Research Paper

An Analysis of Achievement Motivation between Indian and Tibetan Youth: A study of Mussoorie

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ABSTRACT

Around thousand families of Tibetans are settled in Mussoorie, they started coming to India after the rebellion of 1959 in Tibet and subsequently the Central Tibetan Administration of the 14th Dalai Lama was for the first time got established in Mussorie, later it was moved to Dharamsala. The hills of Mussoorie are home to a happy mix of Indian and Tibetan students. The aim of this study was to see if there was a difference in achievement motivation between Indian and Tibetan students. With an average age of 17.2 years, this study comprised of 93 Indian and 179 Tibetan students that were randomly selected from Central School for Tibetans, Mussoorie. The Shah (1986) Achievement Motivation Scale was used to collect the data. The Achievement Motivation Scale is made up of 40 elements that are divided into four categories: (a) Academic Success, (b) Vocational Achievement, (c) Social Achievement, and (d) Ability Achievement. The findings of the study show that Indian students outperformed Tibetan students in terms of "Need for Academic Achievement." Whereas on the "Need for Vocational Achievement," no difference was found between Indian and Tibetan students. Between Indian and Tibetan students, there was a significant difference in the "Need for Social Achievement" and the "Need for Ability Achievement". In the categories of "Need for Academic Excellence" and "Need for Ability Achievement," Indian girls outperformed Tibetan girls. On the other hand, Indian boys outperformed Tibetan boys in the category of "Need for Academic Achievement."

Keywords: Achievement Motivation, Indian, Tibetan, Mussoorie

Oxford dictionary defines motivation "as a reason or reasons for acting or behaving in a particular way". Morgan & King (1993) explains motivation refers as driving and pulling forces that gave rise to a constant behaviour that is aimed towards a particular goal. According to Ryan & Deci (2000) "To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p. 54).

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Ryan & Deci (2000) pointed out that people not only differ in the amount of motivation but they also differ in the kinds of motivation. They elaborated about the orientation of motivation which underlies attitudes and goals that result in action, in other words, orientation is related to the 'why' of action. Mitchel (1982) defines motivation as "those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal-directed" (as cited in Shah and Gardner, 2008, p. 235).

When we think about motivation, we ponder why some people excel at what they are doing and why some people fail. The answer lies in the motive to achieve, in other words achievement motivation. Spence (1983) defined achievement motivation as "a task-oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence" (as cited in Shah, 2009, p. 24).

Morgan et al. (1993) highlights certain characteristic of people with high achievement need. According to Morgan et al. (1993) "high n-achievement people prefer to work on moderately challenging tasks which promise success. They do not like to work on very easy tasks, where there is no challenge and so no satisfaction of their achievement needs; nor do they like very difficult tasks, where the likelihood of their success is low. High n-achievement people like tasks in which their performance can be compared with that of others; they like feedback on "how that are doing." High n-achievement people tend to be persistent in working on tasks they perceive as career-related or as reflecting those personal characteristics (such as intelligence) which are involved in "getting ahead." When high n-achievement people are successful, they tend to raise their level of aspiration in a realistic way so that they will move on to slightly more challenging and difficult tasks. High n-achievement people like to work in situations in which they have some control over the outcomes: they are not gamblers" (p. 284).

According to Covington (2000) "The most sophisticated view of achievement motivation as a learned drive was developed in the 1950s and early 1960s by Atkinson (1957, 1964) and McClelland (1961). This theory held that achievement is the result of an emotional conflict between striving for success and avoiding failure" (p. 173).

According to Slade & Rush (1991) "In an early formulation of achievement motivation theory, Atkinson (1957) proposed that positively motivated subjects (i.e., subjects with motive to achieve success stronger than motive to avoid failure) would prefer tasks of moderate difficulty, whereas negatively motivated subjects (i.e., subjects with motive to achieve success weaker than motive to avoid failure) would prefer either very easy or very difficult tasks" (p. 165).

Several factors are known to affect achievement motivation, Taheri (2011) studied effective factors on motivational belief of the students, significant relationship was found between individual, academic and environmental factors and motivational beliefs of the students, environmental factors being the most important followed by individual and academic factors. Familial factors were not found to have a significant influence on motivational beliefs of the students.

According to Göç (2010) the factors affecting students' achievement motivation are teacher effectiveness, person's attitude towards their school, their friends, perceived abilities,

experiences of the past, parents approach towards their children, their school and importance given to their success.

