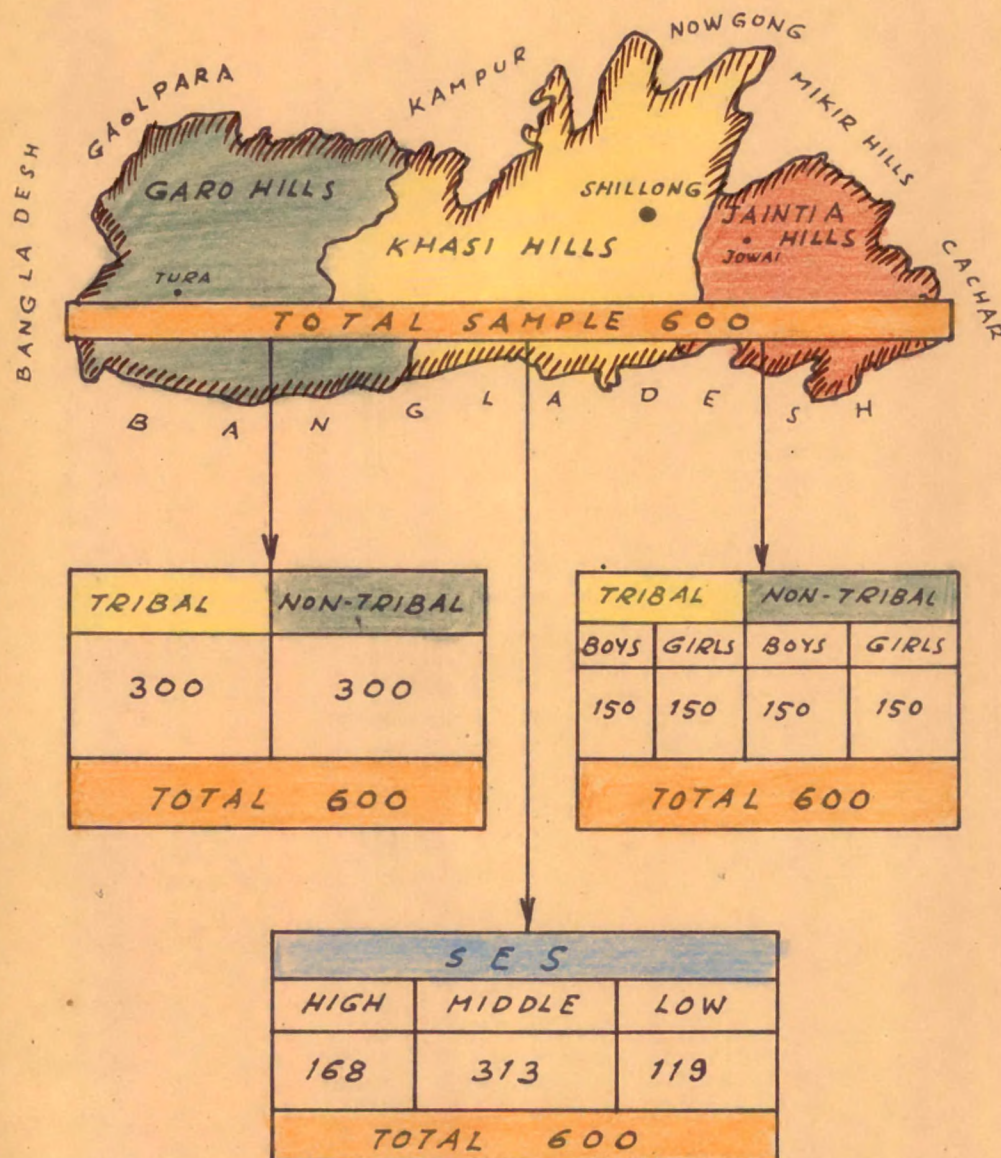


potential resources for industrialization. Besides deposits of minerals there are promises too of multi-fashions chemical industries based on the immense forest resources. Drugs and medicine can profitably be manufactured out of the profuse herbs and rich flora. The Khasi society has greatly been transformed by many changes which have taken place in recent times. Western education was brought first by the Welsh missionaries. The Khasis took themselves quickly to Western education. Khasi women took the lead in female literacy. A distinguished lady was the first women minister in Assam and probably one of the first women ministers in the whole of India. It follows, therefore, that as Meghalaya youth has a very high n Ach. - even highest than Japanese population - , they should be given enough opportunities and challenges for this moderate risk taking behaviour and they should be given new opportunities for manifesting their concern for excellence.

IV.2 FREQUENCY DISTRIBUTION AND COMPARISON

Table IV.2 shows a comparison of the frequency distribution of the present sample with that of Desai's. The sample was divided into three categories, high, middle and low n Ach. It reveals that in Desai's study the majority of the students fall in the lower category of n Ach. scores i.e. from -6 to +8 (689) whereas in the middle n Ach. category there are 249 students in the high category of n Ach. scores there is only (62), it shows, therefore, that there is a great difference in the distribution of n Ach. scores.

MAP OF MEGHALAYA SHOWING THE PLACE 238
WHERE THE SAMPLE IS TAKEN (SHILLONG)



TRIBALS IN THE SAMPLE ARE FROM 'KHASI HILLS', 'JAINTIA HILLS' AND 'GORA HILLS'.

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whereas in the present study the distribution of n Ach. scores between middle and low are not very different from each other e.g. in the middle n Ach. scores for tribals it is (114) and for non-tribals (134), while in the low n Ach. category for tribal (150) students and non-tribal (128) students are there. However, there is a greater difference in n Ach. scores of the high category to middle and low. High n Ach. score category for tribals is (36) and non-tribals is (38). Another outstanding observation in the present study is that there is not much difference between the n Ach. scores category of tribals and non-tribals.

IV.3 ACHIEVEMENT MOTIVATION COMPONENTS IN TRIBALS AND NON-TRIBALS

The tribals included in this study belong to the Khasi, Jaintia and Garo Hills. The Khasi people are one of the earliest groups of races immigrating to Assam. They are considered to be the kin of the Khmer people of Cambodia who between the 8th and 12th centuries, ruled over the greatest empire in South East Asia. They are mostly Christians. Over the years, education has improved, means of communication have brought the tribals closer to the non-tribal section of the population. The non-tribal people included in the study are mostly Bangalees, and Assamees. Other non-tribals are Nepalees, Punjabis, Sindhis, etc. who reside in Shillong and are in different vocations. (Chart I)

A comparison between tribal and non-tribal

TABLE IV.4
Differences in Components of n Ach. for Tribals and Non-Tribals

[illegible]

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Differences in Components of α Ach. for SCS Category

[illegible]

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students in respect of their n Achievement, the Table IV.4 showed that the mean score was in favour of the tribal students (10.52) while the non-tribals have a mean of (10.13). But the difference of the means was statistically not significant. Nevertheless, the tribal students showed a trend for greater achievement motivation than the non-tribals. The tribals show greater components of N, I, Ga+ than non-tribals whereas the non-tribals show greater components in H and G-. The results obtained in NCERT (1970) study and Gokulnathan's (1972) study showed similar trends. In other words, the tribals are having significantly greater amount of images of Need (N), Instrumental Activity (I+) and Goal Anticipation (Ga+) than non-tribals. This is a good sign for the progress of the tribals. But it is also significant that the tribals have significantly less amount of Help Images. This may be so as they do not know from where to get Help. But certainly without Help (H) imagery the tribals may not be able to see the Help, even if it is given. This is because H is not greatly present in their imageries.

IV.4 ACHIEVEMENT MOTIVATION COMPONENTS IN SES

The SES grouping of subjects was made by using the socio-economic status scale (urban) by Kuppaswamy (1962). The five classes suggested in the scale were reduced to only three, namely, high, middle and low classes.

In most of the previous studies (Rosen, 1956, 1961; McClelland, 1961) the upper-middle and upper SES classes are shown to exhibit a distinctly higher n Achievement level. There is also evidence (Strodtbeck,

1955) to show that fathers with higher SES background set high standards of independence and achievement for their sons. However, in two Indian studies (Mehta, 1969; Chowdhary, 1970) n Achievement of high school pupils was found to be not ~~un~~related to SES of their fathers.

The result in Table IV.4 indicated that high SES students have a mean of 10.24 per cent and S.D. 6.56 per cent; middle SES students have a mean of 11.08 per cent and S.D. 6.52 per cent, and low SES students have a mean of 8.47 per cent and S.D. 7.15 per cent. This points to the fact that middle SES students have high n Achievement scores than the high SES and low SES students. The difference between high and middle SES students, however, is not significant, while the difference between middle and low is found significant at .01 level, and the difference between high and low SES is significant at .05 level.

Thus, we find that middle SES students have higher n Achievement than either high or low SES students. This suggests that the middle SES group shows a greater striving than the high or low SES students. Generally, middle SES people have their 'feet on earth and eyes above'. It means they are working at reality but their aims are high and hence, this may be the reason for the high n Ach. of middle SES group.

(1968)

Mehta's and Desai's (1970) study point to the same fact. In both the studies the middle SES group is found to be showing greater striving.

The middle SES groups show higher amount of AI, G+ and Thema Imageries than high and low SES group, whereas the high SES group show higher amount of G- and H imageries.

Table IV.6 reveals that girls have a mean of 11.50 per cent, which is significantly higher than the boys mean 9.15 per cent. This difference is significant at .01 level. Obviously, girls show a definitely higher n Ach. than boys. Moreover, girls have higher mean scores than boys in the components of n Ach. like AI (2.54 and 2.07 per cent respectively), need (.64 and .31 per cent respectively), G+ (1.95 and 1.68 per cent respectively), G- (.06 and .01 per cent respectively), Help (.55 and .30 per cent respectively), all these differences is significant at .01 level, Bp girls mean is .16 and boys mean is .01 which is significant at .05 level.

The few researches where a direct comparison of n Achievement levels in boys and girls was made tended to show different trends. Veroff (1950) and Veroff, Wilcox and Atkinson (1953) found higher n Achievement scores in case of girls when the TAT type test was administered under neutral conditions. Sinha (1967) using self-describing essays for assessing n Achievement, found male students to have high mean n Achievement scores than females. Chowdhary (1970) found girls showing considerably higher n Achievement scores than boys in Punjab. Desai (1970) found boys have higher n Achievement scores than girls in his Gujarati sample of secondary school students.

IV.5 DISCUSSION

IV.5.1 n Ach. Level in Tribals and Non-Tribals

In Gokulnathan's (1972) study the results indicated that the tribal pupils obtained significantly higher need achievement scores than the non-tribal pupils. In the present study also the same results were obtained i.e. the tribal mean n Achievement score is higher (10.52 per cent) than the non-tribal mean (10.13 per cent) though this difference is not significant. This shows that the tribals and non-tribals are equally achievement-oriented. The notion that tribals are backward is not supported in this study. It rather shows that they have high achievement motivation. There are similar studies which shows the same result, e.g., NCERT's (1969) study in which Munda and Orsan tribal high school boys were found to show higher mean n Achievement than non-tribal Delhi high school boys. In order to explain the difference in the mean n Achievement levels of tribal and non-tribal, the lead given by McClelland (1961) to explain similar differences between children of Jews and Protestants might be revealing. His explanation is based on results from several cross cultural studies (Winterbottom, 1958; Rosen and D'Andrade, 1959; Bradburn, 1963) that indicated a relationship between independence training imparted in early childhood and the development of achievement

motivation in children.

The high n Ach. of the tribals may also be attributed to the child-rearing practices of the tribals. In the Khasi families the children are brought up in a liberal, spontaneous atmosphere. Khasi children receive guidance both from father and maternal uncle. The father is revered and acknowledged with acts of ceremonial homage by his children. He is actually the executive head of the home and children take into account their fathers' counsel. The children are given ample independence training and learn to shoulder responsibilities, at a very early age. Barua (1956) also made certain observations about the child-rearing practices prevalent among the tribals and their relevance to the development of greater achievement striving in them. According to Roy (1966) the tribal boy and girl from the age of crawling start a new type of independence from parental guardianship and care. He further adds that the tribal toddler is usually a quiet type of being, rather grave, smiles and prattles little, and cries but rarely. It recognises the indifference of the world around to its baby complaints and sufferings and takes the lesson in roughing and self-help. Underlying this pattern of child development are, acquisition of independence, toughness, and a mastery over the environment by the growing child from a very early age. Elvin (1959) also

noted the prevalence of values like self-reliance and discipline, and desire for hard work and cooperation among the tribal people of India in general.

Thus, all through the development period, the growing tribal child is made to face all sorts of changes present in the process of growth. Such training in independence and mastery of the environment, probably helps him to develop an optimistic attitude toward the challenges of life.

The non-tribal people's upbringing^{is} in an entirely different atmosphere. Parents do not give them much independence training at the time they are small. As they grow up to be more dependent on their parents, most of their decision making is done by the parents. And so their experiences and responsibilities are less developed.

Looking at all these observations, it is quite obvious that tribals' Achievement is of a commendable degree. But the question arises why the tribals are still not able to come forward? The only answer available is that if enough opportunities are given along with encouragement and incentives, one will definitely see a new picture of a tribal man. Since he is a person who is an untiring and enthusiastic worker, he can quickly keep pace in the race of civilization along with other forward nations of the world. But if the tribals are

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still deprived of opportunities and encouragement, they will be bound to revolt in order to exert themselves. Therefore, we hear of rebellion going on in various tribal areas of India. Not long ago the Naga tribes were fighting for independence and recognition of their rights, so also did the people in Meghalaya, when they realized that they were deprived of the opportunities and rights that others were enjoying. Therefore, the tribals need great encouragement from the Government, leaders and educators. To give them scholarships, grants and opportunities for higher education, and other vocational studies, in order to enable them to come forward to the world, not only to share but essentially to contribute to its progress and development.

Just as a lack of motivation and opportunities will turn them into violent citizens, who can cause a lot of damage and loss to the country. Likewise, a chance for development, right and enough motivation and opportunities will make them worthy citizens, who can untiringly work for its development and progress and bring valuable social changes to uplift the country.

Before the discussion of the components, it will be interesting to know about the mean n Ach. score of the different countries which gives the global

picture of the n Ach. level in the pupils of different population.

The mean n Ach. score obtained by Mehta's research of Delhi School boys is slightly higher than that of Madras school boys, obtained by McClelland.

The n Ach. level of Delhi high school boys and pupils of Baroda seem to be well comparable with that of German and U.S.A. boys. Out of the five studies reported here from Gujarat, three studies have been reported from rural areas i.e. studies in Kaira district and two studies of Baroda represent the urban area. Comparing the urban area, it has been found that the mean n Ach. score of Baroda pupils is slightly higher than pupils of Kaira district. Only in one study (Dave K., 1973), it has been reported that n Ach. of Kaira pupils is higher than those of Baroda, Delhi, Madras, U.S.A. and Germany samples. The reason for this was the fact that Dave's sample has been obtained from a selective population of one town - Anand, where the proportion of high SES and high AS pupils is comparatively more.

However, in the present study, the n Ach. level of pupils in Meghalaya was higher than all the Indian samples as well as Japan, U.S.A., Germany, and Brazil. The reason for this as reported earlier may be that the

22 tribal pupils had independence training at an earlier age, and develops, self-reliance, discipline and a desire for hard work and prone to achievement related tasks and ideas. Secondly, Shillong town being a cosmopolitan town, tribals and non-tribals influence each other towards more development and competition. Tribals are people who are seeking for an opportunity to prove themselves, therefore, it is but natural that they will be achievement-oriented.

Achievement motive can be conceptually defined as an urge to improve. If this view is accepted, then a contributory factor for the relatively higher level of achievement motivation in tribal children might be found in the rise of "tribal sub-nationalism" (Dubey, 1970) expressed in the form of demands for autonomous administrative units for the tribal areas and for tribal unity.

Another factor may be the tribal development programmes carried on by the Central and State Governments through the provision of better educational facilities, means of communication, and opening of urban centres in the tribal areas, which has awakened the tribal people to the urgent need of transferring their socio-economic structure. Besides this, there is also the I.A.S. pre-examination training centre which encourages the students to aspire for greater things. The educated tribals are

Choksi's Study Baroda (N = 170)	Kapeor's Study Baroda (N = 125)	Present Study		
		Tribal Girls (N = 150)	Non-Tribal Girls (N = 150)	Tribal Boys (N = 150)
42.26	24.00	43.10	44.12	37.40
52.74	25.00	37.40	38.53	43.17
13.62	51.00	19.50	17.56	19.42
13.92	52.00	28.89	20.64	14.84
5.00	48.00	90.1	81.79	91.60
19.60	93.00	79.5 2.12	74.30 2.32	83.16 0.89
13.00	9.00	1.86 6.36	1.03 6.19	0.00 5.94
10.25	11.00	69.43	60.11	81.38
2.64	51.00	5.57	6.45	4.16
73.33	69.00	99.37	100.00	99.50

FREQUENCY OF ACHIEVEMENT IMAGERY IN VARIOUS STUDIES AND

PRESENT STUDY

CHARACTERISTICS	1925 RAPIDLY GROWING ECONOMICS. (N = 10)	READERS SLOWLY GROWING ECONOMICS (N = 12) d	1950 RAPIDLY GROWING ECONOMICS (N = 18)	READERS SLOWLY GROWING ECONOMICS (N = 21) d	PATHAS'S STUDY 1973 N = 1346	DESAI'S STUDY (N = 1000)	MEHTA'S STUDY RAJASTHAN (N = 975)	CHOKSI'S STUDY BARODA (N = 170)	KAPOOR'S STUDY BARODA (N = 125)	PRESENT STUDY			
										TRIBAL GIRLS NO. 150	NON-TRIBAL GIRLS NO. 150	TRIBAL BOYS NO. 150	NON-TRIBAL BOYS NO. 150
PERCENTAGE OF ACHIEVEMENT RELATED STORIES AI					17.64	31.05	39.34	42.26	24.00	43.10	44.12	37.40	40.20
PERCENTAGE OF TASK RELATED STORIES TI					49.39	16.81	14.31	52.74	25.00	37.40	38.53	43.17	42.02
PERCENTAGE OF STORIES UNRELATED TO ACHIEVEMENT UI					32.96	51.50	46.35	13.62	51.00	19.50	17.56	19.42	17.98
PERCENTAGE OF NEED (N) STATED	9%	9%	14%	13%	61.61	85.90	78.18	13.92	52.00	28.89	20.64	14.84	11.55
PERCENTAGE OF INSTRUMENTAL ACTIVITY	17%	9%	14%	20%	58.01	62.20	76.30	5.00	48.00	90.1	81.79	91.60	70.03
PERCENTAGE OF GOAL GO.													
POSITIVE +	42%	26%	37%	32%	22.39	18.70	8.72	19.60	13.00	79.5	74.30	83.16	56.22
NEGATIVE -										2.12	2.32	0.89	1.76
PERCENTAGE OF WORLD BLOCK BP										1.86	1.03	0	0.50
PERCENTAGE OF PERSONAL BLOCK BW	50%	17%	44%	33%	11.93	7.40	2.87	13.00	9.00	6.36	6.19	5.94	2.01
PERCENTAGE OF HELP	23%	7%	11%	15%	3.44	2.30	0.39	10.25	11.00	69.43	60.11	81.38	60.49
POSITIVE EMOTION AND NEGATIVE EMOTION	31%	20%	21%	35%	9.19	7.70	9.77	2.64	51.00	5.57	6.45	4.16	3.51
PERCENTAGE OF ACHIEVE- MENT THEME	46%	46%	56%	51%	77.75	78.70	64.28	73.33	69.00	99.37	100.0	99.50	74.55

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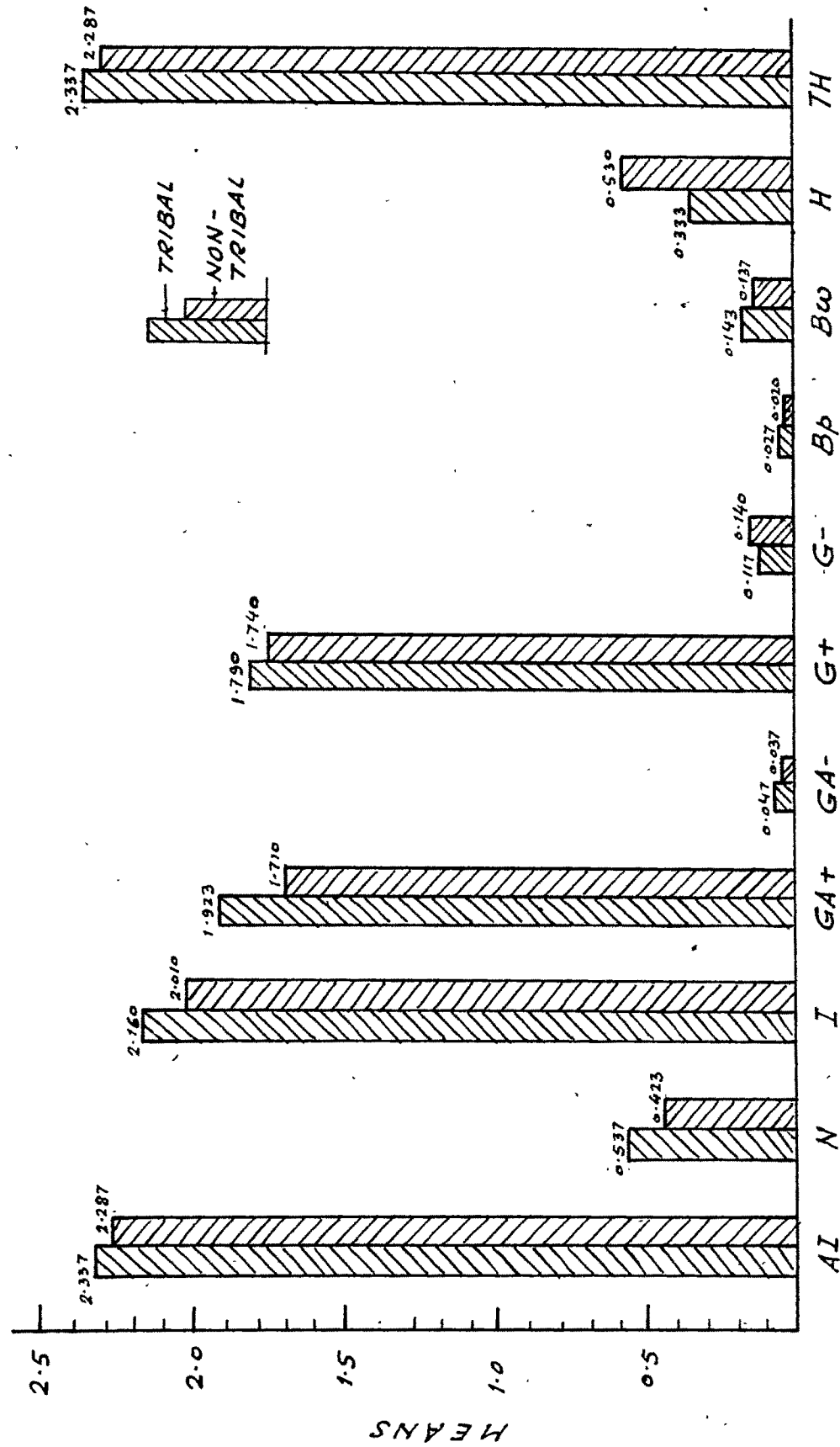
progress-conscious and so they convey to their children ideas of the backwardness and isolation of tribals in such a way that the growing tribal child develops an urge to improve himself and his people.

