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CHAPTER - III

METHODOLOGY

3.00 INTRODUCTION:

Methodology constitutes a significant part of any scientific research. It includes sampling techniques employed, instruments used, research designs applied, methods and procedures followed and data collected, analysed and processed and finally statistical treatment undertaken. Scientific research must go through dependable procedures and process so as to enhance the dependability of the findings. The methodology followed in the present study on various aspects as mentioned above has been briefly described as under:

3.10 SAMPLING TECHNIQUES:

The present study has been designed to study the level of need motivations of the student leaders studying at various colleges located within the jurisdiction of Ravishankar University, Raipur, during the academic session 1984-85. The university was founded in 1965 to cater to the needs of students for higher learning in the Chhattisgarh region. Subsequently in 1985, Guru Ghasidas University with headquarter at Bilaspur was founded to look into the interests of the students desirous of higher learning in Bilaspur Division. The
present study, however, has been designed to draw samples from colleges located in the Chhattisgarh region whether they are at present affiliated with Ravishankar University, Raipur or the Guru Ghasidas University, Bilaspur.

3.11 The Universe:

The universe of student population, thus, emerge from the Colleges affiliated with Ravishankar University, Raipur and Guru Ghasidas University, Bilaspur. The universe of colleges and the universe of student leaders who belong to various Colleges and thereby represent their respective Colleges as elected members of the Student Union. The total number of Colleges constituting the universe as well as the total number of student leaders elected during 1984-85 in various Colleges affiliated under the Ravishankar University, Raipur have been exhibited in Table 3.1 as under:

Table 3.1 Estimates of universe of Colleges and Student Leaders elected to the Student Unions from various Colleges under the Ravishankar University Raipur during 1984-85.

<table>
<thead>
<tr>
<th></th>
<th>No. of Colleges</th>
<th>No. of Presidents</th>
<th>No. of Vice Presidents</th>
<th>No. of Secretaries</th>
<th>No. of Joint Secretaries</th>
<th>No. of Student Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Raipur &amp; Bastar Division</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>212</td>
</tr>
<tr>
<td>II. Bilaspur Dn.</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>Total:</td>
<td>93</td>
<td>93</td>
<td>93</td>
<td>93</td>
<td>93</td>
<td>372</td>
</tr>
<tr>
<td>III. Ravishankar University Students Union</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Total:</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>376</td>
</tr>
</tbody>
</table>
**Student Union Elections:**

There are two stages to the Student Union elections.

The present study has been conducted during 1984-85 when only one category of colleges existed within the jurisdiction of the colleges located in Raipur and Bilaspur divisions when the scheme of model colleges was not conceived.

The constitution of students union in all Colleges within the jurisdiction of Ravishankar University, Raipur has been presented in Appendix - A with a view to probe into the very nature and objectives of Student Union of this University.

3.12 **Sampling Technique:**

From the universe of Colleges and the universe of Student leaders specified in Table 3.1, 93 colleges and 372 Student Leaders were selected. The selection of the Colleges from Raipur, Bastar and Bilaspur divisions were done randomly and it was decided to draw 75% Colleges as sample Colleges for the present study which numbered about 70 colleges.

From each of the sample Colleges, the elected President, Vice President, Secretary and Joint Secretary were selected in the sample of Student Leaders. These four Student Leaders from each of the College Unions as well as the University Student Union constituted the
total samples. The sample size belonging to College Unions and the University Student Union is given in the Table 3.2.

In some of the Colleges, the office of the executive members were vacant. Table 3.2 indicates the actual sample size which has been employed for the present study. It is apparent that in the present study, we have taken about 75% of the sample colleges from the universe of Colleges and 71.5% of the student leaders from the universe of student leaders representing various Colleges and the University as a whole.

However, the size of the sample Colleges and of student leaders drawn initially for the present purpose was somehow larger than the actual sample presented in Table 3.2. The process of screening and deletions in the sample size at various stages of sample selection process has been sketched out as given in Table 3.3.

A global perception 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 various colleges through their respective student unions. It is evident that each college is having a quota of representative student
Table 3.2: Sample Size of Student Leaders from College Unions as well as the University Student Union for the present study.

<table>
<thead>
<tr>
<th>No. of Colleges</th>
<th>No. of Presidents</th>
<th>No. of Vice Presidents</th>
<th>No. of Secretaries</th>
<th>No. of Joint Secretaries</th>
<th>Total</th>
<th>Proportion between Universe and Sample Student College Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: College Unions from Raipur and Bastar Divisions</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>30</td>
<td>30</td>
<td>134</td>
</tr>
<tr>
<td>II: College Unions from Bilaspur Division</td>
<td>33</td>
<td>33</td>
<td>30</td>
<td>33</td>
<td>33</td>
<td>129</td>
</tr>
<tr>
<td>Total:</td>
<td>70</td>
<td>70</td>
<td>67</td>
<td>63</td>
<td>63</td>
<td>263</td>
</tr>
</tbody>
</table>

I. Ravishankar University

<table>
<thead>
<tr>
<th>Sample Leaders</th>
<th>College Student Union</th>
<th>University and Institute Propagation between No. of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Presidents</td>
<td>Vice President</td>
<td>Secretary</td>
</tr>
<tr>
<td>Total:</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Grand Total:</td>
<td>71</td>
<td>71</td>
</tr>
</tbody>
</table>

Table 3.2: Sample Size of Student Leaders from Sample College Unions as well as the University Student Union for the present study.
Table 3.3: *Screening Process of Sample Student Leaders*

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total No. of Colleges initially selected for the present study</td>
<td>94</td>
</tr>
<tr>
<td>Total No. of student leaders initially selected for the present study from each College</td>
<td>376</td>
</tr>
<tr>
<td>No. of Colleges where elections were not held and hence deleted from the present study</td>
<td>6</td>
</tr>
<tr>
<td>No. of student leaders deleted for want of elections being conducted in the college</td>
<td>12</td>
</tr>
<tr>
<td>Total No. of Colleges contacted for the present study</td>
<td>80</td>
</tr>
<tr>
<td>Total No. of students initially contacted for the present study</td>
<td>320</td>
</tr>
<tr>
<td>No. of colleges not responsive for the present study</td>
<td>9</td>
</tr>
<tr>
<td>Total No. of student leaders responded for the test</td>
<td>300</td>
</tr>
<tr>
<td>Actual No. of Colleges selected for the present study</td>
<td>71</td>
</tr>
<tr>
<td>Sample size of the student leaders in the present study</td>
<td>267</td>
</tr>
</tbody>
</table>
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 are bound to
be selected for the present study. Further, the
Ravishankar University Student Union to which all the
colleges are affiliated has its relevance in constituting
an Umbrella Union under which all College student unions
function. This is how the student leaders of the
Ravishankar University Student Union are the representa­
tives of the total College Student Unions. Precautions
have been taken in drawing out sample colleges from
various colleges located in different parts of the
Chhattisgarh region catering to the academic needs of
the students of this region.

3.20 INSTRUMENTS USED:

In addition to a questionnaire measuring the
biographical variables as well as a SES Scale, different
instruments measuring the five dependent variables have
been used. They have been presented as under:

<table>
<thead>
<tr>
<th>Dependent variables</th>
<th>Instruments used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. n Ach</td>
<td>AMI by Prayag Mehta (1969)</td>
</tr>
<tr>
<td>2. n Approval</td>
<td>AHS by Tripathi and Tripathi(1980)</td>
</tr>
<tr>
<td>3. n Aff. and n Power</td>
<td>Projective TAT pictures; namely 6, 28, 83, 9, 24 and 53 developed by Mc Clelland (1953)</td>
</tr>
<tr>
<td>4. Authoritarianism</td>
<td>Indian adaptation of F Scale by Promila Sarin (1986).</td>
</tr>
</tbody>
</table>
The rationale for the selection and description of the measures of need motivations and other variables have been given here as under:

3.21 Measure for achievement:

3.211 The Concept:

Work on the achievement motive is of recent origin. The first major report of the experimental work on measurement of achievement motive appeared in 1953 (McClelland, et al., 1953). Atkinson (1958) later edited further research which employed thematic apperception as the technique for the measurement of human motivation. McClelland (1961) further reported some interesting research on the achievement motive and economic development. McClelland and his associates (1953) adopted Murray's TAT technique (1938) for the measurement of human motivation. In this technique, certain pictures are used to obtain stories from the subjects for analysis of their motivation. Stories obtained for the purpose of the measurement of achievement motivation are scored in a particular way following a scoring system developed by McClelland and his associates (1953).

