The present study of 'motivation' was limited to only the questionnaire analysis of motivation of students. It was an attempt to study the dynamics of 'youth motivation' with the psychometric tools using psychological tests and elaborate statistical techniques.

Statement of the Problem

The problem studied in the present research may be termed as 'A Psychometric Study of Motivation of College and University Students of Chandigarh'.

Objective of the Study

The present study is an attempt to understand 'motivation' of students from 'psychometric' point of view. It primarily aims at quantifying and analysing the scores obtained by individuals belonging to different groups in the sample. Secondly, the study attempts to provide a 'psychometric' picture of questionnaire measures of 'motivation'. Thirdly, the investigation attempts to provide definite information about inter-group similarities and dissimilarities in 'motivation' by employing statistical techniques.

Tests and Tools:

The following 'psychological questionnaires' were used in the present study on a sample of 773 students for measuring the variables of Age, Extraversion, Neuroticism, Social Desirability, Anxiety, Achievement Motivation, Neuroticism (16 P.F.), and Realistic Motivation:
(i) Eysenck's Personality Inventory (Eysenck and Eysenck, 1964).

(ii) Taylor's Manifest Anxiety Scale (Taylor, 1953).

(iii) Lynn's Achievement Motivation Test (Lynn, 1969).

(iv) Factor 'C' of 16 PF Test (Cattell, 1970).

(v) Realistic Employee Motivation Questionnaire (Spautz, 1975).

The data obtained through these questionnaires were tabulated and analysed by the following 'statistical' procedures:

(i) Standard univariate techniques of t-test and the analysis of variance.

(ii) Cluster analysis by employing Multivariate Statistical Methods, as described in Chapter I.

**The Method and Results**

(i) The differences obtained on means of scores of different groups have been discussed and presented in Tables and graphs. The application of t-test yielded significant t-ratios for about 16% of the total t-ratios. This indicates a general lack of dissimilarity between different groups of students.

(ii) The analysis of variance yielded three significant F-ratios for the measures of 'motivation'.
(iii) The 'Cluster analysis' shows that no cluster in general is formed in respect of all the ten groups on all the eight variables. However, the clustering of different groups on different 'measures of motivation' indicates some commonality as well as differences of 'motivation patterns' in the students. The youth motivation of the students shows some differences in terms of sex, courses of study, level of education and nationality. The higher level of similarity of patterns among different groups suggests that students' motivation in general is a common factor. Keeping in view the constraints of the psychometric 'measures of motivation' employed in the present investigation, and the theoretical limitations, the utility of this study lies in that clustered and differential patterns of motivation of students may be appropriately understood, implications may be drawn and practical strategies may be evolved for achieving optimum educational performance.