5.2 Components of n Ach.

It can be seen from Table IV.7 that the overall frequency of achievement imagery is higher in readers from rapidly economically developing countries. In 1925, the achievement related stories from rapidly developing countries contained proportionally more of all sorts of sub-categories except for a need for achievement (n) and achievement thema (Ach.Th.). Of all these sub-categories only two were cross validated at reasonably significant levels in the 1950 sample of countries, namely, Instrumental activity (I+) and statement about obstacles (Ep, Bw) either objectively present in the world or subjectively in the thoughts and activities of some person in the story. Achievement related stories from the more rapidly developing countries at both time periods were more apt to specify means that were actually successful in gaining achievement goals and were also more explicit in mentioning obstacles to be overcome either in terms of lack of some personal characteristic needed for achievement or in terms of some obstacle blocking the path to success.

The various components of achievement motivation

DIFFERENCES IN COMPONENTS OF N-Ach FOR TRIBAL AND NON-TRIBALS



COMPONENTS

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are found differently in various cultures. In Kaira district Bp, Bw, G+, G- are ~~also~~ not found to a significant extent, whereas the Bp, Bw, G+, G- are also not found to a significant extent in Delhi studies. In Baroda studies also Bp, Bw, I and H are not found significant - so is the case in Choksi's study.

From all these Indian studies, except the present study, it is clearly seen that the components Bp, Bw, G-, I and H are less. It means that Indian pupils lack these components. They do not perceive their difficulties clearly. This may be because Indian children are more dependent, their parents do not allow them to perceive such blocks. The pupils do not have negative emotions as the sense of responsibility is developed in them at the pre-adolescent stage.

However, in the present study, Chart IV.4, components like N, Ga-, G-, Bp, Bw and H are less and I, Ga+, G- are of the maximum score. It was also found that non-tribal boys have less percentage of Ga+ than non-tribal girls and tribal boys and girls. This trend is the same with Ach.Th. scores. For Bp component the tribal boys have no score at all. This also shows that tribal boys do not perceive such blocks in their personal lives.

It is also found that the components Ga+, need,

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Ach. Th. are more prevalent in all the studies. It means that these pupils have more need to achieve and more goal anticipation ideas.

V.3 n Ach. and SES

There has been a great deal of discussion about the need achievement level in the pupils and their socio-economic strata.

Rosen and Douvan seem to be the pioneer researchers in the area of socio-economic strata. Rosen (1956) in his study found that the members of the middle class tend to have considerably higher n Ach. scores than individuals in the lower socio-economic status. Indications were also found in the study that middle class is characterized by a large proportion of persons with achievement-oriented values.

Bruckman (1966) also found significant positive relationship between n Ach. and both social class membership and social stream assignment. The middle class is characterized more strongly by activist and future-oriented values that are conceived in terms of individual differences in ability (e.g., Wesham, 1952; Reissman, 1953; Kohn, 1959).

In Indian studies, Shrivastava and Tiwari (1967),

7 Mehta (1969) and Desai (1970) found that social class differences were found to be reflected in n Ach. scores. Shrivastava and Tiwari, found middle class Ss scoring higher on n Ach. than upper class students who were in turn found superior to lower class Ss. In Mehta's study, working class boys tended to show a higher level of n Ach. than the lower middle class boys. Desai⁽¹⁹⁷⁰⁾ in his survey of 1,000 pupils found SES \pm as a pre-dominant factor affecting n Ach. level of pupils. Choksi's and Dave's (1973) M.Ed. level studies found that achievement related imagery are more in high SES pupils than average and low group which is a little different from the findings quoted above.

The present study also follows the general trend. It was found that the middle SES students have a total mean n Ach. score of (11.08 per cent) which is higher than high SES groups whose mean is (10.24 per cent) and low SES groups whose mean is (8.47 per cent). Though the middle SES scored higher than the high SES group, the difference is not found to be significant. This goes to prove that the high SES have high n Ach. by virtue of their birth and bringing up in the high social class. People expect some achievement behaviour from them, besides they are the privileged people who has an advantage from all sides. Whereas, the middle class people have less advantage and opportunities, yet this instead of pulling them down, it

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seems as if it acts as an incentive to encourage them to strive harder and to go up so as to be equal if not more than their fortunate peers. The comparison between middle and low SES is found to be significant at .01 level. That is the middle SES are much more enterprising than the low SES. Again the differences between the high and low SES is found to be significant at .05 level. This, too, shows that the high SES have an advantage over the low SES group in n Ach. level. The reason why the low SES are found to be lower in n Ach. level may be because, these people are ignored, or taken for granted, or used by other people. They seldom have a chance to show their worthiness or initiative. They take what comes to them, and couldn't care less whether they succeed in life or not. They become immune to all kinds of treatments from people who are more fortunate than them. And since they feel they are not accepted in higher societies, they also lose the spirit to strive for their rights or make themselves better, in other words they become contented with their lot.

5.4 n Ach. and Sex

Research studies, particularly those of Minigione (1965), Mehta (1971), Chaudhari (1972) have found that girls show significantly greater n Ach. than boys. Dave's (1973) and Kapoor's (1974) studies also found that girls are higher in n Ach. level than boys though the difference

is not significant.

In studies like those of Bruckman (1966), Mukherjee (1966), Desai (1970) and Pathak (1973), no significant sex difference was found on n Ach.

However, there are studies in which boys have been found with greater n Ach. than girls. Sinha (1967) in his study of postgraduate students found boys showing higher n Ach. than girls. Rosenbum and Haarman (1970) studied the first born males and females, and found first born males superior to first born females in n Ach. Desai and Trivedi (1972) found boys showed higher n Ach. than girls. Choksi (1973) too found that boys have higher n Ach. than girls.

In Gokulnathan's study of tribal school pupils (1972) it was observed that the mean n Ach. scores for girls is significantly higher than those of boys. This finding supports the finding in the present study where girls mean n Ach. score (11.50 per cent) is significantly higher than the mean n Ach. score of boys (9.15 per cent). This difference is significant at .01 level. There was, thus, a real sex difference in the achievement motivation levels of boys and girls.

But then the few researches where a direct comparison of n Achievement levels in boys and girls was made tended to show different trends. Veroff (1950), and

Veroff, Wilcox and Atkinson (1953) found higher achievement scores in case of girls when the TAT type test was administered under neutral conditions. Sinha (1967) using self-describing essays for assessing Achievement, found male students to have higher mean Achievement scores than females.

The trend of the result in the present study thus appeared to show that the girls possessed a higher level of Achievement than the boys. This trend in the results of the present study showing superior achievement striving of girls must touch upon the changing socio-cultural, political, economic and educational conditions in the society. Ever since, girls have been suppressed in all aspects of life in order to give a chance to the male member to go out and rise up in the society, therefore, there is little to wonder that it has become so much embedded in the culture that a struggle for equality of the sexes had to be unleashed by women all over the world. Women were of a disadvantaged group, in a state of deprivation of social status and position for a long time. The advent of independence and framing of a new constitution marked the beginning of a new era in the struggle for emancipation of women. Women then, began all type of organizations where they showed to the world that they are not to be rejected but taken notice of. It is of little wonder then that the present study show girls to be more

highly motivated than boys.

In the tribal community of Meghalaya, the fact which is interesting is that girls are more appreciated and more protected than boys. Among the Khasis, owing to the matrilinear custom, family organization centres round the mother, in whose capacity she acts as a keeper of the hearth and kitchen and of a Khasi home possessing the authority over property. The property of parents goes to the daughters of which the major share will go to the youngest daughter. Sons according to the strict usage, receive nothing except certain gifts which should be ^{-ed} return/back to the mother's house on their death. Though today we find in a few cases, sons securing the share of property from their parents.

Concerning marriage customs, love marriage is the most prevalent. It is customary that the bridegroom comes to the bride's house to settle permanently or till he finds a house of his own whatever the couple decides. The name of the mother's clan is adopted by her children, but usage does not prohibit the use of the father's name. In a Khasi family the birth of a daughter is a matter of great rejoicing, though parents do not mind sons also.

All these aspects of the Khasi tribal girl will naturally make her more adventurous and enterprising than her male counterpart.

TABLE IV.8

Correlations of n Ach. with FoF, Occupational
Aspiration, Concern and SES

FoF	Occupational Aspiration	SES			Concern			
		EL	OL	IL	Total	Self Country's Hope Hope		
n Ach.	-.031	-.122**	.079**	.082**	.047	.071	.075	.154**

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Recently, Chaudhary (1970) also obtained similar results / with Punjab Girls. The girls seem to have developed some kind of an internalized value pattern encompassing within it the broad perspective of traditional and changing value patterns as they affect their lives. As a result, it seems "some kind of an urge or aspiration for better life has been released and developed in girls" (Mehta, 1970). This probably explains why Indian girls show greater achievement motivation than boys.

This view is further strengthened by studies like Roth and Gokulnathan (1968) who reported that female students in the postgraduate departments of the Gauhati University showed significantly better academic performance^{than} / that their male counterparts. In a comparable study with Brazilian girls Angelini (1965) obtained a similar finding.

IV.6 THE RELATION OF n Ach. WITH OTHER VARIABLES

From the Table IV.8 of the total scores on various measures that is FoF, Occupational Aspiration, Concern (i.e. self hopes and country's hopes) and SES, it^{found} was / that there is significant correlation of n Achievement with occupational aspiration, country's hope on the concern scale, both of the investigator and that of Cantrell's attaining a level of significance (.01). This

shows that these motivational variables are significantly related to achievement motivation which means that increase in one variable goes with the increase in another variable, i.e., they are associated and are in agreement with each other to a significant extent.

Regarding occupational aspiration correlation is negative, which indicates that increase in achievement motivation is associated with the decrease in occupational aspiration, or higher the achievement motivation, lower is the occupational aspiration. The reason for this may be because the occupational aspiration scale of Littig's was devised to measure the occupational aspirations of those people living in the highly advanced countries of the world. People who have assessed to various and limitless occupations, whether closed or open, People who have a vast knowledge of the various occupation available for them. Whereas the students in the sample are those coming from a very small state, which is still under the stigma of being backward. These people hardly have any knowledge of the various kinds of occupations available to people. They have been given and working only in those occupations available in their own state. So inspite of their high achievement motivation, they were not in a position to

34 aspire for higher occupations mainly because their knowledge of occupations is limited, opportunities were not available and so aspirations were not of the expected standard. Another reason of the negative relation of aspiration to n Ach. may be that the students knowing full well what kind of occupations will be waiting for them after graduation, do not have the inspiration to aspire for anything greater. They find it useless to aspire for anything higher since, those kind of occupations are not available for them in their own country. So they tend to take things for granted and accept anything and everything as inevitable.

Country's hope on the concern scale, have a significant association with achievement motivation. Persons with high n Ach. are more hopeful regarding the country/^{-s}progress and development. This finding is true both for measures of concern, scored by the investigator's method, as well as Cantrill's method. This shows that the students with high n Ach. are concern/^{-ed}in a positive way towards the country's affairs. Since they are highly motivated individuals they want that their country too should be progressing side by side. These are the kind of students who could bring advantageous social changes in the country if opportunities are available for them.

Fear of failure is negatively related to

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motivation. The negative relation is obvious because though FoF is a part of n Ach., it contributes negatively to high n Ach. In other words, a person must have both FoF and HoS in order to have higher motivation. An overdose of FoF leads to lesser motivation. Therefore, the correlation is negative.

Self hopes on the investigator's measures of concern does not attain significance level. Self hopes on the investigator's measure of concern fall short of just attaining significance level.

The relation of n Ach. with socio-economic status, shows that n Ach. is not associated with total SES scores, meaning that n Ach. is free of the effect of the SES scores. Variation in SES does not vary with achievement motivation to an appreciable extent. However, the educational level and occupational level of parents has significant correlations with n Ach. This means that the difference in the educational and occupational status of parents affect the achievement motivation score to a significant extent.

This is supported by Kagan and Moss (1962) study where they found that achievement motivated behaviour in children is positively correlated with the level of parents' education.

SECTION B

FEAR OF FAILURE LEVEL IN TRIBALS AND NON-
TRIBALS OF MEGHALAYA

- IV.7.1 The Study of Fear of Failure
- IV.7.2 n Ach. Level and FoF
- IV.7.3 Comparison of Components of FoF of the
Present Study with Various Studies
- IV.7.4 Frequency Distribution of FoF
- IV.7.5 FoF in Tribals and Non-Tribals
- IV.7.6 FoF in Boys and Girls
- IV.7.7 FoF in Socio-Economic Status
- IV.8 CORRELATIONS OF FoF WITH OTHER VARIABLES
- IV.9 DISCUSSION

IV.7.1 The Study of FoF

People in the world try to attain the goal from two angles. One is the approach motive and the other is the avoidance motive. A person approaches a goal because he has a hope of being successful, another person tries to attack the goal because he wants to avoid failure. Atkinson calls these two as MS and MAF. MS and MAF was conceptualized as low n Ach. and high anxiety.

The Study of FoF is one of the mental components which is drawing great attention. In Germany, Prof. Heinz Heckhausen is working on HoS and in U.S.A. Prof. Birney, et al., are working on FoF among the other fortyseven professors of the various countries. of the world.

Birney, et al. (1964) defined Fear of Failure imagery as assault on the well-being of the central figure by reprimand, affiliative loss, natural forces or personal failures.

Atkinson and Feather (1966) in "A Theory of Achievement Motivation" provided an "image" of the fellow who is dominated by a dread of failure, a failure threatened personality.

The FoF personality usually take the defensive strategy, have the tendency of the avoidance of an

intermediate degree of risk, the peak of competition, where his anxiety reaches an intolerable level. As the failure is so much imbibed in them, the element of fright immediately enters at some activity that seemed to him to guarantee success at the outset. Thus, in such cases, he suffers a chronic decrement in achievement tests. When forced into achievement-oriented activities, he is threatened by what the other fellow considers the greatest challenge.

Thus, Fear of Failure is a motivational condition that may affect anyone. Hence, it is very essential that we study this very important human motive.

As President Eisenhower said, while addressing the U.S. General Assembly on 22nd September 1960, "It is not enough that loud speakers in the public square exhort people to freedom. It is also essential that people should be provided with the mental tool to preserve and develop that freedom."

IV.7.2 n Ach. and FoF

In observing the behaviour of people with high achievement motivation, McClelland, Atkinson and Birney say that persons with high n Ach., prefer moderate risks and they want challenging tasks. Birney (1969) has also suggested that a fear of failure person will engage in

4 defensive or vigilant behaviour in order to avoid the failure experience. It was also suggested by Birney that when a task is compulsory for them, vigilance turns into defense, the decision-making process turns into the dissonance reducing process and the FF person begins to deny the failure signs.

From the studies of McClelland, Atkinson, Clark and Lowell (1953), it was apparent that an adequate understanding of achievement behaviour would have to include failure motivation as well as achievement motivation. Gould (1939) had made a similar suggestion when she pointed out that individuals with strong need to achieve may also have an intense fear of failure. McClelland and Liberman (1949) interpreted their findings to indicate that the middle n Ach. students were security minded and concerned with avoiding failure. On the other hand, high n Ach. Ss were quicker to recognize the positive achievement words which indicate that these Ss were concerned with achieving success.

In this light, a similar study was carried out for the tribals and non-tribals of Meghalaya. To see how FoF is related to the need achievement of the students.

Table No. 8.1 shows that the students in the sample have 2.55 per cent fear of failure with SD 3.61.

TABLE IV.8.1
Means and S.D.'s for Components of FoF

	IM	N	I+	I-	Ga+	Ga-	G+	G-	Th.	Total FoF
Means	.588	.263	.271	.081	.165	.276	.016	.293	.590	2.550
S.D.'s	.806	.507	.561	.319	.425	.542	.128	.563	.806	3.510

TABLE IV.8.2

Correlation Matrix of Components of FeF

	IM	N	I+	I-	Ga+	Ga-	G+	G-	Th.	Total FeF
IM										
N	.616**									
I+	.664**	.346**								
I-	.442**	.176**	.053**							
Ga+	.557**	.323**	.146**	.303**						
Ga-	.696**	.395**	.047	.312**	.224**					
G+	.131**	-.016	.305**	.312**	.504**	.001				
G-	.706**	.312**	.401**	.663**	.695**	.130**	.709**			
Th.	.986**	.646**	.694**	.444**	.571**	.703**	.135**	.736**	.988**	

* Significant at .05 level

** Significant at .01 level

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This indicates that the students on the whole have less fear of failure attitude. This may be because the students are quite confident of their successes. The competition is not so great as compared to other places in the country. Besides, the family influences are not so rigid as to curb the pupils' freedom.

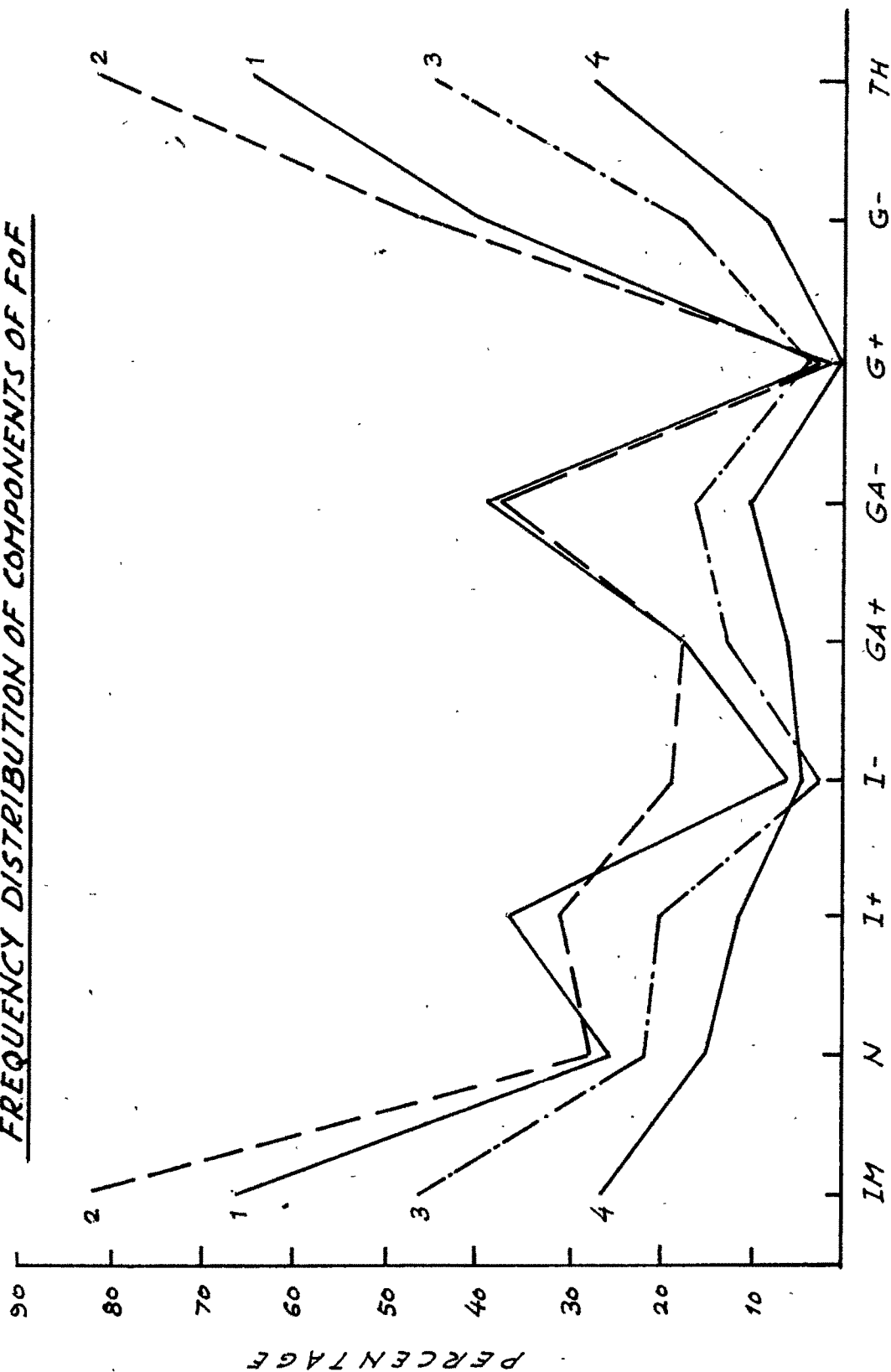
TABLE IV.8.1

IV.7.3 Comparison of Components of FoF of the Present Study with Various Studies

The mean FoF score obtained from the students in the sample is 2.55 with S.D. 3.51. This is rather a low percentage of FoF. This indicates that the students in the sample have less fear of failure. In Kapoor's (1974) study, she found that the fear of failure incentives will raise FoF in pupils, and the hope of success incentives will raise the HoS in pupils.

