CHAPTER II

REVIEW OF RELEVANT LITERATURE

2.00 Introduction.

2.10 Studies on achievement.

2.20 Studies on approval.

2.30 Studies on affiliation.

2.40 Studies on power.

2.50 Studies on authoritarianism

2.60 An Integrated Studies on various need motivations

2.70 Studies on Student Behaviour with Sociological Bias

2.80 Generalization from Review of Relevant Literature.
CHAPTER II

REVIEW OF THE RELEVANT LITERATURE

2.00 INTRODUCTION:

For any scientific research, it is very essential to undertake a review of the relevant literature. It enables the researcher to acquaint oneself with the current trends in the field of study and provides him with the body of knowledge which could guide the investigator for designing and developing the future research. The review gives the researcher an idea about the preferred contents which have been already studied, as well as the methodology employed and the results obtained there upon. A careful analysis of the relevant literature pinpointedly suggests the gap that exists in the literature in the field. The review of relevant literature helps: (a) in preparing a solid base for future researchers, (b) it pinpoints the existing gap in the literature which could be filled in by the future researchers and thereby makes an advancement in the body of knowledge.

In the present study, existing literature on need motivations has been carefully studied. The studies cited in the Annual Review of Psychology as well as papers abstracted in the American Psychological Abstracts for the last 15 years from (1971-1986) have been taken as
representative literature for review besides studies. All available papers from other sources published during these periods in addition to those already existing in the reference books were carefully analysed and classified under the following heads:

1. Studies on Achievement motivation.
2. Studies on Approval Motivation.
3. Studies on Need for Power.
4. Studies on Need for Affiliation.
5. Studies on authoritarianism.
6. A global presentation of the studies on more than one need motivations.

2.10 STUDIES ON NEED FOR ACHIEVEMENT:
A review of literature on the studies conducted in India and abroad has been systematically classified under various heads given as under:

(i) Achievement Motivation and Economic Development.
(ii) Individual Differences in Achievement Motivation.
(iii) Demographic Factors and Achievement Motivation.
(iv) Creativity, Locus of Control and Achievement Motivation.
(v) Achievement Motivation and Non-Intellectual Factors.
(vi) Risk Taking Behaviour and Achievement Motivation.
(vii) Behavioural Correlates of Achievement.
(viii) Effect of Training on Achievement Motivation.
A few noted studies that have come to the notice of the present investigator have been presented as under systematically:

1. **Achievement motivation and economic development:**

   The possible link between achievement motivation and economic development was first established by Winterbottom (1953). She found that mothers of the "highs" expected their sons to master earlier such activities as trying new things without asking for help, to do well in school on his own, to have interest and hobbies of his own, to be able to entertain himself etc. Further, more the mothers of the "lows" reported more restrictions. They did not want their sons to play with children not approved by the parents, nor did they want them to take important decisions.

   The German Sociologist Maxweber (1904) described how the protestant reformation produced a new character type which infused a more vigorous spirit into the attitude of both workers and entrepreneurs and which ultimately resulted in the development of modern industrial capitalism. If the protestant reformation represented a shift towards self-reliance, training and the new capitalistic spirit, an increased achievement, then the relationship found by Winterbottom may have been duplicated at a societal level in the history of western Europe. The following diagram shows the parallel:
Weber's hypothesis

A Protestantism (Self reliance, values etc.) D Spirit of modern Capitalism

Winterbottom Study

B Independence and mastery training by parents. C Achievement in sons

(11) Individual differences in Achievement Motivation:

Niebuhr, et al. (1982, 249-255) studied the influence of individual characteristics on performance over under-graduate students and inferred from the findings that in stable situations, performance is better predicted by skills and personality characteristics but motivation become more important when the situation is complex or stressful.

Satvir Singh (1977, 62-66) reviewed the existing literature on the effect of training on Achievement Motivation and concluded that the result on Achievement Motivation of McClelland and his associates support the hypothesis at the Macro- and Micro levels that achievement instruction promotes entrepreneurship which in turn is a key to economic growth of a nation; however, it is not clear whether achievement motivation promotes or retards women entrepreneurship.
(iii) **Demographic Factors and Achievement Motivation:**

Zander, Alvin (1974, 54-68) studied the effect of job status on productivity and group success among business managers. Research indicates that group motivation both to achieve success and to avoid failure is an important aspect of the job performance. Group goal can be increased by developing a sense of unity. Individuals low in motivation become more highly motivated when placed in situations to fostering group motivation for success. Fineman, Stephen (1975, 113-124) also supported Zender Alvin's study and found that a positive correlation between achievement and performance would be more likely to occur when the manager perceives the job climate in strong achievement terms.

Tripathi R.R. and Agrawal (1978, 97-103) analysed the role of achievement motivation in student leaders and non-leaders and found that the Achievement motivation of the leaders were more in respect to the non-leaders.

R.N. Anantharaman (1979) has critically discussed the achievement motivation among management supervisors and workers. Analysis of data showed that managers have higher achievement than supervisors and workers.

Sinha (1968) has reported positive relationship between education and aspiration, between aspiration
and judgement on the sample drawn from developed villages. But in undeveloped villages, he did not find any significant relationship between education and aspiration. Sinha (1969) found no fundamental difference in the pattern of motivation and aspiration among developed and undeveloped villages.

Choube (1974) investigated achievement motive among villagers. He found that the younger subjects from developed villages under-estimated their chances of success on the tasks more frequently than their counterparts from poorly developed villages.

Srivastava and Tiwari (1967) demonstrated that highest need achievement score was present in the middle class, second in the upper class and the lowest in the lower class.

Christian J.A. (1979, 48-56) reported high need for achievement of females which was affected by age, socio-economic status, family background, fear of failure and hope of success.

Dave and Krishnamurthi (1973) found that there was virtually no difference in risk taking of low achievement and high achievement farmers. Sinha and Choube (1972) showed that age alone does not seem to have strong effect on the achievement motivation.

Gokulnathan (1971) and Gokulnathan and Mehta (1972) have reported higher need for achievement in
Tribal than non-tribal students and in girls than boys.

In a Gujarat study, father's socio-economic status was not found related to children's need for achievement (Desai and Trivedi, 1972). But Chaudhury (1971) found opposite relationship between need for achievement and social class. Jain and Shah (1974) reported a positive relationship between aspirations and levels of education and occupation. Muthaiya (1971) has also found a significant positive correlation relationship between socio-economic status and aspirations of farmers. Ratti (1972, 1974) has reported lower aspirations for income, education and occupation in tribal children than high caste Hindu children. He also found positive co-relation between the low aspirations of the parents and their children. Sinha (1974) has associated lower level of aspiration with the economic backwardness of the village. Several studies on farmers and factory workers in Bihar have shown that aspiration had positive relationship with caste-status and level of education, Singh S.P. (1971), Singh S.N. (1975), Singh A.K. (1977) Pareek (1970) have argued that poverty produces low need for achievement.

Sinha (1968) has demonstrated that high need for achievement leads to maximum group output only when resources are unlimited. Sinha and Pandey (1970) have investigated the strategies of persons varying in the
strength of achievement. It appears that persons of high n achievement use whatever means at their command to maximise their achievements.

It has been shown that Ss with high n achievement have a notion of time that is characterised by fast movement (Knapp and Garbutt, 1959; De Freez, 1954) and has been conceptualised as an energised expendable and directional phenomenon (Knapp and Garbutt, 1965). This concern for time as a valuable commodity is also reflected in under-estimation of time by high n Achievers under active conditions (Meade, 1968). In high n Achievers, time estimation was inversely related with progress under high motivational arousal (Meade and Singh, 1970). The high n achievers make fewer errors in the estimation of time as compared to low n achievers (Srivastava, 1973).

