

**STRENGTH OF
ACHIEVEMENT
MOTIVATION AND
PERSONALITY OF
TWO CULTURAL GROUPS
IN TRIPURA**

Tribal Research Institute
Govt. of Tripura, Agartala

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FOREWORD

In every developing and developed country, there are opportunities to make scientific approach to cultural research through which one can assess the relative importance of Socio-psycho-economical set up of different ethnic groups of people.

A social worker like Dr. D.N. Gupta, has devoted his maximum efforts to concentrate and assess the progress on Cultural research through his search entitled Strength of Achivement Motivation & Personality of two Cultural Groups in Tripura.

I have the proud previledge to write a foreword of the book written by D. Gupta which is likely to be very useful to the social Scientists, Anthropologists and would equally be interesting to the researchers, for whom Dr. Gupta has taken the pain to write the same.

I wish the book will mark Dr. Gupta with glory and success.

Date : 19.03.82

(K. R. Bhattacharjee)
Director of Research
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PREFACE

It is always advantageous for a scholar from another region observe and study the behaviour pattern, motives and incentives present in a given community. While an individual belonging to the community is likely to overlook many of the details due to their inclusion in his every day life, in his own body behaviour, feeling and reactions—the scholar from other region enjoys the privilege of an objective view point. Primarily it was this academic advantage that prompted preparation of this paper.

For obvious reasons a first-hand knowledge about Tripura is rather rare outside the State—whereas this small State has many unique features. I have welcomed my stay in Tripura in the sense that I consider this a scope to make it known in academic Circles. This happens to be another inspiration behind this paper. 'The culture of Tripura'—if I am allowed to use the term, has a unique feature of its own. There has been a harmonious blending of two streams—the cultural heritage of the hills people and that of the plainmen. The two groups, from the remote past, had learnt to feel and practise mutual acceptance, tolerance and respect. The one time strong-bond of common religious concepts made itself felt among both the groups. Tripura, in its long history and never felt communal discomfiture. The recent inexplicable mishap, due to its alien character on the soil, made the researchers in social sciences aware of the need to probe deep into the present day Social structure and behaviour pattern. This feeling of necessity also subscribed to the present study—however fragmentary.

Culture, as such, is definitely not the principal point of study for me ; yet, an occasional reference became imperative as the study of the achievement motivation and personality cannot be freed from the cultural perspective of the individual or the group. The oft quoted local adjective for the cultural pattern of the State is 'mixed'. Personally I would prefer to call it a 'common culture' or a blended one. Because of the facts that : in the first place, all culture, in the process of growth and evolution acquire and assimilate newer items. In the Second—to me, the term 'mixed' carries a shade of

apparent conglomeration with potentials of disintegration of its components. The local Social behaviour presents an impression of intrinsic blending to me. I do not consider the Items separable.

However well blended the culture be the fact remains that there is existence of two separate ethnic groups at least. Therefore, it is impossible for any scholar of Social Science to avoid a comparative or contrastive study of the two at one time or another. At the present moment we do not enjoy a high reputation for communal amity in this country of ours. This part of the country is no exception and I am fully aware of the risk of labelling any comparative or contrastive study between two communities as 'communal' 'partial' or at the worst 'segregationist' view. Let me emphasize it point blank, that in my case, all such studies were consequent to academic compulsion for finding the truth and were not prompted by any other motive. This paper is exclusively academic and leaves no scope for use to any other end. In my study I have coined and used certain terms for defining certain specific characteristics. The same terms might have been used by people in other walks of life attaching different shades of meaning. In the context of this paper it will be only just to accept them in the meaning intended by me. I can not assume responsibility for interpretations beyond my purpose.

Any scientific finding can be used or abused—but that should not put an end to researches. I hope my humble effort will open up doors for fuller and more accurate studies. I submit myself, with the humility of a scholar, to future supplementation, modification or even refutation.

AGARTALA
July '81

D. N. GUPTA

CHAPTER I

INTRODUCTION

Culture consists of explicit and implicit behaviour patterns acquired and transmitted by symbols constituting the distinctive achievement of human groups, including their embodiment in artifacts. The essential core of culture consists of traditional (i.e. historically derived and selected) ideas especially their attached values ; culture system may, on the one hand, be considered as a product of action, on the other, as conditioning elements of future action.

Behaviour is always a feature of groups. Each group, each society has a set of behaviour patterns (overt and covert) which are passed down from generation to generation and taught to children and which are constantly liable to change. These common patterns we call the culture, and it is in terms of the culture that we are able to understand the specific activities of the individual members in their social relations and also the activities of the group vis-a-vis other groups. The aspects of social life which have to do, then with the learned behaviour, the socially modified and patterned activities which are common to group members we may call the cultural aspects of our study. The family is universal, but the behaviour of the members differs according to the culture of the society in which they live. The

same is true in varying degrees of other types of groups. Society in grouping ; culture is the patterning of behaviour in groups.

Of course, human societies do not exist without culture, nor does culture function without society. In actual life the distinction which we have made is often far from clear. The cultural and the social aspects are inextricably intertwined. Yet, if we have the distinction in mind, it may help us to understand more clearly the social life of human being and to avoid the confusion which arises from crediting purely social factors with culture results and vice versa.

It is the possession of a common culture which gives the members of a society a feeling of unity with the group and enables them to live and work together without too much confusion and mutual interference. Human society without the common modes of life is unknown. The culture performs several important functions in group life : (1) It provides a series of behaviour patterns whereby the biological demands (primary drives) of the group members can be met for sustenance, shelter, and reproduction and the group itself is thereby maintained. (2) It provides a set of rule to ensure co-operation of the individual members of a group in adjusting to the environmental situation. The group is thus able to act in certain situations as a unit. (3) The culture provides channels of interaction for the individuals within the group, them preserving a certain minimum of unity and preventing the group from being torn apart by conflicts. (4) It creates acquired drives or needs and provides for their satisfaction among the members of society—those with special aesthetic, moral, and religious interests. The culture thus provides methods of adjustment of the group to its external and internal needs. It also provides a pattern for the development of personality of the individual.

□ CULTURAL INFLUENCE AND ACHIEVEMENT MOTIVATION :

Whenever there is social change or some form of innovation development in culture, individual achievement motivation toward innovation behaviour becomes an issue of interest for study. Ever since Max Weber (1930) postulated that the rise of protestantism and its generally shared attitudes about work, thrift, saving, and investment in Northern Europeans was related to the later development of capitalism there has been a continuous interest in the relationship of values and other psychological dimensions to economic development. However, controlled comparative case work on motivation towards achievement behaviour, from the standpoint of psychology as well as that of social structure is fairly recent and is as yet not well established empirically. The most ambitious attempts to date are those of the psychologist, McClelland (1961)

McClelland (1961) summarises much of the cross-cultural literature on need achievement. His conclusion is that enterpreneurial behaviour, which is responsible for economic development, desires from child-rearing experiences stressing independence and mastery. In 1953 McClelland, Atkinson, Clark and Lowell published a general description of what they termed the achievement motives and the behaviour associated with it. They proposed that, for example, if a mother teaches her son self reliance and competition with a standard of excellence as a child, he will as an adult seek out tasks which will reflect this training. He will attempt tasks with a moderate amount of risk and a high degree of personal responsibility for the outcome of these tasks. Such people energetically pursue instrumental activity towards goal.

Baradburn (1963) suggested that the hypotheses involved in the McClelland's approach are deprived from a theoretical

model of the relationship between role demands and the **personality characteristics** of the individual. He suggested that **entrance** into an expected occupation role will be at least partially a function of the perception of the individual that the particular role is congruent with his needs and the pursuing need fulfilling activity in that role will be rewarding.

There is an argument similar to that of Inkeles (1960) that similar role requirements tend to attract similar individuals cross-culturally. Spiro (1961) also suggested that roles are occupied because they fill individual needs. The general assumption, then, is that a certain type of child rearing pattern creates certain needs of a psychological nature in the individual, which can be fulfilled by his taking certain role as an adult. If large numbers of people are internally motivated to attempt the particular role of entrepreneur, economic development theoretically will result.

A number of empirical studies on achievement motivation utilise analysis of some form of verbal or written expressive material taken from a variety of cultures, McClelland and Friedman (1952) conducted an analysis of folktales of a sample of Indian tribes to uncover imagery reflecting achievement. Following McClelland's theory, Parker (1962) analysed the Eskimo and Ojibwa mythology in terms of achievement motivation, and discerned that the Ojibwa is much more oriented toward individual achievement than the Eskimo. This finding is supported by Lantis's (1953) study of Eskimo personality. Parker then predicated that comparable samples of fantasy would show this difference. He postulated that the Ojibwa would manifest a higher level of achievement and power motivation, the Eskimo, a higher level of affiliation motivation. A Sample of 29 random myths accord for manifest achievement strikingly supports this postulation.

Levine (1963 b), in looking at achievement in Africa, suggested that in the cultural pattern in much of Africa and certainly in Nigeria, one of the aspects of high status is conspicuous leisure. In comparing, specially the Ibo, Hausa, Yoruba of Nigeria, Levine made a detailed report in historical perspective to explain the differences among these ethnic groups in respect to achievement themes.

Levine (1961) suggested that the Ibo have a cultural pattern which makes achievement of some value and that their child rearing practices are conducive to this end. The Ibo, though fewer in number than the other major Nigerian groups, have in larger numbers taught out educational for the professional occupations opening up in Nigeria. While this support the McClelland theory, Levine offered some alternative hypotheses to explain his data. He found some support for Hagen's theory that injury to status will cause compensatory impelling force for taking pride in accomplishment of achievement activity.

