CHAPTER V

THE RESUME

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CHAPTER V

THE RESUME

This chapter on resume deals with Summary, conclusions, recommendations and follow-up studies. Briefly, each one of them has been presented as under:

5.00 **SUMMARY**

5.01 **Introduction:**


Sigmund Freud and Henry A. Murray were the pioneers who initiated and developed the studies on motivation. Henry A. Murray and his colleagues (1930) at the Harvard Psychological Clinic invented a technique for assessing motivation which concretised the rich insight of Freud that human motives are most clearly expressed in free associative thought.

The concept of motivation was introduced in the form of instincts (McDougall, 1921). Instincts soon gave way to learning (Lyle E. Bourne Jr. and Bruce M. Erikstrand). Later on drive became the central motivational force (Freud).
The theory of achievement motivation was developed by McClelland and his associates (1953, 1961). McClelland (1953) believed that our fantasies often reveal the motivational basis of our actions. He attempted to make use of the fantasies to explore and measure achievement motivation. He used TAT pictures to collect information on the fantasies of the subject. The researches conducted by McClelland and his associates (1953, 1961) threw new light on human behaviour and continual strivings towards perfection.

Along with the achievement, the significance of approval, affiliation constituted essential need motivations which accounted for most of our behavioural dynamics.

A review of relevant literature on need motivation reveal that McClelland (1953-1961), Atkinson (1954), Shipley and Veroff (1952), Vroom (1964) have made significant contributions to the study of achievement motivation. Sinha (1968), Choube (1974), Dave and Krishnamurthy (1973), Gokulnathan and Mehta (1972), Desai and Tripathi (1972) have conducted studies on achievement motivation.

Tripathi and Tripathi (1981) conducted significant studies on Approval motives. Franks David et al (1976) demonstrated the interaction dimensions of self
esteem on social approval on school and college students. Tripathi and Tripathi, Crowne and Marlowe, Rosenfield (1967), Allaman et al (1972), Crowne and Strickland (1961) studied various aspects of approval motive.


A critical review of relevant literature reveals an insufficient, inadequate and insignificant literature on various need motivations under study. Perhaps the present study would not only bridge the existing gap; but would advance the existing body of knowledge.

Since very few studies on the need motivations of student leaders in college unions have engaged the attention of researchers, the present study becomes very significant. The non-existence of literature on various important need motivations, particularly on student leaders, has created a serious gap in the existing literature on need motivations which can be adequately bridged to a large extent by the present study. Considering the problems encountered by the administrative and academic authorities, the difficulties experienced by parents in particular and
members of the society at large, the present study is of paramount importance if viewed from the points of arriving at relevant solutions to elusive and evasive problems. The results obtained from the present study will enhance the existing body of knowledge on motivations in general and need motivations in particular. Studies on the four need motivations would provide an insight to not only to the student leaders themselves for diagnosing their own strength and limitations on the way to progress, but would also suggest remedial measures to meet various problems of adolescent student leaders. Proper understanding of motivational pattern of the student leaders would help all concerned to probe into their problems scientifically; thereby making guidance and counselling to them more materialistic one.

5.02 Hypotheses:

In order to make the present study more vivid and meaningful, the following hypotheses have been formulated.

I. Correlational Hypotheses:

$H_1$: "The relationship between affiliation and $n$ power of the student leaders would be significantly positive whereas the relation that exists between:
(i) achievement and approval,
(ii) achievement and affiliation,
(iii) achievement and power,
(iv) approval and affiliation,
(v) approval and power
would be insignificant".

H₂: "There exists a significant positive relationship between the scores on power and authoritarianism whereas the relationship of the latter with achievement, approval, and affiliation would be insignificant and negative".

II. Interactional Hypotheses

The rationale for the inclusion of the four independent variables for the study of interactional effect presented as under, has been based on their perceived significant effect on the dependent variables under-study. In the opinion of the two judges, the following four independent variables alone may contribute most. Hence ignoring others, the following four have been taken up for the present study in formulating the interactional hypotheses.

