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# Technical Report

PSYCHOSOCIAL MATURITY AND MOTIVATIONAL  
PROFILES OF MANAGEMENT STUDENTS

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## A C K N O W L E D G M E N T .

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T. Venkateswara Rao

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PSYCHOSOCIAL MATURITY AND MOTIVATIONAL  
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INTRODUCTION

McClelland and Burnham (1975) depicted the entrepreneurial manager as exhibiting certain motivational patterns and psychosocial maturity. According to them the entrepreneurial managers who create positive climate in their departments and lead them to high productivity were high on power motive, low on affiliation motive and had high inhibition or self control. They also scored high on psychosocial maturity measured by the Stewart maturity scale. McClelland proposed that institution builders with high managerial potential are likely to be in stage IV of the four stages measured by the Stewart maturity scale.\* Some empirical evidence to this effect has been presented by him in his recent works (McClelland and Burnham, 1975, and McClelland, 1976). By and large his researches and recent research by Stewart (1974) indicates that managerial effectiveness can be predicted to a certain extent through the TAT stories written by the subjects. The assessment of psychosocial maturity and motives is based on TAT stories written by the subjects studied by McClelland. Inspired by these findings, this study was undertaken to assess the motivational patterns and psychosocial maturity of management students. Although TAT stories written by the management students at Ahmedabad formed a major basis for this study, data collected from various occupational groups were used for comparisons. Several other psychological tests were administered on the management students to study other dimensions of their motivation and personality.

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\* Personal discussions with David McClelland and his lectures at the India International Centre in the seminar on Power motivation, and his lecture at the Indian Institute of Management, Ahmedabad.

This report is intended to present the results of this survey on the management students and forms the first phase of a longitudinal study. In the longitudinal study, it is intended to follow these students and study their managerial styles etc. after they have become managers and performed the managerial roles for some time. The different instruments used in this study are described below.

### INSTRUMENTS

#### Stewart Maturity Scale:

This scale measures the level of psychosocial development of the individual through the TAT stories and other verbal imagery. There are four stages of psychosocial development or maturity identified through this scale. The term 'psychosocial' has been used as the development of this scale is based on the researches indicating that the four stages of personality development outlined by Freud and Erickson (Oral, anal, phallic and genital) get reflected in the TAT stories written by subjects.

For developing this scale, Stewart (1974) selected a series of behavioural criteria for classifying an individual into oral, anal, phallic and genital stages. The behaviours were all chosen to be closely related to the Freudian zonal definitions of the sources of stage related fantasies and feelings. That is, the selection was limited to strictly defined zonal related stage behaviour. TAT stories written by groups of subjects from each stage were taken and a scoring system was derived using McClelland - Atkinson method of empirical derivation (Winter, 1973). The scoring system captured the differences among the four groups. The differences strongly confirmed Freud's statements as well as those of the later analysts about the subjective fantasy life of persons with a given stage-related character.

For example oral stage subjects tended to depict benevolent authority, feelings of loss, despair and confusion, immediate gratification of wants and passivity in action in their TAT characters. Anal stage subjects depicted critical authority, anxiety about competence, the character not getting what he wants to get and the character working to clear disorder. The phallic stage subjects depicted authority as being opposed, hostility and anger on the part of the characters, flight and exploitation and failure in action. The genital stage subjects depicted neutrality to authority, ambivalence and complexity in feelings, mutuality and helpfulness in relationships between characters and planning and work-orientation. On the basis of the data collected at Harvard Stewart (1975) found that (a) successful business men are more likely to be genital than less successful ones; (b) genitality among college females was associated with academic achievement; (c) morality in college students was associated with eating, smoking as well as telephone use; (d) anality among college students was associated with ritualistic work behaviour, and detailed style in recounting facts; (e) phallic students reported that they drink liquor, talk louder than others, prefer the idea of having several simultaneous relationships rather than just one etc; (f) genital students report that they like to debate issues with their friends, spend time with the opposite sex at parties and work for social causes.

The Stewart Maturity Scale has been adapted to India by the first author of this article (Rao, 1975). The scoring system consists of coding material in each TAT story written by the respondent into 16 categories. The content of the story is looked at from four angles: content depicting relationship with authority (authority relations), content depicting relationship of the character to others in the environment (objects), content depicting the feelings of a character or character and content depicting the orientation of character(s) in the story to action. Responses under each content area are further classified under one of the four stages for which criteria are given in the manual. For example

four types of authority themes could be depicted: (a) Benevolent authority (stage I) where an authority figure is depicted as benevolent (b) Critical authority (stage II) where the authority figure is depicted as critical of other characters, (c) Opposed authority (stage III) where the authority is depicted as being opposed by others and (d) Irrelevant authority (stage IV) where the authority figure depicted is neutral or does not interfere and has confidence in what the other characters do.

Similarly four types of 'relationships with objects' have been found to characterize the four stages: (a) Immediate gratification (stage I) where one of the characters in the story wants something and gets it (b) Lack of gratification (stage II) where one of the characters wants something but is not depicted as getting it (c) Flight (stage III) where one of the characters is exploitative of the relations or leaves the situation and (d) Discrimination (stage IV) where one of the characters is depicted as sympathetic and helpful to others.

Four types of feelings coded include: (a) Loss (stage I), (b) Incompetence and Indecision (stage II), (c) Hostility (stage III); and (d) Complexity and ambivalence (stage IV).

The four types of action-orientations coded include: (a) Passivity (stage I) where a character or characters in the story are depicted as passive in relation to some task, (b) Disorder (stage II) where one or more of the characters in the story is depicted as working to clear disorder in the environment, (c) Failure (stage III) where one or more of the characters depicted as failed in a task inspite of all he (they) did and (d) Work (stage IV) where one or more of the characters is depicted as planning, thinking etc. to accomplish a task that is meaningful.

Thus each story may be coded under one or more of the above 16 categories. The total number of responses coded under each stage are counted for all the stories written by the subject. Generally each subject writes a set of 6 stories for 6 TAT cards. These form his stage



scores. The stage having the highest score is the modal stage for that respondent. For getting the overall maturity score the stage II scores are multiplied by 2, stage III scores by 3 and stage IV scores by 4 and are added to stage I scores to get a total score. The total is then divided by the total number of responses scored in all the stories. The details of the system including the Indian adaptation are described elsewhere (Rao, 1975).

As stated earlier McClelland (1976) has shown that higher maturity scores are associated with creating better organizational environment and efficiency in managers. This system has been used in the present study and TAT stories written by subjects to the six TAT cards used to test n Ach were analysed.

#### Sterns Activities Index :

The second instrument used in this study is Stern's Activities Index (Stern, 1970). This is a 300 item inventory measuring 30 needs of the individual. Each need is measured through the responses of the individual to 10 activity items dealing with the need. The definitions of the 30 needs are given in Appendix A. Measurement of needs through the activities index is based on the premise that "needs may be identified as taxonomic classification of the characteristic spontaneous behaviours manifested by individuals in their life transactions", (Stern, 1970, p.7). In this inventory each need level is quantified through the agreement or disagreement expressed by the respondent to 10 statements of behaviour as characteristic of him relating to that need. A maximum score of 10 indicates a high level of that need as expressed by the subject and a '0' score indicates the total absence of that need as expressed by him verbally. Although a few psychologists have expressed serious doubts in the past about the validity of inferring underlying personality dimensions from verbal tests, such tests continued to be used in researches and have been on the increase recently (Pareek and Rao, 1975).

Keeping in view the limitations of the structural verbal inventories the Stern's Activities Index has been used in this study to measure the expressed needs through verbal statements of interests by the respondent.

#### Locus of Control :

Following Rotter (1966) locus of control has been defined as the tendency in the individual to attribute his success or failure to external factors beyond his control versus to internal factors very much within his control. Thus there are two ends for this dimensions, one representing an external control depicting an orientation in the individual to believe in external factors for things that happen to him ( rewards, punishments, and other events in his life), and the second representing an internal control depicting an orientation in the individual to believe in his own ability to shape his environment and attributing success, rewards, punishment as events of ones own make. A 23 - item (excluding neutral items) adapted version of Rotter's Locus of control inventory was used in this study (Rotter, 1966). The inventory was titled as social - reaction inventory. In this inventory higher scores (nearer to 23) indicate external control and lower scores (near to zero) indicate internal control.

#### Interpersonal Trust:

Interpersonal trust has been defined as the tendency in an individual to trust other persons in his interactions. A person who is high on interpersonal trust goes on the assumption that people are generally trustworthy and exhibits behaviour that fits in with that assumption. A person who scores low on this dimension is a kind of a suspicious person who does not tend to accept people on their face value. The interpersonal trust scale developed by Rotter (1967) was used in this study. The scale uses five point summated rating system. There are 25 items in this inventory measuring interpersonal trust. Higher scores indicate high interpersonal trust. The scores may range from 25 to 125.

Intolerance for Ambiguity:

Intolerance for ambiguity has been defined as the tendency in the individual to react to ambiguous situations by denying their existence, through anxiety or through irrational and decision-making to get out of such situations. An individual with high tolerance for ambiguity can believe that good and bad can coexist etc., whereas the person with low tolerance tends to see a person as either good or bad. An intolerant individual may develop anxiety when faced with uncertainty. The inventory used for measuring this variable consists of 25 items on each of which the respondent has to indicate his agreement or disagreement. Higher scores (nearer to 25) indicate high intolerance and low scores (near 0) indicate tolerance for ambiguity.

Non-verbal Sensitivity:

Sensitiveness to non-verbal communication is an ability that is particularly required by extension workers. Roles requiring interactions with people need certain amount of this ability. Rosenthal (1974) at Harvard University has developed a profile of Non-verbal Sensitivity (PONS) test to measure the non-verbal sensitivity of people. The PONS test was constructed by Rosenthal and his team (Rosenthal *et al.*, 1974). It is a 45-minute 16 mm sound film comprised of 220 two second auditory and/or visual segments, each introduced by a number. The printed answer sheet used by the viewer has 220 pairs of descriptions of cross-culturally relevant real life situations. From each pair of descriptions, the viewer circles the description that fits the segment that he has just seen and/or heard. There are eleven non-verbal channels presented in this test. These include the presentation of 1. Face, 2. Body, 3. Face and Body, 4. Randomized Spliced Voice, 5. Content-Filtered Voice, 6. Face + Randomized Spliced Voice, 7. Face + Content Filtered Voice, 8. Body + Randomized Spliced Voice, 9. Body + Content Filtered Voice, 10. Face + Body + Randomized Spliced Voice, and 11. Face, Body and Content Filtered Voice. The reliabilities for these 11 channels were found to be high

(Rosenthal et al 1974). Subjects scoring as more sensitive to non-verbal communication were found to be functioning more effectively in the social and intellectual areas on the California Personality Inventory. High scores on IONS were found to have better social relations with fewer friends (Rosenthal et al, 1974). McClelland and Dailey (reported by Rosenthal et al, 1974) have found high scorers to be judged as more effective Foreign Service Officers. Teachers more sensitive to non-verbal communication scored as less authoritarian and more democratic in teaching orientation on Minnesota Teacher Attitude Inventors. In the present study only auditory channel were used. Channels 4 and 5 described above consisting of 40 situations were presented through a tape recorder. Both the channels were combined in this part of the test. The number of situations assessed correctly by the subject gave his non-verbal sensitivity score. Higher the score higher the ability.

#### Positive Orientation to People:

Tendency to rate people positively in the absence of information is a personality characteristic. Some people have negative orientation to others when they do not know much about them. The Employee Rating Scale has been developed by Grossman (1963) to measure this orientation in people. This has been adapted by Pareek (1975) for India. In this test neutral descriptions are given about some people and how they operated in certain situations. The respondent is required to rate the character represented on a five point rating scale. Positively oriented people tend to rate the characters positively and negatively oriented negatively. Highest possible score is 150 indicating positive orientation and lowest is 30 indicating negative orientation.

#### Achievement, Affiliation and Power:

The RAT stories written by the respondents were analysed to measure the extent to which the achievement, affiliation and power motives are present. n Achievement was assessed using the scoring system described by McClelland et al., (1958), n Affiliation was assessed through the scoring system described

by Heyns et al (1958), and n power by the revised scoring system of power described by winter (1973).

#### Marks in CE

Examination marks obtained by the students in the mid-term examinations in the course on Individuals and Organizational Dynamics were also taken to see the relationships with some of variables above described. the

#### SAMPLE

The main sample for this study consisted of the first year students of the Post-Graduate Programme at IMA, 1976-78 batch. The tests were administered in the second term. The students filled up the questionnaires at home and returned. McClelland's TAT pictures for n Ach were shown in the classroom in groups. The tests were administered for feedback and classroom use. Returning the questionnaires was made voluntary as a consequence of which only about 150 of the 175 students returned the filled in and scored answer booklets. As different inventories were distributed in different days some of those who have returned the questionnaires have not returned all the tests. The final sample for which complete data on all the above stated dimensions exist is 105. For different tests the sample size differs.

Apart from this group second year PGE students of the 1973-75 and 1974-76 batches of students offering the laboratory course on entrepreneurial motivation were also used for comparisons. The Non-verbal sensitivity test and the Employee rating scale were not administered to these two groups. On the other hand a Personal Orientation Inventory, measuring the self-actualizing tendencies on 16 dimensions was used with these two groups. Their data are also used here for interpretations.

Some of these tests have been used on various groups. Specially the TAT data has been available from various executive groups. Data collected from these groups have been used for comparisons.

TAT data available on the following groups were analysed for the three motives (n Ach, n Power and n Affiliation) and maturity levels.\*

1. A group of 30 Senior Managers from different parts of the country, attending a top-management programme conducted by the All India Management Association (Data supplied by Prof. Uday Pareek).
2. A group of 49 Medical Mission Sisters from different parts of India serving in different roles in the medical mission (Data supplied by Prof. S.N. Chattopadhyay).
3. A group of 10 Medical Officers In-charge of Primary Health Centers in Uttar Pradesh with 1 to 5 years of administrative experience.
4. A group of 15 sales managers from Air-India.
5. A group of 30 entrepreneurs under training and potential trainers of entrepreneurs.
6. A group of 11 top managers from a large company.

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\* We are grateful to Prof. Uday Pareek and Prof. Gonnath Chattopadhyay for allowing us to score and use the data collected by them on some of these groups. This part of the report using the data supplied by them here is expected to be published jointly with them as more data is being gathered on other groups.

### DATA ANALYSIS

The data analysis techniques used were influenced by the following objectives of this study.

1. To find out the reliability of the psychosocial maturity scale.
2. To find out the inter-relationships between the different variables mentioned above.
3. To survey the psychological needs, psychosocial maturity and other personal and social orientations of management students.
4. To study the impact of background factors like age, sex, experience, year of study, and educational background on the psychosocial maturity and personal orientations of the students.
5. To study the differences in the personality and social orientations of students with different psychosocial maturity patterns.
6. To compare the psychosocial maturity levels and personality and social orientations of management students with executives from other professions.