ACHIEVEMENT MOTIVATION

Achievement motivation is a concern for excellence which involves planning excitement and a specific set of action strategies. It involves a fundamental assumption that the desire to achieve something of excellence is inherent in all beings. Achievement motivation may be conceived as an impelling force for taking pride in accomplishment of some task or activity. It is, however, applicable in such cases where the individual considers himself responsible for the outcome in terms of success or failure. It is understood that there is an explicit knowledge of the result of success and some degree of risk concerning the possibility of success (Atkinson, 1964). It is also an important determinate of the direction, magnitude and persistence of achievement oriented behaviour. It combines multiplicatively with the two specific

situation influences the strength of expectancy or probability of success, and incentive value of a particular activity to arouse a tendency to approach success, Edwards (1959) has described the manifestations of achievement motivation in activities such as, doing one's best, effort to be successful accomplishing tasks requiring skill and effort, being recognised as an authority, accomplishing something of great importance, doing a difficult job well, solving difficult problems and puzzles, being able to do things better than others.

McClelland (1951) produced a number of arguments rooted in accepted principles of learning to support the view, advanced chiefly in psychoanalytic writing, that motives are developed early in childhood and become relatively stable attributes of personality which are highly resistant to change. He assumed that the motives of an individual are relatively stable disposition which he carries about with him from situation to situation. This assumption of McClelland was later reinforced by Feld (1967) who observed a moderate stability in gross n-achievement level from childhood to adolescent.

The theory of achievement motivation identifies the mainsprings of action as an individual is confronted ~~with the~~ challenge to achieve and the threat of failure that are both present whenever his ability is out to the test and where there is some degree of uncertainty about whether he will succeed or fail. The theory asserts that a person's motive to achieve, his motive to avoid failure, and his expectation of success in some venture strongly influence the character of his motivation as it is expressed in level of aspiration, preference of risk, willingness to put forth effort and to persist in an activity.

In spite of the popularity of the theories of motivation not much conceptual clarity was obtained until McClelland published

his book "The Achievement Motive" in 1953. The historical circumstances and the social situation after the last world war, perhaps demanded an emphasis on achievement motive.

Work on achievement motive is of a recent origin. The first major report of the experimental work on measurement of human motivation, particularly the achievement motive was reported by McClelland (1953). Atkinson later did further research employing thematic apperception as the technique of measurement of human motivation. McClelland further reported some interesting research of achievement motive and economic development. Hence the measurement of achievement motivation has taken a new dimension in the recent years (Herman, 1970; Witt, 1969).

The theory of achievement motivation is a miniature system applied to a specific context, the domain of achievement oriented activities, which is characterized by the fact that the individual is responsible for the outcome (success or failure), he anticipates unambiguous knowledge of results, and there is, some degree of uncertainty of risk. Yet it is our belief that the type of theory, that views the strength of an individual's goal directed tendency as jointly determined by his motive, by his 'expectations' about the consequences of his actions, and by the "incentive value" of expected consequences will have wider utility when these concepts are applied to analysis of behaviour in other kinds of situation directed toward other goals.

The strength of achievement motive, like all other complex motives, varies from individual to individual. How strong the achievement motive would be dependent upon, in part, on how successful one has been. A person usually cannot aspire to be scholar or a politician unless he has already had some success

along the way. If he had only a modest success, he is likely to set a lower goal for himself than if he had an outstanding success.

McClelland emphasised that for the motive to achieve to be aroused in performance of some activity the individual must consider himself responsible for the outcome, success or failure, there must be explicit knowledge of result so that the individual knows when he has succeeded and there must be some degree of risk concerning the possibility of success. Individual expectancy of success may be very strong, moderately strong and very weak. It is helpful to think of the strength of expectancy of success as the individual's probability of success.

Thus the theory of achievement motivation is one of the class of theories which attribute to strength of tendency to undertake some activity to the cognitive expectation (or belief) that the activity produces a certain consequence and the attractiveness (or value) of the consequences to the individual. The theory refers, specifically, to a very important but limited domain of behaviour; namely, achievement oriented activity. Achievement oriented activity is undertaken by an individual with the expectation that his performance will be evaluated in terms of some standard of excellence. It is presumed that any situation which presents a challenge to achieve, by arousing an expectancy that action will lead to success, must also pose the threat of failure by arousing an expectancy that action may lead to failure. Thus achievement oriented activity is always influenced by a resultant of a conflict between two opposed tendencies, the tendency to achieve success and the tendency to avoid failure. Normally, achievement oriented activities are also influenced by other extrinsic motivational tendencies, which are attributed to other kinds of motive and incentive. The theory of achievement

motivation focusses primarily upon the resolution of the conflict between the two opposed tendencies that are inherent in any achievement oriented activity, but it also emphasizes the importance of extrinsic source of motivation to undertake an activity particularly when the resultant achievement oriented tendency is negative.

In summary, we can say that the person in whom the achievement motive is strong should set his level of aspiration in the intermediate zone where there is moderate risk. To the extent that he has any motive to avoid failure, this means that we will moderately choose activities that minimize his own anxiety and failure. On the other hand, the person in whom the motive to avoid failure is strong should select either the easiest of alternatives or should be extremely speculative and set his goal where there is virtually no chance of success. These are the activities which minimize his own anxiety about failure.

PERSONALITY

The term personality, as used in the context of culture, is as broad in scope as the word culture—the same behaviour viewed as a part of culture can also be considered in terms of a psychological structure deriving from man's biological and physiological potentials and limitations. Personality structures are learned patterns dependent on a cultural environment, but they are no more reducible to analysis only in cultural terms than cultural patterns are reducible to psychological patterns. The meanings operative in language patterns or the organized patterns of behaviour revealing psychological traits are configurational in nature and cannot be derived from an elementalistic or reductionist breakdown into parts.

Gardener Murphy (1947) suggests that personality be viewed as a theoretical construct containing three levels of complexity; and individual may be seen as a structured whole, or as a field consisting of organism and environment. However, personality also includes the dimension of culture. Psychological mechanisms continually interpenetrate and are modified and developed by the continual interchange with the social and natural environment. Thus, theories of personality organisation are never totally separable from theories of social organisation. One cannot develop a valid theory of personality independent of sociological considerations. In studying particular forms of human behaviour in culture, we are studying a particularized region of continual interaction in comparative contexts, defined as variant cultures.

Several recent investigators have reported studies of personality factors in educational attainment in terms of Eysenck's dimensional theory of personality. These findings have found to show that attainment is associated with introversion and neuroticism. Briefly, the theory of personality in its present form posits three major dimensions of personality, which are designated as neuroticism, introversion-extraversion and psychoticism.

The concept of introversion-extraversion was first introduced in psychology by Jung. According to him, there exists typical group distinctions apart from individual differences. Two types are specially clear, which are extraversion and introversion. Extraversion is defined as an outgoing interest from the subject to the object and introversion as a recession of interest from the object towards the subject. If we amplify this a little, we find that the typical extravert is happy, talkative, active individual with tendencies towards the swings of moods whereas the introvert possesses a rather quiet, thoughtful and reserved personality with an inclination towards artistic thinking. Thus,

in the introvert the self is the chief factor of motivation and objective world is of secondary importance ; whereas in extraverts external objects are the chief factors and self has secondary importance.

Jung (1916) in his book "Analytical Psychology" mentioned many previous writers who considered the duality of mind confirming his hypothetical divisions William James divided philosophers into two categories tenderminded and toughminded. Tenderminded persons are interested only in the inner type of spiritual things and toughminded lay stress mostly on material things and objective reality. Thus, the former confirms to introverts and the latter to extraverts. Wilhelm's Astworld divided human beings into two types-classics and romantics. Obviously the former types conform to introvert, and latter to extraverts. Many other examples like that have been cited.

Frayd (1924) defines extravert as one in whom there is an exaggeration of thought processes in relation to directly observable social behaviour, with an accompanying tendency to make social contacts. The introvert, in contrast, is an individual in whom there exists an exaggeration of the thought processes in relation to directly observable social behaviour and who withdraw from social contacts.

Conklin (1927) characterise the two types in terms of divergent interests, which serve to control one's attention. In introvert subjective and abstract rather than objective concern dominates attention and behaviour. Extravert's behaviour is controlled, on the contrary, by the objective and concrete world.

Allport and Allport (1921) characterises extraverts as those in whose case mental images, thoughts and problems find ready expression in overt behaviour. The introverts, on the other hand,

dwell largely in the realm of imagination, creating inwardly a mere desirable ideal world rather than adjusting themselves outwardly to the real one.

McDougall (1926), puts this view, thus, "the essential mark of the extreme introvert is the tendency to internal activity of the brain especially to an excess of those activities of the highest level in which self-conscious reflection and control of lower level process bulk so largely. The essential mark of the extravert is the really passing over or the effective urge into action and expression, without the modification and control of it by cerebral process of the highest level."

It may be suggested that the psycho-analytical interpretation of these two types bear at least an analytical relation to Freudian mental anatomy in the sense that the 'Id' appears to dominate in the case of the extraverts while the 'Super Ego' seems to be stronger in the case of the introverts.

There is a great deal of controversy regarding these tendencies as to whether they are the result of constitutional factors or socio-cultural determinants. Some writers like Jung, Morston (1925) Kemf (1918) and Mc.Dougall (1926) emphasize the constitutional foundations as the determinant of these two types.

Others, on the contrary, like Lapiere (1926) Farmsworth (1936), Murphy (1937) and Freyd (1924) maintain that not only are the introvert and extravert responses highly specific, but they are pretty largely determined by socio-cultural training also. Murphy goes on saying that extraverted and introverted tendencies are the result of bio-social interaction. If the contact with other person is pleasant individual becomes extravert, if it is unpleasant, individual withdraws in himself.

In conclusion it may be stated that the concept of introversion-extraversion is related to the fundamental problem of personality organisation. Jung has divided humanity into two distinct classes, namely, general attitudinal types and functional types. This concept of intro-extraversion lies in the category of attitudinal types. In very general term some of the personality traits of introversion-extraversion which are commonly accepted have been stated below :

The introvert's behaviour is determined by subjective considerations, therefore, he is quiet, aloof, secretive and prefers solitude. His behaviour is inflexible and rigid because he lives by his own rules and ideals. Besides it, he is touchy, sensitive, suspicious persons who often indulges himself day-dreaming and self-analysis. Lastly, he is unsympathetic, emotionally reserved and cold.

