Motivation has come to be regarded as one of the major domains of psychology and education. It constitutes an integral part of the scientific endeavour to interpret human and infrahuman behaviour. Motivation is a fundamental part of the psychologists efforts to achieve a valid psychology of social behaviour of all forms. Dutt and Subhrawal (1973) states "Even at the risk of repeating a platitude, it must be said that the present century has rightly been called, "the century of motivation, whether in education or in industry, in general learning or in doing a sophisticated job 'motivation' confronts everyone interested in studying achievement vis-a-vis the degree of excellence involved there in."

The term 'achievement motivation' was first introduced by McClelland (1953). He said that achievement motivation can be designated as a need or desire to excel in a wide variety of situation. When the motive is aroused, it is expressed in driving energy directed toward attaining excellence, getting ahead, improving our previous work, doing things better, faster, which require ingenuity and persistence. People with high achievement motivation generally are self-confident individuals who function best in situations where they assume personal responsibilities, and can control what happened to them.

A motive has been defined by Murray (1938) as "The desire or tendency to do things as rapidly and independently as
possible to overcome and attain a high standard to excel one's own self, to rival and surpass others to increase self-regard by successful exercise of talent."

Achievement motive is defined as a disposition to strive for success / or the capacity to experience pleasure contingent upon success (Atkinson, 1957). It involves a concern for competition with some standard of excellence.

The formulation of achievement motive construct derives primarily from the work and theory of Murray (1938). Achievement motivation has been reported to as the need for achievement (and abbreviated nAch), since the beginning of its systematic study (McClelland, Clark, Rqby and Atkinson, 1949). Every one has a need for achievement (or competence) in some area or other, but this need is stronger and deeper in some people than other who are competitors (McClelland, 1961 and Atkinson, 1964).

Early studies of achievement motivation show or revealed that highly motivated subjects those who received high TAT scores on need for achievement performed better on such tasks as anagram, puzzles and addition problems than did low scorers on the TAT achievement measure. The high scorer who persisted longer at difficult tasks were more likely than low scorers to recall interrupted tasks (indicating a continuing desire to complete the tasks successfully) and choose "expert work partner," more often than 'friendly' ones (because the
experts were more likely to contribute to success).

Atkinson's theory of achievement motivation grows out of research initiated by McClelland and his coworkers in 1948, on the development of measures of human motives. The research grew out of the earlier effort by Murray (1936) dealing with the development of the Thematic Apperception Test (TAT). Much of the early research dealt with the need for achievement and is summarized in 'The Achievement Motive' (McClelland, Atkinson, Clark and Lowell, 1953).

McClelland and Coworkers believed that our fantasies often reveal motivational basis of our action. He attempts to make use of the fantasies to explore and measure achievement motivation. He tried to collect information on the strength of their subject's achievement motives, and his associates had tell them a little story about each of the pictures they were shown. Those subjects whose stories tended to emphasize success were classified as having strong achievement motives. Presumably the need or desire to achieve contributed to their actual achievement (McClelland, 1955).

Males or females, young or old, rich or poor, bright or not so bright, all of us want in some way to experience success and avoid failure. Whether in a classroom or in athletic field, or in the business world, or elsewhere, we are often motivated to behave as we do to achieve what we regard as success or to avoid shame, ridicule deprivation, the lowering of our self esteem or some other aversive concomitant
or failure. As Atkinson points out for some people in some situations the hope of avoiding failure might be an even more potent motive than that of positive achievement. Sears (1940) found that students working under the success condition (even those with a previous record of failure tended to set further goals that were realistic and slightly higher than their previous level of achievement). But those who had worked under the failure condition (including those with a previous record of success) tended to set goals that were either unrealistically high or unrealistically low.

All infants are dependent, as the child matures, his independence striving increase. Observers have often been impressed with what White (1960) calls the effective motive—the child's need to have an effect upon his environment. Hence the child develops cognitive abilities, and develops a sense of effectiveness a sense of competence through increasingly successful interaction with his environment.

Early child rearing practices exert the most influence upon the acquisition of achievement motivation (McClelland, 1967; Sears, Maccoby and Lewin, 1957 and Winterbottom 1958). McClelland (1951) presented assignments to support that motives have their origin in early childhood experience especially between the age of 5 and 9 years for two reasons. Firstly, association found during childhood are likely to be stronger and enduring during childhood and as they occur first
they are likely to shape later learning and secondly that acquired motives develop out of their close association with the reduction in primary drives like hunger, thirst or other physical discomforts. Much of this motivation appears to be related to parental expectation (Moss and Kagan 1961) in the United States and other countries, the role of mother is especially important in early years. Too much pressure however, or too much perceived pressure may result in low achievement motivation (Kolesnik, 1923).

There are certain socio-economic variables which influence the acquisition of achievement motive indirectly rather than directly. They exert their influence upon the psychological bureaucracy and acceptance in the motive and in turn influence achievement motive. Among these the important ones are religion, socio-economic status, race, caste, family size, family system, family occupation, birth order, mother's age and separation of the child from the parents etc.