Coefficients of correlation, Means, Standard Deviations, 't' ratios and chi-squares are some of the statistical techniques used to analyse the data for the above objects.

## RESULTS

TEST RETEST CONSISTENCIES IN PSYCHOSOCIAL MATURITY

TAT stories were written by a group of 49 first year students during the first term. These are the students who volunteered for getting themselves tested. The American version of 6 TATs were administered. (Recent researches suggest that the American and the Indian Version of TAT pictures would have similar results and, in fact, the American TATs are better in tapping imagery (Dave, 1973) ). About three months later when these students were in second term they again took the TAT where they wrote stories for Indian adaptation of McClelland's n Ach pictures. The stories written by these 49 students were analysed to test consistencies.

It may be noted here that 'psychosocial maturity' as the term indicates is a dynamic aspect of behaviour. It is constantly changing. When people are exposed to new environment/<sup>they</sup> may contain very fluid psychosocial orientations. For example, if a student is changing his college, and is being away from home for the first time in his life his initial interactions may be dominated by affiliation motive and might indicate a first stage (oral) of psychosocial maturity. Some individuals may attempt to take it as a challenge, see it as temporary and hence may indicate a fourth stage orientation. Yet a few others may struggle to be independent or interdependent in the first few months (fourth stage) and may regress to dependence after some time (first stage) till they again get stabilised. Hence any test-retest measures of psychosocial maturity may indicate not merely the reliability of the test but probably the stability of the psychosocial maturity stage. Lack of consistency may also mean changing patterns in the individual rather than low reliability of the test. Hence the results described below may be interpreted cautiously.



Of the 49 students studied, in 29 of them (58%) the modal stage of psychosocial maturity has not changed. In all except one of these cases showing this consistency the modal stage was four. In the one case it was the first. Of the rest in three cases there was consolidation of the modal stage in the second test. These three of them showed two modal stages in the first test but only one of them was retained by the second test. (One of them has retained fourth stage while he started with first and fourth stages. In the second case he started with first and second stages and had only first stage in the final test. In the third case second stage was retained while it started with first and second). In another case that started with no modal stage, got third and fourth as modal stages in the second test. In another three cases (6%) two modal stages were noticed in the second test while they had only one of them in the first test. Only in 13 cases (26%) there was a complete change in the modal stages of psychosocial maturity between the first test and the retest. Of these in eight cases the change was from first stage to fourth stage and in five cases the change was from fourth stage to the first or third stages.

To the extent these results are indicative of the reliability of the test, and under the circumstances stated earlier the scoring system may be considered as reliable. To the extent these results are indicative of stability in psychosocial maturity patterns, stability appears to be higher in stage IV persons than with stage I subjects. This is also consistent with the descriptions of the stages given earlier.

## 2. INTERRELATIONSHIPS BETWEEN VARIABLES:

The intercorrelation matrix for the 30 A I variables and nine other variables described earlier are given in Table 1. These are based on a sample of 105 respondents.

Need Scales:

Table 1 indicates high order interrelationships between the 30 need variables of the activities index. The factor structure of these variables is presented in Appendix II. The rest of the variables seem to share very little in common with the need variables of activities index. In most cases intercorrelations are extremely low and non-significant.

Locus of control:

Locus of control correlates positively with the need for supplication and harm avoidance and negatively with humanities and social sciences. This indicates that external control oriented people are likely to have high dependence on others for love, assistance and protection and tend to avoid activities that involve physical harm and aggression. This fits into the kind of religious personality an external control oriented subject represents. The negative correlation with humanities and social sciences is not understandable.

The correlations with other variables indicate that high internal locus of control is associated with high interpersonal trust. This is surprising as one expects a person with external control to be trusting others more. It appears from this result that a person who cannot have confidence in his own ability may not be able to trust others too.

The positive correlation with the intolerance of ambiguity indicates that external locus of control is likely to go with high intolerance for ambiguity.

Running parallel with the observations on the relationships with interpersonal trust, the negative correlation with employee rating scale indicates that people with internal locus tend to have more positive orientation to others. High n Ach and low n Affiliation seem to go with internal locus of control. Power scores have no relationships.

**Interpersonal Trust (IPT):** The IPT scores correlate positively (although low) with conjunctivity, counteraction, deference, ego-achievement, energy, fantasied achievement, interest in humanities and social sciences, nurturance, practicalness, reflectiveness, science, sensuality and understanding. Thus the personality appears to be a supportive personality striving for concrete things.

Interpersonal trust is also positively related to tolerance for ambiguity, and need achievement. Its low correlation with employee rating scale and zero correlation with need affiliation indicate that those who trust others need not rate them always high and may not be interested in establishing affiliative relationships.

**Intolerance for Ambiguity:** Intolerance for ambiguity is positively related to fantasied achievement, harm-avoidance, narcissism, order, play, sex and supplication. It is negatively related to objectivity and understanding.

It is interesting to note that intolerance of ambiguity is negatively related to the marks in organisational behaviour paper. The first author of this paper kept records of the scores of students from 3 years in intolerance for ambiguity. When the class-averages were taken it was observed that in those batches where the mean score on intolerance was high, the criticism of the OB courses was also high in campus. Probably most of the students coming with technology, engineering and science backgrounds feel comfortable only with concrete and tangible subjects in management and an area like behavioural sciences is not as much appreciated because of the relative lack of definitiveness in its propositions and principles.

Nonverbal Sensitivity: Nonverbal sensitivity was found to be positively related to affiliation, difference, interest in humanities and social sciences, nurturance, reflectiveness, interest in science, and sensuality. It appears that an interest in being with others coupled with reflective thinking is what contributes to nonverbal sensitivity. This was also found to be positively related to achievement in OB course—a finding similar to that by Rosenthal et al (1974).

Achievement, Affiliation and Power Needs: TAT measures of achievement have shown positive correlations with conjunctivity and order only. Its correlation with the achievement interest score of the activities index is nearer to zero. One would expect some correlation as correlations with academic achievement reported in the past are in positive directions (Mehta and Mehta, 1975). It may be concluded that verbally stated interest in achievement orientation and TAT measures of need achievement need not go together. n Ach and n power are positively correlated though low.

However, n affiliation scores of TAT were related to stated affiliation scores on activities index (low but positive). The other variables found positively related to need affiliation include harm avoidance, humanities and social sciences, narcissism, sensuality and supplication.

TAT measure of n power is related to several of the activities index variables. Scores on power need are negatively related to A I variables abasement, affiliation, conjunctivity, counteraction, difference, exhibitionism, harm avoidance, impulsiveness, narcissism, order, practicalness and understanding. Thus the power need dominant personality emerges out to be the one who likes moving away from people and away from objective realities of the environment.

### 3. BACKGROUND FACTORS ASSOCIATED WITH PERSONAL AND SOCIAL ORIENTATIONS

The correlation matrix presented in Table 1 gives the interrelations between different variables of this study. In order to study if there is any impact of the background variables on the personality orientations, age, educational background, sex, and years of experience were taken and differences of students falling under different categories of the background variables were analysed on the 39 variables described earlier. The results are presented below:

Age: Table 2 presented the means and standard deviations of the scores on the variables for different age groups. The statistically significant 't' ratios for the difference between the means of students from different age groups are indicated in Table 3.\* The following are some striking observations from Table 2 and 3.

1. Abasement or the tendency to acknowledge one's own inadequacies is higher in the youngest and the oldest age groups of IIM students. Young age may be responsible in one group while long experience may have taught the higher age group to be self-accepting.
2. Students of the younger age group seem to indicate an involvement in achievement oriented activities.
3. Adaptability is also higher in the youngest and the oldest of the students.
4. A similar trend is reflected in the variables dealing with tendencies of striving to overcome obstacles and frustrating experiences, tendencies to maintain high activity level.

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\* 't' ratios above 1.60 are taken for interpretation purposes in this table and the other tables to follow. However, in each table the levels of significance (.05 and .01) are indicated.

Youngsters seem to be fantasizing about success and achievement while the students from older age groups report less amount of such fantasied achievement.

5. Harm-avoidance appears to be increasing with increase in age. The youngsters appear to be prepared to take more risk than the older groups.
6. Interest in humanities and social sciences appears to be decreasing with higher age groups.
7. Play-orientations appear to be highest in 24-25 year age group as compared to others.
8. Practicalness is reported to be high in all the groups.
9. Reflectiveness and interest in science show a tendency to decline with increase in age.
10. Sex related interests are expressed the maximum by the younger age groups than those above 26 years. Such interests appear to dominate 24-25 year age group while younger age groups express equally involvement.
11. Detached intellectualization is reported more in younger age groups.
12. Positive orientation so people is the lowest in the age group 26 and above.

#### Educational Background and Personality Orientations

Tables 4 and 5 present the Means, SDs and 't' ratios between the means for the students with different educational backgrounds. The following observations are striking from these two tables.

1. Among the different groups, students with engineering and technology backgrounds appear to show differences on many variables. Next to these two groups commerce and technology students as well as science and technology differences on many variables.

2. Technology students seem to have less tendencies to accept their inadequacies than the commerce, science and engineering students. Arts students also show less such tendencies when compared to others but significantly with commerce students only.
3. Technology students also show less achievement orientations as compared with science, commerce and engineering students.
4. Engineering students express more affiliative orientations as compared with arts students.
5. Respect for authority and submission to the preferences (as indicated by the scores on deference) is the highest in engineering and the lowest in technology students.

#### Sex Differences:

Data on activities index was available only on 3 girl students. Hence no attempt was made to the sex groups on the 30 variables of AI. As data was available on a few more of them for other variables, means, SDs and 't' ratios were computed for boys and girls. Of all the variables significant differences were found only on two variables. Girls were found to show significantly more positive orientation in rating others as compared to boys (Mean for girls=120.5 with a S.D. of 15.02, Mean for boys=108.34 with a S.D. of 12.66). Girls were also found to score significantly high on TAT measures of need affiliation ( $M=5.6$ ,  $S.D.=4.8$ ) than the boys ( $M=3.33$ ,  $S.D.=2.77$ ).

#### Experience and Personal Orientation:

Table 6 presents mean scores of students with different categories of experience before joining IIMA. The 't' ratios for the difference between the means are presented in Table 7. The following observations are striking from these tables.

1. Those who have an year's experience indicate higher abasement than the freshers. Those with 4 or more years of experience

have again higher ~~abascert~~ scores as compared to those with 2 or 3 years of experience. It could be hypothesized that people have tendencies to accept humility in the first years of their organizational life more readily, and start asserting themselves more in the subsequent one or two years and again with experience start feeling a need to learn more from others. A similar tendency could also be seen in relation to their adaptability and affiliation scores.

2. This trend is very significant in relation to the scores on aggression. Those with an years experience score lowest in aggression related tendencies while those with two years experience score the highest. The aggression score are also low in freshers and highly experienced.
3. A similar trend was reflected in their scores on deference where those with an year's experience show more respect for authority and feelings of others than those with 2 years experience.
4. Harm-avoidance appears to increase with experience.
5. Need for order appears to increase with experience.
6. Interest in humanities and social science is the lowest in those with 3 years experience.
7. Reflectiveness appears to be higher in the first two years of experience and decline thereafter.
8. Interest in science is the highest in those with one year experience and seem to decline gradual with increases in experience.
9. Intolerance for ambiguity was found to be higher in those with 3 years experience as compared with others.



10. Those with more experience indicates tendencies to rate others less positively. Experience may have brought frustrating situations in interpersonal relations of people that they might have started having negative orientations to others.
11. n affiliation scores are striking low in those groups with 2 or 3 years of experience and highest in those with one year or 4 or more years of experience.

Thus the profile emerging out seem to point out to some interesting phenomena related to organizational socialization. If we assume that those who come to IIM after spending some time in an motivation/organization carrying with them the product of their experiences the results here point out to some interesting phenomena of such organizational socialization. This profile points out that the first year of life in an organization person tends to respect authority, adapts him self to frustrations, looks for friends, does not attack others, can postpone his wants for the sake of pleasing others, can take higher risks and has high reflectiveness, maintains his interest in science and has high tolerance for ambiguity. Students taken to IIM with one years experience exhibit these patterns on a comparative basis. However, as a person is exposed for more years to the same organization he indicates growing tendencies of aggression, declining adaptability, loosing interest in friendly relations with others, become demanding wanting order in his environment and growing impatient. These tendencies persist or maximize by the third year. Thereafter again recycling appears to occur where the individual probably starts realising his own inadequacies and starts struggling to exist. One wonders if there is a three year cycle of personality and social orientations that a person passes through in the process of organizational socialization. Further testing of this is required in organizations. If found true

these would have implications for selecting students to IIM.

Need Patterns of IIM Students and USA Students on Activities Index:

The need patterns revealed by IIM students on AI were compared with those of US students. The US sample (N=1076) is drawn from 23 institutions including schools of business administration, education, engineering, and university liberal arts and independent liberal arts and denominational colleges. The means and standard deviations of the scores on both these groups as well as the 't' ratios for significance of the difference between means for each group are given in Table 8. The US data reported here is based on Stern (1970).

The table indicates that as compared with US students, IIM first year students report to have tendencies for more self-depreciation, high achievement, more adaptability, more affiliation, more aggression, high flexibility, high involvement in organizational activities, low respect for authority, high dominance orientation, high ego-achievement, high exhibitionism, higher involvement in fantasies of achievement, less interest in humanities and social sciences, less impulsiveness, more narcissism, high nurturance behaviour, less objectivity, more interest in science, and high interest in sex-related activities. In the opinion of the author of this report, these observant ones are very revealing and very much confirming to the expectations on the basis of what one hears about students of management institutions. The students of these management institutions are generally toppers from different parts of the country. They have high intellectual-orientation and a need to excel coupled with a self-concept that they are from a different group and the fact that they are selected by IIM is an indicator of their high abilities. They are selected by a long process of interviews and written tests and from thousands of applicants. Hearing about the selection may have given a great boon to their self-concept. When they join IIM their faculty, their seniors and others in the environment keep

telling them about how bright they are, to be in IIMA. Thus they get specialized from the beginning. These effects are revealed through their high aggression, dominance, low respect for authority, high ego-achievement, high exhibitionism, high fantasied achievement, low interest in humanities and social sciences, high narcissism and low objectivity etc. Using the results of this part and results presented earlier in Table 2 to 7 it may be advisable select students who are likely to indicate different profiles.

### PSYCHOSOCIAL MATURITY AND PERSONAL AND SOCIAL ORIENTATIONS

In order to study the differences in personality and social orientations of students with different psychosocial maturity profiles, Means, SDs and 't' ratios between means were computed for students with different modal stages of maturity on each of the 39 variables. A similar analysis was carried out for groups with different dominant content areas, different dominant authority patterns, dominant objects, dominant feelings and different dominant orientations to action. The categorization into different psychosocial maturity patterns are discussed below while presenting this results.