The democratic atmosphere that is prevalent in the educational institutions has activated most of our students to indulge in activities through which they may earn either reprisals and reward or applause and acclamation. Some students are successful in emerging
as potential leaders who have the ability to shoulder abundant responsibility. The factor that guide them is achievement motivation. They are seized by an inherent feeling to attempt and accomplish something that may bring them a sense of personal satisfaction and social recognition.

The achievement motive is being studied both in relation to economic growth and academic performance. Several studies conducted by Bazhovitcho (1962), Badalev (1955) in USSR highlight the importance of the formation of exactingness (or standard of excellence) in the development of proper study motivation in children. Kagan and Howard (1962) have summarised researches showing the importance of mastery behaviour in the general development of a child and his personality.

McClelland (1953, 63-64) has argued that the achievement motive in an individual or society develops out of growing expectations. The demand felt put on the individual by his social environment contributes to the development of his desire for success.

Criteria of achievement motivation as observed by McClelland (1961) have been given as under:

The stories written in response to the TAT type pictures are first scored for Achievement Imagery (McClelland et al., 1963, 110-115) on any of the following criteria:
(1) Success in competition with some standard of excellence: It is present in a story when the goal of some individual in the story is to be successful in terms of competition with some standard of excellence.

(2) Unique accomplishment: One of the characters is involved in accomplishing other than a run-of-the-mill daily task which will mark him out as a personal success. Inventions, artistic creation, and other extra-ordinary accomplishment fulfill this criterion.

(3) Long term involvement: "One of the characters is involved in attaining a long-term achievement goal being a success in life".

Rationale for selection of AMI:

The projective technique that has been employed for measuring an achievement lack in specificity, objectivity, reliability and validity because of their unstructured and ambiguous stimulus characteristics. An objective measure of an achievement has been developed by Prayag Mehta (1959) under Indian conditions. Since economic status (McClelland, 1961), social class (Feld, 1960; McClelland, 1955; Rosen, 1956; Veroff, et al., 1960), adolescent culture, social acceptance (Ryan, 1958; Tannebaum, 1962; Fraser, 1959; Coleman, 1960) and other socio-cultural dimensions of a culture or a community are potential determinants of an achievement, it was decided to use the Achievement Motivation Inventory (AMI)
of Prayag Mehta (1969) which provided an objective measure of achievement. Furthermore, the AMI has been validated against the Murray's (1936) TAT type pictures and thus it is a dependable and valid instrument.

(1) From the point of view of administration, it is more economical in terms of time and energy, and can be easily administered because of its being self-administered inventory.

(2) It does not present a language barrier for the subjects, and, therefore, can be conveniently administered over the sample under-study.

(3) It is the only objective, reliable and valid test available for the measurement of achievement in India, and, therefore, its selection was valid, on a-priori grounds for evoking achievement imagery.

(4) They contain situations familiar to pupils, irrespective of their socio-economic background.

(5) It is meant for all age groups which has been taken up for the present study; and the norms prepared over the normative sample of standardization, enhance its meaningfulness in interpretation, dependability and validity in selection.
3.213 **Description of Achievement Motive Inventory:**

The AMI of Prayag Mehta (1969) is an objective measure in Hindi of estimating the achievement of Indian youth. The inventory contains 22 descriptive statements of pictorial stimuli which were tried out in connection with the development of Thematic Apperceptive measurement of achievement. In each of these 22 items, there are six alternatives of which the subjects are required to choose one. Two of these processes are achievement related (AR), two are task related (TR) and two are unrelated to achievement (U). The response-options for these twenty-two items have been selected from the pupils responses of the pictorial cues-stories to about 50 TAT type pictures after having coded them as either achievement related imagery (AI), task related (TI) or unrelated (UI). The six selected pictures out of 50 pictures cues showed satisfactory discrimination and evokability for achievement imagery. These pictures contain culture-bound-cues familiar to the normative sample. The contents of AMI include the economic status (McClelland, 1961), social approval (Atkinson, et al., 1962), social class (Feld, 1960; McClelland, 1955; Rosen, 1956; Veroff, et al., 1960), adolescents culture, social acceptance (Ryan, 1958; Tannenbaum, 1952; Fraser, 1959; Coleman, 1960) and other socio-cultural dimensions of a culture or a community.
3.220 Measure of Approval Motive:

3.221 The Concept:

The concept of psychogenic needs gave rise to the study of approval motive. Edwards (1953, 1957) contended that any test item of personality statement would be described in terms of its position on a social desirability continuum.

Crown and Marlowe (1964) within the framework of Rotter's social learning theory (1954) looked at individuals concern for social desirability as manifestation. Of an independently identifiable need for social approval which he named as approval motive, they put forward a motivational analysis of the findings of social desirability response set. To them, socially desirable responding appeared as a meaningful goal directed behaviour. They were of the view that an individual while giving socially desirable response to test items in personality inventories really tries to satisfy his need to gain acceptance, to obtain dependency gratification and achieve recognition and/or status by engaging in approval seeking behaviours in particular situations through positive self-presentation and denial of inadequacies.

It has been observed that need for approval has a positive relationship with suggestibility, persuasibility and defensiveness (Crowne and Marlowe, 1964),
outer directedness (Brannigan and Duchnowski, 1976), field dependence and cognitive strain (Rosenfeld, 1967).

Tripathi and Tripathi (1980) differentiate that "concept of social desirability refers to the extent to which a person or respondent acquiesces to statement that depict some behaviour, attitudes, or dispositions that are in conformity with the norms, values and aspirations of the social spectrum of which the respondent is a member. Thus, social desirability is a concept that denotes a phenomenon". Approval motive, is, rather, a more comprehensive concept that includes social conformity, social sanction, social approval, social sanctity and social desirability. Though high degree of approval motive conforms with greater number and variety of socially desirable statements; but it does not rule out the acceptance of other types of behaviour quite different from social desirability (Tripathi & Tripathi, 1980). Thus, approval motive is a more comprehensive concept than social desirability and it includes in addition such terms as social conformity, social sanction, social sanctity, social approval as its components.

3.222  **Rationale for selection of Approval Motive Scale (AMS):**

Student leaders are the pivotal centres of college activities. They are able to mobilise enormous support from the various members of the student community and
energise activities in the college campus. The study of some specific approval motives pertaining to their streams of social desirability is highly essential.

From the point of view of diagnostic values and administering corrective measures, the need for approval was included.

For the present study, Approval Motive Scale (AMS) by Tripathi and Tripathi was selected because:

1) This approval motive scale was available in Hindi as some of the students with rural background and from the under-developed areas of Chhattisgarh region could not comprehend English.

2) There was no other standardised objective test of approval motive in Hindi other than this.

3) A close view of literature on Approval Motive indicated tentative areas along which behaviour indicatives of approval motives occur. These areas are:
   (1) Normative behaviour, (2) Social conformity,
   (3) Positive self-presentation, (4) Defensiveness,
   (5) Dependency, (6) Social responsiveness, (7) Social approval. The AMS has been developed under Indian sociocultural conditions taking into consideration these seven social values and norms appropriate for the sample under-study.

4) The validity and reliability of the AMS have been sufficiently high.
5) The AMS is not only comprehensive but also is quite suitable and appropriate for both the samples under-study and could be administered conveniently and easily.

6) No other standardised objective approval motive measure except this was relevant for the present study.

3.223 Description of the Approval Motive Scale (AMS):

The approval motive scale (AMS) designed by Tripathi and Tripathi (1980) consists of 72 items. It has been spread over 7 areas; namely: 1) Normative behaviour, 2) Social conformity, 3) Positive self-presentation, 4) Defensiveness, 5) Dependency, 6) Social responsiveness and 7) Social approval. The distribution of number of items as well as their total in each area have been as under:

<table>
<thead>
<tr>
<th>Area of Approval Motive</th>
<th>No. of items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Normative behaviour</td>
<td>6,10,25,28,34,35,38,39,62</td>
<td>09</td>
</tr>
<tr>
<td>2. Social conformity</td>
<td>2,8,14,16,20,29,41,50,54,64</td>
<td>10</td>
</tr>
<tr>
<td>3. Positive self-presentation</td>
<td>15,44,45,46,47,53</td>
<td>09</td>
</tr>
<tr>
<td>4. Defensiveness</td>
<td>5,7,17,24,31,32,52,58,70,71</td>
<td>10</td>
</tr>
<tr>
<td>5. Dependency</td>
<td>9,11,19,33,48,49,65,66</td>
<td>08</td>
</tr>
<tr>
<td>6. Social responsiveness</td>
<td>4,19,27,36,62,60,37</td>
<td>07</td>
</tr>
<tr>
<td>7. Social approval</td>
<td>1,3,12,13,21,22,23,26,30,40,43,51,56,59,61,63,67,68,72</td>
<td>19</td>
</tr>
</tbody>
</table>
The coefficient of temporal stability computed by Test–Retest method at an interval of 2 to 3 months has been found to be $r_{tt} = 0.89$ whereas the coefficient of internal consistency estimated by split half technique using Spearman Brown Prophecy formula has been estimated to be $r_{tt} = 0.92$.