Zainalipour et al. (2012) found that individual factors according to their components consisting of mental health, academic self-esteem and academic self-concept) have a significant role in improving the academic achievement motivation.

Ghamari (2011) found that there is positive and significant relationship between internal motivation and academic achievement. They found a significant and positive relationship between interest, competence, effort, lack of stress, selection, value and academic achievement.

Hadi and Al-Ommar (2009) observed that student level variables (prior achievement and self-concept) were more important than school level factors (school, gender, number of students in school, and teachers' satisfaction) (as cited in Sarangi, 2012, p. 35).

Ibanez et al. (2004) studied the relationship between achievement motivation and experiences at school in Latino youth living in US. The authors also explored that whether this relationship changes by language acculturation and generational status. They found that involvement of parent and sense of competence were associated with some aspects of achievement motivation differently generational status and language acculturation levels.

Walton & Cohen (2007) people become sensitive towards their quality of their social bonds, they further elaborated that stigmatized group members especially in professional and academic setting feel a sense of uncertainty in quality of their social bonds and thus they become sensitive towards social belongingness. Walton & Cohen (2007) highlighted that present research on achievement motivation emphasizes the mediating role of a sense of social connectedness.

Eccles, Wong & Peck (2006) found in their research with American-African adolescents that most youth react with enhanced motivation towards an anticipated future discrimination.

There is a role of culture as well in achievement motivation. The values, traditions and surroundings all can influence a person's level of achievement motivation. According to Urdan (2009) "The perceived value of "Achievement" itself varies culturally. For instance, it may be valued primarily for promoting future success (job, schooling), as in Western cultures, or for bringing honour to one's family, as in Eastern cultures" (as cited in Trumbull and Fisch, 2011).

Tibetans in India
Revolt erupted in Lhasa in 1959, it was the beginning of Tibetan uprising, and it was under the control of the communist party of China.

In 1950, China occupied Tibet. It proclaimed that more than 130.000 Tibetans came to India (Pehrson, 2003).

Presently around 94,203 Tibetans are living in India. (Central Tibetan Administration. Restoring freedom for Tibetans, 2014)

According to one of the Tibetan (Choephel, 2013) "….My father was in Lhasa during the great uprising, when the Tibetan people were crushed by the Chinese military. He was one of the 80,000 Tibetans forced to flee with the Dalai Lama to India, leaving behind his entire family in eastern Tibet, whom he never saw again." (p. 134).

According to Fisher, Mahajan & Topgyal (1996) the Tibetan refugee community was independent when managing internal issues, with its own government in exile, the Central Tibetan Administration (CTA), in Dharamsala.

In Mussoorie the Central Tibetan Administration of the 14th Dalai Lama was first formed before shifting it to Dharamsala. Nearly 5000 Tibetans are settled in Mussoorie. In 1960 the first Tibetan School was established in Mussoorie. In 1991 the CTA adopted a charter that contains general rights for Tibetans, the Charter establishes the separation of the power between the three pillars of the judiciary, the legislature and the executive (Wabern, 2013).

The Central Tibetan School administration is an independent organization that comes under aegis of the ministry of Human Resource Development, Government of India. The administration was established in the year 1961. The aim is to form, managing and helping schools across India for the education of Tibetan Children in India and protect and promote their culture and heritage. The schools are affiliated to CBSE. (Central Tibetan Schools Administration, 2009)

The Central School for Tibetans was set up in Mussoorie in 1960, the school was founded by Pandit Nehru and Dalai Lama. There are around 700 students. Around 10% of Indian students are there in each class in CST, Musoorie.

One of the purposes of Tibetan education as cited in basic education policy for Tibetans in exile is "The general purpose of education is to awaken and develop the human qualities of wisdom, loving kindness and compassion; their dependent virtues of right view and conduct; and the art of creativity and innovation." Another purpose for Tibetans in particular is "A responsibility the Tibetan people have towards the world community is to preserve and promote the unique wealth of Tibetan culture and traditions, which are of great value to the whole of humanity, through all times and circumstances. Another responsibility the Tibetan people have to the world is to promote and widely propagate the noble principle of Universal Responsibility as introduced and initiated by His Holiness the XIV Dalai Lama. These responsibilities are to be fulfilled." (as cited in tibetcorps.org)

Objectives
- To examine whether Indian students differ from Tibetan students with respect to the four dimensions of achievement motivation scale.
- To examine whether Indian girls differ from Tibetan girls with respect to the four dimensions of achievement motivation scale.
- To examine whether Indian boys differ from Tibetan boys with respect to the four dimensions of achievement motivation scale.

