

P R E F A C E

Motivation has been of interest to parents and teachers since the beginning of time. But only in recent years have research and conceptual developments in the area begun to approach a level and type particularly appropriate for teachers and educators. Motivation is a basic aspect of human existence, it holds the key to many of our concerns. It can help to stimulate man to move in the direction of cleaning up his environment - of pettiness, corruption, selfishness and other complexes, as well as stopping war with his fellowmen.

The present research deals with the study of the achievement motive, fear of failure, concerns, occupational aspirations and family influence of the tribal and non-tribal students in Meghalaya (Shillong).

Most of the tribals in Meghalaya are known as the scheduled tribes, though there are some other backward classes too. The 'Khasi' tribals of Meghalaya are cheerful in disposition and light hearted by nature, and unlike the people from the plains - (non-tribals), they are certainly more industrious and generally good tempered, though occasionally prone to sudden outbursts accompanied by violence. The Khasis are devoted to their children. They are fond of music, singing and dancing.

The Khasis, when reckoning descent, count from the mother only. Since their custom is matrilineal. This may, perhaps, be the root cause why the Khasi women-folk are more enterprising and outstanding than the men-folk. However, Shillong being a cosmopolitan town, one finds all kinds of people. The free mixing of the tribals and non-tribals can have its own characteristic influence on the attitudes of the natives of Meghalaya. This observation has prompted me to take up the study, in order to find out and try to solve the many developmental problems of the tribals.

I have worked intensively on this piece of research for a period of two years. It is a matter of profound satisfaction for me that my strenuous and unceasing effort today culminates in the form of a thesis.

The completion of the present research would not have been achieved, unless a number of people have rendered their help willingly. My sincere thanks is due to Dr. M. B. Buch (Head of the Centre of Advanced Study in Education, Baroda), who was responsible for initiating and guiding my interest in the field of research, particularly in this area, when I first joined the Centre as a teacher-fellow.

In preparing this research, I have received precious guidance and gracious assistance from my guide - Dr. D. B. Desai (Professor, Faculty of Education and

Psychology, The M.S.University of Baroda, Baroda). I have also received the full benefit of my guide's extensive and thorough knowledge about achievement motivation. Therefore, I acknowledge with gratitude the great debt of my guide's sustained interest and guidance in my work.

Further, the consistent encouragement and sacrifices of my parents and family members have constantly helped me to remain on the proper track, with enthusiasm and zeal. My heartfelt gratitudes for them are beyond expression.

I am also obliged to the Principals and students of the colleges in Shillong, who had contributed tremendously in completing the data for this research, and showed utmost co-operation and adjustment.

My heartfelt gratitude is also directed to all my colleagues and friends who have helped and co-operated with me directly and indirectly. Finally, my thanks also goes to Mr. P.B.Parikh who typed this thesis very patiently and neatly and made it presentable.

KERMA SARAH LYNGDOH