

**IMPACT OF DEVELOPMENT
PROGRAMMES ON COGNITIVE AND
MOTIVATIONAL CHARACTERISTICS :
A STUDY OF
SOCIAL CHANGE IN MIZORAM**



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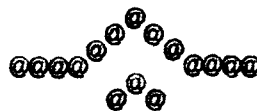
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CERTIFICATE

This is to certify that the present piece of research entitled "IMPACT OF DEVELOPMENT PROGRAMMES ON COGNITIVE AND MOTIVATIONAL CHARACTERISTICS: A STUDY OF SOCIAL CHANGE IN MIZORAM" is the bonafide researches conducted by Ms. Zokaitluangi under my supervision. Ms. Zokaitluangi worked methodically for her Dissertation being submitted for the Degree of Doctor of Philosophy in Psychology of the North-Eastern Hill University.

This is to further certify that the researches conducted by Ms. Zokaitluangi have not been submitted in support of an application of this or any other University or Institute of learning.

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CHAPTER - I

INTRODUCTION

The largest research tradition in the social sciences is perhaps the study of social and cultural change relating to both the origins and impact of change in their connotative terms : the cultural, institutional and behavioural. There is growing awareness among social scientists that economic and institutional levels of analyses are insufficient to deal with the phenomena of social and cultural change. Currently, theoretical and empirical attention is being attached to the individual and behavioural variables, both by other social scientists and psychologists; and these nodes of recognition in the direction of psychological variables have gone a long way towards the

understanding of the processes. Berry (1980) based on the sources of literature on social and cultural change, provides five major distinctions of psychological importance : the locus, source, direction, dynamics and the sequence of social change.

The location of social and cultural change and its level of analysis broadly bears three different loci : sociocultural, institutional, and individual. At the sociocultural locus, social change involves large systems (such as nations, regions, and cultural groups) and the level of analysis tends to be anthropological, political, economic, and macrosociological. At the institutional locus, social change involves economic or governmental institutions, and the level of analysis tends to be in economic and sociological terms. At the individual locus, social change involves attitudinal, motivational, or cognitive variables, and the level of analysis tends to be sociopsychological or psychological (Kelman and Warwick, 1973).

A second question essentially concerns the source of change : either external or internal as no change would be attributed to a single factor. In general terms, external sources of change lie in cultural diffusion or development programmes, while internal reside in the

internal social or psychological dynamics of cultural or social group. Berry (1980) while describing the direction of social and cultural change incorporated cultural biases inherent in such terms : as traditional and modern, and emphasized three general directions of change : (i) the direction of becoming "modern" in the usual sense of urbanization and homogenization of world cultures, (ii) the direction of a "traditional" life style, when there is reaffirmation of characteristic value; and, (iii) some 'novel' life style on the dimension that is independent of the usual "traditional-modern" axis. As regards the dynamics of social and cultural change, numerous writers have attempted distinction between the process of change and the states that exist at some point during the process. The study of process requires dynamic conceptualization and a longitudinal design, while the study of the state may only require cross-sectional research (Berry, 1980 p. 214).

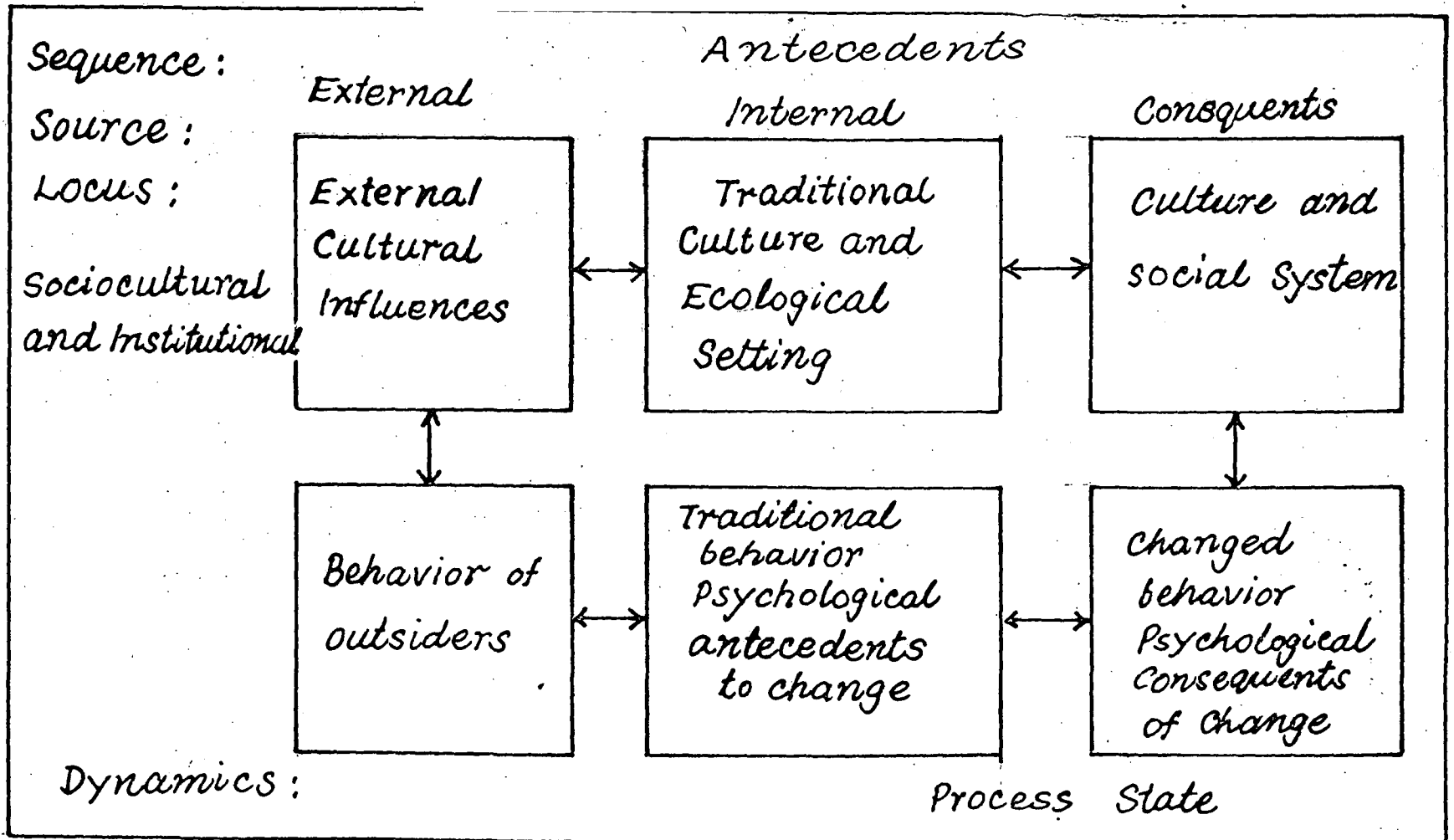
The most important distinction in working out the cause and effect relationships of social and cultural change have been the distinction between the psychological antecedents from the psychological consequents, even when the same kind of behaviour is being considered. For example, as quoted by Berry (1980 p.215), achievement

motivation may be both an antecedent and a consequent of a successful development programme, but some other phenomena (e.g; psychological stress) may also be a consequent. Berry (1980 pp. 215-217) by incorporating these five distinctions proposed a schematic overview which is curiously presented in Figure - 1.

The schematic overview incorporates : the structure, the set of relationships, and the content while characterizing the psychological antecedents and psychological consequence to social and cultural change. With respect to the structure, the overview is arranged into two levels (sociocultural and the individual, with the institutional subsumed under the former); it is arranged horizontally by sequence (with antecedents on the left and the consequents on the right). Both external and internal sources are indicated at the left. All blocks indicate state while line indicate the processes. With respect to the relationships, the lines all indicate two-ways flows. For example, for diffusion to occur there must be interaction between two cultural systems. The scheme also considers both cultural-behavioural interactions and the mutual behavioural influence of outsiders and indogeneous residents. These four sources that are considered to be antecedent then enter into an interaction with the consequents; however,

FIG. 1

SCHEMATIC MODEL OF RELATIONSHIPS AMONG THE LOCUS, SOURCE, DIRECTION, DYNAMICS, AND SEQUENCE OF CHANGE.



the major direction of influence is stronger from antecedents to consequents than the return influence. Finally, a mutual interaction is envisaged between the changed sociocultural and the changed behaviour.

As regards the content, a number of variables are implicated : ecological setting and economic resources, political development (among internal sources), and technology, and formal education (among external sources). Other implicated features are the relationships between the two cultures particularly the demographic factors of migration and population dominance, and the nature of intergroup relations (whether plural or monistic and whether positive or hostile). At the level of individual behaviour, a number of psychological variables deserve special mention. Among the external antecedents are the behaviours and beliefs brought by educators, missionaries and colonial officials. Among the internal antecedents are such psychological features as attitudes towards change, achievement orientation, and other personal characteristics. Finally, among the consequents, two classes of behaviours are apparent : (i) behavioural shifts are the changes in behaviour towards new norms; and (ii) acculturative stress which refers to disorganization (or even disintegration) of behaviour that often (but not inevitably) accompanies social and cultural

change.

Given the strong theoretical and research ties between cross-cultural psychology and anthropology, in broad terms, there are two paradigms for research : the first, acculturation, and the second, development. The former has the largest history and the greatest theoretical impact while the latter is more recent and a more applied orientation. The process of acculturation involves the mutual influence of two autonomous cultural systems. Changes are involved in both systems as a result of diffusion of cultural elements in both the directions. However, usually the flow of culture is not balanced, but it stronger in one direction than the other, and this imbalance led to the view that acculturation is really the process of one culture dominating another despite this observed imbalance, the concept itself still refers to a two-ways flow. This suggests that acculturation is nearly an additive or subtractive process, that cultural elements are added or taken away in units that predates the cultural change process. However, this relatively static interpretation is not appropriate to the phenomena : "acculturation is neither a passive nor colorless absorption. It is a culture - producing as well as culture receiving process. Acculturation

is essentially creative" (Social Science Research Council, 1954, p. 985). This is not just an external process, but one that triggers dynamics internal to the cultural groups involved; the impetus may derive from external sources, but the continuing process is carried out on the dynamic resources. This fairly positive view, however, is generally balanced with a statement about frequent negative consequences of acculturation. In addition to adding new cultural elements, acculturation can also bring about serious cultural disintegration and loss, and that sociocultural systems may become stressed to a point where additive changes become difficult or impossible (Social Science Research Council, 1954, p. 186; Spradley and Phillips, 1972). Thus, the frequent occurrence of cultural breakdown with acculturation has led to the view that the process is inevitably destructive to one of the cultural systems involved.

The acculturation paradigm within anthropology has been employed to refer to mutual cultural changes and influence, sometimes imbalanced and destructive but also containing the possibility that creative and novel cultural forms will develop. The importance of this paradigm not only lies in its frequent use in anthropological studies but also as one of the most common conceptualizations in psychological studies of social change.

In comparative studies of culture contact and change, Berry and his colleagues (Berry et al; 1989) highlighted two dimensions of acculturation process : ingroup cultural identity and maintenance, and outgroup contact and relations. When psychological and psychosomatic symptoms in acculturative groups were assessed along these two dimensions, separation from members of the host culture has been demonstrated to be more stressful than integration, and in integrated groups a strong identity with one's culture of origin has been associated with lower level of acculturative stress (Berry and Kim, 1989). More recently, Scarle and Ward (1990) and Ward and Kennedy (1992) in their research on cross-cultural tradition and adjustment argued for a distinction between the two types of adaptive outcomes, psychological and sociological. The first outcome relates to psychological faction in a new cultural milieu; while the second relates to the ability to "fit in" or effectively interact the members of the host culture. Ward and Kennedy (1994) indicated a significant but not very robust relationship between acculturation strategies and sociocultural adaptation, the ability to successfully negotiate the situational and social demands of new cultural contact. Although they agree that acculturation strategies may

partially predict the success or failure of cross-cultural adaption, however, this complex process is influenced by multiple factors like personality, life-change, social support and cultural distance (Ward and Kennedy, 1992; Ward and Searle, 1991).

More recently, as part of a more general movement toward the application of social sciences, the development paradigm has come to the force. These programmes have involved the deliberate change of a culture in a particular direction induced by forces external to that culture. In a sense, it is acculturation by design in which the nature of the eventual cultural adaptation is specified in advance. The direction of change (development) represents an increase in the capacities of a society to organize its own objectives and to carry out its programmes effectively (Belshaw, 1972, p. 83). According to him, the key to the change organization, "one society is developed and the other underdeveloped when the former is, by comparison with the latter, able to make much more complicated decisions and to do more complicated things" (Belshaw, 1972 p. 83). Although often confused with notions of being "primitive" or "civilized" or with ideas of "cultural evolution", "development essentially refers to the process of increasing the complexity and integration of a set of cultural elements; being developed is the state or

condition of having a high level of complexity and integration. Defined and approached in such a way, the use of the term development in anthropology becomes value-free, and avoids the great ethnocentric problems inherent in such terms as "underdeveloped" or "modernization". In summary, the development paradigm is more limited, controlled, and applied approach to change than that of acculturation. Its importance lies not only in its increasing use within anthropology but also its relationship to many psychological studies of the process. However, psychologists have not been concerned of value judgements in its use as in anthropology, but this relatively neutral conceptualization within anthropology serves as a guide to a analysis of psychological studies of "psychological maturity".

There are two general paradigm in sociological studies of change : structural and developmental. The former is largely concerned with an analysis of internal relationship within the structure of a society, while the latter is related to a concern for development, often within the subdiscipline of "rural sociology". The structural change paradigm, tends to define change "as the process by which alteration occurs in the structure and function of social systems" (Rogers 1973, p. 76). This process proceeds through communication and

diffusion of innovations within the society. Innovations are defined as ideas, practices, or objects which are new (Rogers, 1973). The spread of these innovations is in part determined by the structural and functional features of the society and they in turn stimulate structural and functional societal change. Although somewhat abstract, this kind of analysis has demonstrated the interdependence of social change and social structure, and has been successful in the areas of agricultural and family planning programmes.

Of greater importance for the psychological study of change has been the sociological approach to development. At the core of the approach are four basic assignments (Balandier, 1972, p. 71) : (i) investigation of the structural characteristics of the society (the structural approach), (ii) identification of the dynamics that operate within these structures and are potentially capable of bringing about change, (iii) detection of the processes at work; and, (iv) determination of the external relations of the society. When each of them has been examined, applications of specific programmes that are directed towards change may be attempted. Not so clear in the sociological literature, however, is the goal of development; is it in the societal complexity, economic growth, or political stability. This is perhaps in the interest of value-free social science or perhaps it

is due to the unarticulated assumption that development inevitably means "modernization".

Studies of political science on social change and development implies some unitary end state often termed "modernization" (Apter and Mushi, 1972). This tendency is illustrated by Eisenstadt (1973) who argues that political modernization involves "the development of highly differentiated political structure.." (p. 74), "the extension of the scope of the central legal, administrative and political activities...." (p.74), "the continuous spread of political potential powers to wider groups in the society ultimately to all adult citizens" (p. 74), and "weakening of traditional elites..." (p.74). Deutsch (1969) provide supplementing views. He argued that modernization tends to lead to national integration. These dual trends of differentiation and integration are conventional constituents of process of development at any level of analysis. Lijphart (1975), however, noted that the rise of ethnic nationalism and regional loyalties in many "modern" states raises important questions about linearity of change. It may be that initial tendencies toward homogenization that gives way to later particularistic reactions, a point of psychological importance for studies on social change, for it raises the important question of the linearity of the process of

social change, and serves as the bases for a discussion of psychological studies of attitudes toward assimilation and integration.

Economic approach to development involves the growth and production of wealth. Sachs (1972) stated that "narrow economism made people think that rapid growth of productive focuses would, once firmly established, set in motion the whole development process which would expand more or less spontaneously to take in all branches of human activity". (p. 51). These narrow identity serves as foundations for numerous psychological studies of change that focus on economic behaviour, its basis in personality and its intentional modification.

To recapitulate, the various approaches of anthropological, sociological, political and economic manifest that social change tends to be viewed as development, and development tends to be viewed either as modernization or as economic development. However, these approaches being limited, their potential contributions provide theoretical foundations for psychological studies of social change. For it, if the 'preliminary analysis' is taken as general statement of the complexity of social change phenomena, the empirical focus is found largely at

the socio-cultural or institutional (ignoring the individual or behavioural) and the direction has primarily been in terms of modernization (ignoring traditional reactions and novel forms). A more balanced view of sources become evident ; with the external origins of change being only strictly emphasized over internal sources, and that with regard to the sequence, both antecedents and consequents being considered. Finally, the dynamics of change in sociological studies provide foundations for psychological studies on social and cultural change. These broad perspectives of social and cultural change become the reminder for the present study on the "Impact of Development Programmes on Cognitive and Motivational Characteristics : A Study of Social Change in Mizoram", a distinct tribal group of the North East exposed to varying forms and extent of exposures to modern technological world. To achieve the objective and to bring forth the genesis of the study, review of literature on motivational characteristics, attitudinal and value patterns and other cognitive approaches (including the measurement problems in culture-specific and cross-cultural perspectives) in relevance to social and cultural change are selectively presented in the ensuing chapter.

The vast literature on achievement related cognitions have been attempted to be reviewed into four sections: (i) the historical overview of the traditional model of achievement motivation, (ii) the correlates of achievement motivation as considered in the traditional model, (iii) the relationship between culture and achievement; and (iv) the cognitive approach as adapted in the present study to highlight the (a) theoretical and methodological considerations regarding measurements in the field of achievement related cognitions in culture-specific and/or cross-cultural perspectives, and (b) to bringforth the genesis for study on motivational and other cognitive characteristics as measures of changes taking place at individual level as these charac-

teristics are now well recognized as both the antecedents and consequents of social and cultural change and development. Besides, the psychological studies on antecedents to change, particularly the attitudes and beliefs, the universal approach, the local exemplars of universal process, endogenous belief, the global personality approach and other cognitive approaches to social and cultural change and development have been selectively sketched to bring forth the genesis of the target problem of the study.

1. Achievement Motivation: An Overview

Murray (1938) was the first to initiate systematic studies on achievement motivation who called attention to the need for achievement by including this disposition among the list of 20 (twenty) psychogenic needs. Achievement motivation was defined in terms of desires and affects "to accomplish something difficult. To master, manipulate or organize physical objects, human beings or ideas. To do this as rapidly as independently as possible. To overcome as obstacles and attain a high standard. To excel one's self. To rival and surpass others. To increase self-regard by the successful exercise of talent (Murray, 1938; p.164). Murray (1938) also provided a measure for trapping psychogenic needs, the Thematic Apperception Test (TAT), the test successfully used to measure achievement needs. The researches in the field of achievement motivation was boosted by McClelland and his associates (McClelland 1961;

McClelland et al; 1953) who taking leads from Max Weber's (1904) thesis on Protestant Ethic and the Spirit of Capitalism asserted that development is not understandable solely in economic terms.

Weber (1904) contended that capitalism arose as a consequence of the Protestant reformation which gave rise to individual industriousness that in turn lead to economic growth and ultimately produced the industrial revolution in Western Europe. McClelland (1961) viewed that Protestant values produced early independence training that in turn, produced need for achievement. This need was postulated as the mediating social psychological mechanism that might allow ideology to be transformed into achievement. With this line of reasoning, extensive studies aimed at identifying the basic motives involved.

McClelland (1961) based on extensive studies proposed that the early independence and mastery training lead to the development and emergence of achievement motivated person which produced entrepreneurial character and economic growth. McClelland et al; (1953) quoted that "motive is learned as a result of pairing cues with effect or conditions which produces affect" (p.38). An achievement motivation was defined in terms of a tendency for "competition with some what standard of excellence (McClelland, 1953;p.110), which provides the decisive psychological link between social and religious values (Protestant ethic) and economic development

(McClelland, 1953; p.58). Furthermore, it was pointed out that the motive to achieve is instigated when individual knows that he is responsible for the outcome. The strength of motive varies among individuals and among societies, and that a concern for achievement was related to a more rapid rate of economic development. The achievement motive appears to be causative factor since high need for achievement precedes economic growth.

Atkinson (1957, 1964) presented and elaborated the theory of achievement motivation with the inclusion of both personality and situational variables. The theory focussed upon the individual's motive to achieve success (Ms) and the motive to avoid failure (Mf) interacting with four environmental constructs such as the probabilities and incentive values of success and failure (Ps, Pf, Is, If), and viewed resultant achievement behaviour as a function of conflict between approach and avoidance tendencies. Both Ms and Mf were described as relatively stable personality characteristics but not independent of situation; providing clear cut implications for achievement behaviour, that is, the greatest approach tendency is derived when $P_s = .50$. Meaning thereby, the Atkinson's theory of achievement motivation implies that in situations where probability of success or failure is very high, Ms and Mf should have no effect.

Atkinson's (1964) approach assumed that behaviour is a reaction instigated by the presentation of a stimulus. It did not consider the relationship of behaviour with other competing behavioural tendencies. Further, Atkinson and Birch (1970) and Atkinson and Raynor (1974) argued that the dynamics a action which views behaviour as a continuous stream of successive actions. Human beings are active rather than passive in their behaviour. Their focus is on factors that cause change in behaviour (activity). Another extension of the theory (Raynor, 1969, 1970) emphasized and assumed the contribution of possible future consequences of immediate success of failure on an achievement task. The level of achievement has consequences for the future attainment of other achievement opportunities. Atkinson and Birch (1979) and Atkinson et al (1976) conceived achievement motivation as a contineous stream of activity characterised by change from one activity to another even in a constant environment.

Nygard (1975, 1977) posited that achievement behaviour is an outcome of the relative strength of the Ms and Mf rather two opposing personality characteristics. He emphasized the interaction principle more strongly than in case of the Atkinson's theory. According to Nygard (1981), whether the achievement motivation will result in action or resistance tendency, dependents both on which motive is dominating one and how difficult the task is perceived to be. He proposed that the individuals dominated by the Ms prefer the

tasks offering an intermediate probability of success; the individuals with high Mf resist tasks of intermediate difficulty, and prefer to engage in very easy or very difficult tasks. This implies that not only different personalities (individuals with different motivation tendencies) react in indifferent ways to the same situation but the similar personalities react in opposite ways to different situations.

Muckherjee (1980, p.57) while proposing a model to explain achievement behaviour using the constructs of achievement value and need for achievement stated that "achievement behaviors are not necessarily produced by a single cause or factor or even by cluster of factors all of which are on the same level of analysis; but are likely to appear whenever learning of achievement orientation is complete during the process of socialization along with the learning of achievement goals". According to Mukherjee (1980), achievement value is a habitual mode of expressing one's concern over competition with the standard of excellence by attaching importance to hard work, innovation etc. While the concept of achievement motivation generally refers to an acquired disposition to strive for satisfaction derived from successive competition with some

standard of excellence, achievement behaviour is considered as a joint product of achievement value and achievement need.

A considerable body of theory and research has consistently demonstrated the existence of individual differences in achievement motivation and their implications for economic growth (McClelland, 1961, 1964; McClelland and Winter, 1969, Pareek and Kumar, 1969; Ownes and Nandy, 1977; Harackiewicz et al; 1972; Tharp and Brickman, 1975; Meyer et al; 1970), task persistence (Atkinson, 1964; p.310; Feather, 1961, 1962, 1963; Maehr 1984; Cooper, 1983; Dhawan, 1982; Weiner, 1972; White, 1977) risk taking (Atkinson, 1957, 1964; Atkinson and Feather, 1966; Atkinson and Litwin, 1960; Atkinson and Raynor, 1974; Kukla, 1972), and task preference (Lowell, 1952; Wendt, 1955; Atkinson, 1974; Entin and Rayner, 1973; Sorrentino, 1974; Atkinson et al; 1976).

An overview and simplification of studies reveal that the measurement of need for achievement in the studies is fraught with some important limitations. It is argued that the assumption that achievement motivation apparently expresses itself fairly universally in fantasy (TAT) or in the scoring system (questionnaire) devices is untenable. The need for achievement has been measured with the help of TAT

(Atkinson, 1958; McClelland, 1955). The scoring system, ecological validity of the stimulus pictures as well as their appropriateness for sex, age and race are doubtful (Entwisle, 1972). The reliability of this measure is a controversial issue (Karlinger, 1966). Other objective measures (Hermans, 1970; Mehrabian, 1968) are based on earlier work done with TAT, however, do not solve the problems of achievement motive adequately. According to Karlinger (1966), the need for achievement measures do not constitute an adequate measure of the need and reported that test-retest correlations are generally either low or nonsignificant (p.380).

Achievement motivation is a tendency to keep personal or individual success, and hence it was prepared that persons with high need for achievement emphasize individual responsibility, prefer competitive situations, are self confident, and attribute their success to their own ability (McClelland, 1961; Weiner, 1974) which prevent the full understanding of cultures which stress cooperative behaviour against competitive behaviour such as Japanese (DeVos, 1968; Doi, 1982), Mexican American (Kagan et al; 1977; Knight and Kagan, 1977), Navajo Indians (Duda, 1980), and Hawaiian Americans (Callimore, 1980). It may be recalled that McClelland's (1964) theory deals with those achievement situations for which there is some striving against a standard of excellence and some uncertainty of

success, and the theory was intended to deal with achievement in general and it has found its greatest success in dealing with economic risk situation and has limited generality across other achievement domains. The laboratory tests of the theory are based on a narrow range of unexciting tasks.

The traditional approach to achievement motivation has excessive reliance on male subjects. The females are reported to have high degree of avoidance of success (Horner, 1968). This may be due to a variety of reasons. Stein and Bailey (1973) noted different child rearing practices related to women achievement. The situations used in the studies are more suited to males. Some researchers argue that under achievement of females is due to competition (Horner, 1972). However, studies (Stein and Bailey, 1973; Veroff, 1969,) reveal that females achievement areas are different. Stein and Bailey (1973) reported that females find interpersonal relations as more important than in males. Veroff (1969) observed that adult females achievement is dependent on external or social cues. Viewed in these perspectives, it seems that failure to study achievement in interpersonal competition is important limitation. These limitations has been realized by many researchers and the theory has been revised. For instance, Veroff (1969) considered the authonomous and soical achievement. This difference has been made by considering competing against one's own standard, norms attained by others. Here it deserves ^{mention that} _a Atkinson- McClelland model of achievement motivation uses

cognitive terms such as expectancy and value as intervening variables, however, no systematic attempt has been made to assess directly the cognitive process involved in achievement motivation. The cognitive appraisal or interpretation made by an individual is important and that, achievement conveys different ideas to different peoples.

Pareek (1968) argued that motivation is important for social change, generally, and development in particular; but achievement motivation alone cannot promote development. Two other motives as Pareek calls "extension motivation" and "dependence motivation" must be considered. The former implies a "concern for other people or the society" and is defined as "a need to extend the self or the ego and to relate to a large group and its goals" (Pareek, 1968, pp. 118-119). This notion, however, is not dissimilar to the notion of "affirmation" concept, arguments made by De Vos (1968) for achievement. The latter is considered to be "super-ordinate" making it useful both for improving intergroup harmony, and for "sustaining continued motivation of people in development" (Pareek, 1968, p.119). However no empirical evidence is available to either establish the existence of this motive or to evaluate its role in social

change (Berry, 1980, p. 241). Pareek (1968, p. 119) argues that there is considerable historical and political evidence suggesting such a motive, however, this aspect still awaits scientific exploration. The latter, that is, "dependence motivation" is also thought to be important in the process of development because it is a negative factor. Pareek (1968, p. 119) defines it as "looking for direction from other sources: and may be manifested in either" excessive dependence-seeking support and guidance, or excessive counter-dependence- the aggressive rejection of authority". It is characterised by the lack of initiatives, avoidance of responsibility, direction seeking, seeking favour of supervisor, and over conformity.

In a statement of general paradigm, Pareek (1968, p. 121) suggests that the development (D) is positive function of achievement motivation (AM) and extension motivation (EM), reduced by the degree of dependence motivation (DM)

$$[D \rightarrow (AM \times EM - DM)]$$

To a certain extent, according to Berry (1980), this formulation is only a marginal extension of the views of McClelland. Both recognized that achievement motivation is not all there is to development, and both are concerned with the obvious need for entrepreneurial activity not to be limited to self-qualification (McClelland refers to it as a "concern for the common welfare of all, while Pareek calls it the extension motivation").

Finally, "dependency motivation" once operationalized may turn out to be little more than the polar opposite of achievement motivation, and hence its presence in the paradigm is mathematically redundant. Berry (1980), makes a special mention that the elaboration of complex sets of motives are important for social change, and express the hope that Pareek (along with de Vos) must be commended and encouraged to further this line of enquiry.

This complex pursuits of motives, and their relationships with other psychological (and economic) factors has been conducted by Himmalstrand and Okediji (1968). They pointed out that social and economic development cannot be considered simply as a function of levels of resources (including both psychological and non-psychological resources); the "structure and patterns of resources" must be examined. Basic to their argument is the notion of resource congruence, "underdevelopment, we presume, is indicated not only or even mainly by low levels of resources but rather by incongruous or imbalanced resource structures" (p.26). At three levels of analysis (individual, group and societal), they examined some possible kinds of incongruence.

The vast arena of research on achievement motivation turns to the arguments of Dawson (1973), in the theory to account for the cross-cultural variation in "modern attitude". For Dawson (1973) not only attitudes, but also achievement motivation and "potential for economic development" will vary according to exploitive pattern or substance base of a society; this relation is mediated by the variation in authority system and socialization emphasis typically developed by hunting as opposed to agricultural societies. In a test of his proposal he found that "achievement independence" but not "achievement conformity" differed significantly between a group of Alaskan Eskimo and Japanese High School and University Students. Japanese scored high than Alaskan Eskimos. However, this observation is opposite to that which might be expected on the basis of McClelland's (1961) view of the contribution of socialization to group and individual differences. In his view, the more achievement-oriented and self-reliant socialization emphasis of some societies should lead higher, not lower, achievement motivation. Studies, in general, provide empirical foundations for generalization that higher level of achievement orientation—the achievement means and achievement goals serves the bases for group differences in achievement motivation and "potential for economic

development". The motivational components pooled with the learning paradigms (models) are desirable to be described at this juncture to make lucid the nature of how motives, skills and values determine what people do, however, these aspects does not figure within the objectives of the study, the source materials may be referred (McClelland, 1985. a&b).

Psychological studies on the antecedents to change, particularly attitudes and beliefs (Inkeles and Smith, 1974; Smith and Inkeles, 1966; Kahl, 1968; Inkeles, 1977), the universal approach (Inkeles and Smith, 1974), the local exemplar of universal process (Gusfield, 1967; Stephanson, 1968; Dawson, 1967, 1969), endogeneous beliefs (Jahoda, 1961, 1962, 1968, 1970; Jones, 1977; Kahl, 1965; Guthrie, 1970), achievement orientation: particularly need for achievement (McClelland, 1961, 1985, a&b) provide empirical bases on the differences with regard to the psychological characteristics both for within and between cultures, and describe that these processes are the crucial factors that determine the strength of behaviour of people across cultures for development. In addition, a global personality approach concerned with the congruity between the global personality of the group being influenced and that of the group that is bearing the acculturative pressure has set in the research tradition of "culture and personality" and

of "value orientation" as the antecedents of social change and development (Mead, 1965 a & b; Beaglehole; 1957 Hallowell, 1955; Wallace, 1951). Although the studies were more specifically directed towards constructing the "modal personality" of the people they were working with, all considered the questions of social and cultural change and the likely role of the personality they were describing. A common theme was that if the personality was oriented toward change; particularly they were congruent with the life style which they were increasingly aware, then social change would be relatively smooth and rapid. A number of field studies on a specific trait approach (Hagen, 1962; McClelland and Winter, 1969; Smith, 1974) attained a good deal of attention on personality characteristics and social change.

The basic argument of these researchers have been that in agricultural societies, economic and technological growth occurs only gradually "contact with technologically advanced societies is a necessary condition" (Hagen, 1962. p.p. 34-35), but it is not sufficient. Other elements, such as material resources as well as the social and psychological factors must also be present, and must be structured in certain ways. Thus the key to growth "seems to be largely internal rather than external" (Hagen, 1962, p.55) and the central feature lies in the concept of "traditionalism".

For Hagen, in a traditional society "behaviour is governed by customs not law". The social structure is hierarchical. The individual's position in the society is normally inherited rather than achieved. And, at least in the traditional state so far in the world's history, economic productivity is low (pp.55-56). Such a social system is "stable because the simple folks as well as the elite accepted it (p.71). In contrast to the pervasive authoritarian personality. Hagen defines the "innovational personality" in terms of creativity, positive attitude towards working in novel field and openness to new experience. For Hagen (p.86) "social change will not occur without change in personality", and it is a change from the authoritarian to the innovational that is required.

Many other cognitive aspects have been proposed as relevant to social change and development in psychology and anthropology. Perhaps the most widely accepted view was that some peoples simply were not "intelligent" enough to "progress". This view is not considered seriously any longer and that the fallacies and ethnocentrism inherent in such a view have been sufficiently raised (Berry and Hasan, 1974; Cole and Scribner, 1974). However,

to dismiss this first approach is not to dismiss the question of group difference (in contrast to deficits) in cognitive abilities and structures, or their possible roles in the process of social and cultural change.

Cross-cultural studies on perception and cognition suggest that there are differences in the perceptual and cognitive skills developed by the people to meet their particular ecological and cultural problems. Studies suggest that perceptual and cognitive skills required by the industrialized and technological societies and their life styles are of a particular kind, the requirement is for relatively well developed perceptual (disembedding spatial) skills, and high development of analytic cognitive skills (Deregowski, 1973; Bowd, 1974). One problem of social and cultural change from this point of view, is to achieve a match or congruence between the patterns of skills developed and valued in traditional life and those required in a technological life (Berry, 1971, p.143; McArthur, 1975, p.240). Alternatively, social and cultural change, rather than moving towards technological life, could move toward a life style that capitalizes on extant skill patterns. In the former, change would involve the deliberate alteration of a skill pattern to operate for a standard technological life style, while in the latter, change would involve the development of a new life style that better matches the present pattern of perceptual and cognitive skills.

Triandis (1980) proposed a framework of cross-cultural analysis consisting of five to seven variables: ecology, subsistence system, eco-cultural system, individual system, inter- and intra-individual systems, projective system, and interaction patterns. Earlier, Triandis (1972) made a distinction between objective and subjective culture. The former include the man made objects (e.g. road, factories) while the latter include people's cognitions and behaviours associated with those objectives in the form of values. He argued that objective of psychological studies should be to understand subjective culture rather than objective culture which is responsible for cross-cultural variation in achievement motivation. This explanation of subjective culture explains differences in belief systems, attitude structures, stereotypes, norms, roles, ideologies, values and task definition.

Rohner (1984) proposed a system consisting of social, cultural and personal systems for the analysis of culture. He pointed out that there are two views about culture, emphasizing behaviour and meaning respectively. He argued for treating culture as a system of shared symbols, meaning, or symbolic meaning system. And according to him, culture is "the totality of equivalent and complementary, or by identifiable segments of a population, and transmitted from one generation to the next" (pp.119-120).

Triandis and Brislin (1984) also emphasized the impact of cultural meaning system rather than objective culture in understanding cross-cultural differences. They pointed out that current thinking in cross-cultural research start with presumption that the concepts will not have the same meaning across cultures. There may be some common aspects of a concept, but there will also be culture specific meaning. This presumption is part of what has been called emic-etic distinction (Berry, 1980; Pike, 1966, Starr and Wilson, 1980). An etic approach describes social phenomena relatively culture free and in universal terms using elements that can be generalized across cultures. In contrast, the emic approach is concerned with culture specific aspects of the concept. As Triandis and Brislin (1984) have argued it is important for psychologists to be aware that specific findings are likely to include both universal and culture specific elements and to avoid over generalization; a finding may not appear universal because it was obtained only in one population. Although, the findings may have universal elements but one should not conclude that it is universal until it has been obtained in more than one setting and with diverse populations. In summary, an etic concept may have emic colourings. Van De Vijver and Poortinga (1982) also questioned the use of the concept of universality, instead they offered the generalizability theory in which low or

complete absence of cross-cultural generalizability indicates towards emic aspects of behaviour. Given the theoretical and methodological approaches pertaining to the measurements of the theoretical construct (s) in general, and achievement motivation in particular, the cultural variations in achievement strivings are selectively presented with the interest to pinpoint the target problems of the study.

Cultural Variations in Achievement Strivings :

Analyses of the theoretical approaches to achievement motivation in the light of cross-cultural evidences make it apparent that they have ignored the importance of the fact that culture provides the bases for learning and experience, and provides opportunities for its manifestation. They have implicitly assumed that it is expressed similarly across cultures. Owing to experiences and cognitive structures it was concluded that "achievement motivation will arise in different cultural contexts in different forms, stimulated by different situational cues and may be channeled toward accomplishing different types of goals" (Bhagat and McQuaid, 1982; p.669). But it does not imply that the whole concept of need for achievement is discarded rather there seems to be an etic core (like goal setting, affective reactions) and an emic colouring of that core (e.g. context of

achievement goals) depending upon cultural factors. Brislin (1976) remarked that "the concept of need for achievement is useful and important etc, but to understand fully its working in various cultures the emics of its must be taken into account" (p.219).