The AMS has satisfactory content, construct, intrinsic and predictive validity. The predictive validity of the AMS has been established by various investigations against many important variables (e.g. cognitive complexity: Tripathi, 1980; verbal conditioning: Tripathi and Tripathi, 1980; social perception: Tripathi, 1978; Religiosity: Tripathi and Shrivastav, 1980; Sinha Anxiety Scales: Tripathi, 1980 etc. Lavoie and Krandal (1981) reported a very high negative correlation ($r = -.76$) between approval and hostility. Tripathi and Saxena (1978) have also reported a negative relationship ($r = -.361$, $P < .01$) between approval motive and hostility.

3.23 Measures of Need for Affiliation and Power:

3.23.1 The concept of affiliation:

Need for affiliation is a sociogenic motive in which interpersonal attraction plays significant role. Shipley and Veroff (1952) have conceptualised two aspects of affiliation motivation - a) seeking affiliation because of the pleasant stimulus reward value of the
affiliative relationship which McClelland (1951) calls "Approach behaviour" and (b) seeking affiliation because of the painful stimulus value of rejection which he termed as "Avoidance behaviour" (McClelland, 1951).

With this theoretical orientation, the affiliation is characterised by fear of rejection; that is the type of affiliation - primarily a statement of deprivation (Shipley and Veroff, 1952). Thus, affiliation is better understood by the deprivation theory of motivation, that is, that behaviour is motivated by the avoidance of a painful stimulus.

"Thus, affiliation imagery is considered to be present where there is an objective statement in the story that a person is separated from another and is concerned about it or concerned about possible separation". (Shipley and Veroff, 1952). According to Shipley and Veroff (1952) a story to be scored for "Affiliation imagery" should contain at least the following types of imagery -

a) Concern with rejection, being jilted, "stood up", left out, out-caste, or ignored.

b) Concern with loneliness, being without former friends or relatives, including mere mention of the word lonely.

c) Concern with physical departure (e.g. negative effective concern over the death of a loved one);
d) Concern with psychic separation (i.e. a quarrel, fight or disagreement);
e) Concern with no reciprocal love (i.e. one loves another, and is concerned because the other does not love him);
f) Separation (i.e. seeking forgiveness, repenting or changing one's ways to preserve an interpersonal relationship).

The fifteen adjectives used in a sociometric test employed by Shipley and Veroff (1952) for evaluating the interpersonal concern were aggressive, antisocial, argumentative, conceited, cooperative, entertaining, friendly, independent, intolerant, modest, self-assured, sincere, submissive, sympathetic and timid. This sociometric procedure of rating fraternity brothers, choosing friends had the probability of arousing the subject's affiliation.

It is thus inferred from the above description that "fraternity Rejection or Separation Imagery" and "Popularity or Social Approval Imagery" constitute important aspect of affiliation.

Shipley and Veroff (1952) defined affiliation imagery exclusively in terms of "Separation anxiety" that is affective concern over separation from another person/persons. Atkinson, Heyns and Veroff (1954)
broadly viewed the concept and argued that "any incidence of concern over establishing or maintaining a positive affective relationship with another person, is viewed as symptomatic of motivation to affiliate". Approval seeking has also been found to be an important aspect of affiliation (Blum and Miller, 1952; Atkinson, Heyns and Veroff, 1954).

It is evident from the above discussion that the concept of affiliation can be best explained in terms of "Affiliation Imagery". Heyns, Veroff, Atkinson (1958) have characterised the "Affiliation Imagery" as under:

1) Affiliation Imagery is scored when the story contains some evidence of concern in one or more of the characters over establishing, maintaining, or restoring a positive affective relationship with another person. This relationship is most adequately described by the word friendship. The minimum basis for scoring would be that the relationship of one of the characters in the story to someone else is that of friendship.

Certain interpersonal relationships themselves do not meet this criterion. For example, father-son, mother-son, brothers, lovers, etc. are all descriptive of a relationship between two people but they do not necessarily imply that the relationship has a warm, companionate quality implied by the definition of affiliation. These must be, further, characterised by concern about maintaining or restoring a positive
relationship. Sex, achievement, dominance or other motives might better describe the nature of the relationship in cases of this sort when there is no explicit statement of the precise nature of the relationship.

2) Affiliative concern is also readily inferred from some statement of how one person feels about another or their relationship. Some statements of liking, or the desire to be liked or accepted or forgiven reveals the nature of the relationship.

3) The affiliation concern of one of the characters may be apparent in his reaction to a separation or some disruption of an inter-personal relationship. Feeling bad (negative affect) following a separation or disruption implies concern with maintaining or restoring the broken relationship. For example—sorrow in parting, shame or grief over some action, that has led to a separation, or similar instances implies the desire to restore the affiliative relationship of the past.

4) When there is no statement in the story of a friendship, relationship and no indication of feeling or wanting, there is a third kind of story content which permits the scoring of imagery. We infer the existence of affiliative, companionate activities such as parties, re-unions, visit, relaxed small talk as in a bull session. In addition, friendly nurturant acts such as consoling, helping, being concerned about the happiness or well-being of another are regarded as evidence of
affiliative feelings provided they are not culturally prescribed by the relationship between the persons. Thus, for example, protecting the child on the part of the father to the son would not necessarily be indicative of affiliation, while the same sort of behaviour between non-relatives would be. There must, in these ambiguous instances, be evidence that the nurturant activity is not motivated by the sense of obligation.

Also not scored are those instances in which the characters are engaged in what might normally be viewed as a compassionate activity such as a fraternity reunion, but the affiliative nature of the situation is counter-indicated by elaborations of the story which deny the affiliative concerns of the characters that is the whole story is about a business making, a debate in which tempers fly in an effort to maintain dominance etc.

The concept of affiliation, therefore, could be considered as concern with other person or social subject. Affiliation with other people may in some cases be instrumental to the satisfaction of other needs, allowing the individual to use his interaction with others to attain a variety of personal goals, including the supportive reduction of anxiety under threat. Affiliation, on the other hand may also be thought of as a quest for approval and acceptance by others, concerning of motivation to seek social approval as an autonomous system of goal-directed behaviour.
3.232 **The Concept of Power:**

Power motivation is also a sociogenic term that lays more significance to interpersonal relationship governed by interpersonal attraction. From this point of view "the power motive will be considered that disposition directing behaviour towards satisfaction contingent report, the control of the means of influencing another person(s)" (Veroff, 1957). However, the definition of the power motive as offered by Veroff (1957) is meant to include more than dominance. Adler (1927) and Sullivan (1947) have suggested the significance of power motivation in leadership behaviour and group dynamics (Lart, Wright, 1944).

Veroff (1957) has elaborated and described power motives in terms of presence or absence of "Power Imagery". They are:

1) There is some statement of affect surrounding the maintenance or attainment of the control of the means of influencing a person. A character can be feeling good about winning in argument or feeling bad because he was unable to have his way about something. Also statements about wanting to win a point or show dominance, gain control (such as by a political or executive position). Convince someone or something or put a point across can be interpreted as implicit statements of affective concern about the control of the means of influence. Affective concern can also be found in statements of wanting to
avoid weakness. Examples of this are, being humiliated in a status position, being ashamed of an incapacity to assert one's self or become dominant resenting the influence of another and wanting to overcome this.

2) There is a definite statement about someone doing something about maintaining or attaining the control of the means of influencing another person. Something that the character is actually doing is the only kind of imagery that can qualify as Power Imagery under this criterion. The character has to be disputing a position, arguing something, demanding or forcing something, trying to put a point across, giving a command, trying to convince someone of something, punishing someone, in order to obtain control of the means of influencing someone.

Trying to interest, teach, inspire someone will be statements that are scorable for power imagery.

