



**A Study of the need pattern among cooperative and competitive girls of intermediate and
B.A classes.**

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Cooperation and competition are more or less spontaneous modes of behaviour. More probably they are the byproduct of cultural situations such as in agriculture and modern urban Industrial society.

Cooperation is working together for a common end which can be achieved through individual efforts, whereas competition occurs when there is a struggle of person or group for the same goal which cannot be shared by all.

In most of our daily enterprises both motives are operative but the reaction of the individual depends upon the degree of competitive and cooperative tendencies present in his personality.

According to James Drever “need is a condition marked by feeling of lack or want of something or of requiring the performance of action.

Blair and others refer to needs as motives and call them as forces influencing behaviour which leads to the fact that behaviour desirable or undesirable does not just occur but has its roots in the satisfaction and dissatisfaction of primary and secondary needs.

Objective of the present study

1. To study the difference among competitors and co-operators regarding their 15 need Variables (ach, def, ord, exh, aut,aff, int, suc, dom, abas, nur, che, end,hetero, agg)

Hypotheses:

1. Cooperative and competitive subjects of 15 to 17 year differ significantly in their need pattern.
2. Cooperative and competitive subjects of 18 to 20 years differ significantly in their need pattern.

Definition of the terms used in the study

1. Cooperation and competition

According to the new college encyclopaedia “competition is a social and economic system in which individuals are given wide freedom to attain their own ends while creating or supplying benefits for society. More generally competition implies rivalry usually in games or and other endeavors in which rules are established and individuals strive to attain certain goals.

According to Philip Lawrence Harrimen “corporation is the subordination of egocentric interest to the Welfare of group in joint endeavors.

2. Needs

Blair and others refer to needs as motives and call them as forces influencing behaviour which leads to the fact that behaviour desirable or undesirable does not just occur, but has its roots in the satisfaction or dissatisfaction of primary and secondary needs.

The needs associated with each of the fifteen (Tripathi personal preference schedule) variables are achievement, deference, order, exhibition, autonomy, affiliations, interceptions, succorance, dominance, abasement, nurturance, change, endurance, heretosexuality and aggression.

A study of EPPS need structure of inservice elementary school teachers was conducted by Elberian E Larry. The purpose of the investigation was to study the:

1. relationship between needs and age.
2. Need patterns of teachers.
3. Relationship between needs and experience in education

The following were the main findings:

1. n-exhibition, n-autonomy, n-interception, n-dominance, n-changes, n-hetrosexuality were found to be higher in women teachers than in women in general.
2. The needs which occupied significantly lower place in women teachers were n-order, n-succorance, n-abasement, n-nurturance and n-endurance.
3. N-exhibition and n-heterosexuality decrease with the age and experience. Teacher tended to show sharp increase n-order, n-endurance at 40 years of age and in need abasement at about 50 years of age.

For this study high cooperative and high competitive subjects were selected on the basis of Prisoner's Dilemma score and they needed scores were compared. The students scoring 18 and above on competitive variables (Q3 of 25 trials) were considered as competitive and students scoring 18 and above on cooperative variables were considered to be cooperative.

Thus from the total sample the obtained number of competitive subjects at the age range of 15 to 17 years was 120 and at the age of 18 to 20 years was 60. The number of cooperative subjects at

the age of 15 to 17 years was 80 and at the age of 18 to 20 years was 40. These two groups of subjects were compared on the 15 need variables. t-Test was used to compare each of the needs.

Table-1 : Age Group 15 to 17 years

S.no	Need Variable	Mean of cooperative group	Mean of competitive group	t-value	significance
1	Achievement	47.13	53.21	5.46	P<.01
2	Deference	51.43	50.75	0.527	N.S.
3	Order	52.44	51.54	0.775	N.S.
4	Exhibition	53.37	54.67	0.92	N.S.
5	Autonomy	49.37	49.46	0.078	N.S.
6	Affiliation	50.94	48.04	2.52	P<.02
7	Intracception	50.62	47.71	2.487	P<.02
8	Succorance	47.44	48.08	0.556	N.S.
9	Dominance	46.56	47.42	0.688	N.S.
10	Abasement	50.69	50.58	0.09	N.S.
11	Nurturance	50.44	48.59	1.32	N.S.
12	Change	44.37	43.42	0.68	N.S.
13	Endurance	50.87	51.29	0.40	N.S.
14	Heterosexuality	53.63	52.92	0.59	N.S.
15	Aggression	45.94	47.17	0.89	N.S.

N1 = 80

N2 = 120

df = 198

According to Table no 1 in the age group of 15 to 17 years need for achievement was found to be significantly greater in the competitive group than cooperative group. T-value (5.46) was found to be significant at 0.01 level. Need for affiliation was found to be significantly greater in cooperative groups than cooperative groups. t-value was found to be significantly at 0.02 level.

Need for interception was also found to be significantly greater in cooperative groups than competitive groups. T-value 2.49 was found to be significantly greater at 0.02 level but in case of other needs the difference was not significant.

In the age group of 18 to 20 years 40 cooperative subjects were compared with 60 competitive subjects on the 15 need variables. Their mean score, t-values and significance are given in table number 2.

Table-2: Age Group 18 to 20 years

S. No.	Need-Variable	Mean of cooperative group	Mean of competitive group	t-value	Significance
1.	Achievement	44.20	51.70	4.21	P<0.01
2	Deference	52.25	45.17	3.93	P<0.01
3.	Order	50.45	48.20	1.34	N.S.
4.	Exhibition	49.30	52.10	1.39	N.S.
5.	Autonomy	49.35	46.65	1.75	P<0.10
6.	Affiliation	50.13	48.33	0.88	N.S.
7.	Intrception	47.25	48.25	0.53	N.S.
8.	Succorance	49.13	49.00	0.07	N.S.
9.	Dominance	46.25	51.25	3.08	P<0.01
10.	Abasement	49.38	49.83	0.22	N.S.
11.	Nurturance	49.98	46.22	1.63	N.S.
12.	Change	48.625	47.92	0.39	N.S.
13.	Endurance	48.63	50.25	0.90	N.S.
14.	Heterosexuality	57.00	56.33	0.34	N.S.
15.	Aggression	49.13	49.63	0.26	N.S.

N1 =40, N2 = 60, df = 98

According to table no 2 in the age group of 18 to 20 years need for achievement was found to be significantly greater in competitive groups than cooperative groups. T-value was found to be significant at 0.01 level. Need for dominance was also found to be significantly greater in the competitive group than cooperative group. t-value 3.08 was found to significantly at 0.01 level.

Need for dominance was found to be a significantly greater and cooperative group than a competitive group. t-value 3.93 was found to be significant at 0.01 level. Need for difference was found to be significantly greater in cooperative groups than competitive. T-value 3.93 was found to be significant and 0.01 level.

Need for autonomy was also found to be significantly greater in cooperative groups than in competitive groups. t-values 1.75 was found to be significant at 0.01 level. This value was not highly significant but still it was slightly significant. But in case of the other needs the difference was not significant.

Briefly, it may be said that competition and cooperation both are dominant but competition has become mainly an established aspect of Indian life and it is increasing in advancing age, whereas competition is decreasing with time. The competitive and cooperative group have a definite cluster of needs which are just opposite to each other and in this way it may be said that control and direction of these groups should be exercised in a different manner. The education and employment guidance of this group would be taken up separately and if it in a different manner for each group.

References:-

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