The evidences suggest that the two components of achievement cognition, that is, achievement goals and achievement means are linked to culture specific meaning system. deVos (1968) found that in Japanese, striving for success is more motivated by a concern for the reaction of significant others, loyalty to one's group than by satisfaction of internal personal needs. Among them the pursuit of purely personal satisfaction is viewed as "sign of excessive immoral egoism" (deVos, 1968; p.359). For Japanese, it is not the individual but the greater social unit of family which represents the traditional standards. deVos (1973) indicated that questionnaire, interview, observational, and projective data: all demonstrate that in Japan achievement is less individualistic phenomenon than it is asserted to be in Western cultures. It is something that occur with a group and serves group goals. In line with deVos (1973) findings, Minoura (1975) reported that Japanese value focusses upon the family, the community, and meeting

of other's expectations. Doi (1982) reported high positive correlation in achievement and affiliation motivation in Japan. The data yielded that in Japan achievement motivation is affiliative (in which the group is more important than individual) while it is non-affiliative in U.S.A. (in which individual is more important than group).

Gallimore (1972, 1969, 1974, 1981), questioned the transferability of McClelland's model to Hawaiian Americans where affiliation is central theme of life (Gallimore and Howard 1968) as it has been found in Japanese culture. The results revealed that high and low achieving male Hawaiian students do not differ in their amount of achievement motivation. Their success depends upon need for affiliation which is correlated with behaviours relating to achievements in a risk task that are typical characteristics of achievement oriented persons. Gallimore (1974) correlated need for achievement and need affiliation with actual school environment of Hawaiian students and observed substantial positive correlation between need affiliation and reading achievement test and no correlation between their reading achievement and need for achievement. It was also revealed that social setting variables such as working in groups, social rewards, and group rewards are very important for this group (Gallimore, 1981). Similar trends are reported in a number of studies (Slogett et al; 1970; Gallimore and Kubanny, 1970; Tharp and Gallimore, 1976; Watson, 1971).

Bronfendrenner (1970) reported that teachers in Soviet Union reward the achievement of student groups rather than individuals. Salili (1975) found in Iranian that there is greater emphasis on intentions rather than outcomes, and that there is dual emphasis on ability and good intentions in regard to achievement. Ramirez and Prince William (1976) observed that American children have a stronger tendency to attain something for others. It seems that need for achievement is not the only source of achievement striving. As Schluderman and Schluderman (1972) have noted "Loyalty to group" concern with reactions of others, "family mechanisms", and "n-affiliation may serve equally effective goals for achievements depending upon cultural background.

Duda (1980) in Navajo adolescents found that success in general is characterized by "having a knowledge and understanding of life," "being happy", and "work well with others" possessions, control and public recognition, however, are not essential goals in defining achievement. Fyans et al (1983) examined semantic differential data from 30 cultural groups regarding cross-cultural variation in the meaning of achievement. The results revealed differences in the meaning of achievement across different cultural groups but also a pervasive achievement theme. The common theme was closer to Weber's description of Protestant Ethic in which India, Romania, Poland, United States (Black English), and Sweden are the lowest scoring cultures;

whereas highest scoring cultures included United States (American-English), Iran, Afganistan, and West Germany.

An overview and simplification of the findings suggest that achivement motive is a complex motivational system. Its strength and the "standard of excellence" depend on many factors including culture bound conditions and the meaning systems. Kordant et al, (1980) reasoned that a universal achivement motive structure is possible only if (a) internal motivation processess meet the necessary requirements, (b) external learning conditions offer incentives for individual to set their own goals, (c) there is striaving for those goals, (d) the effects of individual action are recognized, and (e) the action is evaluated against a standard. They argued that different culture specific experiences results in the development of different degress of need for achievement in different culture , Based on the empirical and theoretical scheme, they suggested that although the process of differentiation is culture specific, the development course (sequence) may be univsal.

Meahr and Nicholls (1980) proposed to define achievement behaviour in terms of three kinds of goals; (i) ability oriented, (ii) task oriented, and (iii) social approval oriented. Further they maintained that these different forms

of achievement are distributed differently across cultures, and at the same time they argued that it is not necessary that all these forms of achievement will be found to be common in all cultures. Duda (1980, 1981) described the subjective definition of success and failure either as process (behaviours) or product (outcomes). Following this scheme, she found that in an athletic and academic contexts Anglo adolescents define their achievement goals in terms of outcomes while Navajo subjects equated particular behaviour to goals and thus provided foundations for cultural diversity in the meaning of achievement.

Studies also evince variations in the conceptualizations of achievement means or causes of achievements. Maehr and Nicholas (1980) suggested that causes of success and failure may not be culturally invariant but may depend instead on the specific value system of the culture. For instance, the American value effort (Weiner, 1972) and ability (Covington and Omelich, 1979; Nicholls, 1976) patterns. And when these qualities are associated with an outcome, the outcome is considered as achievement in U.S.A.. Similarly, if a culture values family loyalty or cooperation, outcomes demonstrating this quality would be considered as achievement.

The means of achievement are also likely to change under limited resource conditions (Sinha, 1968). He questioned the usefulness of the competitive orientation in a resource limited situation. Competitive orientation was found to be the most conducive to output maximization when resources were abundant whereas cooperation fared better under limited resources conditions. It was suggested that the choice between competitive or cooperative strategy of achievement depends on large extent on the availability of resources.

Triandis et al., (1972) on perceived antecedents and consequents of success provide data to the effect that hard work and ability may not be universally viewed as primary antecedents of achievement. They also observed that in United States hard work and ability, in Greece will power and patience, in India task and leadership were the most salient antecedents of success. Duda (1980) found that individualism is secondary to the importance of the family and community in Navajo society. They believe that it is not necessary to compete and demonstrate superiority. Johnson et al., (1981) in a meta-analytic study concluded that cooperation was more effective in achievement than interpersonal competition, and individualistic effort and that cooperation with inter group competition was superior to interpersonal competition and individualistic efforts in achievement.

Analyses of achievement behaviour in attributional frame work (Weiner, 1972; 1979; 1974) suggest that achievement oriented persons tend to attribute his success to internal causes (ability and effort) than external ones (effort and luck). In these perspectives, available evidences suggest cross-cultural attributional diversity, Weiner and Peter (1973) observed that in American children achievement judgements of younger children were influenced more by the outcome of action and of older ones by intention of the act. In contrast, in Iran ability has been observed to have significant effect (Salili et al., 1976). Friend and Neal (1972) reported that white children attributed more to internal causes than external causes of their outcomes especially in failure situation while black children considered external causes. Fry and Chosh (1980) demonstrated that Asian subjects express greater amount of personal responsibility for failure and attributed success to luck. Misra (1983) found a predominant tendency for attributing success to internal factors in Indian people. Dube (1984) reported that luck is viewed as an important cause of success in India. Miller (1984) demonstrated that Americans make greater preference to general dispositions and less reference to contextual factors in attribution

than the Hindus (Indians). It was also observed that the reference to general dispositions undergo a much greater developmental increase among Americans than among Hindus whereas references to contextual factors show the opposite pattern of developmental change.

Duda (1980) categorized achievement orientation (means) into two major types: (i) ego-involvement, and (ii) task involvement. The former refers to the judgement of goal attainment on the basis of social comparison whereas in case of the latter, goal attainment is mastery based (personal standards). Following this distinction, she found that Navajo students place greater emphasis on the task involving class room situation than Anglos. In this context, Hofstede (1980) suggested that a theory or a concept developed in one country can be applied to other country to the extent there is similarity on four dimensions such as (i) Power-Distance, (ii) Uncertainty-Avoidance, (iii) Individualism-Collectivism, and (iv) Masculinity-Feminity.

The present study incorporates attitudinal and value patterns and perception of people in addition to the motivational characteristics (achievement means and goals), within the frame work of development paradigm of social and cultural change. The embedded theoretical foundation for inclusion of this part of the study derives implications from studies on urbanization, modernization, industrialization, economic development and the attendant social and political changes that have been issues of major concern to social scientists. Much recent work has involved large scale analysis of cross-national data (Bornschier and Chase-Dunn, 1985; Bradshaw, 1985, 1987, 1988; Inkeles, 1983) or examination of census and social indicator data within a particular country (Derman and Whiteford, 1985). Although the studies have revealed a number of significant results that have greatly improved our understanding of development in the Third World's less developed countries, for they commonly share reliance on methodologies that aggregate data to the macrolevel. Yet, most actual development occurs at the micro level of the community (Schwartz and Eckhard, 1985).

Moreover, even at the microsocial level, research generally has taken the form of case studies or of quantitative measurements of the social impact of development efforts, which are based most often on check list type

measurements. Most measurements of the impact of development relay on objective indicators of community environmental conditions and on questionnaire surveys of individuals' subjective opinion. Most of these studies do not address the residents' conceptions of community or possible changes in the organization of their conceptions that current literature on modernization has lead us to expect. The present study ventures to elucidate changes at individual level within the structure of residents' conception of, and satisfaction with, three-way classification of variables of 'development' (low, moderate and high levels of regional development, 'employment' (unemployed and employed), and 'beneficiary' (nonbeneficiary and beneficiary of development programmes) to elucidate the patterns and (extent) of changes at individual level as measures of social and cultural change.

Modernization can be defined as the "institutional concomittants of technologically induced economic growth" (Berer et al; 1973,p.9). Berliner (1977) equates modernity with higher marginal productivity and increased labour mobility couosed by migration, which creates greater total income. Moore (1963, p.89) defines modernization as the "total transformation of the traditional or pre-modern society into the type of technology and associated social organisation that characterize the advanced economically prosperous, and relatively politically stable nations of Western World." Bradshaw (1987) sees modernization as comparable to industrialism.

Inkeles and Smith (1974) and Hoselitz (1962) focus on the development of modern idea as a prerequisite to economic growth; they separate industrialism, as a form of organisation of production, from psychological modernity which involves norms, values, beliefs and World view. Generally, modernity can be defined as a form of social organization based largely on the nation-state, with expanded industrial forms of organisation, a dependence on scientific and rational explanations of happenings in the modern world, the diffusion of education to large segment of the population, urbanism, agricultural mechanization and reliance on technology for production, the rise of bureaucracies as a dominant organisational form, and changes in the complexity of interpersonal relationships.

Inkeles and Smith (1974) distinguished seven basic characteristics of modern individual: (i) openness to new experience with people and ways of doing things, (ii) increasing independence from traditional authority figures and a shift in allegiances to government, a trade, Unions, and the like, (iii) belief in the efficacy of science and medicine coupled with (iv) the reduction in fatalism, (v) ambition for achievement of occupational or educational goals for oneself or one's children, (vi) increased interest and activity in political and civic affairs; and (vii) striving to keep up with news of international or national significance. Inkeles and Smith (1974) sees modernity no much as the set of

community's knowledge, but as a reflection of differences in attitudes, values, underlying predisposition and behaviours; and that they tend to see the modernization of the individual as a process that is socially and psychologically transforming rather than additive. Inkeles and Smith (1974), based on their analysis of data from six countries, argued that major causes of the attitudes and values associated with modernization are institutional and include education, work in factory type production, and influences of mass media. They also argued that modernity tends to increase through life, that it is not just a reflection of early socialization, but instead it is the product of the lifelong interplay of social forces upon the individual. At the individual level, then, modernity is seen as processual and transformative, and is reflected both in orientation and in behaviour.

Al-Haj (1988) argued that current conception of modernization of the individual rest on summative arguments. That is, the individual, like the society, is seen changing in toto. Traditional values (such as familism or communalism) are seen as being juxtaposed with modern (Madigan and Almonte, 1977). Thus, modernism is an overall process denoting replacement of traditional structures with modern. Again, at the individual level modernization is seen to be associated with significant increase in education, a rise in the status of women both within the household and in the community, an increase

in memberships in formal organisations, (that is, increased heterogeneity of association), changes in consumption patterns and ways of life (Al-Haj, 1988, p.238).

The operational approach to studying modernization provide useful information about differences in levels of development among sectors of a population or between countries, but it does not directly address the underlying theoretical preposition that modernity leads to a change in kind, not just in affect (Bardo and Dokmeci, 1992). If there is, in fact, a shift in nature of people's values, beliefs, and norms, this shifts could well be reflected in alterations in the organization of information about any particular aspect of life that is subject to modernization. That is, it is quite likely that these will be measurable change in the social psychological structures of attitudes, beliefs and values, as well as in their levels of measured affects. And if this is the case, then comparisons of modernized and traditional population should also reveal many different patterns of relationships among social psychological variables. In terms of analysis of modernization thesis, the differences in patterns and structures of social psychological variables are unexplored. Yet, if modernization is truly transformative, there should not be only differences in measured levels of attitudes on dimensions that are consistent across traditional and modern populations (that is, those are bipolar) but also

significant changes in the nature of dimensions themselves.

Among others, recent research on migration (Scott and Scott, 1989) has shown that many choices of location are made on the basis of imperfect information about the range of possible residential locations, the actual bundle of characteristics that define that location, as well as an imperfect knowledge of one's own desires and needs. Furthermore, both in modern and less developed countries, research have shown a great deal of "Chain migration," and selection of living arrangements near or with friends and relatives (Little, 1965; Southall, 1970; Wagner, 1973). In less developed countries, however, some migrants, as they become more accustomed to urban residences minimize traditional ties and accept more modern form of association (Bogden, 1976). These changes in orientation are also associated with changes of residence and, in some instances where finances permit, adoption of western-style suburban housing. In other instances, the traditional forms of community association rooted strongly in traditional tribal or family ties breakdown, there may be increases in social disorganization (Hardiman and Midgley, 1982) or modification in the nature of the patterns of association themselves. In the latter case, the traditional structure continue to exist, but its functions and forms are modified (Al-Haj, 1988).

The research on social change is a new venture in psychology in comparison to other social sciences. Any investigation on the dynamics of social change depends upon the necessity of an approach which should be multi-disciplinary. Change is an inevitable fact of life, more so social change is a phenomena which commensurate with the changes in scientific innovations, revolutions in communication technology, above all setting on attitudes towards change and adaptation of change. In a democratic set up like ours social welfare measures are mostly aimed at bringing planned changes for every community. In this connection the Government attributes much importance to the upliftment of people belonging to primitive

communities, cultures and to backward classes.

Two basic paradigms of social change and development are available (Berry, 1980). One refers to the acculturation process which takes place in every society where some group is dominant and others are subordinate (less privileged). When one dominant cultural group interacts with other the direction of change is generally set by the dominant one. For instance, under British rule the direction of social change in Indian communities can be designated as Western. The legacy of this frame of social change still persists in our planning and models of development which our policy makers are persuing.

The second paradigm has been called as developmental paradigm where deliberate planned social change in a society is attempted. The present research is primarily concerned with the deliberate social change which our country is attempting since the inception of freedom. Since, freedom India opted for a western model of planned development, this model accepts the western education, adaption of western science and technology for bringing planned and deliberate social change. While accepting this model it was stated that the regional characteristics, culture and traditions will be protected but uniform policy and strategies for planned change were implemented throughout the country. This seems to have hampered the traditional and cultural values, and the various regions and societies reacted in their own charac-

teristic ways. As a result the rate of development in various regions of India could not remain the same. This is the point where Psychologists can contribute to the understanding of social change processes different from the understanding of Anthropologists, Sociologists and Economists.

It is true that intervention in designing social change can only be brought out by the joint efforts of social scientists and policy makers but this is only possible if social scientists within their own disciplines try to understand the impact of various inputs of social change and the relationship between antecedents, intervening factors and consequents. Berry (1980) has reviewed cross-cultural studies on social change and has pointed out that psychological studies must discover the locus, sources, directions, dynamics, and sequence of social change. Since, psychology is concerned with individual level analysis, therefore, locus of social change involves attitudinal, motivational and cognitive variables. Sources can be conceptualized as external or internal. Psychologists are largely concerned with internal sources of social change. For understanding of the direction of social change tentative dichotomy between traditional and modern has been considered by researchers. Accepting Western model of social change this dichotomy seems reasonable, however, this connotes a value loaded distinction which creates lot of confusion as one thinks about the feasibility and

desirability of social change in the context of one particular society or community. Psychological studies often make a distinction between cause and effect as antecedents and consequents of social change. This paradigm of research poses some problems particularly in the area of social change because on many occasions the variables may be interchangeable from antecedents to consequents and vice-versa. Psychologists have realised that "development essentially refers to the process of increasing the complexity and integration" (Berry, 1980, p.218). This definition can be criticised on several counts. However, its importance lies in the concept of modern development. A large number of studies have used this definition.

Given the strong theoretical and methodological ties of economic, political, sociological, anthropological and psychological approaches of social and cultural change (and development), the present ^{Study} titled "Impact of Development Programmes on Cognitive and Motivational Characteristics: A study of social change in Mizoram" was aimed to elucidate the independent and interaction effects of the levels of regional 'development' (low, moderate and high), 'employment' (unemployed and employed) and 'beneficiary' (nonbeneficiary and beneficiary of development programmes) variables on a set of behavioural measures: achievement orientation (achievement goals and achievement means), attitudinal and value patterns,

competition tolerance, and perception of people regarding social and cultural change (and development). To achieve the objectives, leads were taken from the changing social systems and practices (vide Appendix-I) and quantitative index of development (vide Appendix-II).

The overall considerations may be stated as follows: the study aimed to answer questions of (i) how far the amount of development efforts are related to psychological change at individual level, (ii) whether the beneficiaries of development programmes possess more psychological characteristics as compared to those who do not opt for such programmes (alongside the levels of regional 'development' as well as the 'employment' variables), and (iii) to what extent the development programmes are successful in achieving (inducing) change at individual levels. More specifically, within the frame work of development paradigm, the study aimed three-way classification of variables: levels of regional 'development' (low, moderate and high), 'employment' (unemployed and employed) and 'beneficiary' (nonbeneficiary and beneficiary of development programmes) to elucidate the independent and conjoint effects of the main variables on achievement cognition (achievement goals and achievement means), attitudinal patterns, value patterns, competition tolerance, and perception of people regarding social and cultural change and development as the measures of dependent variables.

In the light of literature it was expected that the subjects of differentially developed regions (low, moderate and high) would possess greater psychological characteristics in orders of the levels of regional development. The employed as compared to unemployed as also the beneficiaries as compared to nonbeneficiaries were expected to possess greater psychological characteristics. The expectations with regard to two-factor and three-factor interactions on measures of the dependent variables were exploratory in nature. However, in 'development x employment' interaction the employed subjects of high developed region were expected to manifest greater psychological characteristics as compared to their counter unemployed subjects. Similarly, the beneficiaries of high developed region were expected to manifest greater psychological characteristics as compared to their counter nonbeneficiaries in 'development x beneficiary' interaction. In 'employment x beneficiary' interaction - the employed beneficiaries were expected to manifest greater psychological characteristics as compared to their counter unemployed beneficiaries.

The methods and procedure as applied to achieve the objectives of the study are outlined in the Chapter to follow.

...

Sample

The subjects were sampled on the basis of multi-stage sampling procedure for study. The first phase consisted development of quantitative index of development, based on Census Report (1991), to distinguish the levels of regional development of the three districts of Mizoram as low, moderate, and high. Analysis of results (Vide Appendix - II) revealed highest level of regional development for AIZAWL followed by LUNGLEI, and the least for CHHITUPUI districts of Mizoram.

The second phase of sampling consisted location of blocks from the three districts and from within the blocks, the villages wherein various development programmes have been implemented and are being implemented for development of beneficiaries in the desired direction. At this stage, four blocks and from within the blocks, the villages from each of the three districts of Chhimituipui, Lunglei, and Aizawl of Mizoram (respectively representing the low, moderate and high levels of regional development) were located, and the list of beneficiaries and non-beneficiaries of development programmes (vide Appendix - II) were prepared with considerations of a number of extraneous variable like age, academic qualification, family structure (nuclear and joint), number of dependents, house conditions and space facilities available to each member of the family, and family income (through all sources) in order to obtain a well equated/matched samples for study. This way, a total of six hundred female respondents according to the three levels of regional 'development' (low, moderate, and high), two levels of 'employment' (unemployed and employed), and two levels of 'beneficiary' (non-beneficiary and beneficiary of development programmes), with 50 subjects in each, were listed.

The thrid phase of sampling consisted selection of respondents (30 in each) for the 12-groups (3 development X 2 employment x 2 beneficiary) for the conduct of the study.

This was followed by following random sampling procedure from the respective twelve long lists of respondents prepared during the second phase of sampling. At this stage again, the 30 subjects randomly drawn from the twelve long lists of respondents (50 in each) were matched/equated in terms of extraneous variables in order to obtain truly representative samples for study.

Design of the Study

The study aimed at a three-way classification of variables to elucidate the independent and interaction effects of the levels of regional 'development' (low, moderate and high), 'employment' (unemployed and employed), and 'beneficiary' (non-beneficiary and beneficiary of development programmes) on cognitive and motivational characteristics as measures of social and cultural change and development in the population under study - the Mizo. The overall considerations of the three-way classification of variables of 'development' (at three levels), 'employment' (at two levels), and 'beneficiary' (at two levels) variables for the conduct of the study are portrayed in Figure-2.

BENEFICIARY

Nonbeneficiary
(NB)

Beneficiary
(B)

EMPLOYMENT

Unemployed
(UE)

Employed
(E)

Low
(LD)

Moderate
(MD)

High
(HD)

LEVELS OF REGIONAL DEVELOPMENT

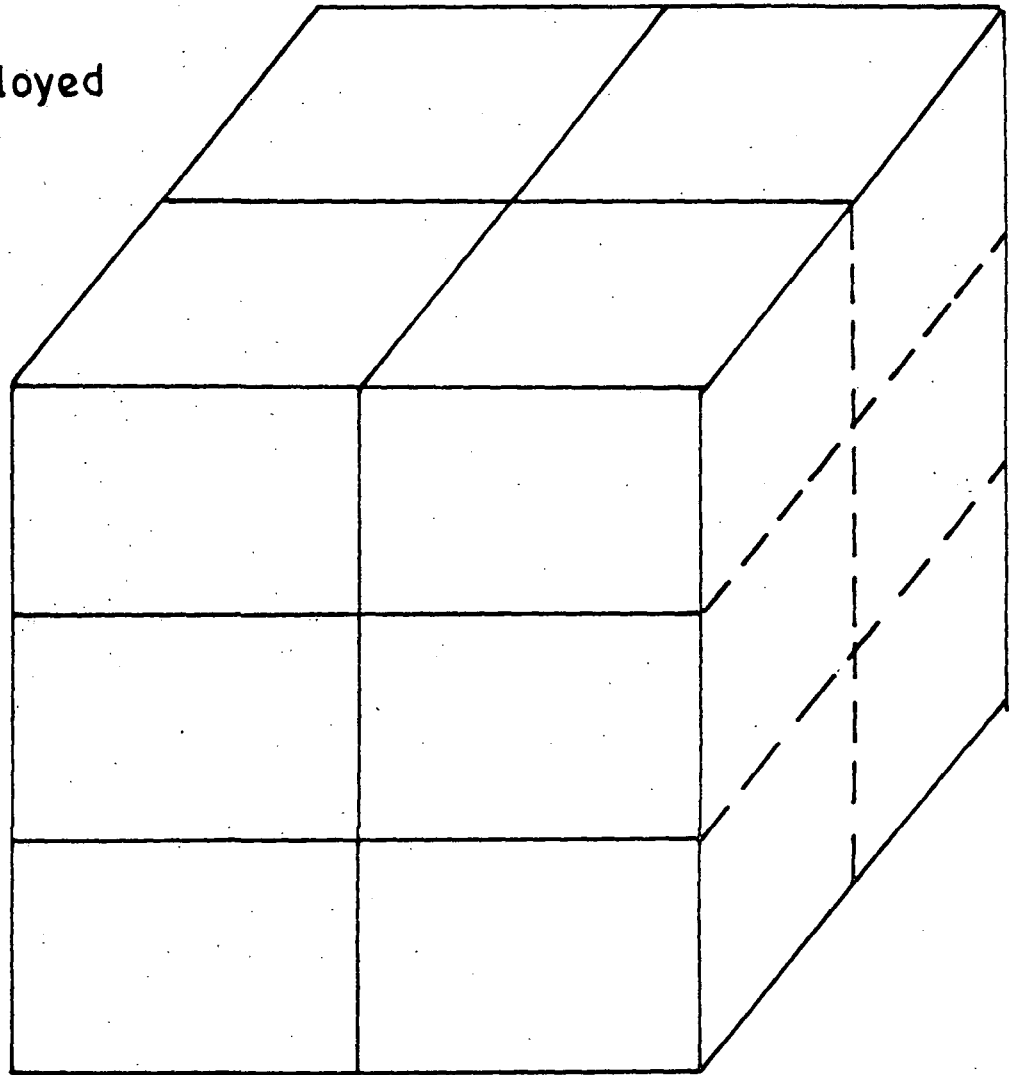


FIGURE - 2 : 3 x 2 x 2 Factorial design.

Under each of the 12-cells of the design, an equal proportion of respondents, 30 in each (randomly sampled and matched/equated from the long list of 50 respondents in each) finally served as subjects for the study. Inclusion of 30 respondents under each of the 12-groups of the design (3 development X 2 employment X 2 beneficiary) - representing 30 replications under each - represent substantial sample size for inferential analysis. It may be recalled that only female respondents were included for study. This was guided by the observation of the field (and the personal experiences of the researcher who herself is a member of the cultural group) wherein females are observed to be cooperative, industrious, part-taking in all spheres of life (from kitchen to the jhum land), and most of the development programmes have been sanctioned/released in the name of females by the financing and/or the organizing agencies. Embedded within this perspective, rather the rationale, was the analogue that females are amongst the roots of social heritage-instrumental in observance of the traditional socio-cultural systems and practices, and above all, the primary agent of socialization.

Test Materials

The study incorporated measurements of motivational characteristics : achievement goals and achievement means

(Agrawal, 1985), attitudes by incorporating the three basic factors of evaluation, activity, and potency behind the semantic differential scales (Osgood et al; 1957; Sinder and Osgood, 1969) and taking leads from a number of studies (Tennenbaum, 1966; Hefman, 1967; Heiss, 1969), value patterns (Begum, 1988), competition tolerance (Jain, 1976), and perception of people regarding development as measures of the dependent variables. The details of the psychological test instruments are separately presented to make lucid the behavioural gamute under study.

Motivational Characteristics

The motivational characteristics were aimed to be elucidated by incorporating the test of achievement cognition (Agrawal, 1985): achievement goals and achievement means. The test of achievement goals (Agrawal, 1985) is structured and designed to trap achievement goals related domains of motivational characteristics. The test consists of 32 items measuring achievement goals broadly at: (i) individual level (material related, positive experience, pro-social, and career related), (ii) family related, and (iii) societal related achievement goals. The test of achievement means (Agrawal, 1985) consists of 36 items to trap achievement means as (i) internal (effort oriented, interpersonal skills

and disposition), and (ii) external (broad environmental factors and influence mechanism). Additionally, two items, namely, God and good luck are included as universal human belief, hence treated separately in the scale.

Here it may be mentioned that the test of motivational characteristics: achievement goals and achievement means (Agarwal, 1985) are in Hindi and the people of the terrain - the Mizo - are not well versed in Hindi, hence the tests were translated in local language (Mizo) and back translated in Hindi by the native speakers in order to ensure content equivalence of the tests. Be it is, this raises very serious theoretical and methodological problem. That psychological test instruments of proven psychometric adequacy for a given population if transported (and employed) in a new cultural milieu would not yield the identical psychometric properties. Even more serious would be that the test items neither suit nor fit in comprehension of the new population. Thus in relevance to the theoretical and methodological consideration of the psychological test instruments in culture-specific and/or cross-cultural perspectives, the standardization of the test of achievement cognition (achievement goals and achievement means) was taken up in the population (Zokaitluangi and Singh 1993), and employed for the measurement purposes in the present study.

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Semantic and Differential Scales

The Semantic Differential Scales (SDS) were developed following Osgood et al; (1957) and Snider and Osgood (1969), and a number of relevant studies in the field (Tennenbaum, 1966; Hofman, 1967; and Heiss, 1969). In order to cover broader spectrum of attitudinal and values differences across samples under study, all the three basic factors of evaluation (E), potency (P) and activity (A) behind SDS were included. The first step in construction of SDS consisted of selection of pertinent social concepts for measuring attitudinal and values differences. For this purpose, leads were taken from studies conducted by the Post-Graduate students of the department (as part of curriculum) and Vanlalhrueia (1992). Vanlalhrueia (1992), taking leads from the studies conducted by the Post-Graduate students of the department (as a part of curriculum), in an extensive study observed changing traditional system and practices, changing political atmosphere, economic growth and development, marriage practices and styles, increasing divorce rate, modernization, migration and settlement of outsiders (non-Mizo's) into the community as pertinent social concepts to elucidate the attitudinal differences as measures of intergeneration conflict across samples varying in age, ecology and sex

variables in the population. All the three basic factors of evaluation, potency and activity behind SDS manifested substantial differences, however, evaluation factor was observed to be dominant. Thus, all the predetermined concepts of social relevance in the population (where the present study is attempted) were included in the SDS.

In order to identify prominent features of the value patterns, leads were taken from literature (Allport et al; 1964; Sinha and Kao, 1988; Sinha, 1988 and Begum, 1988) as also on the basis of a pilot study in the population. Six values : being religious, being wealthy, being socially conscious, having power, doing social work, and being liberal in thinking were selectively included in the SDS.

The second step in the construction of SDS consisted the selection of bipolar adjective pairs (scales) in relevance to the factor representativeness of the socially relevant (and pertinent) concepts for assessing differences in attitudes and value patterns. At this stage, four bipolar adjective pair (scales) for the evaluation, potency and activity factors of SDS (a total of 12 bipolar adjective pairs) were prepared and arranged in the format of a seven point scale. Half of the bipolar adjectives pairs for evaluation, potency and activity factors of SDS

were randomly reversed to counteract the response biases of subjects and to ensure that subjects cannot go down the list and check all the scales at the same point. A specimen of SDS as incorporated in the present study for assessing attitudinal differences and value patterns is given in Appendix-III.

For scoring and analysis purposes, the numerical system (1 through 7) for each of the scales measuring any of the factors of evaluation, potency or activity was used and the sum of the factor scores were regarded as the measures of the dependent variable(s). Here one methodological consideration deserves special mention. That, viewed in variance and set terms, there are three main sources, that is, the concepts, scales and subjects (and ofcourse, the error term). This means the scores can be analyzed for differences between concepts, between scales, between subjects, or any combination thereof. Still further, there are ways of reducing data to two categories, usually concepts and scales or concepts and factors, and that the scores of one individual can be analysed as well as the data of group of individuals (Karlinger, 1983).

It may be mentioned that the objective of the present study was not to highlight the differences pertaining to the concepts, the scales, or the factors, or any

combination thereof (as would be expected for analyses of SDS); but the attitudinal differences and value patterns (as the measures of dependent variables).

Hence, the evaluation, potency and activity factor scores behind SDS for 12-groups varying in terms of 'development', 'employment' and 'beneficiary' variables (for each of the socially relevant concepts and values) were separately prepared, and finally, the evaluation factor scores were computerized to elucidate the main and interaction effects of the independent variables on the dependent variable(s).

Competition Tolerance

The competition tolerance scale (Jain, 1976) consists of 11 items. Each item depicts a competitive situation with four alternative responses to each situation. The task of the subject is to read the situation and to check the most suited alternative for him/her. For scoring and analysis purposes, the numerical system (1 to 4), the least to most competitive decision was followed. Here again, it may be mentioned that the competition tolerance scale is in Hindi, and on the analogue as described elsewhere, the scale was translated in local language and back translated into original language (Hindi) of the scale by the native speakers

of both the languages in order to ensure the content equivalence of the scale for empirical verification.

The translated competition tolerance scale was tried out in the population. The pilot study (N=174) revealed the r-values (in the coefficient of correlation matrix) ranging between 0.1984 to 0.3065, item-total coefficient of correlation between 0.3675 to 0.4876, and substantial odd-even reliability ($r=0.6784$) indicating internally consistent response patterns for measurement purposes.

Perception About Development

The perceptual domain of the study incorporated aspects like the meaning of development (inclusive of personal, familial, societal and cultural), reasons of poverty as perceived (and experienced) by the people of the cultural group, changes experienced from childhood to till date, unfavourable and favourable dimensions of development that accrued as results of development as such and the development programmes in particular, expected hierarchy of development that would be desirable and the like for development of the community - the cultural group - were included on the basis of preliminary discussions with prominent elderly and respectable persons of the community. For this

purpose, the respondents were individually initiated for discussion pertaining to the perceived prospects and problems of development and their responses on the various dimensions were tape recorded (and noted by the researcher) and subsequently content analyzed by well trained observers. The details are given in Appendix-IV.

Statistical Analysis

Subject-wise indices of motivational characteristics : (a) achievement goals (i) at individual level (material related, positive experience, pro-social and career related, (ii) family related, and (iii) societal related, (b) achievement means (i) internal (effort oriented, interpersonal skills and disposition), and (ii) external (Broad environmental factors, and influence mechanism), (c) attitudes towards prominent social issues, (d) the prominent value systems, (e) competition tolerance, and (f) perception of people regarding development for the 12-groups (3 development X 2 employment x 2 beneficiary) were prepared and analysed by employing inferential statistical methods.

The outcomes of the overall analyses of results are given in the Chapter to follow.

Subject-wise indices for 12-groups (3 development x 2 employment x 2 beneficiary) on measures of the dependent variables : (1) motivational characteristics (a) achievement goals at individual level (material related, positive experience, prosocial and career oriented), family related, and societal related; (b) achievement means of internal (effort oriented, interpersonal skills and disposition) and external (broad environmental factors and influence mechanism); (2) attitudinal patterns with regard to the pertinent issues of social importance (changing traditional systems and practices, changing political atmosphere, economic growth and development, changing marriage practices, increasing divorce rate, moderniza-

tion, and migration and settlement of outsiders - the Non-Mizos-into the community), (3) value patterns (being religious, being wealthy, being socially conscious, having power, doing social work, being liberal in thinking), (4) competition tolerance; and (5) perception of people regarding social change and development were prepared and analysed by employing inferential statistics.

The measure(s) of the dependent variables were separately analysed. The first step included the computation of mean and standard deviation values for 12-groups (3 development x 2 employment x 2 beneficiary) on all the measures of the dependent variables (except for perception of people regarding social change and development). The second step consisted computation of one-way ANOVA (for K=12 groups with N=30 in each) on each measure to ascertain the global picture of mean differences amongst the groups. The significant instances (the significant 'treatment' effects) as evinced in one-way ANOVA on measures of the dependent variables were separately analysed to partition out the 'treatment' effects (in terms of statistical terminology) into the main and interaction effects of 'development' 'employment', and 'beneficiary' variables. Still further, the significant instances of the main and interaction effects of the independent variables were analysed by employing Newman-Keul's

test, following the assumptions of Post-ANOVA multiple comparisons, to discern the patterns of mean differences existing therein. Analysis of perceptual domain pertaining to social and cultural change and development began with content analysis with due attention to inter-coder reliability coefficient (it may be recalled that each S was individually initiated for discussion on well structured aspects of social change and development, and responses on each dimension were recorded by the researcher and simultaneously tape recorded), and X^2 - analysis to discern the patterns of differences with regards to 'development', 'employment' and 'beneficiary' variables. Following the broad format of statistical analyses, the results are presented in order.

Achievement Goals

Mean and SD values for 12-groups (3 development x 2 employment x 2 beneficiary) on measures of achievement goals are put together in Table-1. Results of one-way ANOVA (for K=12 groups with N=30 in each) on measures of achievement goals are given together in Table-2. Results (vide Table-2) manifested significant 'treatment' effects on all the measures of achievement goals; indicating differential patterns of

Table-1 : Means and SD's for 12-groups (3 development x 2 employment x 2 beneficiary) on measures of achievement goals.

Levels of Development	Employment	Beneficiary	ACHIEVEMENT GOALS						
			Individual Related						
			Material Related	Positive Experience	Prosocial	Career Oriented	Family Related	Societal Related	
LOW (LD)	Unemployed (UE)	Nonbeneficiary (NB)	M	13.58	15.27	15.27	17.43	10.03	13.77
			SD	1.81	2.44	2.14	2.01	3.16	2.81
		Beneficiary (B)	M	16.50	20.13	15.63	15.87	9.03	13.23
			SD	2.42	2.14	2.68	2.20	1.90	1.61
	Employed (E)	Nonbeneficiary (NB)	M	13.60	15.13	13.10	19.43	10.40	13.37
			SD	2.62	2.61	1.95	2.81	3.01	3.77
Beneficiary (B)		M	12.60	15.30	12.07	20.87	12.00	16.33	
		SD	1.75	2.44	2.04	2.36	2.98	2.26	
Moderate (MD)	Unemployed (UE)	Nonbeneficiary (NB)	M	17.03	19.53	16.97	21.50	12.63	17.03
			SD	2.23	4.31	3.09	3.78	1.47	1.33
		Beneficiary (B)	M	16.17	19.70	15.33	17.23	11.37	18.67
			SD	2.06	1.97	1.90	2.99	2.23	2.64
	Employed (E)	Nonbeneficiary (NB)	M	14.37	16.57	15.13	15.97	9.13	13.10
			SD	1.38	3.54	1.59	2.20	1.36	1.44
Beneficiary (B)		M	14.83	18.07	14.70	18.27	12.67	17.10	
		SD	2.70	2.93	2.90	2.08	1.51	1.32	
High (HD)	Unemployed (E)	Nonbeneficiary (NB)	M	15.20	19.20	14.40	19.03	9.63	10.73
			SD	2.04	1.97	1.61	3.69	1.63	1.61
		Beneficiary (B)	M	14.20	15.70	12.57	18.83	8.13	10.53
			SD	1.42	2.04	2.04	2.24	1.65	2.27
	Employed (E)	Nonbeneficiary (NB)	M	16.26	19.30	17.67	20.27	9.93	11.27
			SD	0.98	1.53	1.58	1.87	2.47	1.22
Beneficiary (B)		M	16.60	16.97	13.83	21.03	10.53	12.37	
		SD	1.16	1.75	1.26	1.67	3.44	3.90	

Table-2 : Results of one-way ANOVA (for k=12 with N=30 in each) on measures of achievement goals.