Hayashi and Habu (1962) found in their study of Japanese students, that in the situation where success or failure experience was given, achievement motivation became higher than when neither of the experience was given. However, the studies of Breit (1969) and Weiner (1969) suggest that the effect of success or failure is not directly related but is mediated by belief regarding

FREQUENCY DISTRIBUTION OF COMPONENTS OF FOF



REF.

1. TRIBAL GIRLS

2. NON-TRIBAL GIRLS

3. TRIBAL BOYS

4. NON-TRIBAL BOYS

3

the causes of success or failure i.e. whether the causes lie within one's own self or in the external factor.

Raben (1963) working with college women, could not find any differential effect between success and failure in influencing the n Ach.

IV.7.4 Frequency Distribution of FoF

The frequency distribution of FoF in Table IV.8.3 shows that within category 0 - 6, tribals scored 43.160 per cent and non-tribals scored 42.340 per cent, which is much higher than in category 7 - 12 where tribals scored 6.17 per cent and non-tribals 7.00 per cent, and in category 13 to 19 where tribals scored only .67 per cent and non-tribals also .67 per cent. This distribution according to tribals and non-tribals showed that

TABLE IV.8.3

Frequency Distribution of FoF Imageries According
to Tribal, Non-tribal, Sex and SES

	0 - 6	7 - 12	13 - 19
Tribal Frequency	259	37	4
Tribal Percentage	43.160	6.170	0.670
Non-tribal Frequency	254	42	4
Non-tribal Percentage	42.340	7.00	0.670
Total Tribal Frequency	513	79	8
Total Tribal Percentage	85.50	13.170	1.340
Boys' frequency	273	27	0
Boys' Percentage	45.50	4.50	0.00
Girls' Frequency	240	52	8
Girls' Percentage	40.00	8.680	1.340
Total Frequency	513	79	8
Total Percentage	85.50	13.170	1.340
High SES Frequency	138	29	2
High SES Percentage	22.990	4.830	0.340
Middle SES Frequency	270	37	5
Middle SES Percentage	45.00	6.170	0.830
Low SES Frequency	105	13	1
Low SES Percentage	17.00	2.170	0.17
Total SES Frequency	513	79	8
Total SES Percentage	85.50	13.170	1.340

=====

the fear of failure component is very less in both tribals and non-tribals. As a matter of fact, tribals showed a little less fear of failure than the non-tribals, though the difference is not significant. It means that the students in the sample are more or less free from fear of failure in their achievement tasks.

TABLE IV.8.3

With regard to sex, it shows that in category 0-6 the boys' score is 45.50 per cent and the girls' score is 40.00 per cent which is again a great deal higher than the scores in category 7-12 where girls' scored 8.68 per cent and boys' scored 4.50 per cent. Here the girls scored higher than the boys. And in category 13-19, the score of girls was 1.34 per cent and there is not a single boy who scored in this category. Looking at the table on the whole, it is found that girls have more fear of failure than boys. Though in the overall sample boys and girls have less fear of failure than expected.

In the case of the socio-economic status, the distribution of FoF for high SES in category ⁰⁻⁶ was 22.99 per cent which is much higher than the scores in category 7-12 which was 4.83 per cent and 13-19 which is .34 per cent. While for middle SES in category 0-6 the score was

TABLE IV.8.4
Percentages of the
Frequency Distribution of Components of FoF

	Tribal Girls	Non-tribal Girls	Tribal Boys	Non-tribal Boys
IM	66.66	82.00	46.66	27.33
N	26.00	28.00	21.33	15.33
I+	36.66	30.66	20.00	11.33
I-	6.00	19.33	2.66	4.66
Ga+	18.00	18.00	12.66	6.00
Ga-	39.33	38.66	16.66	10.66
G+	2.66	1.33	3.00	0.00
G-	40.00	46.66	18.66	9.33
Th.	65.33	82.00	45.33	27.33

1

45.00 per cent, category 7-12 the score was 6.17 per cent and category 13-19 the score was .33 per cent. This shows that the FoF percentage of frequency was found in the middle SES categories which means that FoF score was more in middle class students and less in the high and low class of society. The long term activity, the worries, the sufferings and with the maintenance of standards by the middle class lead to such a fear.

Further, looking at the distribution of FoF components, Table IV.3.4, it was found that non-tribal girls have more FoF imageries (82 per cent) than tribal girls (66.6 per cent) and tribal boys have more imageries (46.66 per cent) than non-tribal boys (27.33 per cent). On the whole, girls have more need components than boys. Tribal and non-tribal girls have (26.00 and 28.00 per cent respectively) and tribal boys and non-tribal boys have 21.33 and 15.33 per cent respectively. Positive instrumental activity is also higher in girls than boys (36.66, and 30.66 per cent) in girls and (20.00 and 11.33 per cent) in tribal and non-tribal boys. For negative goal ^{scored} anticipation also girls ~~5/20~~ more than boys. Tribal and non-tribal girls have (39.33 and 38.66 per cent respectively) and tribal and non-tribal boys have (16.66 and 10.66 per cent respectively). For component G- girls have a very high frequency percentage than boys. That is

tribal girls frequency percentage was (40.00 per cent) and non-tribal girls was (46.66 per cent), whereas tribal and non-tribal boys percentage was only (18.66 per cent and 9.33 per cent respectively). And finally for the component Thema non-tribal girls percentage was (82.00 per cent) which is higher than tribal girls' percentage (65.33 per cent) and tribal and non-tribal boys which was (45.33 per cent and 27.33 per cent respectively). For the other components like negative instrumental activity (I-), Ga+, G+, the percentage for both boys and girls was very low and therefore they cannot be taken into consideration.

Table IV.8.5 shows that the greatest number of stories in the whole sample was of Hostile, vague environmental forces. Tribal girls' frequency percentage was 44.00 per cent, non-tribal girls was 47.33 per cent, tribal boys were 33.33 per cent but for non-tribal boys it was only 14.66 per cent. This indicated that those who are under suppression, have more fear of failure. In the case of non-tribal boys it is a known fact that they are counted to be very important in the home. They get a first preference in everything, especially in the family, they have more freedom than the girls. So they are a less hostile towards their environment. Whereas girls are protected, restricted and very little responsibilities is given to them. Tribal girls, though more independent, yet the social norms restrict them from exercising their

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freedom. They feel responsible and so are cautious and careful. Tribal boys too are independent, but because of the society which regards them as the inferior section, and deprive them of the right to use their power, attitude and independence, they become cautious and are afraid to project themselves, and so they are hostile to the environment which is not dealing justly with them.

TABLE IV.8.5

Frequency Distribution of FoF Stories

	Tribal girls	Non-tribal girls	Tribal boys	Non-tribal boys
Reprimand	9.33	16.00	3.33	4.00
Judicial Retaliation	2.66	8.66	3.33	1.33
Deprivation	10.66	9.33	6.66	2.66
Hostile, Vague Envi- ronmental forces	44.00	47.33	33.33	14.66
Total Fear of Failure	66.66	82.00	46.66	37.33

In the total FoF non-tribal girls have higher percentage (82.00) per cent) than tribal girls (66.66 per cent), non-tribal boys (37.33 per cent) and tribal boys (46.66 per cent). In this distribution, the FoF was more in non-tribals than tribals. Non-tribal girls have more FoF than tribal girls, tribal boys and non-tribal boys.

DIFFERENCES IN COMPONENTS OF FOF FOR TRIBAL NON-TRIBAL

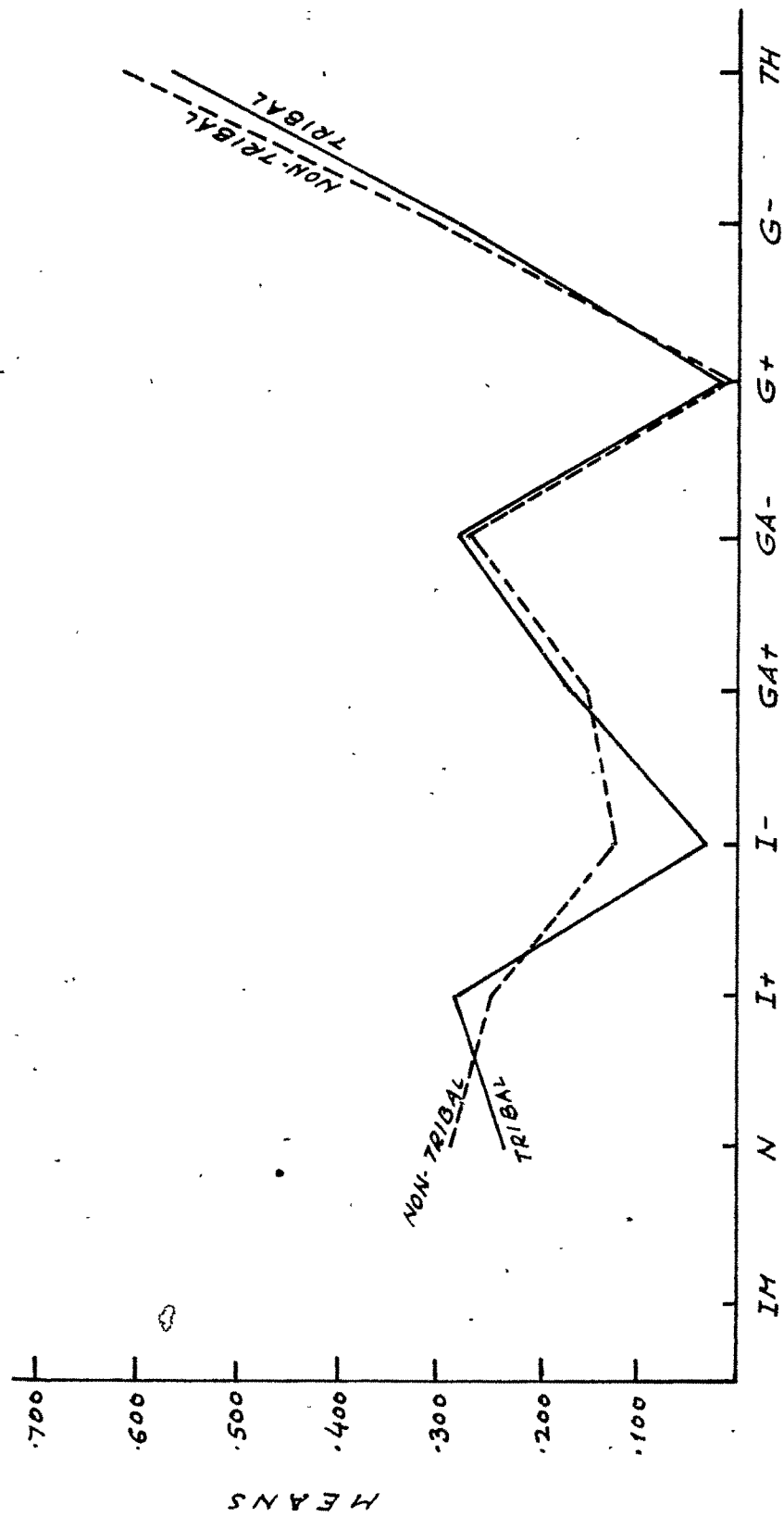


TABLE IV.8.6
Differences in Components of FoF for Tribal and
Non-Tribal

	IM	N	I+	I-	Ga+	Ga-	G+	G-	Th.	Total
Tribal Means		0.237	0.297	0.043	0.173	0.280	0.023	0.283	0.567	2.477
SD		0.478	0.597	0.204	0.437	0.532	0.151	0.533	0.775	3.441
DF		598	598	598	598	598	598	598	598	598
Non-Tribal Means		0.290	0.247	0.120	0.157	0.273	0.010	0.303	0.613	2.623
SD		0.536	0.523	0.329	0.416	0.553	0.100	0.594	0.836	3.583
DF		598	598	598	598	598	598	598	598	598
t-value		1.287	1.091	2.961	0.429	0.150	1.275	0.434	0.709	0.511
Significance level		-	-	.01**	-	-	-	-	-	-

5

For the other categories like Reprimands for personal actions, legal or judicial retaliation, and deprivation, the frequency percentage was not so great. All the students in the sample have little doses of these variables. Non-tribal girls have a little more of Reprimand stories, this was because non-tribal girls are afraid of parental authority as they are very much dependent on them.

IV.7.5 FoF in Tribals and Non-Tribals

A comparison between tribals and non-tribals students in respect of their fear of failure, Table IV.8.6 showed that the tribals have less fear of failure than the non-tribals, the tribal mean being (2.47 per cent) and non-tribal mean (2.62 per cent). But the difference is not significant. Nevertheless, tribals showed that they have more confidence in themselves by having less fear of failure. The influence of the society and family which gives them ample freedom has cultivated in them the sense of independence and confidence.

TABLE IV.8.6

IV.7.6 FoF in Boys and Girls

In the case of boys and girls we see from

TABLE IV.8.7
Differences in Component of FOF for Sex

	N	I+	I-	G+	G-	G+	G-	Thema	Total FoF
Boys Means	0.217	0.193	0.037	0.137	0.163	0.013	0.160	0.437	1.793
S.D.	0.473	0.451	0.205	0.390	0.429	0.115	0.410	0.664	2.730
D.F.	598	598	598	598	598	598	598	598	598
Girls Means	0.310	0.350	0.127	0.193	0.390	0.020	0.427	0.743	3.307
S.D.	0.537	0.645	0.397	0.458	0.616	0.140	0.658	0.902	4.011
D.F.	598	598	598	598	598	598	598	598	598
t-value	2.259	3.449	3.486	1.632	5.232	0.637	5.958	4.743	5.402
Significance level	.01**	.01**	.01**	-	.01**	-	.01**	.01**	.01**

Table No. IV.8.7 that girls have a higher degree of fear of failure (3.30 per cent) than boys (1.79 per cent) which is significant at .01 level. It is but natural for girls to have more fear since they are more protected and hence they become dependable and cautious, therefore, they develop greater fear than boys. Veroff, Wilcox and Atkinson (1953) suggested that achievement means something different to the female than it means to the male. Some feel that achievement is aroused in the female only through some kind of affiliative motive. (Joan Barlow) has suggested that the aspirations of a female may be more individual - personally relevant than socially related which suggested that the aspirations and goals of the female are internal and related to herself as a person rather than related to anything or anyone on the outside.

IV.7.7 FoF in Socio-Economic Status

The results in Table IV.8.8 indicates that high SES students have FF mean of (2.94 per cent) which is higher than middle SES students (2.53 per cent) and low SES students (2.04 per cent). It is obvious that the high status students have more fear of failure than middle and low status students. However, the difference between high and middle, and middle and low is not significant statistically, while the differences between high and low status students is significant at .05 level. This indicates that the high SES students, because of their standing in the society develop a keen sense of consciousness towards the expectations of the society. So they are very cautious and self-conscious and are fear oriented.

TABLE IV.8.8
Differences in Components of F_{EF} for SES

	IM	N	I+	I-	Ga+	Ga-	G+	G-	Th.	Total
High SES										
Means		0.290	0.266	0.130	0.201	0.314	0.018	0.379	0.675	2.941
S.D.		0.528	0.540	0.387	0.483	0.537	0.132	0.672	0.856	3.755
D.F.		479	479	479	479	479	479	479	479	479
Middle SES										
Means		0.260	0.285	0.074	0.147	0.295	0.019	0.276	0.587	2.532
S.D.		0.513	0.566	0.317	0.390	0.570	0.138	0.514	0.789	3.431
D.F.		429	429	429	429	429	429	429	429	429
Low SES										
Means		0.235	0.244	0.034	0.160	0.176	0.008	0.218	0.479	2.042
S.D.		0.464	0.582	0.181	0.431	0.463	0.092	0.507	0.769	3.313
D.F.		286	286	286	286	286	286	286	286	286
Groups 1+2		0.612	0.357	1.722	1.325	0.351	0.114	1.878	1.033	1.206
Significance level		-	-	-	-	-	-	-	-	-
Groups 2+3		0.451	0.676	1.300	0.283	2.026	0.794	1.035	1.274	1.338
Significance level		-	-	-	-	.05*	-	-	-	-
Groups 1+3		0.909	1.338	2.534	0.750	2.258	0.666	2.198	1.990	2.098
Significance level		-	-	.05*	-	.01**	-	.05*	.05*	.05*

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Researches of Birney, Burdick and Teevan (1969) showed standards of evaluation by self or other, and that fear of failure has a range correspondingly wide. FF should be strong in the upper classes where achievement situations involve great social responsibility and where there are so many ways to judge oneself or deserve devaluation. In the lower middle classes, where work situations involve few operations and where habits of reliability are more congenial, fear of failure is expected to be less usual.

Furthermore, Birney, et al.(1969) said:

Work situation that does not stimulate fear can be in the lowest of the social strata, because fear of failure arises only after standards of task excellence are established against which self-evaluation or social evaluation may be made. Such standards are unlikely to develop in people who have as their main worry where the next meal is coming from.

Kapoor (1974) found that pupils with low socio-economic status do not show significant susceptibility to FoF and that their n Ach. does not decrease significantly through FoF. Whereas the high SES pupils show significant decrease in FoF through n Ach. With regard to the HoS treatment it increases their n Ach. in a significant way. Similarly, FoF treatment increases their FoF level while HoS treatment decreases.

TABLE IV.8.9

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

FoF	n Ach.	Occupational Aspiration	SES			Concern (1)		Concern (2)	
			EL	OL	Total	Self Hope	Country's Hope	Self Hope	Country's Hope
	.031	-.003	.082	.105**	.099*	.108**	-.060	-.045	.015

* Significant at .05 level

** Significant at .01 level

IV.8 CORRELATIONS OF FoF WITH OTHER VARIABLES

From Table IV.8.9 concerning the relation of FoF to various other measures we find that there is a negative correlation between FoF and n Ach., occupational aspirations and concern, according to the investigator's measure. However, there is a significant correlation of FoF with SES. Particularly, there is a relation of FoF with occupational and income level which means that the higher the income level and also the higher the occupational level of parents, the higher the fear of failure in their children. This may be attributed to the fact that these parents expect that their children also must achieve success as they have done, therefore, they stress the necessity of doing well and winning at all times, which creates anxiety and fear in the pupils. Kapoor (1974) also found the same result concerning the FoF and the income level of parents, that the pupils' whose fathers' income is very high show high FoF motive in relation to the pupils whose father is in the middle income group.

IV.9 DISCUSSION

Students stigmatize academic work as irrelevant, they attack its abstractness and its aloofness from action. The main reason for this state is our failure in integration of thoughts, feelings and actions.

The student's failures 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 a large measure the consequence of faulty perceptions of themselves and the world.

Just as an Ach. finally was defined as competition with a standard of excellence, similarly, fear of failure is defined as an assault on the well-being of the central figure by reprimand, affiliative loss, natural forces or personal failure. If our students in our classrooms and school system are clear about their pedagogical pageant, they will never frustrate by their failures and will be very realistic in their outlook. It is this subtle area on motivation which can uplift the educational sphere, and thus keeping this in view a study was conducted which explored the mental world of students with a view to study the effect on achievement motive and fear of failure.

The question arises, why non-tribals have higher

fear of failure than tribals?

Tribals and Non-Tribals:- Concerning the fear of failure components in tribals and non-tribals it was found that tribals are less fear oriented than non-tribals. As stated earlier, the tribals start a life of independence at a very early age. They recognize the indifference of the world around them, they learn quickly that there are things in life which are not meant for them. But because of the realization that they have a right to a place in this world, they fight for it fearlessly, and at times they meet with success though often they are disappointed. Non-tribals have better prospects. Their parents make them over conscious of their duties and responsibilities especially in achievement fields. This creates anxiety and makes them afraid lest they fail to satisfy their parents wishes and desires. Non-tribals are dependent on parents and they have less responsibilities. At times, they even depend on parents for the decision of their future careers. Non-tribal parents are very conscious of their children's performance. They also make their children conscious about it. Whereas tribal parents give ample freedom to their children to develop and grow according to their own needs and interests. Hence, with non-tribals, it seems some pressure to achieve is working.

Another question is: What are the sex differences

in FoF?

Sex Differences:- Comparing the degree of fear of failure between boys and girls, it was found that girls are more fear oriented than boys. In three technical reports, Teevan, and Hartsough (1964a), (1964b), and Smith and Teevan (1964), it was found that female results are often in the opposite direction to the male results and quite often these differences are significant. This suggests that FF in boys and girls differs greatly. But Kapoor's (1974) findings are opposite to this. She found that in FoF sex differences are not observed.

But then, it can be seen that the tribal girls have higher n Ach. than non-tribal sample. Hence, the high FoF components in girls contribute to their n Ach. rather than thwarting it. The difference in the results of Birney and Teevan are due to difference in the family influences in USA and Meghalaya (India).

What is the FoF according to Socio-Economic Status of people?

In the present study, it was found that the students coming from high socio-economic status have more fear of failure than middle and low socio-economic status students. This result may be because the high SES students comes from a social standard which stimulates fear in them

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when they fail in an achievement task. Social values is an important reward, for in an achieving society achievers are acclaimed and losers are ignored. Whereas among people of the lowest social strata the standard of performance is missing on which self-evaluation depends, and little occurs to make them concerned with task excellence. The middle SES students have average fear of failure, this is because they are more realistic in their outlook. They take moderate risks and often make sure that their success is in view before they take up any task.

SECTION C

OCCUPATIONAL ASPIRATIONS
C O N T E N T S

- IV.10 A STUDY OF OCCUPATIONAL ASPIRATIONS
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SECTION C
OCCUPATIONAL ASPIRATIONS

IV.10 A STUDY OF OCCUPATIONAL ASPIRATIONS

"These young people" are facing an absolutely new situation, the like of which has never existed before in human history. Ten years ago if you asked a kid in college how he'd like to see himself twenty years, hence, he might tell you: 'Well, the way things are going, I'll have a decent income and a house in the suburbs and may be two cars, and my kids will be in a good private school, and I'll have a certain status in the community'. You don't get that response any more. These things don't seem particularly good to the present students. They don't see that as an end in life. They see that it hasn't done much for their parents. And there is something much worse than that. And that is if you really push matters far enough - and there one really has to push and they won't even tell you frequently, no matter how hard you push - They are not sure they'll be physically in existence ten, fifteen, twenty years hence. And nobody can be sure, and the more expert the person you go to the clearer that becomes. So they really are a generation that isn't sure it has a future. They don't see that future and they sure don't want what their parents got." - George Wald.