The four independent variables are:

1. Membership variation categories (4):
   (President, Vice President, Secretary and Joint Secretary)

2. Sex variations (2):
   (Male and Female)
3. **Territorial variations (2):** (Rural and Urban)

4. **Home background (3):** (Educational status, Income level, and Socio-economic status).

ANOVA for each of the five dependent variables have been computed with a view to know the interactional effect of each one of the independent variables on each of the five dependent variables.

**B Interactional Hypotheses: (H₃ to H₁₇):**

**H₃:** "Sex would have relatively the most significant effect on n Achievement whereas variations due to membership categories and SES would have relatively less significant effect".

**H₄:** "Sex would have the most significant effect on n Approval whereas the effect of membership category would be relatively least significant, however, the significant effect of SES would lie in between these two extremes.

**H₅:** "SES would contribute highly significant effect to n Affiliation whereas moderate degree of significant effect would be observed in case of membership category".

**H₆:** "Membership category would show the most significant effect on n Power whereas SES would have a moderate degree of significant effect".
H₇: "SES and Sex would have the most significant effects whereas membership category would show relatively moderate degree of significant effect on authoritarianism".

C: Differential Hypotheses (H₈ to H₁₇):

H₈: "The male student leaders would significantly excel the females in n affiliation, n power and authoritarianism whereas the female student leaders would show significantly higher scores in n achievement and n approval".

H₉: "Student leaders who are higher in the membership category hierarchy would show significantly higher mean in n power, n affiliation and authoritarianism whereas those who are lower in the hierarchy would show significantly higher mean in n approval".

H₁₀: "There exists no significant disease between the rural and urban student leaders in their n achievement, n approval, n affiliation, n power and authoritarian traits".

H₁₁: "Post-graduate student leaders would show a relatively significant lower mean in n affiliation, n power and authoritarianism and would have higher mean in n achievement and n approval whereas the undergraduate student leaders would show significantly lower mean in n achievement and n approval and would have a significantly higher mean in n affiliation, n power and authoritarianism than their counterparts".
$H_{12}: \quad \text{"Student leaders in Professional Colleges would show significantly higher mean in } n \text{ Achievement and } n \text{ Approval whereas those in the non-professional colleges would show significantly higher mean in } n \text{ Power, } n \text{ Affiliation and authoritarianism".}

$H_{13}: \quad \text{"Student leaders belonging to the highly educated family would show significantly higher mean in } n \text{ Achievement, and } n \text{ Approval whereas student leaders belonging to the poorly educated families would show significantly higher mean in } n \text{ Affiliation, } n \text{ Power and Authoritarianism".}

$H_{14}: \quad \text{Student leaders belonging to very rich families would show significantly higher mean in } n \text{ Power, } n \text{ Affiliation and authoritarian traits whereas the student leaders belonging to poor families would show significantly higher mean in } n \text{ Achievement, } n \text{ Approval and Democratic leadership traits".}

$H_{15}: \quad \text{Student leaders belonging to big landlord families would show significantly higher means in } n \text{ power and authoritarian traits whereas those whose parents are pretty landlords and farmers would show significantly higher mean in } n \text{ Achievement, } n \text{ Approval and } n \text{ Affiliation.}

$H_{16}: \quad \text{"Student leaders having democratic parental background would show significantly higher mean in}
n affiliation, n approval and n achievement as well as in democratic leadership traits whereas student leaders having authoritarian parental background would display significantly higher mean in n power and authoritarian leadership traits".

H 17: "Student activists subjected to adequate parental control would show significantly higher mean in n achievement, n affiliation, n approval and democratic leadership traits whereas those who are devoid of any parental control would show higher mean in n power and authoritarianism".