#### Modal Stages and Personal Orientations:

As explained earlier TAT stories were scored to find out the stages of psychosocial development of the individual. The respondents were classified by their modal stages scored. Means and standard deviations of the scores of the respondents of different modal stages on the 39 variables are presented in Table 9. The 't' ratios for the differences between the means of the four groups are presented in Table 10. The statistically significant 't' ratios (at, .05 level) are indicated in Table 10.

As the sample sizes in stages II and III are very small, the observations made here may only be indicative of the trends rather than being definitive. The reader may get more insights from Table 9 than to be completely led by Table 10. The following observations could be made from Tables 9 and 10.

1. Ego-achievement appears to be higher in stage I subjects as compared to stage II subjects.
2. Impulsiveness and pleasure - seeking activities appear to be more in the third stage dominated respondents than in others.
3. Need achievement is higher in the first stage subjects than those in the third stage.
4. Stage III dominant subjects appear to be more ego-achievement oriented and more intolerant of ambiguities as compared to stage II dominant subjects. Stage II dominant respondents appear to be more external locus of control oriented but have a higher need for achievement than the stage III subjects.
5. Stage IV dominant subjects also appear to be involved in more ego-achievement activities than the stage II dominant.
6. Stage IV subjects report more involvement in achievement oriented activities and more understanding than the stage I subjects.
7. n affiliation score of stage I dominant subjects are higher than those of stage IV subjects.

#### Dominant Content Areas Depicted and Personality Orientations

As stated in description of Stewart Maturity Scale the stories are analysed under four content areas: relationship to authority, relationship to objects and others, feelings and orientation to action. In order to find out if people depicting different areas (of these four) differ in their personality orientations, the respondents were grouped by their dominant content areas. The number of times each content area related statement or themes were depicted in each story were counted. The total over 6 stories were computed. The highest

of the content area totals determined in dominant content area. None of the respondents had authority relations as a dominant content area depicted. The means and standard deviations of the scores for three groups with three different content area dominations are presented in Table 11. The 't' ratios for the difference between the three groups on different variables are presented in Table 12. The following observations may be made from Tables 11 and 12.

1. Respondents depicting more often relationship with objects indicate more achievement oriented interests, ego-achievement, understanding and better examination marks in OB course as compared to those depicting feelings dominantly. However, they score low on emotionality and objectivity. The liking for open expression of feelings is probably reflected in their TATs for those depicting feelings. However, they report more detached, impersonal thinking.
2. Respondents depicting relationships with objects indicate also high conjunctivity, narcissism, order, reflectiveness, science external control, intolerance for ambiguity and non-verbal sensitivity than those depicting action orientations in their characters. However, objectivity is reported to be higher in those depicting orientations to action rather than those depicting relationships with objects.
3. Those depicting feeling also appear to have high external control orientation and intolerance for ambiguity as compared to those depicting action.  
n achievement scores of those depicting action are higher than those depicting feelings dominantly.

The dominant content areas appear to be more predictive of the personality and social orientations than the modal stages.

### Dominant Authority Patterns and Personality Orientations

The first content area on authority relations was further analysed to determine the dominant authority relations depicted by each respondent in their TATs. Several candidates did not depict any authority at all/<sup>and</sup> most of the respondents depicted authority as being opposed, followed by a benevolent authority. Very few depicted irrelevant authority and still fewer the critical authority. Those getting zero scores on authority relations were also taken to form a different group. The means and standard deviations of the different groups on the other variables are presented in Table 13. The 't' ratios for the differences between means are presented in Table 14.

The following observations may be drawn from both these tables:

1. Those depicting authority as being opposed in their stories report more aggression, fantasied achievement, detached unprejudiced thinking, pleasure seeking activities, and erotic heterosexual interests as compared to those depicting benevolent authority.
2. Those depicting irrelevant authority report significantly more achievement related activities organized and purposeful activity patterns, ego-achievement reflecting activities order, practical interests, reflectiveness and understanding. Those depicting benevolent authority scored high on n power as compared with those depicting irrelevant authority.
3. Those who depicted benevolent authority scored less than those who have not depicted any authority relations in relation to achievement, aggression, emotionality, fantasied achievement, interest in pleasure seeking activities, sexuality dependence on others for love and assistance, understanding, nonverbal sensitivity and n achievement.

4. Those depicting critical authority scored high on n power as compared to those depicting irrelevant authority.
5. Those depicting irrelevant authority report more acceptance of ones own inadequacies, more adaptability, organized activity patterns, persistent striving to overcome difficulties, interest in humanities and social sciences, compulsive organization of the immediate physical environment, practicalness, reflectiveness, and high interpersonal trust as compared to those depicting authority as opposed. The n power score and dependence of others for love and assistance of those depicting opposed authority is higher than those depicting irrelevant authority.
6. Those depicting the authority as opposed report less exhibitionistic tendencies, less external control orientation, high n ach and high n power as compared to those not depicting any authority relations.
7. Those depicting irrelevant authority report high abasement, adaptability, conjunctivity, ego-achievement, interest in humanities and social sciences, order, practicalness, reflectiveness, interpersonal trust, and low n power score, as compared with those not depicting any authority relations.

Dominant Objects Depicted and Personality Orientations:

The content area relationship to objects was further analysed to determine the dominant patterns in relation to objects and others depicted by each of the respondents. Several of the candidates did not depict any relation to objects. Most of the respondents depicted differentiation as dominant pattern



followed by lack of gratification. Very few depicted flight and only two of the candidates depicted immediate gratification. The means and standard deviations of the different groups on different variables are presented in Table 15. The 't' ratios for the differences between means are presented in Table 16. The following observations may be drawn from these tables.

1. Respondents depicting flight as the dominant pattern report more ego-achievement, and intolerance for ambiguity as compared to those depicting lack of gratification.
2. Those depicting differentiation report significantly more achievement related activities, ego-achievement reflecting activities, interests in natural sciences, heterosexual interests and understanding as compared to those depicting lack of gratification.
3. Those who depicted lack of gratification as the dominant pattern also scored lower on aggression, exhibitionism, interest in practical activities as compared to those who did not depict any relation to objects and others.
4. Those depicting differentiation report more organized and purposeful activity patterns and trust in others as compared to those depicting flight as dominant pattern.
5. Those depicting flight also scored lower on detached, unprejudiced thinking as compared to those who did not depict any relation to objects and others. However, the candidates with 'flight' as dominant pattern scored higher on intolerance for ambiguity and need for power.
6. Those depicting differentiation as the dominant pattern report more acceptance of ones own inadequacies, fancied achievement, self centered, erotic feelings associated with one's own body or personality, interest

and need for influencing others as compared to those who did not depict any relation to objects and others.

#### Dominant Feelings Depicted and Personality Orientations

The analysis of content area dealing with feelings revealed that a majority of the respondents depicted loss and despair as the dominant feelings pattern. An equally great majority of the respondents did not depict any feelings. The respondents who depicted incompetence and hostility as dominant patterns were equally few. Only one of the respondents depicted dominant pattern as ambiguity. The means and standard deviations of the different groups on different variables are presented in Table 17. The 't' ratios for the differences between means are presented in Table 18. The following observations may be drawn from the two tables.

1. The respondents depicting incompetence report more self centered, erotic feelings, reflectiveness, heterosexual interests, non-verbal sensitivity, concern for excellence and also high scores in OB examination as compared to those who depicted loss.
2. Those depicting loss scored higher on aggression, exhibitionism and need for affiliation as compared to those who depicted hostility. However, those depicting hostility report more impulsive behaviour as compared to those depicting loss.
3. The respondents who depicted loss report higher intolerance for ambiguity and need for affiliation as compared to those who did not depict any feelings. However, they report less impulsive behaviour and trust in others as compared to those who did not depict any feelings.

4. Those depicting incompetence report more achievement oriented activities, intense open emotional expression of feelings/attention seeking behaviour, fantasied achievement, interest in humanities, reflectiveness, nonverbal sensitivity and need for achievement as compared to those depicting hostility as the dominant pattern. However, they report low need for power.
5. The respondents depicting incompetence also scored high on emotionality, narcissism and nonverbal sensitivity as compared to those who did not depict any feelings.
6. Those depicting hostility scored low on aggression, exhibitionism, reflectiveness, and need for achievement as compared to those who did not depict any feelings.

#### Dominant Action Patterns and Personality Orientations

The analysis of the imagery dealing with action orientations revealed that a great majority of the respondents depicted work as the dominant action. Many of the respondents did not depict any action pattern. A few of the respondents depicted passivity and only two respondents depicted disorder while only one respondent depicted failure. The means and standard deviations of different groups on different variables are presented in Table 19. The 't' ratios for the differences between means are presented in Table 20. The following observations may be drawn from these two tables.

1. The respondents depicting passivity scored high on need for affiliation as compared to those depicting work.
2. Those depicting passivity also report higher score on need for affiliation as compared to those who did not depict any action pattern. However, they report low scores on aggression, counteraction, ego-achievement and practicalness.

3. Those depicting work dominantly scored higher than those depicting no action pattern on n achievement. They also score low on narcissism, aggression, sensuality and n affiliation.

Overall Maturity Scores and Personality Orientations:

In order to find out the relationships between the overall maturity and other personality patterns, coefficients of correlation were computed between average maturity scores and the scores on the other variables. The last column of correlation coefficients in Table 1 presents these.

The results reveal that overall maturity is positively related to a few variables of the present study. Among all the positive correlations comparatively higher correlation coefficients (.16 and above) are found with need for power, emotionality, impulsiveness, exhibitionism, n Affiliation, abasement, and n Achievement. This indicates that those with high overall maturity score tend to influence others, show greater need for excellence, affiliation and tendency to acknowledge one's own inadequacies. They also tend to be more attention seeking type. However, it is contradictory to note that those with higher overall maturity are more emotional and rash and impulsive since one may expect them more to be emotionally balanced, cautious and introspective. However, no definite conclusions can be drawn as the coefficients of significant correlation are very low and not except for need power. The correlation coefficient correlation between overall maturity and need power is statistically significant at .01 level.

### BACKGROUND VARIABLES AND PSYCHO-SOCIAL MATURITY PATTERNS:

In order to study the association between student background variables age, educational background, experience and sex on psychosocial maturity patterns, chi-squares were computed between the two types of variables. For the psycho-social maturity variables modal stages, dominant content areas, dominant authority patterns, dominant objects, dominant feelings and dominant orientations to action were taken separately. The results are discussed below.

#### Age and Psychosocial Maturity Patterns:

In all, six chi-squares were computed taking each-time age as independent variable and the psychosocial maturity category as dependent variable. Age and modal stages, age and dominant content area, age and dominant authority pattern depicted etc. were all studied. None of the chi-squares was significant. This indicates that for the kind of the sample included in this study age per se is not likely to be a variable influencing the psychosocial maturity

#### Educational Background and Psychosocial Maturity Patterns:

A similar analysis as above was done between educational background and the psychosocial maturity variables. The chi-square for modal stages and educational background was not significant indicating that arts, commerce, science, engineering, agriculture and technology students are likely to have similar distributions into the modal stages. The other chi-squares between educational background and dominant content area depicted, dominant feelings depicted, and dominant action-orientations depicted were also not significant indicating

that educational background of the student is not likely to determine these dimensions of his imagery. However, the chi-square between the educational background and dominant relationships with objects depicted was significant at .01 level. It was observed that less number of students with agriculture background have revealed differentiation as a dominant category than expected whereas more number than expected by science students scored differentiation as a dominant category. These two deviations in the group only contributed to a great extent to the significant chi-square.

#### Experience and Psychosocial Maturity

A similar analysis was carried out to find out the association between experience and psychosocial maturity patterns. The chi-square between years of experience and modal stages was significant statistically but no clear cut trend could be observed from the table. None of the other chi-squares were significant. These results indicate that age, educational background and years of experience are not likely to influence the psychosocial maturity patterns. Sex differences were also not found but nothing could be concluded as the female sample is very small in size.

PSYCHOSOCIAL MATURITY, n Ach, n Aff, AND n Pow OF DIFFERENT  
OCCUPATIONAL GROUPS

The TATs written by samples of subjects from different occupational groups were analysed to study their psychosocial maturity patterns and need profiles. The details of the samples included has been explained in pages 9 and 10 of this report.

The mean maturity level scores, and the mean scores on n Ach, n aff, and n Power for these samples are presented in Table 21. The mean maturity scores of all these groups appear to be very similar as all the scores are between 2.30 to 3.12. Entrepreneurs show the highest maturity level and the first year management students show the lowest. However, n Achievement is highest among the second year students taking a laboratory course on entrepreneurial motivation followed by the two managerial groups. It is on the lower side in the medical mission sisters and in the first year management students. n Affiliation is higher among first year management students and lowest among the senior managers' group and the entrepreneurs group. Medical Mission Sisters and the top management of the large company management scored students and Air India Sales Officers high on power as compared to other groups. It is surprising to see that the senior managers scored low on power while their parallel group from a large company scored high on power.

The stage-wise mean scores of these groups are presented in Table 22. Some interesting patterns may be observed from this Table. The fourth stage mean score is higher for the senior managers, medical officers, sales officers, management students and potential entrepreneurs. In all these cases

the stage I mean scores is the second highest. This indicates a pattern of irrelevant authority dominating in these groups followed by the benevolent authority. Critical authority pattern seems to <sup>be</sup> also prevalent in some of these groups especially the MMS group and final year management students. The top management of the large company has stage I mean score higher followed by stage II and then stage IV. This indicates the possibility of bureaucratic orientation in this company.

Further insights to these patterns are provided in Table 23 which presents the percentage of respondents in each modal stage. (The totals in each group exceed 100 as some respondents had more than one modal stage). Modal stage IV is prevalent distinctly in the senior managers group (73%), medical officers (80%), and first year management students (66%) and the entrepreneurs group (90%). About 33% of senior managers are critical authority oriented and 20% of them benevolent. The medical mission sisters are somewhat equally distributed between stages I and IV. A few of them are also indicating critical authority pattern. Air India Sales Officers also show stage IV and stage I about equally. The top management from the large company are mainly stage I oriented.

The dominant authority patterns depicted by these groups are presented in Table 24. When the content area of authority relations depicted is taken alone neglecting the other 3 content areas, the picture seems to be somewhat different than above. A good number of those senior managers depicting authority relations have depicted the authority as being opposed. The medical officers show a tendency to depict the authority relations as benevolent. The medical mission sisters indicate a tendency to depict authority as critical or as being opposed. For the Air India Sales Officers it is either benevolent or is opposed. For the senior management



students it is benevolent and the first year management students find it as either opposed or benevolent. The top management of the company studied show tendencies to depict authority as critical or as being opposed. However, the highest percentage with irrelevant authority as dominant pattern depicted can be seen in the top management of this company. In most of the groups the authority relations have not been depicted at all by a large portion of the sample. The Air India Sales Officers and the top management of a large company have depicted the authority relations more often than the other groups.