These are the problems of young students now. Life is no longer simple and easy going. Man cannot be satisfied with only the fundamental needs anymore. They need more and

TABLE IV.9.1
Means and S.D.'s of Components of Occupational Aspirations

Year of Study	Success Exp.	Effort Level	Success Exp.	Effort Level	Children Exp.	Children Want	Total Aspiration	
Means	1.000	1.738	1.495	1.906	1.608	3.158	3.423	27.656
S.D.'s	0.0	.523	.554	.609	.631	1.717	2.065	4.883

TABLE IV.9.2
Correlation Matrix of Components of Occupational Aspirations

	Year of Study	Success Exp.	Effort Level	Success Exp.	Effort Level	Children Exp.	Children Want	Total Aspiration
Year of Study	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Success Exp.			.366**	.404**	.240**	.020	.006	.268**
Effort Level				.191**	.430**	.021	-.005	.356**
Success Exp.					.559**	.0002	.040	.265**
Effort Level						.040	.045	.350**
Children Exp.							.669**	.657**
Children Want								.655**

want more out of life. A clear perception of their future vocational aspiration can help to make their lives bearable and lessen their burden of an uncertain future. It is vitally important, therefore, to know the students' occupational aspirations, so that parents and educators can help them build up a better future and make them more contented and happy individuals.

Table IV.9.3 shows the various measures i.e. n Ach., FoF, SES and concern in relation to occupational aspirations. Significant correlation was shown between occupational aspirations and SES. Though the relation is negatively significant, this means that occupational aspiration has inverse relation with the social class of the students. Occupational aspiration has no relation with n Ach., FoF and concerns. This means that the n Ach. level, the degree of fear and the concerns of the students have no bearing on the occupational aspirations of the students. Occupational aspirations of the students is independent of whether a student have high n Ach. or not, or whether a student has concern for himself or his country or not, or whether a student comes from high, middle or low social status.

IV.11 n Ach. AND OCCUPATIONAL ASPIRATION

It is usual to expect that strong achievement motivation would be associated with high occupational aspirations, and weak achievement motivation with low occupational aspirations.

But looking at Table IV.9.1 it showed that the mean of occupational aspirations is only (27.65 per cent),

TABLE IV.9.3
Correlation of Occupational Aspiration with n Ach.,
FoF, Concern, SES

	n Ach.	FoF	SES			Concern (1)		Concern (2)	
			EL	OL	IL	Total	Self Hopes	Country's Hopes	Self Country's Hopes
Occupational Aspirations	-.122	-.002	-.222**	-.178**	-.182**	-.264**	.009	.083	.036
									.014

which is rather low. Does this suggest that the students in the sample have low occupational aspirations or have a very vague idea about occupations? Judging from Table IV.9.3 the correlation of occupational aspiration with n Ach., FoF, concern and SES it was shown that occupational aspiration is negatively correlated with n Ach. (-.122); FoF (-.002 per cent), and SES (-.264). Moreover, the relationship with the investigator's measures of concerns too was not significant. Its relation with n Ach. and FoF is negative but not significant. Hence, nothing more can be commented on it. But with SES (OL, EL) its relationship is negative which shows the lower the level of the SES the higher will be the occupational aspirations. This could be understood that the low SES groups generally keep very high aspiration. The modern trend of aspiration explosion has worked with low SES groups.

IV.12 TRIBAL AND NON-TRIBAL

With regard to the relation of occupational aspirations of tribal and non-tribals, it was shown in Table IV.9.4 that the tribal mean score was (29.65 per cent) while the non-tribal mean score was (26.66 per cent). Here the tribal showed higher aspirations than non-tribals, and this is because tribals want to reach the level of occupational ability of their non-tribal peers. The non-tribals showed less aspirations because of a lack of competition. They know that high posts will be theirs since there is no one else to compete for them.

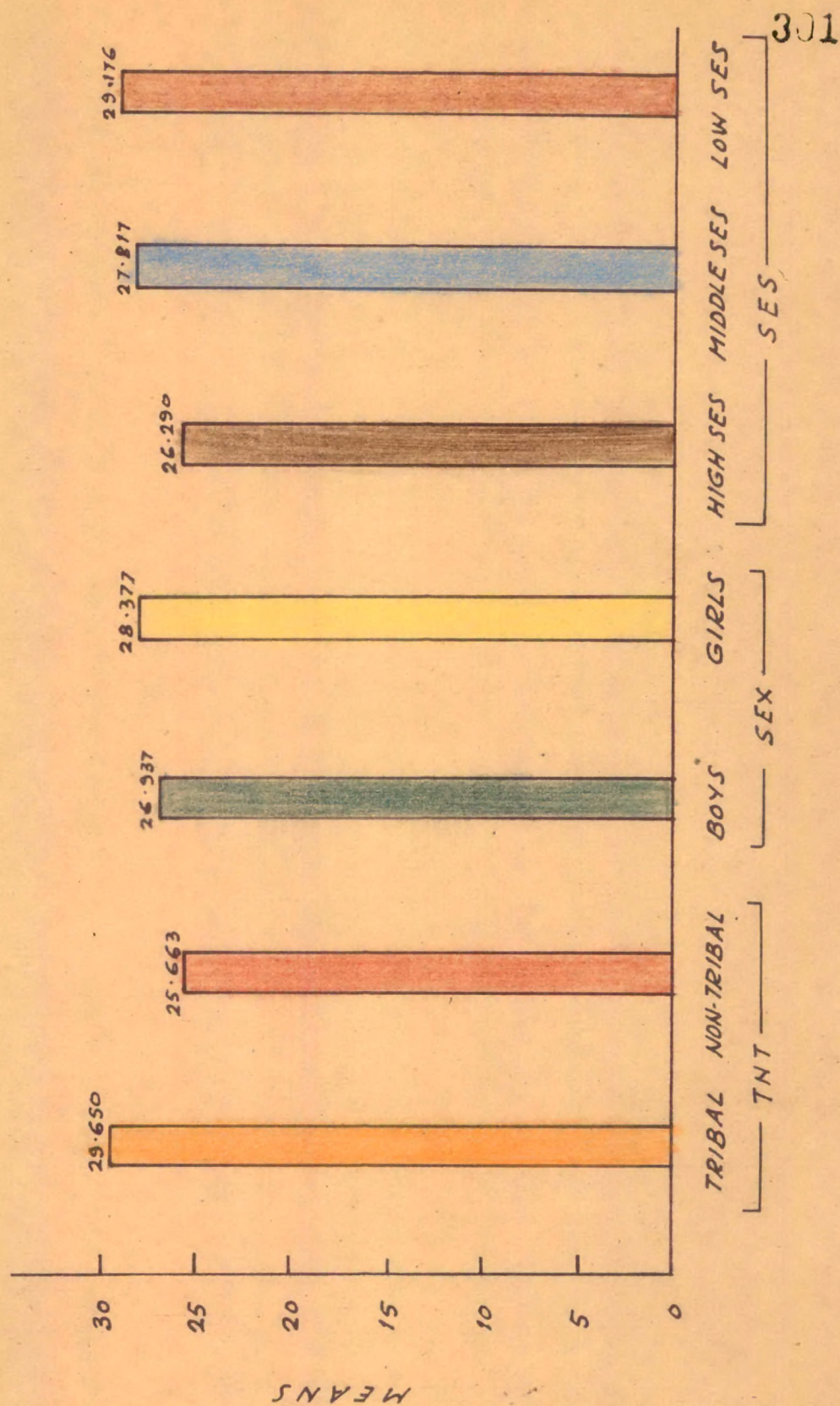
IV.13 SEX

The occupational aspiration of boys and girls is

TABLE IV.9.4
Differences in Occupational Aspiration for TNT, SES, SEX

	Tribal	Non-tribal	Boys	Girls	SES		
					High	Middle	Low
Means	29.650	25.663	26.937	28.377	26.290	27.817	29.176
S.D.	4.825	4.065	4.515	5.134	4.180	4.816	5.474
D.F.	598	598	598	598	479	429	286
t-value	10.945		3.648		3.474	2.520	5.070
Significance level	.01**		.01**		.01**	.01**	.01**
					Groups 1+2	Groups 2+3	Groups 1+3

DIFFERENCES IN OCCUPATIONAL ASPIRATION FOR TNT, SES AND SEX



shown in Table IV.9.4 . Girls show higher score of occupational aspiration (28.37 per cent) than boys (26.93 per cent). This result indicates that girls have higher aspirations since occupations for girls, especially in India is something out of the ordinary. Girls are usually meant to spend their time at home and not outside in a job, so this restriction makes them aspire for jobs. Whereas boys who are expected to work as soon as they are able, do not find it a novelty to aspire, except if the aspiration is for higher jobs where competition is greater and prospects better.

IV.14 SES

Among the socio-economic status, Table IV.9.4 shows that it is the low SES who has the maximum score (29.17 per cent) which is higher than the middle SES students and the high SES students. While the middle SES scored higher than high SES students. The difference between the high and low SES is found to be significant at .01, and the difference between high and middle SES is also significant at .01 level, while the difference between middle and low is significant at .05 level. This shows that the highest aspiration for occupations is found in the lower socio-economic status, than the middle socio-economic status and the lowest score is in the high socio-economic status. The high occupational aspirants in the low SES may be because these students are dissatisfied with their low status in the society and therefore they

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aspire for better jobs in order to escape from state of their social status. Whereas the high SES feels quite secure and safe in their position and know full well about their future occupation, so they do not feel the need to aspire for more.

IV.15 FREQUENCY DISTRIBUTION OF OCCUPATIONAL ASPIRATION

Regarding the frequency distribution, Table IV.9.5, of the total aspiration for occupations of the tribals and non-tribals, it was found in Table IV.9.5 that in category 15 to 25, tribal score was 9.34 per cent and non-tribal score was 19.99 per cent. In category 26 to 35, the tribal score was 34.33 per cent and non-tribal score was 25.50 per cent, and in higher category 36 to 46, tribals scored 6.27 per cent and there was not a single non-tribal in this category. This result shows that tribals have more occupational aspirations than non-tribals. This indicates that tribals aspires for better jobs and working conditions. Since tribals have been deprived from higher paid jobs in the past, they are realizing their state of being neglected. Therefore, they need better jobs which will befit their educational qualifications, whereas non-tribals are more or less sure about their future occupations. They are fortunate enough to be acquainted with the knowledge of various kinds of

occupations, which will suit their needs and interests. So knowing that they will get what they want, they do not aspire unnecessarily for what they cannot get or are not able to cope with.

In boys and girls, the table shows that, in the lower category 15 to 25, the girls score was 15.84 per cent and the boys' score was 16.34 per cent. In the middle category the boys' score was 29.66 per cent and the girls' score was 30.16 per cent. While in the higher category 36 to 46 boys' scored 4.34 per cent and girls' scored 5.68 per cent. The frequency distribution of occupational aspirations in boys and girls was more or less the same. But girls showed slightly higher aspirations than boys. This is quite natural since it is expected of boys to prepare themselves for a vocation in life. Their aim in education is mainly to prepare for their future occupational needs. Whereas girls are not so much expected to work for their living. So because education affords them a glimpse of the different vocations which they could do, they are eager and aspire more, even if they could only show their needs in their aspirations. Boys take it for granted while girls know that they will have to break through traditions and customs to justify their needs for an occupation.

TABLE IV.9.5

Frequency Distribution of Occupational Aspiration

	15 - 25	26 - 35	36 - 46
Tribal Frequency	56	206	38
Tribal Percentage	9.340	34.330	6.270
Non-tribal Frequency	120	153	4
Non-tribal Percentage	19.990	25.500	0.680
Total Frequency	197	373	42
Total Percentage	33.170	59.830	73.33
Boys' Frequency	98	178	14
Boys' Percentage	16.340	29.660	4.340
Girls' Frequency	105	181	28
Girls' percentage	15.840	30.160	5.680
Total Frequency	193	360	42
Total Percentage	33.170	59.830	7.00
High SES Frequency	72	94	3
High SES Percentage	12.010	16.690	0.510
Middle SES Frequency	97	192	23
Middle SES Percentage	16.180	32.010	3.840
Low SES Frequency	30	73	16
Low SES Percentage	5.010	11.506	2.660
Total SES Frequency	199	364	42
Total SES Percentage	33.170	59.830	7.00

High socio-economic status students in the lower category 15 to 25, scored 12.01 per cent, in category 26-35 the score was 16.69 per cent and in the higher category 36-46 the score was .51 per cent. In the case of low socio-economic status, students in category 15 to 25 scored 5.01 per cent, in category 26 to 35 the score was 11.50 per cent, and in category 36 to 46 the score was 2.66 per cent. The middle socio-economic status students shows the highest score in the frequency distribution. In category 15 to 25 the score was 16.18 per cent, in the middle category 26 to 35 the score was 32.01 per cent and in category 36 to 46 the score was 3.84 per cent. This result indicates that the middle class students have a greater aspirations for occupations. This is true because middle class people aspire to catch up with the higher class group. They usually feel the need to better themselves, and to climb up the ladder of success. Whereas, the high class society do not aspire much for their occupations since they are already holding the licence to enter higher occupations by virtue of their high status. But the lower class of society also do not aspire much for higher occupations. This is because they feel they cannot or are not in the position to reach for the moon, by aspiring for something closed to them by virtue of their lowly status. So they are quite satisfied with a meagre aspiration for jobs which could give them their

TABLE IV.9.6

Frequency Distribution of Components of Occupational Aspirations

Higher Study	Planned Job					Success Expectation			Effort Level			Dream Job				
	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4	5
.66 61.35 38.00			38.00	27.3	33.3	1.3	19.3	72.6	1.3	49.3	47.3	.66	4.00	38.6	36.6	18.6 2.0
2.6 76.00 23.6		53.3	29.3	12.6	3.3		30.0	68.0	2.0	46.6	50.0	3.3	3.3	50.6	30.0	13.3 2.6
.66 62.6 36.6		62.6	39.3	16.6	.66		37.3	68.6	6.0	58.6	38.0	3.3	16.6	39.3	18.6	10.0 2.0
1.00 57.3 42.00		52.6	36.0	10.6	4.0		31.3	63.3	5.3	48.0	41.3	2.6	8.6	46.6	33.3	8.0 3.3

fundamental needs. There may be some hopeful aspirants who want to break traditions and show that they too can hold high office, but this is in the case of only a few, while the majority accepts what is given to them.

IV.15.2 Occupational Aspirations in Tribals and Non-Tribals

The differences in the components of occupational aspirations of tribals and non-tribals boys and girls, are shown in Table IV.9.6. Aspirations for higher study is found highest in non-tribal girls (2.6 per cent), followed by non-tribal boys (1.00 per cent). Tribal boys and girls have equal percentages for higher study aspiration (.66 per cent). This indicates that the non-tribal boys and girls aspires for higher education studies like Ph. D. and above. While this qualification does not attract tribal boys and girls much. Considering the jobs they plan to have, tribal boys' percentages was highest (62.6 per cent). Non-tribal girls' percentage was higher than non-tribal boys (53.3 per cent, 52.6 per cent respectively), and tribal girls is only (38.00 per cent) for second class jobs such as I.A.A., I.F.S. and other such high occupations. The aspirations for jobs was in a hierarchal manner, i.e., the aspiration for jobs is higher in an ascending manner, for both tribal and non-tribal boys and girls, except in the case of tribal girls, their aspirations is ^{more} ~~none~~ for social works, teacher,

office worker, than for doctor, engineer, writer, etc. Success expectation for their planned job is highest for 50 per cent than for 100 per cent or not at all sure (0%). That is the jobs they planned to have, was with a 50 per cent risk or assurance. The effort level they exert in getting their planned job was a hundred per cent for the higher percentage of boys and girls, tribal and non-tribal. Except in the case of non-tribal girls their effort level is higher for 50 per cent. A very negligible percentage are not making any effort to realize their aim of getting their planned job.

The dream jobs of tribal, non-tribal boys and girls was highest for second class occupations like - I.A.S., I.F.S., Professor, Ambassador and such kind of high official occupations. The percentage being (38.6, 50.6, 39.3, 46.6 per cent) for tribal girls, non-tribal girls, tribal boys and non-tribal boys respectively. Here again, it was noticed that non-tribal boys and girls have higher percentages than tribal boys and girls. For first class occupations like being the Prime Ministers, President or any ruling body, the non-tribal boys showed the highest percentage, then comes the tribal boys, tribal girls and non-tribal girls. The success occupation for dream jobs is also highest at 50 per cent for all the students in the sample. The effort level for acquiring the dream job for boys was

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(60.0 per cent), tribal boys (62.0 per cent), non-tribal boys (40.0 per cent), non-tribal girls (36.6 per cent) and tribal girls for a 100 per cent effort level. And for 50 per cent effort level, it was (58.0 per cent) tribal girls, (46.6 per cent) non-tribal girls, (44.6 per cent) tribal boys and (34.6 per cent) non-tribal boys. This shows that non-tribal boys are trying harder for better and higher occupations as they are more confident of attaining them. Whereas for the rest a 50 per cent chance as what they expect. Tribal and non-tribal boys are more positive of their effort level in getting to realize their dream jobs than tribal and non-tribal girls.

Family Size

Regarding the children that boys and girls expect to have, the maximum member for tribal boys and girls was four. While for the non-tribal boys and girls it was two. Tribal boys and girls prefer four children or two, some of them do want more than four, but the percentage is negligible. Non-tribal boys and girls expect and want to have only two children, though three is not so bad, but the percentage for more than three is very low.

Occupations considered to be high class, were the administrative and high professional occupations. Second class occupations were the professions such as physician, engineer, judge, higher grade and servants and

other higher professional occupations. Third class occupations were those such as teachers, lawyers, business and other professional occupations which did not meet the criteria for inclusion in the first or second class categories. Fourth class occupations were those ordinary occupations like office clerks, primary teachers, small business concerns, etc. And fifth class occupations were all manual occupations, whether skilled or unskilled.

The distribution of subjects by these five occupational classes was shown in Table IV.9.6.

IV.16 DISCUSSION

Occupation is one of the basically important factors of human life. A person who is secure in his occupation is the one who have already solved half of the problems and difficulties of life. A good and suitable job to a person can make him to a certain extent contented and happy. The extent of aspiration to occupations can be thought of as representing different attitudes towards risk taking. The concept of calculated risk has been discussed at length by McClelland (1953) in the context of entrepreneurial behaviour. McClelland has argued that the entrepreneurial personality is disposed toward taking calculated risks and that this risk taking propensity is related to strong achievement motive. While Frazier has argued that in contrast to white populations, strong

achievement motivation among Negroes should be associated with working class identification rather than with middle class identification.

In the present sample, it was found that achievement motivation has no effect on the occupational aspirations of the students. This result may be explained by the fact that tribal people are actually unaware of the many occupations which they can aspire to. Most of them follow the traditional occupations of their parents, even though tribals in the sample possess very high n Ach. level. May be if more opportunities are given to them to learn about various types of occupations. Their aspirations would show a radical change. This finding is rather contradictory, since we would expect that high achievers would have high occupational aspirations. Instead the low n Ach. low SES students possess higher aspirations than the middle and high n Ach., high SES students. The only finding which supports this to a certain extent is Cohen and Boothryde (1973) in one of their studies that low n Ach. was found associated with unrealistically high occupational aspirations.

When occupational aspirations and achievements are compared with 1966 (Test Anxiety Questionnaire, TAQ), Littig (1962-66), TAQ scores, the occupational achievement of the high TAQ group is significantly lower than the

corresponding aspiration of 1962. There is no significant difference with respect to the low TAQ group. An analysis of the relationships between aspirations obtained in 1962 and occupations of 1966 in terms of scores on the TAQ reveals no significant differences between high and low TAQ groups although the achieved occupations and the 1966 aspirations tend to be lower for the high than the low TAQ group (Littig, 1963). When the relationships among TAQ, aspiration and occupations are analysed in terms of contemporary (1966) TAQ scores, the most significant finding was a substantial difference between the 1962 stated aspirations and the 1966 occupations of the high but not the low TAQ subjects. Atkinson (1957) interprets that achievement-related personality dispositions affect casually occupational aspirations and achievements.

A corollary of the hypothesised relationships between achievement motivation and occupational aspirations and social class identification and occupational aspirations is that, in contrast to white populations, strong achievement motivation among Negroes should be associated with working class identification rather than with middle class identification (Rosen, 1959).

This finding is somewhat related to the finding in the present sample which indicated that low SES aspires for higher occupations more than middle and high SES

students. Even though in the present sample high motivation is not related to occupational aspirations.

The results of the frequency distribution of the components of occupational aspiration is quite interesting. Generally, we find that girls whether tribal or non-tribal are more realistic and down to earth in their aspirations for occupations and also their expectation and effort level. That is girls plan for the occupations they are more or less sure to have and those which will suit them according to their educational level. Boys tend to aspire for higher jobs while their effort level and expectation is lesser. Another important finding is that non-tribal boys and girls have better plans for their future occupations than tribal boys and girls. This shows that the non-tribals naturally aspire for better and higher occupations since they were in a position of knowing all kinds of occupations. Whereas the non-tribals have ^alimited knowledge of the many different occupations available. In the aspirations for dream jobs also, non-tribals have higher percentage for higher occupations than tribals. More of them have only 50 per cent hope of getting the job, though, quite a good number of them are very sure of their getting the jobs. It is interesting to note that the tribal boys, have the highest percentage of dream job. This shows that the tribal boys are

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beginning to be aware of higher occupations and they want to acquire them. A hundred per cent effort level is shown by the majority of them.

Regarding the children wanted and expected by the tribals and non-tribals, it is noticed that tribals prefer to have more children than non-tribals. This is true for tribal boys and girls as well. This result indicates that tribals are more home loving and that the affiliation motive is greater in tribals than non-tribals. Non-tribals are more materialistic. Another reason why tribals aspire for more children may be because tribals do not have to worry about any dowry for their children when they marry. Whereas non-tribals have to think of a dowry, for their daughters, almost as soon as they are born. Tribals are very much aware of the economic conditions, whereas non-tribals are very much non-aware of it. Non-tribals when building a home, also thinks of the luxuries of life, whereas the tribals have no yen for much luxuries, he is more happy with his home and family than in owning, a television.