D: Developmental Hypotheses:

H 18: "The student leaders who are below 22 years of age would show significantly higher means on n achievement than those who are above 22 years whereas the latter would score significantly higher on n Affiliation, n Power, n Approval and authoritarianism than the former at all categories of membership groups".
5.03 Delimitations

The present study has been designed to conduct a differential study in need motivations of the student leaders of the college unions in the Chhattisgarh region of M.P. The present study has been delimited by the following considerations:

1. In the present study, only the student leaders; namely, the President, Vice-President, Secretary, and Joint Secretary of the college unions within the territorial jurisdiction of Ravishankar University, Raipur and Guru Ghasidas University, Bilaspur have been included. These universities constitute the universe of the study.

2. Keeping in view the fact that student leaders are elected for a period of one year only, the elected student leaders during 1984-85 were selected for the study.

3. In the present study, only four types of need motivations, that is n achievement, n approval, n affiliation and n power as well as authoritarianism have been included.

4. The sample of student leaders have been drawn from all colleges located in Chhattisgarh region, i.e.
   (a) Arts, Science and Commerce colleges;
   (b) Law and Education Colleges;
   (c) Engineering, Medical and Agricultural colleges.
5. In the present study, four need motivations and authoritarianism were treated as dependent variables whereas age, educational status, socio-economic status, home background, income level as well as the educational status of their parents and siblings were taken as the demographic variables which were considered as independent variables.

5.04 The Sample

From the universe of colleges and of leaders 93 colleges and 372 student leaders were selected. The selection of colleges from Raipur, Bastar and Bilaspur were done randomly and employing this randomization technique, 71 college unions were selected.

From each of the colleges the elected President, Vice President, Secretary and Joint Secretary were selected as samples. These four student leaders from each of the college unions as well as the university student union constituted the total samples drawn from each of the selected colleges. In the present study, we have taken 76.25% of the sample colleges from the universe of colleges as well as 71.5% of student leaders from the universe of student leaders representing various colleges and the university.

A global presentation of the selection process of the sample colleges as well as of the student leaders representing their educational institutions,
indicate that a random representative sampling technique has been employed for the selection of the colleges as well as the student leaders elected from colleges through their respective student unions. It is evident that each college is having a quota of representative student leaders representing the colleges and this is how the selection process also took into consideration random quota sample technique. Once the college has been selected randomly for the present study, the four student leaders representing that college were bound to be selected for the present study. Further, the Ravishankar University Union to which so many colleges are affiliated, has its relevance in constituting an Umbrella Union under which various college student unions function. This is how the student leaders of the Ravishankar University student union are the representatives of all the colleges of student unions. Precautions have been taken in drawing out sample colleges from various colleges located in different parts of the Chhattisgarh region.

5.05 Instruments used

in the present study, need for achievement, need for approval, need for affiliation, need for power and authoritarianism have been used as dependent variables. For measuring the need motivations of the
student leaders, TAT as well as standardised instruments have been used. They are —

(a) Achievement Motive Inventory (AMI) by Prayag Mehta (1969).
(b) Approval Motive Scale (AMS) by Tripathi (1980).
(c) Six Projective TAT pictures of McClelland (1953) for measuring n power and n affiliation (5, 26, 83, 9, 24 and 53).
(d) Indian F Scale for measuring authoritarianism.
(e) Socio-economic status scale
(f) Biographical scale for measuring home conditions and background of the student leaders.

5.06 Research Design

The present study has been designed to investigate the differential need motivations of the student leaders in the light of certain demographic variables. Need for achievement, Need for power, Need for affiliation, Need for approval and Authoritarianism function as dependent variables whereas membership categories, sex variations, intermotivational variations, Territorial variations, educational status, Socio-economic differences consisting of (a) socialisation process, (b) home conditions, (c) educational status of the family, (d) peer-sibling relations have been treated as independent variables.
5.07 **Methods and Procedure**

The psychological tests were administered in accordance with the methods and procedure given in the manual of norms. The six projective TAT pictures were given to the student leaders under identical conditions and were asked to develop the stories of the pictures on 4 points. Identical testing conditions were maintained to the best of the ability of the investigator.