Measures of Achievement Goals.	Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Material Related	Treatment	681.60	11	61.96	16.05**
	Error (Within)	1344.22	348	3.86	
	Total	2025.82	359		
Positive Experience	Treatment	1256.29	11	114.21	18.36**
	Error (Within)	2164.53	348	6.22	
	Total	3420.82	359		
Pro-Social	Treatment	915.97	11	83.27	18.67**
	Error (Within)	1551.13	348	4.46	
	Total	2467.10	359		
Career Oriented	Treatment	1211.83	11	110.17	16.47**
	Error (Within)	2328.33	348	6.69	
	Total	3540.16	359		
Family Related	Treatment	694.42	11	63.13	11.87**
	Error (Within)	1852.97	348	5.32	
	Total	2547.39	359		
Social Related	Treatment	2420.81	11	220.44	46.12**
	Error (Within)	1664.57	348	4.78	
	Total	4085.38	359		

** Significant at .01 level.

mean differences amongst the groups. Following the analogue as presented in the beginning paragraphs of the Chapter, the significant 'treatment' effects on all the measures of the dependent variables were separately analysed to partition out the main and interaction effects of 'development', 'employment' and 'beneficiary' variables by employing 3x2x2 ANOVA (3 development x 2 employment x 2 beneficiary) technique. The results of these computations are respectively given in Tables - 3, 4, 5, 6, 7 and 8.

Observation of Tables - 3, 4, 5, 6, 7 and 8 manifested significant (i) 'development' effect on all the measures, (ii) 'employment' effect on all but societal related, (iii) 'beneficiary' effect on prosocial and societal related, (iv) 'development x employment' interaction on all, (v) 'development x beneficiary' interaction on all but career oriented, (vi) 'employment x beneficiary' interaction on career oriented, family related, and societal related,; and (vii) 'development x employment x beneficiary' interaction on measures of material related, positive experience, prosocial and career oriented achievement goals. Besides, all other instances revealed nonsignificant F-ratio's. The results of Post-ANOVA multiple comparisons with regards to the significant independent effects of 'development', 'employment' and 'beneficiary' variables are put together in Table-9.

Table-3 : 3x2x2 ANOVA on Material Related (individual level) achievement goals.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	184.09	2	92.05	23.85**
Employment	48.39	1	48.30	12.54**
Beneficiary	1.88	1	1.88	
Development x Employment	273.87	2	136.94	35.48*
Development x Beneficiary	30.69	2	15.35	3.98*
Employment x Beneficiary	4.09	1	4.09	1.06
Development x Employment x Beneficiary	138.59	2	69.29	17.95**
Error (Within)	1344.22	348	3.86	
Total	2025.82	359		

Table-4 : 3x2x2 ANOVA on Positive Experience (individual level) achievement goals.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	251.57	2	125.79	20.22**
Employment	170.84	1	170.84	27.47**
Beneficiary	2.18	1	2.18	
Development x Employment	185.54	2	92.74	14.91**
Development x Beneficiary	458.07	2	229.04	36.82**
Employment x Beneficiary	12.84	1	12.84	2.06
Development x Employment x Beneficiary	175.25	2	87.63	14.09
Error (Within)	2164.53	348	6.22	
Total	3420.82	359		

** Significant at .01 level.

Table-5 : 3x2x2 ANOVA on Pro-Social (individual level) achievement goals.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	142.87	2	71.44	16.02**
Employment	32.40	1	32.40	7.26**
Beneficiary	173.61	1	173.61	38.93**
Development x Employment	408.20	2	204.10	45.76**
Development x Beneficiary	101.95	2	50.98	11.43**
Employment x Beneficiary	12.85	1	12.85	2.88
Development x Employment x Beneficiary	44.09	2	22.05	4.94**
Error (Within)	1551.13	348	4.46	
Total	2467.10	359		

Table-6 : 3x2x2 ANOVA on Career Oriented (individual level) achievement goals.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	174.58	2	87.29	13.05**
Employment	88.02	1	88.02	13.16**
Beneficiary	5.88	1	5.88	
Development x Employment	519.76	2	259.88	38.85**
Development x Beneficiary	25.67	2	12.84	1.92
Employment x Beneficiary	277.37	1	277.37	41.46**
Development x Employment x Beneficiary	120.55	2	60.28	9.01**
Error (Within)	2328.33	348	6.69	
Total	3540.16	359		

** Significant at .01 level.

Table-7 : 3x2x2 ANOVA on Family related achievement goals.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	216.22	2	108.11	20.32**
Employment	36.74	1	36.74	6.91**
Beneficiary	9.67	1	9.67	1.82
Development x Employment	137.57	2	68.79	12.93**
Development x Beneficiary	37.64	2	18.82	3.54*
Employment x Beneficiary	225.63	1	225.63	42.41**
Development x Employment x Beneficiary	30.95	2	15.48	2.91
Error (Within)	1852.97	348	5.32	
Total	2547.39	359		

Table-8 : 3x2x2 ANOVA on Societal related achievement goals.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	1662.20	2	831.10	173.87**
Employment	0.47	1	0.47	
Beneficiary	201.01	1	201.01	42.05**
Development x Employment	323.09	2	161.55	33.79**
Development x Beneficiary	86.55	2	43.28	9.05**
Employment x Beneficiary	128.40	1	128.40	26.86**
Development x Employment x Beneficiary	19.09	2	9.55	1.99
Error (Within)	1664.57	348	4.78	
Total	4085.38	359		

** Significant at .01 level.

* Significant at .05 level.

TABLE - 9 : Newman-Keul's test showing patterns of mean difference in significant 'development', 'employment' and 'beneficiary' effects on measures of achievement goals.

Achievement Means		DEVELOPMENT			EMPLOYMENT			BENEFICIARY			
INDIVIDUAL RELATED	Material Related	Means	LD	HD	MD	Means	E	UE			
		14.07	X	1.50**	1.53**	14.71	X	0.73**			
		15.57	X	X	0.03						
	Positive Experience	Means	LD	HD	MD	Means	E	UE			
		16.46	X	1.35**	2.01	16.89	X	1.38**			
		17.81		X	0.66						
	Prosocial	Means	LD	HD	MD	Means	E	UE	Means	NB	B
		14.00	X	0.62*	1.53**	14.42	X	0.60*	14.02	X	15.41
		14.62		X	0.91					1.39*	
	Career Oriented	Means	MD	LD	HD	Means	E	UE			
18.24		X	0.16	1.55**	18.32		19.31				
18.40			X	1.39**			0.99**				
Family Related	Means	HD	LD	MD	Means	E	UE				
	9.56	X	0.81*	1.89**	10.14	X	0.64**				
	10.37		X	1.08**							
Societal Related	Means	HD	LD	MD					Means	B	NB
	11.23	X	2.95**	5.25**					13.21	X	14.71
			X	2.30**					13.21		1.50**

** Significant at .01 level.,

* Significant at .05 level.

Results (vide Table-9) revealed greater prosocial achievement goals in beneficiaries than in nonbeneficiaries. Reverse pattern emerged on societal related achievement goals, nonbeneficiaries indicated greater scores than in beneficiaries. In the analysis of significant 'employment' effects on all the measures (except for societal related achievement goals), the unemployed subjects indicated greater scores than in employed subjects. Similar analyses with regards to significant 'development' effects (vide Table-9) revealed greater (i) societal related and family related achievement goals in subjects of moderate than in law, and both greater than in subjects of high developed region, (ii) career related achievement goals in subjects of high as compared to the subjects of low and moderate developed regions (showing no reliable difference between them); and (iii) material related, positive experience, and prosocial achievement goals (all at individual level) in subjects of moderate than in high, and both greater than in subjects of low developed region.

Analyses of 'development x employment' interaction on material related, positive experience, prosocial, and career oriented (individual level), family related and societal related achievement goals are respectively given in Tables-10.1, 10.2, 10.3, 10.4, 10.5 and 10.6. Results on material related achievement goals (vide Table-10.1) revealed more or less equal

Table-10.1 : Mean differences in significant 'development x employment' interaction on material related achievement goals.

	G R O U P S					
	LD/E	MD/E	HD/UE	LD/UE	HD/E	MD/UE
Means	13.10	14.60	14.70	15.03	16.43	16.60
13.10		1.50**	1.60**	1.93**	3.33**	3.50**
14.60			0.10	0.43	1.83**	2.00**
14.70				0.33	1.73**	1.90**
15.03					1.40**	1.57**
16.43						0.17

Table-10.2 : Mean differences in significant 'development x employment' interaction on positive experience measure.

	G R O U P S					
	LD/E	MD/E	HD/UE	LD/UE	HD/E	MD/UE
Means	15.22	17.32	17.48	17.70	18.13	19.62
15.22		2.10**	2.26**	2.48**	2.91**	4.40**
17.32			0.16	0.38	0.81	2.30**
17.48				0.22	0.65	2.14**
17.70					0.43	1.92**
18.13						1.49**

** Significant at .01 level.

* Significant at .05 level.

Table-10.3 : Mean differences in significant 'development x employment' interaction on prosocial measure of achievement goals.

	G R O U P S					
	LD/E	HD/UE	MD/E	LD/UE	HD/E	MD/UE
Means	12.58	13.48	14.92	15.41	15.75	16.15
12.58		0.90	2.34**	2.83**	3.17**	3.57**
13.48			1.44*	1.93*	2.27*	2.67**
14.92				0.49	0.83	1.23
15.41					0.34	0.74
15.75						0.40

Table-10.4 : Mean differences in significant 'development x employment' interaction on career oriented achievement goals.

	G R O U P S					
	LD/UE	MD/E	HD/UE	MD/UE	LD/E	HD/E
Means	16.65	17.12	18.93	19.37	20.15	20.65
16.65		0.47	2.28**	2.72**	3.50**	4.00**
17.12			1.81**	2.25**	3.03**	3.53**
18.93				0.44	1.22	1.72**
19.37					0.78	1.28*
20.15						0.50

** Significant at .01 level.

* Significant at .05 level.

Table-10.5 : Mean differences in significant 'development x employment' interaction on family related achievement goals.

	G R O U P S					
	HB/UE	LB/UE	HD/E	MD/E	LD/E	MD/UE
Means	8.88	9.53	10.23	10.90	11.20	12.00
8.88		0.65	1.35*	2.02**	2.32**	3.12**
9.53			0.70	1.37**	1.67**	2.47**
10.23				0.67	0.97	1.77**
10.90					0.30	1.10*
11.20						0.80

Table-10.6 : Mean differences in significant 'development x employment' interaction on societal related achievement goals.

	G R O U P S					
	HD/UE	HD/E	LD/UE	LD/E	MD/E	MD/UE
Means	10.63	11.81	13.50	14.85	15.10	17.85
10.63		1.18*	2.87**	4.22**	4.47**	7.22**
11.81			1.69**	3.04**	3.29**	6.04**
13.50				1.35**	1.60**	4.35**
14.85					0.25	3.00**
15.10						2.75**

** Significant at .01 level.

* Significant at .05 level.

levels in unemployed subjects of moderate and employed subjects of high developed regions, and both greater than in the remaining four groups under comparisons (the unemployed subjects of low and high and employed subjects of moderate and low developed regions). Additionally, the unemployed subjects of low and high as well as the employed subjects of moderate developed regions showing no reliable difference between them manifested greater material related achievement goals as compared to the employed subjects of low developed region.

Analyses of 'development x employment' interaction on positive experience measure (vide Table-10.2) manifested greater scores in unemployed subjects of moderate developed region as compared to the remaining five groups under comparisons (both the unemployed and employed subjects of high and low as well as the employed subjects of moderate developed regions), and the unemployed and employed subjects of high developed region as well as the unemployed subjects of low and employed subjects of moderate developed regions (showing no reliable difference between) manifested greater scores than in employed subjects of low developed region.

Mean comparisons in significant 'development x employment' interaction on prosocial measure (vide Table-10.3)

revealed greater scores in both the unemployed and employed subjects of moderate and employed subjects of high as well as the unemployed subjects of low developed regions as compared to the employed subjects of low and unemployed subjects of high developed regions. Further, no reliable difference emerged within the comparisons of the former and latter subsets of means.

Table-10.4 on Post-ANOVA multiple comparisons with regard to 'development x employment' interaction on career oriented achievement goals manifested greater scores in employed subjects of high and low developed and unemployed subjects of moderate and high developed regions than in unemployed subjects of low and employed subjects of moderate developed regions. Further, employed subjects of high developed region indicated greater scores as compared to the unemployed subjects of high and moderate developed regions. All other comparisons failed to evince any pattern of statistically significant mean difference.

Observation of Table-10.5 on 'development x beneficiary' interaction on family related achievement goals revealed greater scores in unemployed subjects of moderate than in employed and unemployed subjects of high as well as the employed subjects of moderate and unemployed subjects of low developed regions.

Additionally, the employed subjects of low and moderate developed regions showing no reliable difference between them indicated greater family related achievement goals as compared to the unemployed subjects of low and high developed regions. One more instance of reliable difference, showing greater family related achievement goals in employed subjects of high than in their counter unemployed subjects deserves mention.

The patterns of mean differences in significant 'development x employment' interaction on societal related achievement goals (vide Table-10.6) indicated greater scores in unemployed subjects of moderate developed region as compared to the remaining five groups (both the employed and unemployed subjects of low and high as well as the employed subjects of moderate developed regions), and the employed subjects of both the low and high developed regions showing reliable difference between them indicated greater scores than in unemployed subjects of low developed region, and all the former specified groups indicated greater scores as compared to both the unemployed and employed subjects of high developed region. In addition, employed subjects of high developed region indicated greater societal related achievement goals in employed than in unemployed subjects of the high developed region.

Newman-Keul's test showing the patterns of mean differences in 'development x beneficiary' interaction on measures of material related, positive experience, prosocial, family related and societal related achievement goals are respectively given in Table-11.1, 11.2, 11.3, 11.4 and 11.5. Results (vide Table-11.1) observe that nonbeneficiaries of high and moderate developed regions indicate greater material related achievement goals as compared to both the beneficiaries and nonbeneficiaries of low developed region. The former and the latter two groups indicated no reliable difference within them. Further, the beneficiaries of moderate and high developed regions showing no reliable difference between them revealed greater scores than in nonbeneficiaries of low developed region.

Analysis of 'development x beneficiary' interaction on positive experience measure (vide Table-11.2) revealed greater scores in nonbeneficiaries of high developed region as compared to the beneficiaries and nonbeneficiaries of low as well as the beneficiaries of high and nonbeneficiaries of moderate developed regions. Further, both the beneficiaries and nonbeneficiaries of moderate and beneficiaries of low developed regions revealed greater scores as compared to the nonbeneficiaries of low and beneficiaries of high developed regions, however, no reliable difference emerged within the

Table-11.1 : Newman-Keul's test showing patterns of mean differences in significant 'development x beneficiary' interaction on material related goals.

	G R O U P S					
	LD/NB	LD/B	HD/B	MD/B	MD/NB	HD/NB
Means	13.58	14.55	15.40	15.50	15.70	15.73
13.58		0.97	1.82**	1.92**	2.12**	2.15**
14.55			0.97	0.95	1.15*	1.18*
15.40				0.10	0.30	0.33
15.50					0.20	0.23
15.70						0.03

Table-11.2 : Newman-Keul's test showing patterns of mean differences in significant 'development x beneficiary' interaction on positive experience measure.

	G R O U P S					
	LD/NB	HD/B	LD/B	MD/NB	MD/B	HD/NB
Means	15.20	16.37	17.72	18.05	18.58	19.25
15.20		1.17	2.52**	2.85**	3.68**	4.05**
16.37			1.35*	1.60**	2.51**	2.88**
17.72				0.33	1.16	1.53**
18.05					0.83	1.20*
18.88						0.37

** Significant at .01 level.

* Significant at .05 level.

Table-11.3 : Newman-Keul's test manifesting patterns of mean differences in significant 'development x beneficiary' interaction on prosocial measure.

	G R O U P S					
	HD/B	LD/B	LD/NB	MD/B	HD/NB	MD/NB
Means	13.21	13.85	14.15	15.02	16.03	16.05
13.21		0.64	0.94	1.81**	2.82**	2.84**
13.85			0.30	1.17*	2.18**	2.20**
14.15				0.87	1.88**	1.90**
15.02					1.01*	1.03*
16.03						0.02

Table-11.4 : Newman-Keul's test manifesting patterns of mean differences in significant 'development x beneficiary' interaction on family related achievement goals.

	G R O U P S					
	HD/B	HD/NB	LD/NB	LD/B	MD/NB	MD/B
Means	9.33	9.78	10.22	10.52	10.88	12.02
9.33		0.45	0.89	1.19	1.55**	2.69**
9.78			0.44	0.74	1.10	2.24**
10.22				0.30	0.66	1.80**
10.52					0.36	1.50**
10.88						1.14**

** Significant at .01 level.

* Significant at .05 level.

Table-11.5 : Newman-Keul's test showing patterns of mean differences in significant 'development x beneficiary' interaction on societal related achievement goals.

	G R O U P S					
	HD/NB	HD/B	LD/NB	LD/B	MD/NB	MD/B
Means	11.00	11.45	13.57	14.78	15.07	17.88
11.00		0.45	2.57**	3.78**	4.07**	6.88**
11.45			2.12**	3.33**	3.62**	6.43**
13.57				1.21*	1.50**	4.31**
14.78					0.29	3.10**
15.07						2.61**

Table-12.1 : Patterns of mean differences in significant 'employment x beneficiary' interaction on career oriented achievement goals.

	G R O U P S			
	UE	E/NB	UE/NB	E/B
Means	17.31	17.44	19.32	20.05
17.31		0.13	2.01**	2.74**
17.44			1.88**	2.61**
19.32				0.73

** Significant at .01 level.

* Significant at .05 level.

former and the latter subsets of means.

Table-11.3 on 'development x beneficiary' interaction with regard to prosocial measure of achievement goals indicated that nonbeneficiaries of moderate and high developed regions showing no reliable difference between them manifest greater scores as compared to the remaining four groups (beneficiaries and nonbeneficiaries of low and the beneficiaries of moderate and high developed regions). Further, the beneficiaries of moderate developed region revealed greater scores as compared to the beneficiaries of low and high developed regions. Besides, all other comparisons resulted nonsignificant mean differences.

Table-11.4 manifested greater family related achievement goals in beneficiaries of moderate developed region as compared to the remaining five groups (beneficiaries and nonbeneficiaries of low and high and the nonbeneficiaries of moderate developed regions), and that the nonbeneficiaries of moderate developed region indicated greater scores as compared to the beneficiaries of high developed region.

Analysis of 'development x beneficiary' interaction on societal related achievement goals (vide Table-11.5) revealed greater scores in beneficiaries of moderate developed regions as compared to the remaining five groups (both the beneficiaries and nonbeneficiaries of low and high and nonbeneficiaries of

moderate developed regions). Further, nonbeneficiaries of moderate and beneficiaries of low developed regions showing no reliable difference between them indicated greater scores as compared to the nonbeneficiaries of the low developed region and all the three former groups indicated greater scores as compared to both the beneficiaries and nonbeneficiaries of high developed region.

Analysis of significant 'employment x beneficiary' interaction on career oriented family related, and societal related achievement goals are respectively given in Table-12.1, 12.2, and 12.3. Observation of Table-12.1 revealed greater career oriented goals in employed beneficiaries than in employed nonbeneficiaries and unemployed beneficiaries. Further, employed and unemployed nonbeneficiaries showing no reliable difference between them indicated greater scores than in unemployed beneficiaries. On family related measure (vide Table-12.2), unemployed nonbeneficiaries revealed greater scores as compared to the remaining three groups under comparisons (employed nonbeneficiaries and beneficiaries and unemployed beneficiaries) and that employed beneficiaries revealed greater scores than in employed nonbeneficiaries. Similar analysis of 'employment x beneficiary' interaction with regard to societal related achievement goals (vide Table-12.3) revealed greater scores in employed beneficiaries

TABLE- 12.2 : Patterns of mean difference in significant 'employment x beneficiary' interaction on family related achievement goals.

	G R O U P S			
	E/NB	UE/B	E/B	UE/NB
Means	9.51	9.82	10.77	11.73
9.51		0.31	1.26**	2.22**
9.82			8.95	1.91**
10.77				0.96**

TABLE- 12.3 : Patterns of mean difference in significant 'employment x beneficiary' interaction on societal related achievement goals.

	G R O U P S			
	E/NB	UE/B	UE/B	E/B
Mean	12.59	13.84	14.14	15.27
12.58		1.26**	1.56**	2.69**
13.84			0.30	1.43**
14.14				1.13**

** Significant at .01 level.

* Significant at .05 level.

as compared to the remaining three groups (unemployed beneficiaries and nonbeneficiaries and employed nonbeneficiaries), and that the unemployed beneficiaries and nonbeneficiaries showing no reliable differences between them revealed greater scores than in employed nonbeneficiaries.

The three-factors interactions on material related, positive experience, prosocial and career oriented achievement goals are respectively depicted in Figure-3, 4, 5, and 6. The means for two levels of 'beneficiary' and two levels of 'employment' at three levels of 'development' variables may be seen from Table-1, and the means averaged over the levels of regional development are respectively given in Tables-13.1, 13.2, 13.3 and 13.4. Because the three-factors interaction (by theory) is symmetrical property of the independent variables: the levels of regional 'development' (low, moderate and high) 'employment' (unemployment and employment) and 'beneficiary' (nonbeneficiary and beneficiary) variables in the present study, the graphing of any one of the two-factor interaction may be considered separately for the levels of the third variable to explain three-factor interaction. That is to say, the nature of three-factor interaction by graphing 'development' x 'employment' interaction separately for each levels of 'beneficiary', or by graphing 'development x beneficiary'

Table-13 : Means for two levels of 'beneficiary' at two levels of 'employment' (averaged over the levels of 'development') on material related (Table-13.1), positive experience (Table-13.2), prosocial (Table-13.3) and career oriented (Table-13.4) measures of achievement goals.

Achievement Goals			UE	E
Table-13.1	Material Related	NB	15.62	14.74
		B	15.27	14.68
Table-13.2	Positive Experience	NB	18.53	17.00
		B	18.00	16.76
Table-13.3	Prosocial	NB	15.57	15.30
		B	14.52	13.53
Table-13.4	Career Oriented	NB	19.32	20.05
		B	17.31	18.56

interaction for levels of 'employment', or by graphing 'employment x beneficiary' interaction for levels of 'development' may be examined. As the two-factor interactions between 'development x employment' and 'development x beneficiary' variables were predominantly manifested, and in few instances of 'employment x beneficiary' interaction in the analysis of the measures of achievement goal (in the present study), it was felt convenient to examine the

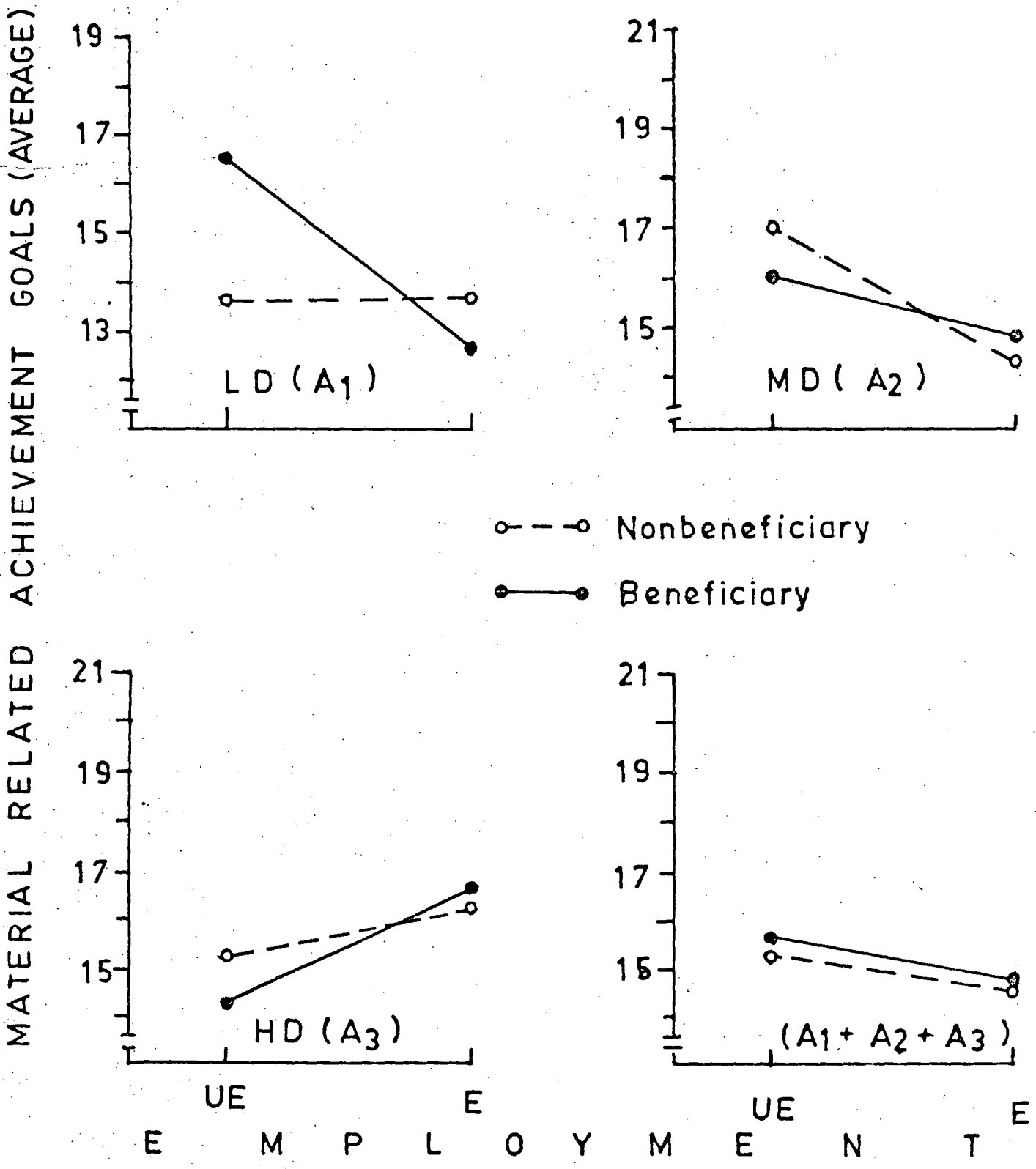
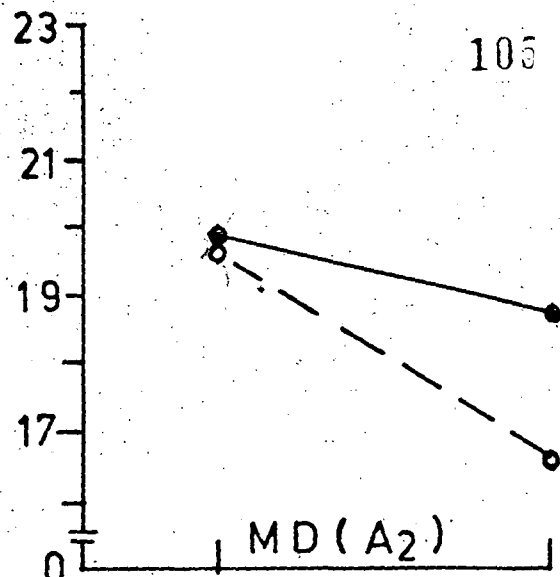
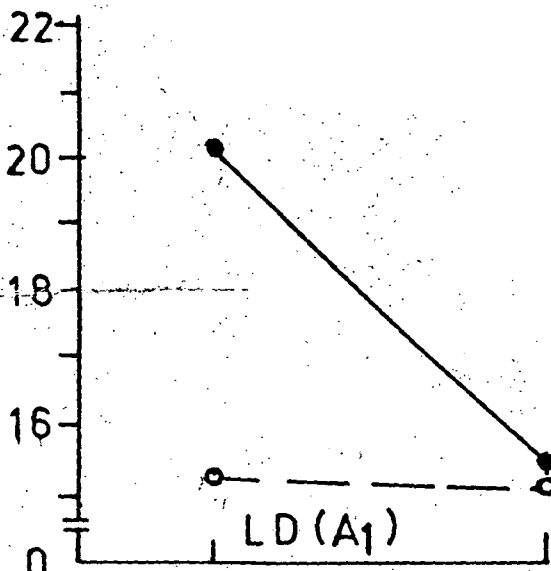
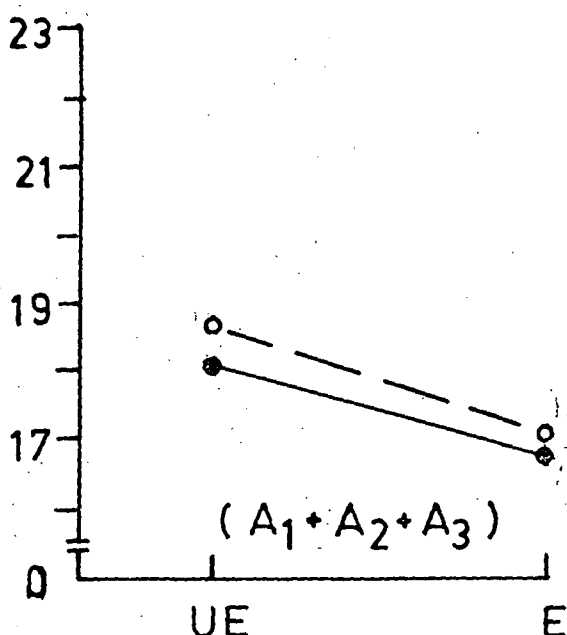
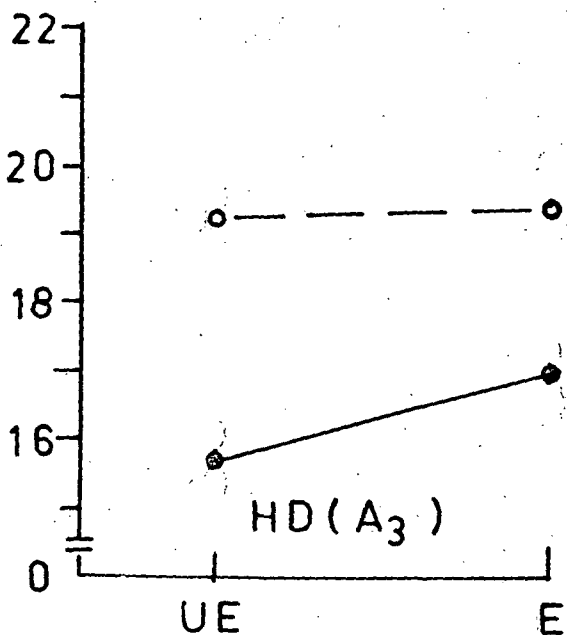


Figure 3 : 'Development x employment x beneficiary' interaction on material related achievement goals.

POSITIVE EXPERIENCE ACHIEVEMENT GOALS (AVERAGE)



○ — ○ Nonbeneficiary
 ● — ● Beneficiary



E M P L O Y M E N

Figure 4 : 'Development x employment x beneficiary' interaction on positive experience achievement goals.

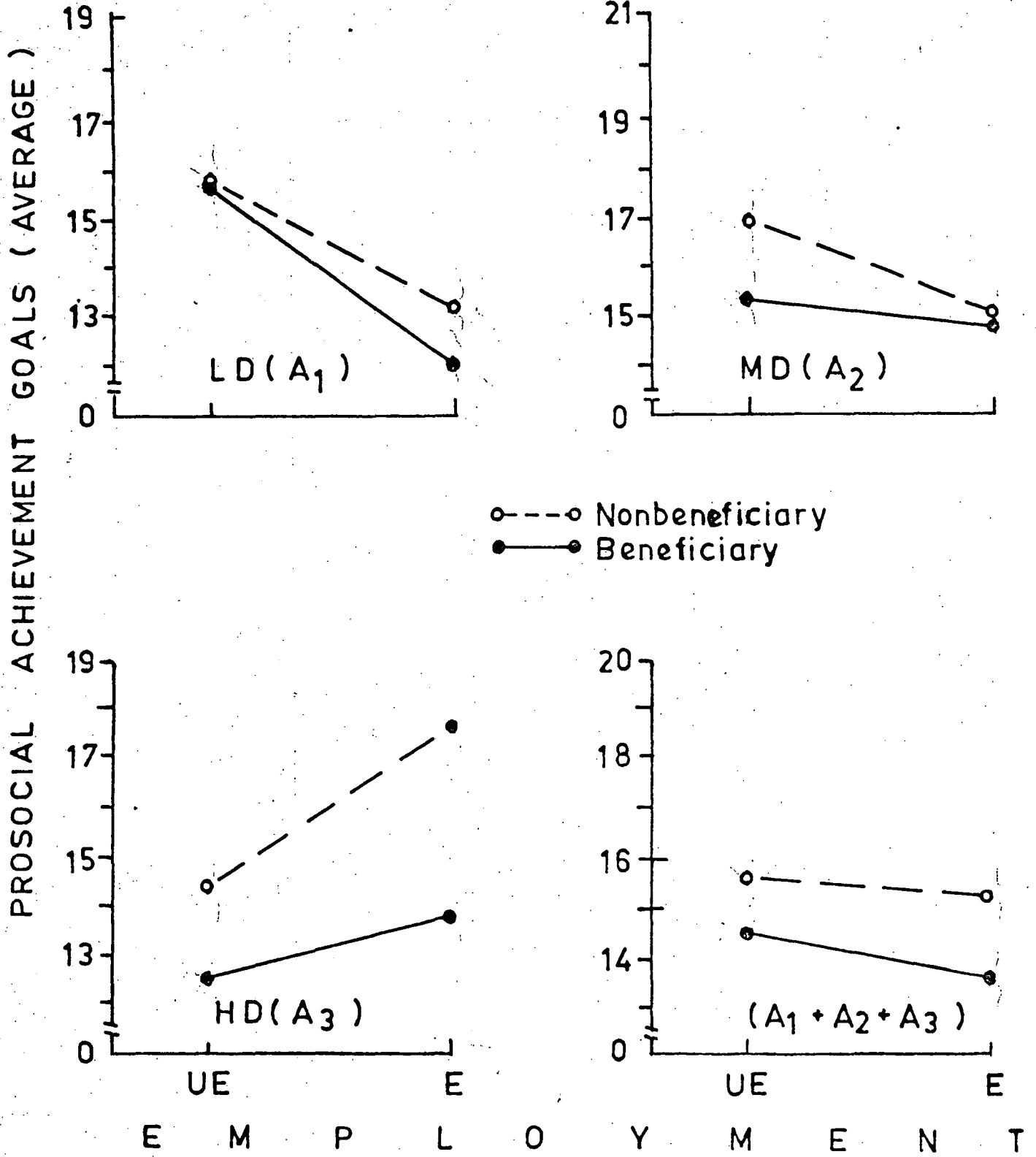


Figure 5 : 'Development x employment x beneficiary' interaction on prosocial achievement goals.