Apart from the role of socializing agencies and different cultures, today much research has been initiated into finding out the stable psychological determinants of nAch. One such important variable which has a common variance with patterns of socializing process and also resultant personality development is the factor of sex role orientation. The different sex role patterns may have important bearing on differences in the development of nAch.
Learning to be a psychological male or female is one of the earliest and most pervasive task imposed upon the individual by his culture. Through the process of sex-role typing, children acquire the values, motives and behaviours appropriate to either male or female in a specific culture. As children grow older sex differences becomes even more pervasive. Males grew more competitive and co-operative and motivated towards achievement and power, while female become more co-operative and motivated towards affiliation and dependency (Oetzel, 1966).

Studies of other researches have shown that trait associated with masculine personality are independence, assertive, aggression, power, smartness, rationality, stability and intelligence while feminine traits like elegance, attractiveness, sociability, warmth, submission and peacefulness (Sharma, 1979).

The evidence by and large indicate that the subjects who score higher on androgyny and masculinity will have high achievement as compared to who are high in feminine traits, irrespective of biological gender (Ho, Robert and Robert 1980; Ziegler et al. 1984; Nye 1986 and Gaeddert, 1985).

Males and females in our society are basically different with respect to level of achievement motivation. Maccoby and Jacklin (1974) regards the idea that "Girls lack
motivation to achieve" as one of several myths about sex differences. Several investigators here and now show that masculinity and androgyny are positively related to need achievement. So androgynous and masculine are more achievement oriented than feminine subjects.

Another variable which has an important bearing on achievement striving is locus of control in terms of internality and externality. Locus of control refers to whatever an individual perceives outcomes as contingent upon his / her own behaviour (internal control) or upon the agency of luck, powerful others or other uncontrollable factors (external control).

Internals are more achievement striving than externals. High achievement has been shown to be related to internality (Traub, 1962; Nowicks and Roundtree, 1971; Ramanaiah, 1975; WuWu Tein 1975; Bar-Tal and BarZohar 1977; Bettis, 1978; Raja Mohan, 1978; Margrain Gilmar and Reind, 1978 and Faustman and Mathews, 1980).

Best (1975) Trice (1980) and Aston (1984) found that externality was positively related to extrinsic motivation while internality was related to intrinsic need achievement.

Molly (1986) found that internal control was significantly related to achievement irrespective of biological gender. On the other hand some studies have failed to attain any relationship between the two (Yoch and Nowicki,
1977 and Brown 1980).

Bassall and Synder (1988) and Corry (1988) found that there is a significant relationship between locus of control and achievement motivation.

When the nAch scores are split in the form of I-nAch and E-nAch then the locus of control in terms of internal and external may be related to I-nAch and E-nAch respectively. Risk taking might be an important determi...

These studies indicate that there is a positive relationship between risk taking tendency and achievement motivation.

Similarly vocational maturity might be an important factor in need achievement. It seems very plausible that one chooses his occupation according to his abilities, interests and personality traits (Mehta, 1987). On the basis of the study of Mehta (1987) it may be inferred that success in occupation depends in larger measures to one's vocational maturity which in turn might be significantly related with need achievement. In this regard very few attempts have been made to explore the relationship of nAch and vocational maturity with the exception of the study of Miller (1974) on Western sample. Miller (1974) found that there is a positive relationship between nAch and vocational maturity.

The value structure of the individual might play an important role in the endeavor of achievement of the individual hence the two might be related. The term 'Value' may refer to interests, pleasures, likes, preference, duties, moral obligations, desires and many other modalities of selective orientation (Pepper 1958). Though scant evidence in
this regard is available e.g. Clair and Bay (1979) have reported that adolescent females who are high in ego identity have high interest in religious and political values. In a study Jerath (1981) investigated that economic value is significantly related with nAch and religious and economic values are significantly related with E-nAch oriented persons.

On the basis of above discussion it can be safely deduced that correlates / determinants of achievement motivation are multifarious and many. Some of the studies have shown (Klinger and McNeill 1969 and Klinger, 1971) that these factors are not related to nAch. And mostly nAch is understood in terms of E-nAch (Jerath, 1981). Keeping this in view Jerath (1981) made a plausible split of the component of nAch in two i.e., I-nAch and E-nAch.

If the entire process of achievement in the person's life is to be slightly understood in that case it can be traced backward in time that each successful individual in the past has been pursuing a particular line of interest in consonance with his ability to achieve with standards of excellence.

These interests may be classified as fine arts, literacy, science, medicine, technical, craft, outdoor activity, sports, agriculture and household activities according to Chatterji (1960). The above mentioned areas of interest have been included in Chatterji's non-Language
Preference Record. Kuder Preference Record also measures ten dimensions the nature of which are fairly obvious from their titles; Outdoor, mechanical, computational, scientific persuasive, artistic, literacy, musical, social service and clerical. Both these tests (Chatterji's Non-Language Preference Record and Kuder Preference Record) are ipsative in nature i.e., a high score on one set of interests can be earned only at the expense of gaining low scores on another set.