There is some indication that low academic achievement is associated with a present bound time perspective and a lower ability to delay gratification (Davids and Sidman, 1962; Strauss, 1962). As compared to low n achievement Ss, high n achievers prefer larger rewards in future over smaller rewards immediately (Kischal, 1961, 1964; Cameron and Storm, 1965; Reese, 1967).

(iv) Creativity, Locus of Control and Achievement Motivation:

Saira Jawa (1971, 24-26) studied the relationship between achievement motivation and creativity; and
demonstrated significant association between creativity and achievement.

T.C. Gyanani (1974, 30-32) compared the achievement of high and low achiever, male-female student-teachers. The study was conducted on 29 high achievers and 29 low achievers. It was found that the high achiever male pupil teachers displayed high achievement than the low achiever males, while high and low achiever females were not found to differ significantly in their achievement. The high and low achiever male female pupil teachers were found to have the same need for achievement.

Hotella, Robert J and Banker Lindak (1976, 10-43-1046) studied the level of achievement motivation and kind of locus of control in the active aged and reported that the motivational components of continued participation in expressive social situations were thought to be related to each individual's locus of control and achievement motivation. The present study involved an investigation of 25 active male participants with mean age 67.97 years in National Championship Tennis Tournament for seniors and members of the local retired seniors volunteers programme scores indicated that their seniors were generally internal on Rotter's Internal-External locus of control scale. This finding contradicts E.T. Phare's (1976) work to the extent that this sample was not extremely achievement oriented but
rather represented a general tendency toward conflict between a desire to succeed and fear of failure.

Further, a study was conducted on Locus of Control and Achievement of school children by Chan, et al., (1978, 104-110). He examined the implications of research on locus of control and achievement motivation for the practising educational psychologist. It was found that locus of control and achievement motivation influenced the ways in which a child approaches school related task, interprets the outcomes of tasks, selects tasks and persists in activities.

Lefcourt (1976), Rother, et al., (1966) describe that the perception of event whether positive or negative may be a consequence of one's own action. Known as internal locus of control or he may perceive that his behaviours are not controlled by his own values, expectations or experiences but rather by luck, chance, or future uncertainty known as external locus of control.

It was observed that level of aspiration and achievement are affected by the sex variables. Gijesme (1973), Mohanty (1972), Stake (1973) reported that the girls underestimate their subjective probability of success compared to their counterpart males.

(v) Achievement Motivation and Non-Intellectual Factors:

The relationship between the strength of achievement motive (n achievement) and perceptual sensitivity to achievement related words has been investigated by
McClelland and Liberman (272, p. 257, 275), Atkinson (1952) has argued that the achievement motive inferred from content analysis of imaginative (TAT) stories is a latent characteristic of personality which is manifested in behaviour only when engaged or supported by appropriate environmental cues. If motivational selectivity in perception requires that a motive be aroused at the time of perceiving, then expected differences in perceptual sensitivity between groups of individuals who differ in strength of achievement motive should be more evident when recognition thresholds are measured immediately after a motive arousing test experience than when recognition thresholds are measured without any prior arousal of the motive.

The experiment was conducted twice; first with a group of high school students and again with a group of College students. In each case, the strength of achievement motive was measured by having subjects write imaginative stories under neutral experimental conditions. Then subjects were divided into two groups to allow measurement of recognition thresholds for achievement-related words under two different experimental conditions on a later occasion. Recognition thresholds for achievement related words were determined in the control (neutral) group. In the experimental group (Motive aroused) the determination of thresholds was preceded by a short test experience deliberately designed to arouse motivation to achieve in the subjects.
It is assumed that the achievement motive as measured through content analysis of stories written when the subjects are not necessarily in a motivated state is a disposition of the personality which is expressed in instrumental acts and perceptual behaviour only when it is aroused, or engaged by appropriate environment cues. Nagpal, R.N. and Wig, N.N. (1975) conducted a study of non-intellectual factors associated with academic achievement in University students. They collected health and personality data on 41 students who had failed in the University examinations but had rejoined the classes. A structured questionnaire based on those data was prepared covering a wide range on non-intellectual and semi-intellectual factors, and was administered to approximately 1080 students of Punjab University before their examinations. Those passing the examinations and those failing the examinations were compared in terms of various factors of the questionnaire. Results indicate that the poor achievers were older, had less well educated parents, they were inadequately motivated, they were inconsistent in their studies and they have poor academic records and poor previous adjustment.

Mehta Prayag and Mehta Nirmala (1974, 320-336) reviewed the literature on various aspects of achievement and pointed out that achievement is related to intelligence, level of aspiration and personality variables.
Kamala, S. Pillai (1983, 81-84) studied achievement motivation in relation to masculinity-feminity, and demonstrated that -

(i) high masculine subjects scored significantly higher than low masculine achievement ones regardless of their sex.

(ii) there existed a significant positive and substantive relationship between achievement motivation and masculinity-feminity even when the effect of intelligence and socio-economic status were partialled out.

Using Text Anxiety Questionnaire (TAQ) of Mandler-Sarason (1952), Atkinson and Litwin (1960), Mahone (1960), Feather (1961) conducted numerous studies on Ach and Test Anxiety. Karabenick and Youssef (1968) reported that subjects who have low achievement and high anxiety scores actually have MAF's (Motive to avoid failure) motive to achieve success. Tripathi and Agarwal (1978) found that student leaders had significantly higher achievement in comparison to non-leaders and in the ego involving success-failure condition reflected significantly less anxiety than non-leaders on Sinha Anxiety Scale.

A number of measures have also been developed to measure fear of failure e.g. "Achievement Anxiety Test" (Allport and Haber 1960; Dember, Nairne and Miller 1962;
Mollholand 1964). Atkinson (1964) has reported high scores on the test of A-trait (trait of Anxiety) reflecting a failure while Sarason (1960) has demonstrated the importance of the experimental situation in arousing the feelings of self-depreciation and anxiety. Experimental findings support Atkinson's view that fear of failure is an important characteristic of high A-trait persons. These also support Sarason's conclusions that high A-trait persons suffer more decrements in efficiency than low A-trait persons under ego-involving conditions or conditions calling for self-evaluation (Denney, 1966; Spielberger, 1966; Spielberger and Smith, 1966).

Spielberger (1972) has concluded that situations which appear to be subjectively threatening give rise to states of anxiety in an individual irrespective of the objective danger. Since high A-trait individuals tend to perceive situations involving failure and threat to self-esteem as more intimidating and foreboding, than the low A-trait persons, situations which involve achievement testing or difficult testing, arouse a higher A-state in high A-trait subjects as compared to low A-trait subjects (O Neil, Hunsen, and Spielberger, 1969). Spielberger, et al., (1970) reported a coefficient of correlation to the extent of $k = .10$ only between $n_A$ and A-state in a group of students coming for counselling in educational vocational problems at a
University counselling centre as measured by Personality Research Form (Jackson, 1957).

Ray, John (1982) studied the relationship between authoritarianism and achievement motivation and found that authoritarianism correlated slightly with neuroticism and social desirability but achievement motivation did not.