The extravert's behaviour, on the contrary, is determined by objective environment. He is talkative, a good mixer and prefers companionship. He is social, he is practical, his conduct is governed by expediency. He is toughminded, indifferent to criticism and is not suspicious. Rarely he indulges in daydreams and self-analysis. Lastly, he is emotionally uninhibited, impulsive, genial and warm hearted. His emotions may be easily aroused but never very deeply.

These representative definitions reveal marked difference in outlook, and are all characterized by lack of operational connotation. There seems to be some agreement on these points :

- (a) the introvert has a more subjective, the extravert a more objective outlook ;

- (b) the introvert shows a higher degree of cerebral activity, the extravert a higher degree of behavioural activity ;
- (c) the introvert shows a tendency to self-control (inhibition), the extravert, a lack of such control.

A considerable amount of empirical researches have been carried out by Eysenck and his associates and the outcome of this work was the discovery of two very strong, very powerful and very influential factors, axes or dimensions of personality. One axis was labelled as introversion-extraversion, the other was called by various names, neuroticism or emotionality or instability as opposed to stability or normality. Introversion-extraversion is a dimension ranging from one extreme to the other. And it has been found by Eysenck that most people fall in that middle area where they cannot be specially categorised as extravert or introvert. The position is very similar to that which obtains in the field of intelligence testing. We talk about intelligence and stupid people without implying that everyone is either the one or the other. We know perfectly well that there is a continuum ranging all the way from the lowest mental defective in between, with normal I. Q.

NEUROTICISM

As regards the nature of 'neuroticism' there appears to be two main views. The traditional general view of neurosis, which is still more or less orthodox view, is presented by Henderson and Gillespie (1943). According to this view, the neurosis, as compared with psychosis, represents entirely different modes of reaction. A psychosis involves a change in the whole personality it is only a part the personality of the subject in whom it appears, while in the psychoneurosis it is only a part of the personality

that is affected. Further-more, in a psychosis reality is changed qualitatively and comes to be regarded in a way very different from the normal and the patient behaves accordingly ; in the psychoneurosis reality remains unchanged qualitatively although its value may be qualitatively altered (diminished).

The difference in point of view may perhaps be clarified by comparing the concept "neuroticism" with the modern view of mental defect. According to this view, the genetic background of intellectual defect is multifactorial, when the special clinical types are excluded (Penrose, 1944).

We shall attempt to clarify further our use of the terms "neuroticism" by a critical discussions of a number of theories which have been help in the past, or are held at present regarding the neurosis. As Slaton Brother (1944) have pointed out there are three main classes of theories which have been advanced in this field. The first of the classes embraces theories which regard neurotic phenomenon as types of response at which all human beings are equally liable. Severity of neurosis and type of neurosis, would then be solely or largely due to environmental effects. This theory may be called environmental-stress theory. The second class of theories regards neuroticism as being of a unitary kind, and dependent on genetic factors. The third type of theory assumes more than one genetic factor, with dissimilar effects, to account for the neurotic constitution. This type of theory may be called the multiple causation kind, occurring in a specific or in an overlapping form.

All these theories agree that environmental-stress plays part in the production of the neurosis ; the first-question to be answered, therefore, is whether such stress alone is sufficient to account for the phenomena observed. The greater the degree of predisposition, the less the stress is needed to provoke a neurotic

reaction. This finding argues against the pure form of environmental-stresses theory. This theory has been rejected by Slaton.

Different opinions have been found regarding the nature of neurosis :

According to Freund, "It is a milder abnormality of the cognitive, emotional and motor processes, which generally incapacitates the individual in his adjustment and where the basic symptoms are somehow connected with anxiety."

According to Adler, "the stiologo of all neurosis is a profound sense of discouragement and inferiority." Adler says, "every neurosis can be understood as an attempt to free oneself from a feeling of inferiority" in order to gain a feeling of superiority". The goal of neurotic is to attain superiority and to seek the attention of other people ; if they fail in seeking the attention of their environment. They flight into illness and they seek the attention of other towards them. Thus they are deficient in their social support.

Like Adler, Freund also said that hysteria patients have primary and secondary gain from the illness. By primary gain he mean that they get rid of the anxiety and by secondary gain he mean that they seek the attention of others by flight into illness.

Jung in his explanation of neurosis used the concept of psychological equilibrium. Jung states "neurosis is the attempt to-adjust to some disturbing situation." Again he says that "it arises from a dash between a requirement for adaptation and the individual inability to meet the situation."

The conception of qualitative differences between neurosis and psychosis has given rise to much dispute in realm of the

affective disorders. Ross [1937] has advanced the view that a special neurotic syndrome is manifested by "those patients whose chief symptom is either frank mental anxiety or its somatic manifestations, of which palpitations, sweating, flushing are the chief." The view is supported by Roger on [1940], who concludes his survey of the conflicting theories in this field by maintaining that "it may properly be said that the affective neurosis can be distinguished from the affective psychosis." Yellowless [1930], Crichton Miller [1930] and others have taken up a similar position.

On the other hand, Lewis [1934] maintains that "one cannot set up the symptom of anxiety as an independent type of reaction", and accordingly, includes anxiety reactions as a subgroup of the affective disorders. Curram [1937], who took two groups of cases, suffering from anxiety and depression, the one neurotic, the other psychotic, compared various features of the two groups and came to the conclusion that no list of criteria for differential diagnosis could be found. His results, thus, showed quantitative rather than qualitative differences. Howlby [1940] also puts forward a "gradation" theory in support of this general view.

According to Eysenck, neuroticism is a general factor independent of extraversion and introversion. "The first factor, characterised by items such as badly organised personality, little energy, narrow interests, abnormality in parents etc. is clearly one of emotional instability or neuroticism." In support of this view he quotes Jung, "It is a mistake to believe that introversion is more or less the same as neurosis. As concepts, the two have not the slightest connection with each other."

Hence neuroticism is not something that is the exclusive possession of neurotic people. Normal people experience neurotic anxiety too but it does not affect their lives to the same extent

that it affects the lives of the neurotics. After all, the difference between a neurotic persons and a normal persons is one of degree, and the borderline between the two is a shadowy one. Neuroticism and extraversion are two important aspects of individuals' personality.

□ ACHIEVEMENT MOTIVATION AND PERSONALITY :

The concept of achievement motivation as a relatively enduring disposition of personality was first developed by Murray (1938) in an attempt to formulate a comprehensive system of personality. The core of personality is viewed by Murray as a configuration or hierarchy of basic needs. McCloelland (1953) has extended and elaborated the general argument for this theoretical position, particularly in his analysis of motivational disposition in the primary learning experience of childhood.

Atkinson and Feather (1966) have categorised personality traits under two heading-achievement-oriented personality and failure-threatened personality. An achievement-oriented persons is generally attracted to activities which require the successful exercise of skill. The failure-threatened person in contrast, is one in whom the motive to avoid failure greatly exceeds the motive to achieve. He is dominated by the threat of failure, and so resists activities in which his competence might be evaluated against a standard or the competence of others.

CHAPTER II

REVIEW OF RESEARCHES (LITERATURE)

Cultural difference in cognitive, behavioural, affective and intellectual abilities has been the focus of a number of studies in the past two decades. Experimenters and researchers have often found significant impact of the cultural variations on the above traits and types of human abilities and efficiency. In the present section some of the studies conducted in different parts of the world destined to highlight the role of cultural variation in achievement motivation and some of the important dimensions of personality viz. neuroticism and extraversion-introversion will be briefly reviewed.

McClelland was interested at the outset to learn whether the n-Ach. measures could generate sensible relationship among variables gathered from social and cultural indices. Kallenbach and McClelland [1958] tested fifteen adult males nominated as 'successful' in their profession. Positive relationships were found between n-Ach. And success-ranking and community service, but not for indices of income, occupation, education etc. This means that n.achivers in various stations of life were none the less identifiable by behaviour presumably associated with the presence of n-Ach.

Crockett [1962] obtained n-Ach. scores from a nation-wide sample of over three hundred males. Using as his mobility index the discrepancy between the S and his father in socio-economic status, he found n-Ach. positively associated with upward mobility, as was n-Aff., and established that the relationship held with education, age and prestige of origin partialled out.

Burnstein, Moulton and liberty [1963] find collateral support for the Kallenback-McClelland findings. They found, as predicted, that the n-Ach, high V. Ach. group preferred the prestige-high competence group while the low n-Ach. low V. Ach preferred the high prestige-low competence set. Obviously, both prestige and competence levels are incentives for occupational choice and while the n-achiever is not average to prestige, he will if forced to make a choice, chose the job with the greatest demands for competence.

Bradburn [1963] compared Turkish and American junior incentives classified as high and low father dominance and found n-Ach. negatively associated with dominance as well as a much higher level of n-Ach, for the Americans. Kerekhoff [1959] also reported higher n-Ach scores for white grade school children, bring close to a chippewa reservation, as opposed to the Indian children identifying most closely with the white society.

Merbaum [1962] tested white and Negro children in the elementary grade of a rural school. Both groups came from the lower social strata. The n-Ach. scores for the white children exceeded those of the Negroes with the difference increasing regularly with age among Negroes, the girls had higher n-Ach. scores than the boys, score difference were lest for school scores and greatest for neutral-scores.

McClelland's [1955] basic strategy is to take n-Ach. at face value, arguing that concern for competition with internalized

standards of excellence must grow from a limited constellation of child-rearing practices and must culminate in reasonably clear sensitivity to cues, preference for work conditions and styles of performance. Accordingly he has set out to develop those criteria have meaning cross-culturally, which can then be tested for relationships to n-Ach. as it is found around the world. The n-Achiever emerges as one who desires to take personal responsibility for decisions where the risks are moderate and results of one's action can be clearly known. Such a syndrome is found repeatedly in business and governmental situations of responsibility and seems to be the psychological essence of the term entrepreneur.

McClelland [1955] also attempts to use n. Ach. as measured in cultural documents, especially those used in child-rearing, as a predictor to economic indices of national growth or decline.

Gokulnathan and Metha [1972] found tribal high school children showing high n-Achievement than non-tribal children. The study also revealed a similar trend of difference between rural and urban children. However, the rural based boys showed no difference in their level of n-Ach. Whereas the urbans did. The tribal boys who had migrated from a village to some urban area and was studying in some urbone based school showed significantly greater n-Achievement than his non-tribal counterpart. An earlier study at NCERT [1970] obtained similar trends in favour of tribals.