The dominant object relations depicted by these groups are presented in Table 25. Differentiation (stage IV) has been depicted by most of the groups dominantly. The medical officers, Air India Sales Officers, Entrepreneurs and the management students have depicted differentiation most often. The medical mission sisters range over all the four categories although differentiation is the dominant category. The top management of the large company have depicted lack of gratification as a dominant object relations. This is followed by differentiation. While the student group and sales group have tendencies to depict this content area of object relations quite often, a good number of respondents from other groups have not depicted any object relations at all (eg. 57% from senior managers have not depicted any authority relations).

The dominant feelings depicted by these groups are presented in Table 26. Complexity of feelings has been depicted dominantly in the top management group only. Feelings of loss has been depicted by a high percentage in each of these samples. This goes well with benevolent authority that has been depicted often. Incompetence is depicted by a few in the senior managers, medical mission sisters, sales officers and management students. Hostility has not been depicted by anyone dominantly in the sales officers and the top management groups. Feelings of loss has been depicted :

remarkably by a high percentage from the top management group.

The dominant work orientations depicted by the different group are presented in Table 27. The table indicates that 'work' is the most often depicted category in all the groups. A high percentage from the entrepreneur group and the senior management group have depicted work dominantly as compared to the other groups. The first year management students do not appear to be so much work-oriented in their fantasy. It is quite likely that their working hard in the first year forces them to have non-work related fantasies. Disorder and failure are depicted by very few in these groups.

To get an overall picture, the dominant content areas depicted by these groups have been analysed and presented in Table 28. From this table and the results described so far on the basis of tables 21 to 27 the following observations may be made about the occupational groups studied:

- 1 Action-orientations are depicted most often than the other content areas by subjects from the senior managers' group, medical officers, medical mission sisters, and entrepreneurs. The top management of the large company studied have depicted action-orientation as well as feelings equally (Table 28).
- 2 A few of the senior managers group are also concerned about authority relations, object relationships and feelings as revealed through their depiction of these categories dominantly (Table 28).
- 3 Such concerns about these three content areas (authority, objects and feelings) is higher in the medical officers, the medical mission sisters, management students, and the top management from a large company (Table 28).

4. The Air India Sales Officers show tendencies to be concerned about object relations more and action-orientations less. They do not show any over concern about authority relations and feelings as none of them depicted these two categories dominantly in their stories. (Table 28)
5. A high percentage of the management students also indicate their concern about object relations and their work-orientation. (Table 28).
6. The senior managers sampled in this study give a profile of work-oriented, achievement dominant executives who experience little sense of power and more feelings of loss. The results indicated that their average maturity level is fairly high (almost nearer to the fourth stage) but a third of them are still in stage II and a fifth of them are still in stage I while most of them are in stage IV but fluctuating between these three stages. While most of them do not have authority related concerns, a few of them indicate fear of being opposed or a desire to oppose their authority. A fourth of them have concerns relating to feelings of loss but three fourths of them have work-related concerns. These tendencies combined with relatively high n achievement, low affiliation and low power indicate that the managerial group is passing through a period of transition from bureaucratic orientations to supportive management. It is probably this transition period that generates in them feelings of powerlessness. As McClelland and Burnham (1975) have observed high maturity coupled with high power, low affiliation and high inhibition turn out to be entrepreneurial managers, our managers probably have all that is required except a high sense of power and high inhibition. It is probably time that management training attempts to concentrate on these two areas.

- 7 The medical officers also indicate somewhat similar orientations like the senior managers. About a half of them have action orientations dominating their thoughts while the rest of them have feelings, authority and object relations dominating their thought processes. Their maturity level is high nearing the fourth stage (though not as high as the managers), achievement need is about average in comparison with the different groups studied here and affiliation power needs low. While most of them are in state IV at least a half of them are in other stages also. As far as authority relations are concerned they have depicted benevolent authority dominantly. This is reflective of their tendencies to receive and give orders without other concerns. Medical services in Uther Pradesh are very much hierarchy bound. However, the helping nature of their occupations seems to make them differentiate objects while feelings of loss is generated in this process. Thus at feeling level and authority level they are again struck in the first stage while at work and object relations level they are in the fourth stage.
- 8 The medical mission sisters appears to be somewhat mixed group in maturity. While about half of them have their dominant concerns centering work-orientations, the rest are covered with object relations, feelings and authority relations. Their maturity level is in the third stage with low achievement and affiliation but high power need. They indicate a good spread over the four stages with respect their modal stages. While about 43% of them are in fourth stage, about 37% are in stage I, 27% in stage II and 14% in stage III. While about a half of them do not have authority as their dominant concern, a few of them depict

critical, benevolent and opposed authorities dominantly. A great percentage of them depict feelings of loss. Work-orientation is dominant in less number of them as compared to other groups. They present a picture of those who are struggling to establish their identity.

- 9 The sales officers of Air India have relatively high achievement and power needs but are still in third stage of maturity considering their average scores. Most of them are in first and fourth modal stages. Their dominant orientation to authority is benevolent and opposed. While most of them depict differentiation in relations to objects, a great number of them also depict loss, incompetence and hostility. Thus, this group appears to have been **stuck** with the first three stages dominantly.
- 10 The entrepreneur candidates indicated a trend to depict action-orientations dominantly with most of them having modal stage IV. They score high on maturity level as indicated by their high score. This group is aspiring to be entrepreneurs and are not entrepreneurs.
- 11 The top management of the large company indicate that at one level they are high on maturity but at another they are still **stuck** at the benevolent authority pattern or stage I. The conflicting orientations of this group is indicative of the possibility that they are passing through a transitional period which generates in them a lot of feelings and concerns about relationships which suppress their action orientations. There is a lot of scope for this group to improve their orientations achieve a higher level of maturity.

All in all these differences in the maturity levels of different groups are not so marked as to be conclusive. As the samples are small and incidental more systematic studies are suggested to find occupational differences. The possibility that psychosocial maturity is not influenced greatly by occupational socialization but by the early childhood socialization is not ruled out. The executive groups by and large seem to be either in stage IV or in stage I. Apart from this there are no definite trends.

APPENDIX ASCALE DEFINITIONS OF THE 30 NEEDS MEASURED  
BY STERN'S ACTIVITIES INDEX

<u>S.No.</u>	<u>Need code</u>	<u>Definition</u>
1	Aba	Abasement: Self-devaluation as reflected in the ready acknowledgement of inadequacy, ineptitude, or inferiority, the acceptance of humiliation and other forms of self-degradation versus certainty, self-confidence, or self-glorification.
2	Ach	Achievement: Surmounting obstacles and attaining a successful conclusion in order to prove one's worth, striving for success through personal effort.
3	Ada	Adaptability: Accepting criticism, advice, or humiliation publicly versus resistance to suggestion, guidance, direction, or advice, concealment or justification of failure.
4	Aff	Affiliation: Gregariousness, group-centered friendly, participatory associations with others versus social detachment, social independence, self-isolation or unsociableness.
5	Agg	Aggression: Indifference or disregard for the feeling of others as manifested in hostility, either overt or covert, direct or indirect, versus the denial or inhibition of such impulses.
6	Cha	Change: Variable or flexible behaviour versus repetition and routine.
7	Cnj	Conjunctivity: Organized, purposeful, or planned activity patterns versus uncoordinated, disorganized, diffuse, or self-indulgent behaviour.
8	Str	Counteraction: Persistent striving to overcome difficult, frustrating, humiliating, or embarrassing experiences and failures versus avoidance or hasty withdrawal from tasks or situations that might result in such outcomes.

- 9 Dfr Deference: Respect for authority, submission to the opinions and preference of others perceived as superior versus noncompliance, insubordination rebelliousness, resistance, or defiance.
- 10 Dom Dominance: Ascendancy over others by means of assertive or manipulative control versus nonintervention, forbearance, acceptance, equalitarianism, permissiveness, humility or meekness.
- 11 E/A Ego Achievement (derived from Exocathexis-Intracathexis): Self-dramatizing, idealistic social action, active or fantasied realization of dominance, power, or influence achieved through sociopolitical activities in the name of social improvement or reform.
- 12 Emo Emotionality: Intense open emotional expression versus stolidness, restraint, control, or constriction.
- 13 Eny Energy (derived from Energy-Endurance-Psychasthenia): High activity level, intense, sustained, vigorous effort versus sluggishness or inertia.
- 14 Exh Exhibitionism: Self-display and attention-seeking versus shyness, embarrassment, self-consciousness, or withdrawal from situations in which the attention of others might be attracted.
- 15 F/A Fantasied Achievement (derived from Ego Ideal): Daydreams of success in achieving extraordinary public recognition, narcissistic aspirations for fame, personal distinction, or power.
- 16 Har Harm Avoidance: Fearfulness, avoidance, withdrawal or excessive caution in situations that might result in physical pain, injury, illness, or death versus careless indifference to danger, challenging or provocative disregard for personal safety, thrill-seeking, boldness, venturesomeness, or temerity.



- 17 Hum Humanities, Social Science (derived from Endocathection-Extracception: Social Sciences and Humanities): The symbolic manipulation of social objects or artifacts through empirical analysis, reflection, discussion, and criticism
- 18 Imp Impulsiveness: Rash, impulsive, spontaneous, or impetuous behaviour versus care, caution, or reflectiveness.
- 19 Nar Narcissism: Self-centered, vain, egotistical, pre-occupation with self, erotic feelings associated with one's own body or personality
- 20 Nur Nurturance: Supporting others by providing love, assistance, or protection versus disassociation from others, indifference, withholding support, friendship or affection.
- 21 Obj. Objectivity: Detached, nonmagical, unprejudiced, impersonal thinking versus autistic, irrational, paranoid, or otherwise egocentric perception and beliefs--superstition (Activities Index) suspicion (Environment Indexes)
- 22 Ord Order: Compulsive organization of the immediate physical environment, manifested in a preoccupation with neatness, orderliness, arrangement, and meticulous attention to detail versus habitual disorder, confusion, disarray, or carelessness.
23. Fly Play: Pleasure-seeking, sustained pursuit of amusement and entertainment versus persistently purposeful, serious, task-oriented behaviour
- 24 Pra Practicalness (derived from exocathection-extracception and pragmatism): Useful, tangibly, productive, business-like applications of skill or experience in manual arts social affairs or commercial activities versus a speculative, theoretical, whimsical, or indifferent attitude toward practical affairs.
25. Ref Reflectiveness (derived from Endocathection-Intracception): Contemplation, intracception, introspection, preoccupation with private psychological spiritual, esthetic, or metaphysical experience
- 26 Sci Science (derived from Endocathection-Extracception: Natural Sciences): The symbolic manipulation of physical objects through empirical analysis, reflection, discussion, and criticism

- 27 Sen Sensuality (derived from sentience): Sensory stimulation and gratification, voluptuousness hedonism, preoccupation with aesthetic experience versus austerity, self-denial, temperance, or abstinence, frugality, self-abnegation.
- 28 Sex Sexuality (derived from sex-superego conflict). Erotic heterosexual interest or activity versus the restraint, denial, or inhibition of such impulses, prudishness, priggishness, asceticism.
- 29 Sup Supplication: Dependence on others for love, assistance, and protection versus detachment, independence, or self-reliance.
- 30 Und Understanding: Detached intellectualization, problem solving analysis, theorizing, or abstraction ascends in themselves.



Table 2

MEANS AND SDs OF THE SCORES OF DIFFERENT AGE GROUPS ON  
DIFFERENT VARIABLES

(NA varies for different variables in the  
same age group)

Variable	Age Group								
	21 & below (N=43 to 58)		22-23 (N=53 to 59)		24-25 (N=16 to 23)		26 & above (N= 9 to 10)		
	M	SD	M	SD	M	SD	M	SD	
1	Aba	6.35	2.25	5.77	1.72	5.44	2.34	6.89	1.69
2	Ach	7.74	1.92	6.87	2.14	6	2.78	6.44	2.30
3	Ada	5.93	1.90	6.06	2.28	5.5	1.90	6.67	1.5
4	Aff	7.51	2.71	7.17	2.42	7.88	1.71	7.56	1.88
5	Agg	4.79	2.42	4.66	2.30	5.32	2.13	4.56	2.24
6	Chi	5.91	1.93	5.43	2.20	6.75	1.84	6.44	1.94
7	Obj	6.95	2.52	6.53	2.45	5.69	2.18	7.33	1.23
8	Ctr	6.91	2.14	6.23	2.15	5.19	2.20	6.22	2.77
9	Dfr	5.70	1.06	5.47	1.03	4.88	2.47	5.56	2.13
10	Dom	6.26	1.96	6.54	2.32	6.88	2.28	6.70	2.99
11	E/A	7.37	2.30	6.51	2.36	6.56	2.63	6.67	2
12	Emo	5.02	2.40	4.59	1.90	4.25	2.30	5.11	2.15
13	Eny	7.05	1.85	6.53	1.96	6.06	1.73	6.78	1.30
14	Est	5.93	2.05	5.17	2.57	4.25	2.60	5.33	2.60
15	F/A	6.23	2.01	6.26	2.02	4.94	2.21	5	1.87
16	Har	4.19	2.14	4.93	2.39	5.56	2.53	5.67	1.66
17	Hum	6.44	2.45	5.74	2.82	5.06	2.74	4.67	2.69
18	Imp	5	2.14	5.11	1.97	4.81	1.91	5.44	2.51
19	Nar	5.14	2.08	5.40	2.30	5.13	2.66	4.78	2.05
20	Nur	7.47	2.33	6.91	2.01	6.88	2.58	7.67	1
21	Obj	7.30	2.52	7.08	2.46	6.88	2.99	7.89	1.45
22	Ord	6.54	2.89	6.36	2.69	5.13	3.16	7.56	2.56
23	Ply	4.93	2.49	4.87	2.53	6.81	1.64	5.67	2.29
24	Prz	8.33	1.87	7.55	2.03	6.81	2.79	8.33	1.32
25	Ref	7.12	1.72	6.79	2.24	6.5	2.10	6	2.55
26	Sci	7.33	2.37	6.43	2.76	5.56	3.22	5.44	2.74
27	Sen	4.77	1.67	4.53	1.71	4.69	1.96	4.56	.73
28	Sex	6.42	2.32	6.36	2.66	7.81	1.72	5.22	3.03
29	Sup	6.33	1.89	6.38	2.05	6.38	1.96	6.11	1.90
30	Und	7.72	1.88	6.47	2.37	6.19	1.91	5.89	1.90
31	Loc	9.46	4.62	10.88	4.03	9.56	3.37	8.38	4.57
32	IPT	64	11.15	66.3	9.51	62.82	10.44	67.25	10.63
33	ITA	10.47	3.31	11.45	3.55	9.95	1.96	10.10	2.36
34	ERS	108.35	13.81	110.17	11.15	111.64	10.84	99.44	14.69
35	PONS	24.66	3.38	24.91	4.80	25.68	3.80	22.78	3.42
36	OB	59.95	11.85	59.90	10.68	54.29	13.42	58	13.62
37	n Ach	3.98	4.76	4.29	3.82	4.33	3.88	2.86	3.76
38	n Aff	3.83	3.02	2.84	2.29	3.62	3.29	3.29	3.73
39	n Fow	1.67	1.72	1.53	1.49	1.86	1.59	1	1.73