Tutt - N.S. (1973, 225-230) conducted a survey to measure levels of achievement motivation in 94 male delinquents from a home office approved school and 94 matched controls. Results showed that the delinquent subjects scored significantly lower than their controls. This finding was, further, supported by a standardised interview study of the 8 highest and lowest scoring delinquents and controls, the total subjects being 32.

(vi) Risk Taking behaviour and Achievement Motivation:

Athanassiade et al., (1974, 195-209) studied risk taking behaviour in upward communication by female subordinates. Results indicate that insecure female subordinates with a low propensity to take risk will distort their upward communication more than those with high risk taking propensity.

Singh, Satvir et al., (1977, 14-17) accounted for the risk taking among entrepreneurs in small scale industries. Results show that high scores on achievement motivation and moderate scores on risk-taker were
associated with business success, low scores on achievement motivation and high scores on risk-taking were associated with declining business.

Nowa Kawiska et al., (1980, 257-267) studied the model of decision making under risk on achievement motivation. Results indicate that too high probabilities of success made the risky decision inferior to a safe one. Asymmetry between the motive to achieve success and to avoid failure emerged, which have been treated as complementary in the past.

Litwin (1958) found that subjects with high \( n_{\text{Achievement}} \) showed a greater preference for intermediate odds in a horse race game in which the outcome depended not at all on skill, but on the turn of a card. But Littig (1959) has found that in a true gambling situation subjects with high \( n_{\text{Achievement}} \) preferred the highest probability of success.

**Atkinson's model of the interaction of \( n_{\text{Achievement}} \) and risk taking:**

He assumes first that the incentive values of an achievement, i.e. the relative amount of satisfaction to be experienced in any personal accomplishment, is a positive function of the difficulty of the task "Difficulty is represented in the model as decreasing probability of success. When the probability of winning is
low. When the probability of winning is low - a difficult task - the amount of satisfaction in winning is high" (Atkinson, 1957, P. 298). He next assumes that the extent to which motivation is aroused to approach any goal is a joint function of the probability of goal attainment and the incentive value or amount of satisfaction accompanying attainment of that goal.

High in achievement appears more likely to be associated with better performance at task which requires some imagination, mental manipulation or complex arithmetic operations (Wendt, 1955). Atkinson originally called attention to the fact that subjects who are high in achievement "tend to feel that their chances of winning are actually better than to Stated Odds" (1958, P. 299). They state higher levels of expectation for performance of a task at which they had no previous experience" (Pottharst, 1955) and when the objective evidence is conflicting as to how well they are doing in a course, they tend to overestimate more the grade they will get in it than do subjects with low in achievement (McClelland, et al., 1953).

Achievement satisfaction arises from having initiated the action that is successful, rather than from public recognition for an individual accomplishment (McClelland, et al., 1953; de Charms, et al., 1955).
French (1958, P. 404) found that her subjects high in \( n \) Achievement worked subsequently more efficiently in the "task feedback" condition than they did in the "feeling feedback" condition. Definite knowledge of correct methods of solving the problem facilitated their subsequent performances, whereas knowledge that they were behaving nicely and properly according to the best rules of cooperative interaction did not. Furthermore, the reverse was true of the subjects with high \( n \) affiliation; they later worked more efficiently after "feeling feedback" than they did after "task feedback". French (1956) has demonstrated that subjects with high \( n \) achievement will choose an expert over a friend as a working partner whereas the reverse is true of subjects with high \( n \) affiliation. The evidence is strong that the person with high \( n \) achievement wants problem solutions more than friendly interaction.

According to the studies conducted by Atkinson and Reitman (1956), Atkinson (1958), Douvan (1956), it has been shown that people with high \( n \) achievement are not influenced by money rewards. They are interested in achievement. People with low \( n \) achievement on the other hand are influenced by money and can be made to work harder for money or other such external incentives.

The studies conducted by Rosen and D'Andrade (1959) show the difference in the behaviour of the
mothers and fathers of sons with high and low achievement. Both, the mothers and fathers of the boys with high achievement set higher standards of excellence than did the mothers and fathers of boys with low achievement.

McClelland, Rindisbacher and de Charms (1955), Rosen (1959) and Veroff et al., (1960) suggest that protestants favour earlier independence and mastery training than do various catholic groups.

Strodtbeck's carefully study of American Jewish families (1958) has shown that the Jews set high levels of aspiration for their children; the mother in particular tends to be very warm towards her son, and the father less authoritarian.

Carter (1959) has shown that achievement is significantly positively associated with mesomorphy and negatively with ectomorphy.

Atkinson and Meller (1956) have obtained evidence to show that the first born children tend to have higher achievement. Various studies conducted have shown that the institution of slavery in all probability undermined achievement training, which in turn lowered the general achievement level.

Douvan (1958) has shown that both failure and possible loss of money were necessary to mobilise the same amount of achievement in lower class children.
that failure alone produced in middle class children. Fraser (1959) collected some data in India which has shown that the children whose fathers were members of the Telic caste had higher achievement than the children whose fathers were engaged in traditional agriculture. Barry, Child and Bacon (1959) reported that high food accumulation has a strong negative relationship to achievement training. Further, Child, Storm and Veroff (1958) have reported that achievement training is correlated positively with achievement content in folk tales.

Huntington (1924, P. 233) argues that "climate influences health and energy and these in turn influence civilisation. On an average the men of genius in the North Sea countries would be more energetic than those of other regions because they would enjoy better health, even though the medical services were everywhere equally good. They would be continually stimulated by their cool, bracing climate and would feel like working hard all the year whereas their Southern and Eastern colleagues in either hot weather or cold would be subject to periods of depression which are a regular feature of the less favoured parts of Europe. Because of their strength and energy the men of genius in the North Sea region would cause civilisation to advance."
(vii) **Behavioural correlates of achievement:**

That there exists an inverse relationship between the attractiveness of a goal and the probability of success associated with it has been experimentally demonstrated in a situation where a goal-attainment is dependent upon the Ss own efforts (Feather, 1969).

Upward mobility as judged upon the basis of the occupational status of the fathers of the Ss was found to be related with n Achievement scores (Crockett, 1962; Veroff, 1955). In a longitudinal study, McClelland (1965) demonstrated that 85% of the Ss who had attained high n Achievement scores in college were employed in entrepreneurial jobs 14 years after they had been tested for n Achievement. Stacy (1969) concluded in a review that n Achievement is related with occupational choice as well as with inter-generation mobility.

Weiner and Potepan (1970) reported that succeeding Ss in final examinations were more achievement-oriented and lower in test anxiety; they attributed success to their own ability and effort; and believed that failure was not due to lack of ability whereas Ss who have less hope for success feel responsible only for failures and see success as unrelated with their ability (Meyer, 1969). Persistent efforts for goal attainment has been found to be related with the probability of success both in high and low n achievement Ss (Feather, 1961, 1963).
Another factor which has been found to be related with achievement is the social status of the Ss. In a number of countries and cultures, viz. India (Srivastava and Tiwari, 1967), Brazil (Angetine, 1970), Africa (Morsbach, 1969) and U.S.A. (Rosen, 1972; Littig and Yeracaris, 1963), it has been seen that the subjects coming from low socio-economic stratum of society exhibit low achievement scores and low socio-economic aspirations (Tseng, 1971). A high achievement motivation was also found in more industrially advanced areas (Angetini, 1970) in Brazil. In India, Misra and Tripathi (1976) found that those Ss who had suffered prolonged deprivation were significantly less achievement-oriented than low deprived Ss.