Another interesting result of the Gokulnathan and Mehta's study was that there was no non-tribal difference in the level of n-Achievement as far as girls were concerned. On the other hand, the tribal boys showed significant difference with the non-tribal boys. Within the tribal group there was no sex difference. Again,

the non-tribal girls shown significantly greater n-Ach. than the non-tribal boys. On the whole, girls showed significantly greater n-Ach. than boys.

Mehta [1969] has earlier found that the SES of pupils as such was not significantly related to n-Ach. However, significant trends appeared when father's educational level and occupational group were considered separately. Both these factors in the pupils' home background showed significant relationship. Children of fathers in professional and semi-professional group particularly the latter consistently showed higher level of n-Ach. than children from the other group. Children of small shopkeepers showed about the lowest level. The difference, between n-Ach. of children of skilled workers and those of shop-keepers was quite significant within the lower middle class group, education showed positive relationship with n-Ach. Children of skilled workers with low education showed significantly greater n-Ach. than those of lower middle class fathers also with low education. Father's education and occupation suggested depression in n-Ach. of children in the middle ranges of the father's education continuum as well as in the occupational ladder.

In the Gokulnathan and Mehta's study (1972) the tribal low EL boys, showed significantly greater n-Ach. than non-tribal low EL boys. Within tribal and non-tribal group neither fathers' education nor occupation nor income showed significant relationship with children's n-Ach. The results only confirmed the importance of the tribal or non-tribal family background.

In the Gujarat study [Desai, 1972], the fathers' composite SES did not show significant relationship with children's n-Ach. Chaudhary [1972] found these two to be positively related. She also found the girls significantly greater n-Ach. than boys. Desai,

however, found the boys to show higher n-Ach. Namdeo [1972] also found boys of Jabalpur, Madhya Pradesh showing greater n-Ach. than girls. However, Mehta [1973] found female college students greater in n-Ach. The results, therefore, are not very conclusive. They do, however, suggest that disadvantaged groups, whether socially, culturally or economically, as argued elsewhere, Mehta [1971] such as women irrespectively of SES, tribals irrespectively of residence and those from relatively poor homes, tend to show a greater urge to improve resulting in their greater n-Ach., increase in n-Ach scores. The Ss were matched on ability and drawn from a self-improvement course. The counsellings did not produce group differences in improvement in this course, by the overall grade averages of the experimental counsellors did increase.

Measurement of positive human motive like 'achievement ; affiliation etc. have received greater attention from psychologists, than before during the recent past. Ever since Henry Murray introduced the concept, 1938, research work has been focussed on the development of a satisfactory procedure of measuring such human motive and on the study of the correlates in behaviour of the motives. However, n-Affiliation has received comparatively less attention than n-Ach.

Atkinson [1957] in a study found that the person in whom the achievement motive is stronger should set his level of aspiration in the intermediate zone where there is moderate risk to the extent that he has any motive to avoid failure, this means, he will voluntarily choose activities that maximize his own anxiety about failure. On the other hand, the person in whom the motive to avoid failure is stronger, either should select the easiest of the choice or should be extremely speculative and should set his

goal where there is no chance of success. These are the activities which minimize his anxiety about failure.

Mukherjee [1965b] studied the self-ratings of high achievement oriented and low achievement oriented groups, using his test of achievement motivation. He found high achievement group to rate themselves higher on perseverance and lower on intellectual ability. Mukherjee [1968] has also related n-Ach. To the order of birth.

An attempt was made by Devadesan [1966d] to see whether susceptibility to bias in reasons was positively or negatively related to the personality dimensions of extraversion-introversion, on the one hand, and neuroticism, on the other. On the analysis of the results, susceptibility to bias in ratiocination. Whether it be emotional or retentive, was found to have low and insignificant negative correlation with neuroticism and extraversion.

Dutt [1970] investigated the relationship between a number of variables like extraversion, neuroticism anxiety and A - S reaction. The results showed anxiety and neuroticism to have high relationship, extraversion to be unrelated to A-S reaction, neuroticism and anxiety to have negative relationship with A-S reaction.

PERSONALITY

Socialization studies are usually considered the central focus of cross-cultural research on personality. In this area of research there is a particularly high degree of overlap and interrelatedness among the theories and methods developed in the fields of psychology, sociology and anthropology ; psychological theorists

have turned to cross-cultural data on child rearing practices for verification or refutation.

Both psychoanalytic theory and learning theory in psychology place central emphasis on early childhood experiences as determinants of patterns of adult behaviour. In her two early volumes coming of *Age in Samoa* (1928) and *Growing up in New Guines* (1930), Mead presented the first generally appreciated cross-cultural works, testing some of the inferences about maturation patterns from childhood to adult-hood. Coming to the *Age in Samoa*, in particular, challenged the whole field of the study of adolescence in American Psychology. Mead could find no evidence in Samoa of the psychological conflict, revolt, or mental disturbance related to adolescent status considered inevitable in Western cultures. She pointed out that problem of sexual adjustment, which created difficulties for almost every adolescent in the society, were practically non-existence in Samoan society because easy premarital intimacies were permitted there. A postpubescent Samoan girl was not faced with problems of adjustment to new status. She did not suddenly come face-to-face with decisions concerning vocation or career. She became a woman simply by aging and eventually settling down to a more lasting marriage relationship.

Kardiner's theory emphasized that each society has a basic way of conditioning early experiences so as to produce similar configuration in adult personality. Kardiner noted explicitly that there are in every culture a number of deviants from the basic personality pattern of the culture. Others have thought it more expedient to use the concept of modal personality to emphasize the fact that one can and modalities of behaviour within a society. However, modal personality types are merely central foci within

a range of possibilities (Linton, 1945). Wallace (1952) demonstrated a need to have this concept extended to anticipate more than one given pattern as modal for a group. He delineated a variety of personality types among the Tuscarora Indians.

There has also been studies on Japanese character. The configurational approach of Ruth Benedict (1946) has been considered by some as a *four de force* since Benedict herself, at the time of writing the report, had spent no time in Japan. Gorer (1943) and La Barre (1945) also published reports specially concerned with particular supposed child-rearing practices which could directly explain certain aspects of Japanese social behaviours. Both authors emphasized the alleged influence of severe toilet training on Japanese personality. La Barre (1945) in particular, hypothesized an obsessive compulsive personality pattern as modal for Japanese. Gorer's inferences as to severe toilet training are based on interviews with a small number of upper-middle class Japanese informants interned in the New York area during the war. La Barre's generalizations were based on observations of Japanese-Americans in internment camps in the Western United States. Subsequent studies, particularly those of rural Japan (Lanhan, 1956 ; Norbeck and Norbeck, 1956 ; Sikkeme, 1947; Sofue, 1958) question the empirical basis for the previous conclusions.

Several recent studies of the relation of personality factors to educational success and failure have reported findings interpreted in terms of the theory of personality advanced by Eysenck (e.g. 1952, 1957). Briefly, this theory in its present form points three principal dimensions of personality, which are virtually independent of each other and are designated, neuroticism, introversion-extraversion and psychoticism.

Regarding the nature of extraversion different investigators have different findings, Conklin (1922) defines extraversion "as a more or less prolonged condition in which attention is controlled by the objective conditions of attention more than by the subjective and in which the content of subjective condition is more closely related to the objectives." This view was put into physiological term by McDougall (1926) who maintained that essential marks of the extrovert is the ready passing over the effective urge into action and expression, without modification and control of it by cerebral processes by the highest level. Transley (1925), taking a view, calls extraversion, a primitive biological function of mind. These representative views marked differences in outlook and all are characterised by lack of operational connotation.

American investigators have shown conclusively that questionnaires of "introversion" measures are essentially the same personality qualities as questionnaires of "neuroticism" (Bernreuter, 1934); Colliers and French (1938) show that most questionnaire constructors have used Freud's conception of introversion, rather than Jung's. Freud identifies it with incipient neuroticism ; he writes : "An introvert is not yet a neurotic but he finds himself in a labile condition, he must develop symptoms at the next dislocation of forces, if he does not find other outlets for his pent up libido" (1920).

Eysenck (1957) contends that extraversion is associated with first accumulation and slow dessipation of reactive inhabitation. So, an extraverted person is not expected to perform well on a sustained work. Accordingly, in educational setting also, it is hypothesized that introverts would be better achievers than extraverts. A number of investigators (Bending, 1960 ; Broadbent, 1958 ; Child, 1964 ; Ekert, 1934; Furneaux, 1957; Halams

1960 ; Januar 1961 a 1962b ; Lynn, 1959 ; Lynn and Gordon, 1961 ; Neel and Mathew, 1935 ; Owens and Johnson, 1949 ; Savage, 1962 ; Strager, 1933 ; White, 1931, 1932), have studied school and college students with various questionnaires and found introverts to be better achievers than extraverts particularly at school and college levels.

The findings of some empirical studies (Furneaudux, 1957, 1962 ; Lynn 1959 : Lynn and Gordon, 1961 ; Terman, 1954) lend some support to the Eysenckian theory. But Rosseler and Robert (1958), who wanted to see the effect of psychopathology and sustained intellectual work and studied different groups of patients, namely character disorders, obsessive-compulsives, adolescent reactions incipient or developed Psychosis, etc., found only the obsessive-compulsives to be significantly different from the normals, Several different investigators (Bending 1960 ; Mishra, 1962, Owner and Johnsons, 1949 ; Savage 1962), did not find a positive relationship between neuroticism and academic achievement.

CHAPTER III

PURPOSE OF THE STUDY

It is assumed that a person's mode of reaction, capacity of tolerance and his over all adequacy etc. reveal the impact of the environment in which he grew up. In other words the social and the physical environment shapes the outlook, scholastic capacity, attitude and a number of other psychological phenomena. Cross-cultural studies have most of the times shown that cultural differences produce significant differences in attitudes, values temperament and personality.

The strength of achievement motivation is subject to variation not only from one culture to another, or one society to another but also from one individual to another. Similarly personality too, show variation in different cultures and societies.