Tribals lead a more simpler life devoid of the many luxuries which a non-tribal thinks it is necessary to have. Non-tribals live in an atmosphere where everyone is competing. Whereas tribal is happy with his lot as long as he has all he wants.

SECTION D-1

STUDIES OF CONCERN

C O N T E N T S

- IV.17 CONCERNS AND n Ach.
- IV.18 CONCERNS IN RELATION TO n Ach., FoF, OCCUPATIONAL ASPIRATION AND SES
- IV.19 CONCERNS IN DIFFERENT SOCIO-ECONOMIC STATUSES
- IV.20 CONCERNS IN BOYS AND GIRLS
- IV.21 CONCERNS IN TRIBALS AND NON-TRIBALS
- IV.22 FREQUENCY DISTRIBUTION OF COMPONENTS OF CONCERNS
- IV.23 DISCUSSION

TABLE IV.10.1

Means and S.D.'s for Components of Concerns (Investigator)

	Self Hopes	Self Fears	Present Progress	Future Progress ss	Total Self Hopes	Country's Hopes	Country's Fears	Present Progress	Future Progress	Total concerns
Means	2.518	2.311	.123	+1.425	6.393	2.708	2.573	-.511	1.451	6.210
S.D.	.751	.756	3.309	3.087	4.008	.775	.806	2.928	3.083	4.020

IV.17 CONCERNS AND n Ach.

The maximum score for concern as measured by the investigator is 26. In the present sample, the maximum score is 22 for self-concern and 16 for country's concern. Table IV.10.1 indicates that the mean score for total self-concern scale as measured by the investigator was (6.393 per cent) and the mean score for total country's concern was (6.210 per cent). This indicated that the students in the sample have more concern for self rather than the country, though the difference is not so great.

IV.18 CONCERNS IN RELATION TO n Ach., FoF,
OCCUPATIONAL ASPIRATION AND SES

Table IV.10.3 shows that in the investigator's measure of concern, country's concern is significantly related to n Ach. (.154 per cent) while self-concern is not related to n Ach. But for the other variables e.g. FoF, occupational aspirations, and SES the relation is negative, both for self-concern and country's concern. This means that concern has no relationship with fear of failure, occupational aspiration, and socio-economic status. But it is found to be related to country's concerns, which means that high n Ach. students are concern about the country's welfare.

TABLE IV.10.3

Correlation of Concerns with n Ach., FOF, SES and Occupational Aspirations

		n Ach.	FOF	Occupational Aspirations	SES			
					EL	OL	IL	Total
Concern	TSHF	.075	-.060	.009	-.004	-.003	-.001	-.017
Investigator	TCHF	.154**	-.045	.083	-.060	-.069	-.026	-.050

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TABLE IV.10.4
Differences in Components of Concern for TNT, Sex,
and SES (Investigator)

	Tribals			Non-Tribals			Boys		
	Total Self Concern	Total Country's Concern	Total Self Concern	Total Country's Concern	Total Self Concern	Total Country's Concern	Total Self Concern	Total Country's Concern	Total Country's Concern
1	2	3	4	5	6	7			
Means	6.800	7.080	5.987	5.340	6.873	6.140			
S.D.	3.898	3.640	4.083	4.196	4.399	4.389			
D.F.	598	598	598	598	598	598			
F-value Groups 1+2	2.496			5.425		2.952			
Significance level	.05*			.01**		.01**			

IV.19 CONCERNS IN DIFFERENT SES

Table IV.10.4 shows the concerns of the students in the present sample at different levels of socio-economic strata, e.g., high, middle and low, according to the investigator's measure of concerns. High SES mean for self-concern was (6.006 per cent) and country's concern (5.97 per cent), middle SES mean for self-concern was (6.66 per cent) and for country's concern it was (6.25 per cent) and low SES mean for self-concern was (6.23 per cent) and for country's concern it was (6.42 per cent). High SES students have more concern for self than country, the same is the case with middle SES. But low SES they have more concern for country than self, though in all was not enough to be significant. This result indicates that the only self worry of the low income group is their daily bread, but their main worry is for the country, since it is the welfare and well being of the country only which can raise up their standard, and give them better facilities. The poor man looks up to the state to better their position and lift them up from their lowly estate.

IV.20 CONCERNS IN BOYS AND GIRLS

Table IV.10.4 shows the differences of concerns according to the investigator's measure, between boys and girls. Boys' mean for self-concern was (6.87 per cent) and girls' mean was (5.91 per cent). And boys' mean for country's concern was (6.14 per cent) and girls' means

was (6.28 per cent). The difference between boys and girls for self-concern is significant at .01 level. Boys show more concern for self than girls. But there was no significant difference between boys and girls in country's concern, though girls scored a little more than boys. Boys are more concern for self because they are the ones who has to face the future and take up responsibilities. Girls are always provided for, but boys are the providers. So they must care about what is going to happen to them in future. They need self-development, a steady and well paid job, they need to establish themselves, then only could they be satisfied. Their own development and progress takes priority, since self satisfaction can help them get security, when one is secure then he can easily look around and care for others as well.

IV.21 CONCERNS IN TRIBALS AND NON-TRIBALS

Table IV.10.4 shows the relation of concern between tribals and non-tribals according to investigator's measure of concern. Tribals mean was (6.80 per cent) for self-concern and non-tribal mean was (5.98 per cent). This relation is significant at .05 level. The mean for country's concern of tribals was (7.08 per cent) and of non-tribals (5.34 per cent) which is significant at .01 level. This result indicates that tribals have more concern for self and country than non-tribals. They are

TABLE IV.10.5

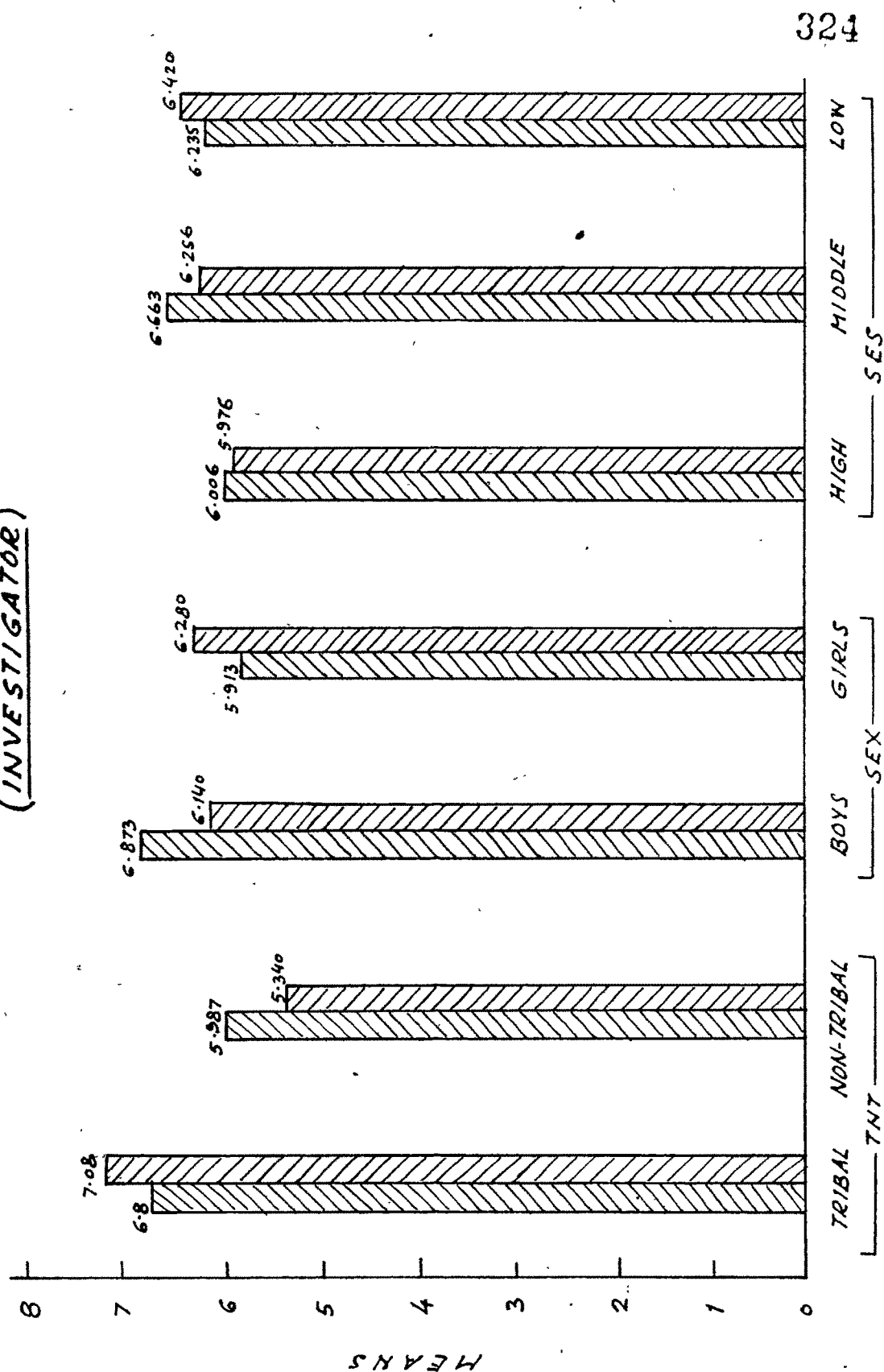
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Frequency Distribution of Components of Concerns

	Tribal Girls				Non-Tribal Girls				Tribal Boys			
	Self Hope	Self Fear	Country's Hope	Country's Fear	SH	SF	CH	CF	SH	SF	CH	CH
0	1.3	0.0	0.0	0.0	0.0	3.3	2.6	4.0	1.3	6.6	1.3	1.3
1	55.3	0.6	2.6	0.0	4.0	2.0	1.3	1.3	4.0	1.3	3.3	3.3
2	55.3	62.0	30.0	22.0	39.3	54.6	21.3	30.0	49.3	46.0	14.6	14.6
3	36.0	20.6	68.6	74.6	42.6	38.6	74.6	62.6	41.3	46.0	77.3	77.3
4	7.3	5.3	5.3	3.3	14.0	1.3	13.3	3.3	4.0	0.0	3.3	3.3

DIFFERENCES IN COMPONENTS OF CONCERN FOR TNT, SEX AND SES

(INVESTIGATOR)



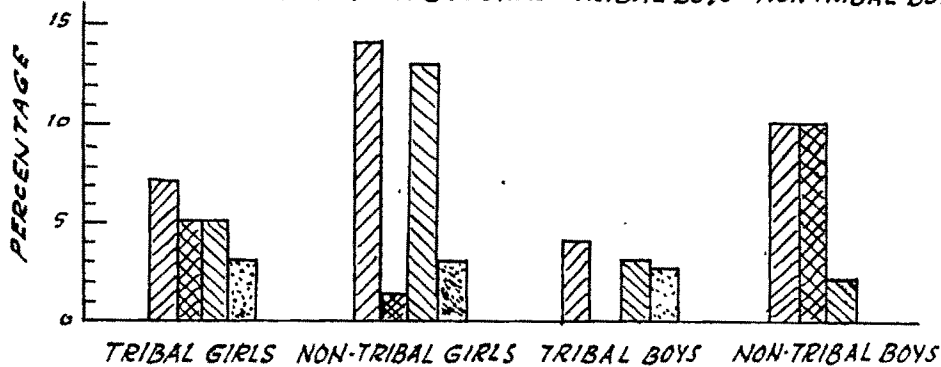
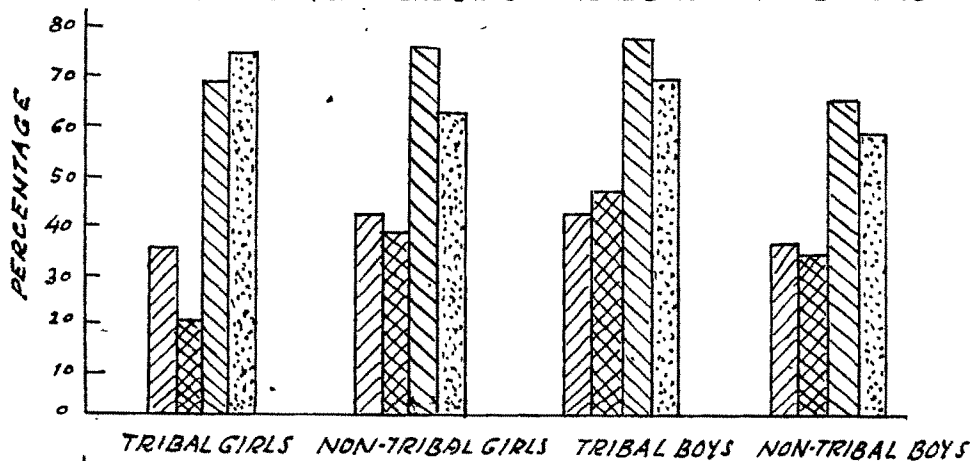
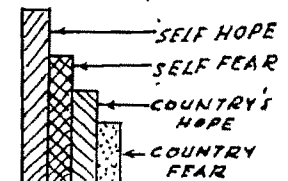
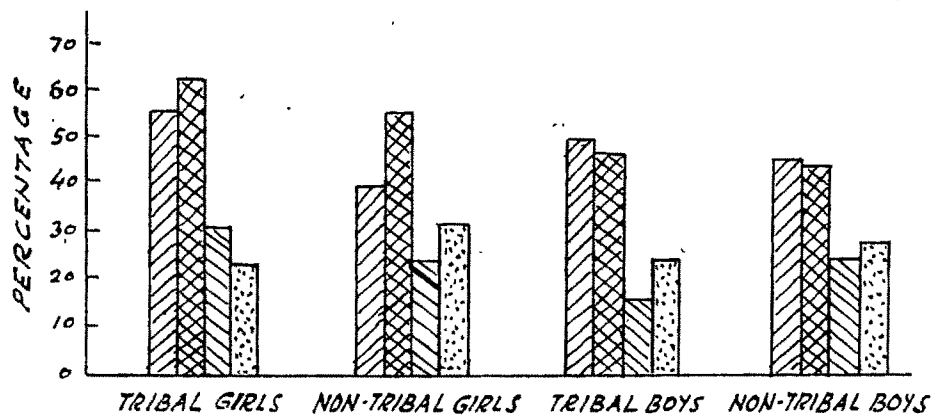
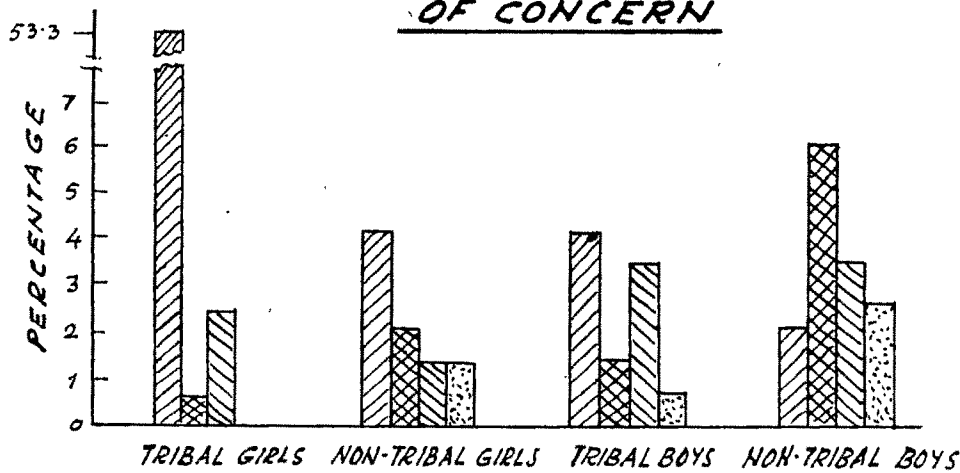
aware of their needs and the country's needs for development more than the non-tribals. The non-tribals also have sufficient concern though not as great as tribals. This may indicate that tribals are realising that they are missing a lot of opportunities and rights, that the other man is enjoying. He too wants to live well, to think well and to work well, so he shows it in his aspirations for himself and his country. It is especially important that the tribal youths of Meghalaya be more conscious of development and progress, since they have a great responsibility of building up their new state to be more stable and free from poverty, corruption, lack of education and hunger.

IV.22 FREQUENCY DISTRIBUTION OF COMPONENTS OF CONCERNS

Table IV.10.4 shows the frequency distribution of the degrees of concern of the tribals and non-tribals boys and girls in the sample. In self hopes tribal girls have average concern for themselves, while non-tribal girls have high hopes for self, (55.3 per cent, 42.6 per cent respectively). In self fear too tribal girls have average fear for self (62.0 per cent) and non-tribal girls have (54.6 per cent) average fear for self for country's hope tribals have (68.6 per cent) high hopes for the country. While non-tribal girls (74.6 per cent) high

FREQUENCY DISTRIBUTION OF COMPONENTS OF CONCERN

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hopes for the country. It indicates that non-tribals have more concern for their country's future than tribals. In fear for country also tribal and non-tribal girls showed more percentage for high fear for country's future. This means they are very concern for the country's well being (74.6 per cent) for both tribal and non-tribal girls.

Girls sense insecurity more than the boys, so they are easily afraid whenever there is a slight indication of trouble, whereas boys are more stable and can still hold on to their aspirations inspite of odds against them. Since girls are dependant by nature, their fear is also intense, whereas boys can get along somehow inspite of threats and difficulties. (Chart 10.4)

IV.23 DISCUSSION

If human beings are concerned about the future, as they are and must be, they are equally concerned about the present effects of the present obsession with technological and economic progress. If one is willing to work, they can satisfy their supposed needs, even when the economy prospers more and new needs are created. They can work a little harder. Man must find his way from false to true consciousness, from his immediate to his real interest.

Looking at the personal aspirations of the students that most of it deal with the complex of self-development, employment and opportunities, the same

concern is reflected in the list of personal worries and fears. Apparently the students felt that if they are given enough scope for self-development, they will be able to realize their need and aspirations. The concern of the students involved health and family life. Many of them are uncertain what marriage will bring to them, some are hopeful and some are sceptic. Boys usually aspire for a good job, a good home and family, enough money to live decently, economic stability and no corruption. They feel that if those things are within their grasp their life will be most happy. Girls too aspire for a good and happy home, a good and kind husband, good health, to be able to serve others, to have a good moral character, to have a decent standard of living, those were some of their frequently mentioned aspirations, which they think can make their lives most happy.

The most frequently mentioned aspiration for the country was - good Government, this clearly reflects the inefficiency and corruption that is going on in every walk of life. Again among the aspirations mentioned quite a good number of the students mentioned, social justice, employment, improved standard of living and national prosperity through technological advances, education, agricultural development, limited population growth, economic self-efficiency and peace.

The students feel that they have made little progress during the past few years. And so they expressed a pattern of preoccupations for themselves and the nation that calls strong and competent leadership, if their optimism about the future is to be fulfilled at all.

Among the worries mentioned the complex of concern revolved largely around, unhappy family and home life, no self development, no recognition of status, no sense of personal worth, inadequate standard of living, poor job, unemployment, ill-health/^{political}and economic instability, threat, aggression and war, social injustice, besides a host of other varieties of fears. This indicates that the students are still unsure of the future of the country. They are afraid of many things that can happen which will doom the country to deterioration.

In rich countries like U.S.A., they do not possess these kind of worries. In poor or low income countries like India, people are worried about their standard of living, and this worry tends to screen out aspirations concerned with health, job improvement, happy family life and children's welfare. In rich countries, however, people have learned both to work and expect these aspects of a good life and thus, good health, happy family life with opportunities for children, together with a good job tend to be seen more as part of the definition

of a decent standard of living. It has been pointed out by Marx and Lenin among others - that if people are pushed down by poverty they cannot be expected to show much interest in anything except their daily bread.

With regard to the specific cook items, it is shown that little or no mention was made of the desire for wealth.

As was the case with personal aspirations, the students also have a large number and wide range of aspirations and fears for their country, with technological advances, good Government, education, employment, as aspirations and dishonest Government, corruption, social injustice, unemployment, over population, poverty, leading the list. Both tribals and non-tribals in Meghalaya, seem highly conscious of the political and governmental troubles the country is going through. They aspire for unity, and good leadership and fear for weak administration and no improvement in the standard of living. The same trend of hopes and fears which are found in tribals and non-tribals, are also found in boys and girls. The majority of boys and girls are optimistic about the future progress of the country, when compared with present progress (Table IV.10.1 -.511, 1.451 respectively). Even with regards to self present progress it is less than future progress (.123, 1.425 per cent). It indicates that the students are

hopeful and looking forward to a better future.

In the case of socio-economic status also the aspirations and fears for self and country, was evenly distributed among high, middle and low status students which points out that people are very conscious of their needs and the country's needs, regardless of whether they be rich or poor. Poor people are just as conscious of bad Government and corruption as the rich and middle class people. They are equally optimistic about their own and their country's future.

Although there are differences in the satisfaction, the sources of satisfaction and the deficiencies felt between the different groups of people, it should be emphasised that by and large these differences are relatively small and that there was a basic similarity of outlook in all the students in the sample.

Cantrill (1965, p. 273) remarked that "in a world where more and more people are becoming aware of what other people have and thus of what is potentially available to them, they perceive and assess their own situations in terms of the relative differences between what is and what might be for them in terms of their own purposes."

As such concerns become part of the individual's

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life. He becomes committed to attain his goals. His education and experiences increases his sensitivity to different alternatives offered to him. He strives for improvement and change. Modern technology, education and motivation inspite of their few drawbacks, have obviously tend to alleviate the burdens people have borne for many long years and have open up more opportunities, satisfactions, security and self development in a variety of ways. Human being are creatures of hope and are not designed to resign themselves to fate. Man continually hopes that the perfect would be visualized will one day emerge and satisfy his desire.