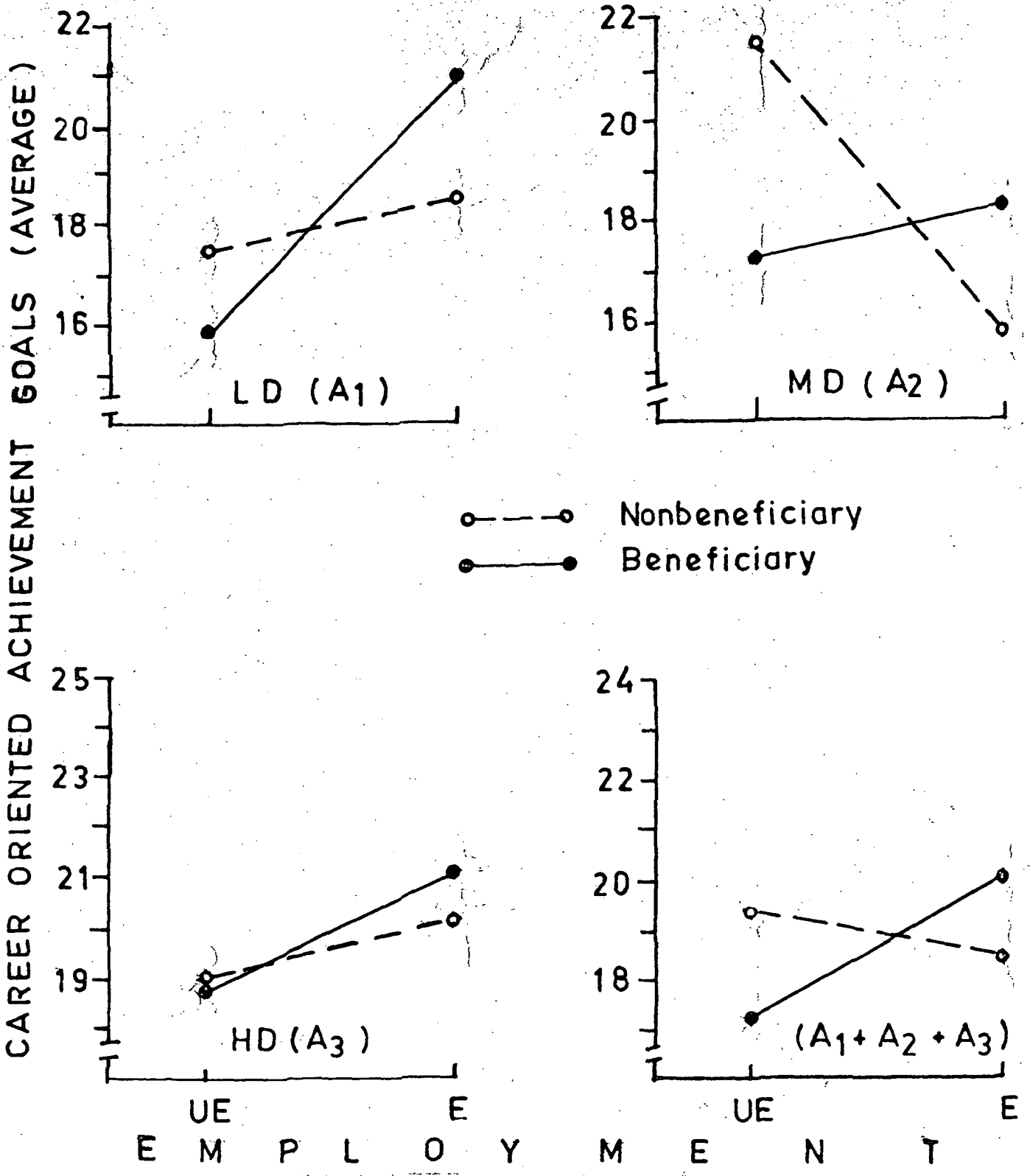


Figure 6 : 'Development x employment x beneficiary' interaction on career oriented achievement goals.

'development x employment x beneficiary' interaction by graphing the 'beneficiary x employment' interaction separately for levels of 'development' (an averaged over the levels of development) for examination.

The three-factor interactions on material related (vide Figure-3), positive experience (vide-Figure-4), prosocial (vide Figure-5) and career oriented (vide Figure-6); depicted differential patterns of interaction between 'employment x beneficiary' variables at each level of 'development' and averaged over the levels of 'development'. The overall considerations of (i) 'development x employment' interactions suggested that the difference between unemployed and employed subjects is not independent of the levels of regional development. This picture emerged on all the measures of achievement goals, (ii) 'development x beneficiary' interaction revealed to conclude that the difference between non-beneficiaries and beneficiaries is not independent of the levels of regional development. This trend emerged on all but career oriented, (iii) 'employment x beneficiary' interaction indicated that the difference between nonbeneficiaries and beneficiaries is not independent of the levels of 'employment'. This pattern emerged on career oriented, family related and societal related goals, (iv) the differences between nonbeneficiaries and beneficiaries is not the same for unemployed and employed

subjects at each level of regional development (and averaged over the levels of regional development); presenting a mixed and complicated picture about the nature of interactions on measures of achievement goals for precise conclusions, however, regarded. Be it is, within the existing patterns of significant independent effects of 'development', 'employment' and 'beneficiary' variables, and the common patterns in the two-factor interactions between 'development x employment', 'development x beneficiary' and 'employment x beneficiary' interactions (in the specified measures) deserve mention and provide corroborative evidences in support of the hypotheses set forth for the conduct of the study.

Achievement Means

The means and SD's for 12-groups (3 development x 2 employment x 2 beneficiary) on internal (effort oriented, interpersonal skills and disposition) and external (broad environmental factors and influence mechanism) achievement means are put together in Table-14. The results of one-way ANOVA (for K=12 groups with N=30 in each) on each are given in Table-15. Results (vide Table-15) observed significant 'treatment' effects on all the measures, indicating differential patterns of mean differences amongst the groups, hence following the analogue as presented elsewhere, the significant

Table-14 : M+SD values for 12-groups (3 development x 2 employment x 2 beneficiary) on internal (Effort oriented, interpersonal skills and disposition) and external (broad environmental factors and influence mechanism) measures of achievement means.

Level of Development	Employment Status	Beneficiary	A C H I E V E M E N T M E A N S					
				Internal			External	
				Effort Oriented	Interpersonal Skills	Disposition	Broad Environmental factors	Influence Mechanisms
Low (LD)	Unemployed (UE)	Non-Beneficiary (NB)	M	13.57	13.47	17.43	15.20	10.07
			SD	2.32	2.41	2.67	2.03	2.01
		Beneficiary (B)	M	13.60	15.13	19.43	16.43	10.40
			SD	2.41	2.92	2.36	2.40	1.42
	Employed (E)	Non-Beneficiary (NB)	M	15.93	15.17	17.87	15.40	10.53
			SD	2.42	2.03	2.33	2.12	1.42
	Beneficiary (B)	M	16.50	15.30	18.87	15.63	12.00	
		SD	2.01	2.42	2.65	2.01	2.00	
Moderate (MD)	Unemployed (UE)	Non-Beneficiary (NB)	M	13.70	16.70	18.17	13.63	12.63
			SD	1.45	2.08	2.16	1.42	1.14
		Beneficiary (B)	M	14.37	16.93	19.30	15.30	12.47
			SD	1.94	2.01	2.33	1.15	0.98
	Employed (E)	Non-Beneficiary (NB)	M	14.83	18.07	17.23	14.70	13.03
			SD	2.82	2.63	2.13	1.98	1.06
	Beneficiary (B)	M	16.17	19.70	18.27	15.33	12.67	
		SD	2.35	2.09	2.56	2.45	1.12	
High (HD)	Unemployed (UE)	Non-Beneficiary (NB)	M	15.20	16.97	14.40	19.37	9.63
			SD	2.28	2.36	1.97	2.09	1.01
		Beneficiary (B)	M	16.27	19.10	14.33	20.27	9.93
			SD	2.35	2.09	1.23	1.98	1.02
	Employed (E)	Non-Beneficiary (NB)	M	14.20	19.20	13.83	18.83	8.13
			SD	2.02	2.13	1.56	2.52	0.97
	Beneficiary (B)	M	16.60	19.30	15.90	21.03	9.03	
		SD	2.58	1.52	2.70	2.12	1.53	

Table-15 : Results of one-way ANOVA (for K=12 groups with N=30 in each) on the internal and external measures of achievement means.

Achievement Means	Source of Variation	Sum of Squares	df	Mean Square	F-ratio	
INTERNAL	Effort oriented	Treatment	461.62	11	41.97	9.35**
		Error (Within)	1564.20	348	4.49	
		Total	2025.82	359		
	Interpersonal skills	Treatment	1355.83	11	123.26	25.79**
		Error (Within)	1664.95	348	4.78	
		Total	3020.78	359		
	Disposition	Treatment	233.67	11	21.24	3.06**
		Error (Within)	2415.12	348	6.94	
		Total	2648.79	359		
EXTERNAL	Broad Environmental Factors	Treatment	419.33	11	38.12	4.09**
		Error (Within)	3241.33	348	9.31	
		Total	3660.66	359		
	Influence Mechanism	Treatment	733.59	11	66.69	12.87**
		Error (Within)	1803.87	348	5.18	
		Total	2537.46	359		

** Significant at .01 level.

'treatment' effects of each of the measures were separately partitioned out into the main and interaction effects of the 'development', 'employment' and 'beneficiary' variables. The results of these computations are respectively given in Table-16, 17, 18, 19 and 20.

Observation of Tables-16, 17, 18, 19 and 20 manifested significant (i) 'development' and 'employment' effects on all the measures of internal and external achievement means, (ii) 'beneficiary' effects on effort oriented and interpersonal skills, (iii) 'development x employment' interaction on effort oriented, (iv) 'development x beneficiary' interaction on effort oriented and influence mechanism, (v) 'employment x beneficiary' interaction on influence mechanism, and (vi) 'development x employment x beneficiary' interaction on interpersonal skills and disposition means of achievement. The post-ANOVA multiple comparisons with regards to the significant 'development', 'employment' and 'beneficiary' effects on the five measures of achievement means are given together in Table-21.

Observation of Table-21 revealed greater effort oriented and broad environmental means of achievement in subjects of high than in subjects of low and moderate developed regions. The latter two groups did not show reliable differences between them. On interpersonal skills measure, subjects of high

Table-16 : 3x2x2 ANOVA on effort oriented (internal) achievement means.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	44.09	2	22.05	4.91*
Employment	92.01	1	92.01	20.49**
Beneficiary	141.88	1	141.88	31.59**
Development x Employment	30.82	2	15.41	3.43*
Development x Beneficiary	124.02	2	62.01	13.81**
Employment x Beneficiary	17.04	1	17.04	3.79
Development x Employment x Beneficiary	11.76	2	5.88	1.31
Error (Within)	1564.20	348	4.49	
Total	2025.82	359		

Table-17 : 3x2x2 ANOVA on interpersonal skills (internal) measure of achievement means.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	1005.97	2	502.99	105.23**
Employment	87.02	1	87.02	18.21**
Beneficiary	177.80	1	177.80	37.19**
Development x Employment	0.82	2	0.41	
Development x Beneficiary	20.88	2	10.44	2.18
Employment x Beneficiary	11.74	1	11.74	2.46
Development x Employment x Beneficiary	51.60	2	25.80	5.39**
Error (Within)	1664.95	348	4.78	
Total	3020.78	359		

** Significant at .01 level.

* Significant at .05 level,

Table-18 : 3x2x2 ANOVA on disposition (internal) measure of achievement means.

Source of Variation	Sum of Square	df	Mean Square	F-Ratio
Development	78.95	2	39.48	5.69*
Employment	83.13	1	83.13	11.98**
Beneficiary	5.62	1	5.62	
Development x Employment	2.67	2	1.34	
Development x Beneficiary	13.65	2	6.33	
Employment x Beneficiary	0.03	1	0.03	
Development x Employment x Beneficiary	49.62	2	24.81	3.57*
Error (Within)	2415.12	348	6.94	
Total	2648.79	359		

Table-19 : 3x2x2 ANOVA on broad environmental factors (external) measure of achievement means.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	194.74	2	97.37	10.46**
Employment	170.85	1	170.85	18.35**
Beneficiary	8.71	1	8.71	
Development x Employment	3.94	2	1.97	
Development x Beneficiary	20.84	2	10.42	1.12
Employment x Beneficiary	0.10	1	0.10	
Development x Employment x Beneficiary	20.15	2	10.08	1.08
Error (Within)	3241.33	348	9.31	
Total	3660.66	359		

** Significant at .01 level.

* Significant at .05 level.

Table-20 : 3x2x2 ANOVA on influence mechanism (external) measure of achievement means.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	576.63	2	288.32	55.66**
Employment	42.72	1	42.72	8.25**
Beneficiary	4.90	1	4.90	
Development x Employment	2.01	2	1.00	
Development x Beneficiary	78.86	2	39.43	7.61**
Employment x Beneficiary	25.59	1	25.59	4.94*
Development x Employment x Beneficiary	2.88	2	1.44	
Error (Within)	1803.87	348	5.18	
Total	2537.46	359		

** Significant at .01 level.

* Significant at .05 level.

Table-21 : Newman-Keul's test showing patterns of mean differences in significant 'development', 'employment' and 'beneficiary' variables on measures of internal and external achievement means.

		Development			Employment		Beneficiary	
		MD	Groups		UE	E	Groups	
			LD	HD			NB	B
Effort Oriented	Means	14.77	14.90	15.57	14.57	15.58	14.45	15.70
	14.77		0.13	0.80**	14.57	1.01**		1.25**
	14.90			0.67				
Interpersonal Skills	Means	14.77	17.85	18.64	16.59	17.58	16.38	17.79
	14.77		3.08**	3.87**		0.99**		1.41**
	17.85			0.79*				
Disposition	Means	14.62	14.74	15.67	14.53	15.49		
	14.62		0.12	1.05**		0.96**		
	14.74			0.93**				
Broad Environmental Factors	Means	18.24	18.40	19.88	18.15	19.53		
	18.24		0.16	1.64**		1.38**		
	18.40			1.48**				
Influence Mechanism	Means	9.18	10.75	12.26	10.39	11.08		
	9.18		1.57*	3.08*		0.69**		
	11.75			1.51**				

** Significant at .01 level.

* Significant at .05 level.

developed region indicated greater scores than in subjects of moderate, and both greater than in subjects of low developed region. In the analysis of disposition measure, the subjects of low developed region manifested greater scores as compared to the subjects of moderate and high developed regions (showing no reliable difference between them). Greater influence mechanism means of achievement was manifested in subjects of moderate than in low, and both greater than in subjects of high developed region.

Employed subjects manifested greater indices than in unemployed on all the five measures of achievement means. And beneficiaries indicated greater indices than in nonbeneficiaries on effort oriented and interpersonal skills measures of achievement means (vide Table-21).

The patterns of means differences in significant 'development x employment' interaction on effort oriented means of achievement is given in Table-22. Results (vide Table-22) revealed greater effort oriented means of achievement in employed subjects of low developed region than in the remaining five groups under comparisons (unemployed and employed subjects of moderate and high and unemployed subjects of low developed regions); whereas all other comparisons manifested nonsignificant patterns of mean differences.

Table - 22 : Newman-Keul's test showing patterns of mean differences in significant 'development x employment' interaction on effort oriented measure of achievement goals. 113

G R O U P S						
	MD/UE	LD/UE	HD/UE	LD/E	MD/E	HD/ E
Means	14.27	14.70	14.75	15.05	15.27	16.43
14.27		0.43	0.48	0.78	1.00	2.16**
14.70			0.05	0.35	0.57	1.73**
14.75				0.30	0.52	1.68**
15.05					0.22	1.38*
15.27						1.16

** Significant at .01 level

* Significant at .05 level

Analysis of 'development x beneficiary' interaction on effort oriented measure (vide Table-23.1) revealed greater scores in beneficiaries of low, moderate and high as well as the nonbeneficiaries of high developed regions as compared to the nonbeneficiaries of low and moderate developed regions. No reliable differences within the former and latter subsets of means, and in any combination thereof, emerged in the analysis of 'development x beneficiary' interaction (vide Table-23.1) on effort oriented means of achievement.

Analysis of 'development x beneficiary' interaction (vide Table-23.2) on influence mechanism revealed greater scores in beneficiaries of moderate developed regions as

Table-23.1 : Mean differences in significant 'development x beneficiary' interaction on effort oriented measure of achievement means.

	G R O U P S					
	LD/NB	MD/NB	HD/B	MD/B	HD/NB	LD/B
MEANS	13.58	14.08	15.40	15.50	15.73	16.22
13.58		0.50	1.82**	1.92**	2.15**	2.64**
14.08			1.32**	1.42**	1.65**	2.14**
15.40				0.10	0.33	0.82
15.50					0.23	0.72
15.73						0.49

Table-23.2 : Means differences in significant 'development x beneficiary' interaction on influence mechanism measure of achievement means.

	G R O U P S					
	HD/NB	HD/B	LD/NB	LD/B	MD/NB	MD/B
MEANS	8.88	9.48	10.30	11.20	12.00	12.57
8.88		0.60	1.42*	2.32**	3.18**	3.69**
9.48			0.62	1.72**	2.52**	3.09**
10.30				0.90	1.70**	2.27**
11.20					0.80	1.37**
12.00						0.57

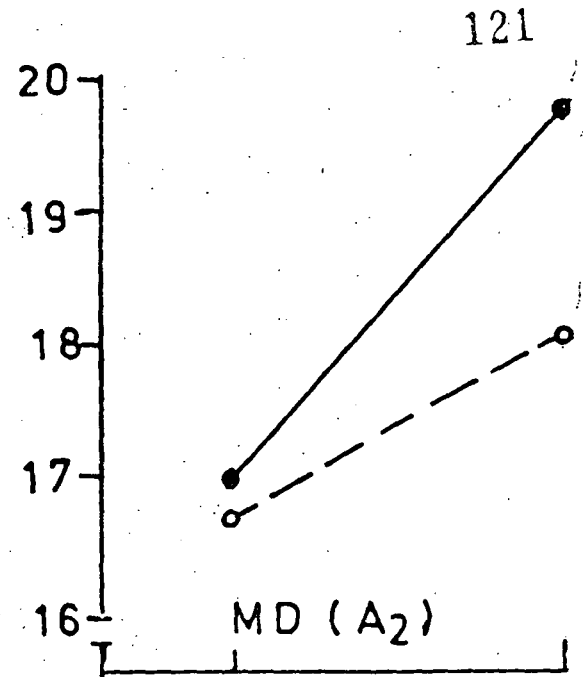
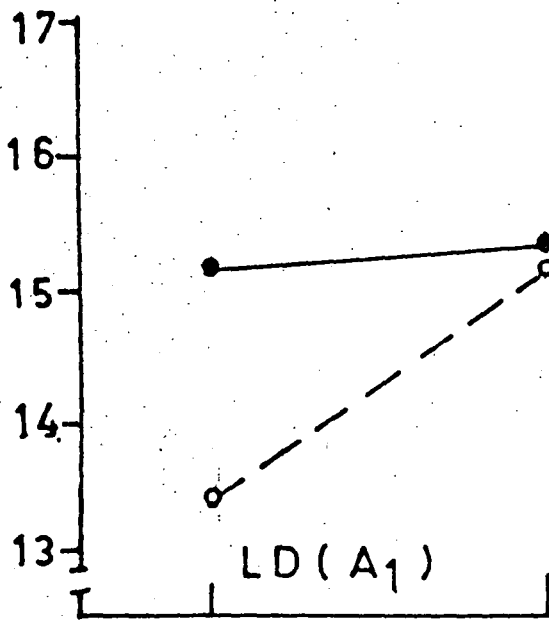
** Significant at .01 level.

* Significant at .05 level.

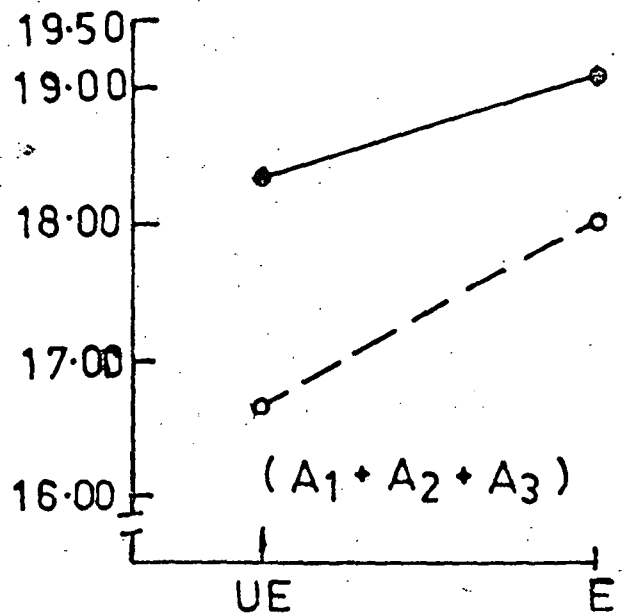
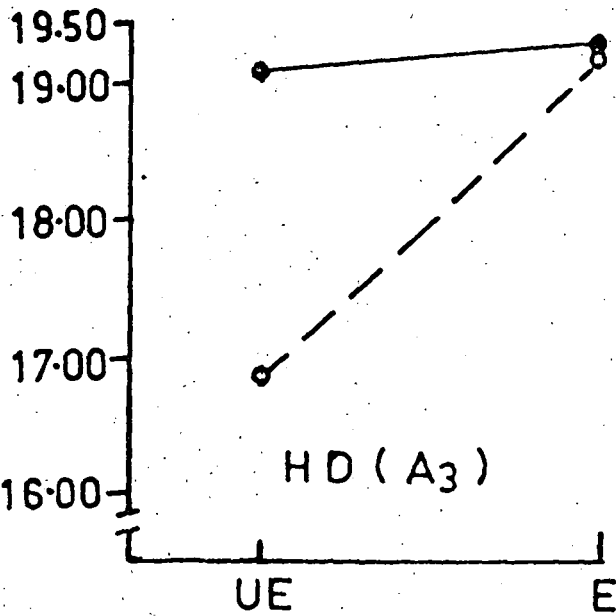
compared to both the beneficiaries and nonbeneficiaries of low and high developed regions. Further, nonbeneficiaries of moderate developed region indicated greater scores than in beneficiaries and nonbeneficiaries of high and nonbeneficiaries of low developed regions; and beneficiaries of low developed region indicated greater scores as compared to both the beneficiaries and nonbeneficiaries of high developed region. Additionally, nonbeneficiaries of low developed region revealed greater scores as compared to their counter nonbeneficiaries of high developed region.

Newman-Keul's test applied to discern the patterns of mean differences in significant 'employment x beneficiary' interaction on influence mechanism means of achievement (vide Table-23.3) revealed greater scores in employed beneficiaries as compared to the remaining three groups (both the unemployed beneficiaries and nonbeneficiaries as also the employed nonbeneficiaries); and that employed beneficiaries indicated greater scores than in unemployed beneficiaries. Besides, all other comparisons failed to manifested any instance of statistically significant mean difference. The 'development x employment x beneficiary' interaction on interpersonal skills and disposition measures are respectively portrayed in Figures 7 and 8. Means for interpersonal skills and disposition measures at each level of 'development' for two levels of

INTERPERSONAL SKILLS ACHIEVEMENTS (AVERAGE)



○ — ○ Nonbeneficiary
● — ● Beneficiary



E M P L O Y M E N T

Figure 7 : 'Development x employment x beneficiary' interaction on interpersonal skills measure of achievement means.

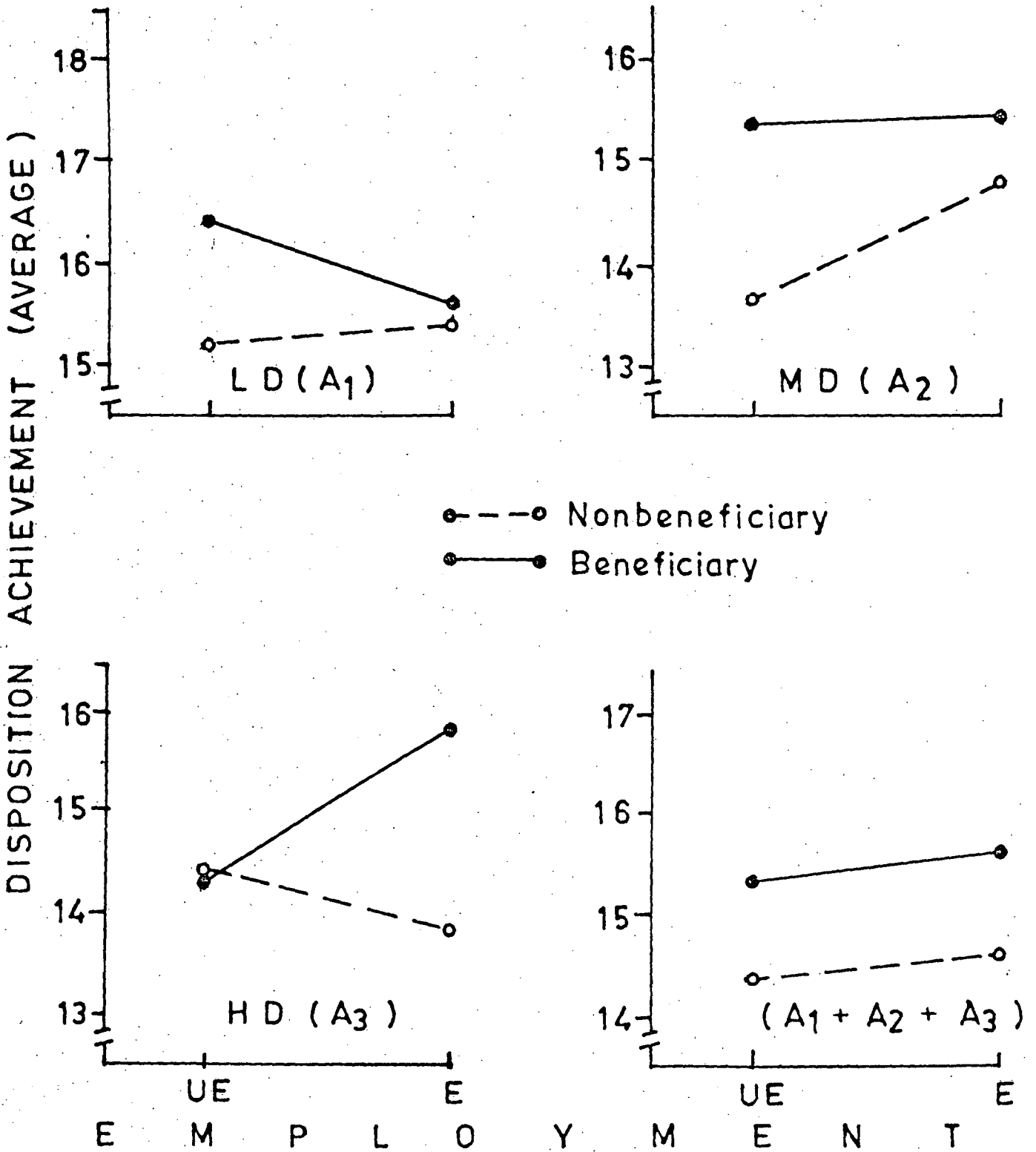


Figure 8 : 'Development interaction on disposition achievement' x employment x beneficiary' means of

TABLE- 23.3 : Patterns of mean differences in significant 'employment x beneficiary' interaction on influence mechanism measures of achievement means

	G R O U P S			
	UE/B	UE/NB	E/NB	E/B
Means	10.01	10.78	10.93	12.23
10.01	x	0.77	0.92*	2.22**
10.78		x	0.15	1.45**
10.93			x	1.30**

** Significant at .01 level.

* Significant at .05 level.

'employment' and two levels of 'beneficiary' may be seen from Table-14, and means for the two levels of 'employment' at two levels of 'beneficiary' (averaged over the levels of development) variables on interpersonal skills and disposition means of achievement are respectively given in Tables-24.1 and 24.2.

Table-24 : Means for levels of 'beneficiary' at two levels of 'employment' (averaged over the level of 'development') on interpersonal skills (Tables-24.1) and disposition (Table-24.2) measures of achievement means.

Achievement Means		UE	E	
Table-24.1	Interpersonal Skills	NB	17.48	18.10
		B	15.71	17.05
Table-24.2	Disposition	NB	19.32	18.55
		B	17.31	20.05

An overview of results revealed to conclude that the difference between unemployed and employed on effort oriented (vide Table-22), and difference between nonbeneficiaries and beneficiaries on effort oriented (vide Table-23.1) and influence mechanism (vide Table-23.2) means of achievement are not independent of the levels of regional development. Further, the difference between nonbeneficiaries and beneficiaries is not independent of the 'employment' variable on

influence mechanism means of achievement (vide Table 23.3). The observations of three-factor interaction between 'development x employment x beneficiary' variables on interpersonal skills measures of achievement means (vide Figure-7) revealed to conclude that the difference between non-beneficiaries and beneficiaries is not independent of 'employment' variable at each level and averaged over the levels of regional development. Similarly, the three-factor interaction on disposition means of achievement (vide Figure-8) may be concluded.

Attitudinal Patterns

The means and SD's for 12-groups (3 development x 2 employment x 2 beneficiary) on the seven pertinent social issues as incorporated in the Semantic Differential Scale (SDS) to measure attitudinal patterns are given in Table-25. Results of one-way ANOVA (for K=12 groups with N=30 in each) on the evaluation factor scores (the rational described elsewhere) on the seven socially relevant concepts are given together in Table-26. Results (vide Table-26) observed statistically significant 'treatment' effects, indicating differential patterns of mean differences amongst the groups on all the measure. Hence, taking leads from the opening paragraphs of the Chapter, the significant 'treatment' effects were separately partitioned out into the main and interaction effects of 'development', 'employment' and 'beneficiary' variables. The results of

Table-25 Mean and SD's for 12-groups on measures of the attitudinal patterns.

Development	Employment	Beneficiary	Factors of Attitudes							
			Changing Traditional Systems and Practices.	Changing Political Environment	Economic growth and Development	Changing Marriage Practices	Increasing Divorce Rate	Modernization	Settlement of Non-Mizos into the Community.	
Low (LD)	Unemployed UE	Non-Beneficiary (NB)	M	11.17	12.00	11.46	11.20	11.00	12.26	9.96
			SD	1.57	1.20	1.59	1.60	1.26	1.33	1.69
		Beneficiary (B)	M	12.03	12.13	12.10	11.30	11.60	12.90	10.00
			SD	3.27	2.25	1.90	1.58	3.30	2.06	1.77
	Employed E	Non-Beneficiary (NB)	M	13.66	13.40	12.20	11.66	11.30	12.96	10.76
			SD	1.95	1.61	1.60	1.66	1.87	1.44	1.23
	Beneficiary (B)	M	14.23	13.53	13.53	14.00	14.06	13.20	11.60	
		SD	2.70	2.02	1.98	2.53	2.50	2.78	1.70	
Moderate (MD)	Unemployed UE	Non-Beneficiary (NB)	M	14.40	14.80	14.30	14.63	14.16	13.96	12.20
			SD	3.32	2.13	3.11	2.59	2.65	2.81	1.67
		Beneficiary (B)	M	14.46	15.36	14.60	14.96	15.06	14.80	12.40
			SD	2.89	3.08	3.17	2.50	3.29	2.59	4.10
	Employed E	Non-Beneficiary (NB)	M	14.75	15.93	14.83	15.90	15.36	13.43	13.63
			SD	2.82	2.36	2.37	2.32	2.80	2.56	2.11
	Beneficiary (B)	M	15.10	16.96	15.76	16.00	16.10	15.83	14.30	
		SD	2.48	3.15	2.76	1.95	2.15	2.16	2.36	
High (HD)	Unemployed UE	Non-Beneficiary (NB)	M	15.33	17.06	15.76	16.30	16.63	15.86	16.33
			SD	4.57	4.60	4.23	4.27	4.54	3.38	3.99
		Beneficiary (B)	M	16.10	17.20	16.30	16.30	16.66	16.86	17.86
			SD	2.53	1.94	2.30	2.31	2.23	2.04	2.43
	Employed E	Non-Beneficiary (NB)	M	16.13	17.30	16.83	16.46	17.16	17.80	18.66
			SD	2.78	2.90	2.58	2.52	3.04	2.80	2.52
	Beneficiary (B)	M	17.40	18.00	17.63	17.86	18.00	18.06	19.10	
		SD	3.12	3.31	1.86	2.93	2.36	3.10	2.82	

Table-26 : Results of one-way ANOVA (for K=12 with N=30 in each) on measures of the attitudinal patterns.

Measures	Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Changing Traditional Systems & Practices	Treatment	980.47	11	89.13	26.37**
	Error (Within)	2917.93	348	3.38	
	Total	3898.40	359		
Changing Political	Treatment	1473.07	11	133.92	18.45**
	Error (Within)	2527.70	348	7.26	
	Total	4000.77	359		
Economic Growth & Development	Treatment	1278.52	11	157.14	25.85**
	Error (Within)	2117.47	348	6.08	
	Total	3395.99	359		
Changing Marriage Practices	Treatment	1590.14	11	144.56	22.91**
	Error (Within)	2195.83	348	6.31	
	Total	3785.97	359		
Increasing Divorce Rate	Treatment	1937.96	11	176.19	27.96**
	Error (Within)	2193.97	348	6.30	
	Total	4131.93	359		
Modernization	Treatment	1356.29	11	123.29	14.64**
	Error (Within)	2931.23	348	8.42	
	Total	4287.52	359		
Migration & Settlement of Non-Mizoq into the Community	Treatment	3683.60	11	334.87	33.96**
	Error (Within)	3432.80	348	9.86	
	Total	7116.40	359		

** Significant at .01 level.

3x2x2 ANOVA (3 development x 2 employment x 2 beneficiary) are respectively given in Tables - 27, 28, 29, 30, 31, 32 and 33.

A perusal of Tables-27, 28, 29, 30, 31, 32 and 33 revealed significant 'development' and 'beneficiary' effects on all the measures and significant 'employment' effects on changing traditional systems and practices, economic growth and development, changing marriage practices, increasing divorce rate and migration and settlement of non-Mizos into the community measures of the evaluation factor of SDS. Additionally, 'development x employment' variables resulted significant interaction on changing traditional systems and practices measure of the attitudinal patterns. Interestingly, all other two-factor and three-factor interactions resulted nonsignificant F-ratio's on all other measures. The patterns of mean differences in significant 'development', 'employment' and 'beneficiary' variables, as also the 'development x employment' interaction are respectively given in Tables-34.1 and 34.2.

Observation of Table-34.1 revealed more liberal attitudes in subjects of high than in moderate, and both indicated more liberal attitudes than in subjects of low developed region. This uniform pattern emerged on all the prominent issues of social importance. Beneficiaries

Table-27 : 3x2x2 ANOVA on changing traditional systems and practices measure of attitudinal differences.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	226.32	2	113.16	13.51**
Employment	233.61	1	233.61	27.88**
Beneficiary	72.90	1	72.90	8.69*
Development x Employment	210.00	2	105.00	12.53**
Development x Beneficiary	4.81	2	2.41	
Employment x Beneficiary	106.71	1	106.71	12.73**
Development x Employment x Beneficiary	126.12	2	63.06	7.53
Error (Within)	2917.93	348	8.38	
Total	3898.40	359		

Table-28 : 3x2x2 ANOVA on changing political atmosphere measure of attitudinal differences.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	529.61	2	264.80	36.47**
Employment	483.02	1	483.02	66.53**
Beneficiary	95.06	1	95.06	13.09**
Development x Employment	71.52	2	35.76	4.93
Development x Beneficiary	122.52	2	61.26	8.44*
Employment x Beneficiary	3.41	1	3.41	0.47
Development x Employment x Beneficiary	167.93	2	83.97	11.57
Error (Within)	2527.70	348	7.26	
Total	4000.77	359		

** Significant at .01 level.

* Significant at .05 level.

Table-29 : 3x2x2 ANOVA on economic growth and development measure of attitudinal differences.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	440.94	2	220.47	36.26**
Employment	253.35	1	253.35	41.67**
Beneficiary	115.60	1	115.60	19.01**
Development x Employment	327.70	2	163.85	26.95**
Development x Beneficiary	68.45	2	34.23	5.63*
Employment x Beneficiary	21.51	1	21.51	3.54*
Development x Employment x Beneficiary	446.97	2	223.49	36.76**
Error (Within)	2117.47	348	6.08	
Total	3395.99	359		

Table-30 : 3x2x2 ANOVA on changing marriage practices measure of attitudinal patterns.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	524.06	2	262.03	41.53**
Employment	334.46	1	334.46	53.00**
Beneficiary	81.22	1	81.22	12.87**
Development x Employment	28.23	2	141.15	22.37**
Development x Beneficiary	20.61	2	10.31	1.63
Employment x Beneficiary	26.15	1	26.15	4.14
Development x Employment x Beneficiary	321.34	2	160.67	25.46**
Error (Within)	2195.83	348	6.31	
Total	3785.97	359		

** Significant at .01 level.

* Significant at .05 level.

Table-31 : 3x2x2 ANOVA on increasing divorce rate measure of attitudinal differences.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	863.11	2	431.56	68.50**
Employment	189.22	1	189.22	30.03**
Beneficiary	126.02	1	126.02	20.00**
Development x Employment	328.05	2	164.03	26.04**
Development x Beneficiary	194.45	2	97.23	15.43**
Employment x Beneficiary	25.08	1	25.08	3.98
Development x Employment x Beneficiary	212.03	2	106.02	16.83**
Error (Within)	2193.97	348	6.30	
Total	4131.93	359		

Table-32 : 3x2x2 ANOVA on modernization measure of the attitudinal differences.

Source of Variation	sum of Squares	df	Mean Square	F-ratio
Development	315.66	2	157.83	18.74**
Employment	535.34	1	535.34	63.58**
Beneficiary	52.14	1	52.14	6.19*
Development x Employment	80.01	2	40.01	4.75
Development x Beneficiary	285.01	2	142.50	38.85**
Employment x Beneficiary	10.33	1	10.33	1.23
Development x Employment x Beneficiary	16.61	2	8.33	1.97
Error (Within)	2931.23	348	8.42	
Total	4226.33	359		

** Significant at .01 level.

* Significant at .05 level.

Table-33 : 3x2x2 ANOVA on migration and settlement of the non-Mizo measure of the attitudinal differences.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	1443.95	2	721.98	73.22**
Employment	629.10	1	629.10	63.83**
Beneficiary	20.54	1	20.54	2.08
Development x Employment	488.84	2	244.42	24.79**
Development x Beneficiary	65.14	2	32.57	3.30
Employment x Beneficiary	26.68	1	26.68	2.71
Development x Employment x Beneficiary	1009.07	2	504.54	51.17**
Error (Within)	3432.80	348	9.86	
Total	116.40	359		

** Significant at .01 level.

revealed favourable (liberal) attitudes as compared to non-beneficiaries on all measures of SDS. Further, employed as compared to unemployed manifested liberal (favourable) attitudes with regards to the changing traditional systems and practices, economic growth and development, changing marriage practices, increasing divorce rate, and migration and settlement of non-Mizos into the community measures of attitudinal patterns as incorporated in the SDS.