Glancing through researches, it has been found that many of the research studies in the field of achievement motivation measurement deal with personality factors. The general assumption underlying these studies is that one's strength of achievement motivations may be determined on the basis of his personality.

On the other hand, the population of Tripura, where the present research has been conducted, is completely untouched so far as psychological researches and studies in this area are concerned.

Therefore, the present study is an attempt to establish the impact of economic and socio-cultural differences upon achievement motivations, neuroticism and extraversion-introversion in two culturally different group in Tripura, namely Bangladeshis and Tripuris and to determine the relationship, if any, among the strength of achievement-motivation and personality in respect of both these major groups, In veiw of the fact that such a studey with reference to cultural groups has not been done to the best knowledge of the peresent researcher by any researcher.

Finding of the present study might reveal a number of important factors associated with those variables. A systematic knowledge of these variables and their association in two major cultural groups will, it is expected, contribute to a better understanding of the psychological factors underlying the differences between these two groups namely-Bangladeshi and Tripuri.

HYPOTHESES

For the purpose of scientific analysis of the data and the selection of suitable statistical test, for them, some hypotheses were formulated taking into account for the expected relationship between the two types of variables namely dependent variable viz,—achievement motivation, neuroticism and extraversion-introversion and dependent variables viz-the cultural differences.

In the context there main hypotheses and subsidiary hypotheses were formulated for verification.

□ MAIN HYPOTHESES :

- (1) Because of the strong economic and socio-cultural disadvantage of the Tripuris as compared to the

Bangladeshis, it was hypothesised that there would be significant mean difference in the achievement motivation score of the two groups.

- (2) Because of the strong economic and socio-cultural disadvantages of the Tripuris as compared to the Bangladeshis, it was hypothesised that there would be significant mean difference in the neuroticism scores of these two groups.
- (3) Because of the strong economic and socio-cultural disadvantages of Tripuris as compared to Bangladeshis, it was hypothesised that there would be significant mean difference in the extraversion-introversion scores of the two groups.
- (4) Because of the strong economic and socio-cultural disadvantages, it was hypothesized that the groups scoring high on achievement motivations would also score high on neuroticism.

□ **SUBSIDIARY HYPOTHESES :**

- (1) As the earlier studies have shown it was hypothesised that there would be significant and positive correlation between 'achievement motivation' and 'neuroticism' in respect of both the groups.
- (2) As Eysenck has established "neuroticism" and extraversion-introversion are orthogonal dimensions of personlity, it was hypothesized that there would not be any correlation between them.
- (3) There would be insignificant co-relation between achievement motivation and extra-version-introversion scores in respect of both the groups, because neuroticism and extraversion are orthogonal dimensions.

CHAPTER IV

METHODOLOGY

Discription of the Sample : Sample comprised subjets from the two major cultural groups, namely Bangladeshi (who shifted to Tripura after partition of India) and Tripuri (Deb barman). These two cultural groups are in a number of way independent and different from each other.

Tests and Scales used : For any scientific research, the methodology is important. The present investigation is also based on objective method. For measuring strenght of achievement motivations and personality factors, two different tests were used respectively i.e. Mukherjee's Sentence Completion Test and Eysenck's personlity inventory.

For measuring achievement motivation, sentence completion test was used. It is a questionnaire type of test. For developing the test a modified form of forced choice technique was used. Items were matched on the basis of subjectveity determined differential validity and objectivity determined social desirability.

The test-retest reliability of sentence completion test, after an interval of two months was found to be 71 for each sample (N = 87). For another sample (N = 58) the test-retest reliability correlation was almost .83. Other cross validation results are

appears to be satisfactory. Evidence of concurrent as well as construct validity of the test is also reported. This test in its present form is widely used because it is highly reliable.

For measuring personality Eysenck personality Inventory was administered. It has been seen by the author of the test that the test-retest reliability are quite satisfactory running between .80 and .94 for the complete test and between .80 and .97 for the separate forms. Considering the long time gap between test and retest, this is encouragingly high.

The E P I measures two personality dimensions, Neuroticism (N) and extraversion-introversion (E). Each of these is measured by 24 questions, carefully selected after lengthy item-analysis and factor analysis. It possesses adequate reliability.

Method and Size of sampling : According to the purpose of the study it was essential to collect data from the two cultural groups. For this 100 males from Tripuri 200 males from Bangladeshi group were included into the sample. The selection of the sample was based on the incidental method of sampling (Garrett, 1961, P 207). The number of Tripuri sample could have been increased, had there been a good number of Tripuris in the State. This is because of their thin population in the small States of Triupura as compared to their counterpart of Bangladeshis.

Method of data Analysis : After the collection and scoring the data were subjected to the test of normalcy so that the adequate statistical tests of significance could be selected. After testing the normalcy, the data were further rearranged to the models and requirements of the statistical techniques for the verification of hypotheses formulated in this study.

CHAPTER V

RESULT

This section deals with the analysis of data collection for the verification of different hypotheses formulated in the present study. It may be recalled that the present study was proposed to assess the socio-cultural differences in the strength of achievement motivation and some of the important personality dimensions such as neuroticism and extraversion-introversion.

For these purposes data were collected on the above mentioned variables from the two cultural groups namely Tripuri and Bangladeshi. Although Bengali dialect is common as State language for both the cultural groups yet they have differential pattern of living, social and cultural activity.

For the purpose of selecting adequate statistical tests, distribution of data were tested for their normalcy using X^2 tests of normal distribution. And it was found that achievement motivation scores neuroticism scores and extraversion scores of both the groups were normally distributed as the X^2 values were highly significant.

Keeping in view the strong economic and socio-cultural differences between Bangladeshis and Tripuris it was hypothesised that there will be significant difference in the mean scores of

achievement motivation of the two groups. In order to test this hypothesis 't' test was applied. Results are presented in Table 1.

TABLE-I

Comparison of Mean Scores of achievement motivation of Bangladeshis and Tripuris.

Group	N	Mean	SD	SE	t	P-Value
Bangladeshi	200	20.055	5.49	.38	3.69	.01
Tripuri	100	17.98	4.23	.42		

It is obvious from the Table-I that Bangladeshi and Tripuri subjects differed significantly in terms of their achievement motivation scores. It is also clear from the above table that Bangladeshi groups of subjects had higher mean scores on achievement motivation ($X = 20.055$) than Tripuri group of subjects ($x = 17.98$). The obtained 't' ration ($t = 3.69$) was significant beyond .01 level of confidence. The table shows that the strength of achievement motivation of Bangladeshis are higher than that of Tripuris. Considering the strong socio-economic differences of the Bangladeshis and Tripuri subjects it was hypothesized that there will be significant difference in the mean scores of the neuroticism of the two cultural groups. In order to test this hypothesis 't' test was applied. Results are presented in Table II.

TABLE-II

Comparison of Neuroticism scores of Bangladeshis & Tripuris.

Group	N	Mean	SD	SE	t	P-Value
Bangladeshi	200	11.95	3.32	.23	5.44	.01
Tripuri	100	9.5	3.468	.35		

It is quite obvious from the above table that the Bangladeshi and Tripuri subjects differed significantly in terms of their neuroticism scores. It is also clear from the above table that the Bangladeshi group of subjects had higher mean scores of Neuroticism ($X = 11.95$) than Tripuri group of subject ($X = 9.5$). It reveals that on this dimension of personality Tripuris are less neurotic than Bangladeshis. The obtained 't' ration ($t = 5.44$) was significant at .01 level of confidence. This reveals than these differences between the two groups are real rather than due to sampling error or chance.

As there is apparent socio-cultural differences between Bangladeshi and Tripuri subjects, it was hypothesized that there will be significant difference in the mean scores of extraversion of two cultural groups. In order to test the hypothesis 't' test was applied. Results are presented in Table-III.

TABLE-III

Comparision of mean scores of Extraversion of Bangladeshis and Tripuris.

Group	N	Mean	SD	SE	t	P-Value
Bangladeshi	300	9.935	3.39	.24	3.36	.01
Tripuri	100	11.12	2.97	.294		

It is obvious from the above table that the Bangladeshi and Tripuri subjects differed significantly in terms of their extraversion scores. It is also clear from the above table that the Tripuri group of subjects have higher mean scores ($X = 11.12$) than the Bangladeshi subjects ($X = 9.935$). The obtained 't' ratio ($t = 3.96$) was significant at .01 level of confidence. This shows that the Tripuris are more extravert than that of Bangladeshi.

On the basis of the results of 't' ration it can be said that the differences in the strength of motivation and personality are real rather than due to sampling error or chance.

In order to test the significance of correlation between Achievement motivation and Neuroticism dimension of personality of Bangladeshi and Tripuri subjects, the co-efficient of correlation was computed by the Product Moment Method. Results are presented in Table-IV.

TABLE-IV

Correlations between Achievement-Motivation and Neuroticism scores of Bangladeshi and Tripuri subject.

Group	N	r	P-Value
Bangladeshi	200	.54	.01
Tripuri	100	.20	.05

The obtained correlations values for Bangladeshi ($r = .54$) and Tripuri ($r = .20$) are significant at .01 and .05 levels of confidence respectively. This reveals that the achievement motivation and neuroticism are positively related in both the groups.

For further verification of the association between achievement motivation and neuroticism subject's scores on achievement motivation were dichotomised at the median (Mdn = 19.94) and those scoring at and above the median were categorised as high scorers and those scoring below the median score were categorised as low scorers. Similarly subject's scores on Neuroticism were also dichotomised at the median (Mdn = 11.94) and those scoring at or above the median score were categorised as high scorers and those scoring below the

median score were categorised as low scorers. The result of X^2 test are presented in the Table-V.

TABLE-V

Comparision of high and low scorers of achievement motivation and Neuroticism (Bangladeshi).

