CHAPTER - V

SUMMARY OF FINDINGS AND CONCLUSION

5.0 Introduction

The present study has analysed the levels of perception towards changes in society, Achievement Motivation and Adjustment of Secondary School students. In the first chapter, the background of the study, the statement of the problem, needs and importance, scope and limitation have been presented. In the second chapter, a brief review of related literature which includes both foreign and Indian has been presented. In the third chapter, the method and procedures adopted in the study was thoroughly explained. In the fourth chapter, analysis and interpretation of the data collected was presented. In the fifth chapter, summary of findings and conclusion have been presented.

5.1 Objectives

The objectives of the study are given as follows

1. To find out the level of perception towards changes in society of secondary school students.
2. To find out the level of achievement motivation of secondary school students.
3. To find out the level of Adjustment of secondary school students.
4. To find out how the perception towards changes in society affects the achievement motivation and their adjustment
5. To compare the achievement motivation and adjustment and perception towards changes of boys and girls
6. To find out the factors responsible for bringing about changes of behaviour of the secondary school students.

Thirty three hypotheses have been constructed and tested to examine the relationship between perception towards change and students’ achievement motivation and adjustment, and also to examine if there is any significant difference between secondary school boys and girls on the three variables.

5.2 Method and Procedure

Descriptive method of research was adopted for the present study.

The data pertaining to perception towards changes in society, achievement motivation and adjustment were collected through the scales perception towards changes in society (PCS), achievement motivation (DMAM) and adjustment (AISS) and also through documentary study on these areas.

A sample of 700 secondary school students both boys and girls enrolled in different secondary or higher secondary schools in the state were selected for the present
study. All the selected respondents were given copies of the PCS, DMAM and AISS inventories but only 580 of them responded and duly filled the information in the questionnaire. Thus the final sample included only 580 secondary school students.

The Perception towards Changes in Society (PCS) scale was originally developed by Kalra and Ahluwalia (1985) then it was adapted to Meghalaya by the investigator. The scale contained 48 items and covered four areas namely – Home, School, Socio-Economic and Socio-Cultural. The scale is of five point scale like – fully agree, agree, undecided, disagree and fully disagree. The scale as judged by 20 experts and Test Retest method was found hold and reliable.

The scored scale is the Achievement Motivation (DMAM) of Deo and Mohan (1985). It is also of five-point scale like - always, frequently, sometimes, rarely and never and consisting of 50 items. The standard tool was examined and found valid and reliable by the designers. It was divided into four areas namely – Academic, Educational, Interpersonal and General Need for Achievement.

The third scale is the Adjustment Inventory (AISS) of Sinha and Singh (1993). It consists of 60 items of test no alternatives. It covered emotional, social and educational areas.
The data collected were analysed into percentage forms, z-test and coefficient of correlation whereas the other factors were collected from documentary materials.

5.3 Findings on the Level of Perception towards Change of Secondary School Students

The majority of secondary school students (66.72%) were in the middle category, scoring in between 65 -- 128. The level on the different component are given below –

(i) The majority of students (77.93%) perceived moderate change in the area of Home.
(ii) Majority of students (62.75%) perceived moderate change in the area of School.
(iii) Majority of students (61.03%) perceived change in the Socio-Economic condition at a low place.
(iv) Majority of students (53.10%) perceived change in the Socio-Cultural condition at a low place

Thus, the overall perception of the majority of secondary school students perceived moderate change in the society.

5.4 Findings on the Level of Achievement Motivation of Secondary School Students

Majority of secondary school students (57.24%) were placed in the low category scoring in between 0 – 66 out of the total 200. The results on the various components are:
(i) About 54.65 percent of the students were not academically oriented.

(ii) About 70.00 percent of the students were not educationally oriented.

(iii) About 53.79 percent of the students were not achievement oriented in their interpersonal relationship.

(iv) On the other hand, about 53.79 percent of the students were achievement oriented in their general need for achievement.

5.5 Findings on the Level of Adjustment of Secondary School Students

The majority of secondary school students (85.43%) were placed in the very unsatisfactory level scoring 31/32 and above out of the total score of 60. The results on its various components are:

(i) About 79.47 percent of the students were in the low category in Emotional Adjustment.

(ii) About 72.52 percent of the students were in the low category in Social Adjustment.

(iii) Similarly, 72.52 percent of the students scored in the low category on Educational Adjustment.

Thus, the overall score showed that students were in the low category, indicating very unsatisfactory adjustment in their emotional, social and educational life.
5.6 Findings on the Influence of Perception towards Changes on Achievement Motivation

The testing of the first three hypotheses which pertained to the influence of perception towards changes on achievement motivation of secondary school students revealed overall significant correlation. The value of coefficient of correlation was as follows:

(i) Overall perception towards changes and achievement motivation of secondary school students \( (r = 0.19 \text{ and significant at 0.01 level}) \).
(ii) Perception towards changes and achievement motivation of secondary school boys \( (r = 0.02, \text{ not significant}) \).
(iii) Perception towards changes and achievement motivation of secondary school girls \( (r = 0.35 \text{ and significant at 0.01 level}) \).

The results revealed a significant correlation between perception towards changes and achievement motivation of secondary school girls.

The findings on the hypotheses 4-19, that is, the influence of different components of perception towards changes in society and achievement motivation were as follows:

(iv) Perception towards Home and Academic Need for Achievement \( (r = 0.076) \)
Thus, the result shows that there was no significant correlation between perception towards change in the area of Home and the various components of achievement motivation.