Newman-Keul's test applied to discern the patterns of mean differences in significant 'development x employment' interaction on changing traditional systems and practices measure (vide Table-34.2) revealed liberal attitude in employed subjects of high developed region as compared to both the unemployed and employed subjects of low and moderate developed regions. Further, the unemployed and employed subjects of low and unemployed subjects of moderate and high developed regions showing no reliable difference between them indicated liberal attitudes as compared to the unemployed subjects of low developed region; whereas all other comparisons indicated no pattern of statistically significant mean difference.

Value Patterns

The means and SD's for 12-groups on the six prominent value systems and the results of one-way ANOVA (for K=12 groups

Table-34.1 : Mean differences in significant 'development', 'employment' and 'beneficiary' effects on measures of the attitudinal differences.

Social Concept	Development Groups			Employment Groups		Beneficiary Groups		
	LD	MD	HD	UE	E	NB	B	
Changing traditional system & practices	Means	12.78	14.68	16.24	14.24	15.22	13.93	15.22
	2.78		1.90**	3.46**		0.98**		1.29**
	4.68			1.56*				
Changing political environment	Means	12.77	15.77	17.39			14.76	15.86
	12.77		3.00**	4.62**				1.10**
	15.77			1.62**				
Economic growth and Development	Means	12.33	14.88	16.62	14.22	14.99	14.09	15.12
	12.33		2.55**	4.29**		0.77**		1.03**
	14.88			1.74**				
Changing marriage practices and Dev-	Means	12.12	15.38	16.73	14.36	5.12	14.17	15.32
	12.12		3.26**	4.61**		0.76**		1.15**
	15.38			1.35				
Increasing divorce rate	Means	11.91	15.18	17.12	14.27	15.20	14.14	15.33
	11.91		3.27**	5.12**		0.90**		1.19**
	15.18			1.94**				
Modernization	Means	12.83	14.51	17.15			14.14	15.22
	12.83		1.68**	4.32**				0.78**
	14.51			2.64				
Settlement of Non-Mi into the community	Means	10.58	13.13	17.99	13.59	14.21	13.13	14.67
	10.58		2.55**	7.41**		0.62*		1.54**
	13.13			4.86**				

** Significant at .01 level.

* Significant at .05 level.

TABLE- 34.2 : Newman - Keul's test showing patterns of mean differences in significant' development x employment' inter action on changing traditional systems and practices measure of attitudinal patterns.

	G R O U P S					
	LD/UE	LD/E	MD/UE	MD/E	HD/UE	HD/E
Means	11.60	13.95	14.43	14.93	15.72	16.77
11.60		2.35*	2.83**	3.33**	4.12**	5.17**
13.95			0.48	0.98	1.77	2.87**
14.43				0.50	1.29	2.34**
14.93					0.79	1.84*
15.72						1.05

** Significant at .01 level.

* Significant at .05 level.

with N=30 in each) on each are respectively given in Tables-35 and 36. Results (vide Table-36) revealed significant 'treatment' effects suggesting differential patterns of mean differences amongst the groups on all the measures. Hence, the significant 'treatment' effects on all the measures were separately analysed to partition out the main and the interaction effects of the independent variables which are respectively given in Table-37, 38, 39, 40, 41 and 42. Results (vide Tables-37, 38, 39, 40, 41 and 42) revealed significant (i) independent effects of 'development', 'employment' and 'beneficiary' variables on all (except for 'beneficiary' effect on having power), (ii) 'development x employment' interaction on all (except on being liberal in thinking), (iii) 'development x beneficiary' interaction on measures of being socially conscious, having power and being liberal in thinking (iv) 'employment x beneficiary' interaction on having power; and (v) 'development x employment x beneficiary' interaction on being wealthy, having power, doing social work and being liberal in thinking measures. All other instances resulted nonsignificant F-ratio's.

The patterns of mean differences with regard to significant 'development', 'employment' and 'beneficiary' variables are put together in Table-43. Analysis of significant 'development' effects on being religious, being wealthy and

TABLE- 35: Means and S. d's for 12 groups (3 development x 2 employment x 2 beneficiary) on six value systems.

Develop- ment	Employment	Beneficiary	V A L U E S					
			Being Religious	Being Wealthy	Being Socially Conscious	Having Bower	Doing Social work	Being Liberal in Thinking.
Low (LD)	Unemployed (UE)	Nonbeneficiary (NB) M	15.27	16.30	16.13	14.83	15.77	16.30
		SD	2.16	2.13	1.82	1.56	2.28	1.41
	Employed (E)	Beneficiary (B) M	17.96	15.93	16.06	15.00	14.83	15.02
		SD	2.10	2.62	1.63	1.46	2.51	2.52
	Unemployed (UE)	Nonbeneficiary (NB) M	16.77	14.90	15.83	14.10	14.37	13.97
		SD	1.96	1.18	1.32	1.62	1.18	1.43
Employed (E)	Beneficiary (B) M	16.26	16.40	16.16	16.06	15.87	16.20	
	SD	2.11	2.17	2.27	1.45	1.22	1.71	
Moderate (MD)	Unemployed (UE)	Nonbeneficiary (NB) M	13.63	11.63	8.26	11.60	10.53	10.57
		SD	1.86	1.20	1.11	1.24	1.27	1.03
	Employed (E)	Beneficiary (B) M	12.9	12.37	12.73	11.67	11.53	11.13
		SD	1.78	1.32	1.21	1.72	1.09	1.71
	Unemployed (UE)	Nonbeneficiary (NB) M	15.13	13.47	13.57	12.77	12.63	11.47
		SD	2.10	2.12	1.32	1.46	1.13	1.40
Employed (E)	Beneficiary (B) M	15.97	14.27	13.87	14.30	13.73	13.90	
	SD	1.96	1.36	1.42	1.57	1.08	1.11	
High (HD)	Unemployed (UE)	Nonbeneficiary (NB) M	12.03	11.27	10.63	9.73	10.33	9.20
		SD	1.83	4.26	1.86	1.09	1.01	.98
	Employed (E)	Beneficiary (B) M	14.47	14.57	14.17	15.20	13.97	15.06
		SD	1.81	1.28	2.16	1.46	1.12	1.23
	Unemployed (UE)	Nonbeneficiary (NB) M	14.33	16.60	14.43	14.06	14.70	15.73
		SD	1.63	1.42	1.45	1.27	1.41	1.49
Employed (E)	Beneficiary (B) M	15.03	16.26	15.43	16.27	14.80	14.70	
	SD	1.38	1.56	1.52	1.49	1.56	1.54	

$$N_1 = N_2 = 30$$

Table-36 : Summary of one-way ANOVA (for K=12 groups with N=30 in each) on six value systems.

Measures	Source of	Sum of Squares	df	Mean Square	F-ratio
Being Religious	Treatment	910.63	11	82.78	6.52**
	Error (Within)	4418.23	348	12.69	
	Total	5328.86	359		
Being Wealthy	Treatment	1227.42	11	111.58	24.05**
	Error (Within)	1613.63	348	4.64	
	Total	2841.05	359		
Being Socially Conscious	Treatment	1112.83	11	101.17	13.10**
	Error (Within)	2687.13	348	7.72	
	Total	3799.96	359		
Having Power	Treatment	1607.93	11	146.18	6.54**
	Error (Within)	7776.67	348	22.35	
	Total	9384.60	359		
Doing Social Work	Treatment	1200.69	11	109.15	6.54**
	Error (Within)	5804.47	348	16.68	
	Total	7005.16	359		
Being Liberal in Thinking	Treatment	1906.00	11	173.27	18.37**
	Error (Within)	3281.77	348	9.43	
	Total	5187.77	359		

** Significant at .01 level.

Table-37 : 3x2x2 ANOVA on being religious value system.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	464.35	2	232.18	18.29**
Employment	130.80	1	130.80	10.31**
Beneficiary	73.80	1	73.80	5.82*
Development x Employment	87.23	2	43.62	3.44*
Development x Beneficiary	36.39	2	18.19	1.43
Employment x Beneficiary	28.34	1	28.34	2.23
Development x Employment x Beneficiary	89.72	2	44.80	3.54*
Error (Within)	4418.23	348	12.69	
Total	5328.86	359		

Table-38 : 3x2x2 ANOVA on being wealthy value system.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	527.84	2	263.92	56.88**
Employment	241.74	1	241.74	52.09**
Beneficiary	79.34	1	79.34	17.09**
Development x Employment	240.34	2	120.17	25.89**
Development x Beneficiary	13.94	2	6.97	1.50
Employment x Beneficiary	7.22	1	7.22	1.50
Development x Employment x Beneficiary	117.00	2	58.98	12.61**
Error (Within)	1613.63	348	4.64	
Total	2841.85	359		

** Significant at .01 level.

* Significant at .05 level.

Table-39 : 3x2x2 ANOVA on being socially conscious value system.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	623.78	2	311.89	40.40**
Employment	154.72	1	154.72	20.04**
Beneficiary	94.05	1	94.05	12.18**
Development x Employment	110.20	2	55.10	7.14**
Development x Beneficiary	75.70	2	37.85	4.90**
Employment x Beneficiary	23.50	1	23.50	3.04
Development x Employment x Beneficiary	30.88	2	15.44	2.00
Error (Within)	2687.13	348	7.72	
Total	3799.96	359		

Table-40 : 3x2x2 ANOVA on having power value system.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	350.47	2	175.24	7.84**
Employment	324.90	1	324.90	14.54**
Beneficiary	22.72	1	22.72	1.02
Development x Employment	119.26	2	84.63	3.78**
Development x Beneficiary	330.68	2	165.34	7.39**
Employment x Beneficiary	178.92	1	178.92	8.01**
Development x Employment x Beneficiary	230.98	2	115.49	5.17**
(Error (Within))	7776.67	348	22.34	
Total	9384.60	359		

** Significant at .01 level.

Table-41 : 3x2x2 ANOVA on doing social work value system.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	580.08	2	290.04	17.39**
Employment	208.55	1	208.55	12.50**
Beneficiary	102.60	1	102.60	6.15*
Development x Employment	134.77	2	67.39	4.04*
Development x Beneficiary	37.41	2	18.71	1.12
Employment x Beneficiary	2.30	1	2.30	0.14
Development x Employment x Beneficiary	134.98	2	67.49	4.05*
Error (Within)	5804.47	348	16.67	
Total	7005.16	359		

Table-42 : 3x2x2 ANOVA on being liberal in thinking value system.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	785.61	2	392.81	41.65**
Employment	195.06	1	195.06	20.69**
Beneficiary	186.33	1	186.33	19.76**
Development x Employment	55.15	2	27.58	2.92
Development x Beneficiary	210.51	2	105.26	11.16**
Employment x Beneficiary	6.15	1	6.15	0.65
Development x Employment x Beneficiary	467.19	2	233.59	24.77**
Error (Within)	3281.77	348	9.43	
Total	5187.77	359		

** Significant at .01 level.

* Significant at .05 level.

Table-43: Patterns of mean differences in significant 'development', 'employment' and 'beneficiary' variables on measures of value system.

	Development			Employment		Beneficiary		
	Groups			Groups		Groups		
	HD	MD	LD	E	UE	B	NB	
Being Religious	Means	13.97	14.41	16.52	14.38	15.58	14.53	15.43
	13.97		0.44	2.55**		1.20		0.90*
	14.41			2.11**				
Being Wealthy	Means	12.93	14.68	15.88	13.68	15.32	14.03	14.97
	12.93		1.75**	2.95**		1.64**		0.94**
	14.68			1.20**				
Being Socially Conscious	Means	12.94	13.67	16.03	13.56	14.87	13.70	14.72
	12.94		0.73	3.09**		1.31**		1.02**
	13.67			2.36**				
Having Power	Means	12.58	13.82	15.00	13.01	14.59		
	12.58		1.24*	2.42**		1.58*		
	13.82			1.18*				
Doing Social Work	Means	11.58	12.52	15.06	12.83	14.35	13.06	14.12
	11.58		0.94	3.48**		1.52*		1.06*
	12.52			2.54**				
Liberal in Thinking	Means	11.77	13.68	15.38	12.87	14.34	12.89	14.33
	11.77		1.91*	3.61**		1.47**		1.44**
	13.68			1.70**				

** Significant at .01 level.

* Significant at .05 level.

being socially conscious values revealed greater scores in subjects of low than in subjects of moderate and high developed regions (except for greater scores in subjects of high than in those of moderate developed region on being wealthy measure), however, with no reliable difference within the latter two groups. Similar analysis of having power, doing social work and being liberal in thinking measures revealed greater scores in subjects of high than in subjects of low and moderate developed regions. Additionally, the subjects of low developed region indicated greater scores on being liberal in thinking measure of the value system. Besides, the subjects of low and moderate developed regions did not show any pattern of reliable mean difference on doing social work and having power measures of value system. Unemployed as compared to employed, and nonbeneficiaries as compared to beneficiaries (except on having power) revealed greater scores on all the measures.

Newman-Keul's test showing the patterns of mean differences in significant 'development x employment' interaction on measures of being religious,^a being wealthy, being socially conscious, having power and doing social work value systems are respectively given in Table-44.1, 44.2, 44.3, 44.4 and 44.5. The results may summarily be concluded as follows : (i) both the employed and unemployed subjects of

Table-44.1 : Newman-Keul's test showing mean differences in significant 'development x employment' interaction on being religious measure.

	G R O U P S					
	HD/UE	MD/UE	HD/E	MD/E	LD/E	LD/UE
Means	13.25	13.27	14.68	15.55	16.52	16.62
13.25		0.02	1.43	2.30**	3.27**	3.37**
13.27			1.41	2.28**	3.25**	3.35**
14.68				0.87	1.84*	1.94*
15.55					0.97	1.07
16.52						0.10

Table-44.2 : Newman-Keul's test showing mean differences in significant 'development x employment' interaction on being wealthy measure.

	G R O U P S					
	MB/UE	HD/UE	MD/E	LD/E	LD/UE	HD/E
Means	12.00	12.92	13.87	15.65	16.11	16.43
12.00		0.92	1.87**	3.65**	4.11**	4.43**
12.92			0.95	2.73**	3.19**	3.51**
13.87				1.78**	2.24**	2.56**
15.65					0.46	0.78
16.11						0.32

** Significant at .01 level.
 * Significant at .05 level.

Table-44.3 : Newman-Keul's test showing mean differences in significant 'development x employment' interaction on socially conscious measure.

	G R O U P S					
	MD/UE	HD/UE	MD/E	HD/E	LD/E	LD/UE
Means	12.16	12.40	13.72	14.93	15.95	16.10
12.16		0.24	1.56	2.77**	3.79**	3.94**
12.40			1.32	2.53**	2.55**	3.70**
13.72				1.21	2.23**	2.30**
14.93					1.02	1.17
15.95						0.15

** Significant at .01 level.

* Significant at .05 level.

Table-44.4 : Newman-Keul's test showing mean differences in significant 'development x employment' interaction on having power measure.

	G R O U P S					
	MD/UE	HD/UE	MD/E	LD/UE	LD/E	HD/E
Means	11.63	12.47	13.53	14.92	15.08	15.17
11.63		0.84	1.90	3.29**	3.45**	3.54**
12.47			1.06	2.45**	2.61**	2.70**
13.53				1.39	1.55	1.64
14.92					0.16	0.25
15.08						0.09

** Significant at .01 level.

Table-44.5 : Newman-Keul's test showing mean differences in significant 'development x employment' interaction on doing social work measure.

	G R O U P S					
	MD/UE	HD/UE	MD/E	HD/E	LD/E	LD/UE
Means	11.03	12.15	13.18	14.75	15.12	15.30
11.03		1.12	2.15	3.72**	4.09**	4.27**
12.15			1.03	2.60**	2.97**	3.15**
13.18				1.57	1.94	2.12*
14.75					0.37	0.55
15.12						0.18

Table-45.1 : Mean differences in significant 'development x beneficiary' interaction on socially conscious measure.

	G R O U P S					
	HD/NB	MD/NB	MD/B	HD/B	LD/NB	LD/B
Means	12.53	12.58	13.30	14.80	15.98	16.06
12.53		0.05	0.77	2.27**	3.45**	3.53**
12.58			0.72	2.22**	3.40**	3.48**
13.30				1.50*	2.68**	2.76**
14.80					1.18	1.26*
15.98						0.08

** Significant at .01 level.

* Significant at .05 level.

low and employed subjects of high developed regions revealed greater religious value as compared to both the unemployed and employed subjects of high as well as the employed subjects of moderate developed regions (except for employed subjects of moderate than in unemployed subjects of high developed region). Further, no reliable difference emerged either within the former or the latter subsets of means or any probable combination thereof (vide Table-44.1), (ii) both the unemployed and employed subjects of low and employed subjects of high developed regions manifested greater indices on being wealthy value as compared to both the unemployed and employed subjects of moderate and the unemployed subjects of high developed regions. Further, no reliable difference merged within the former and the latter subsets of means, however, employed subjects of moderate developed region indicated greater scores than in their counter unemployed subjects (within the latter subset of means). All other comparisons resulted nonsignificant patterns of mean differences (vide Table-44.2), (iii) both the unemployed and employed subjects of low developed region showing no reliable difference between them revealed greater socially conscious value as compared to both the unemployed and employed subjects of moderate and unemployed subjects of high developed regions. One more instance of statistically significant mean difference,

indicating greater scores in unemployed subjects of low than in employed subjects of moderate developed region deserves mention, however, all other comparisons failed to evince any instance of statistical significance (vide Table-44.3); (iv) both the unemployed and employed subjects of low and employed subjects of high developed regions indicated greater scores on having power measure as compared to both the unemployed and employed subjects of moderate developed region. Further, no difference emerged in any combination of the means (vide Table-44.4), (v) both the unemployed and employed subjects of low and employed subjects of high developed regions indicated greater scores on doing social work value than in unemployed of moderate and high developed regions. Further, no reliable difference within the former and latter subsets of means and in any combination thereof (vide Table-44.5).

Overall analyses revealed to conclude that (i) greater scores in employed than in unemployed subjects of high developed region (and more or less equal levels in both the unemployed and employed subjects of low and high developed regions) on being socially conscious and doing social work values, (ii) greater religious value in employed than in unemployed subjects of moderate developed region (and more or less equal levels in both the unemployed and employed subjects of low and high developed regions), (iii) having more power

value in employed than in unemployed subjects of high (and more or less equal levels in both the unemployed and employed subjects of low and moderate developed regions); and (iv) being more wealthy in employed than in unemployed subjects of both the moderate and high developed regions (and more or less equal levels in employed and unemployed subjects of low developed region) emerged to explain the 'development x employment' interaction variances on measures of the value systems.

The patterns of mean differences in significant 'development x beneficiary' interactions on being socially conscious, having power and being liberal in thinking measures of values are respectively given in Tables-45.1, 45.2 and 45.3. Results revealed to conclude that (i) beneficiaries and non-beneficiaries of low and beneficiaries of high developed regions indicated greater scores on being socially conscious value in comparison to both the beneficiaries and nonbeneficiaries of high developed regions. And, beneficiaries of low developed region also manifested greater scores than in beneficiaries of high developed region. Besides, all other comparisons resulted nonsignificant mean differences (vide Table-45.1), (ii) beneficiaries of low and high developed regions indicated greater scores on having power value than in both the nonbeneficiaries and beneficiaries of moderate and

Table-45.2 : Mean differences in significant 'development x beneficiary' interaction on having power measure.

	G R O U P S					
	HD/NB	MD/NB	MD/B	LD/NB	LD/B	HD/B
Means	11.90	12.18	12.98	14.46	15.63	15.73
11.90		0.28	1.08	2.58*	3.63**	3.83**
12.18			0.80	2.28	3.35**	3.55**
12.98				1.48	2.55*	2.75**
14.46					1.07	1.27
15.63						0.20

Table-45.3 : Mean differences in significant 'development x beneficiary' interaction on being liberal in thinking measure.

	G R O U P S					
	MD/NB	HD/NB	MD/B	HD/B	LD/NB	LD/B
Means	11.01	12.47	12.52	14.88	15.13	15.63
11.01		1.46	1.51	3.82**	4.12**	4.62**
12.47			0.05	2.41**	2.66**	3.16**
12.52				2.36**	2.61**	3.11**
14.88					0.25	0.75
15.13						0.50

** Significant at .01 level.

* Significant at .05 level.

nonbeneficiaries of high developed regions. No reliable mean difference emerged within the former and latter subsets of means. In addition, nonbeneficiaries of low developed region indicated greater scores than in nonbeneficiaries of high developed region. Further, all other comparisons failed to evince any pattern of statistically significant mean difference (vide Table-45.2), and (iii) both the beneficiaries and nonbeneficiaries of low and beneficiaries of high developed regions manifested greater scores on being liberal in thinking measure than in both the nonbeneficiaries and beneficiaries of moderate and nonbeneficiaries of high developed regions. Besides no reliable mean difference emerged either within the former and latter subsets of mean or any probable combination thereof.

In sum, the analysis of 'development x beneficiary' revealed to conclude that greater scores in beneficiaries than in nonbeneficiaries of high developed region (and more or less equal levels in both the nonbeneficiaries and beneficiaries of low and moderate developed regions) moderated the interaction variances on measures of being socially conscious (vide Table-45.2), having power (vide Table-45.2) and on being liberal in thinking (vide Table-45.3) measures of the value system.

Table-46 : Patterns of mean differences in significant 'employment x beneficiary' interaction on having power measure.

	G R O U P S			
	UE/NB	E/NB	UE/B	E/B
Means	12.05	13.64	13.96	15.54
12.05		1.59	1.91*	3.49**
13.64			0.29	1.90*
13.96				1.58*

** Significant at .01 level.

* Significant at .05 level.

The mean differences in the lone instance of 'employment x beneficiary' interaction on having power measure of value system is given in Table-46. Results (vide Table-46) manifested greater scores in employed beneficiaries as compared to the remaining three groups (unemployed beneficiaries and nonbeneficiaries and employed nonbeneficiaries); and greater scores in unemployed nonbeneficiaries than in unemployed nonbeneficiaries as the major source to moderate the interaction variance on having power measure of the value system.

The 'development x employment x beneficiary' interaction on being wealthy, having power, doing social work and being liberal in thinking measures are respectively depicted in Figures- 9, 10, 11 and 12. The means for levels of 'beneficiary' and levels of 'employment' at three levels of regional 'development' on the specified measures may be seen from Table-35, and the means for levels of 'beneficiary' and 'employment' variables averaged over the levels of 'development' are respectively given in Tables-47.1, 47.2, 47.3 and 47.4. Figures-9, 10, 11 and 12 portrayed uniform patterns to conclude that the difference between nonbeneficiaries and beneficiaries is not independent of the levels of 'employment' at each level (and averaged over the levels) of regional development.

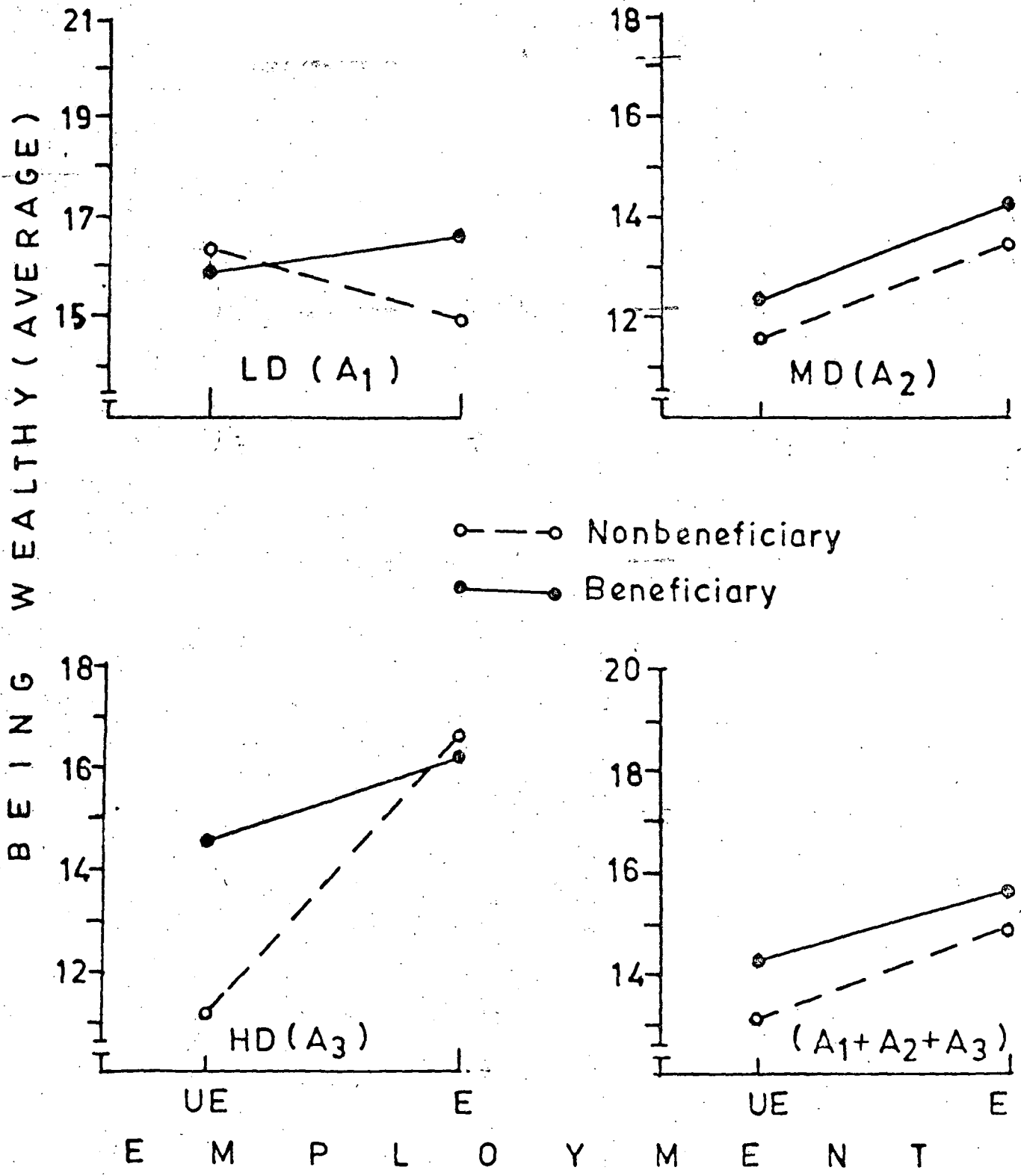


Figure 9 : 'Development x employment x beneficiary' interaction on being wealthy measure of value system.

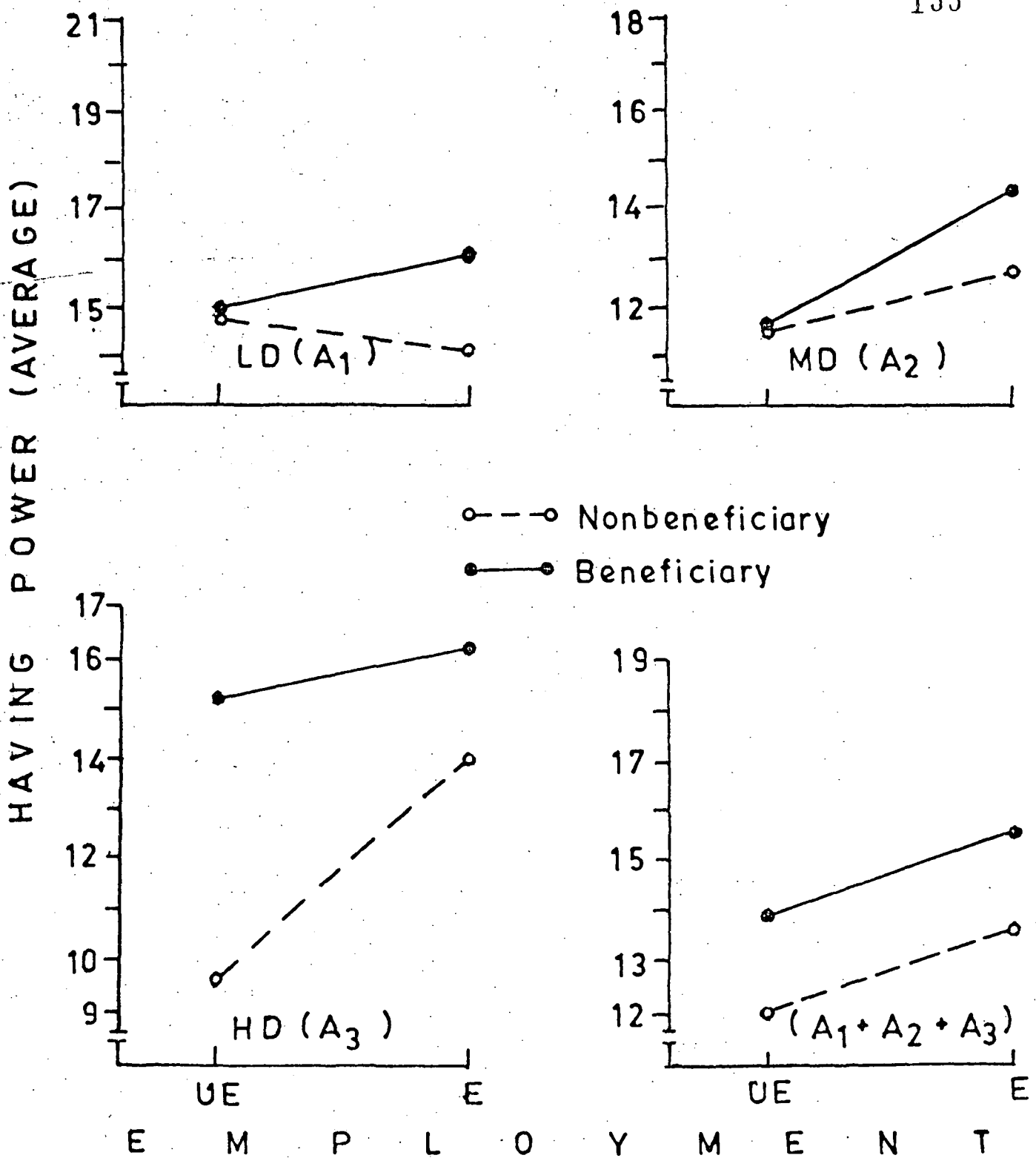


Figure 10 : 'Development x employment x beneficiary' interaction on having power measure of value system.

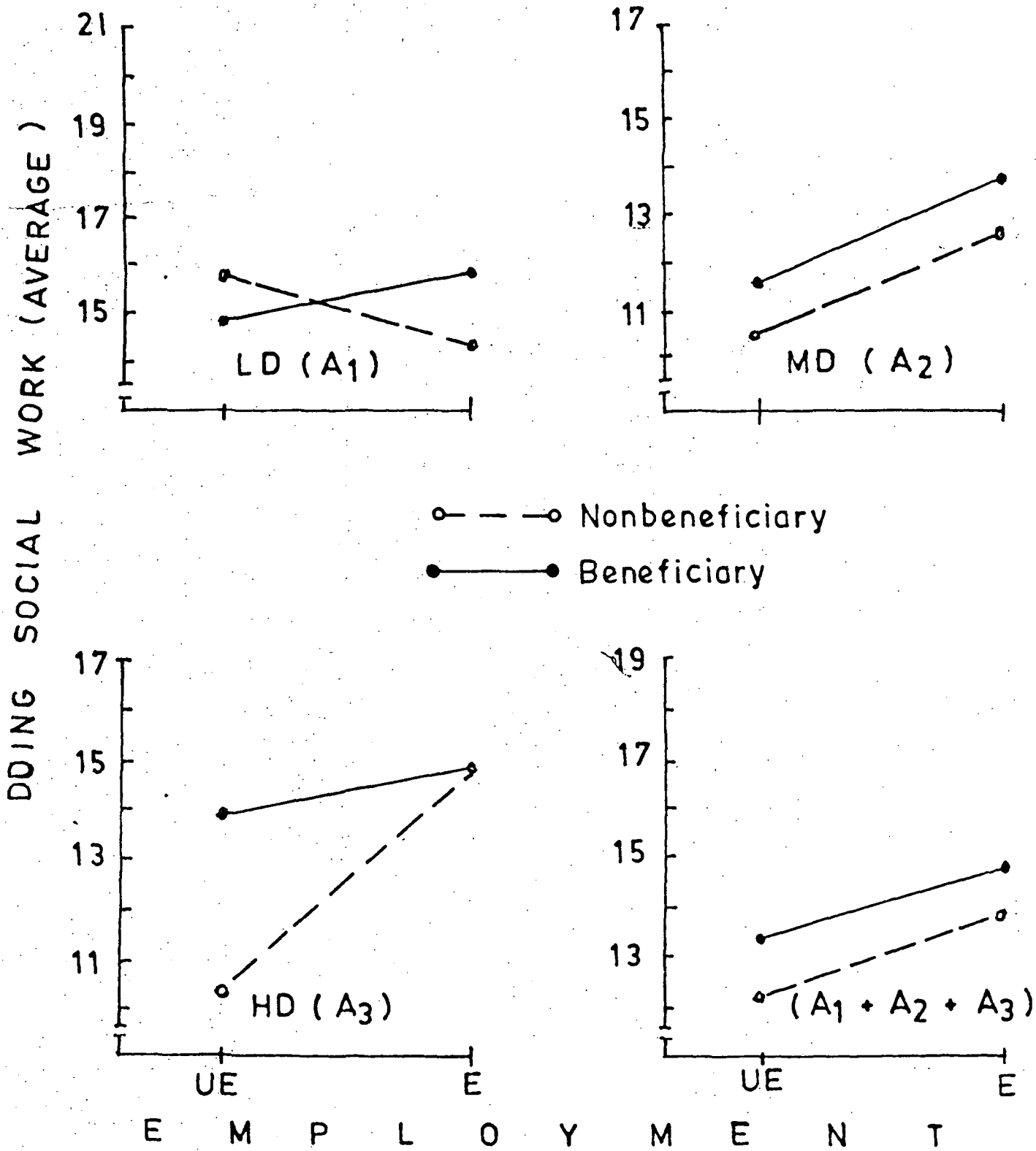


Figure 11 : 'Development x employment x beneficiary' interaction on doing social work measure of value system.

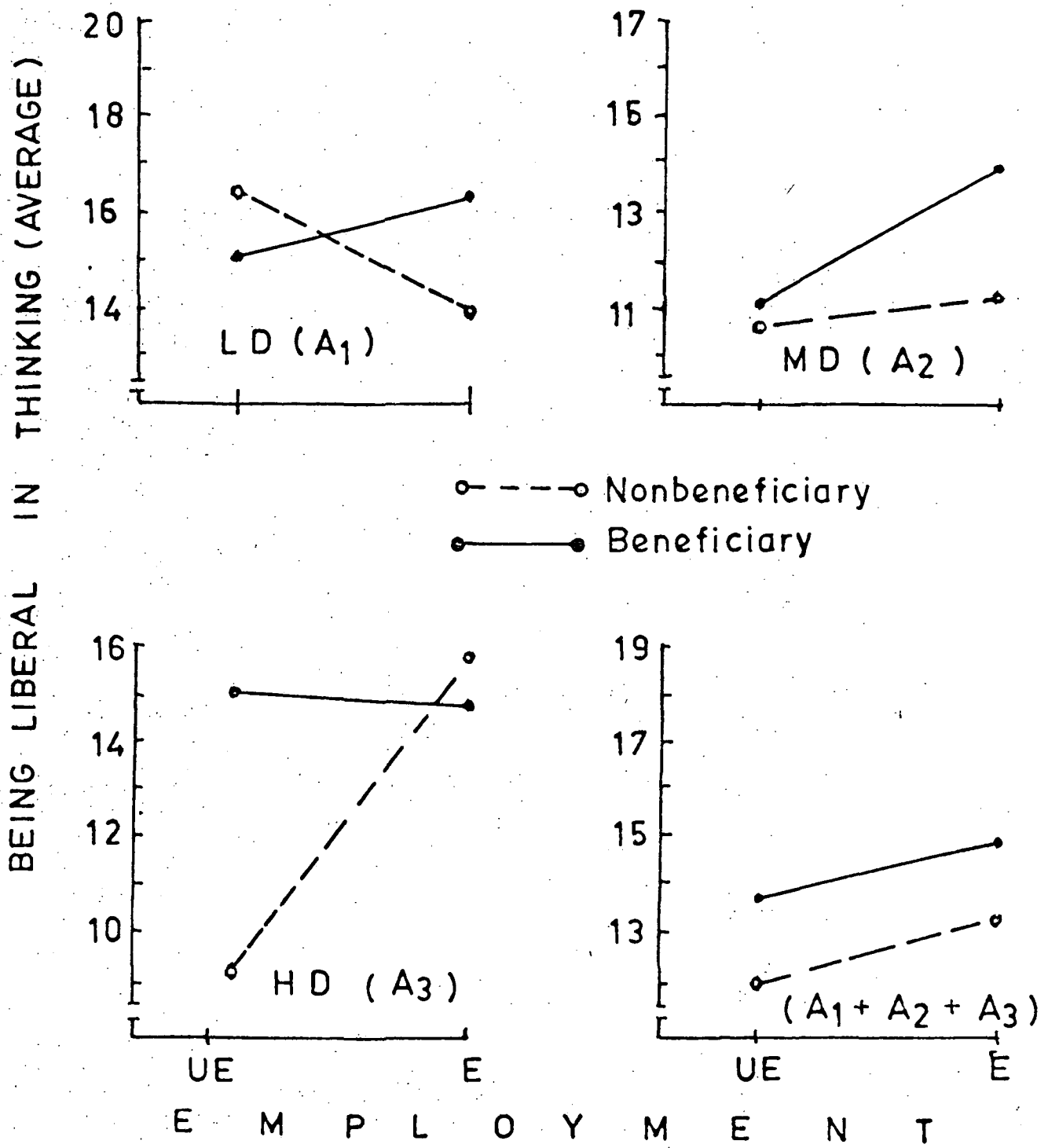


Figure 12 : 'Development x employment x beneficiary' interaction on being liberal in thinking measure of value system.