Neuroticism					
	H	L	Total	X^2	P-Value
Achievement H	75	25	100	50.00	.01
Motivation	L	25	75	100	
Total =	100	100	200		

It is quite clear from the table-V that majority of those scoring high on achievement motivation (75%) had also scored high on neuroticism and majority of those scoring low on achievement motivation (25%) had also scored low on the neuroticism. This kind of positive association was not because of chance rather than real one as the obtained X^2 value ($X^2 = 50.00$, $df = 1$) was highly significant beyond .01 level of confidence. If this finding be generalised to the population parameter the chance of being error would be less than 1%.

From the table-IV, it is evident that the product moment correlation between the achievement motivation score and Neuroticism score of Tripuris ($r = .20$) was significant at .05 level of confidence. For further analysis of this strength of association X^2 test was applied. Subjects scores on achievement motivation were dichotomised at the median ($Mdn. = 18.20$) and those scoring at and above the median were categorised as high scorers and those scoring below the median were categorised as low scorers. The results of this square test are presented in Table-VI.

TABLE-VI

Comparison of high and low scores on Achievement Motivation and Neuroticism (Tripuri group)

Neuroticism					
	H	L	Total	X ²	P-Value
Achievement H	28	21	49	5.72	.02
Motivation L	17	34	51		
Total =	45	55	100		

It is obvious from the above table-VI that majority of those scoring on achievement motivation (57.14%) had also scored high on Neuroticism and majority of those scoring low on Achievement motivation (66.67%) had also scored low on neuroticism. So it proves our hypothesis that the subject scoring high on achievement motivation would also score high on neuroticism.

In order to test the relationship between achievement motivation and extraversion-introversion, Product moment correlations were calculated between achievement motivation scores and extra-version scores of both the groups.

TABLE-VII

Correlation between Achievement motivation and Extraversion-Introversion scores of Bangladeshis and Tripuris.

Group	N	r	P-Value
Bangladeshi	200	.03	Not-significant
Tripuri	100	.004	Not significant

CHAPTER VI

DISCUSSION

This section is devoted to interpreting the results obtained in the context of the verification of different hypothesis. It may be recalled that the present research work was proposed to highlight the impact of economic socio-cultural difference upon achievement motivation, neuroticism and extraversion-introversion in two culturally different groups, namely, Tripuri and Bangladeshi in Tripura.

As regards achievement motivation, it was found that Bangladeshi subjects had significantly higher achievement motivation (see Table-I). The result clearly indicates the more facilitating effect of Bengladeshi culture than that of Tripuris. The reasons for such difference might be that Bangladeshi culture consists of some of the elements that affect achievement motivation positively. Keeping into view the characteristics and determinants of achievement motivation it is obvious that the achievement motivation is also influenced by the child rearing practices. McClelland (1955) opines that concern for competition with internalised standards of excellence must grow from a limited constellation of child rearing practices which accelerate achievement motivation. It is a matter of fact that in Bangladeshi family extensive care is taken of and attention is given to child rearing. From the very childhood parents pay maximum attention

to their children's social and educational development as well as they start giving training for independence and self-sufficiency as early as the age of three. All these child rearing practices positively affect the very basic mechanism of achievement motivation development. While on the other hand, Tripuris are less educated and socio-economically more backward than the Bangladeshi ; they are more concerned with their livelihood and developing physical fitness for their jobs. They find little time for caring their children due to their busy manual life as well as lack of efficient child rearing techniques. De and Shambhu Priya (1972) clearly showed the positive relationship between achievement motivation, on the one hand, and parent's socio-economic status and the educational level, on the other.

The findings of the present study are also corroborated by the those of Rosen (1956), who found that the fine social scale groups replicate extreme differences in achievement motivation scores in a positive direction and verr of, Atkinson, Feld and Gurin's (1960) studies in which a positive relationship between need achievement and social class was supported.

Thus, it is quite clear that Bangladeshi culture and Tripuri culture have differential in pact on the achievement motivation of the persons of respective groups and the former consists of some elements that positively affect achievement motivation than the leter and so the hypothesis was supported.

In the present study samples have been drawn from Bangladeshis and Tripuris which have clear economic and socio-cultural differences. The Bangladeshis are more affluent, possessing modern outlook in the matter of standard of living and soial intercourse than that of Tripuris.

It is a fact that few of the Tripuris who belong of Royal families of Tripura lead very lavish life, but their number is very meagre as such does not represent the population while the Bangaladeshi, with some exception, lead approximately similar

pattern of life and among all the families the child rearing practices, child care training and other familiar behaviour are found to be indetical. Tripuris are categorised as Tribals and in practice also Tribal behaviour is apparent in their society such as frequent divorce, lack of concern of children's intellectual development, schooling, social development etc. As compared to Bangladeshis Tripuris have a firm faith in the motto "eat, drink and be merry" outlook of life. A deeper inspection of their working life would make it abundantly clear that Tripuris have less concern for their future development, savings and betterment than the Bangladeshis.

Keeping in veiw the basic social constraints it was hypothesised that Bangladeshis would be more neurotic than Tripuris. For verifying this hypothesis 't' test was administered and the findings revealed significant difference in the neuroticism scores of two groups (see Table-II) It was observed that Bangladeshis showed a great tendency towards neuroticism than did the Tripuris.

Possible reasons behind such findings may be that the Bangladeshis have to face extreme frustrations in the matter of material culture. Most of them are refugees from the erstwhile East Pakistan and have to struggle hard for existence. Naturally they feel depression also in the matter of their daily need satisfaction and adjustment which are great catelisers of neuroticism. On the other hand, the Tripuris are local residents adopted to habitual environment and culture with which they are satisfied.

The findings of present study are corroborated by those of varma (1966) who found personality traits to vary with different socio-cultural status group.

As regards extraversion-introversions, two way probability hypothesis was formulated that the two groups would differ significantly. The results revealed that the Tripuris were more

extravert than Bangladeshis (see Table-III). The reasons behind such findings may be that extraversion dimension of personality appears to be associated with radicalism and affiliation. In this context, it can be said, on the basis of personal observations that the Bangladeshis in general are found to be showing limited contact to their own kith and kin, in their social customs and ceremonies they frequently invite persons of their own community, while Tripuris are found more liberal, showing extended contacts with persons of other States and communities that is why because of conservative tendency of Bangladeshis, their personality pattern reflects less extraversion than that of the Tripuris. The support of this interpretation might be seen in the finding of Vetter (1930) and Dexter (1939), who observed that extraversion-introversion was related to conservatism radicalism. They conclude that conservatism and radicalism develop introversion-extraversion traits of personality. This finding contradicts the findings of Ghosh (1973) Eysenck and Cookson (1970) who found that children from high status parents were more extraverted, tending less toward neuroticism. High extraversion of Tripuris might be expected because of the fact they are in the stage of active cultural change from socio-cultural backwardness to the development. And in the course of such development they have to establish frequent contacts with the enlightened persons and officials to achieve their goals, which in turn motivates them to break their inhibitions and to mix with other so that they could be at par with other high status persons of the society.

Thus, the hypothesis was supported and the results indicate clear difference in extraversion-introversion dimension of personality among the two cultural groups.

The results of the present study also indicated the significant positive relationship between achievement motivation and neuroticism. Further analysis of the data revealed that the subjects

with high achievement motivation were also high on neuroticism (see Tables-V & VI). Eysenckian theory (1957) reveals that neuroticism is associated with autonomic drive which is helpful to an individual engaged in a sustained work. It is expected that neuroticism would be positively correlated with academic achievement. The reasons behind such findings might be that anxiety and insecurity are important dimensions of neuroticism which motivated the person to struggle hard for achieving securities in the matter of social and economic aspects of life.

As regards relationship between achievement motivation and extraversion, the findings of the present study revealed that there exists insignificant relationship between them. This might be because extraverts are more concerned with interacting with others which means that they are more outward oriented. As they are outward oriented most of their time is expended in attending meetings, clubs etc. and they spend small amount of time for self-introspection and improvement. They generally believe that whatever they want to achieve would be accomplished with the help of others. This shows their dependence proneness upon others which inhibit achievement motivation. And also extraverts are more affiliative and their achievement orientation is retarded. This interpretation can be supported by the findings of Dhairyan (1956) who indicated that affiliation motive, nurturance motive and dependency hamper the development of achievement motivation.

The results of the present study also revealed insignificant correlation between neuroticism and extraversion dimension of personality. This shows that the two personality dimensions do not bear any communality in terms of their measured traits.

In brief, it can be said that the study shows significant impact of economic and socio-cultural disadvantages upon the motivational structure, achievement motivation and personality patterns, neuroticism extraversion-introversion of both the cultural groups.

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APPENDIX-A. 1

Scores of Achievement motivation (SCT),
Neuroticism (N) and Extraversion-Introversion (E)
of Bangladeshi (B) Group.

Sl.No	Identification No.	SCT	N	E
1	B001	13	7	10
2	B002	23	19	8
3	B003	32	21	14
4	B004	14	7	15
5	B005	23	13	4
6	B006	23	18	10
7	B007	19	12	4
8	B008	9	5	12
9	B009	21	11	16
10	B010	24	20	4
11	B011	24	17	15
12	B012	11	8	8
13	B013	20	19	14
14	B014	25	17	7
15	B015	23	13	13
16	B016	26	15	9
17	B017	23	13	8
18	B018	15	9	8
19	B019	21	12	4

Sl.No	Identification No.	SCT	N	E
20	B020	20	15	11
21	B021	22	13	5
22	B022	32	18	11
23	B023	24	13	18
24	B024	11	8	6
25	B025	21	16	10
26	B026	21	12	9
27	B027	16	8	10
28	B028	25	12	12
29	B029	33	20	10
30	B030	25	12	2
31	B031	20	11	12
32	B032	22	17	7
33	B033	21	12	5
34	B034	13	11	5
35	B035	22	13	12
36	B036	11	8	12
37	B037	20	16	15
38	B038	18	10	8
39	B039	17	7	9
40	B040	21	17	11
41	B041	17	11	11
42	B042	15	9	14