Mc Clelland (1961) in a cross-cultural study found that achievement was not exclusively related with the likings of occupations. He concluded that the prestige, the difficulty level, and the status of the person should be taken into account in order to determine the difficulty level or subjective prestige value of an occupation. Mc Clelland (1961) also found in U.S.A. and Japan that boys with high achievement from upper class showed preferences for highly prestigious occupations while boys coming from middle class background showed preferences for moderately prestigious occupations. Mc Clelland (1965) has also reported that achievement is related with vigorous efforts and greater economic success. Similar results have also been reported regarding
relationship between n achievement and entrepreneur behaviour in other cultures (Koele, 1965; Levine, 1966; Singh, 1970). That high n achievement Ss also show greater degree of commitment to success in career was shown in a number of countries (Hayashi, Him and Lynn, 1970). There is an increase in n achievement as the socio-economic status increases (Uhr, Thomae and Becker, 1969; Nygard, 1969). Disadvantaged children are also seen to have greater discrepancy between aspiration and achievement (Soares and Soares, 1971).

Klinger (1969) has suggested that n achievement is related to the current occupational level and role of the Ss. Further, reward training is related with high n achievement whereas punishment training and restrictiveness with low n achievement (Davids and Haensworth, 1967; Epps, 1970; Murlidharan and Topa, 1970). The absence of one or both parents is associated with low n achievement (Santrock and Wohlford, 1970).

The effect of socialisation has also been used to explain the differences in the n achievement pattern in males and females. Mc Clelland and Winter (1969) used a training programme to increase the n achievement in a field study in India.

(viii) **Effect of Training on Achievement Motivation:**

Varga, Kroly (1977, P. 187-200) evaluated the impact of 5 achievement motivation programmes in five different countries. Several of the reports of these
programmes in several cultures indicated that not all who undergo training are equally benefitted. An improvement in motivation and an increase in actual success both contribute to the self sustaining character of the process in such a way that raise a person's internal attribution, especially ability.

Vollmer, Fred (1973, 91-95) studied the perception of female under-graduate on TAT. Analysis of the net hope variable showed that the correlation between net hope and barrier scores could be due to the strong negative relationship between fear of failure and barrier scores and net hope scores around zero had notably low barrier scores, due to both high hope of success and fear of failure. A study of self confidence was conducted by M.V. Sudhakara (1983, 87-91) on post-graduate students to measure the level of self-confidence and achievement. Results indicated that the post-graduate students were significantly high in their self-confidence and achievement motivation.

Javillonar, et al., (1973, 314-328) studied the sociological and social psychological aspects of entrepreneurship among small scale manufacturing industry and reported that with this sample, entrepreneurship may be more meaningfully related to situational factors than to individual's need for achievement. The role of the extended family in business ownership was particularly important in the study.
Sinha, R.R. et al., (1975, 26-32) compared the need achievement of the tribal and non-tribal college male and female students and found that female scored significantly higher in their achievement level than males. When tribals were compared with non-tribals, finding observed that the relationship between both order and need for achievement was not simple and direct.

2.20 STUDIES ON NEED FOR APPROVAL:

A thorough study on need for approval was made from several sources and classified as under:

(i) **Effect of Social Dependence on Approval**:

A study was made by L.S. Tripathi and Narendra K.M. Tripathi (1981, 14-15) on approval motivation to study the effect of social and field dependence. Result indicated that Rod Frame Test revealed significant main effect of approval motive. Interaction of approval and sex was also significant. On the measure of social dependence, approval and sex both yielded significant main effects.

In support of the above study, a study was accounted by Zuber Irana (1981, 97-105) to study the effect of age on self-esteem, perceptual sensitivity based on the criterion of strength of social approval on school students. Results indicated that the three effects, i.e. self-esteem, errors in recognition and
strength of social approach on their interaction were significantly affected by interaction, self-esteem level and strength of social approval. Subjects with defensive low self-esteem showed the strongest tendency to avoid self-confrontation; they showed increased sensitivity to the picture of disliked persons whereas subjects with defensive high self-esteem had the strongest tendency to narcissistic proportion.

Franks David, et al., (1976, 324-341) studied the interaction dimensions of self-esteem on social approval on school and college students. The review suggests that various writers have expressed dissatisfaction with a model of self-esteem which gives preemptory emphasis to the approval of others as its only source. Results showed that feedback from one's own actions on an impersonal environments is viewed as an analytically distinct dimension of self-esteem. It was found that both inner and outer dimensions can be seen as a sociological belongingness. Later on this study was supported by Smith (1968).

Approval can be obtained by behaving in socioculturally acceptable ways. Maccoby and Marters (1970) reported that the child is dependent on his parents for food, shelter, safety as well as such intangible rewards as approval. Dependency may be defined as a need for approval, reassurance, love and aid from others (Heathers, 1955). Bandura and Walters (1963) reported
other class of responses that are capable of eliciting positive attending and ministering responses from others.

It has been demonstrated that approval motive is strongly as well as positively related to dependence (N.K.M. Tripathi, 1980). Tripathi (1978) found that approval motive is an associative motive and plays an important role in the formation of social relationship. Tripathi (1979) found that highly approval motivated group (HAG) Ss are more approval dependent in the verbal conditioning situation as compared to low approval motivated group (LAG) subjects. Tripathi (1978) hinted that HAG Ss are cognitively simple while LAG are cognitively complex. Tripathi (1981) showed that HAG Ss and LAG Ss differ significantly in relation to their personality structure. Tripathi (1979) found that HAG Ss are field dependent whereas LAG Ss are field independent. Tripathi (1980) found that HAG Ss are more externally controlled whereas LAG Ss are more internally controlled. Sinha (1970) reported that for high need of approval group, greater belief in fatalism is associated with higher degree of dependence proneness. High need for approval is itself positively related to strong positive association between dependence proneness and social support. High approval motivated person will have necessarily high degree of dependence. Both are related to each other (Rosenfeld, 1967).
As measured by Marlowe - Crowne Social Desirability Scale (M-C SD), this concept has been shown to be predictive of a large number of approval-oriented behaviour. These results suggest that the desire to appear socially acceptable cannot be reduced to merely a test taking response, but represents a vital motivational determinant of behaviour. The obtained results by Crowne and Marlowe (1964), Strickland (1977) and Tripathi (1978) suggest that the high approval motivated subjects show greater conformity and suggestibility to external influence in a variety of situations. Developmental study of Allaman, et al., (1972) has shown that high approval motivated children do not seek approval per se. It has been found that the major antecedental factors are un affectionate, non-approving harsh parental practices (Beler, 1957; Allaman, 1972). It has been reported that women are more influenced by situational factors than are men. Such interpretation would be congruent with the findings that women are typically more field dependent than men (Rudin, 1955; Witkin, Lewis, Hertzman, Nachover, Meissner and Wapner, 1954) and that women conform more than men (Endler, 1966).

Witkin, et al., (1962) have demonstrated that the field dependent and field independent individuals have been found to differ strikingly in their ways of relating to their environment and to themselves. High field dependent individuals have been characterised by a
passive acceptance of the environment while low field independent individuals cope actively with environmental demands (Pervin 1970; Mangala and Kulkarni, 1977).

Several studies have been conducted to prove that the high degree of perceptual dependence seem to be one reason why individuals with strong approval disposition are more concerned with positive self presentation and denial of inadequacies.