SECTION D-2

STUDIES OF CONCERNS

(Cantrill's)

- IV.24 FREQUENCY DISTRIBUTION OF COMPONENTS OF CONCERNS (CANTRILL'S)
- (a) Self Hopes
 - (b) Self Fears
 - (c) Country's Hopes
 - (d) Country's Fears
- IV.25 LIST OF HOPES AND FEARS FOR SELF AND COUNTRY OF STUDENTS IN THE SAMPLE
- IV.26 FREQUENCY DISTRIBUTION AND PERCENTAGES OF CONCERN COMPONENTS
- IV.27 DISCUSSION
- IV.28 ILLUSTRATION OF ANSWERS

TABLE IV.10.6 334

Frequency Distribution of Components

Hopes Scores	S e l f		H o p e s		Fears Scores
	Tribal Girls	Non-tribal Girls	Tribal Boys	Non-tribal Boys	
1 - 1	1.3	2.66	0.0	0.0	7 - 1
1 - 2	0.0	2.0	4.6	0.0	7 - 2
1 - 3	24.6	41.3	8.0	17.3	7 - 3
1 - 4	0.0	2.0	4.6	3.3	7 - 4
1 - 5	1.3	4.0	3.3	6.0	7 - 5
1 - 6	0.66	2.0	2.0	2.0	7 - 6
2 - 1	0.0	0.66	2.0	0.0	8 - 1
2 - 6	0.66	3.3	3.3	1.3	8 - 6
3 - 1	2.66	2.0	7.3	16.6	8 - 7
3 - 2	0.66	3.3	8.6	3.3	8 - 8
3 - 3	2.66	2.6	8.0	11.3	9 - 1
3 - 5	0.0	0.0	1.3	0.0	9 - 2
3 - 7	2.0	0.0	2.6	0.0	9 - 5
3 - 8	0.0	0.66	2.6	1.3	9 - 6
4 - 1	12.0	16.0	8.0	1.3	9 - 7
4 - 2	0.0	1.3	0.6	0.0	9 - 8
4 - 3	0.0	0.0	0.0	0.0	10 - 2
4 - 4	0.0	0.0	2.66	0.66	10 - 3
5 - 1	0.0	0.0	0.66	0.66	11 - 2
5 - 5	0.0	0.66	0.0	0.0	11 - 7
6 - 1	4.0	13.2	9.3	18.0	11 - 8
6 - 2	4.0	2.6	14.0	0.0	12 - 1
6 - 5	0.0	0.0	0.66	0.0	
6 - 6	0.0	0.0	0.0	0.0	

Fears Scores	Country's Fears			
	Tribal Girls	Non-tribal Girls	Tribal Boys	Non-tribal Boys
25 - 1	6.0	27.3	24.6	14.6
25 - 2	1.3	8.0	0.0	4.0
25 - 3	0.0	1.33	4.0	0.0
25 - 4	0.0	0.0	3.3	0.6
25 - 8	3.3	2.0	2.0	2.0
25 - 9	0.0	1.3	2.6	0.6
26 - 4	5.3	8.6	0.66	0.0
26 - 5	6.6	10.0	2.6	1.3
26 - 7	0.0	8.6	1.3	2.0
26 - 8	0.66	2.6	4.0	6.0
27 - 1	0.0	5.3	6.6	0.6
27 - 4	2.6	6.6	0.66	4.0
27 - 7	2.6	12.0	7.3	9.3
27 - 8	0.0	0.0	0.66	1.3
28 - 3	4.0	3.3		3.3
28 - 7	0.66	0.6		0.0
29 - 8	0.0	0.0		0.6

Hopes Scores	Country's		Hopes	
	Tribal Girls	Non-tribal Girls	Tribal Boys	Non-tribal Boys
18 - 1	11.3	22.6	24.6	27.3
18 - 2	4.66	4.6	6.0	4.6
18 - 7	0.0	2.0	3.3	1.33
18 - 8	0.0	3.3	4.6	0.66
18 - 9	0.0	6.0	1.3	3.3
19 - 4	8.0	23.3	6.6	15.8
19 - 5	4.0	15.3	6.6	5.3
19 - 7	0.0	0.0	3.3	0.66
19 - 8	0.0	4.0	8.0	5.3
20 - 1	2.0	10.3	5.3	4.0
20 - 4	6.0	12.0	6.0	1.3
20 - 9	1.3	1.3	2.0	2.6
21 - 1	0.0	7.3	9.3	9.0
21 - 2	0.66	1.33	0.66	2.6
22 - 1	2.6	0.0	2.00	0.0
22 - 6	0.0	0.66	1.3	0.0
23 - 4	0.66	0.0	2.0	2.6
23 - 5	0.0	2.6	0.66	2.0
23 - 8	0.0	2.0	0.0	0.0

IV.24 FREQUENCY DISTRIBUTION OF
CONCERN COMPONENTS (CANTRILL'S)

(a) Self Hopes

The measure of concern scale as shown by Cantrill (1965) have not been followed too minutely in this study, as the investigator has devised another different measure as well. Nevertheless, in Table IV.10.6 the frequency distribution of components of concern e.g. personal hopes and fears and country's hopes and fears, was quite revealing. The majority of the tribal girls (24.6 per cent) hopes for self-development and improvement. They also wish for a happy family life, happy marriage, love within the family, etc. (12.0 per cent). The same is true with the non-tribal girls, their maximum hope for self was self-development (41.3 per cent), opportunity for independence of thought and action and for being granted to follow their own interests. In this particular item, it was found that tribals have lesser wish for independence and gratification of wishes and desire, this is because the tribals are given more independence and responsibilities at home and society, whereas the non-tribal girls are always protected, and very little freedom of thought and action is given to them, hence they long for more independence and freedom to follow their own interests. Non-tribal girls also wish for a happy married life, a good husband, love within the family (16.0 per cent). Here again, it is noticed that

non-tribal girls' percentage of hopes for a happy family life was more than the tribal girls. This may be due to the fact that most of tribal follow a custom of love-marriages. While non-tribals have a custom of marriages arranged by their parents, in other words love after marriage custom. Another item which was not so much prevalent among the tribal girls, but which is desired by the non-tribal girls was the desire to be useful to others, they want the ability and opportunity to serve the people, community and the nation or to hold public office (13.2 per cent). non-tribals^{and} (4.0 per cent) tribals. This desire results from the same thing. Tribals are free from to do anything they desire, they have more freedom to mix and work in the society whereas non-tribal girls have less opportunities due to parental restrictions.

The maximum hopes for self of the tribal boys was in connection with the aspirations having to do with public service or with religion and morality (14.0 per cent). But they also aspire for the ability and opportunity to serve the people community, nation and the world (9.3 per cent) self-development and improvement, for the opportunity of independence of thought and action, for following their own interests and for further study. This desire may come from the need of tribal boys to assert themselves. Since in the Khasi tribals girls are given

more importance than boys, boys naturally want to the opportunity for self-development etc. Tribal boys also aspire for a good steady work for themselves (8.6 per cent) and a chance of advancement, and success in their work (8.0 per cent). Another aspiration was for a happy family life and a pleasant home, which was the common aspiration of girls. Tribal boys desire for a happy family life and a good wife (8.0 per cent) due to the fact that when they marry and stay with the girls' family, they may be quite uncertain of their position, but if their wife is good, it will be tolerable for them. In the case of non-tribal boys this item is of a negligible percentage (1.3 per cent). This may be because non-tribal boys have complete control over their wife, they take her to their own parent's home where they have all the authority and the wife has to be more or less submissive to them. Non-tribal boys desire most for being useful to other and the opportunity of service to nation and the world or to hold public office. This desire was also found in tribal boys and non-tribal girls, but very little in tribal girls. Tribal and non-tribal boys being boys, who will have to take the role of leaders and bread earners aspire to be useful to other in the work that they do. Boys ego is greatly satisfied when people appreciate them in their work and service. Non-tribal boys also aspire for self-development and improvement (17.3 per cent). This aspiration is common for all

the boys and girls in the sample, since self-development, further study, following through with own interests, will give a person a sense of accomplishment. Non-tribal boys also aspires for a good and congenial work, independence to choose their own occupations and a chance of advancement (16.6 per cent). This item was not found much in the aspirations of students in the rest of the sample. This may be because non-tribal boys feel that there is a lot of competition concerning opportunity for jobs, and when there is competition one has to grab the first opportunity of work, and think of interest second. In other words they have less chance to work according to their own interest. Another common factor of non-tribal boys with tribal boys was the aspiration for success in ones work, to be able to make a contribution to one's field (11.3 per cent). This is obvious since one of the main interests of boys is their jobs. So they will naturally want to be successful and to do something outstanding.

For other minor aspirations Table IV.10.6 will indicate the percentage for tribal and non-tribal boys and girls.

(b) Self Fears

Turning to the self fears of the students in the sample, it was found that tribal girls fears are more, for

no improvement and self development (15.3 per cent) no opportunity for independence, no further study, etc. And an unhappy family life, no husband or children, no home and no love (10.6 per cent). Even though tribals are free yet they need an assurance that their freedom is secure, they are afraid of no opportunity for further study since they are adventurous and enterprising, and they feel the need to better themselves. They are also afraid of not getting sufficient money to live decently and better, of debt poverty, want and hunger (9.3 per cent). They are also afraid of wars (4.6 per cent) and to a certain extent they have fears regarding their own personal character.

Non-tribal girls self fear are mostly regarding fear for self-development and improvement, independence of thought and action, no further study and following through with own interests (36.0 per cent). This item of fear was common with tribal girls also, though there was a great difference - in the percentage of tribal girls and non-tribal girls. Another common fear of non-tribal girls was for an unhappy family life, no marriage or unhappy marriage, no home, no love within family (11.3 per cent). In this item also the non-tribal girls have more fear than tribal girls. Non-tribal girls are also afraid of ill-health, death, etc. (7.3 per cent) which was not present so much in tribal girls. Another fear was for a feeling of

personal inadequacy, inability of achieving aspirations, worthlessness and having no purpose in life (7.1 per cent). They also have the fear of inadequate standard of living, not sufficient money to live better and decently, debt, poverty and hunger (6.6 per cent) and not to be useful to others, serve the people, community and nation (6.6 per cent). They are afraid of ill-health, accident and death (4.6 per cent).

Tribal boys self fears was also mainly concentrated on no self-development or improvement, no further study, no opportunity for independence of thought and action and to follow with own interests (12.0 per cent). Next was also a common fear about deterioration in or inadequate standard of living, not sufficient money to live better and decently, debt, poverty, hunger, etc. (10.0 per cent). They are also afraid of being unable to achieve aspirations, no sense of personal worth, no purpose in life (7.1 per cent). This fear was not found in tribal girls. But it is found in non-tribal girls. Tribal boys are also afraid of unemployment, no steady work, etc. (7.1 per cent). They fear not being useful to others and not being able to serve people, nation and the world (9.3 per cent). Another fear was for unhappy family life, marriage and love (6.6 per cent) which was a common fear between the girls also. They fear ill-health, accident and death (6.0 per cent). They also fear to be a person without character (5.3 per cent).

In the case of non-tribal boys their fear for self was mainly in the common item of fear self-development etc. (20.0 per cent). Secondly, they are afraid of unemployment, no steady work, inability to find or hold a job etc. (12.0 per cent). This fear was also present in tribal boys, but not for girls. The obvious conclusion is that it is natural for boys to be afraid of the future of their work, since they have the responsibility of being the bread earner of the family and if there is no security in their jobs, it will create frustrations and instability. Non-tribal boys are also afraid of inadequate standard of living, not sufficient money etc. (9.3 per cent) which is a factor of fear in all the students in the sample. Another fear was for poor, uncongenial work (6.0 per cent). This factor is not found in any other group of students in the sample except non-tribal boys. Furthermore, they are afraid of failing in their work (4.0 per cent) and the political instability, chaos, confusion, civil war, and lack of internal peace (4.0 per cent).

(c) Country's Hopes

With regard to the hopes for the country, tribal girls aspire for an honest Government which is fair and just, where there is no corruption or nepotism (11.3 per cent). They also aspire for improved standard of living and greater national prosperity. (8.0 per cent). Another

aspiration was for more and better education and schools, to fight ignorance and illiteracy (6.0 per cent).

Non-tribal girls country's hopes were for improved standard of living and greater national prosperity (23.3 per cent), for an honest Government with no corruption (22.6 per cent) for greater national prosperity through use of modern scientific advances, greater productivity in industry or agriculture and development of natural resources (15.0 per cent); for better schools and more education (12.0 per cent), for social justice, greater equality for the good of all (10.3 per cent); for limited population growth and control of birth rate (7.3 per cent); for political stability, internal peace and order (6.0 per cent) and for competent leadership and administration (4.6 per cent).

Judging from Table IV.10.6, the aspirations for the country in tribal and non-tribal girls, was different, in the sense that tribal girls have limited aspirations compared to non-tribal girls, was different, in the sense that tribal girls have limited aspirations compared to non-tribal girls. This points to the fact that tribal girls who are usually not out in the world, does not also perceive the needs of the country, though they have sincere aspirations for the development of the country. While the non-tribal girls who are more in contact with

1 the world have more aspirations and hopes for the betterment of the country.

In tribal boys the country's hopes were also for an honest and just Government, with no corruption (24.6 per cent); for limited population growth and control of birth rate (9.3 per cent), this factor was not present in tribal girls. For employment and jobs for everybody (8.0 per cent); for improved or decent standard of living and greater national prosperity (6.6 per cent) and national prosperity through technological advances, use of modern scientific advances, greater productivity in industry or agriculture etc. (6.6 per cent); for efficient government and competent leadership (6.0 per cent); for education and better schools (6.0 per cent); for social justice and greater equality for the good of all in treatment, benefits, opportunities afforded (5.3 per cent). They are also concerned about national lenity and antagonisms based on caste, class, religion etc. (4.6 per cent). This indicates that tribal boys have more hopes and aspirations than tribal girls for the country, which shows that even though boys have less concern for self, their concern for the country is great.

The hopes and aspirations of non-tribal boys were also for the honest, fair and just Government, where there is no corruption or nepotism (27.3 per cent).

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This factor is common and the maximum aspiration of all the students in the sample. The non-tribal boys' percentage in this aspiration was the highest (27.3 per cent) higher than that tribal boys (24.6 per cent), non-tribal girls (22.6 per cent) and tribal girls (11.3 per cent). Another aspiration was for limited population growth and control of birth rate (8.0 per cent); they also aspire for improved standard of living and greater national prosperity (15.3 per cent) and greater national prosperity through technological advances etc. (5.3 per cent). Employment for every one, and no unemployment problems (5.3 per cent).

While comparing the aspirations and hopes for country in tribal and non-tribal boys, it was found that tribal boys have more variety of aspirations than non-tribal boys, though for the greater percentages of aspirations, tribal and non-tribal boys have common aspirations. Non-tribal boys have more aspirations regarding honest Government and improved standard of living (27.3 per cent, 24.6 per cent), while tribal boys have more aspirations for employment for every one, than non-tribal boys (8.0 per cent and 5.3 per cent) respectively.

All the students in the sample have greatest aspiration for an honest and good Government, where there

is no corruption, secondly all of them aspires for improved standard of living and greater national prosperity. All except tribal girls aspires for limited population growth. These were some of the common factors of aspirations and hopes for the country.

(d) Country's Fears

Similarly, the fears for the country's welfare, in tribal girls was (6.0 per cent) for dishonest Government, unjust and corrupt (5.3 per cent) for no improvement in standard of living and no increase in national prosperity (6.6 per cent) for no improvement in standard of living or increase in national prosperity through technological advances, economic backwardness, low productivity in industry or agriculture (4.0 per cent) for living in fear of war and consequences of war. Non-tribal girls shows fear for dishonest, unjust and corrupt Government (27.3 per cent) which is greater than non-tribals. They also fear for inadequate standard of living and no prosperity in nation (8.6 per cent) and no prosperity through technological advances, industrialization, and low productivity, (10.0 per cent). Their fear is also for the unlimited population growth and excessive birth rate (12.0 per cent). Tribal girls have very little fear of this. They fear weak and indecisive leadership and administration (8.0 per cent). Economic instability (8.6

1

per cent) and no improvement in the standard of living (6.6 per cent).

Tribal boys fear for dishonest Government, and corruption (24.6 per cent); for unlimited population growth and excessive birth rate, (7.3 per cent), for social injustice and continued inequality (6.6 per cent), for communism and fear of the consequences of communist control (4.0 per cent) and for unemployment (4.0 per cent). Non-tribal boys fears for a dishonest, unfair, corrupt Government, which was a common fear for all the students in the sample. Non-tribal girls have the highest percentage (27.3 per cent), tribal boys (24.6 per cent), non-tribal boys (14.6 per cent) and tribal girls (6.0 per cent). Non-tribal boys fear for the unlimited population growth (9.3 per cent). This factor also is common in all the students in the sample except the tribal girls. The rest of the students are aware of the danger and difficulty of having too many children or a big family, whereas, it is a common knowledge that tribals prefer many children. Hence, tribal girls show a preference of having more children. Non-tribal boys are afraid of unemployment (6.0 per cent) and they show a higher percentage of fear than tribals (4.0 per cent). Like the non-tribal girls, non-tribal boys too are afraid of weak and indecisive leadership and administration. Whereas

2-2
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tribal boys and girls have little or no worry for this. This may be because tribals are not so much in contact with administration in the Government, they have not come into so much contact with leadership. Whereas non-tribals have always been dealing in Government affairs. They are usually administrators and leaders and so they know fully well how it operates. They know about the nepotism and corruption, indecision and weakness, so they are afraid to be under such a Government. Non-tribal boys and tribal girls do not have many fears, whereas non-tribal girls and tribal boys have many. The position of tribal boys and non-tribal girls is more or less the same. They are derived many things in life, because of customs and traditions. Just like tribal boys are less preferred than girls in the families, so also non-tribal girls are less preferred than boys in their families. More love and protection is given to tribal girls and non-tribal boys in their respective families and less are given to tribal boys and non-tribal girls. So their hopes and desire are more as well as their fears and worries.

Here is a list of the concern for self, and national situation of all the students in the sample.

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IV. 25 LIST OF HOPES AND FEARS FOR
SELF AND COUNTRY OF STUDENTS
IN THE SAMPLE

Self Aspiration

1. Self development
2. Happy family life
3. Desire to be useful
4. To be a normal decent person
5. Good and congenial work
6. Success in one's work
7. Achieving sense of personal worth
8. Aspirations for public service or morality
9. Acceptance by others.

Self Fears

1. No self development or improvement
2. No sense of personal worth
3. Deterioration or inadequate standard of living
4. Unemployment
5. Failure in one's work
6. Ill-health, accident, death
7. Unhappy family life
8. Political instability
9. War, living in fear of war.

Country's Aspirations

1. Honest, fair, just Government, no corruption
2. Efficient and competent leadership and administration
3. National unity
4. Political stability
5. General improvement and decent standard of living
6. Employment and jobs for all
7. Greater national prosperity
8. Social justice and equality
9. More education and better schools
10. Limited population and control of birth rate.

Fears for Country

1. Dishonest Government and corruption
2. Weak, indecisive leadership and administration
3. Communism
4. Inadequate standard of living, no improvement
5. No increase in national prosperity
6. Unemployment
7. Unlimited population, no control of birth rate
8. Inadequate educational facilities
9. Social injustice
10. Devastation and consequences of war.