Sl.No	Identification No.	SCT	N	E
43	B043	13	5	7
44	B044	30	13	15
45	B045	22	17	11
46	B046	21	12	5
47	B047	25	15	8
48	B048	18	10	9
49	B049	19	8	10
50	B050	23	14	12
51	B051	20	16	10
52	B052	13	5	19
53	B053	-	-	-
54	B054	19	9	10
55	B055	18	9	11
56	B056	21	16	5
57	B057	18	9	16
58	B058	17	7	15
59	B059	22	15	11
60	B060	15	10	19
61	B061	26	15	10
62	B062	20	9	15
63	B063	23	12	7
64	B064	18	11	3
65	B065	20	12	10

Sl.No	Identification No.	SCT	N	E
66	B066	21	9	11
67	B067	24	13	10
68	B068	26	11	5
69	B069	22	10	9
70	B070	12	10	4
71	B071	23	20	8
72	B072	22	11	13
73	B073	17	12	14
74	B074	20	17	16
75	B075	18	10	15
76	B076	24	19	4
77	B077	12	7	5
78	B078	9	6	14
79	B079	19	10	12
80	B080	14	10	18
81	B081	17	12	11
82	B082	25	18	12
83	B083	17	11	13
84	B084	15	9	16
85	B085	18	17	9
86	B086	20	12	5
87	B087	28	15	12
88	B088	21	10	11

Sl.No	Identification No.	SCT	N	E
89	B089	15	10	9
90	B090	25	17	8
91	B091	18	12	16
92	B092	16	10	11
93	B093	21	15	12
94	B094	26	16	18
95	B095	29	15	6
96	B096	18	9	14
97	B097	10	10	11
98	B098	22	17	8
99	B099	26	11	7
100	B100	18	8	9
101	B101	24	11	8
102	B102	19	10	9
103	B103	11	12	7
104	B104	20	15	13
105	B105	16	7	14
106	B106	23	12	8
107	B107	22	13	10
108	B108	17	14	13
109	B109	14	11	10
110	B110	10	10	6

Sl.No	Identification No.	SCT	N	E
111	B111	23	11	14
112	B112	14	10	10
113	B113	33	15	8
114	B114	21	10	11
115	B115	30	15	4
116	B116	20	9	8
117	B117	18	11	10
118	B118	16	14	9
119	B119	22	12	11
120	B120	23	15	8
121	B121	21	11	9
122	B122	32	13	19
123	B123	20	10	11
124	B124	26	13	10
125	B125	15	11	4
126	B126	10	12	15
127	B127	21	13	14
128	B128	18	12	10
129	B129	19	12	18
130	B130	34	13	9
131	B131	27	15	14
132	B132	10	5	6

Sl.No	Identification No.	SCT	N	E
133	B133	22	14	3
134	B134	16	9	9
135	B135	19	10	9
136	B136	28	14	10
137	B137	16	11	4
138	B138	18	7	3
139	B139	22	14	7
140	B140	23	15	12
141	B141	9	6	13
142	B142	22	15	15
143	B143	26	12	14
144	B144	14	9	3
145	B145	31	13	4
146	B146	11	7	13
147	B147	18	14	11
148	B148	27	13	7
149	B149	19	12	10
150	B150	17	12	11
151	B151	20	15	12
152	B152	16	9	15
153	B153	11	5	4
154	B154	18	9	11
155	B155	12	12	10

Sl.No	Identification No.	SCT	N	E
156	B156	24	18	8
157	B157	15	7	7
158	B158	28	13	15
159	B159	18	11	10
160	B160	25	13	11
161	B161	19	12	17
162	B162	11	14	5
163	B163	18	13	13
164	B164	26	12	10
165	B165	12	9	7
166	B166	18	12	6
167	B167	25	13	8
168	B168	26	13	7
169	B169	27	20	15
170	B170	11	11	4
171	B171	15	7	10
172	B172	13	12	3
173	B173	24	9	11
174	B174	18	12	15
175	B175	13	14	3
176	B176	20	17	14
177	B177	29	20	7

Sl.No	Identification No.	SCT	N	E
178	B178	17	10	13
179	B179	19	12	6
180	B180	21	7	12
181	B181	28	13	8
182	B182	23	13	8
183	B183	21	5	7
184	B184	15	8	7
185	B185	30	11	3
186	B186	17	8	10
187	B187	12	14	4
188	B188	20	11	17
189	B189	24	13	10
190	B190	21	15	5
191	B191	8	9	9
192	B192	22	14	10
193	B193	16	15	9
194	B194	21	9	8
195	B195	31	11	5
196	B196	18	9	11
197	B197	21	12	6
198	B198	25	13	4
199	B199	18	10	14
200	B200	30	13	11

APPENDIX-A. 2

Scores of Achievement motivation (SCT)
Neuroticism (N) and Extraversion-Introversion (E)
of Tripuri (T) group.

Sl.No	Identification No.	SCT	N	E
201	T001	18	4	10
202	T002	25	14	15
203	T003	17	10	15
204	T004	23	7	7
205	T005	19	11	7
206	T006	24	11	13
207	T007	26	9	15
208	T008	20	7	7
209	T009	16	8	10
210	T010	25	11	12
211	T011	23	12	13
212	T012	12	9	9
213	T013	17	6	9
214	T014	25	10	11
215	T015	23	10	10
216	T016	21	12	15
217	T017	14	6	6
218	T018	20	8	11
219	T019	25	5	12
220	T020	22	6	13
221	T021	23	8	10
222	T022	25	11	13

Sl.No	Identification No.	SCT	N	E
223	T023	24	11	12
224	T024	8	6	10
225	T025	19	6	13
226	T026	12	4	9
227	T027	23	7	10
228	T028	22	12	12
229	T029	15	6	11
230	T030	24	8	11
231	T031	19	12	9
232	T032	24	6	14
233	T033	16	9	11
234	T034	9	7	12
235	T035	16	12	7
236	T036	20	9	16
237	T037	16	4	13
238	T038	18	9	12
239	T039	15	11	8
240	T040	20	10	12
241	T041	19	12	5
242	T042	16	9	15
243	T043	17	7	13
244	T044	18	9	9
245	T045	20	8	15
246	T046	18	5	12
247	T047	21	14	6
248	T048	13	4	16

Sl.No	Identification No.	SCT	N	E
249	T049	19	10	7
250	T050	16	5	11
251	T051	19	6	11
252	T052	17	16	9
253	T053	22	8	12
254	T054	12	7	19
255	T055	10	13	19
256	T056	17	7	11
257	T057	20	15	16
258	T058	10	12	14
259	T059	18	16	9
260	T060	13	5	10
261	T061	21	6	14
262	T062	18	5	16
263	T063	13	9	11
264	T064	22	19	8
265	T065	12	12	11
266	T066	21	7	8
267	T067	17	4	9
268	T068	22	9	12
269	T069	16	7	10
270	T070	13	14	14
271	T071	21	10	8
272	T072	22	13	11
273	T073	17	14	13
274	T074	15	6	8

Sl.No	Identification No.	SCT	N	E
275	T075	16	12	9
276	T076	13	11	8
277	T077	18	14	15
278	T078	19	17	15
279	T079	22	15	11
280	T080	12	8	5
281	T081	15	8	7
282	T082	19	8	9
283	T083	22	10	10
284	T084	19	15	11
285	T085	21	10	10
286	T086	16	5	7
287	T087	17	11	11
288	T088	21	16	14
289	T089	18	9	10
290	T090	15	5	13
291	T091	20	8	9
292	T092	10	4	14
293	T093	16	14	12
294	T094	19	14	11
295	T095	8	9	13
296	T096	17	7	11
297	T097	20	18	11
298	T098	18	15	9
299	T099	15	11	18
300	T100	19	9	11

E. P. I.

Name

Age Sex.....

Name of the college / department

Year. Date

INTRODUCTION

Here are some questions regarding the way you behave, feel and act. After each question "YES" or "NO" is written for answering.

Try to decide whether "YES" or "NO" represents your usual way of acting or feeling. Then encircle "YES" or "NO" according to your choice. Work quickly, and don't spend too much time over any question ; we want your first reaction, not a long drawn out thought process. The whole questionnaire shouldn't take more than a few minutes. Be sure not to omit any question.

Now go ahead. Work quickly, and remember to answer every question. There are no right or wrong answers, and this is not a test of intelligence or ability, but simple a measure of the way you behave.

- | | |
|--|--------|
| 1. Do you often long for excitement ? | YES NO |
| 2. Do you often need understanding friends to cheer you up ? | YES NO |
| 3. Are you usually carefree ? | YES NO |

- | | |
|---|--------|
| 4. Do you find it very hard to take 'no' for an answer ? | YES NO |
| 5. Do you stop and think things over before doing anything ? | YES NO |
| 6. If you say you will do something, do you always promise, no matter how inconvenient it might be to do so ? | YES NO |
| 7. Does your mood often go up and down ? | YES NO |
| 8. Do you generally do and say things quickly without stopping to think ? | YES NO |
| 9. Do you ever feel 'Just miserable' for no good reason ? | YES NO |
| 10. Would you do almost anything for a dare ? | YES NO |
| 11. Do you suddenly feel shy when you want to talk to an attractive stranger ? | YES NO |
| 12. Once in a while do you lose your temper and get angry ? | YES NO |
| 13. Do you often do things on the spur of the moment ? | YES NO |
| 14. Do you often worry about things you should not have done or said ? | YES NO |
| 15. Generally, do you prefer reading to meeting the people ? | YES NO |
| 16. Are your feelings rather easily hurt ? | YES NO |
| 17. Do you like going out a lot ? | YES NO |
| 18. Do you occasionally have thoughts and ideas that you would not like other people to know about ? | YES NO |

19. Are you sometimes bubbling over with energy and sometimes with every sluggish ? YES NO
20. Do you prefer to have few but special friends ? YES NO
21. Do you daydream a lot ? YES NO
22. When people shout at you, do you shout back ? YES NO
23. Are you often troubled about feelings of guilt ? YES NO
24. Are all your habits good and desirable ones ? YES NO
25. Can you usually let yourself go and enjoy yourself a lot at a gay party ? YES NO
26. Would you call yourself tense or 'highly strung ?' YES NO
27. Do other people think of you as being very lively ? YES NO
28. After you have done something important, do you often come away feeling you could have done better ? YES NO
29. Are you mostly quiet when you are with other people ? YES NO
30. Do you sometimes gossip ? YES NO
31. Do ideas run through your head so that you cannot sleep ? YES NO
32. If there is something you want to know about, would you rather look it up in a book than talk to someone about it. YES NO