Table-47 : Means for two levels of 'beneficiary' at two levels of 'employment' (averaged over the level of 'development') on being wealthy (Table-47.1), having power (Table-47.2), doing social work (Table-47.3) and being liberal in thinking (Table-47.4) measures of values system.

Value Systems		Employment		
		UE	E	
Table-47.1	Being Wealthy	NB	13.07	14.99
		B	14.29	15.64
Table-47.2	Having Power	NB	12.05	13.64
		B	13.96	15.54
Table-47.3	Doing Social Work	NB	12.21	13.70
		B	13.44	14.80
Table-47.4	Being Liberal in Thinking	NB	12.02	13.72
		B	13.76	14.93

Competition Tolerance

The mean and SD's for 12-groups on competition tolerance is given in Table-48 and the results of one-way ANOVA (for K=12 groups with N=30 in each) in Table-49. Results (vide Table-49) manifested significant 'treatment' effect, indicating differential patterns of mean differences

Table-48 : M + SD Values for 12-groups of competition tolerance.

Development	Employment	Beneficiary	Mean	SD
Low (LD)	Unemployed (UE)	Non-Beneficiary (NB)	18.40	2.01
		Beneficiary (B)	21.30	4.10
	Employed (E)	Non-Beneficiary (NB)	21.63	3.24
		Beneficiary	21.77	2.95
Moderate (MD)	Unemployed (UE)	Non-Beneficiary (NB)	22.03	2.16
		Beneficiary (B)	26.40	2.54
	Employed (E)	Non-Beneficiary (NB)	21.70	2.27
		Beneficiary (B)	28.90	4.64
High (HD)	Unemployed (UE)	Non-Beneficiary (NB)	22.37	2.44
		Beneficiary (B)	27.45	2.95
	Employed (E)	Non-Beneficiary (NB)	24.30	1.90
		Beneficiary (B)	32.13	5.34

$$N_1 = N_2 = 30$$

Table-49 : Results of one-way ANOVA (for K=12 groups with N=30 in each) *Competition Tolerance*

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Treatment	5065.56	11	460.51	42.29**
Error (Within)	3793.10	348	10.89	
Total	8858.66	359		

** Significant at .01 level.

amongst the groups. Hence, the total 'treatment' effect was partitioned out into the main and interaction effects of 'development', 'employment' and 'beneficiary' variables which are shown in Table-50. Observation of Table-50 manifested significant 'development', 'employment' and 'beneficiary' effects and 'development x employment', 'development x beneficiary' and 'development x employment x beneficiary' interactions on competition tolerance. Following the assumptions of post-ANOVA multiple comparisons, the patterns of mean differences in significant 'development', 'employment' and 'beneficiary' variables were computed which are put together in Table-51. A perusal of Table-51 revealed greater competition tolerance in subjects of high than in moderate, and both greater than in subjects of low developed region. Further, employed as compared to unemployed and beneficiaries as compared to nonbeneficiaries indicated greater competition tolerance.

Analysis of significant interaction between 'development x employment' as also between 'development x beneficiary' variables are respectively given in Tables-52.1 and 52.2. The means are respectively depicted in Figure-13 and 14. Observation of Table-52.1 and Figure-13 revealed greater competition tolerance in employed subjects of high developed region as compared to the remaining five groups

Table-50 : Summary of 3x2x2 ANOVA on competition tolerance.

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Development	2102.15	2	1051.08	96.52**
Employment	390.62	1	390.62	35.87**
Beneficiary	1890.62	1	1890.62	173.61**
Development x Employment	77.27	2	38.64	3.55*
Development x Beneficiary	429.87	2	214.94	19.74**
Employment x Beneficiary	20.08	1	20.08	1.84
Development x Employment x Beneficiary	154.95	2	77.48	7.11**
Error (Within)	3793.10	348	10.89	
Total	8858.66	359		

** Significant at .01 level.

* Significant at .05 level.

Table-51 : Mean differences in significant 'development', 'employment' and 'beneficiary' variables on competition tolerance.

	Development			Employment		Beneficiary	
	LD	MD	HD	UE	E	NB	B
Means	20.77	24.76	26.56	22.99	25.07	21.77	26.32
20.77		3.97**	5.79**		2.08**		4.58**
24.76		1.80**					

Table-52.1 : Mean differences in 'development x employment' interaction on competition tolerance.

	G R O U P S					
	LD/UE	LD/E	MD/UE	HD/UE	MD/E	HD/E
Means	19.85	21.70	24.22	24.90	25.30	28.22
19.85		1.85	4.37**	5.05**	5.45**	8.37**
21.70			2.52**	3.20**	3.60**	6.52**
24.22				0.68	1.08	4.00**
24.90					0.40	3.32**
25.30						2.92*

** Significant at .01 level.

* Significant at .05 level.

Table-52.2 : Mean differences in significant 'development x beneficiary' interaction on competition tolerance.

	G R O U P S					
	LD/NB	LD/B	MD/NB	HD/NB	MD/B	HD/B
Means	20.02	21.53	21.87	23.33	27.65	29.78
20.02		1.51	1.85*	3.31**	7.63**	9.76**
21.53			0.34	1.80*	6.12**	8.25**
21.87				1.46	5.78**	7.91**
23.33					4.32**	6.45**
27.65						2.13**

** Significant at .01 level.

* Significant at .01 level.

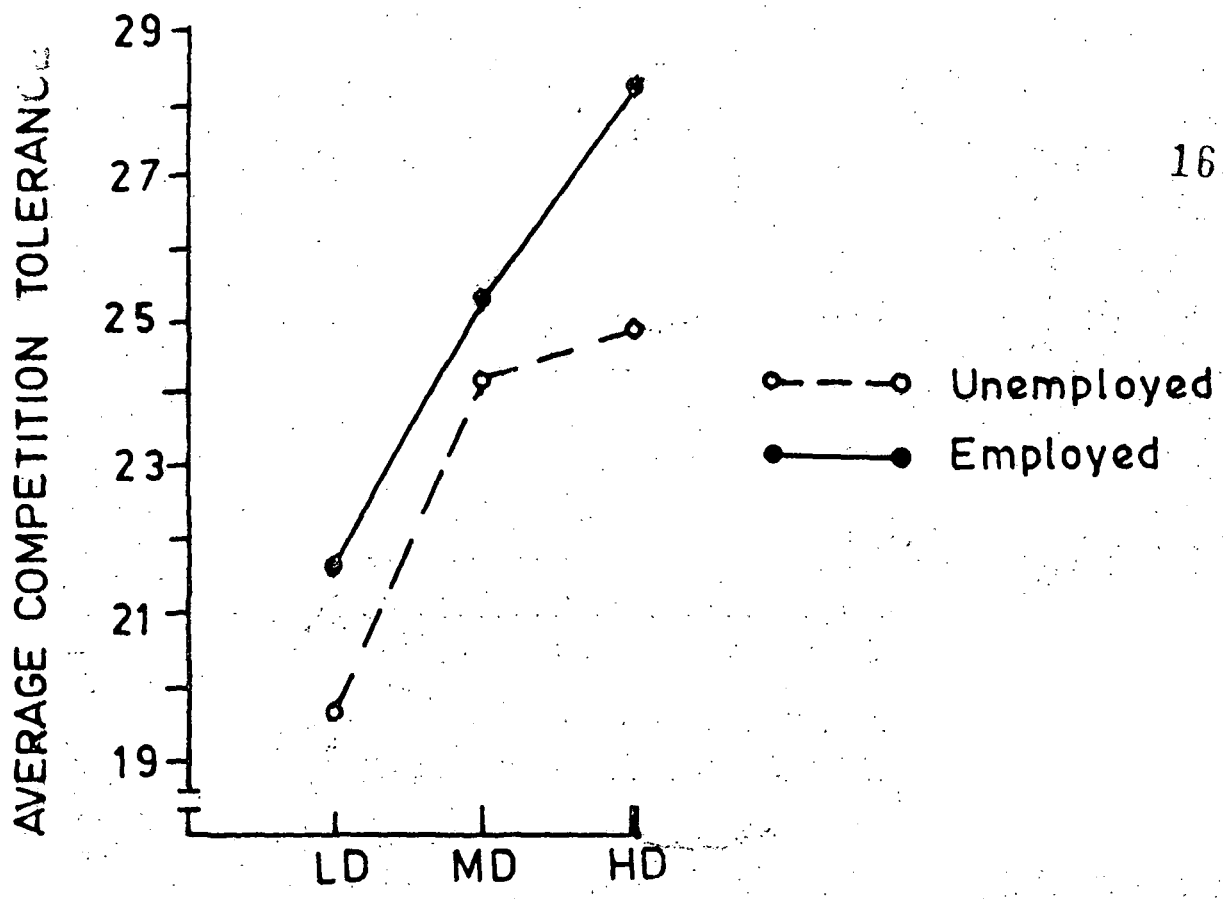


FIG. — 13 'Development x employment' interaction on competition tolerance.

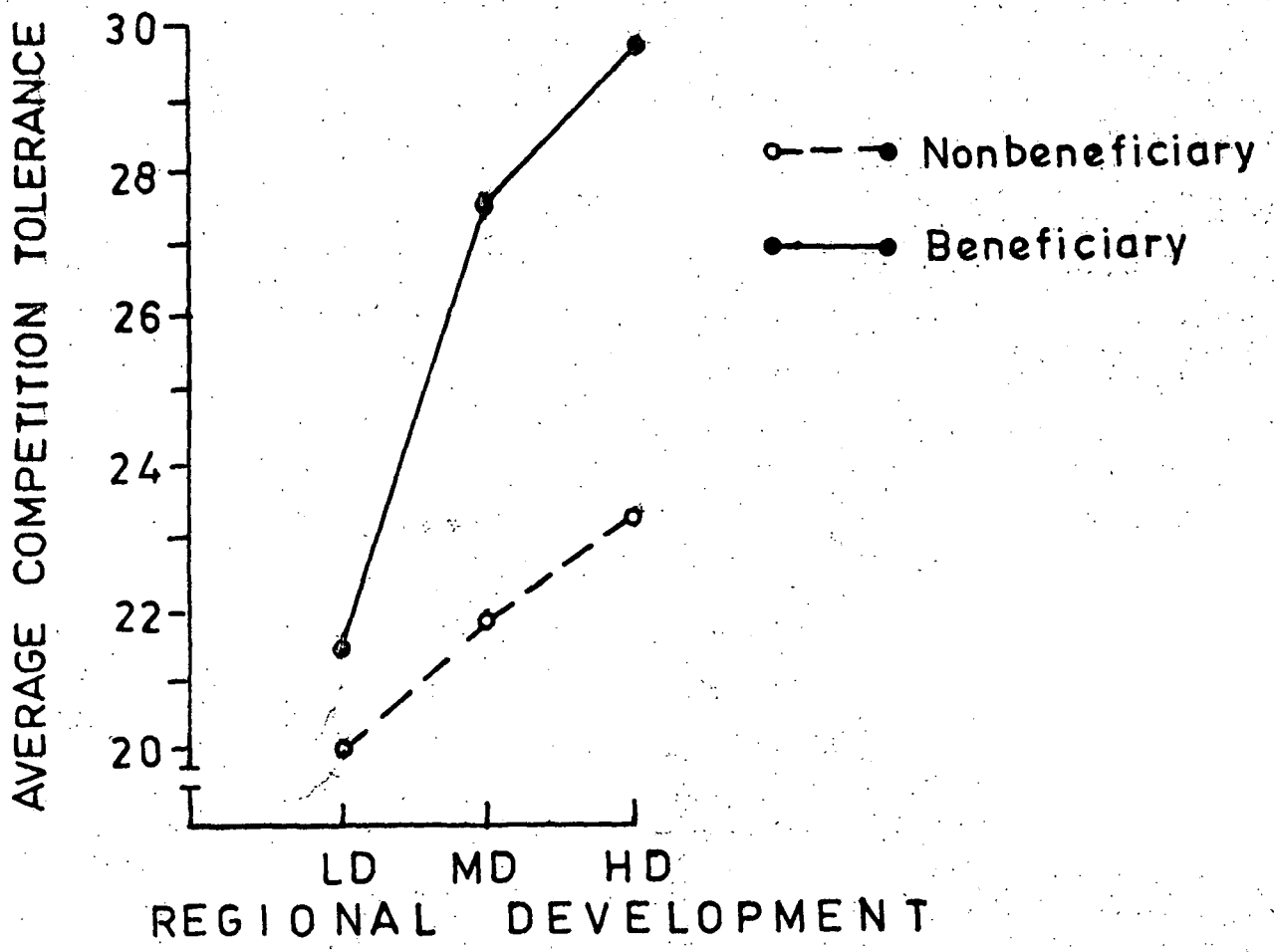


Figure 14 : 'Development x beneficiary' interaction on competition tolerance.

under comparisons (both the employed and unemployed subjects of the low and moderate as well as the unemployed subjects of high developed regions). Moreover, the employed subjects of moderate, unemployed subjects of high and moderate developed regions indicated greater competition tolerance as compared to both the employed and unemployed subjects of low developed region. The means within the former and latter subsets of means revealed no pattern of reliable difference. Similar analysis of 'development x beneficiary' interaction (vide Table-52.2 and Figure-14) revealed greater competition tolerance in beneficiaries of high than in beneficiaries of moderate developed region, and both greater than in the remaining four groups under comparisons (beneficiaries and nonbeneficiaries of low and nonbeneficiaries of moderate and high developed regions). In addition, nonbeneficiaries of high developed region indicated greater competition tolerance as compared to both the nonbeneficiaries and beneficiaries of low developed region. And that the nonbeneficiaries of moderate developed region indicated greater competition tolerance than in nonbeneficiaries of low developed region.

To explain the 'development x employment x beneficiary' interaction on competition tolerance, the interaction patterns between 'employment x beneficiary' variables at low (A_1),

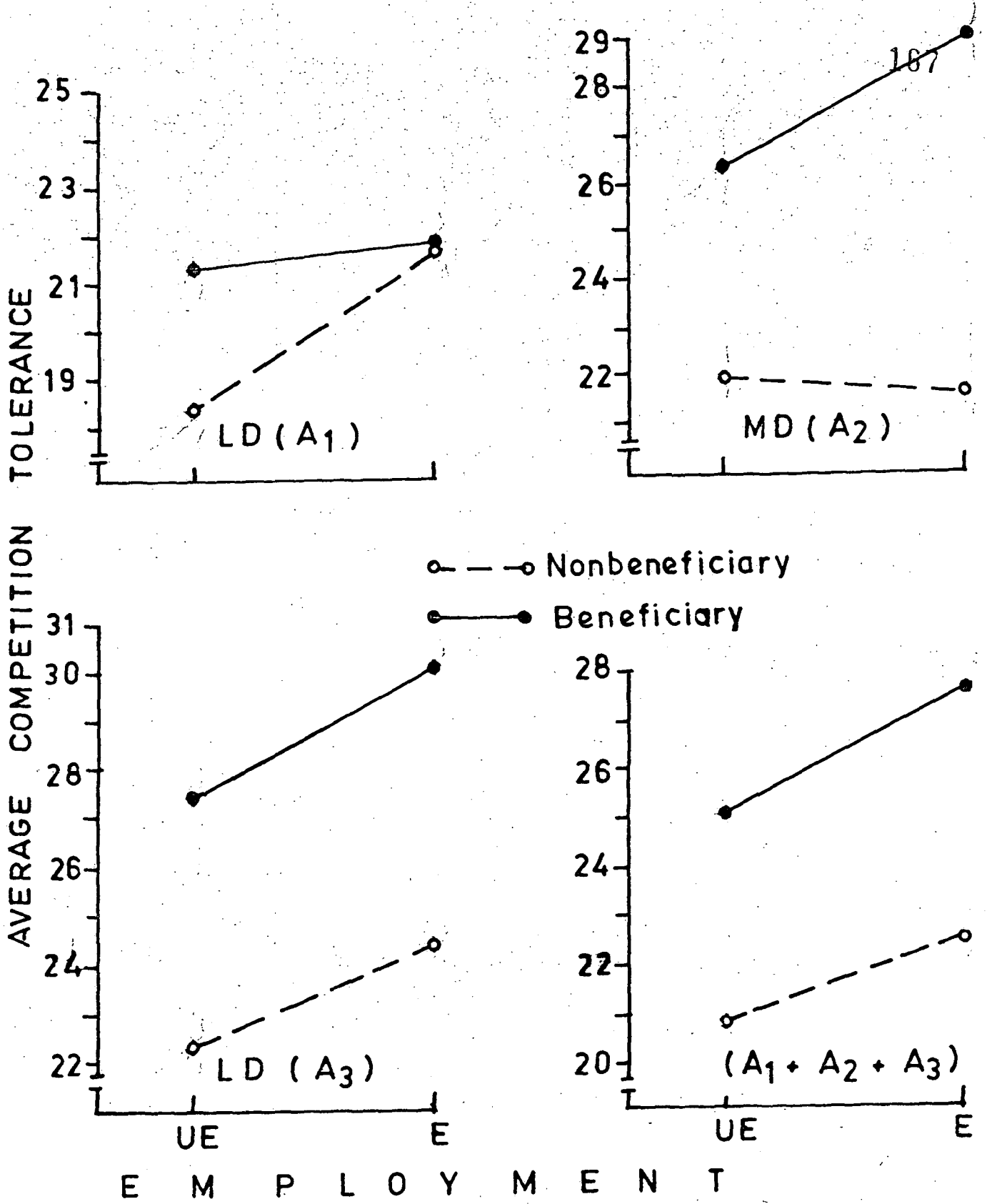


Figure 15 : 'Development x employment x beneficiary' interaction on competition tolerance.

moderate (A_2) and high (A_3) levels of regional 'development' (and averaged over the levels of regional 'development') are depicted in Figure-15. A perusal of Figure-15 revealed to conclude that the difference between nonbeneficiaries and beneficiaries is not the same for levels of 'employment' (unemployed and employed) at each level and averaged over the levels of regional 'development.'

Perception About Development

Each subject was individually initiated for discussion on problems and prospects of social and cultural change and development. For this purpose, an open-ended schedule was devised, based on a pilot study (vide Appendix-IV) to illustrate the perceptual domain of people regarding social and cultural change and development. The responses of each subject on various facets were recorded by the researcher (and simultaneously tape recorded) for subsequent content analysis. The content analysis began with the analysis of intercoder reliability. The overall observations of the content analysis made by well trained observers (showing the inter-rater reliability coefficients between the ranges of .7 to .8) revealed a number of issues, however, the seven top ranking prospects and problems pertaining to the aspects of social and cultural change and their major sub-details in relevance to 'development,' 'employment' and 'beneficiary'

variables are put together in Table-53.

Results (vide Table-53) may summarily be concluded as follows. Unemployed subjects attributed to administrative failure as one of the reasons for unsuccessfulness of development programmes. Migration and settlement of non-Mizo's into the community as unwanted change. On the contrary, employed subjects attributed to lack of patriotism and negligence of responsibilities as reasons of failure of development programmes, lack of proper plans as causes of poverty, political stability as source of development, trust in God as future plan for development, desire for luxury and migration and settlement of Non-Mizo's into the community as unwanted changes and better education for all as important means for development. Besides, all other issues of content analysis resulted nonsignificant X^2 - values.

Nonbeneficiaries as compared to beneficiaries attributed to administrative failure as one of the reasons of unsuccessfulness (failure) of development programmes, better communication and opportunity of interaction with outsiders as changes experienced, and corruption, migration and settlement of non-mizo's into the community as unwanted changes. On the other-hand, beneficiaries as compared nonbeneficiaries ascribed to lack of proper guidance as one of the reasons of unsuccessfulness (failure) of the development programmes,

Table-53 : Results of X²-analysis with regards to 'development', 'employment' and 'beneficiary' variables on factors of perception about development.

Factors	Sub-Factors	Levels of Development				UE	Employment		NB	Beneficiary	
		LD	MD	HD	X ²		E	X ²		B	X ²
Reasons of failure of Development plan.	Administrative Failure	96	77	51	13.67**	132	92	7.14**	127	97	1.04*
	Lack of Patriotism	66	100	111	11.43**	125	152	6.65**	124	153	3.14
	Lack of proper guidance	64	68	100	10.07**	102	130	3.38	100	132	4.41*
	Negligence of responsibilities	63	82	102	9.26**	108	139	3.89*	110	137	2.95
Sources of Causes of poverty	Lack of seriousness	72	77	90	2.18	117	134	1.15	101	138	5.73*
	Lack of specific goals	76	84	100	3.48	115	145	3.46	111	140	5.55*
	Lack of proper plans	62	91	108	12.44**	112	148	4.88*	120	140	8.60**
	Lack of capital	60	70	99	10.78**	110	139	3.67	100	129	3.67
Sources of development	Individual	57	69	91	8.48**	95	122	3.36	92	125	5.51*
	Societal	88	69	59	6.03*	121	95	3.13	120	96	2.67
	Political	100	85	64	7.88*	110	139	3.93	110	139	3.38
	Cultural	68	99	110	4.02	126	151	2.27	132	145	0.61
future plan for development	Good administration	63	85	107	11.39**	114	141	2.86	112	143	3.79
	Trust in God	103	82	58	12.52**	106	137	5.51*	132	111	1.81
	Better education for all	95	108	102	0.83	168	137	3.15	137	68	3.15
	Capital	54	66	98	11.24**	95	123	3.59	93	125	4.60*
Charges experienced	Desire for luxuries things	55	71	95	11.00**	97	124	3.29	98	123	2.83
	Better communication	55	73	51	11.19**	94	121	3.39	125	90	5.69*
	Increase of corruption	97	71	51	14.58**	123	96	3.32	127	92	3.54
	Opportunities of interaction with outsider	103	81	57	13.18**	135	106	3.48	139	102	5.68*
Unwanted changes	Desire for luxuries things	63	71	100	9.74**	103	131	5.03*	97	137	6.81**
	Loss of respect to elders	92	94	85	0.78	150	120	3.33	145	126	1.33
	Corruption	89	81	65	3.81	131	104	3.10	133	102	4.08*
	Migration and settlement of non-Mizo into Community	100	86	72	4.56*	142	116	6.55*	146	112	4.48*
Important needs for development	Trust in God	64	91	106	10.41**	144	117	2.27	141	120	1.48
	Better education for all	66	74	97	6.98*	105	130	3.94*	102	135	4.59*
	Better communication	95	89	103	10.30**	128	159	3.35	130	157	2.54
	Better government	101	74	52	15.92**	127	100	3.21	128	99	3.70

lack of seriousness, lack of specific goals of people, and lack of proper plans as causes of poverty, personal (individual) responsibility as source of development, desire for luxury as unwanted change and better education for all as important means of development.

Observations with regard to 'development' variable on perceptual domain regarding the problems and prospects of social change and development revealed significant critical ratios for administrative failure as one of the reasons of unsuccessfulness of development programmes, societal and political responsibilities as sources of development, trust in God as future plan for development, opportunities for interaction with non-Mizo's as changes experience and better government as important means for development. On all these facets, the frequency of responses were high in subjects of low, followed by moderate and the least in subjects of high developed region.

Subjects of high developed region attributed more to lack of patriotism, lack of proper guidance and negligence of responsibilities as reasons of failure of development programmes, lack of proper plans and lack of capital as causes of poverty, individual responsibility as source of development, good administration and capital as future plans for development, desire for luxury as changes experienced and unwanted change as well as trust

in God, better education and better communication as important means for development. On all the issues, the subjects of high developed region indicated greater frequency, followed by those of moderate, and least in subjects of low developed region. Subjects of moderate developed region revealed more frequency, followed by the subjects of high, and least in subjects of low developed region showing significant critical ratio on better communication as one of the major changes and development.

In essence, the differential patterns of mean differences with regards to the three main variables of 'development,' 'employment' and 'beneficiary' in general added a step forward (alongside the other behavioural measures) in understanding the perceived problems and prospects of social and cultural change and development in general and in the population under study in particular - the MIZO.



CHAPTER - VI

_D_I_S_C_U_S_S_I_O_N_

Results manifested significant 'development' effects on all the measures of achievement cognitions: (a) achievement goals at individual level (material related, positive experience, prosocial and career oriented), family related and societal related; and achievement means of internal (effort oriented, interpersonal skills, and disposition) and external (broad environmental factors and influence mechanism. Mean comparisons with regards to achievement goals revealed (i) greater societal related and family related achievement goals in subjects of moderate than in low, and both greater than in subjects of high developed region, (ii) greater material related, positive experience and prosocial goals of achievement in subjects of moderate than in high, and both greater than in subjects of low

developed region, and (iii) greater effort oriented goals of achievement in subjects of high than in both the subjects of low and moderate developed regions (showing no reliable difference between them). Mean comparisons with regards to achievement means manifested (i) greater effort oriented and broad environmental means of achievement in subjects of high than in low and moderate developed regions (showing no reliable difference between them), (ii) greater interpersonal skills in subjects of high than in subjects of moderate, and both greater than in subjects of low developed region, (iii) greater influence mechanism means of achievement in subjects of moderate than in low, and both greater than in subjects of high developed region; and (iv) greater disposition means of achievement in subjects of low than in both the subjects of moderate and high developed regions (showing no reliable difference between them).

Significant 'employment' effects were manifested on individual level (material related, positive experience prosocial and career oriented) and family related goals of achievement; and all the measures of internal (effort oriented, interpersonal skills and disposition), and external (broad environmental factors and influence mechanism) means of achievement. Mean comparisons uniformly indicated greater scores in employed than in unemployed on all the specified measures of achievement goals and achievement means.

Another salient feature of the study was significant 'beneficiary' effects on measures of prosocial and societal related achievement goals, and effort oriented and interpersonal skills measures of achievement means. Mean comparisons revealed greater prosocial achievement goals in beneficiaries than in nonbeneficiaries, and reverse pattern on societal related achievement goals (nonbeneficiaries indicated greater scores than in beneficiaries). Beneficiaries indicated greater scores than in nonbeneficiaries on effort oriented and interpersonal skills measures of achievement means. Though direct comparisons of the observed major trends of results with regards to the 'development', 'employment' and 'beneficiary' variables (as incorporated in the present study) are not available, the results find explanatory basis from literature.

Motivation has been discussed at greater length not only by the enumerable theories expounded but also in different programme areas. However, there is no any readymade formulae which help to identify factors that would serve as a leverage for change. Generally, it is believed that in backward economies, money is the important motivator as it is a general symbolizer par excellence where it stands for everything that the society can provide as long as one has money. Therefore, in most of the programmes, either in agriculture or welfare, money has been used as incentive. It has also been the

experience that when money value ceases to operate in a programme the motivation level again recedes to an earlier level. Using external stimulation like money for motivating people with the general objectives of betterment of the people, has only an immediate impact and does not have long term sustenance value. The current emphasis on the basic needs approach seems to provide ~~an~~ and an answer to this problem as once the basic needs, which are prepotent among the different groups of the people, are identified and linked to the economic or welfare programmes along with the incentives, there would be a base for generating and sustaining the motivation among the people. The first task, therefore in using the motivation strategy is to identify the basic needs and then link it up meaningfully to the opportunities and incentives. This approach would generate the required level of involvement and participation of the people in economic ventures identified for their betterment (upliftment). A series of studies in Indian context (Sinha, 1984; Muthayya, 1980, 1982, 1988; Muthayya et al; 1983, 1984; Alexander et al; 1983) help to identify factors which contribute to motivation among farmers and the target groups of special programmes of rural development.

Sinha (1984) reported a lack of difference in the pattern of motivation and aspiration among the villages from developed and undeveloped villages. Motivation was found to be largely centred on immediate

problems of subsistence and their living. The villagers were individualistic and egocentric, unconcerned about the problems of the village, community, or nation. The vast majority of rural people lack the urge for growth and were reported to be lathergic and indifferent to material progress. Moreover, the results of this study based on performance test of aspiration indicated that extreme caution and risk avoidance characterized the villagers.

Muthayya (1980, 1982) and Muthayya et al; (1984) observed that perceived basic needs were primarily food, clothing and shelter, and to some extent health, education, land and irrigation. It was also found that they were dissatisfied with their present level of income. The measures suggested to overcome their dissatisfaction with their present income were hard work, development of agriculture and purchasing land etc. Hopes regarding the future of the disadvantaged groups were restricted to improving agriculture and allied activities, purchase of house or land, improving the economic activity and securing financial gains. Fears concerning the future were not expressed by a large number of respondents but the few who expressed them stated increasing cost of living, childrens' education and their future. Muthayya et al; (1983) found that respondents felt that they had more opportunities for their standard of living and possibilities of coming up in life without pulling

string. Their hopes for the future were expressed in terms of improving their income and constructing a house.

Mishra and Sinha (1983), based on the study of motivational dispositions of farm entrepreneurs, reported that no motivational variables which were studied was important for the adaption of farm technology with the exception of personal achievement motivation in big farmers. Sethy et al; (1984) reported that variables like risk taking, willingness, feedback, personal achievement motivation and influence motivation had an impact on the knowledge and adaption of improved farm technology in big farmers though not in small and marginal farmers. Lal et al; (1982) found that economic motivation was higher in preivilaged group and this group expressed radical and scientific values.

The research tradition of "achievement orientation" has been one of the most substantial (both theoretically and empirically) in the recent cross-cultural psychology. A basic argument of McClelland (1961, Chapter-1), taking leads from Weber (1905, 1930) on Protestant Work Ethic (PWE), is that economic development cannot be explained without reference to social and psychological variables. McClelland (1961) hypothesized that "achievement motivation is in part responsible for economic development" (p.36). The interest in studying achievement motivation (or more broadly, achievement orientation) cross-culturally stems from

McClelland's demonstration that there is a pattern of sociocultural antecedents (mainly in socialization) and its development in individuals. Since these socialization antecedents are known to vary cross-culturally, there is ready-made development scheme for its further analysis. Briefly, those individuals who develop high achievement motivation had mothers who expected early self-reliant mastery, placed fewer restrictions on the child, and generally encouraged early achievement (McClelland, 1961, pp.342-43). In a series of cross-cultural extensions (Child et al; 1958; Rosen, 1959), both with cultural and individual sampling material, these socialization antecedents of need for achievement have been largely confirmed.

The discovery of the patterning of group differences in achievement orientation in relation to objective indices of development was the primary purpose of McClelland (1961) studies; the experimental manipulation of achievement among entrepreneurs for the purpose of economic development was the goal of the McClelland and Winter (1969) study. In the 1961 report, historical, modern and traditional societies were considered at two levels of analysis: the analysis of cultural products (mainly stories) for indicators of achievement motivation, and the analysis of economic development. Besides, many other social and cultural factors were considered by McClelland, including the role of religion (the

Protestant Work Ethic thesis of Weber (1930), and the role of entrepreneurs (McClelland, 1961; Chapter-6) as individuals most responsible for economic activity. It is this latter factor, and the possibility that achievement motivation might be increased in adults, that led McClelland and Winter (1969) to the second major study. These authors set out to "increase achievement motivation in entrepreneurs" (p.37) in India, Italy and Tunisia.

The courses to train participants sought "to increase entrepreneurial spirit and improve interpersonal competence by emphasizing motivation, planning and cooperative effort." A basic theme was that "participants can initiate and control by setting reasonable goals for change in themselves, in their area, and that this can lead to rapid economic growth for the individual and the area" (McClelland and Winter, 1969; p.150). The content of the course varied from a creative thinking to a discussion on family values and practice in scoring achievement content. An evaluation of the effect of the course was undertaken, primarily through follow-up interviews with the participants. Those interview materials were scored for "business activity level" (p.211) and were compared both with precourse activity level and with a group of untrained controls. Their general conclusion was that "the course did change level" (p.212) in a way consistent with earlier attempts to develop achievement

motivation. When scored for "hours worked" and "starting new business, similar significant changes were observed. Although, group comparisons demonstrated significant effects for the training course, it was true that not all individuals changed; some increased dramatically, while others remained uninfluenced in economic behaviour by the course. These two groups did not differ in mean age or education (p. 25a), nor on a variety of values and beliefs, such as fatalism, or traditionalism (pp. 261-62).

In brief, in one very fundamental sense, the conclusion (McClelland and Winter, 1969, p.266), put a challenge to the research tradition of "modern attitude": achievement motivation may be increased without any clear-cut effect on more general set of "modern attitudes" held by individuals; since the former is a demonstrable antecedent to economic development, there may be minimal relationship between these general modern attitudes and subsequent development. McClelland and Winter (1969, Chapter 12), at a more general level, address the larger question of the role of psychological education in development. First, they conclude that despite the child socialization-achievement relationship, "adult behaviour can be changed" (p.337). Further, those who did change in the direction advocated by the training became "change agents," creating change in the social and economic life around them. Finally, the retention of traditional values and practices need not interfere with this way of economic change

(McClelland and Winter, 1969; p.349; McClelland, 1971, p.290); that is all psychological characteristics need not change in order for one of them to be altered and have significant effects on the process of development. It may be that overall modernity can be detected in some individuals and be shown to be related to experience of life, but it may not be a necessary precondition of significant social change.

Given the one of the greatest research tradition of "achievement orientation" (McClelland, 1961; McClelland and Winter, 1969), as the originator and developer of the tradition, the studies of Levine (1966), DeVos (1968), Pareek (1968), Himmelstrand and Okediji (1968), Scott et al; (1970), Kubany et al; (1970), Gallimore et al; (1970), and Dawson (1973a) deserve special mention as extenders and critics of the theory.

The most critical examination of the generality of McClelland's work has been conducted by DeVos (1965, 1968). DeVos, (1965, 1968) basically questioned the universality of socialization antecedents of achievement and of the mode of expression of an achievement orientation. In a series of studies with the Japanese (DeVos, 1965, 1968) he found a "pervasive preoccupation with achievement and accomplishment no matter where or what group of Japanese was tested" (1968, p.359). Despite this high level, the Japanese socialization values are not based upon independence and self-reliance, but upon

affiliation and a sense of family and group obligation; this of course, is in sharp contrast to McClelland's position. While McClelland somewhat single-mindedly emphasizes the role of individualistically oriented entrepreneurial behaviour" (deVos, 1968, p.350), the Japanese "achieve in the context of social dedication." This is due to the fact that "the Western ideal of personal self-realization apart from family or social group has been foreign to the Japanese system of thought the ultimate goals of Japanese life centered on non-industrial, quasi-religious concepts of family continuity" (deVos, 1968, p.362). This is a test case where high levels of achievement motivation can be persistently demonstrated, but where both its cultural origins and cultural expression are virtually opposite to those reported by McClelland.

LeVine (1966) in a study from Nigerian School boys from three ethnic groups (Ibo, Yorubs and Hausa) raised the question of the cultural roots of apparent "uneven distribution of achievement motivation" among ethnic groups within a single nation (LeVine, 1966, p.2). For many observers of African life, there have been obvious and relatively persistent differences in achievement orientation among groups; for example, Ibo and Kikuyu exhibit remarkable enterprise. Without numerical majority in their countries, they have achieved a strong economic, cultural and political position; such a situation

is ready made for a natural experiment on the cultural roots of achievement orientation. The virtually opposite expression of LeVince (1966) to those reported by McClelland may be explained in terms of the differences between the cultural settings: (i) in the most African societies "the peculiar motive was well developed, and competition for wealth, prestige and political power was frequent and intense" (p.3); for LeVince this distinguishes most African societies from "folk and peasant peoples in other parts of the World;" (ii) although most aspire for wealth and status, "they do not generally regard hardwork and high commendable in itself" but seek a social pattern in which freedom from work is a prerogative of high status (p.3-4). The observations of LeVince (1968), although different from the cultural expression of Japanese (deVos, 1968), it is just as clearly different from entrepreneurial patterns of McClelland (1968). This requires an understanding of the problem from within the cultural system, prior to any study of achievement motivation, however, the findings of the present study presents the first hand information about the cultural group under study - the Mizo's.

On being religious, being wealthy and being socially conscious values, the subjects of low developed region indicated greater scores than in both the moderate and high developed regions (except for greater scores in subjects of high than in those of moderate developed

region on being wealthy). The latter two groups were observed to be more or less equal. Similar analyses of having power, doing social work and being liberal in thinking measures revealed greater scores in subjects of high than in low and moderate developed regions (showing no reliable differences between them), except for greater scores in subjects of low than in high developed region on having power measure of the value system. Unemployed as compared to employed, and nonbeneficiaries as compared to beneficiaries (except for having power) revealed greater scores on all measures of the value system (being religious, being wealthy, being socially conscious, having power, doing social work, and being liberal in thinking). These observations may well reasonably be interpreted in the light of studies on social values and development (Sinha and Kao, 1988; Begum, 1988).

Subjects of high developed region revealed greater competition tolerance as compared to the subjects of moderate, and both greater than in subjects of low developed region. Employed as compared to the unemployed, and beneficiaries as compared to the nonbeneficiaries revealed greater competition tolerance; the findings providing corroborative evidence to these as observed with regards to the analyses of achievement goals and achievement means in the present study.