5.08 **Data collection, Processing and Analysis**

Data were collected individually from each subject for all the tests. Responses obtained were scored in accordance with the scoring system given in the 'Manual of the Norms'. The responses were, then, analysed, processed in accordance with the hypotheses formulated. Data were treated in terms of appropriate statistical technique as per requirement of the hypothesis.

5.09 **Statistical Treatment**

For treatment of hypotheses, different techniques were applied. Pearson product movement coefficient of correlation has been computed for establishing relationship between dependent variables *Achievement, Approval, Affiliation, Power and authoritarianism* as well as for independent variables (*H₁ and H₂*).
Separate ANOVA for each of the five dependent variables has been used for studying the interactional effects of \(4 \times 2 \times 2 \times 3\) (Membership category x Sex x Territorial variations x Home Background) factorial design (\(H_3\) to \(H_7\)).

Differential hypotheses and Developmental Hypotheses have been treated by the application of Means, Standard Deviations and 't' test (\(H_8\) to \(H_{19}\)).

5.10 CONCLUSIONS

5.11 On Correlational studies

(1) The relationships between (i) affiliation and authoritarianism for President, (ii) power and approval for the secretary, (iii) power and authoritarianism for Secretary, and (iv) affiliation and approval for Joint Secretary have shown extremely positive whereas the coefficients of correlation between (i) achievement and affiliation for Vice-President, (ii) power and approval for the Vice-President, and (iii) affiliation and authoritarianism for the Joint Secretary have been found highly negative.

Hypothesis \((H_1)\) has been partially retained.

(2) Moderately negative correlation between achievement and authoritarianism for Joint Secretary has been obtained. However, the relationship between (i) affiliation and power for the Vice-President,
(ii) \( n \) affiliation and authoritarianism for Vice-President, (iii) \( n \) achievement and \( n \) approval for the Secretary, (iv) \( n \) affiliation and authoritarianism for the Secretary, (v) \( n \) achievement and \( n \) approval for Joint Secretary as well as (v) \( n \) power and \( n \) affiliation for Joint Secretary have shown moderate positive relationship.

Hypothesis \( (H_2) \) has been partially retained.

5.12 On Interactional Hypotheses \((H_3 \) to \( H_7)\).

(3) Sex has a mild significant effect on \( n \) Achievement whereas SES and membership category did not show any significant effect.

\( H_3 \) has been partially retained.

(4) Sex has been found to have significant effect on \( n \) Approval whereas SES and membership category did not show any effect on it.

\( H_4 \) has been partially retained.

(5) SES contributes moderate degree of significant effect whereas membership category did not exhibit any effect on \( n \) Affiliation.

\( H_5 \) has been fully rejected.

(6) Membership category contributes a moderate degree of significant effect on power motive of the student leaders whereas SES has shown no significant effect; though the interaction of the two, i.e. \( (SES \times Membership \) category) has yielded very high significant effect on power motive of the student leaders.

\( H_6 \) has been partially retained.

(7) All the three sources of variance, namely, Sex, SES as well as membership category, have moderate degree of significant effect on authoritarianism.

\( H_7 \) has been partially retained.
5.13 **On Differential Hypothesis**

(8) A moderate level of significant difference has been obtained between the Male and Female student leaders belonging to the membership category of Vice president. The rest of the seventeen 't' values did not display any significant difference between the male and female leaders belonging to the different categories on various dependent variables.

Hypothesis ($H_8$) has been completely rejected.

(9) Marked significant difference has been observed only in power motive as the single motivational variable. Even authoritarianism, which is highly loaded with power motive has revealed significant difference between President and Joint Secretary. It is, thus, evident that it is the power motive alone that allows significant difference in the hierarchical positions of leadership ladder.

Further, there existed no significant difference in other need motivations between the four categories of student leaders holding hierarchical positions in the student union leadership ladder.

On the strength of the result, Hypothesis ($H_9$) is completely rejected and concluded that student leaders higher on leadership ladder characterised by hierarchical positions, did not display significant higher scores on any of the need motivations, namely,
Achievement, approval, affiliation except on power. As such, they did not show marked significant difference in their need motivations and authoritarianism except on power motive.

