CHAPTER III
AIMS AND HYPOTHESES

The main aim of the present investigation is to see whether the components of nAch i.e., I-nAch and E-nAch have separate correlates or not (a) I-nAch means that it concerns over standard of excellence on doing something well for its own sake i.e., to attain an inner feeling of personal accomplishment without regard to other benefits (b) E-nAch means that it concerns over success in competition with others involving social competition and social recognition (Jerath, 1981). When correlated with a number of other variables, these components (I-nAch and E-nAch) have been found to have entirely different correlates (Mischel and Gilligan 1964; Smith, 1966; Klinger and McNeilly, 1969 and Klinger 1971). Keeping the inconsistencies view, Jerath (1981) successfully splitted the composite nAch some into I-nAch and E-nAch.

Another aim of the present study is to find out the relation between need achievement and its components (I-nAch and E-nAch) with sex-role orientation (masculinity and femininity), locus of control, risk taking tendency, vocational maturity, values (theoretical, economic, aesthetic, social, political and religious) and interests (fine arts, literacy, science, medical, agriculture, technical, crafts, outdoor activities, sports and household activities) of tribal and
non-tribal students of both sexes.

Today, there is a growing emphasis on tribal development by the Govt. of India to bring them into mainstream of the national life–hence half of the sample of 100 males and 100 females college subjects have been selected from this population. The present study may suggest some ways through which their level of motivation could be raised so that they are able to achieve as much as they should.

**Hypotheses:**

To form the basis of hypotheses a brief review of researches shall be given, which have already been discussed in the last chapter in review of literature on nAch and (I-nAch and E-nAch), sex role orientation, locus of control, risk taking tendency, vocational maturity, values and interests.

**Sex-role Orientation and Achievement Motivation:**

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. One factor which may explain achievement difference is sex-role orientation. 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. Studies in this field indicate that masculinity and androgyny have emerged as important predictors of achievement motivation (Crandall and Robson 1960, Bem 1974, 1975, 1976 and Robert, 1980).

Deci et al. (1981) investigated that a significant main effect in which competition decreased intrinsic motivation, particularly in females. Ziegler et al. (1984) studied that subject found to be masculine and androgynous as compared to feminine scored higher on achievement motivation. Nye (1986) investigated that masculinity and androgyny have positive relationship with nAch.

On the basis of these studies it may be inferred that it is not the sex but the sex-role orientation is an important determinants of nAch regardless of the biological gender." For the present study it may be hypothesized that masculinity and androgyny may be significantly related with nAch irrespective of gender and tribal & non-tribal populations.

Locus of Control and Achievement Motivation:

Locus of control is an important factor which affect achievement motivation. In their study Bedeian and Hydes, (1977), Bosworth and Michael (1983) Ahmed (1985) and Brog (1986) found that tendency for need achievement increased as feeling of external control decreased or subjects who are more in internal control were higher in need achievement as compared to
external controlled subjects irrespective of the biological gender.

Best (1975), Trice (1980) and Aston (1984) found that externality was positively related to extrinsic motivation while internal locus of control was related to intrinsic need achievement.

"On the basis of review of studies (Best, 1975; Trice, 1980; Bosworth and Michael, 1983; Aston, 1984; Ahmed, 1985 and Brog, 1986; Basgall and Snyder, 1988 & Corry 1988) it is hypothesized that internality may be significantly related to I-nAch and externality to E-nAch irrespective of biological genders."

**Risk Taking Tendency and Achievement Motivation:**

High risk-taking people are more achievement oriented than low risk taking persons. Studies in risk taking indicate that it is one of the important predictor of achievement motivation (Atkinson, 1958; Atkinson, Bartian, Earl and Litwin, 1962; Atkinson and Litwin, 1962; McClelland, 1971 and Papica, 1981).

Boys who were highly motivated and high achievers have demonstrated a moderate risk preference pattern in which uncertainty was viewed positively (McClelland 1971). Poor achievers were found to exhibit either a "high risk" pattern or "low risk" patterns. Persons high on achievement motivation
tend to be high risk takers (McClelland and Watson, 1973; Michael and McDavid, 1972). Hence it follows that there may be a positive relationship between risk-taking and competitiveness. That is competition prone persons are likely to take greatest risk in their decision making.

Individual high in need achievement prefers task of intermediate difficulty while the low motive groups tend to select task which are relatively easy or relatively difficult (Atkinson, 1964 and Ahmed 1985) investigated that there is a positive relationship between nAch, internal locus of control and risk-taking tendency.

"On the basis of review of studies it may be hypothesized that there might be a positive relationship between risk-taking tendency and achievement motivation of college students."

**Vocational Maturity and Achievement Motivation:**

In the present decade the role of vocational maturity has acquired an immense psychological importance in the life of an individual.

Ziller (1957) regarded occupational choice as a decision making situation in which risk plays an major role, and therefore, individual's risk taking tendencies determine, in part occupational choice. Sinha and Shanker (1970) comparing vocational choices among tribal and non-tribal
college and university students concluded that "backwardness, race and low educational level lead tribals to chose those occupation which requires economic gain, responsibility and which are satisfier of immediate needs, on the other hand, better educational background and high educational level makes the non-tribal subject to prefer occupations which require more responsibility, power and authority. Similarly Geist and Gulati (1970) comparing the vocational interests in India and the United States found that strong interest in India were for those occupations which were prestigious and reflecting the various governmental plans and growing economy. Contrarily low interests were for those occupation which were in general non-prestigious and had little financial return.

Sinha, Krishna and Ansari (1971) found that college students showed preference for such occupations which involve greater risk but higher income prospect studies have shown that males and females differ significantly with regard to their vocational interest. Boys were found to like more adventures and active job than the girls (Yum, 1942 and Strong, 1948).

Miller (1974) found that achievement motivation was positively associated with vocational maturity. McCutire, Drammond and Ryan (1978) found that internally oriented students were higher in vocational maturity than the externally oriented students. Omvig and Thomas (1977) and Westbrook (1984) found that females in high school score higher than males on career maturity.
"It may be hypothesized that vocational maturity may be significantly related to achievement motivation in college students irrespective of biological gender."

**Values and Achievement Motivation:**

Very few attempts have been made to study the relationship of nAch and its components i.e., I-nAch and E-nAch with values in non-tribal and tribal students of both sexes.

Girijesh (1978) investigated that S's who have theoretical values were highly motivated toward achievement. In his study Jerath (1981) investigated that economic value is significantly related with nAch and religious and economic values are significantly related with extrinsic need achievement.

From the different orientations in values as emphasized through varied theoretical formulation it may be hypothesized that there might be a significant relationship between aesthetic and theoretical values with intrinsic need achievement and between religious, political, economic and social values with extrinsic need achievement.

**Interest and Achievement Motivation:**

Subjects higher in intrinsic need achievement (I-nAch) and extrinsic need achievement (E-nAch) may be having different pattern of interests to pursue their goal. For pursuing an interest one requires motivation to achieve. In this regard,
no attempt seems to have been made to study its relationship with need achievement. There are areas of interest in which a person tries to accomplish by working alone and in other where a person comes into contact with others.

Vijaya (1984) attempted to study the vocational interest of students and found that students belonging to science group show their interest in technical and scientific vocations whereas arts students in artistic and literary vocation.

Hence the expectation may follow that E-nAch may be related with outdoor interest activities and I-nAch with indoor activities.