(ii) Effect of Social Perception on Approval:

Social perception is highly influenced by the strength of approval motive, its arousal and types of information given regarding the perceptual stimuli (N.K.M. Tripathi, 1985). High approval motivated group of Ss are more conforming to situational demands and group's presence as compared to low approval motivated group Ss. High approval motivated group of Ss are more responsive to social reinforcement under verbal conditioning in contrast to LAG Ss. Further, HAG Ss are more prone to change their attitudes after improving an audience-directed communication (Marlowe and Crowne, 1961).

The goal of the approval dependent subjects to win the approval of significant others, have been related to social conformity (Crowne and Liverant, 1963; Crowne and Marlowe, 1964; Millham, 1974; Moeller and Applezweig, 1957; Stickland and Crowne, 1962). High
approval motivated group of Ss who are interaction-oriented and who seek harmonious social relations and the esteem of important others, tend to be especially conforming (Mc David, 1959; Schroder C. Hunt, 1958; Wilson, 1960). HAG Ss need popularity because they conform the group norms. Consequently they tend to become popular.

The strength of approval seeking is an important factor in determining perceptual dependence. High approval motivated group of Ss tend to be outer-directed while low approval motivated group of Ss display inner-orientedness. LAG Ss are field independent whereas HAG Ss are field dependent. It has been found that LAG Ss are cognitively complex and more analytical while HAG Ss are cognitively simple (Tripathi, 1980).

Research by Crowne and Marlowe (1964) indicates that a person with a high need for approval is influence-able, credulous, and quite dependent on others for cues. He avoids situations that threaten his self-esteem and uses responsive denial defenses against feelings of hostility (Rosenfeld, 1967).

Studies on the development of approval motive suggested that cold and restrictive child-rearing practices lead to approval seeking, defensiveness, and inhibitions, and less adequate achievement and intellectual performance (Allaman, et al., 1972; Tripathi and Tripathi, 1978; Crowne, 1979).
(iii) **Effect of Biographical Factors on Approval Motive:**

Girishwar Misra, et al., (1971, 21-23) investigated the relationship between approval motive and three aspects of locus of control; that is, internal, chance and powerful others on sex. Results show that high approval motive subjects were significantly more external and less chance-oriented as compared to low approval motive. In regard to powerful others, the main effect of approval was not significant, while sex yielded a significant main effect.

Whally Klahn, et al., (1976, 283-290) diagnosed the responses of boys and girls to a behaviourally school attitude towards approval and disapproval. Results indicated that boys and girls did not differ in reporting how frequently their teachers distributed approvals and disapprovals to the whole class. Boys' attitudes towards being in the classroom were more negative than girls. Results suggested that sex differences in school attitude are at least partially determined by differential teacher behaviour towards boys and girls.

(iv) **Effect of Personality on Approval Motivation:**

A study was conducted by Heisler, et al., (1982, 743-750) to study the effect of situational and personality influence on the reception of provocative response on undergraduate students. The interaction between Sa need for approval and their reception of provocative
response was explored along with the influence that familiarity with the sender has upon the Ss reactions. Familiarity with the speaker affected the way the content of message was received. Results indicated that being warm or empathic before being assertive was favoured by the subjects.

Yoshide, et al., (1982, 120-127) also studied (i) the effect of personality in 2nd, 3rd and 5th grades and (ii) the relationship of SP (Self presentation) to the awareness of evaluation by target persons (TP). It was found that with an increase in the number of TPs of whom 3rd grades were aware, they learned to present themselves deprecatingly both to know and newly met TPs. In the 5th grade girls, SP depended on the TP; in that they based their SP on the TPs knowledge of them and presented an enhanced view of themselves to TPs who did not know them.

With the increase in the strength of approval motive, there is decrement in the strength of hostility. Approval motive and hostility are negatively related (Tripathi, 1985).

Altrocci, Palmer, Hellman and Davis (1968) and Palmer and Altrocci (1967) have found that HAG males were significantly less likely to attribute hostile intention than the LAG males.
Heatherington and Wray (1964) have suggested that high need for approval may be an inhibiting factor in the expression of aggression. They found that high need for approval may be serving to defend against aggressive preferences until the inhibitions are lowered by alcohol. As a result, it is apparent that need for approval is not related to the expression of hostility or aggression until individuals are provoked, frustrated or aggressed against, after ager arousing situations.

(v) Approval Motive and Verbal Conditioning:

The initial studies dealing with approval motive and verbal conditioning were done by Crowne and Strickland (1961) which showed that individual differences in the need for approval imply behavioural differences in a number of diverse situations. Results have shown that in positive reinforcement condition, high approval motivated group of Ss accelerate the desired or conditioned responses with respect to both types of cues - verbal as well as gestural. On the contrary, low approval motivated group of Ss have shown more consistent and stable rate of responses. Positive reinforcer leads to response acceleration. In case of negative reinforcement, it has been found that high approval motivated group of Ss are more influenced in negative direction and have shown suppression of responses instead of acceleration; which may be because of active approval seeking tendency of high approval oriented subjects.
2.30 STUDIES ON NEED FOR AFFILIATION:

Relatively the studies on need affiliation were insufficient. They were extracted from various sources and classified as under:

(i) **Effect of Anxiety on Affiliation Motive:**

Nawar and Helmreich (1971) found that in females fears are anxiety producing manipulation that increased their affiliative desire. Willems, et al., (1972) and Paz and Amir (1974) found high anxiety to be associated with high affiliation. Basu (1975) found among school students high affiliation motive being positively correlated with high anxiety. Anxiety, thus, has been found to be a very significant determinant of increasing affiliation, motive.

(ii) **Effect of Biographical Factors on Affiliation Motive:**

Touliators, Byron W. et al., (1975, 49-54) studied the effect of achievement and affiliation in brain injured, normal children and their parents. The result indicated that the achievement need of the mother was positively related to their children's behaviour whereas the achievement need of the father was negatively related to their children's behaviour. Prabhu J.C. (1976) supported the above study and he examined the relationship between achievement and affiliation on senior post-graduate students in business.
management, economics, sociology and psychology, etc. Results indicated that affiliation was inversely correlated with achievement and that group-orientation was positively correlated with achievement.

Crew, James (1982) studied the effect of sex on affiliation motivation among business majors. Result indicated no significant difference in this need between males and females business majors. Results showed that the need structure of the contemporary Black women placed her at a disadvantage position in the management, profession, in relation to her male colleague.

The role of age and sex variable in the pattern of affiliation behaviour has been the subject matter of several studies. Booth (1972) found that women displayed closer contact with their close friends and engaged in more spontaneous activities. Mascoby and Jackline (1975) reviewed the evidence concerning the depth of boys and girls friendship behaviour and found that there was no difference between them. They suggested that as they grow older, boys interact more often with friends and peers. Sex differences in psychological behaviour increases with age. This study was supported by T.D. Agarwal and S.N. Upadhyay (1963) and found that there was significant difference between the male and female groups but no difference was found between adult and adolescent groups.
A study was conducted on Intimacy and Affiliation motives in daily living by Dau P. Mc Adams (1983). This study reported that intimacy motivation was negatively associated with wishes to be alone when interacting with others whereas affiliation motivations were positively associated with expressed wishes.

2.40 STUDIES ON NEED FOR POWER:

Studies on a power were relatively not as large as a achievement. The current literature collected from various available sources was rather insufficient and insignificant. A few outstanding studies on power motivation have been presented as under:

(i) Effect of Biographical Variables on Power Motive:

Bilques Fatima (1984, 68) has highlighted the effect of job status on power motive among student leaders and non-leaders. Results on power motive was found to be significantly stronger among leaders than non-leaders. There was no significant difference in the strength of power motive between leader boys and leader girls and so also between non-leader boys and non-leader girls. The leader boys showed a stronger power motive than their non-leader counterpart. Wilay Mary G. and Eskilson et al., (1982, 671-677) also supported the study of Bilques Fatima. He studied the interactional effect of sex and power based on perception of managerial effectiveness. Results showed that the power strategy
resulting in more positive evaluations for men resulted in less positive rating for women. Regardless of the power strategy used, a man was more likely to be assumed superordinate than women.