3) A story can be scored for Power Imagery if there is a statement of interpersonal relationship which in its execution is culturally defined as one in which there is a superior person having control of the means of influencing another one who is subordinate. Examples of these are: boss-worker, judge-defendant. Mere mention of a superior-subordinate relationship is not enough. There has to be some mention of the activity involved in carrying out this relationship.
3.233 Rationale for selection of Projective TAT Pictures as measures of \( n \) Affiliation and \( n \) Power

The review of psychological tests measuring \( n \) Affiliation and \( n \) Power does not provide any objective standardized measure which could be objectively and with profit and convenience administered over the samples under-study. This absence of relevant, appropriate, objective, dependable and valid standardized objective instrument compelled the investigator to go for projective measures.

Review of literature on projective tests reveals the contribution of McClelland, Atkinson, Clark and Howell (1953) who developed the Multiple Purpose Sets for \( n \) Achievement, \( n \) Affiliation and \( n \) Power consisting of six pictures - 5, 28, 83, 9, 24, 53 in that order. These six TAT pictures were administered to adult businessmen which enhanced the relevance and meaningfulness of their application for the present study.

Further, in a single operation from the stories written on each of these six TAT pictures as responses, both \( n \) Affiliation and \( n \) Power could be measured. The same stories were coded for the two \( n \) motives, i.e. \( n \) Affiliation and \( n \) Power. Since the achievement motive could be measured by a standardized objective test, the projective measures were not used for \( n \) Achievement though provisions have been made as specified above for the measurement of \( n \) Achievement in these six TAT pictures.
On the strength of these logical considerations, the Multiple purpose sets consisting of six TAT pictures - 5, 28, 83, 9, 24 and 53 in that order were employed in the present study for measuring n Affiliation and n Power.

3.234 Description of Projective Measures for n Power and n Affiliation:

The Multipurpose Sets (Atkinson, 1958, 832-36) have been found more appropriate and valid for the present work on the grounds that the sets have been selected after having been administered to 50 adult businessmen, and thus this Multiple Purpose Sets specified above by McClelland (1953) have better relevance and are more meaningful than other TAT pictures.

The description of these six TAT pictures (Appendix – B) are as under:

<table>
<thead>
<tr>
<th>Picture No.</th>
<th>Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Atkinson (1958, 832-836)</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Lawyers Office &amp; two men talking in an well furnished office. Picture E of the Extend Achievement Series (212)</td>
<td>American Documentation Institute (ADI), Washington 25</td>
</tr>
<tr>
<td>28</td>
<td>Men seated at drafting board (Sir Ricciute and Sadaaca, 342)</td>
<td>American Documentation Institute (ADI), Washington 25</td>
</tr>
<tr>
<td>83</td>
<td>Conference group-seven men variously grouped around a conference table (Sir Atkinson, et al., Ch. 5).</td>
<td>Harold Group Projection (HG) University of Michigan Press.</td>
</tr>
</tbody>
</table>
The relevance of these six businessmen is evident from the statistical differentials as given by Atkinson (1958, 835-836).

The responses obtained in terms of stories written by student leaders have been scored only for n Affiliation and n Power and not for n Achievement. The relative norms obtained on adult businessmen as presented by Atkinson (1958, 835-836) on n Achievement, n Affiliation and n Power as criterion of the relevance and relative effectiveness of each of these six TAT pictures 5, 28, 83, 9, 25 and 53 for n Achievement, n Affiliation and n Power have been given as under:

(a) Statistical Differentials on the three n variables:

<table>
<thead>
<tr>
<th>n variables</th>
<th>Mean</th>
<th>S.D.</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>n achievement</td>
<td>7.46</td>
<td>5.98</td>
<td>12.00 &amp;</td>
<td>7-11</td>
<td>4-6</td>
<td>3 and above</td>
</tr>
<tr>
<td>n affiliation</td>
<td>6.08</td>
<td>3.89</td>
<td>10.00 &amp;</td>
<td>6-9</td>
<td>3-5</td>
<td>2 and below</td>
</tr>
<tr>
<td>n power</td>
<td>6.74</td>
<td>3.34</td>
<td>9.00 &amp;</td>
<td>7-8</td>
<td>5-6</td>
<td>4 and below</td>
</tr>
</tbody>
</table>

---

American Documentation Institute (ADI), Washington, 25.
(b) Differential percentage Imagery response to Pictures on the three \( n \) variables:

<table>
<thead>
<tr>
<th>( n ) variables</th>
<th>Six TAT Pictures</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 28 83 9 24 53</td>
<td></td>
</tr>
<tr>
<td>( n ) achievement</td>
<td>46 48 26 64 40 52</td>
<td></td>
</tr>
<tr>
<td>( n ) affiliation</td>
<td>14 70 32 22 44 38</td>
<td></td>
</tr>
<tr>
<td>( n ) power</td>
<td>90 — 56 14 48 14</td>
<td></td>
</tr>
</tbody>
</table>

The relative occurrence of percentage Imagery on different pictures for the three \( n \) variables reveals the strength and weaknesses of the Six TAT pictures as projective measures of \( n \) affiliation and \( n \) power.

3.24 Measures of authoritarianism:

3.241 The Concept:

Authoritarianism has been explained differently by different social scientists. The term "Authoritarian Personality" as given by Adorno, et al. (1950) is also a substitute for two earlier terms used by the authors that is "Fascist personality" and "anti democratic personality". The authoritarian personality is an unhealthy type of personality that stands in the way of self actualisation or the realisation of one's full coherent potentials. It is not a unidimensional trait but a peculiar combination of contradictory characteristics. The author of F Scale (Adorno, et al., 1950)
claimed to measure variable associated with authoritarianism. A number of variables were defined and they made up the basic content of the F Scale. The variables included were: a) conventionalism, b) Authoritarian Submission, c) Authoritarian-aggression, d) Anti-Intraception, e) Superstition and stereotype, f) Power and Toughness, g) Destructiveness and cynicism, h) Projectivity, i) Sex. These variables form a single syndrome; a more or less enduring structure in the person that renders him respective to anti-democratic propaganda.

All these nine dimensions are measured by the Indian F-scale adapted by Indubhushan. The authoritarians as identified through their high F scores are conventional, anti-intraceptive superstitions and stereotype in their thinking. They submit uncritically in face of authority and make their social adjustment by taking pleasure in obedience and subordination. They develop deep compulsive character traits and display generalised hostility and outward projection of unconscious emotional impulses. Obviously, the characterisation is more on undesirable side. But by and large, the studies lend empirical support to the assertions made by the Berkley researches. Christie and Cook (1958) after reviewing 230 studies relating to the authoritarian personality through 1956 concluded "the overall picture shows the consistency of findings
in many of the most intensively studied areas. The E and F scales are found to be significantly correlated in a wide array of samples and predictions of relationship with attitudinal measures are almost invariably conjured. The F scores have been found to be more religious (Bhushan, et al., 1973; Meima, 1965), traditionalist (Byrne, 1965), Conservative (Ray, 1972), and displaying misogynous attitude (Centers, 1963).

3.242 Rationale for the selection of Indian F Scale as a measure of authoritarianism:

In the present study, the Hindi version of Indian Adaptation of F Scale by Promila Sarin (1986) was employed on the grounds of its high order relevance, dependability, appropriateness and suitability.

Since this F Scale is a self-explanatory measure, it was found more economical, meaningful, valid and relevant instrument.

3.243 Description of Indian F-Scale:

The Indian F Scale developed by L. Indu Bhushan (1978) measures the following nine clusters or hypothetical variables, each one of which is expressive of the authoritarian trend:

a) Conventionalism: Rigid adherence to conventional middle class values.
b) **Authoritarian Submission**: Submissive, uncritical attitude towards idealised moral authorities of the ingroup.

c) **Authoritarian Aggression**: Tendency to be on the look-out for and to condemn, reject and punish people who violate conventional values.

d) **Anti-Intraception**: Opposite to the subjective the imaginative, the tenderminded.

e) **Superstition and Stereotypy**: The belief in the mystical determinants of the individuals fate, the disposition to think in rigid categories.

f) **Power and Toughness**: Preoccupation with the dominance. Submission, strong-weak, leader-follower, dimension, identification with power figures; over-emphasis upon the conventionalised attributes of the ego and exaggerated assertion of strength and toughness.

g) **Destructiveness and Cynicism**: Generalised hostility and vilification of the human.

h) **Projectivity**: The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses.

i) **Sex**: Exaggerated concern with the sexual going on.
However, in the present study, the Indian adaptation of F-Scale adapted by Promila Sarin (1986) has been used. The F-Scale consists of 27 items and possesses a temporal reliability to the extent of $r_{tt} = 0.93$ and an index of validity of $r = .63$ when it has been validated against the English version of F-scale (Adorno, et al., 1950).