(10) In none of the five dependent variables, the urban student leaders belonging to any of the four categories of student leaders have shown significant difference with their rural counterpart.

Hypothesis (H_{10}) is completely retained.

(11) The graduate and the post-graduate student leaders differed extremely significantly only in Achievement at Joint Secretary level and a moderate degree of significant difference in Affiliation at President level. As such, there existed no significant difference between graduate and post-graduate student leader on various dependent variables except between Achievement at Joint Secretary level and Affiliation at President level.

Hypothesis (H_{11}) has been completely rejected.

(12) The professional and non-professional Joint Secretary student leaders differed significantly on Achievement as well as Affiliation whereas a moderate significant difference between them has been estimated in their approval motives. No significant difference has been observed in rest of the samples.

Hypothesis (H_{12}) is completely rejected.
(13) There existed no significant difference between the two groups of students on any of the dependent variables under study. It is concluded that in reality the student leaders belonging to their poorly educated families or highly educated families do not differ significantly in their achievement, approval, affiliation, power and authoritarianism. Hypothesis (H13) is entirely rejected.

(14) We partially retain our Hypothesis H14 to the extent of achievement motivation in favour of student leaders belonging to poor families only and conclude that the student leaders belonging to extremely poor families display relatively higher achievement motivations than those belonging to highly rich families. Beyond this the student leaders belonging to the highly rich and extremely poor families did not show any significant difference in approval, affiliation, power and authoritarianism. Hypothesis (H14) is partially retained only to the extent of achievement.

(15) The student leaders belonging to different categories of membership who belong to huge landed property and who are members of feudal social groups have shown consistent means whereas the means obtained by their counterparts belonging to families with inadequate landed property have displayed inconsistent
means which reveal the inadequacy on the part of some poor communities in striving for higher achievement.

The characteristics and trend of result displayed on n Achievement, n Approval, n Affiliation have also been found in case of power motives and authoritarianism. As such, there occurred no significant difference between feudal and non-feudal student leaders on various dependent variables.

Hypothesis ($H_{15}$) has been rejected.

(16) The student leaders belonging to either authoritarian parents or democratic parents did not differ significantly at any level of membership categories in their achievement motivation. A more consistent trend has been observed in case of student leaders with democratic parental background whereas relatively an inconsistent trend in the means of the student leaders with authoritarian parent have been observed which displayed relatively a wider range.

The results obtained on n Approval have shown significant difference between the means at the lower hierarchy of the student leaders whereas at the upper two levels no significant difference has been observed in the approval motive of the student leaders having authoritarian and democratic parental background. All 't' values have been found insignificant.

The results obtained on power motive followed the pattern for n Approval.
The findings obtained on authoritarianism in case of President and Vice President have been found to be similar to those obtained on power. However, a change has been noticed in reverse direction at the Joint Secretary level. All the three 't' values indicating differences between the means of student leaders with authoritarian and democratic parent at the President, Vice-President and Joint Secretary levels, did not show any significant difference. However, at the lower hierarchy of student leadership, particularly at Secretary and Joint Secretary levels, student leaders having authoritarian parents displayed higher order of power motive in comparison to student leaders at the other three levels. It is inferred that student leaders with authoritarian parents have displayed a higher approval as well as higher power motives when they occupy the position of Secretary and Joint Secretary.

Hypothesis (H16) has been partially retained only to the extent of power and approval motives at the lower hierarchical positions.

(17) No significant difference between the means obtained on achievement, affiliation, power as well as authoritarianism has been found between the student leaders brought up under excessive parental control and little or no control. Only in case of Secretary belonging to parents having less control,
a significant difference has been observed in
n Approval.

Hypothesis (H_{17}) has been completely rejected.

5.14 On Developmental Hypothesis (H_{18}):

(18) Student leaders of various membership categories classified into below and above 22 years of
their age did not display any significant difference
in their motivational level on either of the four need
motivations, i.e., n Achievement, n Approval, n Affiliation
and n Power, or on authoritarianism as a distinctive
developmental trend of their age group.