Results manifested more liberal (favourable) attitudes in subjects of high than in moderate, and both

greater than in subjects of low developed region. Employed as compared to unemployed as well as beneficiaries as compared to nonbeneficiaries indicated more favourable (liberal) attitudes. This uniform pattern emerged on all the issues of social importance; changing traditional systems and practices, changing political atmosphere, economic growth and development, increasing divorce rate, changing marriage practices, modernization, and migration and settlement of non-Mizos into the community. The observations provided empirical bases to conclude a trend of internal dynamics of social and cultural change in the population. However, if the attitudinal differences on issues of social importance are transcribed in the light of studies on intergeneration conflict (Sinha, 1972; Mitra, 1974; Gangrade, 1975), the findings suggested a trend of conflict within the cultural group.

The attitudes of the peoples, by and large, indicated the predisposition of different groups with regards to a variety of issues of social importance. Attitudes though not generally conceived to be predictor of behaviour, certainly provide a base for accepting new orientation, programmes on innovations. People may also have a different attitudinal base influencing their respective reaction to whatever programmes are implemented for their benefit. A large number of studies on attitudes have revealed that certain personal-social factors influence attitudes formation and certain attitudes are traditionally grounded based on the social

belief systems, and attitude change takes place to a larger extent among those who belong to the upper echelons of society either in terms of economic status or education and hence attitude change may be consequent rather than the determining factors in such case. However, it has been observed that change in the attitudes of people lack far behind the socio-economic changes that take place in their environment. A host of studies of Indian context (Shah and Patel, 1977; Thakur and Roy, 1977; Muthayya, 1980, 1988; Muthayya et al; 1983) provide example of evidences on attitudinal base for change with reference to a number and variety of development programmes implemented for upliftment of people in the desired direction.

The theoretical position of most of workers in this area allow for a prior attitudinal orientation towards ~~the~~ change, and in the absence of disconfirming attitudinal evidence, it appears reasonable to assume that such an initial disposition does exist. A number of psychological (Inkeles and Smith, 1974; Inkeles, 1983) and sociological (Dawson, 1963, 1967a, 1969b, 1969c, 1973b; Dawson et al; 1971, 1972) studies deserve mention.

Dawson (1963) developed and reported on a technique for conceiving of and measuring the traditional modern dimension using item content from within the cultures themselves (Dawson, 1963, 1967a, 1969b, 1969c, 1973b;

Dawson et al; 1971, 1972). Dawson also developed a theoretical position that attempts to deal with attitudinal conflict and the dynamics of attitudinal change (Dawson, 1967a, 1969a). Dawson argued that the traditional concepts must be drawn from the cultural life of the group involved, and the concepts should sample widely from the culture of the people (1967, p.83).

This not only meets the "local exemplar" requirement, but introduces a new concern that the representativeness of those exemplars. To meet the requirements, Dawson selected eighteen concepts from the culture (with the assistance of anthropologists and local informants) and developed four statements about each concept: each one to express a "traditional," "semi-traditional," "semi-western" and "western" attitudes (Dawson, 1967, p.86).

Dawson (1969a) used the scale to test a theory of attitudinal change based upon generalized theory of consistency or congruence (or conversely, dissonance). Dawson (1969a) considered the problem of "unresolved attitudinal conflict occurring with individuals exposed to a rapidly changing social environment (p.39). He noted that "it is a basic premise of this theory that attitudinal inconsistency will be maladaptive to the individual and that this will result in pressure to reduce or eliminate inconsistency (p.41). Many attitudes, he considered, would be easily adjusted by moving to a

compromise position (i.e. a "semi" item) but other would constitute a real conflict situation, and this is most likely to occur in "traditional high affect attitudes" (p.42). Dawson (1969a) developed a technique to estimate the degree of unresolved attitude conflict (p.47) and observed that unresolved attitudinal conflict was highest for basic value areas and lowest for other cultural elements. His overall findings were generally (p.52) that most concepts had the modal response in the "semi" compromises, but that in about a quarter of the concepts (those of great traditional importance) unresolved traditional conflict was present.

Dawson and his associates (Dawson et al; 1971; Dawson et al; 1972; Dawson, 1973a and 1973b) outlined a theory that attempts to account for cross-cultural differences in "susceptibility to traditional-modern attitude change". Basically, there are two elements of the theory (Dawson et al; 1971, pp.3-4): "the nature of endogeneous socialization systems" and "the degree of culturally determined tolerance for cognitive consistency." To this he added (Dawson, 1973a) a more basic ecological variable that contrasts socio-cultural groups on the basis of their subsistence pattern (Berry et al; 1959). Not only, are groups and individual differences expected in attitude change as a function of these variables, but so are differences in achievement motivation and the

"potential for economic development" (Dawson, 1973a, p. 216), however, the latter two variables are treated in discussion of achievement orientation (achievement goals and achievement means). The basic theoretical expectations were (Dawson, 1973a, p.219) that agricultural societies (which tend to have formal authority systems and harsh socialization) will have high susceptibility to modern attitude change, high achievement motivation, and high potential for economic development. In contrast, hunting societies (which tend to have no formal authority systems and permissive socialization) will exhibit low susceptibility to modern attitude change, low achievement motivation, and low potential for economic development. Some evidences were provided in support of such an expectation, however, due to rather small sample size, the expectations remained at the hypothetical level, but referring to the Appendices: (i) on the socio-cultural aspects, and (ii) the quantitative index of development of present study; and the differential patterns of mean differences according to the levels of regional 'development,' 'employment' and 'beneficiary' variables on measures of (a) achievement goals, (b) achievement means, (c) attitudinal patterns, and (d) competition tolerance provide corroborative evidences (empirical base) in support of the thesis.

Analysis of perceptual domain pertaining to social and cultural change and development revealed a

number of salient features with regards to the 'development', 'employment' and 'beneficiary' variables which may summarily be concluded as follows. Unemployed subjects ascribed to administrative failure as one of the reasons for unsuccessfulness of development programmes. Migration and settlement of non-Mizos into the community as unwanted change. On the contrary, employed subjects attributed to lack of patriotism and negligence of responsibilities as reasons of failure of development programmes, lack of proper plans as causes of poverty, political stability as the source of development, trust in God as future plan for development, desire for luxury and migration and settlement of non-Mizos into the community as unwanted changes, and better education for all as important means for development. Besides, all other issues of content analysis resulted nonsignificant X^2 - values.

Nonbeneficiaries as compared to beneficiaries attributed to administrative failure as one of the reasons for unsuccessfulness (failure) of development programmes, better communication and opportunity of interaction with non-Mizos as changes experienced, and corruption, migration and settlement of non-Mizos into the community as unwanted changes. On the other hand, beneficiaries as compared to nonbeneficiaries expressed lack of proper guidance as one of the reasons of unsuccessfulness (failure) of development programmes, lack of seriousness, lack of specific goals, and lack of proper plans as

causes of poverty, personal (individual) responsibility as source of development, desire for luxury as unwanted change and better education for all as important means of development.

Observations with regards to 'development' variable on perceived problems and prospects of social change and development revealed significant critical ratios for administrative failure as one of the reasons of unsuccessfulness of development programmes, societal and political responsibilities as sources of development, trust in God as future plan for development, opportunities for interaction with non-Mizos as changes experienced and better Government as important means for development. On all these facets, the frequency of responses were high in subjects of low, followed by moderate, and the least in subjects of high developed region.

Subjects of high developed region attributed more to lack of patriotism, lack of proper guidance and negligence of responsibilities as reasons of failure of development programmes, lack of proper plans and lack of capital as causes of poverty, individual responsibility as source of development, good administration and capital as future plans for development, desire for luxury as changes experienced and unwanted change as well as trust in God, better education and better communication (transport) as important means for development. On all the issues, the subjects of high developed region indicated greater frequency, followed by those of moderate, and

least in subjects of low developed region. Subjects of moderate developed region revealed more frequency, followed by the subjects of high and least in subject of low developed region showing significant critical ratio on better communication as one of the major changes and development. In essence, the differential patterns of differences with regards to the three main variables of the 'development,' 'employment' and 'beneficiary' in general added a step forward (alongside the other behavioural measures) in understanding the perceived problems and prospects of social and cultural change and development in general, and in the population under study in particular - the MIZO.

Perception is the way people interpret the programmes to which they are exposed and this, by and large, determine its acceptance and adaption. The interpretation of the programmes depends on their past experiences, their general attitudes to life, the values of the social systems and also the personality make up of the people. Therefore, the acceptance or rejection of development programmes to some extent would be based on the peoples' perception of the programmes. Experiences suggest that people's attitudes to some of the economic programmes where subsidy is given is not necessarily oriented to productive and meaningful economic activities, but avail of this subsidy for any other use, which in most cases, is nonproductive or for consumption purposes.

Therefore, attempt was made to assess perception of people and the factors leading to that perception in order to minimize the influence of undesirable factors by counter-experiences. Boardly, the observations of the study finds corroborative evidences from literature. Chole and Radhukar (1978), in a study of the perceived source of information in order of credibility for big and small farmers, noted that the personal formal sources were preferred by big farmers while small farmers accorded more trustworthiness to personal informal source and utilized the local sources.

Jain (1979) observed a wide variation between perception and expectation wherein there was a greater degree of expectations than perceptions. In general, there was a high degree of consensus about some functions of each level of the panchayat body both in terms of perception and expectation as compared with others. The number of such functions were higher at the village panchayat level and gradually decreased in the successive higher tiers. In a study of people's perceptions of progress in rural India (Rao et al; 1979) found that hard work, security, and self-reliance were mentioned as important factors by all the benefitted groups for their gains. In contrast to the perception of the benefitted groups, the non-benefitted groups perceived political linkages and occupation as the main reasons for the disappropriate gains to the beneficiaries. The majority of the

nonbenefitted in almost all the groups felt that the gains accruing to the benefitted were undeserved.

Studies on advantaged groups (Muthayya, 1980, 1982; Muthayya et al; 1984) revealed that large percentage of small and marginal farmers and even those who belonged to schedule caste and backward classes perceived agricultural vocation as non-profitable. The most frequently of perceived need among the backward classes was cultivated land. However, need for food, clothing and shelter were also perceived to a large extent by the backtrodden class of peoples. Besides, the absence of supporting services for economic activities, inadequate employment and economic opportunity were observed. Their perception about overall development were in terms of poverty, unemployment and lack of proper roads (communication). They perceived lesser accessibility to facilities and also lesser degree of satisfaction from those to which they had access. The differential patterns of the perceived problems and prospects of social and cultural change and development with regards to the 'development,' 'employment' and 'beneficiary' variables, although raising the theoretical problems of discrimination between perception and expectation, finds implicated explanatory basis from literature.

3x2x2 ANOVA (3 developmental x 2 employment x 2 beneficiary) manifested (1) 'development x employment' interactions on (i) material related, ~~positive~~ positive experience, prosocial and career oriented (all individual

level), family related and societal related goals of achievement, (ii) effort oriented means of achievement, (iii) changing traditional systems and practices, (iv) being religious, being wealthy, being socially conscious, having power and doing social work, (v) and competition tolerance measures of the dependent variables. Post ANOVA multiple comparisons revealed that the difference between employed and unemployed is not independent of the levels of regional 'development;' (2) 'development x beneficiary' interactions on measures of (i) material related, positive experience and prosocial (all individual level), family related and societal related goals of achievement, (ii) effort oriented (internal) and influence mechanism (external) means of achievement, (ii) being socially conscious, having power and being liberal in thinking measures of the value system, and (iv) competition tolerance. Mean comparisons revealed to conclude that the difference between beneficiaries and nonbeneficiaries is not independent of the levels of regional 'development;' (3) 'employment x beneficiary' interactions on (i) career oriented, family related and societal related goals of achievement, (ii) influence mechanism means of achievement, (iii) having power measure of the value system, and (iv) competition tolerance. The significant interaction variances indicated that difference between the beneficiaries and nonbeneficiaries is not independent of the levels of 'employment' (unemployed and employed) variable.

Generally, greater scores in employed beneficiaries as compared to their counter unemployed nonbeneficiaries emerged to explain the interaction variances on the specified measures of the dependent variables; (4) Three-factor interaction variables between 'development x employment x beneficiary' variables on (i) material related, positive experience, prosocial and career oriented (all individual level) goals of achievement, (ii) interpersonal skills and disposition (internal) means of achievement, (iii) being wealthy, having power, doing social work and being liberal in thinking measures of the value system; and (iv) competition tolerance. Analyses of results manifested that the difference between nonbeneficiaries and beneficiaries is not the same for unemployed and employed subjects at each level of the regional 'development' and averaged over the levels of regional 'development.'

The overall analyses of two- and three-factor interactions on the specified measures of dependent variables provided a very mixed and complicated patterns about the nature of interactions for precise conclusions. Be it is, within the existing patterns of significant independent effects of the 'development,' 'employment' and 'beneficiary' variables; the common patterns of mean differences in the two-factor interaction variances between 'development x employment', 'development x

beneficiary' and 'employment x beneficiary;' and three factor interactions between 'development x employment x beneficiary' variables partially provided corroborative evidences in support of the main effects of the independent variable, and the expectations of the study, however, too many significant interaction variances resulted inconvenience in interpretation of the results.

The observed differences on measures of dependent variables of the study find explanatory basis from the overall ecological-cultural-behavioural model (Berry, 1976, 1969b, 1971a, 1976; Berry and Kim, 1988; Berry, et al; 1989; Ward and Kennedy, 1992; Ward and Searle, 1991). In broad terms, the ecology input component includes both the physical environment and organismic variables, as well as the results of technology feedback from traditional behaviour, and input from acculturative influences. The traditional culture component contains a cluster of variables which are considered (by the school of cultural ecology) to be adapted to ecological press. The traditional behaviour component is made up of those behaviours which are nurtured in a particular culture by the socio-cultural forms adapted to the ecological press. The acculturative influences component contains all those variables brought (by large-scale, technologically advanced cultures) to bear on traditional cultures; it also is influenced by feedback from ecology, traditional culture and traditional behaviour. The contact culture component includes those features of the group's culture which shift

in response to the acculturative influences. The changes are partial, with certain elements of traditional cultures remaining largely unaltered, and finally, the acculturated behaviour component contains those behaviours which are modified from traditional behaviour as a result of acculturative influences, and a new set of behaviours which emerges in an attempt to cope with acculturative pressures. The former includes those behaviours which are a selection from traditional behaviour, and the latter indicates again that those changes are only partial, with much traditional behaviour remaining. The latter behaviour, which may be termed "acculturative stress" behaviour, includes many problematic behaviours and attitudes which affect both the remaining traditional behaviour and the acculturative influences.

Referring to the socio-cultural perspectives of the cultural group (vide Appendix-I) and the quantitative index of development (vide Appendix-II), the observed major trends of the present study finds explanatory basis. In these perspectives leads may be taken from studies on the effects of the degree of acculturation on field-dependence and the underlying cognitive differentiation (Witkin et al; 1962, 1964). Evidences suggest greater psychological differentiation as a function of the extent and degree of acculturation. And this differentiation exhibits considerable stability through childhood through adulthood and is related to a number of personality variables such as leadership (Weissenberg and Gruenfield, 1966) and social

conformity (Witkin et al; 1974). Researches in field-dependence have involved a variety of psychological processes ranging from interpersonal relations (Witkin and Goodenough, 1977) to learning and memory (Goodenough, 1976), mathematics achievement (Vaidya and Chansky, 1980), choice of field of specialisation in college and graduate school (Raskin, 1985) in culture-specific and cross-cultural differences (Witkin and Berry, 1975; Berry, 1976).

The observed major trends of mean differences with regards to the 'development,' 'employment' and 'beneficiary' variables on measures of the dependent variables: achievement goals, achievement means, attitudinal patterns, value patterns, competition tolerance, and the perceived problems and prospects of social and cultural change and development broadly finds implicated explanatory basis from literature on individualism versus collectivism (Hui, 1984; Hui and Triandis, 1986; Hui et al; 1991; Triandis, 1988). The dimension has been discussed on the analyses of values (Kluckhohn and Strodtbeck, 1961), in discussion of cooperation, competition, and individualism in primitive societies (Mead, 1967), in discussions of morality (Shweder, 1982), religion (Bakan, 1966), work related values (Hofstede, 1980), ecology and child rearing patterns (Berry, 1979), cognitive differentiation (Witkin and Berry, 1975), economic development (Adelman and Morris, 1967), modernity (Inkeles and Smith, 1974) and analysis of cultural

patterns (Hsu, 1981). It has been argued that individualism is associated with high level of economic development (Adelman and Morris, 1967; Cobb, 1976; Hofstede, 1980) but observers have argued that extreme individualism is also associated with some forms of social pathology, such as high crime rates, suicide, divorce, child abuse, emotional stress and the physical and mental illness rates (Cobb, 1976; Naroll, 1983). Thus, far from being an unmixed blessing, individualism seems both desirable and undesirable. To this effect the very meaning of the construct as used in literature with reference to development and ingroup relationship need further elaboration in order to explain the observed major trends of results of the present study.

The construct of 'collectivism' implies and emphasize on (a) the views, needs and goals of one or more groups rather than oneself, (b) social norms and duties defined by ingroups rather than emphasis on behaviour that result individual pleasure, (c) beliefs and values shared with ingroups rather than beliefs and values that are idiosyncratic for particular individuals, and (d) the readiness to cooperate with ingroup members. On the contrary, the contrast 'individualism' refers to the beliefs that the individual is an end in him/herself, and as such ought to realize the self and cultivate his/or her judgement, not withstanding the weight of pervasive social pressure in the direction of conformity with the views, need, or goals of some ingroups.

The antecedents of individualism and collectivism can be found in the needs of survival. When individuals are able to survive without much help from others, individualism is likely, when interdependence is essential for survival collectivism is very likely. For example, those who live in difficult terrain where survival is based on solitary food gathering, tend to be individualistic. That is of course, a different form of individualism from the form is observed in modern industrial societies (industrial societies characterized by small dwellings) and where economic success requires that people be creative (artist, author) entrepreneurial (new business ventures) or professional (Scientists, Physicians). The first kind may be called protoindividualism, the second neoindividualism. Further, in between these two extremes we have the majority of human kind that survives because of interdependence.

Individualism has accelerated because of migrants (if one leaves one's ingroup one can be more independent, but one has to be self reliant), religious changes such as protestantism (one leaves the collective of the Church and establishes direct/independent relationship with God), affluence (the more one has, the more it is possible for one to do one's own things), and education (the more education the more ingroups one can join). The consequences of individualism include greater field-independence (Witkin and Berry, 1975; Berry, 1976), more wealth (Hofstede, 1980), but also greater alienation

and competition (Hsu, 1981), greater emphasis on hedonism, on rights than duties, on freedom from the ingroup, and on social regulation based on guilt rather than shame (Triandis, 1988; p. 288). While this broad patterns of development from protoindividualism through collectivism to neoindividualism is probably valid, one must pay attention to details that require different kinds of collectivism and individualism (Hui, 1984; Hui and Triandis, 1986; Hui et al; 1991; Triandis, 1988). Waterman (1984) conceived individualism as characterized by four attributes: (a) a sense of separate personal identity, (b) striving for self actualization, (c) internal locus of control; and (d) principled moral reasoning with emphasis on equity in interpersonal relations. The importance of equity as opposed to equality or need as norms of distribution of resources in individualist cultures is supported by Marin's (1985) review of the evidence.

To sum up, the overall patterns of mean differences with regards to the 'development', 'employment' and 'beneficiary' variables on measures of the dependent variables (as incorporated in the present study) have been attempted to be explained in the light of the studies on (i) achievement orientation (Maehr and Nicholls, 1980; Johnson et al, 1981; McClelland, 1961; McClelland and Winter, 1969; McClelland, 1985 a & b), (ii) the overall ecological-cultural-behavioural model (Berry, 1966,

1969, 1976, 1979, 1980; Berry and Kim, 1988; Berry, et al; 1989; Ward and Kennedy, 1992; Ward and Searle, 1991) and the implicated effects of acculturation on psychological differentiation and cognition; (iii) individualism versus collectivism (Hui, 1984; Hui and Triandis, 1986; Hui et al; 1991; Triandis, 1988), (iv) the dynamics of rural development (Muthayya, 1980, 1982, 1988; Muthayya and Hemalath, 1983; Muthayya et al; 1984), social values and endogenous development (Kao and Sinha, 1988; Tri et al; 1988); and (v) attitudinal patterns with special reference to modernisation, traditionalism and the changing structures of community (Bornschieer and Chase-Ovnn, 1985; Bradshaw, 1985, 1987, 1988; Inkeles, 1983; Bardo and Dokmeci, 1992), social values and development (Begum, 1988; Kao and Sinha, 1988). However, further extended studies on overall ecological-cultural-behavioural model (Berry, 1966, 1976, 1979) with special reference to acculturative influences on behaviour and cognition (Bery and Kim, 1988; Berry et al; 1959; Ward and Kennedy, 1992; Ward and Searle, 1991), and individualism versus collectivism (Hui, 1984; Hui and Triandis, 1986; Hui et al; 1991; and Triandis, 1988) are desirable to be replicated in the same population varying according to the levels of regional 'development' (low, moderate and high), 'employment' (unemployed and employed), and 'beneficiary' (nonbeneficiary and beneficiary of development programmes) variables in support of the findings of the present study.



CHAPTER - VII

SUBJECTS AND CONCLUSIONS

The present study aimed to elucidate the independent and conjoint effects of 'development,' 'employment' and 'beneficiary' variables on a series of behavioural measures of (1) motivational characteristics: (a) achievement goals at individual level (material related, positive experience, prosocial and career oriented), family related and societal related; (b) achievement means of internal (effort oriented, interpersonal skills and disposition) and external (broad environmental factors and influence mechanism); (2) attitudinal patterns with regards to the pertinent issues of social importance (changing traditional systems and practices, changing political atmosphere, economic growth and development, changing marriage practices, increasing divorce rate, modernization and migration and settlement of non-Mizo's into the community; (3) value

patterns (being religious, being wealthy, being socially conscious, having power, doing social work and being liberal in thinking); (4) competition tolerance; and (5) perception of people regarding social and cultural change and development in the population under study.

To achieve the objectives, the entire population was classified as representing the low, moderate and high levels of regional development (vide Appendix-II). Analysis of results (vide Appendix-II) revealed highest level of regional development for Aizawl, followed by Lunglei, and least for Chhimituipui districts of Mizoram. The second phase of sampling consisted location of blocks from the three districts (Chhimituipui, Lunglei and Aizawl respectively representing the low, moderate and high levels of regional development) and from within the blocks, the villages wherein various development programmes have been implemented and are being implemented for development of beneficiaries in the desired direction. At this stage, four blocks and from within block, the villages from each of the three districts of Chhimituipui, Lunglei and Aizawl (respectively representing low, moderate and high levels of development) were located, and the list of nonbeneficiaries and beneficiaries of development programmes (vide-Appendix-II) were prepared with considerations of a number of extraneous variables like age, academic qualification, family structure (nuclear and joint), number of dependents, house conditions, and space facilities available to each member of the family,

and family income (through all sources) in order to obtain truly representative samples for study. At this stage, a total of 600 adult female respondents according to three levels of regional 'development' (low, moderate and high), two levels of 'employment' (unemployed and employed) and two levels of 'beneficiary' (nonbeneficiaries and beneficiaries of development programmes) variables, with 50 subjects in each, were listed. Finally, 30 well equated/matched subjects (in terms of the extraneous variables) under each of the 12 groups (3 development x 2 beneficiary x 2 employment) were sampled to serve as subjects for study.

The overall considerations of sampling aimed at a three-way classification of variables to elucidate the independent and interaction effects of the levels of regional 'development' (low, moderate and high), 'employment' (unemployed and employed) and 'beneficiary' (nonbeneficiaries and beneficiaries of development programmes) on cognitive and motivational characteristics as measures of social and cultural change and development in the population under study - the Mizo. It was expected that the subjects of differentially developed region (low, moderate and high) would possess greater psychological characteristics in order of the levels of regional development. The employed as compared to unemployed as also the beneficiaries as compared to nonbeneficiaries were expected to possess greater psychological characteristics. The expectations with regard to two-factor and

three-factor interactions on measures of the dependent variables were exploratory in nature. However, in 'development x employment,' 'development x beneficiary,' and 'employment x beneficiary' interactions; the subjects were expected to manifest greater psychological characteristics in the increasing orders of the levels of the independent variables.

TEST MATERIALS

The motivational characteristics were aimed to be elucidated by incorporating the test of achievement cognitions: (a) achievement goals at individual level (material related, positive experience, prosocial and career related), family related and societal related; and (b) achievement means of internal (effort oriented, interpersonal skills and disposition) and external (broad environmental factors and influence mechanism). The test of achievement cognitions (Agarwal, 1985) was employed with all theoretical and methodological considerations (Zakaitluangi and Singh, 1993) for measurement purposes in the population under study.

The attitudinal patterns with regards to the issues of social importance (changing traditional ^{systems} and practices, changing political atmosphere, economic growth

and development, changing marriage practices, increasing divorce rate, modernization and migration and settlement of non-Mizos into the community) were assessed by employing the three basic factors of evaluation, potency and activity behind the semantic differential scales (SDS). For this purpose, leads were taken from literature (Osgood et al; 1957; Snider and Osgood, 1969; Tennenbaum, 1966; Hofman, 1967; Heiss, 1969 and Kerlinger, 1983). Similarly, the six basic values: being religious, being wealthy, being socially conscious, having power, doing social work and being liberal in thinking were selectively included in the SDS to assess the value patterns.

The competition tolerance scale (Jain, 1976) was employed based on a pilot study. The pilot study (N=174) revealed the r-values (in the coefficient of correlation matrix) ranging between 0.1984 to 0.3065, item total coefficient of correlation between the ranges of 0.3675 to 0.4876, and substantial odd-even reliability ($r=0.6784$) indicating internally consistent responses patterns for measurement purposes. The perceptual domains of the study incorporated aspects like the meaning of development (inclusive of personal, familial, societal and cultural), reasons of poverty as perceived (and experienced) by the people of the cultural group, changes experienced from childhood to till date, unfavourable dimensions of development that accrued as results of development as such and the development programmes in particular, hierarchy of

development that would be desirable and the like for development that would be desirable. These aspects were included on the basis of preliminary discussions with prominent elderly and respectable persons of the community. For this purpose, the respondents were individually initiated for discussion pertaining to the perceived prospects and problems of development and their responses on the various dimensions were tape recorded (and noted by the researcher) and subsequently content analysed by well trained observers (vide Appendix-IV).

Subjectwise indices for the 12-groups (3 development x 2 employment x 2 beneficiary) on each of the measures of the dependent variables were separately prepared and analysed by employing inferential statistics. The first step included the computation of mean and standard deviation values for 12-groups (3 development x 2 employment x 2 beneficiary) on all the measures of the dependent variables (except for perception of people regarding social and cultural change and development). The second step consisted computation of one-way ANOVA (for $K=12$ groups, with $N=30$ in each) on each measure to ascertain the global picture of mean differences amongst the groups. The significant instances (the significant 'treatment' effects) as evinced in one-way ANOVA on measures of the dependent variables were separately analysed to partition out the 'treatment' effect (in terms of statistical terminology) into the main and interaction effects of 'development', 'employment,'

and 'beneficiary' variables. Still further, the significant instances of the main ^{and independent} interaction effects of the independent variables on the dependent variable(s) were analysed by applying Newman-Keul's test, following the assumptions of Post-ANOVA multiple comparisons, to discern the patterns of mean differences existing therein. Analysis of perceptual domain of social and cultural change and development began with content analysis with due attention to inter-coder reliability coefficient (it may be recalled that each subject was individually initiated for discussion on well structured aspects of social and cultural change and development, and responses on each dimension were recorded by the researcher and simultaneously tape recorded), and χ^2 -analysis to discern the patterns of differences with regards to 'development,' 'employment' and 'beneficiary' variables. Following the broad format of statistical analysis, the results revealed a number of salient features which are summarily presented.

In the analysis of achievement goals, beneficiaries manifested greater prosocial achievement as compared to the nonbeneficiaries; whereas nonbeneficiaries manifested greater societal related goals than in beneficiaries. Unemployed indicated greater achievement goals as compared to employed, on all but societal related achievement goals. The subjects of moderate development region revealed greater scores than in low, and both greater than in subjects of high developed region on societal related and family related goals of achievement. The subjects of moderate

developed region indicated greater scores than in high, and both greater than in subjects of low developed region on material related, positive experience and prosocial goals of achievement. Subjects of high developed region manifested greater career oriented achievement goals than in subjects of low and moderate developed regions (showing no reliable difference between them).

Results manifested (i) 'development x employment' interactions on material related, positive experience, prosocial and career related (individual levels), family related and societal related achievement goals suggesting that the difference between unemployed and employed is not independent of the levels of regional 'development,' (ii) 'development x beneficiary' interactions on material related, positive experience, prosocial, family related and societal related achievement goals, indicating that the difference between nonbeneficiaries and beneficiaries is not independent of the levels of regional 'development,' (iii) 'employment x beneficiary' interaction on career related achievement goals, suggesting that the difference between nonbeneficiaries and beneficiaries is not the same for levels of 'employment' (unemployed and employed); and (iv) 'development x employment x beneficiary' interactions on positive experience, prosocial and career oriented goals of achievement. Analysis of three-factor interactions (employing graphical method) depicted differential patterns of mean differences for 'beneficiary' (nonbeneficiary and beneficiary) and 'employment' (unemployed and

employed) variables at each level of regional 'development' and averaged over the levels of regional development (low, moderate and high).

In sum, overall analysis of two-factor and three factor interactions on measures of achievement goals broadly raised questions pertaining to the main effects of the independent variables (a less welcomed pattern). However, the common patterns of mean differences in the interaction variances manifested empirical evidences in support of the expected patterns in consonance that behaviour is interactional product of a number of variables; the 'development,' 'employment' and 'beneficiary' as incorporated in the study.

Analysis of means of achievement revealed greater effort oriented and broad environmental means of achievement in subjects of high than in subjects of low and moderate developed regions (showing no reliable difference between them). Subjects of high developed region indicated greater interpersonal skills than in subjects of moderate, and both greater than in subjects of low developed region. Greater disposition in subjects of low than in subjects of moderate and high developed region (showing no reliable differences between them). Greater influence mechanism means of achievement in subjects of moderate than in low, and both greater than in subjects of high developed region.

Employed subjects manifested greater indices than in unemployed subjects on internal (effort oriented, interpersonal skills and disposition) and external (broad

environmental factors and influence mechanism means of achievement. Beneficiaries indicated greater indices than in nonbeneficiaries on effort oriented and interpersonal skills measures of achievement means.

Besides, results manifested (i) 'development x employment' interaction on effort oriented means of achievement, disclosing the fact that difference between unemployed and employed is not independent of the levels of regional 'development,' (ii) 'development x beneficiary' interaction on effort oriented and influence mechanism measures indicating that differences between nonbeneficiaries and beneficiaries is not independent of the levels of regional 'development,' (iii) 'employment x beneficiary' interaction on influence mechanism indicating that difference between nonbeneficiaries and beneficiaries is not independent of the levels of 'employment' (unemployed and employed), (iv) 'development x employment x beneficiary' interactions on interpersonal skills and disposition means of achievement indicating that difference between nonbeneficiaries and beneficiaries is not ⁱⁿ dependent of 'employment' (unemployed and employed) variable at each level and ~~averaged~~ over the levels of regional 'development.' However, the common patterns of mean differences emerged as observed with regard to the analysis of the goals of achievement.

Analysis of attitudinal patterns revealed more liberal (favourable) attitudes in subjects of high than in moderate, and both greater than in subjects of low

developed region. Employed as compared to unemployed as well as the beneficiaries than in nonbeneficiaries manifested liberal (favourable) attitudes. This uniform pattern emerged on all the prominent issues of social importance: changing traditional systems and practices, changing political atmosphere, economic growth and development, changing marriage practices, increasing divorce rate, modernisation and migration and settlement of non-Mizos into the community measures as incorporated and assessed through evaluation factor of the semantic differential scales.

The six prominent value systems: being religious, being wealthy, being socially conscious, having power, doing social work and being liberal in thinking manifested differential patterns of mean differences with regards to the 'development,' 'employment' and 'beneficiary' variables. On being religious, being wealthy and being socially conscious values, the subjects of low developed region indicated greater scores than in both the moderate and high developed regions (except for greater scores in subjects of high than in those of moderate developed region on being wealthy). The latter two groups were observed to be more or less equal. Similar analyses of having power, doing social work and being liberal in thinking measures revealed greater scores in subjects of high than in low and moderate developed regions (showing no reliable differences between them), except for greater scores in subjects of low than in high developed region on having power measure of the

value system. Unemployed as compared to employed, and nonbeneficiaries as compared to beneficiaries (except for having power) revealed greater scores on all the measures.

Results revealed (i) 'development x employment' interaction on all (except on being liberal in thinking), (ii) 'development x beneficiary' interaction on socially conscious, having power and being liberal in thinking, (iii) 'employment x beneficiary' interaction on having power, and (iv) 'development x employment x beneficiary' interactions on being wealthy, having power, doing social work and being liberal in thinking measures of the value systems. The analyses of the interaction variances provided supporting evidences with regards to the 'development,' 'employment' and 'beneficiaries' variables, otherwise, inconvenience in interpretation of results.

Subjects of high developed region revealed greater competition tolerance as compared to the subjects of moderate, and both greater than in subjects of low developed region. Employed as compared to unemployed and beneficiaries as compared to nonbeneficiaries revealed greater competition tolerance. In addition, 'development x employment,' 'development x beneficiary' and 'development x employment x beneficiary' interactions resulted significant F-ratio's on competition tolerance. Results indicated that differences between the levels of 'beneficiary' as well as between the levels of

'employment' is not independent of the levels of regional 'development', and that the differences between the levels of beneficiary' is not independent of the levels of 'employment' at each level and averaged over the levels of regional 'development.'

Analysis of perceptual domain pertaining to social and cultural change and development revealed a number of salient features with regards to the 'development,' 'employment' and 'beneficiary' variables which may summarily be concluded as follows. Unemployed subjects attributed to administrative failure as one of the reasons for unsuccessfulness of development programmes. Migration and settlement of non-Mizo's into the community as unwanted change. On the contrary, employed subjects attributed to lack of patriotism and negligence of responsibilities as reasons of failure of development programmes, lack of proper plans as causes of poverty, political stability as source of development, trust in God as future plan for development, desire for luxury and migration and settlement of Non-Mizo's into the community as unwanted changes and better education for all as important means for development. Besides, all other issues of content analysis resulted nonsignificant X^2 - values.

Nonbeneficiaries as compared to beneficiaries attributed to administrative failure as one of the reasons of unsuccessfulness (failure) of development

programmes, better communication and opportunity of interaction with outsiders as changes experienced, and corruption, migration and settlement of non-mizo's into the community as unwanted changes. On the other hand, beneficiaries as compared nonbeneficiaries ascribed to lack of proper guidance as one of the reasons of unsuccessfulness (failure) of the development programmes, lack of seriousness, lack of specific goals of people, and lack of proper plans as causes of poverty, personal (individual) responsibility as source of development, desire for luxury as unwanted change and better education for all as important means of development.

Observations with regard to 'development' variable on perceptual domain regarding the problems and prospects of social change and development revealed significant critical ratios for administrative failure as one of the reasons of unsuccessfulness of development programmes, societal and political responsibilities as sources of development, trust in God as future plan for development, opportunities for interaction with non-Mizo's as changes experienced and better government as important means for development. On all these facets, the frequency of responses were high in subjects of low, followed by moderate and the least in subjects of high developed region.

Subjects of high developed region attributed more to lack of patriotism, lack of proper guidance and

negligence of responsibilities as reasons of failure of development programmes, lack of proper plans and lack of capital as causes of poverty, individual responsibility as source of development, good administration and capital as future plans for development, desire for luxury as change experienced and unwanted change as well as trust in God, better education and better communication as important means for development. On all the issues, the subjects of high developed region indicated greater frequency, followed by those of moderate, and least in subjects of low developed region. Subjects of moderate developed region revealed more frequency, followed by the subjects of high, and least in subjects of low developed region showing significant critical ratio on better communication as one of the major changes and development. In essence, the differential patterns of mean differences with regards to the three main variables of 'development,' 'employment' and 'beneficiary' in general added a step forward (alongside the other behavioural measures) in understanding the perceived problems and prospects of social and cultural change and development in general and in the population under study in particular - the Mizo.