The Ss to whom the test is administered have to make their choice of response from a seven point scale which is as follows:

- Slightly agree +1
- Slightly disagree −1
- Agree +2
- Disagree −2
- Strongly agree +3
- Strongly disagree −3

The neutral category "has not been mentioned in order to force the subject to rate his judgement in terms of agreement or disagreement". High scores were intended to express increasing authoritarianism. Four points represented the hypothetical neutral response and was assigned when the item was omitted.

3.25 Measure of Socio-Economic Status:

3.251 Rationale for the selection of Socio-Economic Status Scale:

The absence of a valid, appropriate, and dependable standardised instrument, compelled the investigator to devise a new Scale for measuring the Socio-Economic Status of the student leaders.
1) It is in Hindi which could be easily comprehended by the student leaders.

2) It was tried out on a small sample before it was actually used for data collection. The pre-tryout enabled the researcher to determine the functional status of the scale.

3) This scale has been developed keeping in view the essential requirements of our study, and the data that has to be collected regarding socio-economic status of the individual student leader.

3.252 Description of the Socio-Economic Status Scale:

The socio-economic status scale consists of five separate questions which has multiple responses. Each question was framed as to measure a particular concept.

The question that related to the educational status of the individual had responses indicating the particular level of educational attainment. There were seven such responses ranging from primary school and below educational level up to Ph.D. level. The sum total of the various levels of education attained by the individual members of the family gave the educational level for the entire family.

The question pertaining to income status had ten responses ranging from Rs. 300 and below up to Rs. 2701 and above. The particular response marked
by the student leader indicated the income level of the family.

The question regarding the Economic Status had eleven responses by which the researcher could determine the mode of conveyance, the type of accommodation the student leader possessed.

The question that dealt with the social status had three responses which showed the kind of relationship the student leader maintained with his neighbourhood.

3.26 Biographical Scale

3.261 Rationale for the selection of Biographical Scale:

In order to get a detailed account of the home conditions of the student leaders, regarding their parental attitude towards their children, their subordinates, the attitude of the student leaders towards their parent, absence or presence of feudalistic climate at home and among family members, an objective dependable measure was developed on a five point scale. Before drafting the final format of the Biographical Scale, it was pre-tried out on a small sample of student leaders; and standardized thereafter.

It is a self-administered scale in Hindi and could be easily understood by the student leaders.
The pre-tryout of the scale on a small sample determined the functional status of the scale.

This scale has been developed keeping in view the essential requirements that help in designing the student leaders under the home conditions, climate and culture; particularly their parental interaction, interpersonal relationship and their attitude and perception towards leadership behaviour in educational institutions.

3.262 Description of the Biographical Scale

It consists of seventeen items which give the relevant information about home conditions of the student leaders, material status of their parents, parental control and interpersonal relations and other aspects to which the individual interacts; and which influence the motivational level and leadership behaviour of the students.

Each item has been designed on a five point scale ranging from positive extreme to negative extreme. These items enable the investigator to provide considerable insight into the dynamics of motivational processes of the student leaders. The items included in the scale have been screened by a pool of two judges and its format and construct have been designed after thorough analysis on 100% agreement.
3.30 **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, territorial variations, educational status of the student leaders, socio-economic variations consisting of (a) socialisation process, (b) Parental control, (c) educational status of the family, peer interactions and sibling relations have been treated as independent variables. The design has been explained as under:

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Membership categories (4)</strong></td>
<td></td>
</tr>
<tr>
<td>(a) President</td>
<td>n Achievement</td>
</tr>
<tr>
<td>(b) Vice-President</td>
<td>n Approval</td>
</tr>
<tr>
<td>(c) Secretary</td>
<td></td>
</tr>
<tr>
<td>(d) Joint Secretary</td>
<td></td>
</tr>
<tr>
<td><strong>II. Sex Variations (2)</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Male</td>
<td>n Affiliation</td>
</tr>
<tr>
<td>(b) Female</td>
<td>n Power</td>
</tr>
</tbody>
</table>
III. Territorial Variations (2)
   (a) Rural
   (b) Urban

IV. Educational status of the family (2)
   (a) Highly educated family
   (b) Poorly educated family

V. Socio-economic status (4)
   (a) Highly rich,
   (b) Extremely poor,
   (c) Big landlords,
   (d) Petty landlords

VI. Occupational status (2)
   (a) Professional
   (b) Non-professional

VII. Parental control (2)
   (a) Authoritarian parental background
   (b) Democratic parental background

The instruments measuring the five dependent variables were administered over the subjects in accordance with the testing programmes scheduled as under:
The present study has been approached from four angles which are reflected in the formation of their hypotheses (Chapt. 7). They are –

<table>
<thead>
<tr>
<th>Formulation of Hypotheses</th>
<th>Independent Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Correlational Hypotheses (H₁ and H₂)</td>
<td>Inter-correlation between Dependent variables.</td>
<td>n affiliation n power and Authoritarianism</td>
</tr>
<tr>
<td>Formulation of Hypotheses</td>
<td>Independent Variables</td>
<td>Dependent Variables</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>b) Interactional Hypotheses</td>
<td>Separate ANOVA for each of the 5 dependent variables</td>
<td>achievement, approval, affiliation, power, and Authoritarianism</td>
</tr>
<tr>
<td></td>
<td>a) Membership Category</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>b) Sex</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c) Territorial variations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d) Socio-economic status</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>i.e. ANOVA for</td>
<td>(4 x 2 x 3 x 2)</td>
</tr>
<tr>
<td>c) Differential Hypotheses</td>
<td>Difference in need motivation with respect to a) Membership category</td>
<td>achievement, approval, affiliation, power, and Authoritarianism</td>
</tr>
<tr>
<td></td>
<td>b) Sex</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c) Territorial variations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d) Socio-Economic Status</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>e) Parental control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Educational status of the family</td>
<td></td>
</tr>
<tr>
<td>d) Developmental Hypotheses</td>
<td>Relationship of age with Four motivations (H₁₈ and H₁₉)</td>
<td></td>
</tr>
</tbody>
</table>
The above-mentioned hypotheses have been investigated sequentially and presented systematically.

3.40 **DATA COLLECTION AND PROCESSING:**

Data collection deals with -

a) Methods and procedures followed
b) Instructions delivered to the subjects
c) Precautions observed in the conduct of experimentation and test administration
d) Rapport established with and responses collected from the subjects
e) Scoring of responses

The processing of data taken into consideration analysis and tabulation operations. Keeping in view the hypothesis formulated, data were collected sequentially and systematically which have been presented as under:

3.41 **Methods and Procedures:**

In the present study, the instruments measuring the dependent variables can be classified into two kinds. They are -

a) The standardised objective psychological instruments measuring n achievement and n approval employing respectively Achievement Motive Inventory (AMI) and Approval Motive Scale (AMS). The Indian F-Scale was used for measuring authoritarianism.
b) The Projective Tests using Six TAT pictures of M.C Clelland (1953) for measuring n power and n affiliation.
These two types of psychological instruments employed two different types of methods and procedures in the conduct of the respective psychological instruments. The former measures are standardised objective tests in which instructions given for the administration of the two instruments in the manuals of AMI and AMS were strictly followed, whereas in case of the latter measures, instructions as given below for the administration of the TAT pictures as Projective Techniques for measuring n power and n affiliation were carefully observed in all testing sessions. A proctor's help was sought not only in the administration of the psychological tests but also in counter-checking the scores of the subjects. Testing conditions were controlled and made identical to the best of the investigator's capacity in all Testing Sessions.

In addition, in each of the two kinds of psychological tests, the following specific observations were also made.

a) For standardised psychological tests, (For n achievement, n approval and authoritarianism):

(1) The instructions given in the manuals of norms were clearly read out to the subjects and their doubts were removed.
(ii) Time-limit as specified in the manuals were allowed strictly.

(iii) After the subjects have clearly followed the techniques of taking the tests, the test booklets were distributed as per testing programme.

(iv) Both the instruments were administered by the investigator herself in an "individual testing" situation.

(v) The subjects were given auditory signal to start the test. After collecting the data for the test, they were thanked for the inconvenience caused to them for the study.

b) For the Projective Tests (i.e. Six TAT pictures: For $n$ power and $n$ affiliation):

Both $n$ power and $n$ affiliation have been measured by employing Six TAT pictures (i.e. 5, 28, 83, 9, 24, and 53) of McClelland (1953). Each of the Six TAT pictures were first of all shown sequentially to the subjects for 15-20 seconds and the presentation of one picture was followed by a story writing by the subject for 5 minutes keeping in view the following four questions:

(a) What is happening? Who are the persons?
(b) What has led upto the situation? i.e. What has happened in the past?
What is being thought?
What is wanted? By whom?