Apart from these psychological variables (Sex-role orientation, locus of control, risk-taking tendency, vocational maturity and values), interest might be closely related with achievement motivation of the individual or persons who are toeing or pursuing particular line of interest, needs high degree of persistence and n-Ach to attain the goal (in other words individuals who have high nAch should be high at the same time on specific kind of interests) in that area where he excells. Ss higher in I-nAch and E-nAch may be having different patterns of interests to pursue their goal. For pursuing an interest one requires motivation to achieve. In this field no attempts have been made to study the relationship of interest with nAch.

Pinpointingly, the results of some studies suggest that high in nAch score reflects extrinsic motivation, instead of or in addition to achievement as Mischel and Gilligan (1964) report that the high nAch group tended to falsify their scores
when they were not being observed. Klinger (1971) considers this as evidence that high nAch scores were extremely concerned with appearance, that is, with others assessment of their performance (Cf. Klinger and McNeilly, 1969), apart from being concerned with accomplishment for its own sake. The implication that the nAch score reflects both intrinsic and extrinsic concerns over achievement is obvious.

However, Smith's (1966) submission that the nAch score may be reflecting extrinsic motivation, instead of, or in addition to achievement motivation, suggests a perusal of the nAch scoring categories for the presence of any such extrinsic concerns and their subsequent separation from the intrinsic achievement.

And finally in the fantasy measure Jerath (1981) successfully splitted the composite measure of nAch into E-nAch and I-nAch and justified the split through factor analysis, inter battery and extention analysis (a) Intrinsic Motivation— I-nAch concerns over standard of excellence or doing something well for its own sake i.e. to attain an inner feeling or perusal accomplishment without regard to other benefits (b) Extrinsic Motivation— E-nAch concerns over success in competition with others involving social competition and social recognition. Jerath (1981) has argued strongly that the inconsistent relationship of nAch with other variables might be due to the usage of composite measures of nAch hence the E-nAch and I-nAch. These above
mentioned studies have been done on Western Society or Urban Society and only very few attempts have been done on rural or tribal population. The present study aims to study both tribal and non-tribal population.

One of the important challenges which the society and Government had to face after the independence was the upliftment of the weaker sections of the society, specially the scheduled tribes. The down trodden sections of the society which had so far been neglected and exploited by the socially and economically better off, had now to be given the top most priority to join the mainstream of the national life.

By the schedule of the President of India the word 'tribe' represents artisans, nomads, pastoralists, food gatherers and hunters. But all these horizontal categories are fast changing, meaning thereby that the artisans are taking up agriculture, nomads have settled down, agriculturists are becoming industrial labourers and so on. The tribals constitutes 6.92% of the total population of India and may be divided into five principle groups, namely the north-east region, Sub Himalayan region, Central, East India and Western region.

A tribe is marked by its primitiveness and backwardness. For centuries they have been living in isolation. Due to this isolation they are unique in a number of socio-cultural aspects, ways of life, emotional responses and aptitude patterns. Aside from distinct socio-cultural characteristics and changes, the tribal population belongs to
various stages of cultural development. The first category is that of the purest of the pure tribal groups comprising about two to three million persons. The second class has been experiencing contact with the plains and consequently has been undergoing change. The tribal belonging to category three constitute the largest section of the total tribal population, about four fifth of it, they are in a peculiar state of transition. They have been appreciably affected by external contacts. They have been subjected to missionary influences, especially during the British period under the impact of new economic and new politico administrative measures.

H.B. Hoffman in his Encyclopaedia Mundarica write that the tribals are the descendants of the soil and are in possession of a land system, based on undesirable, ethical principle and most rationally regulated down to the minutest details."

River (1976) defined tribe as a social group of a simple kind, the members speak of common dialect, have single government, and act together for such common purposes as welfare. A tribe is generally defined by Vidyarathi (1986) as "A social group, usually with a definite area of living, dialect, cultural homogentic and unifying."

Tribals are educationally quite backward as compared to non-tribals. Prior to 1950 the Government of India had no direct programme for the education of tribals. But now the
education of scheduled tribe has become a special responsibility of Central as well State Government. The concern for tribal developments, therefore, appears to be oriented towards bridging the gap between the tribals and non-tribals, so that the latter can become partners in the new productive processes and development programmes. This obviously means that the income level of the tribals must increase (Vidyarathi, 1986).

Hence the half of the present sample has been selected from this population. In the light of the results of the present study new strategies may be developed to bring the tribals at par with others so that the tribals also joins the main stream of national life.

Keeping these variables (sex-role orientation, locus of control, risk taking tendency, vocational maturity, values and interests) in view, the present study aims at investigating their relationship (through factor analysis) and predictive value (through regression analysis), with respect to need achievement and its components i.e. intrinsic need achievement and extrinsic need achievement at college level in tribal and non-tribal students of both sexes.

In the following chapter an attempt shall be made to present a conceptual framework on each variable alongwith a review of its relationship with achievement motivation and its components i.e., I-nAch and E-nAch.