METHODOLOGY

Sample Characteristics
The sample comprised of 272 students, studying in class 11th and 12th of CST, Mussoorie, India. Out of 272 students 37 were Indian boys, 56 Indian girls, 91 Tibetan girls and 88

Tibetan boys. The age range of the students was 16-18 years. Students belonged to middle class and lower middle class residing in Mussoorie, India.

Procedure
272 students were randomly selected from Central School for Tibetans, Mussoorie. 93 Indian students and 179 Tibetans students comprised the sample. Achievement Motivation scale by Beena Shah (1986) was used to collect the data. The Achievement Motivation Scale based on forced-choice contains 40 items distributed over four dimensions i.e. as (a) Need for Academic Success (b) Need for Vocational Achievement (c) Need for Social Achievement (d) Need for Skill Achievement. Each statement has three alternative responses. The alternatives are arranged in order to one's inclination towards achievements in the areas of academic, vocation, social context and skills. Weightage 1, 2 and 3 are respectively were awarded for alternatives (a), (b) & (c) respectively on each statement.

RESULTS

Table No. 1 Difference between Mean Scores of Indian and Tibetan Students on Different Dimensions of Achievement Motivation through Independent Sample T test.

Dimensions	Domicile	N	Mean	t	p
Need for Academic Success	Indian Tibetan	93 179	24.68 23.20	4.27	.00**
Need for Vocational Achievement	Indian Tibetan	93 179	24.33 24.13	.609	.54
Need for Social Achievement	Indian Tibetan	93 179	23.20 22.43	2.05	.04*
Need for Skill Achievement	Indian Tibetan	93 179	23.27 22.16	3.17	.00**

$P<.05*, <.01**$

The above table shows that a significant difference was found between Indian and Tibetan students on Need for Academic Success (P = .00) with Indian students having higher mean score on Need for Academic Success than Tibetan students. Significant difference was also found on Need for Social Achievement (P= .04) with Indian students having higher mean score on Need for Social Achievement as compared to Tibetan students. Significant difference was found on Need for Skill Achievement (P = .00) with Indian students have higher mean score on Need for Skill Achievement as compared to Tibetan students.

Table No. 2 Difference between the Mean Scores of Indian and Tibetan Girls on Different Dimensions of Achievement Motivation through Independent Sample T test.

Dimensions	Domicile	N	Mean	t	p
Need for Academic Success	Indian	93	25.21	4.35	.00**
	Tibetan	179	23.20		
Need for Vocational Achievement	Indian	93	24.67	.45	.64
	Tibetan	179	24.48		
Need for Social Achievement	Indian	93	23.40	1.63	.10
	Tibetan	179	22.51		
Need for Skill Achievement	Indian	93	23.67	2.96	00**
	Tibetan	179	22.07		

P<.05*, <.01**

The above table shows that a significant difference was found between Indian and Tibetan girls on Need for Academic Success (P = .00) with Indian girls having higher mean score on Need for Academic Success than Tibetan girls. Significant difference was found on Need for Skill Achievement (P = .00) with Indian girls having higher mean score on Need for Skill Achievement as compared to Tibetan girls.

Table No. 3 Difference between Mean Scores of Indian and Tibetan Boys on Different Dimensions of Achievement Motivation through Independent Sample T test.

Dimensions	Domicile	N	Mean	t	p
Need for Academic Success	Indian	93	24.33	2.05	.04*
	Tibetan	179	23.40		
Need for Vocational Achievement	Indian	93	24.10	.69	.49
	Tibetan	179	23.78		
Need for Social Achievement	Indian	93	23.07	1.38	.16
	Tibetan	179	22.35		
Need for Skills Achievement	Indian	93	23.01	1.62	.10
	Tibetan	179	22.26		

P<.05*, <.01**

The above table shows that a significant difference was found between Indian and Tibetan boys on Need for Academic Success (P = .04) with Indian boys having higher mean score on Need for Academic Success than Tibetan boys.

DISCUSSION

A small body of research is available on Tibetans living in India especially in the area of achievement motivation.