What will happen? What will be done?

Conditions of presentation of the TAT pictures in all testing situations and sessions were made identical to the best of the capacity of the researcher.

3.42 Instructions delivered to the subjects:

Instructions delivered to the subjects for taking the psychological tests vary with the nature of the instruments used. The two types of instruments as mentioned above, employed two categories of instructions. In the standardised objective instruments, instructions given in the manual of norms were given whereas the use of Projective Techniques for measuring n power and n affiliation, the instructions followed in the administration of TAT pictures as Projective techniques where delivered to the subjects. Instructions given to the subjects in their case have been briefly given as under:

(a) Instructions given for the administration of standardised objective Tests:

(1) For AMI:

After establishing proper rapport with the subjects the following instructions were given to them:

"A test will be administered upon you. It is a very simple Test. This test consists of twenty
items having six alternatives to each item. These alternative answers are sub-divided into three parts; two each of the six alternative responses. Two of the answers are achievement related (AR), two are task related (TR) and two are unrelated (UR) to achievement.

"You have to put a check mark (✓) against each of the statements in terms of your approval or disapproval". If you accept, please put a check mark (✓); if you do not accept, then put a (x) cross mark. There is no right or wrong answer. There is no time limit, but please hurry up and try to answer all the questions within 25 minutes".

(11) For AMS:

Self explanatory instructions given on the face page of the AMS Booklet were brought to the notice of the testers and they were specifically instructed about the technique of taking the AMS. They were informed that they would be given 20 minutes to answer their approval, disapproval in terms of 'Yes' or 'No' by putting a tick (√) mark or cross (x) mark as the case may be.

(111) For Indian F-scale:

It is a self-administered test and the instructions for the subject is printed on the test booklet. It reads as follows:
This test aims to know people's opinion on certain social, educational, religious and war-problems. It contains statements with which some people may agree and some others may differ. You please read each statement carefully and indicate your agreement or dis-agreement with it by selecting one of the following alternative answers and mentioning its number on the space provided against the statement.

Use the following Scale -

Slightly Agree  +1  Slightly Disagree  -1
Agree  +2  Disagree  -2
Strongly Agree  +3  Strongly Disagree  -3

For example, if you "Strongly Agree with a statement put +3 on the vacant space provided against that statement.

(iv) For SES and Biographical Scales:

It is self-administered scale and the instructions for the subjects are as under:

This Scale aims to know your socio-economic status, home conditions (whether authoritarian or democratic parental background), educational background and your personal attitude towards peers/siblings. Please read each statement carefully and indicate your choice by putting a cross (x) mark.
(b) **Instructions For the administration of TAT pictures as Projective Techniques:**

"You will be shown one after another six pictures for about 15-20 seconds. Immediately after this brief exposure, you have to write a story on the contents given in the picture. You would be given five minutes to construct your story on the following four guidelines as outlined under "Methods and Procedures". While writing the stories, you should not be much concerned with the right and wrong of your thought. You have to simply write down whatever comes to your mind. You should write as fast and as quick as possible. After having completed the story writing of the first picture, you would be shown the second picture for the same period, and you have to write the story in the same way for the same period. In this way one after another, you would be shown six pictures and you have simply to write stories on each of them for 5 minutes each on the guidelines mentioned above".

If you have understood, then there is the first picture. You have five minutes to make up a story. Let us see how well you can do?

3.43 **Precautions observed:**

(i) The researcher established proper rapport before administering the psychological tests, whether standardised tests or projective technique describing
TAT pictures, to the subjects and repeated requests were made to extending full cooperation towards the testing programme.

(ii) Before the standardised tests were distributed to the subjects they were properly screened by the investigator. Similarly, the TAT pictures were also tested for their functioning before the pictures were actually exposed to the subjects for experimentation.

(iii) The scores obtained by the subjects were checked and then counter-checked by two scorers. This precaution ensured greater confidence and more objectivity over the scores obtained by the subjects.

3.44 Rapport and Responses:

Establishing harmonious and proper rapport is the first requirement for collecting valid responses. In the process of collecting valid data from the student leaders, every effort was made by the researcher to establish rapport with the subjects under-study through the Principals of the various Colleges. Before the Testing Programme was initiated in a particular college, it was approved by the Principal and the date and time of the various testing sessions were well informed to the subjects through their Principals.

Further, on the date of test administration before the tests were administered, the students were
were fully assured that these tests were conducted for the purpose of research, and hence the information given by them would be confidential, and they will not be disclosed to anybody under any circumstances. Hence without any fear, they should extend their full cooperation to the investigator, feel relaxed and give their responses as per the instructions given to them.

3.45 Scoring of the responses:

After having collected the data, the responses of the subjects were scored by the researcher herself. However, a counter-check of the total scores obtained by the subjects was done by the Proctor who helped the investigator in the conduct of psychological tests. The inter-scorer scheme enhanced the dependability and objectivity of the raw scores obtained by the subjects.

As such, measurement of n achievement, n power, n approval, and n affiliation and authoritarianism through their respective instruments required separate scoring system for each of them. The responses collected on AM1 and AM2 were scored by employing objective scoring system as given below whereas the scoring systems for the responses collected on the six TAT pictures as projective tests, were made to a large extent objective by pinpointing the criteria as well as by assigning numerical relative weights to the actual responses made
by the subjects through content analysis of the texts written by them in the form of stories. McClelland (1956) has designed a specific scoring system for each of the need motives, but the same has been translated on objective measures presented as under:

(a) **Scoring of Standardised Objective Instruments:**

3.451 **Scoring of AMI:**

The AMI consists of 22 items with six response options, two each for AR, TR and UR. The distribution of response options among three category responses, that is, AR, TR and UR which serve as the scoring key, is as under:

<table>
<thead>
<tr>
<th>Item No.</th>
<th>AR</th>
<th>TR</th>
<th>UR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2,5</td>
<td>1,4</td>
<td>3,6</td>
</tr>
<tr>
<td>2.</td>
<td>3,6</td>
<td>2,5</td>
<td>1,4</td>
</tr>
<tr>
<td>3.</td>
<td>1,4</td>
<td>3,6</td>
<td>2,5</td>
</tr>
<tr>
<td>4.</td>
<td>2,5</td>
<td>3,6</td>
<td>1,4</td>
</tr>
<tr>
<td>5.</td>
<td>3,6</td>
<td>1,4</td>
<td>2,5</td>
</tr>
<tr>
<td>6.</td>
<td>1,4</td>
<td>2,5</td>
<td>3,6</td>
</tr>
<tr>
<td>7.</td>
<td>2,5</td>
<td>1,4</td>
<td>3,6</td>
</tr>
<tr>
<td>8.</td>
<td>3,6</td>
<td>2,5</td>
<td>1,4</td>
</tr>
<tr>
<td>9.</td>
<td>1,4</td>
<td>3,6</td>
<td>2,5</td>
</tr>
<tr>
<td>10.</td>
<td>2,5</td>
<td>3,6</td>
<td>1,4</td>
</tr>
<tr>
<td>11.</td>
<td>1,6</td>
<td>3,4</td>
<td>2,5</td>
</tr>
<tr>
<td>12.</td>
<td>1,4</td>
<td>2,5</td>
<td>3,6</td>
</tr>
<tr>
<td>13.</td>
<td>2,5</td>
<td>1,4</td>
<td>2,6</td>
</tr>
<tr>
<td>14.</td>
<td>3,6</td>
<td>2,5</td>
<td>1,4</td>
</tr>
<tr>
<td>15.</td>
<td>2,5</td>
<td>3,6</td>
<td>1,4</td>
</tr>
<tr>
<td>16.</td>
<td>1,4</td>
<td>2,5</td>
<td>3,6</td>
</tr>
<tr>
<td>17.</td>
<td>2,5</td>
<td>1,4</td>
<td>3,6</td>
</tr>
<tr>
<td>18.</td>
<td>3,5</td>
<td>2,6</td>
<td>1,4</td>
</tr>
<tr>
<td>19.</td>
<td>1,4</td>
<td>2,5</td>
<td>3,6</td>
</tr>
<tr>
<td>20.</td>
<td>2,5</td>
<td>3,6</td>
<td>1,4</td>
</tr>
<tr>
<td>21.</td>
<td>3,6</td>
<td>1,4</td>
<td>2,5</td>
</tr>
<tr>
<td>22.</td>
<td>1,4</td>
<td>2,5</td>
<td>3,6</td>
</tr>
</tbody>
</table>
The AMI provides four scores: AR, TR, UR and AMI Scores. The scores of each subject are counted on the strength of the nature of the responses as specified above. The total AMI is obtained by deducting the total UR scores.