33. Do you get palpitations or thumping in your heart ? YES NO
34. Do you like the kind of work that you need to pay close attention to ? YES NO
35. Do you get attacks of shaking or trembling ? YES NO
36. Would you always declare everything at the customs, even if you know that you could never be found out. YES NO
37. Do you hate being with a crowd who play jokes on one another ? YES NO
38. Are you an irritable person ? YES NO
39. Do you like doing things in which you have to act quickly ? YES NO
40. Do you worry about awful things that might happen ? YES NO
41. Are you slow and unhurried in the way you move ? YES NO
42. Have you ever been late for an appointment or work ? YES NO
43. Do you have many nightmares ? YES NO
44. Do you like talking to people so much that you never miss a chance of talking to a stranger ? YES NO
45. Are you troubled by aches and pains YES NO
46. Would you be very unhappy if you could not see lots of people most of the time ? YES NO
47. Would you call yourself a nervous person ? YES NO

48. Of all the people you know, are there some whom you definitely do not like ? YES NO
49. Would you say that you were fairly self confident ? YES NO
50. Are you easily hurt when people find fault with you or your work ? YES NO
51. Do you find it hard to really enjoy yourself at a lively party ? YES NO
52. Are you troubled with feelings of inferiority ? YES NO
53. Can you easily get some life into a rather dull party ? YES NO
54. Do you sometimes talk about things you know nothing about ? YES NO
55. Do you worry about your health ? YES NO
56. Do you like playing pranks on others ? YES NO
57. Do you suffer from sleeplessness ? YES NO

Please check to see that you have answered all the questions.

SENTENCE COMPLETION TEST**DIRECTIONS**

On the following pages are a number of partly completed sentences. Each can be completed meaningfully if you link it up with any of the alternatives offered. Note that each of the three answers is equally good to make the incomplete sentences meaningful and complete. As this is neither a test of your intelligence nor of your proficiency in the use of English, there is no question of a right or wrong answer. You are to select only two answers, one of which should correspond most and the other correspond least with your present likings or attitudes. Look at the Example below :

- I like to A. keep things neat and orderly.
B. do things for my friends.
C. undertake tasks requiring skill.

Which of these answers is more characteristic of what you like ? If you like "Keeping things neat and orderly" more than the other two activities, then you should put a circle around the letter A on the answer-sheet given to you separately. Put a cross mark on the answer-sheet against the letter which stands for an answer that characterizes what you like least.

The incomplete sentences on the following pages are similar to the example given above. On the answer sheet are numbers corresponding to the numbers of the different sentences. Each number is followed by the letters A, B and C. Draw a circle around the letter on the answer sheet which indicate the answer that corresponds most with your characteristics. Put a cross for an answer that is least characteristic of you.

Please note that your answer should be in terms of what you like or feel at the present time and not in terms of what you should think or how you think you should feel.

YOU ARE REQUESTED TO ANSWER ALL THE ITEMS. Do not skip any. Work as soon as you can. PLEASE DON'T PUT ANY MARK ON THE TEST BOOKLET.

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|------------------------------------|---|
| 1. I like | A. to be faithful to my friends and colleagues. |
| | B. to be very systematic in my work. |
| | C. to do my best in whatever work I undertake. |
| 2. In accomplishing a task I like. | A. to be neat and clean. |
| | B. to do it much better than others. |
| | C. to finish it before time. |
| 3. I wish could have always been, | A. successful in doing difficult jobs. |
| | B. generous with my friends. |
| | C. Sympathetic to the sick and poor. |
| 4. When working in groups I desire | A. to take the lead. |
| | B. to excel others in similar tasks. |
| | C. to do every thing in orderly fashions. |
| 5. My aim of life is — | A. to make a long record of successful achievement. |
| | B. to serve my nation. |
| | C. to attain high status in the society. |

6. I often desire to be
- A. a silent worker in uplifting the poor.
 - B. successful in doing something very significant.
 - C. a true devotee of God.
7. I am of the opinion that for pleasure and happiness one must
- A. Support charities.
 - B. get the basic amenities of life.
 - C. enrich the record of one's achievement.
8. I want to know
- A. the easiest path to achieve salvation.
 - B. how I can be successful to whatever I undertake.
 - C. the honest means of accumulating wealth.
9. I like
- A. reading fiction. adventure, travel, etc.
 - B. visiting different places of the world.
 - C. to think of my future career.
10. I believe that it is possible for me
- A. to be a recognized authority.
 - B. to achieve social status.
 - C. to get sufficient power in my hand.
11. I frequently desire
- A. to be a popular social reformer.
 - B. to be a great political leader.
 - C. to do something of great significance.

12. I am very serious
- A. about being truthful as much as possible.
 - B. about helping those who really desire help.
 - C. about being a great man in my own job or profession.
13. I consider myself better than those
- A. who do not have any aim in life.
 - B. Who are unsocial in nature.
 - C. who are irresponsible.
14. I will be very happy if
- A. I can do something very valuable.
 - B. I can learn a lot.
 - C. I can be my own boss.
15. I like to praise those who
- A. have devoted their life in social service.
 - B. have earned a reputation in their own field.
 - C. have some principles of life.
16. In whatever work I undertake
- A. I like to make advance plans.
 - B. I like to do my very best.
 - C. I like to assume full responsibility.
17. It is my nature
- A. to keep things neat and orderly.
 - B. to do things for my friends.
 - C. to undertake tasks which require great skill.

18. I like to be
- A. friendly and sympathetic with those in trouble.
 - B. a great authority in some job or profession.
 - C. very systematic in all my activities.
19. I always keen
- A. to fight for a noble cause.
 - B. to remove segregation and other social evils
 - C. to develop my qualifications.
20. I feel best when
- A. I tell others about my personal experience.
 - B. I am assigned a difficult job.
 - C. I am requested to give advice to others.
21. I frequently aspire to be
- A. a man with wonderful achievement.
 - B. a very rich man.
 - C. a happy-go-lucky man.
22. I am happiest when...
- A. making others happy.
 - B. successful in my work.
 - C. I become the centre of others' attention.
23. I often think of
- A. accomplishing something great.
 - B. helping those who are hurt.
 - C. being respected as a leader.
24. I like to be able
- A. to forgive those who have hurt me.
 - B. to use words that others do not know the meaning of.

25. I feel...
- C. to do things better than others.
 - A. unhappy when I fail to do my best in the examination.
 - B. depressed when I hear about somebody's death.
 - C. angry when I see in-justice done to my friends.
26. My secret ambition in life is...
- A. to enjoy a happy married life.
 - B. to obtain a highly paid job.
 - C. to establish a glorious record of achievement.
27. I like to do something which
- A. others can hardly do.
 - B. will make me wealthy.
 - C. others regard as a manifestation of leadership.
28. It gives me great satisfaction....
- A. to supervise and direct others.
 - B. to be in the company of distinguished persons.
 - C. to undertake very difficult tasks.
29. In most social situations.
- A. I try to be very much conventional.
 - B. I try to be a little non-conformist.
 - C. I try to seek others' attention.
30. What I want in my life is ...
- A. to get an ideal home life.
 - B. to do something requiring efforts.

- C. to be a popular man in the society.
31. I like others to think of me as ...
- A. very intelligent.
B. very industrious.
C. very much good natured.
32. In judging my merit I believe that
- A. my grades were justified.
B. my grades were not a fair index of my work.
C. my teachers were partial to others.
33. I wish the atmosphere
- A. in my home were more congenial to study.
B. in my school were more democratic.
C. in my city were more peaceful and healthy.
34. I am ...
- A. quite punctual and I am never late for work, school appointment etc.
B. quite neat and organized in what I do.
C. courageous, but avoid unnecessary danger and risks.
35. I am always careful...
- A. to please everybody with my manners.
B. to do my best in whatever I undertake.
C. to perform my activities in my own way.
36. I have a general tendency
- A. to continue a work till it is finished.

37. Before starting a difficult task
- B. to analyse others' judgement critically.
 - C. to be polished in manners.
 - A. I would take others' suggestions.
 - B. I would plan its details.
 - C. I would imagine the difficulties that might arise.
38. I am anxious
- A. to know my own defects so as to overcome them.
 - B. to do something of great significance.
 - C. to be the object of attraction in the group.
39. In general I might be described as
- A. optimistic.
 - B. tolerant.
 - C. polite.
40. I take pains
- A. not to hurt others' feelings.
 - B. to overcome obstacles and attain a high standard.
 - C. to avoid blame from others.
41. I am often tempted
- A. to undertake very difficult tasks.
 - B. to see new places, new people and new things.
 - C. to be sympathetic with those who are unhappy.
42. I am sure that after ten years
- A. I will be achieving true freedom.
 - B. I will be earning a lot.

43. I am
- C. I will be a recognized authority in my field.
 - A. tolerant of people who hurt me.
 - B. a morally upright person.
 - C. determined to work toward a high goal.
44. I enjoy
- A. a long spell of continuous activity to solve a difficult problem.
 - B. the company of fun-loving people.
 - C. the company of children.
45. I feel happy...
- A. if I get an opportunity to do someone a favour.
 - B. if I get an opportunity to entertain others with some jokes.
 - C. when I have finished successfully a difficult task.
46. I prefer ...
- A. getting encouragement from my friends and elders.
 - B. difficult tasks to easy ones.
 - C. the company of elders and experienced persons.
47. I avoid.
- A. gay and irresponsible pleasure-seekers.
 - B. mental confusion and chaos.
 - C. those situations which are not competitive.

48. I feel upset when.
- A. I am blamed on my own account.
 - B. I fail to reach my desired goal.
 - C. I am neglected or unloved.
49. I believe that ...
- A. it is better to be faithful than famous.
 - B. love is more just than justice.
 - C. my future depends upon my doing some notable work.
50. I would like to solve
- A. the socio-economic problems of my country.
 - B. very difficult puzzles and quizzes.
 - C. those problems which will give me novel experience.
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