H_{18} has been completely rejected. This conclu-
sion suggests to verify the result on Hypothesis (H_{18})
on a larger sample with wider age range at various
cross-sections of the developmental process of the
individual.
The present study on four significant need motivations and authoritarianism has special social significance and relevance to academic excellence. As such, an individual is largely designed by his motivational forces. Apart from the development of individual potentiality and personality, the entire national reconstruction depends to a large extent how the individual's motivational strength are mobilised. It is, therefore, essential to understand the psychological factors and behavioural dynamics that generate, shape and guide the activities of students in general and student leaders in particular. Democracy is a way of life that these students practice in their educational organizations.

Though these four need motivations are essentially needed for effective functioning of democratic principles in educational institutions, the present study aims at highlighting their relevance for the student leaders who regulate the clock of the educational institutions now-a-days.

The present study has been specially designed for the elected student leaders from college unions of the two universities located in Chhattisgarh region of M.P. As such, collecting data from these student leaders, itself is not only a pains-taking task; but rather very tedious and cumbersome one. In reality,
such samples of student leaders are rather beyond the reach of the investigators. It is because of this that rather negligible studies have been recorded in the literature on need motivations of the student leaders. It is really a very facilitative factor that the investigator belongs to a potential member of a family of Police Officer; capable of pooling up resources for data collection process. The help and cooperation from the Police Department of the region has not only enhanced the dependability, validity and objectivity of the data; but it has also enabled the investigator to confidently collect the valid data from so rare student leaders.

Besides these facilitative factors, the investigator also encountered certain difficulties in getting adequate size of girl student leaders. Further, the size of the rural student leaders was also very discouraging ones. The results drawn from these inadequate samples are not very dependable. They require further checking on a large sample of female student leaders or rural students.

The investigator was also helpless in collecting data from a large sample size of student leaders on n Power and n Affiliation. Since the data on these two need motivations, i.e., n Aff. and n Power, were collected on 6 TAT pictures, not only the inadequate
responses on these two need motivations, but also the coding and scoring brought in subjectivity which might have made room for relatively more error variance; and thereby questioning the dependability and objectivity of the results. The investigator is quite conscious about these three major limitations; and hence recommends that the results on these counts need verification on a large sample. Verification of results by applying objective instruments for these two need motivations may also enhance the credibility of the results.

Thus, the conclusions obtained on the samples under study have its own limitations from the point of view of sample size, availability of samples and objective instruments. The dependability and relevance of the present study could, therefore, be ascertained and re-established by replicating the study on a more dependable representative sample. It requires close observation of sophisticated methodology in terms of sample size and application of more rigorous sampling technique.

Similarly the dependability, objectivity and validity of the instruments may be enhanced if some objective standardised measures are employed for measuring affiliation and power. Even standardised criteria of scoring the scores by another panel of
judges may improve the dependability of $n$ Affiliation and $n$ Power scores.

More researches on need motivations in relation with other relevant psychological concepts would bring an advancement in the existing literature on need motivations.

5.30 FOLLOW UP STUDIES

Several studies could be designed with need motivations as dependent variables or independent variables. Some of them are as under:

(1) A study of locus of control and need motivations.

(2) Need motivations as functions of prolonged deprivation.

(3) Need motivations in relation to personality trend.

(4) A study of need motivations and attribution of student leaders.

(5) Need motivations and cognitive style of top political leaders.

(6) A differential study of need motivations of the gifted and retarded children.

(7) A study of need motivations of business executives.

(8) A study of need motivations of IAS officers.

(9) A study of need motivations of Entrepreneurs in a developing country.
(10) A study of need motivation of Third world college youth.

(11) A study of need motivations and morale among employees of small scale Industry.

(12) A study of need motivations of creative artists.

(13) A study of need motivations as functions of organisational climate.

(14) A study of need motivations as functions of academic environment.

(15) Need Motivations as functions of creativity and organizational climate.