Brif, Arthur P. et al., (1976, 289-295) studied the effect of sex on job status in power motive among female and male nurses and their supervisors in attribution of motivation and social distance. Results showed that superiors who perceived themselves to be relatively power motivated reported a greater social distance from their subordinates than less powerful superiors. Rilpns, et al., (1976) based their study on Brif, Arthur, et al., (1976), and found that subordinate's reactions to supervisor power were rather unrelated to the subordinates attributions.

Imai, Yoskiaki (1982, 98-101) made a study on the determinants of power holder's self and interpersonal perceptions. The result found was that the amount of power exercised influenced evaluation of the managers' contribution to the Company, willingness to retire the workers and rating of the workers to succeed.

Binion, Rudolph (1976, 207) studied the effect of power motivation on job status in the heroic leader, Adolf Hitler's unprecedented power over the German people which was analysed from the perspective of individual psychodynamics and mass psychohistory.
Tasaki, Toshiaki (1982, 165-168) demonstrated the effect of power status and power resources in classroom. Results indicated attributed (1) affiliation and cheerfulness to the power holders in the classroom, and (ii) leadership 'superiority' and 'achievement' accounted for significant main effect, to power motive.

Sal, Gerald and Jeffrey (1977) conducted an experiment to study the power motive under the heading "who gets power and how they hold on to it. A strategic contingency model of power suggesting that power is something that accrues to organisational subunits to enhance their own survival through control of scarce critical resources, through the definition placement of allies in key positions, and through the definition of organisational problems and policies. Definitions and sources of organisational problems and policies are discussed, the concept of power sharing is examined and environmental characteristics that can turn into critical contingencies in the development of power on decision making have been described. Adaptation to organisational power on decision making is also described. Adaptation to organisational crises and its relationship to executive selection are examined. It holds the view that power because of the way it develops and the way it is used, will always result in the organisation thereby suboptimising its performance.
A study by Afzal Kureshi, et al., (1984, 21-24) highlighted the effect of education and sex on power motive of the student leaders and non-leaders. Power motive was found to be significantly stronger among leaders than non-leaders; however, there was no significant difference in the strength of power motive between non-leader boys than non-leader girls.

A study was conducted by Mc Clelland, et al., (1980, 6-15) to study the effect of power motive on physical illness and stress. It was found that Ss scoring high on the need for power on inhibitions, and on the number of power stresses, reported more severe physical illness and affective symptoms than all other Ss. Ss with high power and high inhibitions on power stress also reported more severe physical illness.

Mc Clelland, et al., (1975, 266-285) accounted for the difference in risk-taking behaviour among people of high and low in the need for power in male undergraduate. It was concluded that the model which works best for all Ss in predicting choice of power alternative is based on the value the subjects assign to the alternative rather than on cross product of value times the expectation of winning.

Fiedler's theory of leadership (1974, 317-327) postulates a contingency model to determine whether an interaction exists between persona trait and situational
variables within the leadership. Taking into consideration the contingency theory, Sorenson, et al., (1977, 61-76) studied the measurement of interorganisational power to study the relationship on other perspectives of organisations. This study indicated that greater attention need to be given to the need to tailor the instrument to each organisation; its relationship to more objective measure of control and study findings that cannot currently be explained by contingency theory.

Jitendra Mohan (1974, 19-21) studied psychomotor task with reference to personality score. The result significantly indicated a positive determination of reminiscence through differential verbal instructions.

2.50 STUDIES ON AUTHORITARIANISM:

Erich Fromm (1941) pointed out how the insecure German people prior to World War-I were willing to escape from freedom by accepting an authoritarian leader and embracing an authoritarian way of life. The classification between the S-type and J-type as given by German psychologist and follower of Hitler, Jaenseb (Frenkil-Bruaswik 1958) throws some light on the difference between authoritarians and non-authoritarians. Jaenson has described two types of people (a) the S-type or the (anti-type) a name given to those who manifest synesthine (colour bearing) and (b) The J-type a name given to those who give unambiguous reactions to stimuli.

The studies conducted by a group of psychologists from
the University of California at Berkeley (Adorno et al., 1950) reported in the book entitled "The Authoritarian Personality" described Jaensch's J-type not as an ideal person but as rigid and intolerant of ambiguity.

The publication of the authoritarian personality (Adorno et al., 1950) started a flood of studies and actions concerning the politically important concept of authoritarianism.

(1) Political significance of authoritarianism:

Through several researches that have been conducted, a close association has been found between authoritarianism and conservative political candidates. Janowitz and Marvick, (1953); and Lane (1955) found high authoritarians to prefer the Conservative Dewey. During the 1952 elections, three studies (Milton, 1952; Lane, 1955; Stotsky and Lachman, 1956) found authoritarians to prefer Eisenhower. In a study conducted before the 1960 party nominations low authoritarians preferred the liberals (Wrightsman et al., 1961) and after the nominations they preferred the liberals (Leventhal et al., 1964). A study before 1976 election found authoritarianism to be correlated with preference for conservative candidates for Presidential nominations (Brant et al., 1978).

Political party preference and authoritarianism has also been examined. In India two studies (Bhusan, 1969; Raina, 1979) have found preference for parties of
the right to be correlated with high authoritarianism and preference for parties of the left to be correlated with low authoritarianism. In the United States preference for either the Democratic or the Republican Party does not seem to be associated with authoritarianism (Adorno et al., 1950; Wrightsman, et al., 1961; Leventhal et al., 1964).

(ii) Education and authoritarianism:

Feldman and Newcomb conducted a study (1969) and concluded that the length of time spent in College reduces authoritarianism. Using a Hindi version of the F Scale Bhushan (1967) found that the F scale scores tend to reduce as the years of college education increased.

Kool (1970) found that F scale scores of students of various disciplines also differ. Post-graduate students of mathematic, scored highest on this scale while those in political Science and Sociology scored lowest. There is also a slight indication in Gupta's study (1964) showing low F scale average scores for non-professional compared with professional students. But Muthaya (1958) had reported that professional students appeared to be less autocratic than non-professional students.

(iii) Sex differences and authoritarianism:

Kool (1970) reported that females studying in a University showed lower average authoritarianism scores
than their male counterparts in the same institution. Bhusan (1967) reported identical findings. However, Gupta (1967) using a yes or no type response scoring method found post-graduate male students of a University scoring lower than female students of the same University.

(iv) **Age and Authoritarianism:**

Bhusan (1967) found that there exists an inverse relationship between age and authoritarianism. But Muthaya (1958) found that there was no significant relationship between age and autocratic tendency.

(v) **Class, Caste and Economic status and authoritarianism:**

Adorno et al., (1950) indicated that authoritarianism is more pronounced in the middle class. Taking this lead Lipset (1959) collected evidence to support this conclusion. However, Miller and Reisman (1961) put forward a contradictory picture.

Bhusan (1964) found that the middle class had higher degree of authoritarianism than the lower class and upper class. Kool's study (1970) also supported the earlier findings.

Kool (1970) found Kshatryias registering the highest mean F scale scores followed by Brahmins, Vaishyas and lowest caste in descending order.