Table 3

't' RATIOS FOR THE DIFFERENCES BETWEEN MEAN SCORES OF  
DIFFERENT AGE GROUPS ON DIFFERENT VARIABLES

(Only variables with significant 't' ratios are given here)

Variable	't' ratio and its level of significance (* = .05, ** = .01 between the different age groups					
	21 & below & 22-23	21 & below & 24-25	21 & below 26 & above	22-23 & 24-25	22-23 & 26 & above	24-25, 26 & above
1 Aba	-	-	-	-	-1.81	-
2 Ach	2.09*	2.74**	1.79	-	-	-
3 Ada	2.01*	2.58**	-	-	-	-
6 Cha	-	-	-	-2.17*	-	-
7 Cnj	-	1.78	-	-	-	-2.07*
8 Ctr	-	2.72**	-	1.69	-	-
11 E/A	1.80	-	-	-	-	-
13 Eny	-	1.85	-	-	-	-
14 Exh	-	2.60**	-	-	-	-
15 F/A	-	2.14*	1.69	2.25**	1.75	-
16 Har	-	-2.09*	-1.95	-	-	-
17 Hum	-	1.86	1.94	-	-	-
22 Ord	-	1.63	-	-	-	1.97
23 Ply	-	-2.81**	-	-2.89**	-	-
24 Pra	1.93	2.40**	-	-	-	-
25 Ref	-	-	1.62	-	-	-
26 Sci	1.68	2.30**	2.11*	-	-	-
28 Sex	-	-2.18*	-	-2.05*	-	2.75**
30 Und	2.81**	2.77**	2.65*	-	-	-
31 Loc	-2.66	-	-	-	-	-
33 ITA	-	-	-	1.75	-	-
34 ERS	-	-	1.76	-	2.51*	2.29*
35 PONS	-	-	-	-	-	1.99
36 OB	-	1.81	-	1.93	-	-
38 n Aff	1.77	-	-	-	-	-

\* negative signs indicate a high mean score of the second group presented  
in the column above.

Table 4

MEANS AND SDs OF THE SCORES OF STUDENTS WITH DIFFERENT  
EDUCATIONAL BACKGROUND ON DIFFERENT VARIABLES

Variable	Educational background												
	Arts (N=8 to 12)		Science (N=38 to 48)		Commerce (N=15 to 17)		Engineering (N=27 to 30)		Technology (N=26 to 31)		Agriculture (N=5 to 6)		
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	
1	Aba	5	1.69	6.29	2.07	6.6	2.35	6.19	2.00	5.35	1.74	5.2	.84
2	Ach	6.5	1.85	7.40	1.76	7.33	2.09	7.48	2.21	5.81	2.64	7.2	2.59
3	Ada	6.38	2.56	6.68	1.89	6.53	1.67	6.33	1.84	5.92	2.47	5.6	2.88
4	Aff	6.5	1.77	6.97	2.90	7.93	2.02	8.11	2.04	7.27	2.36	7.4	1.34
5	Agg	3.88	2.59	5.03	2.34	4.93	2.43	4.48	2.49	5.12	1.90	5.2	2.28
6	Cha	6.25	2.05	6.08	1.99	5.33	1.68	5.93	2.15	5.65	2.33	6	1.73
7	Cnj	6.25	3.06	6.53	2.46	7.07	2.02	7.19	1.84	6.04	2.64	6.6	2.51
8	Ctr	5.88	1.55	6.58	1.80	6.13	2.53	6.85	2.33	5.77	2.67	5.2	1.92
9	Dfr	5.63	1.85	5.53	1.98	5.93	2.12	6.15	2.11	4.33	1.81	5.2	1.30
10	Dom	7.5	1.93	6.76	2.31	6.2	1.78	7.04	2.58	6.69	2.24	6.6	2.07
11	E/A	7.25	2.38	7.05	2.39	7.33	2.19	7.30	2.28	5.73	2.46	6.8	2.28
12	Eno	4.38	2.20	4.58	2.32	5	2.23	4.85	2.05	4.65	2.00	4.4	1.67
13	Eny	7.5	1.69	6.71	1.74	6.67	1.95	6.89	1.89	6.15	2.17	7.2	1.10
14	Exh	5	2.56	5.53	2.28	5.27	2.09	5.52	2.23	4.73	3.03	5.6	2.61
15	F/A	5.88	1.56	6.08	2.02	6.07	1.87	6.33	1.69	5.12	2.50	6.6	2.41
16	Har	3	2.00	4.68	2.48	5.4	1.81	5	2.17	5.23	2.39	4.2	2.78
17	Hum	7.75	1.83	6.24	2.35	5.87	2.93	6.04	2.50	4.77	3.12	5.6	3.21
18	Imp	4.88	2.59	4.55	1.78	5.6	2.26	5.07	1.71	5.58	2.42	5.4	1.95
19	Nar	4.63	2.07	4.84	2.20	5.6	1.81	6.15	2.11	4.89	2.25	5	3.87
20	Nur	7.13	2.17	7.26	1.81	7.2	2.91	7.70	2.02	6.5	2.37	6.8	1.48
21	Obj	7.63	2.26	6.97	2.71	6.6	4.14	7.04	2.08	7.54	2.37	7.8	1.93
22	Ord	6.75	3.37	6.16	2.83	7.33	2.23	6.59	2.42	6	3.09	6.2	4.44
23	Ply	4.38	2.13	5.18	2.65	4.73	2.55	5.11	2.38	5.96	2.18	5.4	3.36
24	Pra	8.13	2.10	7.68	2.08	8.27	1.71	6.07	1.94	7.35	2.45	7.2	2.17
25	Ref	7.25	2.19	6.87	2.10	6.4	1.72	6.81	2.13	6.5	2.21	8.4	2.07
26	Sci	7.63	2.07	7.5	2.62	5.6	2.26	7.26	2.36	5.23	2.94	5.4	2.97
27	Sen	5	2.07	4.47	1.72	4.2	2.18	5.15	1.43	4.62	1.47	3.6	.55
28	Scx	5.63	2.39	6.32	2.44	6.2	2.81	7.33	2.27	6.08	2.74	6.4	2.30
29	Sup	5.88	2.59	6.21	1.98	6.8	1.47	6.96	1.97	5.85	2.01	6.4	1.14
30	Und	7.5	2.20	7.47	2.28	6.53	1.85	6.74	2.05	6.04	2.36	6.8	2.17
31	Loc	10.67	5.31	10.07	4.50	8.88	4.08	10.15	4.92	10.04	3.44	10.6	3.05
32	IPT	63	15.43	65.68	9.14	67.31	9.82	65.23	10.35	63.07	11.51	65	11.38
33	ITA	9.1	3.14	11.37	3.51	11.38	3.30	11.12	3.08	9.71	2.76	11.2	3.27
34	ERS	114.78	15.26	105.67	15.46	111.8	7.33	109	13.07	108.04	8.03	107.6	16.65
35	PONS	23.62	3.60	25.39	3.32	23.53	2.70	25.25	4.51	25.15	5.12	21.2	3.03
36	OB	59	12.60	58.75	11.27	56.18	13.45	56.14	10.86	63.76	10.70	51.6	10.92
37	<u>n</u> Ach	5.4	7.99	3.73	3.82	4.06	3.99	4.08	3.58	3.89	3.74	4.17	4.17
38	<u>n</u> Aff	4.1	2.23	3.21	3.10	4.19	3.06	3.27	2.89	3.07	2.71	2	2.10
39	<u>n</u> Pow	1.9	1.73	1.82	1.81	1.19	1.60	1.19	1.30	1.36	1.51	1.83	1.94

Table 5

't' RATIOS FOR THE DIFFERENCES BETWEEN MEANS OF STUDENTS WITH DIFFERENT EDUCATIONAL BACKGROUND ON DIFFERENT VARIABLES  
(\* = .05 level, \*\* = .01 level)

Variables		't' ratio and its level of significance for the educational groups														
		Arts & Science	Arts & Commerce	Arts & Engg.	Arts & Techgy	Arts & Agricul.	Science & Commerce	Science & Engg.	Science & Techlgy.	Science & Agricul.	Comm. & Engg.	Comm. & Tech.	Comm. & Agri.	Engg. & Techgy.	Engg. & Agricul.	Techgy & Agricu.
1	Aba	-	-1.70	-	-	-	-	-	1.91	-	-	1.95	-	1.63	-	-
2	Ach	-	-	-	-	-	-	-	2.89	-	-	1.92	-	2.51*	-	-
4	Aff	-	-	-2.01	-	-	-	-1.75	-	-	-	-	-	-	-	-
7	Cnj	-	-	-	-	-	-	-	-	-	-	-	-	1.75	-	-
9	Dfr	-	-	-	1.69*	-	-	-	2.34*	-	-	2.48*	-	3.26**	-	-
11	E/A	-	-	-	-	-	-	-	2.15*	-	-	2.09*	-	2.40*	-	-
15	F/A	-	-	-	-	-	-	-	1.70	-	-	-	-	2.08*	-	-
16	Har	-1.70	-2.93**	-2.33*	-2.39*	-	-	-	-	-	-	-	-	-	-	-
17	Hum	1.71	-	1.79	2.56	-	-	-	2.15	-	-	-	-	1.64	-	-
18	Imp	-	-	-	-	-	-1.70	-	-1.55	-	-	-	-	-	-	-
19	Nar	-	-	-1.80	-	-	-	-	-2.40**	-	-	-	-	2.11*	-	-
20	Nar	-	-	-	-	-	-	-	-	-	-	-	-	1.99	-	-
23	Ply	-	-	-	-1.81*	-	-	-	-	-	-	-1.63	-	-	-	-
25	Ref	-	-	-	-	-	-	-	-	-	-	-2.14*	-	-	-	-1.77
26	Sci	-	-	-	2.13*	-	-	-	3.24**	1.66	-2.21*	-	-	2.77**	-	-
27	San	-	-	-	-	-	-	-1.67*	-	-	-1.70*	-	-	-	2.36*	-
28	Sex	-	-	-1.85	-	-	-	-1.71*	-	-	-	-	-	1.82	-	-
29	Sup	-	-	-	-	-	-	-	-	-	-	-	-	2.04*	-	-
30	Und	-	-	-	-	-	-	-	2.44*	-	-	-	-	-	-	-
33	ITA	-1.88	-1.74	-1.75	-	-	-	-	2.11*	-	-	1.79	-	1.76	-	-
34	ERS	-	-	-	1.68*	-	-	-	-	-	-	-	-	-	-	-
35	PONS	-	-	-	-	-	1.95	-	-	-	2.70**	-	-	-	1.92	1.67
36	OB	-	-	-	-	-	-	-	-2.01*	-	-	-2.17	-	-2.78**	-	2.36*
38	n Aff	-	-	-	-	1.86*	-	-	-	-	-	-	-	-	-	-
39	n Pow	-	-	-	-	-	-	-	-	-	-	-	-	-1.73	-	-

Table 6

MEANS AND SDs OF THE SCORES OF STUDENTS WITH DIFFERENT PERIODS  
OF EXPERIENCE

Variable	Fresh (N=88 to 104)		1 yrs. exp. (N=11 to 14)		2rs. exp. (N=7 to 9)		3 yrs. exp. (N=6 to 7)		4 yrs & above (N=4 to 6)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1 Aba	5.86	1.99	7.09	2.34	5.14	1.07	5.67	1.51	7	2.10
2 Ach	7.09	2.19	7.27	2.15	6.14	2.27	7.5	2.51	5.83	2.64
3 Ada	6.49	2.02	6.64	2.11	5.14	2.91	5	1.67	6.5	1.52
4 Aff	7.43	2.42	7.82	2.09	6	2.24	6.67	3.20	8.33	1.75
5 Aff	4.86	2.06	3.36	2.87	6.86	1.68	5.5	3.62	4.17	2.32
6 Cha	5.72	2.02	6.82	2.32	6.71	1.38	5	2.28	5.83	1.94
7 Cnj	6.57	2.52	6.64	2.66	2.29	1.80	7.67	.52	7.5	1.05
8 Ctr	6.35	2.14	7.27	1.90	5.86	2.91	5.17	2.56	5.17	2.79
9 Dfr	5.38	1.91	6.73	1.74	4.57	2.15	5.17	3.13	6.17	2.79
10 Dom	6.75	2.13	6	2.68	7.14	1.77	7.67	3.20	7.17	2.32
11 E/A	6.96	2.41	6.73	2.80	6.14	2.61	6.67	2.58	6.83	2.93
12 Emo	4.67	2.15	5.18	2.27	3.86	1.46	4.83	2.48	5	1.17
13 Eny	6.75	1.93	6.82	1.47	6.43	2.15	6.5	1.52	7	2.37
14 Exh	5.39	2.45	5.64	2.34	4.57	2.76	3.83	2.14	5.67	1.27
15 F/A	6.05	2.01	5.64	1.75	6	2.65	5.33	2.73	5	2.50
16 Har	4.71	2.34	4	2.37	5.57	2.51	6.33	1.37	6.17	2.10
17 Hum	6.11	2.58	6.55	2.42	5.71	4.11	3.5	2.59	4.83	1.84
18 Imp	4.94	2.00	4.82	1.66	5.57	2.94	5.17	1.72	6.35	2.14
19 Nar	5.16	2.18	5.64	1.91	6.14	2.80	4.5	2.74	4.67	2.16
20 Nur	7.10	2.22	7.82	2.13	6.71	2.63	6.67	1.75	7.67	2.50
21 Cbj	7.10	2.42	7.73	2.24	6.14	3.89	6.83	2.99	7.67	1.51
22 Ord	6.16	2.91	6.84	2.46	6.43	3.26	7.17	2.40	8.67	1.03
23 Ply	4.98	2.51	5.55	2.25	6.86	1.87	5.17	1.84	5.83	2.56
24 Pra	7.63	2.18	8.46	1.44	8	2	7.67	2.66	8.32	1.03
25 Ref	6.71	2.07	7.73	1.27	8.29	1.70	6.5	2.43	5.33	2.81
26 Sci	6.61	2.68	3.86	2.01	6.57	2.70	5.33	3.20	5	3.23
27 Sen	4.5	1.77	5.73	1.42	4.57	1.27	4.17	1.33	4.67	.82
28 Sex	6.30	2.45	7.73	1.95	5.86	3.63	7.5	1.87	5.5	3.27
29 Sup	6.32	1.96	7.46	1.81	5.71	3.22	5.83	1.72	6.17	2.14
30 Und	6.92	2.25	7.27	2.10	7	2.16	6.17	1.94	6.17	2.14
31 LOC	10.22	4.17	8.69	4.73	10	2.94	10.5	5.32	7.6	5.68
32 IPT	64.49	10.60	68.76	9.45	67.43	13.05	60.8	5.17	64.6	12.24
33 ITA	10.82	3.25	10	2.86	10	4.73	12.83	2.23	9.8	2.49
34 ERS	109.55	11.31	111.09	14.17	108	18.17	101.86	17.14	97.4	18.52
35 PONS	24.85	3.87	25.73	6.53	24.56	2.92	23.57	5.35	23.6	2.79
36 OB	58.45	11.48	59.86	14.20	63.56	12.19	57.33	11.24	61.6	13.39
37 n Ach	4.12	4.33	2.89	2.67	4.67	4.58	5.5	4.97	2.25	2.63
38 n Aff	3.5	2.8	4.11	2.89	1.44	1.74	1.67	2.73	5.5	3.51
39 n Pow	1.67	1.59	.78	1.56	1.78	1.86	2.17	1.47	1	2