The scores of AR range between 2 and 20, and the scores of TR and UR range from 0 to 14. 50% of the responses are AR with a mean at 11.40 and 50% of the remaining responses are TR and UR. The AMI designer is silent on the processing system of negative scores. In the present study, all negative scores have been reduced to Zero.

3.452 Scoring of AMS:

The AMS consists of 72 items classified into seven areas. A score of 1 is given to each response if it is approval indicative irrespective of its being true or false. Thus, scores can range between 0 and 72. Larger scores are indicative of stronger approval motive. The scoring key is given as under:
<table>
<thead>
<tr>
<th>Items</th>
<th>Approval Responses</th>
<th>Items</th>
<th>Approval Responses</th>
<th>Items</th>
<th>Approval Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>25</td>
<td>F</td>
<td>49</td>
<td>F</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>26</td>
<td>F</td>
<td>50</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>T</td>
<td>27</td>
<td>F</td>
<td>51</td>
<td>F</td>
</tr>
<tr>
<td>4</td>
<td>F</td>
<td>28</td>
<td>F</td>
<td>52</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>29</td>
<td>F</td>
<td>53</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>T</td>
<td>30</td>
<td>F</td>
<td>54</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>T</td>
<td>31</td>
<td>T</td>
<td>55</td>
<td>F</td>
</tr>
<tr>
<td>8</td>
<td>F</td>
<td>32</td>
<td>F</td>
<td>56</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>T</td>
<td>33</td>
<td>F</td>
<td>57</td>
<td>T</td>
</tr>
<tr>
<td>10</td>
<td>T</td>
<td>34</td>
<td>T</td>
<td>58</td>
<td>F</td>
</tr>
<tr>
<td>11</td>
<td>F</td>
<td>35</td>
<td>F</td>
<td>59</td>
<td>T</td>
</tr>
<tr>
<td>12</td>
<td>T</td>
<td>36</td>
<td>T</td>
<td>60</td>
<td>T</td>
</tr>
<tr>
<td>13</td>
<td>T</td>
<td>37</td>
<td>F</td>
<td>61</td>
<td>T</td>
</tr>
<tr>
<td>14</td>
<td>T</td>
<td>38</td>
<td>T</td>
<td>62</td>
<td>T</td>
</tr>
<tr>
<td>15</td>
<td>F</td>
<td>39</td>
<td>T</td>
<td>63</td>
<td>F</td>
</tr>
<tr>
<td>16</td>
<td>F</td>
<td>40</td>
<td>F</td>
<td>64</td>
<td>T</td>
</tr>
<tr>
<td>17</td>
<td>T</td>
<td>41</td>
<td>F</td>
<td>65</td>
<td>T</td>
</tr>
<tr>
<td>18</td>
<td>F</td>
<td>42</td>
<td>T</td>
<td>66</td>
<td>T</td>
</tr>
<tr>
<td>19</td>
<td>F</td>
<td>43</td>
<td>T</td>
<td>67</td>
<td>T</td>
</tr>
<tr>
<td>20</td>
<td>T</td>
<td>44</td>
<td>T</td>
<td>68</td>
<td>T</td>
</tr>
<tr>
<td>21</td>
<td>F</td>
<td>45</td>
<td>T</td>
<td>69</td>
<td>F</td>
</tr>
<tr>
<td>22</td>
<td>T</td>
<td>46</td>
<td>T</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>23</td>
<td>T</td>
<td>47</td>
<td>T</td>
<td>71</td>
<td>T</td>
</tr>
<tr>
<td>24</td>
<td>T</td>
<td>48</td>
<td>F</td>
<td>72</td>
<td>F</td>
</tr>
</tbody>
</table>
Serious attempts have been made to develop the scoring procedures for measuring the Affiliation motive (Mc Clelland, 1953; Shipley and Veroff, 1952; Atkinson, Heynos and Veroff, 1954; Heyns, Veroff and Atkinson, 1958). Identification of a particular sequence of imaginative behaviour as affiliation related imagery perhaps constitutes the most significant aspect of scoring the affiliation motive. Characteristic attitudes of affiliation motive which have been included in its definition play the crucial role in identifying the affiliation related imagery.

Heyns, Veroff and Atkinson (1958) in their paper on "A Scoring Manual for the Affiliation Motive" have suggested that "The n Affiliation score is obtained for each story by counting it for each of the following categories: Affiliation Imagery (Aff Im), Need (N), Successful Instrumental Activity (It); Positive Anticipatory Goal State (Gat), Positive Affective State, (Gt), Environmental Obstacles (EW) and Themes (Th). The maximum possible score in one story is +7. Both doubtful and unrelated Imagery are here scored as Zero. However, it is advisable to note all of the categories described even though in the light of current evidence, not all of them should enter into the determination of the n affiliation score".
However, the subjectivity in scoring of the Projective TAT pictures carries and the other limitations regarding reliability and validity of the results for which the Projective Techniques are denounced, question the very application of Projective measures. Since no objective measure of affiliation was available, the present TAT pictures were used for measuring affiliation. However, keeping in view the limitations of the subjectivity inherent in the scoring of data from Projective instruments, an attempt has been made by the investigator to design her own objective criteria for measuring the affiliation.

In the process of developing objective criteria for scoring the data obtained on the six TAT pictures dealing with Affiliation, a large number of criterion statement related to Affiliation Imagery were recorded from various sources and they were then screened and identified by a panel of two judges. A criterion statement revealing the Affiliation Related Imagery was retained on 100% agreement among the two judges. A single point was given to each of these statements.

The criterion statements are given as under:

A. Statements showing Friendship Relations:
1. A Positive emotional relationship with another person.
   a) Establishing friendship
   b) Maintaining friendship
B. Statements relating concern about separation or feeling of rejection from another person.

a) Feeling or anxiety of being disliked or rejected by others.

b) Feeling of liking or being liked by others.

c) Feeling, thoughts or activity related or concern shown about disrupted or broken relationship.

d) Feeling of sorrow or grief or repentence about the broken relationship.

e) Involving ourself in restoring the broken relationship through words, thoughts and deeds.

f) Concern with loneliness being without former friends or relatives.

g) Concern with physical departure like death of a loved one etc.

h) Concern with psychic separation i.e., quarrel, fight or disagreement.

i) Feeling of forgiving and forgetting with a view to maintain friendly relations.

C. Statements relating to Affiliative Activities:

a) Organising parties/meetings/visit/group-discussions etc.

b) Participating in parties/meetings, group discussions, etc.
c) Advising others to conduct affiliative activities.

d) Feelings, thoughts, and activities related to reunions.

e) Concern about group solidarity and cohesiveness.

f) Concern about social welfare activities and happiness of other persons.

g) Efforts made in words and deeds for consoling and reuniting the friendly relations.

h) Feeling of being popular or efforts made to gain popularity.

All responses on the six TAT stories indicative of Affiliation Imagery were scored by two judges by using their objective criterion statement. Development of this objective criterion measure reduced subjectivity and their co-relations inherent in projective measures to a large extent.

3.454 Scoring of TAT responses for n power:

A set of six TAT pictures 5, 28, 83, 9, 24 and 53 in that order were developed by McClelland (1953) for multiple purpose sets for n power also.

McClelland and his associates (1953) have shown that scoring stories written in response to pictures can be used as a basis for measures of strength of the achievement and affiliation. Veroff (1957) employed the same logic for scoring the power motive. Veroff (1957) used the coding method by
following the seven criteria for the scoring of stories written by subjects on the strength of TAT fictions. The various power related Imaginative categories are:

(i) Power Imagery = 1+
(ii) Need = 1+
(iii) Instrumental Activity  
   Positive = 1+,  
   Negative = 1- or any sign
(iv) Goal anticipation Ga + = (+1); Ga - = (-1)
(v) Block (Personal Bp: (+1); Environmental (BW:(+1)
(vi) Affective State: Positive: (G+ (+1),  
    Negative: (G- (-1)
(vii) Themes: Th: (+1)

Veroff (1955) specifically remarks that "It is of crucial importance for scoring for power motivation that the scorer understands the behavioural sequence. Once a person is able to identify the presence of imagery in a story that is related to power motivation, then the sub-category of coding logically follows from the behavioural sequence".