Gupta (1964) found that F scale score of clerks were higher than those of students and Muthaya (1958)
found the clerks to be more autocratic than Gazetted Officers.

(vi) Family factors and authoritarianism:

Asthana (1956) reported that the hierarchical organisation of the Indian family is responsible for its apparently authoritarian character.

Muthaya's (1958) studies revealed that children of highly educated fathers were high autocratic. However, autocracy was reported to decrease with increase in mother's education. In the same study Muthaya (1958) related order of birth with autocratic attitudes. The first born and only child was found to be least autocratic. Shah (1976) also related birth order, personality, and parental authoritarianism. Kool (1970) found that children belonging to joint families scored higher than those in nuclear families. However, the analysis of the relationship between authoritarianism and family factors being complex, it is not surprising to get contradictory reports.

(vii) Social Factors and Authoritarianism:

A study of relationship between social factors and personality members of a group also provides insight to authoritarian tendencies. Ray, Orpen and Haver; Ray, (1972, 1980) found the people of South Africa, who have a political regime that is very authoritarian and very racially discriminatory, were not particularly
authoritarians or racially prejudiced and surprisingly showed lower degree of authoritarianism than Australians.

(viii) Achievement motivation and authoritarianism:

Di Charms, Morrison, Reitman and McClelland (1955) found a weak relationship with F score and self-rated achievement motivation, but no relationship with projectively measured achievement motivation. On the other hand Brown (1983) found an inverse relationship between projectively measured achievement motivation and F score. Slotnick and Bleiberg (1974) found a strong positive relationship between self-reported achievement motivation and F score.

(ix) Relationship between militarism and authoritarianism:

Ray (1972) found that militarist appear contemptuous of racial prejudice, believe strongly in the existing system of government and submissive to legitimate authority. Although the relationship between militarism and conservatism was found, the militarist is not racially prejudiced.

2.60 INTEGRATED STUDIES ON VARIOUS NEED MOTIVATIONS:

A GLOBAL VIEW:

Relatively, integrated studies on various need motivations are very scanty, and insufficient. Some intercorrelated studies between achievement, power and affiliation motivation have been conducted by some researchers. A global presentation of such studies have been given as under:
A cross cultural study of difference between achievement, power and affiliation motivation was undertaken on Iranian and American managers by Harrell, Thomas (1971). His results indicated that there was no significant difference between the groups in need for affiliation, but for Iranian group scored distinctly higher on need for power and lower on need for achievement than the US group.

A co-relational study on achievement and affiliation motivation was studied on minimally brain-injured and normal children and their parent by Tauliatos, et al., (1975). The families were matched for age, sex, birth order of the children and education of fathers. Results showed that the brain injured children and their mothers were lower in achievement motivation than the normal children and their mothers. Parents of minimally brain injured children also seemed to have a different pattern of influence on their off-spring than parents of normal children. There was no difference in affiliation motivation.

Different cultures also played a significant role in need for motivations. Education, religion and modernity also affect vary the need for motivations. Numerous sociologists and social psychologists have made extensive studies of motivations under different socio-cultural settings of the entrepreneurs and non-entrepreneurs.
Nandy, Ashis (1973) has studied the various aspects of socio-cultural forces and cultural components. Results indicated that the social and psychological skills required by entrepreneurial activities were different from non-entrepreneurial ones. The sub-cultural differences in competence were suggestive but not significant. Results were accounted for differences in their need motivations; particularly, \( n \) Achievement.

Crew James (1982) studied the need motivations, namely, \( n \) affiliation, \( n \) achievement, \( n \) approval and \( n \) power between black male and female under-graduate business students. Findings indicate no significant difference in these need motivations between males and females. Results indicated that the need structures of the contemporary black women placed her at a disadvantage position in the management profession as compared to her male colleague.

Bowen, Donald (1973) studied the relationship between achievement, power and affiliation motivation among business men and managerial personnel. Although the samples were unrepresentative of the general population, 3 to 20 reported correlations between \( n \) achievement and \( n \) affiliation were significant although none exceeded \( r = .30 \). Only one significant (\( n \) affiliation - \( n \) power) correlation was found. Results indicated that the three motives are generally uncorrelated. Since all studies reported used men as Ss, data on sex differences as well
as on female Ss may reveal new vistas of relationship between various need motivations.

A comparative study on need for motive was studied between two different castes, i.e. Hindu and Muslim adolescents by Kureshi, Afzal (1977) which reflected much more on the age, sex and socio-economic status. Results indicated security as the dominant whereas affiliation as the least important motive among the Hindu adolescents. Among Muslim adolescents, affiliation was the strongest motive whereas aggression was found to be the weakest.

Esconer, Luis A and de Escouor, Peggy (1973) studied the role of Achievement motivation and power motivation in the context of Comic stories, and found that power motivation predominated whereas achievement motivation was found to be almost absent. The implications of predominance of power motivation for economic development of the country was discussed.

In a decision making exercise, Ss made decisions concerning the attractiveness of 24 hypothetical jobs that were described in terms of affiliation, power and achievement. Extensive psychometric data gathered from 1741 Ss, being partners in various categories of business of life, were reported. The modified measure was reliable and full of social desirability bias. The affiliation, power and achievement scores were significantly correlated
with several objective behaviours and an alternative measure of the motives. Group difference tests among the 7 samples also supported the validity of the measurement approach (Stahl, Michael, J. and Harrel, Adrian, M., 1982).

Mathews, Karen, A. and Soal, Frank, E. (1978) examined the relation of type A coronary-prone behaviour as assessed by the Jenking Activity Survey (JAS) and interview to measures of job involvement and a series of motivation constructs included because of their description resemblance to type A. Ss were male undergraduates. The type A scores were unrelated to achievement, power and affiliation motives. Individuals high on resultant achievement motivation (high on n achievement and low on test anxiety) scored as extreme type on the JAS. Job involvement was also related to JAS type. Evidently Type A because of its multi-dimensional nature, was not strongly related to individual constructs. As knowledge increases about the type A characteristics that contribute coronary proneness measures of those characteristics can be developed and individually related to current psychological constructs.

Sorrenteno, Richard, M. and Sheppard, Bliar, H. (1978) studied the effect of affiliation related motive on swimmers in individual versus group competition. 76 inter collegiate swimmers from three universities participated in both individual and group competition
described as 200 yd freestyle swim. Hypothesis were based on expectancy value approach which emphasises the negative as well as positive consequences of undertaking an activity. Achievement and affiliation motives were assessed by J.W. Atkinson's projective measures. It was found that while approval oriented swimmers had faster swimming speed in group than in individual competition, rejection threatened swimmers actually had slower swimming speeds in group than in individual competition. This significant affiliation related motives by experimental conditions interaction was also greater for success-oriented than failure-threatened swimmers and for males than females.

Durang Douglas, F. (1975) studied the relation of achievement and power motives to performance among black business women. High achievement needs, assessed by TAT were associated with performance. When the effects of power needs in combination with achievement motives were studied, high performing Ss were those with high achievement and lowered power needs. This relationship also holds for social power and personal power motives.