Table 7

't' RATIOS FOR THE DIFFERENCE BETWEEN MEANS OF THE STUDENTS WITH DIFFERENT PERIODS OF EXPERIENCE

't' ratio and its level of significance ---  
 \* = .05, \*\* = .01) between groups with  
 different periods of experience

Variable	Fresh & 1 yr	Fresh & 2 yrs	Fresh & 3yrs	Fresh .4 yrs &above	1 yr & 2 yrs	1 yr & 3 yrs	1 yr & 4 yrs &above	2 yrs & 3 yrs	2 yrs & 4 yrs &above	3rs& 4 yrs above
1 Aba	-1.89	-	-	-	2.05	-	-	-	-2.06	-
3 Add	-	1.64	1.76	-	-	-	-	-	-	-
4 Aff	-	-	-	-	1.75	-	-	-	-2.07	-
5 Agg	2.17*	-2.49*	-	-	-1.90*	-	-	-	2.43*	-
7 Cnj	-	-	-	-	-	-	-	-1.81	-	-
8 Ctr	-	-	-	-	-	1.94	1.86	-	-	-
9 Dfr	-2.24*	-	-	-	2.34*	-	-	-	-	-
16 Har	-	-	-1.68	-	-	2.20*	-1.94	-	-	-
17 Hum	-	-	2.40*	-	-	2.42*	-	-	-	-
22 Ord	-	-	-	-2.09*	-	-	-1.91	-	-	-
25 Ref	-	-1.97	-	-	-	-	2.45*	-	2.34*	-
26 Sci	-	-	-	-	-	2.41*	2.67*	-	-	-
27 Sen	-2.21*	-	-	-	1.75	2.21*	-	-	-	-
28 Sex	-1.87	-	-	-	-	-	1.78	-	-	-
29 Sup	-1.83	-	-	-	1.83*	1.79	-	-	-	-
32 IFT	-	-	-	-	-	1.76	-	-	-	-
33 ITA	-	-	-	-	-	2.15*	-	-	-	2.13
34 ERS	-	-	1.66	2.25*	-	-	-	-	-	-
38 n Aff	-	2.15*	-	-	2.37*	-	-	-	2.86	-1.95

Table 8

COMPARATIVE MOTIVE PROFILES OF LIMA FIRST YEAR  
STUDENTS AND U.S.A. TABLE ON STERN'S ACTIVITIES  
INDEX

AI Scale	LIMA Students (N=135)		USA Students (N=1076)		't' ratio between the two groups
	M	SD	M	SD	
1. Aba	5.95	2.0	4.07	1.88	10.36**
2. Ach	7.01	2.22	6.33	2.24	3.35**
3. Ada	6.34	1.99	5.23	2.23	5.97**
4. Aff	7.51	2.33	6.70	2.72	3.73**
5. Agg	4.83	2.29	4.09	2.37	3.52**
6. Cha	5.91	2.02	5.34	2.33	3.03**
7. Cnj	6.54	2.37	5.81	2.25	3.84**
8. Ctr	6.33	2.26	6.24	2.53	0.43
9. Dfr	5.53	2.01	6.63	2.03	5.98**
10. Dom	6.81	2.20	6.04	2.51	3.77**
11. E/A	6.90	2.35	5.54	2.88	6.17**
12. Eno	4.51	2.10	4.20	2.18	1.61
13. Eny	6.78	1.86	6.74	1.73	0.24
14. Exh	5.33	2.39	3.83	2.56	6.82**
15. F/A	5.96	2.02	3.34	2.06	14.17**
16. Har	4.78	2.27	4.93	2.40	0.72
17. Hum	6.01	2.69	6.64	2.79	2.55*
18. Imp	5.00	2.00	5.61	2.06	3.33**
19. Nar	5.07	2.23	4.61	2.37	2.24*
20. Nur	7.13	2.14	6.50	2.38	3.18**
21. Obj	7.23	2.38	8.90	1.43	7.07**
22. Ord	6.21	2.94	5.20	2.96	3.76**
23. Fly	5.26	2.45	5.00	2.40	1.16
24. Pra	7.69	2.13	6.17	2.42	7.69**
25. Ref	6.92	2.05	6.70	2.16	1.17
26. Sci	6.63	2.74	5.34	3.18	5.06**
27. Sen	4.59	1.66	4.76	1.86	1.11
28. Sex	6.35	2.40	4.84	2.58	6.64**
29. Sup	6.30	2.05	6.24	2.12	0.32
30. Und	6.90	2.23	6.98	2.34	0.24

Table 9

MEANS AND SDs OF RESPONDENTS IN DIFFERENT MODAL  
STAGES ON THE PERSONALITY AND SOCIAL ORIENTATION  
VARIABLES

Variable	Psychosocial Maturity Stage								
	Oral N=20		Anal N=4		Phallic N=5		Genital N=71		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1	Aba	5.95	1.79	6.5	2.38	5.4	2.07	6.07	2.14
2	Ach	6.15	2.48	8	2.16	7.2	2.59	7.47	2.08
3	Ada	6.15	2.41	6.5	2.65	6.4	1.52	6.39	2.03
4	Aff	7.75	2.07	7	2.45	8	1.23	7.39	2.54
5	Agg	4.85	2.21	4.25	2.22	4.2	2.17	5.01	2.54
6	Cho	5.7	2.13	6.25	0.96	6.6	1.34	5.73	2.1
7	Cnj	6.8	2.12	6	3.16	5.8	2.39	7.06	2.2
8	Ctr	5.8	2.4	6.25	1.71	6.8	1.64	6.44	2.24
9	Dfr	5.8	1.88	6.25	2.85	4.8	1.48	5.62	1.09
10	Dom	6.95	1.73	6.5	2.38	6.6	2.97	6.92	2.29
11	E/A	6.7	2.2	4	3.27	7.8	1.79	7.32	2.36
12	Emo	5.9	2.33	4	2.45	3.8	1.48	4.55	2.17
13	Eny	6.85	2.03	6.75	.5	6.2	2.59	6.86	1.94
14	Exh	5.1	2.43	5	2.58	5.4	2.7	5.58	2.47
15	F/A	5.5	2.01	6	1.83	7	3.54	6.11	2.09
16	Har	5.5	2.59	5.5	1.73	4.4	1.82	4.83	2.19
17	Hun	5.5	2.35	7	3.46	4.4	1.67	6.16	2.89
18	Imp	4.45	2.31	5.25	2.99	6.4	2.41	5	1.96
19	Nar	4.4	2.7	6.75	2.75	6.2	3.56	5	2.22
20	Nur	7.65	1.31	8.25	1.71	8.4	.89	7.09	2.32
21	Obj	7.7	1.81	7.75	1.26	7.6	2.07	6.7	2.59
22	Ord	6.1	3.75	6.5	3.42	8.2	0.84	6.26	2.71
23	Fly	4.65	2.61	5	2.10	7.2	2.68	5.11	2.49
24	Pra	7.7	1.92	7	2.58	8.8	1.3	7.9	2.66
25	Ref	6.65	2.28	7	2.16	6	1.87	7.27	2.01
26	Sci	6.7	2.27	5.5	3.11	5.4	2.7	6.89	2.99
27	Sen	4.2	1.91	5	1.41	5.2	0.84	4.65	1.67
28	Sex	5.75	2.73	5.5	2.08	7.8	2.78	6.7	2.33
29	Sup	6.45	1.7	6.5	1.73	6.8	2.78	6.52	1.92
30	Und	6.2	2.24	7.5	1.73	6	2.83	7.16	2.27
31	LOC	10.8	3.11	10	4.76	11.14	3.13	9.63	4.54
32	IPT	62.25	10.6	69	5.29	60	6.74	65.15	10.7
33	ITA	11.29	2.97	8.25	1.5	12.71	1.50	10.59	3.25
34	ERS	106.83	11.04	111	11.05	107.83	4.71	109.96	13.11
35	PONG	25.26	5.83	22.25	1.71	25.17	3.97	24.92	3.97
36	OB	56.35	11.72	64.6	10.14	57.71	12.55	59.86	11.20
37	<u>n</u> Ach	3.74	3.55	4.75	3.20	1	2	4.69	3.92
38	<u>n</u> Aff	4.96	3.96	4	1.15	3.17	3.06	2.69	2.60
39	<u>n</u> Row	1.48	1.70	1.5	1	2	1.67	1.51	1.51

Table 10

't' RATIOS FOR THE DIFFERENCES BETWEEN MEANS  
OF THE STUDENTS WITH DIFFERENT MODAL STAGES  
ON STEWART MATURITY SCALE

Variable	't' ratio and its level of significance (*=.05, **=.01) between the groups with different modal stages					
	Oral & anal	Oral & phallic	Oral & genital	Anal & phallic	Anal & genital	Phallic & genital
2 <u>n</u> Ach	-	-	-2.40*	-	-	-
11 <u>E/A</u>	2.07*	-	-	-2.24	-2.69**	-
18 <u>Imp</u>	-	-1.68	-	-	-	-
23 <u>Ply</u>	-	-2.38*	-	-	-	1.80
30 <u>Und</u>	-	-	-1.67	-	-	-
32 <u>IPT</u>	-	-	-	1.85	-	-
33 <u>ITA</u>	-	-	-	4.76**	-	1.71
37 <u>n</u> Ach	-	1.80	-	2.31	-	-2.15*
38 <u>n</u> Aff	-	-	3.17**	-	-	-

Table 11

MEANS AND SDs OF THE GROUPS DEPICTING DIFFERENT DOMINANT  
CONTENT AREAS IN TLT STORIES USING STEWART MATURITY SCALE

Variable	Group having dominant imagery in content area						
	Relations with objects (N=59 to 71)		Feelings (N=12 to 15)		Orientation to action (N=24 to 26)		
	M	SD	M	SD	M	SD	
1	Aba	6.02	2.15	5.29	1.49	6.04	2.16
2	Ach	7.07	2.10	5.75	2.56	6.96	2.29
3	Ada	6.18	1.93	6.08	1.93	6.21	2.65
4	Aff	7.39	2.39	7.42	2.50	7.83	2.65
5	Agg	4.90	2.39	5.5	1.57	4.88	2.46
6	Cha	5.55	1.98	6.08	2.39	6.17	1.74
7	Cnj	7.08	2.35	6.33	2.54	5.83	2.39
8	Ctr	6.29	2.15	5.58	2.47	5.54	2.77
9	Dfr	5.42	1.86	5.17	1.47	5	2.25
10	Dom	6.89	2.26	6.83	2.04	7.04	2.05
11	E/A	7.18	2.32	5.75	2.34	6.33	2.46
12	Eno	4.40	2.21	5.5	1.68	4.75	2.21
13	Eny	6.50	1.97	6.08	2.02	7.13	1.90
14	Exh	5.57	2.37	5.33	2.84	5.67	2.71
15	F/A	6.26	1.99	6	1.76	5.67	2.14
16	Har	4.97	2.20	5.42	2.50	4.21	2.55
17	Hum	6.03	2.81	5.5	2.75	5.17	2.84
18	Imp	5.11	2.08	5	2.30	5.33	2.18
19	Mar	5.58	2.13	5.5	2.91	4.46	2.32
20	Nur	7.15	2.39	7.57	1.44	6.75	2.51
21	Obj	6.39	2.67	8.75	1.87	7.71	2.85
22	Ord	6.92	2.52	5.83	3.71	5.58	3.01
23	Ply	5.37	2.62	5.67	2.50	5.13	2.64
24	Pra	8.02	2.24	8.08	1.62	7.58	2.08
25	Ref	7.05	2.02	6.83	2.21	6.13	2.35
26	Sci	6.89	2.75	6.42	2.19	5.38	2.84
27	Sen	4.53	1.56	5.08	1.78	4.58	1.79
28	Sex	6.84	2.44	5.92	2.39	6.08	2.87
29	Sup	6.42	2.17	5.92	2.15	5.25	1.68
30	Und	7.00	2.28	5.58	1.56	6.58	2.08
31	LOC	10.03	4.51	11.31	3.20	8.27	4.30
32	IPT	64.93	9.82	63.86	8.45	67.54	13.67
33	ITA	11.02	3.29	12.14	3.16	9.81	2.87
34	ERS	108.14	14.22	108.08	9.68	107.5	13.10
35	PONG	25.32	3.81	25.62	7.19	23.29	3.20
36	OB	60.03	10.58	54.6	14.88	61	12.99
37	<u>n</u> Ach	4.05	4.64	2.5	2.88	5	4.04
38	<u>n</u> Aff	3.6	3.14	4.07	3.32	2.91	2.91
39	<u>n</u> Pow	1.54	1.52	1.36	1.39	1.82	1.82

Table 12

't' RATIOS FOR THE DIFFERENCES BETWEEN MEANS  
OF THE DIFFERENT CONTENT AREA DOMINANT GROUPS  
ON OTHER VARIABLES

Variable	't' ratio and its level of significance (* = .05, ** = .01) between the dominant content area groups		
	Objects & Feelings	Objects & Action	Feelings & Action
2 Ach	1.91	-	-
7 Coj	-	2.20*	-
11 E/A	1.95	-	-
12 Emo	-1.63	-	-
19 Nar	-	2.14*	-
21 Obj	-3.02**	-2.02*	-
22 Ord	-	2.09*	-
25 Ref	-	1.87	-
26 Sci	-	2.27*	-
30 Und	2.05*	-	-
31 Loc	-	1.69	2.25*
33 ITA	-	1.63	2.37*
35 POWS	-	2.35*	-
36 OB	1.67	-	-
37 <u>n</u> Ach	-	-	-2.01