FREQUENCY DISTRIBUTION OF SELF HOPES CONCERN SCALE

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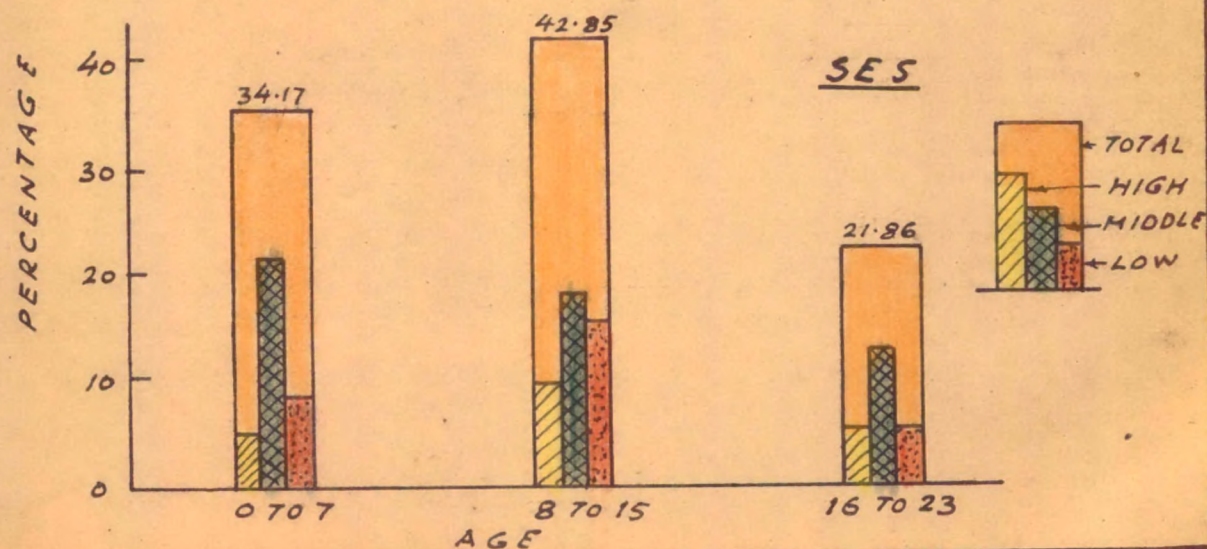
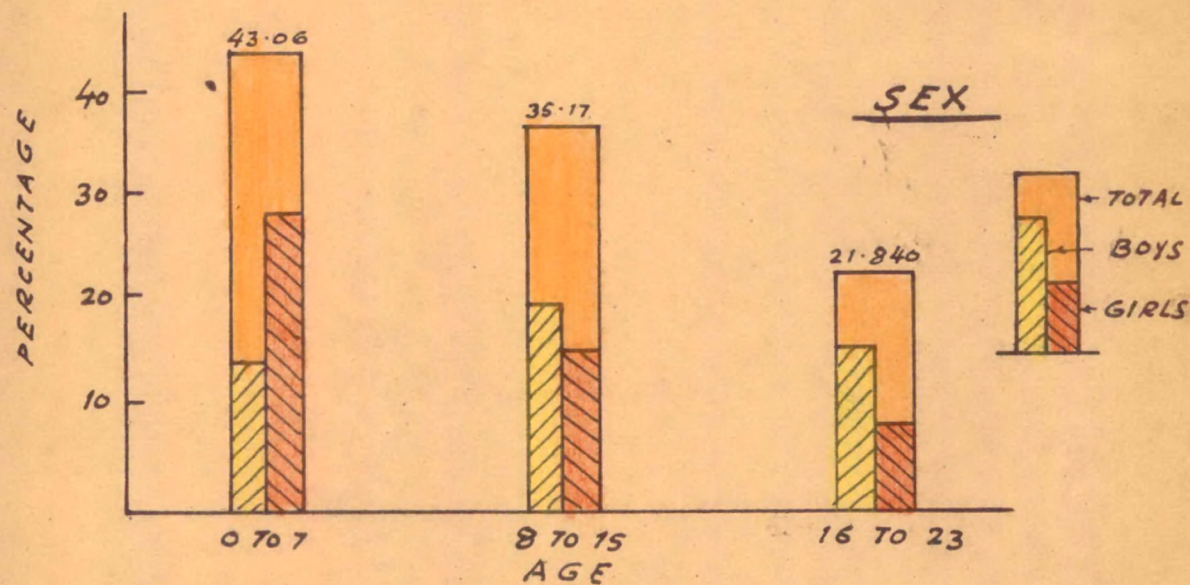
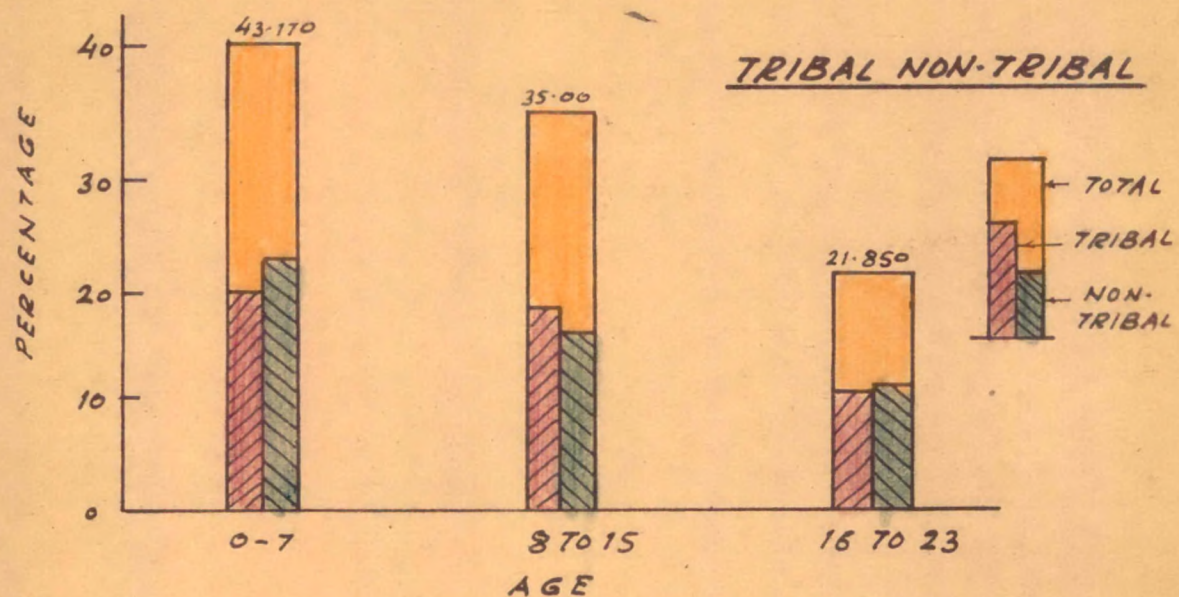


TABLE IV.10.7

Frequency Distribution of Self Hopes Concern
Scale

Codes		0 to 7	8 to 15	16 to 23
T	Tribal Frequency	121	115	54
	Tribal Percentage	20.150	19.160	10.670
N	Non-tribal Frequency	138	95	57
T	Non-tribal Percentage	23.020	15.840	11.180
	Total Frequency	259	210	131
	Total Percentage	43.170	35.000	21.850
S	Boys Frequency	93	119	88
	Boys Percentage	15.490	19.840	14.670
E	Girls Frequency	166	91	76
X	Girls Percentage	27.570	15.330	7.170
	Total Frequency	259	210	131
	Total Percentage	43.060	35.170	21.840
	High SES Frequency	84	56	29
	High SES Percentage	5.000	9.340	4.840
S	Middle SES Frequency	116	112	70
E	Middle SES Percentage	21.340	18.670	12.010
	Low SES Frequency	47	42	30
S	Low SES Percentage	7.830	14.840	5.010
	Total SES Frequency	259	210	131
	Total SES Percentage	34.170	42.850	21.860

IV.26 FREQUENCY DISTRIBUTION AND PERCENTAGES OF CONCERN COMPONENTS

The frequency distribution of self hopes according to Cantrill's measure, in the present sample, Table IV.10.7 shows that from frequency 0 to 7 non-tribal scored higher (23.02 per cent) than non-tribals (20.15 per cent), in frequency 8 to 15, tribals scored higher (19.16 per cent) than non-tribals (15.84 per cent) and from frequency 16 to 23 non-tribals scored higher (11.18 per cent) than tribals (10.67 per cent).

In the case of boys and girls frequency it was found from Table IV.10.7 that girls scored higher (27.57 per cent than boys (15.49 per cent) in frequency 0 to 7, in the middle frequency 8 to 15, boys scored higher than girls (19.84 per cent and 15.33 per cent respectively). The same is the case in the higher frequency 16 to 23, boys scored higher (14.67 per cent) than girls (7.17 per cent).

The frequency distribution of self hopes according to socio-economic status, showed that in frequency 0 to 7, the middle SES scored higher (21.34 per cent) than low SES (7.83 per cent) and high SES (5.0 per cent) which shows that in this frequency the middle SES have more concern for themselves than the low and high SES. In frequency 8 to 15 again middle SES scored higher

(18.67 per cent) than low SES (14.84 per cent) and high SES (9.34 per cent). This trend is also found for frequency 16 to 23, the middle SES scored higher (12.01 per cent) than the low SES (5.01 per cent) and high SES (4.84 per cent). It is noticed that in general concern for self was highest in the middle socio-economic status students, since they are the striving people who are always on the look out for betterment and progress. The low SES students have enough general concern for self since they are the ones who suffer the most in every situation, whether economic, social or political. The high SES students show lesser general concern for self because they actually have less to worry about themselves. Their personal needs are almost always catered for by their parents and even the society.

Boys and girls are equally concern about themselves. That means concern has nothing to do with sex being boys or girls. Both boys and girls want certain things to make themselves better. The same is true with tribals and non-tribals, they have more or less equal amount of general concern about themselves, though the non-tribals are slightly higher than tribals, may be because the environmental atmosphere and society demands it of non-tribal students. Since competition is greater among the non-tribals than among tribals.

FREQUENCY DISTRIBUTION OF COUNTRY'S HOPES CONCERN

SCALE

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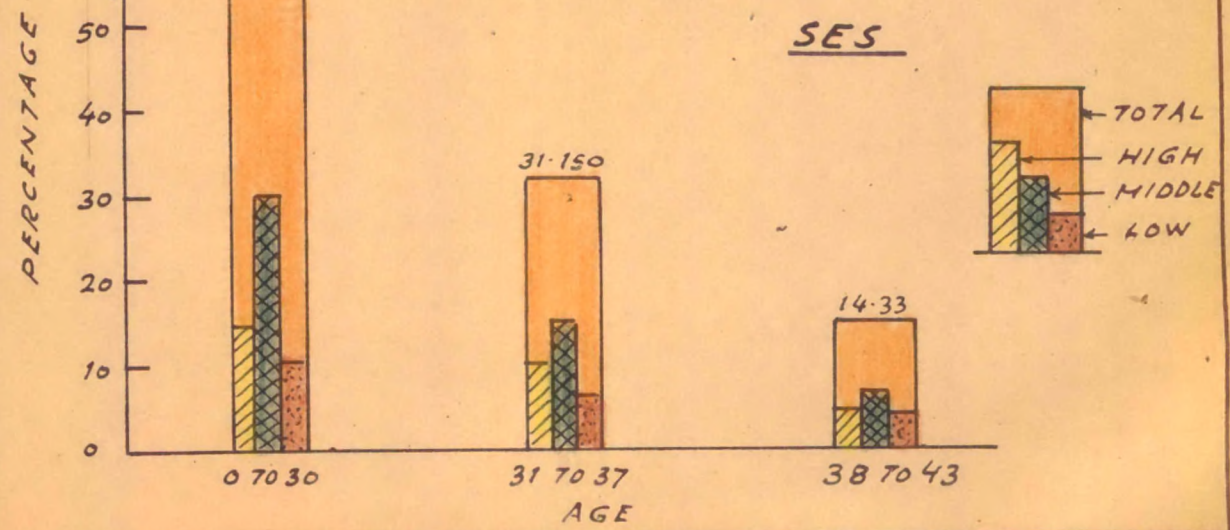
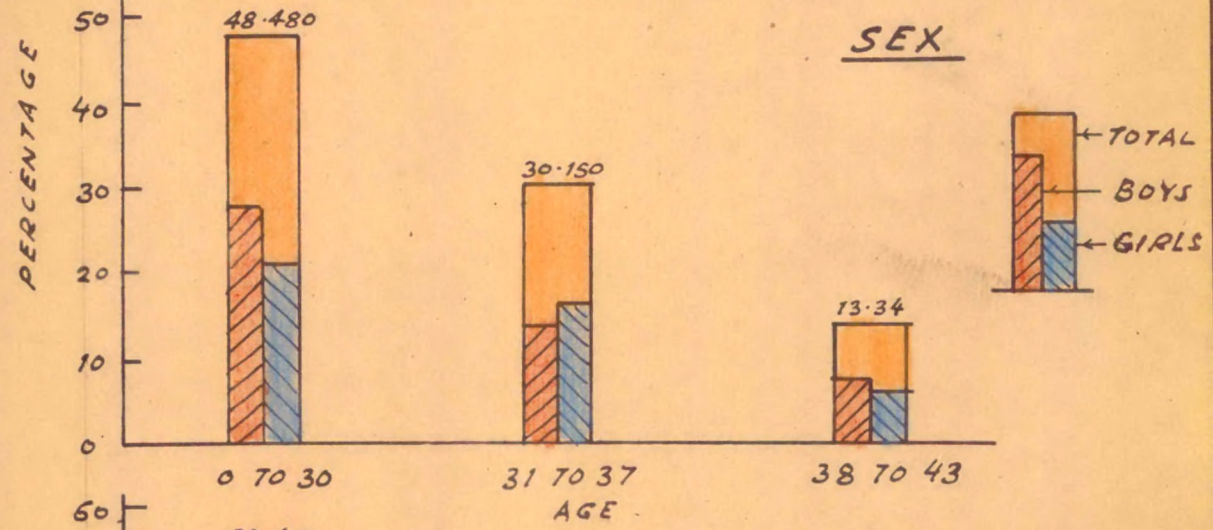
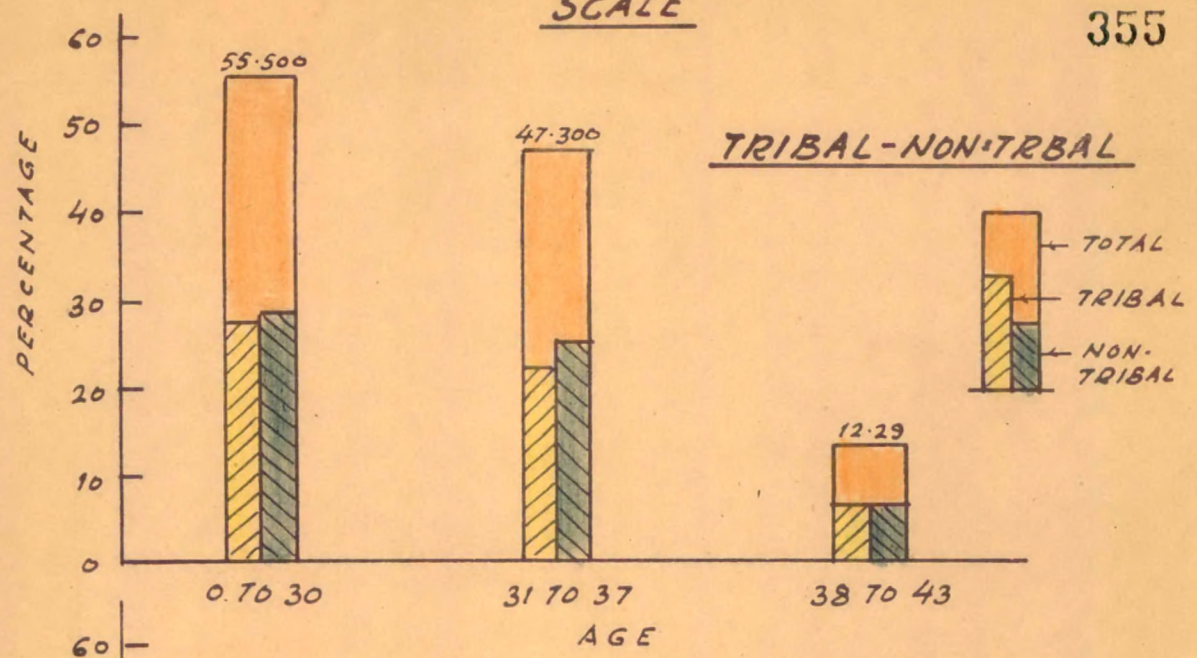


TABLE IV.10.8

Frequency Distribution of Country's Hopes Concern
Scale

Fac- tors	Codes	0 to 30 31 to 37 38 to 43		
T	Tribal Frequency	166	90	44
	Tribal Percentage	27.660	21.970	6.290
N	Non-Tribal Frequency	167	97	36
	Non-Tribal Percentage	27.840	25.330	6.000
	Total Frequency	333	187	80
	Total Percentage	55.500	47.300	12.290
S	Boys Frequency	165	89	46
	Boys Percentage	27.490	14.820	7.670
E	Girls Frequency	126	98	24
X	Girls Percentage	20.990	16.330	5.670
	Total Frequency	359	187	80
	Total Percentage	48.480	30.150	13.340
	High SES Frequency	86	60	23
	High SES Percentage	14.330	10.000	3.820
S	Middle SES Frequency	169	90	43
	Middle SES Percentage	29.830	14.990	7.170
E	Low SES Frequency	68	37	14
S	Low SES Percentage	11.330	6.160	3.34
	Total Frequency	333	187	80
	Total Percentage	55.460	31.150	14.330

The frequency distribution of country's hopes in Table IV.10.8 shows that tribals and non-tribals have equal hopes for the country (27.66 and 27.84 per cent) respectively, in frequency 0 to 30. The same is true in frequency 38 to 43, tribals scored (6.29 per cent) and non-tribals scored (6.0 per cent). But in frequency 31 to 37, non-tribals scored higher (25.33 per cent) than tribals (21.97 per cent). This distribution shows that even though both tribals and non-tribals have a certain amount of concern for their country. The non-tribals are slightly more concern^{-ed} than tribals, may be because non-tribals are very much aware of the position of the country whereas tribals are still ignorant to a certain extent.

With regards to sex, boys scored higher (27.49 per cent) in frequency 0 to 30 and in frequency 38 to 43 (7.67 per cent) than girls (20.99 per cent) and (5.67 per cent) respectively. While in frequency 31 to 37, girls scored higher than boys (16.33 and 14.82 per cent) respectively. This shows that boys scored slightly higher than girls in concern for country^{-s} hopes.

In socio-economic status, it was found that middle SES students scored highest in all frequency categories e.g. 0 to 30, 31 to 37 and 38 to 43, (29.83, 14.99 and 7.17 per cent) respectively. High SES students

3 scored (14.33, 10.0 and 3.82 per cent) respectively and low SES students scored (11.33, 6.16 and 3.34 per cent) respectively.

The middle SES students show^{-ed} higher concern score for country just as the same group of students showed higher concern for self. But here it was the high SES students who are more concerned for the country than low SES students. This may be because high SES students who are more involved in the country's affairs know more about it than the low SES students who have little or no idea about what is going on in the country, since they worry more for themselves and their future.

The rating for self, and country's fears was not done, since it was difficult to analyse negative scores in the computer. This is why the ladder ratings also was not done.

IV.27 DISCUSSION

In the study of the students of Meghalaya (Shillong) an insight into their state of mind is indicated. Almost all the students indicated a desire for political stability with efficient Government and no corruption, there was also a wide spread concern for a decent standard of living and employment. A fear of communism since communism is gradually creeping into the

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country. A concern for social justice since many people in India especially tribals feel that they are neglected and no opportunities are given to them. The rich have everything and the poor nothing at all. A similar pattern is reflected in fears for the nation, the students seem to be conscious of the political and government troubles, with political instability, the most mentioned fear for the country, and corruption, unemployment, ~~the~~ unlimited population growth, and lack of education and schools. Again several aspirations were also referred by some of the students, e.g., agricultural bounty, raising the standard of living through technological development and to provide themselves with better educational and health facilities.

The concern of this small sample of Indian people as compared to Cantrill's finding (1965) about the country's hopes and fears ^{of Indians} are slightly different. Since in the present sample it was clearly shown that Indians are very much conscious of their political situation. Cantrill concluded that aspirations for the nation are relatively at a low pitch, people are less worried about the nation's economic plight. But in the present sample the small group of tribal and non-tribal boys and girls show a great concern for the economic plight of their country. It was noted in the sample that where there is a high mention of

of economic concerns as a hope, there is also a high mention as a fear. With regard to some of the specific code items, there was generally little or no mention of the desire for wealth, or having own houses or land. Whereas for all the other code items, a few students mentioned their aspirations and fears, though the percentage was too low to be considered. The hopes and anxiety of the students in the sample are like the two sides of a coin, where there is one ^(hopes) there is also the other ^(fears). Aspirations of the students are more than fears.

It will be noted from the list of aspirations for self that the students in the sample show that the complex of interests revolving around self development, recognition of status, achievement of personal worth, good and congenial work, success in ones work, happy family life, ability and opportunity to serve others and the miscellaneous aspirations having to do with public service or with morality are the people's primary concern. Among the worries and fears mentioned it was found that the students' complex of concern revolves around fear for no self development, no recognition of status, no sense of personal worth, inadequate standard of living, poverty, want, hunger, poor job, unemployment, unhappy family life, war etc. Though some did mention about emotional instability, to be without character, ill-health, children's

welfare, political instability, economic instability, social injustice, moral or religious disintegration and threat and aggressions. The people of Meghalaya have recently experienced great suffering and instability because of the Chinese aggression, Pakistan aggression and other border troubles. This had made the people feel insecure and afraid. This country which possesses such an enormous potential for development, is simply inching forward at the present time. The cause for this situation of little progress would appear to be nothing more than the chronic poverty, and unlimited population in the country.

Yet we do find that the tribals in the new and independent state of Meghalaya, are seething with aspirations for themselves. Many students expressed a wide variety of hopes, topping the list was self development, in addition to the more usual concerns for a better standard of living, better jobs, better health, etc., many are conscious of the need for education and wiping off illiteracy. The small tribal community is painstakingly working to make their new state as good if not better than other states. The non-tribals too are greatly concerned about their self development and the country's progress. It was indicated that non-tribal girls have the highest score for self development (41.3 per cent) and

37 non-tribal boys the highest score for honest and just Government (27.3 per cent). The hope and fears for self and country expressed by tribals and non-tribals are of the same category, though they may differ slightly in percentage here and there.

Boys and girls likewise have enough concerns and aspirations for themselves and the country. The code items for hopes and fears for self and country were more or less on the same level, with only slight differences in percentages. The differences are relatively small and there is a basic similarity of outlook.

The personal hopes of the students are based on a sense of personal accomplishment. While the national hopes are based on a sense of national improvement and development. The personal fears are a source of anxiety about the future, and the national fears are based on a sense of not being able to do anything for the nation so far, but with a hope that things will look brighter if the fears and anxiety are wiped off. The personal fears result out of the feeling of insecurity that the people have, especially in times of trouble like now.

It is apparent from the analysis given that the students in the sample have wide-ranging hopes for self and country, with nine to ten different categories

expressed by at least 6 per cent out of 150 students. On the other hand fears for self and country too come side by side. They are self-consciously concerned with self-development, as well as economic development. So that they can raise their standard of living through technological development, and provide themselves with better education. They feel that they would have more chance for self development and more amenities of life which they know people in other countries enjoy.

Human beings desire for development in a direction, the desire to do something which will bring a sense of accomplishment as they experience the satisfaction of successfully handling new challenges. An individual wants to be valued by others, they need some anchoring points and certainties, some faith that will be a beaconing light to guide them during the inevitable frustrations and anxieties of life. Thus, as Cantrill puts it (1965, p. 15), "People do not react to their environment in any mechanistic way but transact with an environment in which they themselves are active agents."

If the young aspirants are given opportunities for development and to realise their dreams and desires, we are yet to hope for a better future and a better world. Young people whether they be tribal or non-tribal, are the same with the same dream and desire for themselves and

their country.

The investigator was not able to compare the findings with that of Cantrill's study, since there was not much statistical calculations done in Cantrill's study.

IV.28 ILLUSTRATION OF ANSWERS

The illustrations given below are some of the common answers of the students in the sample.

Self Hopes

1. My desire and dream for the future is to be an educated nurse. I know this is not a good profession for modern days. But I want to be Florence Nightingale in future and sacrifice myself for humanity.

2. I want to shine in my life. So I'd like to be a professor in order to be happy.

3. To be happy I'd like to have a healthy life to allow me to do every possible thing in life, because if we are unhealthy we cannot do so.

4. In order to be happy I want to be a good person although it is difficult, but at least I can help others.

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5. My dreams and desires for the happy future is to be in a good position so that I can support my family. I want to have a happy home and family, this will make me most happy.

6. My dreams and desires for the future to be happy is to become a teacher because in this way I can make others civilized.

7. I will be happy as long as I make others happy.

8. In order to be happy I want to make my parents, sisters and brothers and neighbours happy, to do them good as best as I could.

9. In order to be happy I want to serve my country, and help the people.

10. I want to stand on my own feet, earn my own living and be a master of myself.

11. In order to be happy I'd like to do something to relieve the sufferings of others this will give me personal satisfaction.