A systematic subjective scoring system for power motivation based on coding method of the stories written on TAT pictures has been prescribed by Veroff (1955) in his paper on "A scoring manual for the Power Motive". He specifically mentions that if power imagery is scored, then the greatest possible number of sub-categories which can be scored in a single story is -
(a) Need (+1)
(b) Instrument either 1+, 1- or ?
(c) Goal attainment Ga + (+1); Ga - (-1)
(d) Blocks in the person or the world:
(Bp (+1); BW (+1)
(e) Affective State: (GO + (+1); (GO - (-4) and
(f) Thema : Th (+1)

Together with +1 for Power Imagery, this would make the maximum score possible +10.

Despite the numerous advantages that projective techniques have in the measurement of the deep seated feelings, desires, motives and intentions, it has its unique methodological limitations from the points of view of its subjective scoring system. The above criteria of scoring the stories written on the basis of TAT pictures also suffer from the same defect.

With a view to enhance objectivity in scoring and thereby to raise the dependability and validity of the results obtained, an objective measurement criteria by scaling down the typical representative responses into Yes or No scale was employed.

In the process of developing an objective measurement, a large number of criterion statements denoting Power Imagery were collected from various sources and they were then screened and identified by two judges as "Power Related Imageries". A statement was retained "Power Related Imagery" on 100% agreement
criterion. After a story was scored, its contents revealing, denoting or referring to the ideas inherent in the criterion statements were first of all simply underlined.

The criterion statements have been given as under:

A: Statement of Affect:

I Emotionally concerned about getting or maintaining control of the means of influencing a person.

(a) Wanting to win a point
(b) To show dominance
(c) To gain a position
(d) Wanting to avoid weakness or humiliation
(e) To convince someone
(f) Directing others

B: Statement of control activity:

II Actually involved in something in getting or keeping control over the means of influence.

(a) Arguing
(b) Demanding or forcing
(c) Giving a command
(d) Trying to convince
(e) Punishing
(f) Physical power in action.
C: Statement of superior-subordinate role relationship:

III. A superior has a control of the means of influencing a subordinate.

(a) Control of the means of influencing the subordinate by words and expression

(b) Control of the means of influencing the subordinate by action.

All responses on the Six TAT stories indicative of power imagery were scored by two judges by employing this objective criterion statements and the mean of the two scores on all the Six TAT stories was taken as the total power motive scores of an individual. Development of this objective criterion measures of Affiliation and Power Motivation minimised the subjective elements and other limitations to a large extent which adversely affect the results obtained on projective instruments.

3.455 Scoring of Indian $^i$-Scale for Authoritarianism:

The Indian $^i$ Scale is a seven point scale. Six categories of responses from "Strongly Agree" to "Strongly disagree" are provided in the instruction. The Neutral Category (i.e. neither agree nor disagree) has not been mentioned in order to force the subject to rate his judgement in terms of agreement or disagreement. The following procedure was used to score the subjects responses to positive and negative items.
<table>
<thead>
<tr>
<th>Responses</th>
<th>Score for positive items</th>
<th>Score for negative items</th>
</tr>
</thead>
<tbody>
<tr>
<td>+3 (Strongly agree)</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>+2 (Agree)</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>+1 (Slightly agree)</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>-1 (Slightly disagree)</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>-2 (Disagree)</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>-3 (Strongly disagree)</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

Omission of responses to an item is accepted as subject’s inability to force his judgement in agreement or disagreement and so score 4 for every omission.

3.456 Scoring of Socio-Economic Status Scale:

Under the Socio-Economic Status Scale were included - (a) the Educational Status of the family members, including that of the student leader, (b) the income level of the family, (c) the economic status of the family and its effect on the perception and motivation of the student leaders, (d) the social status which was indicated by the kind of relationship they had with their neighbourhood.

Each one of the above items had a question with multiple choice answer. The student leaders had to put a cross mark against their preference. For determining the educational status of the family, the calculation was done in the following way:
The students had to answer the questions regarding the educational level of their father, mother, sibling, spouse (if any) and their own. The marks were given according to the educational level of a particular member. For example, if the father had done only upto middle school, he was given 2 marks. In this way the educational status of the family was determined by the aggregate marks obtained after adding up the individual member's marks.

The income level was calculated as under:

<table>
<thead>
<tr>
<th></th>
<th>Rs. 300 and below</th>
<th>6</th>
<th>Between Rs. 1501 and 1800</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Between Rs. 301</td>
<td>7</td>
<td>Between Rs. 1801 and 2100</td>
</tr>
<tr>
<td></td>
<td>and Rs. 600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Between Rs. 601</td>
<td>8</td>
<td>Between Rs. 2101 and 2400</td>
</tr>
<tr>
<td></td>
<td>and Rs. 900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Between Rs. 901</td>
<td>9</td>
<td>Between Rs. 2401 and 2700</td>
</tr>
<tr>
<td></td>
<td>and Rs. 1200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Between Rs. 1201</td>
<td>10</td>
<td>Between Rs. 2701 and above</td>
</tr>
<tr>
<td></td>
<td>and Rs. 1500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student leaders had to indicate their family income level by putting a cross mark against the appropriate column.

Their Economic Status which was determined by their material status was determined as mentioned under:

Where do you stay?

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Neat and New Colony</td>
</tr>
<tr>
<td>3</td>
<td>Neat accommodation</td>
</tr>
<tr>
<td>2</td>
<td>Old residential areas</td>
</tr>
<tr>
<td>1</td>
<td>In unclean areas like slums</td>
</tr>
</tbody>
</table>

Do you own your house?

<table>
<thead>
<tr>
<th>Score</th>
<th>Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Own</td>
</tr>
<tr>
<td>1</td>
<td>Rented</td>
</tr>
</tbody>
</table>

You have only a cycle 1
You have scooter 2
You have Scooter and cycle 3
You have only a car 4
You have car and scooter 5

The total scores obtained by adding up the answers to the three questions indicated the Economic Status of the family. The Social Status was determined by a simple question.
What kind of relations do you have with your neighbours?

3 2 1
Good Ordinary Bad

The aggregate of the scores obtained by totalling up the Educational Status, the economic status, income status; and their Social Status, determined the Socio-Economic Status of the family as a whole.

3.457 Scoring of data on Biographical Scale:

The Biographical Scale consisted of 17 items and each item was scored by answers given on a five point scale. For example,

Your parents were landlords

5 4 3 2 1
Very rich Fairly rich Ordinary Poor Very poor

They were autocratic in dealing with their subordinates

<table>
<thead>
<tr>
<th>Autocratic</th>
<th>Democratic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td>2 1</td>
</tr>
<tr>
<td>Always</td>
<td>Rarely</td>
</tr>
<tr>
<td>Often</td>
<td>Never</td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
</tr>
</tbody>
</table>

Now were they in their attitude towards children?

1 2 3 4 5
Very liberal & democratic Neither Dictatorial & democratic
Quite liberal & democratic Neither Dictatorial & democratic
Neither Dictatorial & democratic
Liberal & democratic Neither Dictatorial & democratic
Neither Dictatorial & democratic

Students who had given number 3 were not taken into consideration. Only those who had answered 1, 2, 4 and 5 were included for purposes of our study. 1 and 2 were grouped together as one extreme and 4 and 5 were grouped together as the other extreme.

3.50 STATISTICAL TREATMENT:

The present study deals with the following hypotheses and the statistical treatments go in accordance with the nature and kind of data which are largely determined by the kind of hypothesis formulated in Chapter I.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Kind of Hypothesis</th>
<th>Statistical treatment employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Correlational hypotheses ($H_1$ and $H_2$)</td>
<td>Pearson Product Moment Coefficient of Correlation</td>
</tr>
<tr>
<td>2.</td>
<td>Interactional hypotheses ($H_3$ to $H_7$)</td>
<td>ANOVA</td>
</tr>
<tr>
<td>3.</td>
<td>Differential hypotheses ($H_8$ to $H_{17}$)</td>
<td>Mean, Standard Deviation and 't' value</td>
</tr>
<tr>
<td>4.</td>
<td>Developmental hypotheses ($H_{18}$ and $H_{19}$)</td>
<td>Mean, Standard Deviation and 't' value</td>
</tr>
</tbody>
</table>

The next chapter deals with "Results, their Interpretation and Discussion" obtained from the responses on the need motivations and authoritarianism under-study.