Table 13

MEANS AND SDs OF DIFFERENT DOMINANT AUTHORITY PATTERN GROUPS ON  
DIFFERENT VARIABLES

Variable	Group depicting the dominant authority pattern as										
	Benevolent N=16		Critical N=4		Opposing N=28to33		Irrelevant N=6to7		All zeros N=60to71		
	M	Sd	M	Sd	M	SD	M	SD	M	SD	
1	Aba	6.69	1.62	-	-	5.9	1.99	7.43	1.99	5.8	2.04
2	Ach	6.19	2.26	-	-	6.47	2.22	7.86	1.46	7.25	2.20
3	Ada	6.94	1.73	-	-	6	2.02	7.86	.90	6.15	2.14
4	Aff	7	2.71	-	-	7.33	2.50	7.71	1.60	7.78	2.37
5	Agg	3.81	1.94	-	-	5.2	2.62	4.57	2.15	5.07	2.25
6	Cha	5.81	1.97	-	-	5.97	2.04	4.86	1.57	5.93	2.00
7	Cnj	6.81	2.69	-	-	6.63	2.36	8.86	1.22	6.38	2.29
8	Ctr	6.37	2.28	-	-	5.83	2.34	7.43	1.90	6.58	2.33
9	Dfr	5.56	2.39	-	-	5.3	1.69	6.14	1.46	5.63	2.10
10	Dom	6.13	2.19	-	-	7.07	2.42	7.29	1.25	6.73	2.28
11	E//	6.31	2.50	-	-	6.9	2.67	8.43	1.13	6.82	2.30
12	Emo	4	1.83	-	-	4.33	2.22	5	2.31	5.02	2.00
13	Eny	6.56	2.03	-	-	5.97	1.94	7.57	.79	6.63	1.94
14	Exh	5.13	2.19	-	-	4.9	2.38	5.43	2.51	6.02	2.26
15	F//	4.81	2.20	-	-	6.07	2.12	5.57	1.99	6.15	2.07
16	Har	4.63	2.36	-	-	4.9	2.35	6.14	2.41	4.87	2.27
17	Hum	6.13	2.45	-	-	5.4	2.65	8	2.58	5.77	2.79
18	Imp	5.13	2.71	-	-	4.87	2.03	5.29	1.70	5.37	2.12
19	Nar	4.88	1.63	-	-	5.1	2.51	4.14	1.77	5.48	2.40
20	Nur	7	2.22	-	-	7.07	2.45	7.71	1.60	7.13	2.33
21	Obj	6.38	2.5	-	-	7.7	2.22	7.71	2.22	7.02	2.71
22	Ord	6.06	2.84	-	-	5.73	3.47	8.14	.90	6.52	2.62
23	Ply	3.94	2.02	-	-	5.53	2.19	4.29	2.29	5.65	2.77
24	Pra	7.31	2.06	-	-	7.47	2.36	9.29	1.50	7.97	1.99
25	Ref	6.06	1.95	-	-	6.77	1.98	8.57	1.81	6.83	2.11
26	Sci	5.75	2.62	-	-	6.2	2.59	8	2.89	6.52	2.84
27	Sen	4.31	1.62	-	-	4.43	1.72	4.29	1.25	4.73	1.77
28	Sex	5.06	2.93	-	-	6.97	2.50	4.86	2.48	6.65	2.43
29	Sup	5.38	2.06	-	-	6.3	1.84	6.29	1.25	6.5	2.03
30	Und	6	2.22	-	-	6.47	2.13	7.86	2.19	7.15	1.96
31	LOC	8.38	4.97	11.5	6.36	9.16	3.58	9	5.60	10.57	4.21
32	IPT	68.47	11.31	59.5	13.44	64.29	10.36	76.14	11.45	64.26	9.70
33	ITA	10.27	3.31	11	4.58	10.81	3.07	9	3.74	10.89	3.17
34	ERS	106.5	12.67	103	5	108.28	13.80	113	11.31	107.82	12.88
35	PONS	23	2.92	23.67	2.08	24.36	3.50	24.29	3.77	24.42	4.72
36	OB	56.65	12.05	53.25	14.77	59.82	11.12	62.14	11.87	58.55	12.18
37	nAch	6.67	7.36	3.67	3.22	4.79	5.76	5	5.87	2.96	2.93
38	nAff	3.47	3.14	3	1	3.75	3.60	2.33	1.51	3.21	2.90
39	nPow	1.8	1.94	1.67	1.53	2.18	1.87	.17	.41	1.37	1.38

Table 14

't' RATIOS FOR THE DIFFERENCES BETWEEN MEANS OF THE  
DIFFERENT AUTHORITY AREA DOMINANT GROUPS ON DIFFERENT  
VARIABLES.

Variable	't' ratios and its level of significance (*=.05,**=.01) between the different dominant authority pattern groups on different variables						
	Benevolent & opposing	Benevolent & irrelevant	Benevolent & all zeros	Critical & irre- levant	Opposing & irre- levant	Opposing & All zeros	Irrelev- ant & all zeros
1 Aba	-	-	1.61	-	-1.83	-	2.00*
2 Ach	-	-1.79*	-1.71	-	-	-	-
3 Ada	-	-	-	-	-2.36*	-	2.08*
5 Agg	1.86	-	-2.04*	-	-	-	-
7 Cnj	-	-1.91	-	-	-2.41	-	2.80**
8 Ctr	-	-	-	-	-1.68	-	-
11 E/A	-	-2.13*	-	-	-	-	1.82
12 Eno	-	-	-1.84	-	-	-	-
14 Esh	-	-	-	-	-	-2.17*	-
15 F/A	-1.89	-	-2.27*	-	-	-	-
17 Hum	-	-1.67	-	-	-2.35*	-	2.02*
1 Obj	-1.85	-	-	-	-	-	-
22 Ord	-	-1.88	-	-	-1.80	-	1.62
23 Ply	-2.42*	-	-2.31*	-	-	-	-
24 Pra	-	-2.28*	-	-	-1.94	-	1.69
25 Ref	-	-2.90**	-	-	-2.21*	-	2.09*
28 Sex	-2.32*	-	-2.22**	-	2.02	-	-1.85
29 Sup	-	-	-1.96	-	-	-	-
30 Und	-	-1.85	-2.03*	-	-	-	-
31 LOC	-	-	-	-	-	-1.61	-
32 IPT	-	-	-	-	2.69*	-	3.02**
35 PONS	-	-	-2.01*	-	-	-	-
37 <u>n</u> Ach	-	-	3.20**	-	-	2.55*	-
39 <u>n</u> Pow	-	2.02	-	2.39*	2.60*	2.33*	-2.12*



Table 15

MEANS AND SDs OF DIFFERENT DOMINANT OBJECTS PATTERN GROUPS  
ON DIFFERENT VARIABLES

Variable	Group depicting the dominant "objects" pattern as	Lack N=11 to 15		Flight N=5 to 6		Differentiation N=61 to 72		All zeros N=18 to 22	
		M	Sd	M	Sd	M	Sd	M	Sd
		1	Aba	5.93	1.73	5.6	1.95	6.39	2.09
2	Ach	5.64	2.56	7.2	3.56	7.23	2.12	6.5	2.56
3	Adc	6.21	2.39	6.2	1.48	6.61	1.92	6.22	2.37
4	Aff	7.79	2.01	7	2.65	7.15	2.62	8.22	2.18
5	Agg	4.21	1.05	5.2	2.17	4.82	2.52	5.33	2.40
6	Cha	5.86	2.11	6.2	1.10	5.79	2.08	6.22	1.83
7	Cnj	5.19	2.89	5.2	2.39	6.92	2.29	5.94	2.34
8	Ctr	5.43	3.08	7	1.23	6.30	2.16	6.83	2.23
9	Dfr	5.43	2.21	4.4	.55	5.43	2.11	5.33	2.17
10	Dom	5.43	2.07	6.2	3.77	6.62	2.13	6.72	1.87
11	E/A	5.36	2.47	8.2	1.92	6.93	2.27	6.56	2.23
12	Emo	4.43	2.21	4.4	3.05	4.84	2.22	4.33	1.53
13	Eny	6.29	1.98	7.4	1.52	6.54	1.96	7.28	1.84
14	Exh	4.43	2.88	5.8	2.59	5.88	2.31	6.17	2.18
15	F/A	5.5	1.56	6.6	3.21	6.03	1.94	4.78	2.44
16	Har	5.07	1.90	3.6	2.51	4.84	2.27	4.78	2.53
17	Hum	5.21	2.78	4.6	1.34	6.05	2.60	5.28	2.87
18	Imp	4.93	2.70	5.6	1.95	4.98	2.19	6.11	1.68
19	Nar	4.86	2.38	4.4	4.04	5.28	1.82	4.06	2.51
20	Nur	6.79	2.39	7.6	2.70	7.16	2.32	6.39	2.50
21	Obj	7.79	2.69	6.8	2.05	6.69	2.83	8.56	1.62
22	Ord	6.36	3.00	5.2	3.96	6.25	2.79	6.06	2.80
23	Ply	5.29	2.30	6.2	2.49	5.03	2.58	6.33	2.43
24	Pra	6.57	2.68	7.6	3.21	7.85	2.07	8.17	1.34
25	Ref	6.36	1.65	6.4	1.52	6.09	2.08	5.94	2.34
26	Sci	5.5	2.79	5.2	2.39	6.92	2.83	5.61	2.77
27	Sen	4	1.71	4.6	1.67	4.77	1.76	4.33	1.82
28	Sex	5.29	2.64	6.4	3.29	6.51	2.43	5.22	3.00
29	Sup	5.86	1.90	6.8	3.12	6.18	1.95	5.33	2.11
30	Und	5.93	2.34	6.4	2.41	7.12	2.21	6.44	2.04
31	LOC	8.83	4.73	11.4	2.61	9.42	4.35	9.0	4.56
32	IPF	69	9.10	56.4	8.02	64.84	9.66	64.91	14.11
33	IPA	10.33	2.93	13	1.23	10.91	3.24	10.05	3.14
34	ERS	107.67	10.87	108.4	6.54	107.98	13.75	105.56	13.32
35	PONS	23.6	2.82	24.17	4.58	24.67	3.11	24.10	6.28
36	OB	59.33	8.13	61.67	11.36	59.43	11.42	58.05	15.57
37	n Ach	2.57	2.50	2.4	3.36	4.09	4.39	3.21	3.84
38	n Aff	4.36	3.99	3.2	2.05	3.17	2.61	2.63	2.36
39	n Pow	1.79	1.58	2.6	2.88	1.67	1.61	1	1.29

Table 16

't' RATIOS FOR THE DIFFERENCES BETWEEN MEANS OF THE DIFFERENT "OBJECTS" PATTERN DOMINANT GROUPS ON DIFFERENT VARIABLES

Variable	't' ratio and its level of significance (*=.05, **=.01) between the dominant objects pattern groups					Differen- & all zeros
	Lack & Flight	Lack & Differentiation	Lack & All zeros	Flight & Differentiation	Flight & all zeros	
1 Aba	-	-	-	-	-	2.50*
2 Ach	-	-2.43**	-	-	-	-
5 Agg	-	-	-1.62	-	-	-
7 Cnj	-	-	-	-1.61	-	-
11 E/A	-2.32*	-2.31**	-	-	-	-
14 Exh	-	-	-1.95	-	-	-
15 F/A	-	-	-	-	-	2.27*
18 Imp	-	-	-	-	-	-2.02*
19 Mer	-	-	-	-	-	2.29*
21 Obj	-	-	-	-	-2.03	-2.67**
23 Ply	-	-	-	-	-	-1.90
24 Pra	-	-	-2.20*	-	-	-
26 Sci	-	-1.70*	-	-	-	1.73
28 Sex	-	-1.67	-	-	-	1.87
30 Und	-	-1.79*	-	-	-	-
32 IPT	-	-	-	-1.90	-	-
33 ITA	-1.93	-	-	-	2.04	-
39 n Pow	-	-	-	-	1.88	1.66

Table 17

MEANS AND SDs OF DIFFERENT DOMINANT FEELINGS  
PATTERN GROUPS ON DIFFERENT VARIABLES

Variable	Group depicting the dominant feelings pattern as							
	Loss N=44 to 55		Incompetence N=7 to 9		Hostility N=7 to 9		All zeros N=43 to 53	
	M	SD	M	SD	M	SD	M	SD
1 Aba	6.07	2.11	6.14	1.22	6.57	2.30	5.83	1.77
2 Ach	6.96	2.42	7.71	1.38	6.71	1.41	6.80	2.29
3 Ade	6.23	2.03	6.57	1.99	6.71	.76	6.17	2.17
4 Aff	7.68	2.67	8	2.31	7.86	1.77	7.21	2.29
5 Agg	5.11	2.12	4.57	3.05	3.14	1.57	5.09	2.35
6 Cha	5.84	2.02	5.71	3.20	6.29	1.98	5.87	1.94
7 Cnj	6.61	2.40	5.86	3.39	5.57	2.23	6.70	2.20
8 Ctr	6.07	2.13	6.86	1.77	6.14	1.77	6.35	2.31
9 Dfr	5.52	2.13	5.29	2.14	6.14	1.68	5.39	1.81
10 Dom	6.73	1.84	7	2.77	5.71	2.22	6.94	2.62
11 E/A	6.59	2.25	6.86	1.46	5.86	2.49	7.17	2.37
12 Emo	4.82	2.19	6.29	2.87	4.29	.95	4.48	1.96
13 Eny	6.55	2.10	6.86	1.87	6	2.16	6.94	1.72
14 Exh	5.48	2.32	6.14	2.80	3.57	1.62	5.30	2.46
15 F/A	5.55	2.14	6.71	.95	5.14	2.19	5.98	2.37
16 Har	4.75	2.42	5.57	2.70	5.57	1.72	4.57	2.23
17 Hum	5.57	2.57	7.57	2.64	4.71	2.81	5.96	2.67
18 Imp	4.61	2.05	5.57	1.72	6.43	2.15	5.46	2.07
19 Nar	5	2.17	6.71	3.20	5.43	2.23	5.07	2.30
20 Nur	6.93	2.52	7.43	1.51	7.86	1.46	7.02	2.30
21 Obj	7.43	2.39	6.14	2.91	7	3.11	7.24	2.23
22 Ord	5.98	3.43	6.71	2.56	6.57	2.07	6.20	2.71
23 Ply	5.39	2.60	6.43	2.64	5.71	2.75	5.04	2.56
24 Pra	7.71	2.30	7.86	2.61	8.29	1.70	7.76	2.00
25 Ref	6.48	2.02	8	1.73	5.29	2.22	6.94	2.20
26 Sci	6.59	2.98	6	2.89	5.29	2.63	6.80	2.44
27 Sen	4.77	1.71	4.71	1.00	4.57	2.15	4.35	1.72
28 Sex	6.16	2.22	7.71	2.69	6.86	2.55	6.22	2.83
29 Sup	6.16	1.94	5.86	1.77	6.57	1.62	6.24	2.26
30 Und	6.66	2.07	7.14	2.27	5.86	2.12	6.03	2.28
31 LOC	10.56	4.18	8.57	4	10.22	3.49	9.44	4.25
32 IPT	62.98	10.51	67	10.83	61.11	7.67	67.05	10.79
33 ITA	11.42	2.94	11.11	3.92	10.67	2.83	9.89	3.44
34 ERS	109.14	14.34	106.88	9.37	105.14	9.50	108.19	12.28
35 PONS	24.89	4.51	28.25	6.50	23.78	3.07	24.26	3.45
36 OB	57.08	12.42	64.33	14.22	57.89	12.84	58.74	10.85
37 nAch	3.17	4.30	6	4.14	1.75	1.67	4.77	3.75
38 nAff	4.42	3.43	2.38	1.81	2	1.60	2.70	2.61
39 nFow	1.67	1.68	.75	.89	2	1.69	1.49	1.4