2.70 STUDIES ON STUDENT BEHAVIOUR WITH SOCIAL BIAS:

Rich literature is available on student unrest and campus violence. Most of the researches have been conducted by Sociologists and Educationists on various
aspects of Socio-economic life, political behaviour and educational system responsible for their aggression. Violence and its causes (UNESCO, 1981), 'Youth Unrest: Conflict of Generations' - (L.M. Singhvi, 1972), 'Youth: University and Community', (Er. D.K. Misra, C.M. Jain and S.L. Doshi, 1975), 'Youth and Social Order' (F. Musgrove, 1964), 'Youth: Change and Challenge' (Dhurjati Mukherjee, 1977), etc. are some of the basic literature which provide theoretical foundations on 'Student Violence'. Relatively, researches conducted on various aspects of student unrest and disquiet campus are very meagre. Most of these researches have been undertaken by sociologists and educationists. Relatively, the contributions of psychologists exploring and examining various aspects of psychological behaviour pertaining to student unrest and aggression, are rather negligible; though there exists rich literature on expressed theoretical views and opinions of numerous authors from various fields of life. Some of the representative researches have been presented as under:

Prayag Mehta (1971) edited a book entitled - "The Indian Youth: Emerging Problems and Issues" which reports findings of research conducted on various sectors of youth population. Ten papers have been grouped under three parts, namely, Needs and Problems of Youth in changing world, personality characteristics of youth and Educational systems. Some of the significant researches
that draw the attention of all concerned are: Needs and Problems of Students by E.I. George (1971), Some perceived Needs and Problems of University Youth by Prayag Mehta (1969), Social background and outlook of student activities: Its Bearing on Disquiet Campus by S.L. Sharma (1971), Campus and Youth in Turmoil, by Dev Sharma (1971), Youth and Identity by Y.B. Damle (1971), Indian Youth and their life orientation by V.L. Reddy and K.S. Bhat (1971), Predispositions and Personality characteristics of Rural Youth by K.N. Singh, S.N. Singh and S.H.S. Haque (1971), Student Problems under the changed Educational systems by Y.P. Singh (1971), etc. These studies highlight the various aspects of student behaviour; however, the study conducted by S.L. Sharma (1971) on the student activities appears to be more relevant on the grounds that the universe of student population in the study conducted by Sharma (1971) and of the present study remains the same. The findings reported in Sharma's (1971) study therefore, appear to be very meaningful as well as significant for the present study which has a psychological bearing rather than the sociological one as conceptualized in his study.

In The Indian Youth: Emerging Problems and Issues, edited by Prayag Mehta, 1971, P. 75-76; Sharma S.L. (1971) conducted a research on 61 activists from 11 College of
Raipur (M.P.) under the heading "social background and outlook of student activists and studied its bearing on disquiet campus. He concluded (P. 75) as under:

1. Most of the respondents were found to be mediocre. The academically dull cases were double in proportion to the bright ones. Generally irregular in their home study, most of the cases also had truancy record in their educational career. In majority of the cases, the pursuit of education was without any definite sense of purposes.

2. The activist came predominantly from high socio-economic strata. Notably further, not a single case of low social origin was there in the universe and only a negligible number represented lower economic reaches of the society. Also the urban bias was revealing feature in most of the cases.

3. A large number of activists hailed from families with low level of education. In many cases, the parents hardly evinced any interest in the educational progress of their wards. Contrary to popular expectations, the pattern of home discipline was strict for an overwhelming majority of the respondents. Surprisingly, most of the activists played their role in the campus with the approval or acquiescence of their parents for whatever reason.
4. Despite their exposure to political background and contacts their level of politicalization was relatively insignificant. Only a minority of the activists professed party affiliations and few gave convincing proof of their political awareness. The dominant trend of opinion was in favour of protecting the field of education from the baneful influence of politics.

5. Not completely secular in their social outlook, most of the activists were more or less conformists. Though they pleaded for the retention of the caste system in a modified form and favoured the abolition of untouchability, they were critical of the privileges granted to the untouchables by the Government, somewhat unwilling to deviate from traditional norms in their own case, they were moderately tolerant of non-conformity on the part of others. However they scoffed at the hypocritical role of the elders, specifically the teachers; the university authorities and the public leaders. They registered their resentment against the hardened attitude of the authorities and expressed a sort of rebelling mood against it.

6. The basic causes of student unrest, as they appeared to the minds of the activists, emerged in the following order; defective examination
system problem of unemployment and insecure future, dynamics of teacher-taught relations, political interference and encroachment in the sacred field of education, lack of communication between students and authorities and complacency on the part of the latter, demoralizing influence of public leaders, and union politics. They were, however, non-communicative on suggestions for solving the problem, as most of them felt satisfied simply by offering wise counselling for the authorities to be responsive and considerate to students problems. The idea of student governance of University caught the imagination of all the respondents.

Sarkar (1974) made a socio-psychological study of student unrest. The study was conducted on 100 administrators, 100 teachers, 100 students and 100 guardians of Ranchi University; and the conclusions drawn there upon confirm to a large extent to those of Sharma, S.L. (1971).

In an effort to understand the complex phenomena of student agitation, the Vishwa Yuvak Kendra, New Delhi (1978) commissioned a study to analyze in an objective manner. The genesis, development, and culmination of student agitations and to make a survey of student
rection to the problem areas in University life. A series of student agitations that occurred in Benaras, Calcutta, Hyderabad, Indore, Madras, Madurai, and Patna in 1968, were examined on the basis of field study. The results revealed the multiple factors involved in student uprising and showed the close link between regional complex and student outbursts. Shrivastava, H.C. (1974) studied the genesis of campus violence with special reference to Benaras Hindu University. It was an institutional study through sequential documentation of historical events related to campus violence. The researcher pointed out that, "The University is a mechanism of stratification and preservation of differential opportunity structure of vested interests which resort to feudalistic intrigues in drawing away the Vice Chancellors as a show of power-supremacy in the campus. .... The social-type is an ideal host to the germs of Rightist-revivalist politics prone to revolutionary process, reducing it to an anti-university campus where prevails an acute crisis of confidence."

Sharan, I.B. (1977) studied the role conflict and its influence on role performance of college students in a disorganized society. Self and role were highlighted. The investigator has compared a students' concept of his role with the expectations of his parents teachers and friends. Another issue raised concerns a relationship between self-satisfaction and
ideal-self discrepancy in a college students; however, the study is not very much relevant as it has not been designed particularly for student leaders. The significant role of college students of Bombay during 1971 General Elections in India has been empirically studied by Terry C. Eakin (1972) under the title 'Students and Politics'. The author tried to verify a few theories about the democratic system with special reference to political attitudes and participation pattern of Indian college students, and concluded that, "these data do not fit traditional assumptions regarding the democratic model". This finding has a great relevance and high significance for the student leaders who are said to be the future destiny of the country.

2.80 GENERALISATION FROM THE REVIEW OF RELEVANT LITERATURE:

The review of relevant literature available for critical analysis and evaluation reveals that the existing researches conducted so far on the four need motivations in India and abroad are not only insufficient and inadequate but also insignificant. In this perspective, the present study constitutes a pivotal role not only in advancing the frontiers of knowledge on need motivations, but also in elevating its status.

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 dependent studies pertaining to the need motivations of student leaders, has created a gap in the existing literature which could be filled essentially only by the present study.

Considering the problems faced by the administrative and academic authorities, the difficulties encountered by parents, members of the family, and members of the society at large, when college students go berserk paying no heed for rules and regulations, the present study is of utmost importance and would provide a relevant solution that seems to be evasive from this point of view. The present study is not only very relevant, but it has also great social significance. The results obtained from this study will enhance the existing body of knowledge on motivation in general and need motivations in particular.

The next chapter deals with methodology which describes the methods and procedures of testing the hypotheses formulated in Chapter - I.