To recapitulate, the results of the present study revealed to conclude the followings. 1. Greater scores in beneficiaries than in nonbeneficiaries on (a) prosocial, and reverse pattern on societal related goals (greater scores in beneficiaries than in nonbeneficiaries), (b) greater effort oriented and interpersonal skills means

of achievement, (c) liberal attitudes pertaining to the issues of social importance (changing traditional systems and practices, changing political atmosphere, economic growth and development, changing marriage practices, increasing divorce rate, modernization, and migration and settlement of non-Mizo into the community, (d) value systems (being religious, being wealthy, being socially conscious, doing social work and being liberal in thinking), (c) competition tolerance, and (f) various issues pertaining to the problems and prospects of social and cultural change. 2. Greater scores in employed than in unemployed subjects on measures of (a) achievement goals at individual level (material related, positive experience, prosocial and career oriented) and family related goals of achievement, and (b) all the measures of internal (effort oriented, interpersonal skills and disposition) and external (broad environmental factors and influence mechanism) means of achievement, (c) liberal attitudes on issues of social importance (changing traditional systems and practices, changing political atmosphere, changing marriage practices, increasing divorce rate, modernization, and migration and settlement of non-Mizo into the community), (d) value systems (being religious, being wealthy, being socially conscious, having power and being liberal in thinking), (e) competition tolerance, and (f) and on various issues of problems and prospects of social and cultural change and development. 3. Analysis of (a) achievement goals revealed (i) greater societal related and family related

achievement goals in subjects of moderate than in low, and both greater than in subjects of high developed region, (ii) greater scores on material related, positive experience and prosocial goals of achievement in subjects of moderate than in high, and both greater than in subjects of low development region, and (iii) greater effort oriented goals of achievement in subjects of high than in both the subjects of low and moderate developed regions (showing no reliable difference between them), (b) analysis achievement means revealed (i) greater effort oriented and broad environmental factor means of achievement in subjects of high than in low and moderate developed regions (showing no reliable difference between them), (ii) greater interpersonal skills in subjects of high than in subjects of moderate, and both greater than in subjects of low developed region, and (iii) greater influence mechanism means of achievement in subjects of moderate than in low, and both greater than in subjects of high developed region; and (iv) greater disposition means of achievement in subjects of low than in both the subjects of moderate and high developed regions (showing no reliable difference between them), (c) more favourable attitudes in subjects of high than in moderate, and both greater than in subjects of low developed region on all the issues of social importance, (d) on being (i) religious, wealthy and socially conscious values, greater scores in subjects of low than in both the moderate and high developed regions (showing no reliable difference between them), and

(ii) on having power, doing social work, being liberal in thinking measures, greater scores in subjects of high than in low, and moderate developed regions (showing no reliable difference between them), (c) greater competition tolerance in subjects of high than in moderate, and both greater than in subjects of low developed region, and (f) the differential patterns of the problems and prospects of social and cultural change and development (according to the levels of regional 'development'). 4. Supplementary evidences (partial) in favour of the significant independent effects of 'development,' 'employment' and 'beneficiary' variables from the overall analyses of 'development x beneficiary', 'development' x 'employment', and 'employment' x 'beneficiary' interactions on the specified measures of the dependent variables. In essence, the results provided substantial evidences in support of the expectations of the study -- changes at individual levels in the population under study.



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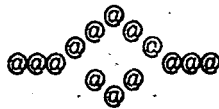
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A P P E N D I C E S

APPENDIX-I::: MIZOS : SOCIETY AND SOCIAL CHANGE :::

Mizoram the 23rd State of the Indian Union has a chequered history. It is situated in the North-Eastern part of India sharing international boundary ^{with} Myanmar (Burma) in the East and Bangladesh in the West and Manipur and Assam in the North. It has an area about 21090 sq.kms. and is situated between 22.02°N and 24.90°S latitudes. The tropic of Cancer passes through the State from East to West. The population density is 33 persons per sq.km. (1991 census). The term Mizo is a generic term connoting the different tribes of the state who are of Mogoloid stock. The major different sub-tribes of Mizos are -- Lusei, Hmar, Paithhe, Pawite, Ralte and Lakher. The common language is Mizo and 96% of the people are Christians. The literacy rate is very high which is 59% according to 1991 Census, second highest in the country.

The History of the Mizos can be divided into three periods i.e. (i) Pre-British period, (ii) The British or Colonial period (1894-1947); and (iii) Post-Independence from 1947 - till date.

(I) PRE-BRITISH PERIOD

During this period the Mizos; including the major tribes and the sub-tribes were mostly nomadic in their

life style. However, gradually when they had opted for permanent settlement the villages became the centre of all activities of a particular group of people. The social and cultural practices of the people during those days are found in folk lores, folk tales and folk songs.

Though, some of the scholars have attempted to study the migration of the Mizos to the present Mizoram. However, these historical facts or disputes are not relevant for the study, but the write up ventures to show the pattern of social organizations and the values and practices in the village. A village was selfsufficient in many ways and it was ruled by a Chief. The position of a chief was like a protector and guardian of his people in times of adversity and of prosperity. He was assisted by a Council of village elders who were elected or nominated. During this period the Zawlbuk (Bachelor's Dormitory) was an important social institution to teach the younger generation the techniques of warfare, hunting and other social values such as self sacrifices ~~and~~ or 'Tlawngaiha' to young people. The youth, considered to be the asset of the village; used to get lot of adoration and affection from each member of the village. As Mizo society is strongly Patriarchal in nature, women used to enjoy a lower position to men though there was a clearcut division of labour. Women didn't have any right to property. During this period, as the village was a closed unit and it had less interaction with outside World, changes in the society was more or less static.

(II) BRITISH PERIOD (1894 - 1947):

The British period in the history of Mizoram is very important and crucial. The experience of Mizoram under British rule, unlike other states of the country had been marked by significant and revolutionary changes. Though the British came as rulers, in administrative level they followed a policy of alienation and collaborated with the village Chiefs for their own benefits. The administration started in the northern part of Mizoram and subsequently extended to the southern part. But with the advent of the Missionaries a process of socio-cultural change set in the State. It is not only that the Missionaries indoctrinated about cent percent of the people of the state into Christianity but they offered the people their first alphabet, grammar of the language, and the first school. Even though the state remained backward and remote during British rule it benefited tremendously from the contributions of the Missionaries in the form of spread of education and political consciousness among the people. The major change characteristics of the British period may summarily be presented as follows:

(1) Changes of religion from animism to Christianity brought about changes not only in religious attitudes but opened a way for more secular religious behaviour.

(2) Woman who was to get a lower status in the traditional society, in the changed situation her position

was enhanced, because of the new religion. Roads were constructed between Silchar to Aizawl for the imperative need of the administration which encouraged intervillage permanent footpath to break barriers among them. By the influence of Christianity doctrine, head hunting was abandoned and also Zawlbuk institution as the proper formal education was set in among the people. The elimination of slavery was another change due to vehemently assaulted by the christian missionary. People began to give up the primitive notion that evil spirit inhabited in caves, tress, stones etc, which often caused too much superstition with heavy suffering in their daily life. The Christian missionaries taught to change the habit of drinking local liquar to tea. Marriage still retained traditional and primitive forms but solemnised in the Church. The people still depended very much on bare sustenance from their land, managed themselves with the 'jhum' production in normal life. But the frequent occurrences of famine, people started exchange of the agricultural products with other goods sold in the trade market set up. The mixing with western culture (the doctrine of Christianity) and the formal education enlightened in all the sphere of their life regarding time management, dresses, building construction, house arrangement, facilities available in the house and jhum cultivation.

(3) Awareness of better social life, education and political rights generated.

(4) The alienation of the community got shrunk and the people were opened to new ideas because of the spread of education.

(5) Administrative institutions brought people into an organised social and political existence.

(III) POST INDEPENDENCE PERIOD (FROM 1947 - TILL DATE):

The Post Independence Mizoram has witnessed lots of political turmoils. As already had been stated that Christianity and spread of education brought political awareness among the people which shaped the present political condition of the state. The first political party Mizo Union formed in 1946, participated in the election later on got desolved into National Congress. However, the aftermath of Indian Independence ushered a state of confusion for sometime in Mizoram. Some of the Mizo political elites were for joining with Indian Union, other were for joining with Burma. Because of the segregation policy of the British, there was absolutely no development of the state which gradually turned into a kind of antithetical attitude towards, initially against the Assam Government and later on against the Government of India. The misgiving of the people got reinforced and their anger compounded during the famine of 1959. Mizo National Front (MNF) which was initially a voluntary organisation under took Armed insurgency against the Government of India and mobilized the youth of the state to demand for a separate independent state

of Mizoram. With the insurgency, political development in Mizoram took a faster pace on one hand, Government of India pouring money to speed up development with a policy of appeasement on the other. MNF tried to woo the people with nationalistic and patriotic slogans. Ultimately the erst while Mizo District of Assam became a Union Territory in 1972, and became a fullfledged state in 1987 resulting in the MNF entering into a memorandum of settlement with the Government of India for peace. During this period the Mizos participated in a democratic process of election alongwith political parties like People Conference and Congress forming Government to rule the state at different periods of time. The major social changes during this periods may summarily be outlined as follows:-

- (1) Abolition of Chieftainship and the foundation of democracy is laid.
 - (2) Women are given equal status with men both politically and socially.
 - (3) Accumulation of wealth leading to division of rich and poor come into existence which was not at all existent during the previous period.
 - (4) Life style continued to change because of spread of education and exposure to the rest of the World.
 - (5) Democratic and secular value systems were rated high leading to tolerance and peaceful coexistence.
 - (6) A strong Mizo identity was established giving
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scope for the young to be proud of their culture and traditions.

(7) Traditional institutions like Zawlbuk became nonexistent. The village elder system and other traditional institutions also disappeared with the changing administrative and political structures.

(8) Because of urban centres, rural and urban divisions emerged while even in the British period, the State of Mizoram was totally rural.

The overall changes during the (i) Pre-British, (ii) British, and (iii) Post Independence periods resulted modernization (within a very short history of about hundred years) and large scale segmentation of the society as rural-urban, educated-uneducated, rich-poor and the like and that in large-scale rural to urban migration, and migration from different parts of the Indian Union; especially to Aizawl than in Lunglei and least in Chintuipui districts of Mizoram. Whereas internal migrants have tended to remain relatively traditional in their cultural patterns, migration of non-Mizos has been associated with development of modern industrial skills and change in the cultural systems and the expectations of people especially among the old people, who had experienced major difficulties in traditional systems.

Even among internal migrants, however, there has been a shift in norms and values that has reduced the

hold of traditional patterns, especially those related to religious practice of daily prayers. But traditional family patterns do seem to predominate. Persistence is manifested in continuance of such fundamental ways as the practice of arranged marriage in conformity to decision of young male and female having decided to marry, engagement in traditional religious rituals (even after adoption of Christianity as religion), maintenance of traditional ways of speaking and interacting (especially in case of decision making by elders and if decisions communicated, however, repeated) and use of traditional dress. Although meager systematic attempts have been made to understand the life of the more middle-class and highly educated Mizos, however, they have tended to become increasingly Westernized and cosmopolitan. This change is reflected in political party's affiliation, type of residence preferred, residential location, manner of dress, music and food preferences, household furnishing and patterns of speech. Furthermore, middle class children are more likely to receive secondary and tertiary education than children from lower strata of the society. Additionally, it has become usual for middle class females to receive advanced education. Here it deserves mention that by 1950 females hardly constituted ten percent (10%) population in the high school examination, at present, the proportion has not only gone up by more than fifty two (52%) percent but in terms of quality and merit too. Greater enrolment patterns of females at Higher-Secondary,

Degrees and Postgraduate levels are well manifested. Women constitute "greater proportion" in office services and a "high proportion" as teachers (particularly in urban areas). It is remarkable that such a fast pace of educational achievement places Mizoram as enjoying the second highest position in Indian Union in terms of the literacy rate. Above all, females constitute the greater proportion so far as the implementation and adaptation of the development programmes, either by the Government or voluntary organisations, are concerned. In fact, these overall consideration formed basis for women study on social and cultural change in the cultural group - the Mizos.

What should be seen in terms of community orientation and satisfaction of the Mizos, therefore, is differentiation between the traditional population, either urban or new migrants, or modernised middle class and upper class residents, on the one hand, and the levels of regional 'development' distinguished on the basis of quantitative index of regional development (vide Appendix-II) coupled with the 'employment' (unemployed and employed) and 'beneficiary' (nonbeneficiary and beneficiary of development programmes) on cognitive and motivational characteristics as measures of the dependent variables, the social and cultural change and development. Here it deserves mention that there are very different life styles and life orientations with regards to the three-way classification of variables

of the present study ('development', 'employment' and 'beneficiary') which reflects both the degree and extent of modernization and westernization in terms of almost all the antecedent variables of urbanization, modernization, economic development, industrial and attended social and cultural change. Again, returning to the discussion of psychological antecedents and consequents of social change (motivational characteristics, attitudinal and value patterns, and beliefs), coupled with the subjective modernization presented to bring forth the genesis of the problem suggest that such apparently transformative changes in ways of life and expressed values should logically be reflected in differences in the cognitive and motivational organisations of the local community, according to the 'development,' 'employment' and 'beneficiary' variables. The remainder of the genesis of the problem examines the results of an empirical test of this thesis.

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PROFILE OF DEVELOPMENT(Index of Development)

The United Nations Research Institute for Social Development (1963) was intended to 'conduct research into problems and politics of social development and relationships between various types of social development and economic development' during the different phases of economic growth. This directive led inevitably into quantitative studies measuring social development in relation to economic development, and the socio-economic relationship became the matter of international interest. The Institute in its beginning years devoted largely to quantitative studies of the dynamics of the socio-economic relationship, by use of econometric methods from international statistical yearbooks, however, the results of the early studies were disappointing as it was not possible to apply proper controls—given the limitations of the available information — in order to satisfy and measure specific causal relationships. By theory, to see the effect of X variable on Y variable, one could not control all other factors possibly influencing Y, as can be done in a laboratory or controlled economic production process. High correlations and regression coefficients were obtained, but elaborate research designs produced results that were seen contrary to expectations.

For example, curvilinear relation between expectation of life and GDP per capita in 1970 emerged in cross-national data. The patterns of relationships could be taken to mean that life expectation growth has a small effect on GDP per capita at lower level of life expectation but a very large effect on higher levels; or that factors correlated with both life expectation and GDP, such as education, are somehow responsible for the specific shape of this curve. Be it is, the regression type approach (though could not be used directly to measure causality through regression analysis) was used to say that how much changes in Y was caused by a given change in X, it was possible to say, in relation to development distributions, what level of Y tended to go with or corresponded to what level of X... and of Z etc; with the expectation that might lead better method of measuring progress in development.

Regression analysis is the much used analysis in determining the effect of one variable upon another, for it assumes that one variable is independent and the other dependent upon it. Or, in multiple regression, several independent variables (weighted) are used to explain the dependent variable's behaviour. The random deviations from the regression line are assumed to be deviations in the dependent variable which follow the normal law of error.

However, considerable research on regression by the UNRISD (1985, pp. 175-198) suggest that the regression approach was not a suitable instrument for studying the interrelationships between social and economic factors in development. In these perspectives, theoretical statisticians have defined the conditions under which regression may be appropriately used (Malimrand, 1980, pp. 81-86), and it is quite apparent that most data arrays concerned with interrelations of social and economic variables that do not meet the conditions. At this juncture, a number of theoretical considerations deserve mention. First, that in many kinds of data there is a lack of normal distribution in the values of the variables and in the deviations or errors. Second, the regression line is unduly affected by 'outliners'. The Institute was particularly concerned about the third difficulty - the causal assumptions of regression, as applied to development data. By assuming that one variable is independent and the other dependent in socio-economic relations, and that all the errors are randomly distributed in the dependent variable along the regression line, one assumes knowledge that is without factual bases, and that will not be proved or disproved by regression analysis.

Furthermore, with regression one is assuming a kind of causality that appears infrequently in socio-economic relations : what may be called 'impact' causality-

the direct and immediate effect of changes of X upon Y, causing a random scatter of the Y values. Much of the causality relations between development variables, particularly the social and economic variables, appear to be more of a 'capacitation' type of causality. Education does not necessarily have an influence on GDP directly and immediately but makes it possible for GDP to grow if other factors are favourable; and GDP growth makes it possible for education to expand, other factors being favourable, or at least not unfavourable. Given the theoretical problems, if causality in development does not operate like causality in a mechanical input-output process where regression analysis would reveal accurately the impact of X on Y, the Institute established a new method for measuring development : (i) the best fitting line and the minimization of absolutes, (ii) the correspondance system, and (iii) the profiles.

The United Nations Research Institute for Social Development (1970) indicated that per capita type indicator plotted against percentage type usually tends to have a shape as described in the foregoing and that if the curve examined closely, manifests a marked flexion around 67-68 years of life expectation. This is a stage of health improvement when degenerative diseases begin to dominate and progress in saving lives gets down in relation to growth

of GDP per capita. In fact, practically every curve in which expectation of life is related to another dependent variable, the same flexion and slowing down appear at around 67-68 years of life expectation. The curve relating expectation of life to steel consumption per capita, energy consumption per capita, agricultural production per male agricultural worker, telephones per 10,000 population and various other per capita type variables are almost identical with the per capita GDP and life expectation curve. Social variables like life expectation, or more precisely the development process they represent may thus have internal dynamic affecting the pattern of growth in addition to influences from other sources. Other factors affecting the pattern of growth may be the sheer physical size of a country, or its population size. The level of health (indicated by life expectation and infant mortality measures) seem to be particularly affected (negatively) by large area, when combined with medium or small populations. The effect may relate to isolation, population heterogeneity and problem of delivery of health services (McGranahan, 1995).

Given the analysis pertaining to the socio - cultural indicators of development, and the large number of studies on the quantitative and qualitative measurements of development (Dofan and Kazancigil, 1994; Greeley, 1994; Henderson, 1994; Sachs, 1995), human development (Anand and

Sen, 1993; Sen, 1984; Streeten, 1995), measurement of development (McGrath, 1995) and measuring the development - the role of environmental accounting (Morris, 1979; Serafy, 1995), the quantitative index of regional development for the present study was attempted to distinguish the levels of regional development as low, moderate and high. The various socio-economic indicators of development as elucidated by McGrath (1995) served as basis to achieve the objective. The core 19 - indicators may be listed as follows: (i) literate as percentage of total population, (ii) combined primary and secondary enrolment as percentage of population, (iii) expectation of life at birth (both sexes), (iv) infant mortality rate, (v) water supply, (vi) salaried and wage earners as percentage of total economically active population, (vii) adult male labour in agriculture as percentage of total adult male labour, (viii) professional, technical and related workers as percentage of total economically active population, (ix) apparent consumption of protein of animal origin, per capita, per day (adjusted for age structure), (x) newspapers (daily general interest) circulation as percentage of population (adjusted for age structure) (xi) television receivers (adjusted for age structure), (xii) telephones as percentage of the population (adjusted for age structure), (xiii) agricultural production per male, agricultural worker at current prices (in purchaser's value) (xiv) manufacturing production per person active in manu-

facturing industries, (xv) steel, apparent consumption per capita, in kilograms (adjusted for age structure), (xvi) energy, apparent consumption per capita, in kilograms of coal equivalent (adjusted for age structure), (xvii) investment for per economically active person, (xviii) foreign trade (exports plus imports) per capita (adjusted for age structure), and (xix) GDP per capita (in purchaser's value) at current prices (adjusted for age structure).

The profile of development (quantitative index of development) for the study was derived on the basis of Census Data (1991). The index included the population (male/female), population density, educational institutions (primary, middle and high schools and colleges), student - teacher ratio, literacy rate (sex-wise), communication (roads and transport), medical health services (hospitals - primary health services, doctors as well as other medical and para-medical technical personnel), birth rate/death rate, infantile mortality, veterinary livestock, (and care services), industries (registered and unregistered), employment avenues (both in the Government and semi-government sectors), types of houses (RCC, Assam type and Kacha), investment by the Government for development of the sectors, and above all, the number of development programmes and the number of beneficiaries of the development programmes in the

regions. The observations of the Census Report (1991) on all these counts for three districts of Aizawl, Lunglei and Chhimituipui (Mizoram) are given in Table - 1.

The rank-order analysis of the various indicators of the quantitative index of development reveals highest level of regional development in Aizawl, followed by Lunglei, and least in Chhimituipui districts of Mizoram. Here it may be mentioned that the inter-relationships of the socio-economic indications with that of the GNP and GDP are not reported in the Census Report (1991) (which require large scale analysis and very much desirable) but the included socio-economic indicators of development may well-reasonably be concluded (based on the theoretical foundations with regard to the quantitative and qualitative indices of development as presented in the foregoing) to distinguish the levels of regional development for the purposes of the present investigation.

Besides, the quantitative index of development included the Resource Association Regions like the Regional Resource Association : (i) physiography (topography, agricultural slope), (ii) hydrography (both the under and overground water resources), (iii) soil, (iv) rainfall, and (v) temperature; (b) biotic resources (forest and

Table - 1 : Index of Development.

Items	Three Districts		
	Aizawl	Lunglei	Chhintuipui
1. Population			
(i) Total population	4,78,465	1,11,415	86,207
(ii) Male	2,48,343	58,331	33,084
(iii) Female	2,30,122	52,304	47,572
(iv) Rural	2,18,744	66,859	86,207
(v) Urban	2,59,721	44,556	13,669
(vi) Population density	38 per sqkm	24.56 per sqkm	25.24 per sqkm
2. Educational Institutions			
(i) Primary School			
Government	627	178	144
Aided/Deficit	93
Permission	14	20	5
(ii) Middle School			
Government	187	38	20
Aided/Deficit	190	57	54
Permission	39	15	24
(iii) High School			
Government	70	14	5
Aided/Deficit	68	18	19
Permission	61	14	12
(iv) Enrolment of Students in Schools			
(i) Boys	48,771	28,735	18,151
(ii) Girls	38,452	17,822	14,631

(v) Total teachers (Schools)			
(i) Male	878	179	187
(ii) Female	196	31	15
(vi) Teacher and Student ratio	13.69	25.89	32.19
(vii) Colleges			
Government	6	1	1
Deficit	4	1	1
Private	10	2	2
(viii) Total enrolment of Students	8,565	2,154	1,462
(ix) Teachers	835	71	43
(x) Teacher and Student ratio.	10.25	30.34	34.00
3. Illiteracy			
(i) Illiterate females	12,375	3,892	5,132
(ii) Illiterate females	12,131	4,216	5,689
(iii) Percentage to the population	8.54%	12.38%	18.21%
4. Communication			
i) Road			
(a) Surfaced	849.62	171.97	29.90
(b) Unsurfaced	1896.02	387.62	351.85
ii) Transport			
(a) Number of private vehicles	6674	2330	1589
(b) Number of Govt. vehicles	8898	3461	1484

5. Telephones			
(a) Number of Telephone connection	3625	793	143
(b) Number of Telephone Exchange	7	1	1
6. Post and Telegraph Offices			
	236	51	53
7. Television			
	5,679	576	45
8. Medical and Health Services			
(a) Hospital	14	6	4
(b) Primary Health Centres	35	11	6
(c) Doctors	143	26	38
(d) Other Paramedical Staff	328	61	38
9. Veterinary Care Services			
(a) Stock lives	8,57,415	2,83,661	1,82,520
(b) Proportion to the population	64.77%	21.43%	13.80%
(c) Veterinary Hospitals	3	1	1
(d) Rural Animal Husbandry Centres	25	5	5
(e) Veterinary Dispensary	50	19	12
10. Industries			
(a) Registered	1,763	150	100
(b) Unregistered	853	73	48

11. Employment	29,665	5,017	4,208
12. Types of House			
(a) R.C.C.	5,241	135	23
(b) Semi R.C.C.	4,583	192	36
(c) Assam Type	35,787	1,236	195
(d) Kacha	4,562	3,421	563
13. Rural Development Blocks	10	5	4
14. Number of Beneficiaries of Development Programmes	13,075	5,037	4,722
15. Number of Voluntary Organizations	10	4	3
16. Development Programmes			
1. Agriculture and Allied			
(a) W.R.C			
(b) Terracing			
(c) Orange Farm			
(d) Banana Farm			
(e) Tung			
(f) Pineapple			
(g) Sugarcane			
(h) Mango			
(i) Passion Fruit Farm			
(j) Sericulture Farm			
(k) Pisciculture Farm			
2. Industrial Sector			
(a) Handloom			
(b) Carpentry			
(c) Rice Huller			

- (d) Tailoring
- (e) Bakery
- (f) Chew making
- (g) Blacksmithy
- (h) Shoe repairing
- (i) Watch repairing
- (j) Radio repairing
- (k) Tinsmithy
- (l) Art and Painting.

3. Animal Husbandry and Veterinary

- (a) Piggery
- (b) Hill Cattle
- (c) Goat Rearing
- (d) Dairying
- (e) Poultry

livestock); (c) agro-mineral resources (cultivated land, intensity of production and cropping intensity); and (d) the agricultural and horticultural productivity. Furthermore, employment generation as well as labour production were also included. Though the publications on many aspects are yet to follow, the personal communications reveal to conclude highest level of regional development in Aizawl, followed by Lunglei, and least in Chhimituipui districts of Mizoram.

*

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SEMANTIC DIFFERENTIAL SCALE

1. Name _____ Age _____
 Village _____ Education Qualification _____
 Any help from the Government _____

2. Given below are some statements. They express our values and attitudes towards various important social issues. You have to read each statement carefully and indicate your opinions. You will find 1 to 7 printed against each of the adjective pairs for each of the issues of social importance.

1. CHANGING TRADITIONAL SYSTEMS AND PRACTICES :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

Total

2. CHANGING POLITICAL ATMOSPHERE :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

3. ECONOMICAL GROWTH AND DEVELOPMENT :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

4. CHANGING MARRIAGE STYLE :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

5. DIVORCE :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

6. MODERNIZATION :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Bright
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

7. MIGRATION AND SETTLEMENT OF OUTSIDERS INTO THE COMMUNITY :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

8. BEING RELIGIOUS :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

9. BEING WEALTHY :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

10. BEING SOCIALLY CONSCIOUS :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep
TOTAL										

11. HAVING POWER :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep
TOTAL										

12. DOING SOCIAL WORK :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P.	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

13. BEING LIBERAL IN THINKING :

A	1.	Fast	1	2	3	4	5	6	7	Slow
E	2.	Valuable	1	2	3	4	5	6	7	Worthless
P	3.	Heavy	1	2	3	4	5	6	7	Light
P	4.	Weak	1	2	3	4	5	6	7	Strong
A	5.	Dull	1	2	3	4	5	6	7	Sharp
A	6.	Dark	1	2	3	4	5	6	7	Bright
A	7.	Harmful	1	2	3	4	5	6	7	Beneficial
P	8.	Big	1	2	3	4	5	6	7	Small
E	9.	Unpleasant	1	2	3	4	5	6	7	Pleasant
E	10.	Nice	1	2	3	4	5	6	7	Awful
E	11.	Good	1	2	3	4	5	6	7	Bad
P	12.	Shallow	1	2	3	4	5	6	7	Deep

TOTAL

PERCEIVED PROBLEMS AND PROSPECTS OF SOCIO-
CULTURAL CHANGE AND DEVELOPMENT.

The perceptual aspects pertaining to the problems and prospects of socio-cultural change (and development) aimed to elucidate the aspects like the reasons of unsuccessfulness of development programmes, causes of poverty, sources of development, future plans for (of) development, favourable changes experienced since childhood, unwanted changes, and important means of development. The broad structure was finalized on the basis of preliminary discussions (and interview) with prominent elderly and respectable persons of the community. For this purpose, leads were taken from literature on content analysis (Berlson, 1954; Holsti, 1975; Osgood and Walker, 1959; International Encyclopedia of the Social Sciences, 1972).

Content analyses is used in social sciences as one means of studying communication -- its nature, its underlying meanings, its dynamic processes, and the people who are engaged in talking, writing or conveying meaning to one another. Within the broad limits of the technique of content analysis are divorce and the objectives range from mapping propoganda campaigns to explaining international conflicts from abstracting the ideas and beliefs expressed in falklores of motives of a given period to tracing the epochal alternations in social values.

may centuries; from charting the interaction-patterns between patient and therapist. However, no general theory of communication is yet in common use among the several social sciences to guide these varied analyses. Implicit in each investigation is a conceptual model, or set of ideas and assumptions, about the nature of the particular communication process - the perceived problems and prospects of social and cultural change and development according to the levels of regional 'development' (low, moderate and high), 'employment' (unemployment and employed) and 'beneficiary' (nonbeneficiary and beneficiary of development programmes) variable under study.

To test the conceptual model or to add new ideas to the perceived problems and prospects of social and cultural change (and development) in the population under study - the Mizo's; the empirical phase of research centered upon the selection of particular communications and to search for order among them by adapting the conventional procedures of sampling, measurement and analysis (Berlson, 1954; Halsti, 1975; International Encyclopedia of Social Sciences, 1972). Based on literature and a pilot study (discussions with prominent elderly and respectable persons of the community) an open-ended interview schedule was devised to achieve the objectives.

Each subject was individually initiated for discussion on issues of the well structured schedule of interview (open ended) and responses of each subject on

various facets were noted (and simultaneously tape recorded) for subsequent content analysis. The content analysis included the analysis of inter-coder reliability co-efficient (the coding of responses made by the well trained observers). Results revealed reliability coefficients of the orders of 0.72 to 0.87 (on occasions) suggesting very consistent patterns of coding (and classification) of the perceived problems and prospects of social and cultural change and development in the population under study.

The overall analyses of the perceived problems and prospects of social and cultural change (and development) revealed a number of salient features, however, the seven top ranking prospects and problems (and their sub-details), four in each; are given below.

1. Reasons of unsuccessfulness (failure) of development plans (programmes)
 - (a) Administrative failure.
 - (b) Lack of patriotism.
 - (c) Lack of proper guidance.
 - (d) Negligence of responsibilities.
2. Causes of poverty
 - (a) Lack of seriousness.
 - (b) Lack of specific goals.
 - (c) Lack of proper plans.
 - (d) Lack of capital.

3. Sources of development

- (a) Individual.
- (b) Societal.
- (c) Political.
- (d) Cultural.

4. Future plans for development

- (a) Good administration.
- (b) Trust in God.
- (c) Better education for all.
- (d) Capital.

5. Changes experienced since childhood

- (a) Luxury.
- (b) Better communication (transport).
- (c) Increase in education.
- (d) Interaction (opportunities) with non-Mizo's.

6. Unwanted changes

- (a) Desire for luxurious things.
- (b) Loss of respect to elders.
- (c) Corruption.
- (d) Migration and settlement of non-Mizo into the community.

7. Important means for development

- (a) Trust in God.
- (b) Better education for all.
- (c) Better communication.
- (d) Better government.

Subjectwise indices (frequency) on issues of the perceived problems and prospects of social and cultural change (and development) were prepared according to the three main variables of 'development' (low, moderate and high), 'employment' (unemployed and employed) and 'beneficiary' (nonbeneficiary and beneficiary of development programmes) and analysed by applying X^2 - test to discern the patterns of differences for precision and clarity of the findings.

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APPENDIX-VACHIEVEMENT GOALS

Name: _____ Age: _____

Educational qualification _____

Village _____ any help from the government/others _____.

Kan nitin khawsakzia hi kan thiltum, hlawhtlinna nia kan ngaih ah hian a inngat thui hle a. Tun ah hian hlawhtlinna nia lang chi hrang hrang kan han tarlang a. Nguntakin chhilara, i thiltum ni ngei ah chuan pali na ah thai la, a nih deuh tho chuan pathumma na ah thai la, i ngaih dan a nih vak loh chuan pahnhna ah, a nih miah loh chuan pakhatna ah i thai dawn nia. I chhan kim leh kim loh ngun takin i ennawn dawn nia.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. Duh zawng neih	—	—	—	—
2. Pawisa hlawh chhuah	—	—	—	—
3. Hriselna tha neih	—	—	—	—
4. Taksa mamawh neih	—	—	—	—
5. Nun nuam tak a awm	—	—	—	—
6. Hlim thei ang ber a awm	—	—	—	—
7. Unaute mamawh neih	—	—	—	—
8. Mahni a khawsak theih	—	—	—	—
9. Zin vah vel	—	—	—	—
10. Thian tha neih	—	—	—	—
11. Thil harsa hmachhawn	—	—	—	—
12. Mitha tak nih	—	—	—	—

	1	2	3	4
13. Sakhaw mi nih	—	—	—	—
14. Mahni duty hlenchhuah	—	—	—	—
15. Midangte thatna ngaihtuah	—	—	—	—
16. Mipuih	—	—	—	—
17. Zirna tha neih	—	—	—	—
18. Thilthar zir leh hmuhchhuah	—	—	—	—
19. Hriatna zau neih	—	—	—	—
20. Zirna ahlawhtlin	—	—	—	—
21. Hna nghet neih	—	—	—	—
22. Chhungkua leh hnam a pawimawh	—	—	—	—
23. Sport a hlawhtlin	—	—	—	—
24. Chhungkaw hmasawna	—	—	—	—
25. Pianpuite hmasawna	—	—	—	—
26. Upa te zah leh puih	—	—	—	—
27. Mite ngainat nih	—	—	—	—
28. Inremna leh inkungkaihna tha neih	—	—	—	—
29. Veng hmasawna	—	—	—	—
30. Khawtlang leh ramtan a thawh	—	—	—	—
31. Loneih hmasawna	—	—	—	—
32. Hmingtha leh fak hlawh	—	—	—	—

ACHIEVEMENT MEANS

Name _____ Age _____
 Village _____ Education qualification _____
 any help from govertment/others _____

Hlawhtlinna nei tur a, thil pawimawh te kan han tar lang leh a. Dik i tih dan a zirin, achievement goals i chhan ang khan i ngaihnan dik takin i chhang leh dawn nia.

	1	2	3	4
1. Thununna	_____	_____	_____	_____
2. Zirna	_____	_____	_____	_____
3. A tak a tih	_____	_____	_____	_____
4. Ruahmanna	_____	_____	_____	_____
5. Dan zawm	_____	_____	_____	_____
6. Thawh hah	_____	_____	_____	_____
7. Hun hman that	_____	_____	_____	_____
8. Mi hneh theih	_____	_____	_____	_____
9. Rinawmna	_____	_____	_____	_____
10. Nungchhang tha	_____	_____	_____	_____
11. Rual elna	_____	_____	_____	_____
12. Nun mawi	_____	_____	_____	_____
13. Mite puih	_____	_____	_____	_____
14. Inkungkaihna tha	_____	_____	_____	_____
15. Hmangaihna lch lainatna	_____	_____	_____	_____
16. Tuina	_____	_____	_____	_____
17. Rilru pek	_____	_____	_____	_____
18. Chakna neih	_____	_____	_____	_____

	1	2	3	4
19. Hriselna	—	—	—	—
20. Theihna	—	—	—	—
21. Rilru chak	—	—	—	—
22. Hriatna zau	—	—	—	—
23. Sawrkar	—	—	—	—
24. Chheh vel	—	—	—	—
25. Hna nghet	—	—	—	—
26. Hmanrua	—	—	—	—
27. Kaih hruaina	—	—	—	—
28. Thawh hona tha	—	—	—	—
29. Upate malsawna	—	—	—	—
30. Mite puih	—	—	—	—
31. Upate zah leh thuzawm	—	—	—	—
32. Pawisa	—	—	—	—
33. Chhungkaw tha	—	—	—	—
34. Mithiltithei te hmelhriat	—	—	—	—
35. Hmangchang hriat	—	—	—	—

COMPETITION TOLERANCE

INSTRUCTIONS: Heng zawhna hrang hrangte hi nguntakin chhiarla dik itih berah pakhat ah i thai dawn nia.

1. Election ah i ding ve a, i khingpui chu nangain chak ~~zawkin~~ zawkin lang bela engtinngge i tih ang?
 - (a) I thiltum i ti pung ang
 - (b) A ngain i ti ang
 - (c) I inrensiam pui ang.
 - (d) I in hnuk daw k ang.
2. I team in chan ta ula, engtinngge i tih ang?
 - (a) Kan khingpui te an chak em ani.
 - (b) Kan tha viauna a kan tang taw k lo ani
 - (c) Kan beithiam lo ani
 - (d) Kan khingpuite an dik lo ani.
3. Intihsiakna a duh a piang tel theih ah engtinngge i tih ang.
 - (a) Ka tel ve ziah
 - (b) A changin ka tel
 - (c) Ka tel khat lutak
 - (d) Ka tel ngai lo.
4. Thilthar nei tur in booking a ngai a, midang thei a zawk tamtak an awm a, engtinngge i tih ang.
 - (a) Kei mah ka va kal ang.
 - (b) Midang ka tir ang.
 - (c) Thildang ka lei ang
 - (d) Ka nei lo mai ang.

5. Hha i dil chu midangin chang hmel zawk sela engtinngge i in buatsaih ang.
- (a) Ka zir vak ang.
 - (b) Ka ve lang ve tawp ang.
 - (c) Ka neih ka ring chuang lo.
 - (d) Ka bei lo law law ang.
6. In thenawnte hausa tulh luh sela.
- (a) Nasa leh zualin ka thawk ang
 - (b) Ka khawsa ve mai mai ang.
 - (c) Hausa hmel zawk a lan ka tum ang
 - (d) Eng ah mah ka ngai lovang.
7. Office i thawhpui chu hnathiam hmel zawk sela.
- (a) I beivak ang.
 - (b) Hotupa i tlawn ang.
 - (c) I tih ngain i ti zel ang.
 - (d) I bang ang.
8. Hha thazawk, thawhnasat ngaizawk hmula
- (a) I zawn ang.
 - (b) I hna ngai ah promotion nei turin i bei ang
 - (c) A ngain i awm ang
 - (d) Lungawi lo mahila, angai i vuan ang.
9. Hausa ber ah min ngai che sela, i thenawm chu hausa zawkin hrebawk sila.
- (a) Hausa zawk turin ibei ang.
 - (b) An mahni ang turin i bei ang
 - (c) Insawn turin ka bei ang.
 - (d) Awm ve mai mai rawh se i ti ang.

10. Which of the following is not a function of the

cell wall?

- (a) Cellulose synthesis
- (b) Cellulose degradation
- (c) Cellulose transport
- (d) Cellulose storage

...