Table 18

't' RATIOS FOR THE DIFFERENCES BETWEEN MEANS  
OF THE DIFFERENT FEELINGS PATTERN DOMINANT  
GROUPS ON DIFFERENT VARIABLES

Variable	t ratio and its level of significance (*=.05, **=.01) between the dominant "feelings" pattern groups					
	Loss & Incompet- ence	Loss & hostility	Loss & no feel- ings	Incomp. & hosti- lity	Incomp. & no feelings	Hostility & no feel- ings
2 Ach	-	-	-	2.30*	-	-
5 Agg	-	2.36*	-	-	-	-2.11*
12 Emo	-	-	-	1.75	2.13*	-
14 Exh	-	2.09*	-	2.11	-	-1.80
15 F/A	-	-	-	1.74	-	-
17 Hum	-	-	-	1.96	-	-
18 Imp	-	-2.16*	-1.94	-	-	-
19 Nar	-1.82	-	-	-	1.68	-
25 Ref	-1.89	-	-	2.55*	-	-1.85
28 Sex	-1.67	-	-	-	-	-
32 IPT	-	-	-1.83	-	-	-
33 ITA	-	-	2.34*	-	-	-
35 PONS	-1.85	-	-	1.85	2.65*	-
36 OB	-1.59	-	-	-	-	-
37 <u>n</u> Ach	-1.74	-	-	2.69*	-	-2.22*
38 <u>n</u> Aff	-	1.95	2.71**	-	-	-
39 <u>n</u> Pow	-	-	-	-1.85	-	-

Table 19

MEANS AND SDs OF GROUPS DEPICTING DIFFERENT DOMINANT ACTION  
ORIENTATIONS ON DIFFERENT VARIABLES

Variable	Group depicting as dominant action orientation pattern as					
	Passivity N = 12 to 16		Work N = 53 to 62		All zeros N = 33 to 46	
	M	SD	M	SD	M	SD
1 Aba	6.43	2.07	5.91	1.85	6.16	2.18
2 Ach	6.07	2.27	7.04	2.39	7.16	2.20
3 Ada	5.64	2.90	6.49	1.97	6.45	1.74
4 Aff	7.07	2.37	7.57	2.61	7.47	2.28
5 Agg	4.28	2.27	4.51	2.37	5.53	2.30
6 Cha	5.36	1.95	5.93	2.07	6.13	2.02
7 Cnj	6.14	2.96	6.74	2.39	6.66	2.26
8 Ctr	5.43	2.28	6.45	2.46	6.53	1.98
9 Dfr	5.86	1.51	5.57	2.32	5.42	1.87
10 Dom	6.64	2.59	6.72	2.25	6.97	2.30
11 E/A	5.93	1.73	6.98	2.37	7.18	2.58
12 Emo	5.14	2.38	4.38	2.04	4.97	2.01
13 Eny	6.79	1.63	6.74	1.86	6.74	2.08
14 Exh	5.43	2.71	5.28	2.55	5.71	2.13
15 F/A	5.57	2.41	5.79	2.15	6	2.17
16 Har	5.21	2.39	4.53	2.32	5	2.16
17 Hum	5.29	2.46	6.04	2.79	6.55	2.69
18 Imp	5.29	2.49	5.06	2.03	5.37	2.24
19 Nar	5.07	2.56	4.79	2.16	5.90	2.28
20 Nur	6.93	1.86	6.93	2.39	7.47	2.30
21 Obj	7	2.48	7.08	2.58	7.32	2.12
22 Ord	6.5	3.01	5.91	3.04	6.58	2.72
23 Ply	4.6	2.41	5.02	2.51	5.61	2.62
24 Pra	7.07	2.43	7.66	2.23	8.32	1.79
25 Ref	6.93	2.70	7	1.88	6.90	2.13
26 Sci	6.36	2.71	6.64	2.93	7.40	2.41
27 Sen	4.43	1.79	4.42	1.65	5.08	1.63
28 Sex	6.57	2.93	5.91	2.66	6.66	2.28
29 Sup	6.36	1.87	6.21	2.02	6.55	2.06
30 Und	6.64	2.27	6.81	2.10	7.29	2.30
31 LOC	10.46	3.21	9.20	4.54	10.44	4.21
32 IPT	60.85	10.68	65.76	12.50	65.15	8.16
33 ITA	9.85	3.36	10.47	3.18	10.83	3.27
34 ERC	105.5	10.39	108	13.27	108.5	13.81
35 PONS	24.31	2.58	24.42	4.35	25.4	4.42
36 OB	59.06	11.41	58.74	12.49	59.20	10.72
37 nAch	4.07	4.09	4.49	4.94	3.02	3.13
38 nAff	5.64	4.38	2.60	2.60	3.63	2.70
39 nPow	1.57	1.45	1.68	1.71	1.22	1.17

Table 20

't' RATIOS FOR THE DIFFERENCES BETWEEN MEANS  
OF THE DIFFERENT DOMINANT ACTION ORIENTATION  
GROUPS ON DIFFERENT VARIABLES

Variable	t ratio and its level of significance (*=.05, **=.01) between the dominant action-orientation pattern groups		
	Passivity & work	Passivity & all zeros	Work & all zeros
5 Agg	-	-1.73	-2.05*
8 Ctr	-	-1.70	-
11 E/A	-	-1.68	-
19 Har	-	-	-2.35*
24 Pr a	-	-2.02*	-
27 Sen	-	-	-1.90
37 <u>n</u> Ach	-	-	1.67
38 <u>n</u> Aff	3.38**	2.03*	-1.92

Table 21

MEAN MATURITY LEVEL, n ACH, n AFF, n M.O., n POW OF DIFFERENT OCCUPATIONAL GROUPS

Variable	OCCUPATIONAL GROUP						
	Senior Managers n=30	Medical Officers n=10	M.M.Sisters n=49	Sales Officers n=15	IIM Final yr. students n=18	IIM First yr. students n=149	Potential Top management of a company n=11
Average maturity level							
Mean	2.85	2.77	2.54	2.50	2.60	2.30	3.12
SD	0.70	0.65	0.63	0.81	0.59	1.47	0.79
n Ach	4.57	3.4	1.57	4.4	13.21	1.44	3.00
Mean	3.13	2.8	2.52	3.57	7.87	3.29	6.02
SD							
n Aff	0.33	0.7	0.69	1.47	5.32	1.08	0.33
Mean	1.14	1.27	1.34	1.71	4.68	2.37	0.18
SD							
n Pow	0.77	1.4	6.06	3.8	3.79	0.47	0.80
Mean	1.54	1.56	3.97	3.67	3.32	1.25	1.89
SD							

Table 22

STAGEWISE MEAN SCORES OF DIFFERENT OCCUPATIONAL GROUPS ON STEWART'S  
MATURITY SCALE

Stage	Occupational Group						
	Senior Managers N=30	Medical Officers N=10	M.M.Sisters N=49	Sales Officers N=15	IIM Final yr.students N=18	IJM First students N=149	Potential Top management of a Co. N=11
Stage I:							
Mean	1.03	1.5	2.10	1.8	2.06	1.48	1.17
SD	1.14	1.29	1.53	1.28	1.31	1.38	2.15
Stage II:							
Mean	0.97	0.9	1.65	0.93	1.28	0.89	0.47
SD	0.95	0.94	1.44	0.68	1.19	1.03	0.76
Stage III:							
Mean	0.6	0.5	1.0	0.93	0.78	0.63	0.23
SD	0.71	0.92	1.21	1.12	0.71	0.86	0.62
Stage IV:							
Mean	2.07	2.8	1.98	2.13	2.56	2.95	2.70
SD	1.29	1.78	1.44	1.71	1.57	2.08	1.44



Table 23

PERCENTAGE DISTRIBUTION OF RESPONDENTS FROM DIFFERENT OCCUPATIONAL GROUPS BY  
MODAL STAGES DEPICTED ON STEWART'S MATURITY SCALE

Modal Stage	Percentage of respondents with this modal stage from the occupational group									
	Senior Managers n=30	Medical Officers n=10	M. M. Sisters n=49	Sales Officers n=15	IIM Final yr. students n=18	IIM First yr. students n=149	Potential entrepreneurs n=30	Top management of a company n=11		
Oral stage	20.00	20.00	36.74	53.00	44.00	22.15	13.33	63.64		
Anal stage	33.33	20.00	26.54	13.00	17.00	8.46	10.00	0.00		
Phallic stage	3.33	10.00	14.29	13.00	11.00	7.38	3.33	0.09		
Genital stage	73.33	80.00	42.87	60.00	56.00	66.44	90.00	27.27		

Table 24

PERCENTAGE DISTRIBUTION OF RESPONDENTS FROM DIFFERENT OCCUPATIONAL GROUPS  
BY THE DOMINANT AUTHORITY PATTERNS DEPICTED ON STEWART'S MATURITY SCALE

Authority pattern depicted	Percentage of respondents from occupational groups	Senior Managers N=30	Medical Officers N=10	M.M. Sisters N=49	Sales Officers N=15	IIM Final yr. students N=18	IIM First students N=149	Potential Entrepreneurs N=30	Top Management of a company N=11
Benevolent	6.67	40.0	8.16	40.00	22.00	12.08	6.67	9.09	
Critical	3.33	0.00	16.32	0.00	0.00	2.80	3.33	27.27	
Opposing	13.33	0.00	12.24	27.00	6.00	24.16	0.00	18.18	
Irrelevant	3.33	0.00	0.00	0.00	0.00	4.70	6.67	9.09	
No authority pattern	60.00	60.00	51.00	20.00	44.00	49.46	76.66	9.09	
Two or more authority patterns depicted as equally dominant	13.34	0.00	12.28	13.00	28.00	6.60	6.67	27.27	

Table 25

PERCENTAGE DISTRIBUTION OF RESPONDENTS FROM DIFFERENT OCCUPATIONAL GROUPS DEPICTING  
DOMINANT OBJECTS RELATIONS ON STEWART'S MATURITY SCALE

Dominant objects relations depicted	Percentage of respondents from occupational group							
	Senior Managers N=30	Medical Officers N=10	M.M. Sisters N=49	Sales Officers N=15	IIM Final yr. students N=18	IIM First students N=149	Potential Entrepreneurs N=30	Top Management of a Company N=11
Immediate gratification	0.00	0.00	8.16	7.00	17.00	1.40	3.33	0.00
Lack of gratification	10.00	0.00	16.32	7.00	11.00	11.20	3.33	45.46
Flight	10.00	0.00	12.24	13.00	0.00	4.20	0.00	9.09
Differentiation	16.70	50.00	20.42	53.00	33.00	51.70	36.67	18.18
No objects patterns	56.70	50.00	28.58	20.00	6.00	14.10	53.34	27.27
Two or more objects patterns depicted as equally dominant	6.60	0.00	14.29	0.00	33.00	17.40	3.33	0.00

Table 26

PERCENTAGE DISTRIBUTION OF RESPONDENTS FROM DIFFERENT OCCUPATIONAL GROUPS DEPICTING DOMINANT FEELINGS ON STEWART'S MATURITY SCALE

Dominant feelings depicted	Percentage of respondents from occupation groups							
	Senior Managers N=30	Medical Officers N=10	M.M. Sisters N=49	Sales Officers N=15	IIM Final yr. students N=18	IIM First students N=149	Potential Entrepreneurs N=30	Top Management of a company N=11
Loss	26.67	30.00	38.76	33.00	44.00	37.64	26.66	63.64
Incompetence	6.67	0.00	12.24	13.00	11.00	6.04	0.00	0.00
Hostility	3.33	10.00	12.24	0.00	6.00	6.04	6.67	0.00
Complexity	0.00	0.00	0.00	0.00	0.00	0.70	0.00	9.09
No feelings pattern	53.33	60.00	20.40	47.00	22.00	38.34	66.67	0.00
Two or more feelings depicted as equally dominant	10.00	0.00	16.30	7.00	17.00	11.28	0.00	27.27

Table 27

PERCENTAGE DISTRIBUTION OF RESPONDENTS FROM DIFFERENT OCCUPATIONAL GROUPS  
 DEPICTING DOMINANT ACTION ORIENTATIONS ON STEWART'S MATURITY SCALE

Dominant action orientation depicted	Percentage of respondents from occupational group							Potential entrepreneurs N=30	Top Management of a company N=11
	Senior Managers N=30	Medical Officers N=10	M.M. Sisters N=49	Sales Officers N=15	IM Final Yr. students N=18	IM First Yr. students N=149	First students N=30		
Passivity	3.33	0.00	14.29	7.00	6.00	11.38	3.33	18.18	
Disorder	6.67	10.00	10.20	13.00	0.00	1.40	10.00	0.00	
Failure	0.00	10.00	2.04	0.00	0.00	0.70	0.00	9.09	
Work	73.33	50.00	42.87	47.00	50.00	44.96	76.67	36.36	
No action orientation	0.00	10.00	6.12	27.00	11.00	32.21	6.67	9.09	
Two or more action patterns depicted as equally dominant	16.67	20.00	24.48	6.00	33.00	9.35	3.33	27.27	

Table 28

PERCENTAGE DISTRIBUTION OF RESPONDENTS FROM DIFFERENT OCCUPATIONAL GROUPS DEPICTING DOMINANT CONTENT AREAS ON STEWART'S MATURITY SCALE

Dominant content area depicted	Percentage of respondents from the occupational group							
	Senior Managers N=30	Medical Officers N=10	M.M.Sisters N=49	Sales Officers N=15	IIM Final yr. students N=18	IIM First students N=149	Potential Entrepreneurs N=30	Top management of a company N=11
Authority	6.67	10.00	6.12	0.00	6.00	0.00	0.00	18.18
Objects	3.33	20.00	16.32	53.00	22.00	51.00	23.33	18.18
Feelings	6.67	10.00	12.24	0.00	6.00	10.50	6.67	27.27
Action	63.33	50.00	51.00	20.00	22.00	18.30	63.33	27.27
No single content area	0.00	0.00	2.04	0.00	0.00	0.00	0.00	0.00
Two or more content areas depicted as equally dominant	20.00	10.00	12.28	27.00	44.00	20.20	6.67	9.09

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