Indian students have better need for academic success than Tibetan students, likewise Indian girls scored better than Tibetan girls and Indian boys scored better than Tibetan boys on need for academic success. Family background is an important contributing factor for achievement motivation, as per our observation of Tibetan community in Mussoorie, most of the Tibetans in the school come from less educated families. Tibetan students are from remotely located north-east part of India they don't get enough exposure for their intellectual development and Tibetan families rely more on their businesses and they don't aim high on the other hand Indian students don't have family businesses to rely upon so, they work hard

academically as it will make them financially independent by making them qualified for the jobs.

A verbal account of one of the Tibetans as cited in Lhadup (2013) "It is critical that education counsellors motivate Tibetan students to take up professional courses. The community is lagging behind in the field of scientific development. Though hundreds of students graduate every year, there are very few people qualified in professional disciplines like science, economics and law." (pp 67)

According to Lens (2005) family environment has an important influence on students' motivational beliefs. It impacts their efficiency and social goals.

According to Srivatsava (2011) Tibetans have limited education and lack of training in the skills which are required for better jobs so, that they are encouraged to enter into small businesses. As stated by Srivatsava (2011) "They are often forced to take poorly paid jobs in the peripheral firms and petty works in unorganized sector, which are characterized by high degree of job insecurity. Under these circumstances self-employment is an attractive alternative to low-income employment" (p. 94).

According to Perry (2001) students with higher control perception also have higher intrinsic motivation, try more, mostly use self-regulatory strategies, and generally feel much more control over their life (as cited in Taheri, 2011).

Significant difference was found on need for social achievement, Indian students scored higher on need for social achievement than Tibetan students. Tibetans don't have the habit of mixing with the classmates of the other communities, the school authorities and teachers have been telling the Tibetan students to mix with their counterparts belonging to the other community, the school authorities feel that this is the big problem they are really worried about, he further clarifies that Tibetans don't have hostilities towards others it's just that they are shy by birth. Account of one of Tibetan refugee in India "…. After I joined boarding school, I began to see the difference between me and my Indian classmates, and the privileges and rights they enjoyed as citizens of their own country" (Tenzing, 2013, p. 140).

"In college, I had my first experience of feeling lost, and finally understood the words of Aeschylus, 'I know how men in exile feed on dream'. The pain of being exiled from my country began to plague my mind as I struggled to find my identity in a sea of Indian students" (Tenzing, 2013, p. 142).

In Mussoorie, as observed, Tibetan students usually walk in groups, comprising of Tibetans only, this may be due to their identity issues, and they are not able to mix well with the Indian students, which poses a great challenge for the school authorities.

The Tibetan community in Mussoorie that lives in Happy Valley also has their own social circles which comprises of Tibetans only. Older Tibetan men and women are seen conversing and socializing with people of their own community more rather than with the Indian community.

As seen by the researcher in the class room also, there is segregation between Indian and Tibetan students; the classroom is visibly divided in two groups, one comprising of Indians and other of Tibetans.

Walton & Cohen (2007) elaborated that in professional as well as academic settings, members belonging to socially stigmatized groups feel uncertain with the quality of their social bonds and thus they become sensitive to issues related to social belonging.

Significant difference was found on need for skill achievement between Indian and Tibetan students, Indians students in the study sample have more need for skill achievement than their Tibetan counterparts. Lack of exposure and counselling may be responsible for the low skill achievement among Tibetan students.

Indian girls scored better than Tibetan girls on need for skill achievement, as observed Tibetan girls do normal things rather than unusual or unique things, they are more conventional and there is a lack of enthusiasm also.

According to Srivatsava's (2011) view on Tibetans "Many of the entrepreneurs belong to the first generation of immigrants, who are largely engaged in cloth and garments business. Many of them do not have any occupational background related to their current enterprise. Many of them have hardly received any formal education or training in skills related to their entrepreneurial activity" (p. 62).

On the other hand Indian students are more skill oriented as they have more exposure, they come from family backgrounds that are more educated and dedicated towards their child's intellectual growth.

Ryan & Patrick (2001) highlighted the importance of parent-child relationship in learning motivation, concluding that learning motivation is controlled by the nature and quality of the relationship between the child and the parents.

According to Lens (2005) students motivational belief are significantly affected by their family environment, effecting their efficiency as well as their social goals

Family is the first institution of a person's life, from the family the child learns the very first lessons of his life, and the child spends maximum time with the family, thus family members' acts as role models for the child. The child tries to imitate them and inculcates the family values; family is a great source of motivation and learning. It can provide adequate environment for the child to grow, learn and master new skills but on the other hand it can be a deterrent also for the holistic growth of the child depending upon the type of environment it provides to its children.

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