12. I would like the standard of living to improve so that I can have all the things I dream of.

13. I would ^{like} to have a good husband a happy home

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and a big family where we can spend our life together and share all our joys and sorrow with each other.

14. In order to be completely happy, I want to have some assistance financially for making a big school in a village where there are a lot of illiterate men, I'll make them literate and I will be happy.

15. If opportunity is given to me, I will never forget my hobby of painting, I will make a name for myself. I want to earn and give my parents a house of their own. After I have become great my mum and dad will be proud of me.

16. According to my wishes I don't like to have any wealth or be the Prime Minister. I simply like to be a social reformer. It is only in social welfare that a person gets the highest satisfaction and peace in this world.

17. In order to be happy I would like to be an I.A.S. for which I think myself quite confident. Though the job calls for immense responsibilities.

18. In order to be happy I would like to qualify myself in the best possible way and be sure of my attainments.

19. In order to be completely happy I'd like

to succeed in life. I would like to shine in life both as a student and also in the occupation I take up.

20. In order to be completely happy I would like to have a steady job with a neat income.

21. In order to be happy I would like to pass the I.A.S. examination and have a first class officer job waiting for me.

22. I want to get more education, and I will try to concentrate in my studies, and I will pass in all my examinations.

23. I want to have a steady job, not too big pay for it creates many worries and not too little for it results in miseries. I would also like to have a good wife and family.

Self Fears

1. My fear which can make my life unhappy will be in employment, whether I get a good job or not.

2. My fears and worries for India is the food problem, education and corruption.

3. I cannot be happy if peace and security cannot be secured.

3 4. If my hopes and interests will end in smoke
I will be very unhappy.

5. If I can't fulfil my ambition to be great,
then I will be most unhappy.

6. I will be unhappy when after completing my
degree course, I don't get a job, because my father is
going to retire and I am the only son, I will have to
look after my parents and sisters.

7. My worst fear is that I might not be able
to acquire vast knowledge.

8. I fear about not getting a good and well
paid job and marriage.

9. My fears and worries is if I could not
succeed and retain some power in my hand.

10. My fears are if I could not qualify myself
to be the best, and then I could not get employment.

11. My worst fears is if I become a flop in my
studies.

12. The things which will make me unhappy is
ill-health and poverty. I want to be healthy and strong.

13. My future will be unhappy if I will not get

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good marks in my degree examination. Then I cannot appear for competitive examination.

14. When I see a picture of war, I fear about the III World War.

15. In this modern times I always fear of war, as said by somebody, India will be a field of nuclear war, this is what I fear.

16. My fears for India is if the population keeps on increasing every year, it will suffer from starvation.

17. India will suffer if it is not self-sufficient and if the economic problem of the people is not solved.

18. My fears for my future are poverty and not being successful in life.

19. My fears for my future is to have an unhappy marriage and divorce.

20. It would really be a great disaster for me if I get a wife who knows nothing about household management.

21. My future fear is getting too many children that I might not be able to feed and look after them.

22. My future fear is about my children's future, will they be happy or unhappy.

Country's Hopes

1. India can be happy if she has good administration and when the needs of all the people are fulfilled.

2. India could be a happy land if only there is no discrimination among all the classes and if the poor are looked after.

3. Firstly, the ministers of India should be honest and efficient, they must love their country as their mother land.

4. My wishes and hopes for the future of our country is ^{to} maintain peace and be self-sufficient.

5. India will be happy if the Government can bring down the prices of commodities. This has affected the majority of the people.

6. Our mother-land can be happy if all people live a prosperous and peaceful life without starvation, war, flood and diseases.

7. My fears about India is lack of education, foreign attack and corruption.

8. India will be a happier land if we can check the population growth.

9. If we try to solve the population problem, food and unemployment, India will improve after ten years.

10. Indian Government should try to find out some means to abolish corruption if she wants prosperity and peace.

11. India to be bright in future must improve her social and economical condition.

12. India must step forward and cooperate with family planning association because today we suffer from over population, which caused all the troubles.

13. My wishes is to serve India as a social reformer, after ten years India will be a prosperous country.

14. I'd like to keep India to the topmost position, to become the best country in the whole world, after ten years it will attain the highest position.

15. If India could fulfil the 5 year plans, it can move fast with any other country in the world.

16. India in order to be a happy land must see that corruption is uprooted, and every man gets a job,

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then after ten years it would surely be better than the present.

17. India will be a happy land if it has a good number of well educated persons.

18. India would be a happy land if she is self-sufficient then there would be peace and tranquility internally and externally.

Country's Fears

1. India will be very unhappy if there is poverty, people will live in agony. India will not be happy if there is corruption.

2. India would never be happy as long as there is corruption, discrimination, violence, bribery, etc.

3. India will be unhappy if the ministers and businessmen remain busy with their personal interest and desire to be satisfied. India will be corrupted.

4. My fears and worries for our country's future lies in the economic condition. Due to weakness in economic condition India will not prosper.

5. India must stand in a better economic condition in order to be happy and prosper.

6. If India goes on as it is, there will be civil war in which millions of people will die of starvation.

7. India is a land of beggars with beggar Government with droughts and starving lands.

8. My fears and worries for India is the food problem, education and corruption.

9. India will be a miserable land if it is politically divided.

10. If we do not wash out ignorance, dishonesty and poverty and give importance to the villages also, then we will not be happy in future.

11. India will face a great problem after ten years, if agricultural output and employment won't be catered for.

12. Famine and starvation will make India unhappy in future.

13. The present picture of India does not hold any bright future, as the country is in the hands of corrupt people and black marketeer.

14. India in 10 years might be a country called the starving nation, suffering epidemics every year.

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15. India will be an unhappy land if we don't check the population growth. If this goes on it will turn out to be a land of beggars and starvation.

16. India would be an unhappy land if the price rise goes on and the unemployment problem is not solved.

17. India will be unhappy when the people will rise in revolution against the present structure of Government.

18. If Indira Gandhi falls, India will fall down under a weak leader we will certainly suffer.

SECTION E

FAMILY INFLUENCE AND n Ach.

C O N T E N T S

- IV.29 FAMILY INFLUENCE AND n Ach.
- IV.30 FAMILY INFLUENCE AND Fof
- IV.31 FAMILY INFLUENCE AND OCCUPATIONAL ASPIRATIONS
- IV.32 FAMILY INFLUENCE AND CONCERNS
- IV.33 DISCUSSIONS

TABLE IV.11.1.1

The Relation of Family Influence with n Ach., FoF, Occupational Aspirations and Concern

Family groups compared	n Ach.	FoF	Occupational Aspiration	Self Hopes Investigator	Country's Hopes Investigator
1 Means	10.200	3.900	26.200	5.500	6.800
Low Influence					
S.D.	7.941	6.557	5.051	4.249	3.553
Significant Level	.05*	.01**	.01**	.01**	.01**
2 Means	9.800	3.427	28.413	6.200	6.360
Average Influence					
S.D.	5.730	3.817	5.086	3.425	3.627
Significant Level	.01**	-	.05*	.01**	-
3 Means	11.514	3.686	28.329	5.600	6.276
High Influence					
S.D.	5.146	4.300	4.849	3.327	3.550
Significant Level	.01**	-	.01**	-	.01**
Groups 1&2 D.F.	83	83	83	83	83
t-value	0.198*	0.335**	1.294**	0.590**	0.361
Groups 2&3 D.F.	178	178	178	178	178
t-value	2.102**	0.417	0.555*	1.178**	0.155
Groups 1&3 D.F.	113	113	113	113	113
t-value	0.732**	0.143	1.633**	0.089	0.446

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IV.29 FAMILY INFLUENCE AND n Ach.

The sample for family influence consisted only of less than two hundred students. And the only statistical calculation done was to find out the means, S.D.'s and the significant level of FI, in relation to n Ach., fear of failure, occupational aspiration and concern (according to the investigator's measure).

From Table IV.11.1, it was shown that those families who have less influence over their children, ^{was} score/(10.20 per cent) in n Ach. Those families who have average influence over their children, the score was (9.80 per cent) and those families who have the greatest influence over their children, the score was (11.51 per cent). This indicates that when the family influence is strong the child is more achievement-oriented. Because if parents have control over their children they will take care to bring up the child in the proper way, which will effect his physical, mental and social development. Those families who have partial influence are neither here ~~not~~ there. They influence their children to a certain extent but may be not enough to help their children to be achievement-oriented. Apparently not enough incentives are given for their children/^{- 's}all round development, this may be the reason ^{of} why the score/~~their~~ children is lowest. But surprisingly enough those children whose family does

not and cannot influence them scored rather high in n Ach. This may indicate that these children who are left to themselves, learn fast how to take care of themselves. The home environment compels them to escape from the atmosphere of lowlessness and make themselves better disciplined and to prove that they are just as good if not better than others.

The differences between groups 1 & 2 was significant at .05 level, between groups 2 & 3 was found to be significant at .01 level, and between groups 1 & 3 the level of significance was .01 level. This means that the difference between groups 2 and 3, and groups 1 and 3 was highly significant. And between groups 1 and 2 the difference was of a lesser degree, though the significant difference was there.

IV.30 FAMILY INFLUENCE AND FOF

In fear of failure, it was found that (group 1) low family influence scored (3.90 per cent) average family influence (group 2) scored (3.42 per cent) and high family influence (group 3) scored (3.68 per cent). This result shows that it was the low family influence group who has the greater percentage of fear of failure than the high and average family influence groups. The obvious reason is that these students feel left out and without

enough parental care and guidance, there will be practically nobody to sympathise or tolerate them, so they are always afraid of making mistakes which will evoke the anger and dislike of others. The high family influenced group too have more fear than the middle family influence group. For the high family influence group the reason may be because of social acceptance. They are afraid to fail in case they are lowered in the eyes of their friends and acquaintances. Whereas the middle group have less fear of failure because they are more or less sure about what they want. They usually take moderate risks where the chances of failure at a task will be less.

The significance level between groups 1 & 2, was found to be .01, which shows that the difference is high. Between groups 2 & 3, even though the difference was noticed yet it has not reached significant level. And between groups 1 & 3, the difference have not reached the significant level. This shows that fear of failure of low influence family group was very high in comparison to the middle and high groups. The average and high family influence group have someone to answer to who cares whether they do well or not, so they will naturally have less fear since they know even if they fail they can get sympathy and consolation from their parents. Whereas the low family influence group have nobody to care for them

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or console them as such.

IV.31 FAMILY INFLUENCE AND OCCUPATIONAL ASPIRATIONS

Group 3 showed more aspiration for occupations (28.82 per cent) than group 2 (28.42 per cent) and group 1 (26.20 per cent). This indicates high family influence make a student aspire more for occupations than average and low influence. Parents' influence can help a child to plan ahead for his future vocation. They show the child the importance of knowing before hand what they would like to work at when they are in a position to earn their living. Average influence also helps a child to plan for his vocation to a certain extent. But low influence cannot help a child to plan much. Of course, planning for a future vocation is done mostly by the child himself and so obviously the child has not had much experience to know much about the various vocations. Therefore, since they feel that they can think over when the time comes, and since they do not get much guidance from home, their occupational aspirations are less.

The significant level of groups 1 & 2, was .01, which indicate a wide difference of aspirations between low and middle family influence groups. The relation between groups 2 & 3, was found significant at .05 level. This also shows that there was a sizeable difference

between average and high family influence groups. And between groups 1 & 3, the difference was found to be significant at .01 level, this also indicates the wide gap between the low and high family influence groups.

IV.32 FAMILY INFLUENCE AND CONCERNS

8 In the concern scale as measure by the investigator, the average influence family group scored higher (6.20 per cent) than the high group (5.60 per cent) and the low influenced family group (5.50 per cent). Apparently it was the students with average family influence who cares more about themselves and their future. Those students get average guidance no doubt, but they still feel unsure of themselves, they are concerned what happens to them in future. They want and aspire for a bright future and a good life, and knowing that these things cannot be had easily they show a great concern. Whereas the students whose family influence is high, tend to be deependent on their parents to choose their future for them. They know fully well that their parents care much for them, so this knowledge makes them less concerned about themselves, as parents are concerned for their well being. The family group which showed less influence have the least concern for self. They know that they only have themselves to satisfy so some of them couldn't care less, and those who care are the ones who aspires to be better

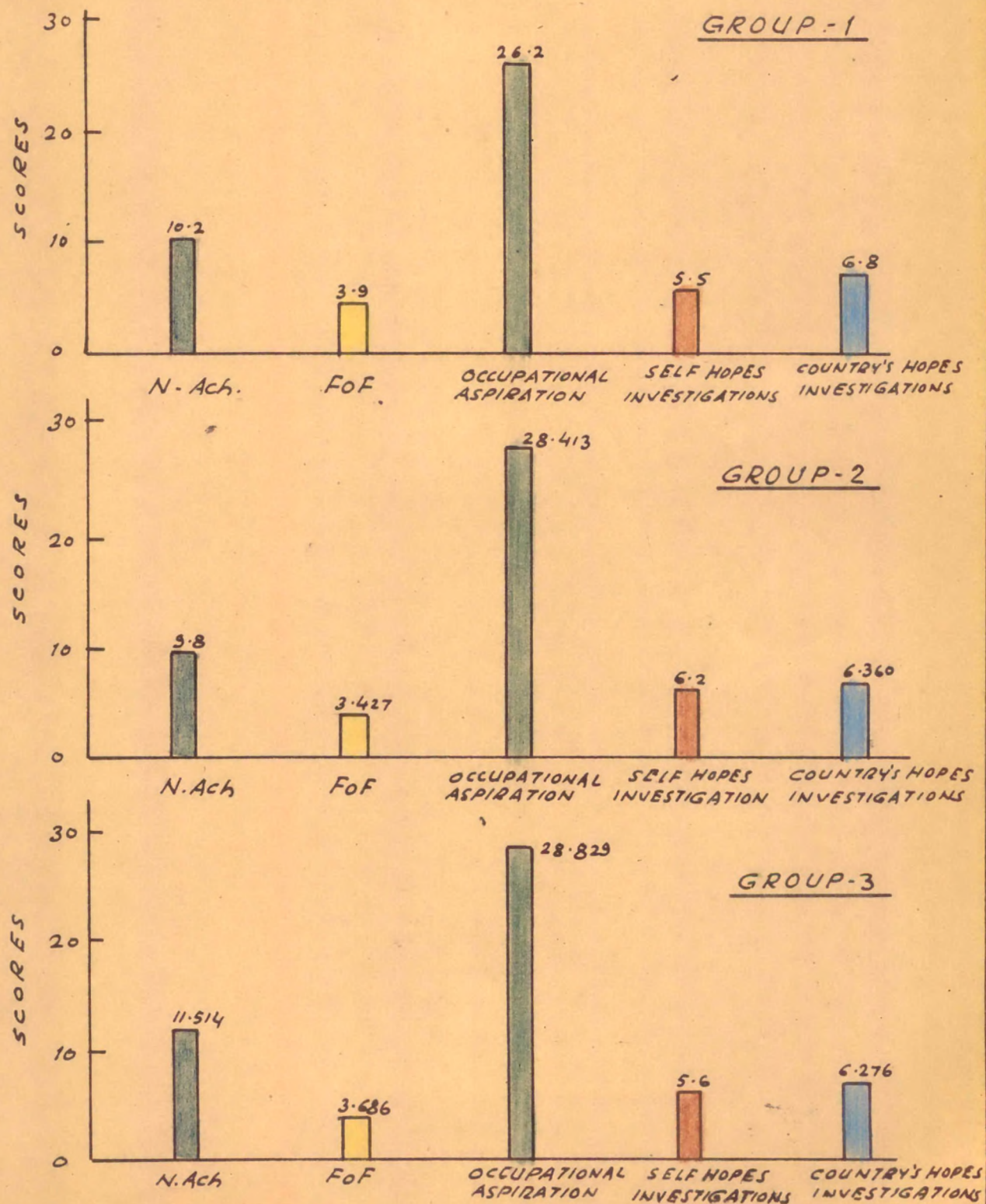
and live a more decent life.

However, in country's hopes, it was found that lesser influenced family groups have higher concern than the highly influenced family group. Group I scored (6.80 per cent) which is higher than group II (6.36 per cent) which is in turn higher than group III (6.27 per cent). This result indicates that those who have less family influence care much about the country's welfare and progress. They feel that if the country is prosperous and free from corruption and discrimination, they will have a better place in the world. They can share with others in all the opportunities and chances of life. The group of students where parental influence is highest, show to care less about the country's progress and development. This may be explained in this way, that these students who are much under parents care and shelter know little about the real world outside their homes. Their knowledge about the country's welfare is less and therefore they feel that there is nothing wrong with the world, everything seems good enough. Therefore, their aspirations for the country is lesser. It does not mean, though, that they have no concern. It is only that their concern is less than those middle and low family influence groups.

The significant difference of self hopes between family influence groups 1 & 2 was .01, and groups 2 & 3 was

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.01, which shows a wide difference of self hopes between high and middle and low and middle groups, but the difference between 1 & 3, or high and low was not significant which indicate that self hopes between high and low family influence group are more or less the same. The former group couldn't care less because of over protection, the latter couldn't care less because of not protection and encouragement.

In country's hopes the significant level was found between 1 & 2, and 1 & 3 to be .01. But no significant difference was found between groups 2 & 3. This indicates that hope for country between groups 1 & 2 was highly significant so also between groups 1 & 3. But between the average and high family influence groups the difference was slight. Low family influence groups have more concern for country's hopes than the high and average family influence groups.

IV.33 DISCUSSION

The influence of the family among tribal and non-tribal is quite different. In the Khasi tribal families owing to the matrilineal custom, more importance is given to the female children rather than the male child^{-ren.} The youngest daughter becomes the full fledged manager of her mother's property, other sisters also got some share in

the mother's property, while the boys are not supposed to get any such property. Tribal parents in general are very attached to their children, and the relationship between parents and children is more like a very trusted friend and confident rather than an over ruling authority. Much freedom of thought and action is given to the children, hence they learn responsibilities and become self confident at an earlier age than non-tribals. The relationship of non-tribal children to their parents is more of an authoritative figure than a friend. They grow to be more submissive and more dependent on parents, because of the stricter bringing up in the home environment.

Hence it is usually noticed that a tribal seems to be more confident of himself than non-tribals, he seems to be able to fight his own battles rather than a non-tribal. But a tribal is of a simpler nature than a non-tribal. A non-tribal becomes worldly wise sonner than a tribal. This is because of the opportunities that non-tribals have in living in a bigger environment, consisting of all kinds of people. Non-tribals are more able to steer themselves clear from troubles, while a tribal will often and easily land himself in trouble, because of ignorance. Tribals more often live and move only among their people, while non-tribals come across a variety of people which makes them aware of the different kinds of human nature and

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meet different kinds of experiences.

This is why it is important that a tribal should mix more freely with other non-tribals in order that they can come out of their ignorance of the ways of the world. A tribal may be living in a rose coloured world while the reality world is entirely different from what he thinks it is.

From the analysis of the relationship between family influence and Achievement, fear of failure, occupational aspirations and concern. It was indicated that high family influence make the children more achievement-oriented. This is because parents who care for their children sees to it that enough incentive is given to them to do well and excel in everything they do. But average family influence does not work well in stimulating a child to compete with excellence. The children tend to take things more lightly and not seriously, therefore, their achievement motivation is lesser even than those children whose family influence is very low. These latter group of children since they do not get much ~~asp~~ inspiration they do not expect and hope for it. They are on their own and so this act as an incentive for them to compete with excellence whenever they get a chance, in order to prove to themselves and to others that they are

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just as good.

The degree of fear of failure among the less influenced family group is more in comparison to the high and average family influence group. This indicates the fact that the lower family influence group, though their achievement motivation is higher than the average family influence group, they are more anxious about their achievements, they fear failure to a greater extent. The high family influence group also have more fear of failure than the average group. For them the reason of their anxiety lies in not being able to come up to their parents' expectation. Since they are highly influenced by their parents, their affiliation to parents is greater and so their action is mostly guided by their parents' motives. The average group again have less anxiety and hence less fear of failure because these children feel quite satisfied with the average restrictions and freedom they are enjoying. Whether they do well or not, they know that parents will accept it as inevitable and they can attempt again, if things go wrong without much trouble. Their anxiety is less which makes fear less in them.

In occupational aspirations, the result is slightly different, in that the higher the family influence the higher the aspirations. Parents know to a certain extent what their children are capable of doing.

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Hence, they are in a position to counsel them in their occupational aspirations. And children needs guidance to decide about their future vocation in life. So the higher the family influence the higher the aspiration for occupation.

The average family influence group have higher self hopes than high and low ^{groups.} These group of students feel that they must come up to a certain standard and by making themselves better they will get more appreciation and recognition. The high influence group have slightly less aspirations than the average, since these groups too are expected by their parents to reach a certain standard, to occupy certain positions in life; whereas the low family influence group have less self hope, since they know they have less chances as they have none to guide them and lead them. But these groups are higher in country's hopes, because it is the country which can provide them with chances and opportunities. If the country is prosperous, they ^{too} will prosper and develop.

The average and high family influence groups also have more or less equal hopes for their country though the former is slightly higher. In fact among the three group the difference is very little which goes to

show that regardless of family influence hopes for the country are equal.

The results point out not only to the extreme importance of home environment and family influence, but also to the importance of social environment. Bringing up should go hand in hand with counselling starting from the nearest environment, home, to the wider society.

McClelland, Atkinson and others (1953) suggested that the origins of achievement motivation would lie in the stress placed on the training for independence in the culture or family in which the child was brought up. It was assumed that n Achievement scores shown by children would reflect the degrees in which parents demand their children to behave independently.

Japanese parents believe that a good higher school education will promise a prospective good position. Education is a kind of investment. It is assumed that these parents' attitudes would be strongly reflected in their children's high n Achievement scores.

Children often identify themselves with their parents. If parents are hardworking and successful, they will wish to be like their parents and thus acquire high n Achievement.

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Argyle and Robinson (1962) in their study of 'Two Origins of Achievement Motivation' found that parental achievement has a generally positive relation with achievement motivation. They concluded that achievement motivation was correlated with reported strength of parental achievement demands. The fear of failure component also correlated with reported super-ego demands for achievement.