On the student’s perception towards School and various components of Achievement Motivation, the results are:

(viii) Perception towards School and Educational Need for Achievement (r = 0.110 which is significant at 0.01 level)

(ix) Perception towards School and Academic Need for Achievement (r = 0.144 which is significant at 0.01 level)

(x) Perception towards School and Interpersonal Need for Achievement (r = 0.123 which is significant at 0.01 level)

(xi) Perception towards School and General Need for Achievement (r = 0.076 and not significant)
The above findings indicate that there was a significant correlation between perception towards change at school and various components of achievement motivation except General Need for achievement.

On the student’s perception towards Socio-Economic and various components of Achievement Motivation, the results are:

(xii) Perception towards Socio-Economic condition and Academic Need for Achievement (r = 0.105 which is significant at 0.05 level)
(xiii) Perception towards Socio-Economic condition and Educational Need for Achievement (r = 0.122 which is significant at 0.01 level)
(xiv) Perception towards Socio-Economic condition and Interpersonal Need for Achievement (r = 0.077 and not significant)
(xv) Perception towards Socio-Economic condition and General Need for Achievement (r = 0.041 and not significant)

Thus the findings indicate that the perception towards socio-economic condition was significantly correlated with academic and educational need for achievement but such correlation was not found with Interpersonal and General Need for achievement components.
On the student’s perception towards Socio-Cultural and various components of Achievement Motivation, the results are:

(xvi) Perception towards Socio-Cultural condition and Academic Need for Achievement \( (r = 0.158 \) which is significant at 0.01 level) 

(xvii) Perception towards Socio-Cultural condition and Educational Need for Achievement \( (r = 0.189 \) which is significant at 0.01 level) 

(xviii) Perception towards Socio-Cultural condition and Interpersonal Need for Achievement \( (r = 0.112 \) which is significant at 0.05 level) 

(xix) Perception towards Socio-Cultural condition and General Need for Achievement \( (r = 0.130 \) which is significant at 0.01 level) 

Thus, the above findings indicate a significant correlation between Perception towards Socio-Cultural condition and various components of Achievement Motivation of secondary school students.

5.7 Difference on Perception towards changes between secondary school boys and girls

The results of the tested hypotheses 20 to 24 are reported below.

(xx) Perception towards change between secondary school boys and girls \( (z = 2.84; \alpha = 0.01) \)
(xxi) Perception towards Home between secondary school boys and girls \( (z = 1.737) \)

(xxii) Perception towards School between secondary school boys and girls \( (z = 2.501; \alpha = 0.05) \)

(xxiii) Perception towards Socio-Economic change between secondary school boys and girls \( (z = 0.952) \)

(xxiv) Perception towards Socio-Cultural change between secondary school boys and girls \( (z = 2.617; \alpha = 0.01) \)

Thus, there was no significant difference on perception towards Home and Socio-Economic change whereas such difference existed on perception towards school and socio-cultural change between secondary school boys and girls.

5.8 Difference between Secondary School Boys and Girls on Achievement Motivation

The results of the tested null hypotheses 25 to 29 are given below.

(xxv) Overall Achievement Motivation between secondary school boys and girls \( (z = 0.80) \).

The findings on the other components of achievement motivation are:

(xxvi) Academic Need for achievement between secondary school boys and girls \( (z = 1.737) \)
(xxvii) Educational Need for achievement between secondary school boys and girls \( (z = 0.265) \)

(xxviii) Interpersonal Need for achievement between secondary school boys and girls \( (z = 0.230) \)

(xxix) General Need for achievement between secondary school boys and girls \( (z = 1.609) \)

The above findings show that there was no significant difference between secondary school boys and girls on Achievement Motivation and on its different components.

5.9 Difference between Secondary School Boys and Girls on Adjustment

The results of the tested hypotheses 30 to 33 are given below

(xxx) Overall Adjustment between secondary school boys and girls \( (z = 1.92) \).

The findings on the other components of Adjustment are

(xxxi) Educational Adjustment between secondary school boys and girls \( (z = 0.497) \).

(xxxii) Social Adjustment between secondary school boys and girls \( (z = 2.90; \alpha = 0.01) \).

(xxxiii) Educational Adjustment between secondary school boys and girls \( (z = 1.48) \).
Thus, there had been no significant difference between secondary school boys and girls on their overall adjustment and its different components excepting social adjustment.

5.10 Implication of Findings and Conclusion

The conclusions drawn from the analyses of data implies that there has been a steady change in the society because as a matter of fact, Meghalaya still in an industrial infancy stage. The subsistence economy in the state does not bring substantial societal changes, besides the pace of development is also very slow. The result of the findings reveal that changes did occur but at a very low pace with special; reference to the area of Home, School, Socio-Economic and Socio-Cultural spheres of life. It is also seen that the student’s perception towards change in school, socio-economic and socio-cultural condition has proved to be a significant factors in enhancing their need for achievement. It also revealed that secondary school girls are slightly better than boys in the need for achievement. The perception of secondary school students appreciating the parents and teachers as understandable and democratic and helped them to channelise their energy for attaining better academic pursuits.

The results also showed that the student’s secured moderate score in general need for achievement but they secured at the low category on Academic Educational and Interpersonal need for achievement as well as on the different areas of adjustment. Thus, it may be suggested that the school and other educational agencies have created an
atmosphere where the young learners can acquire the need to strive for success in competition with others with some standard of excellence as well as to enjoy realistic and satisfactory life. Thus, the scope for better achievement can be realised if the child can be motivated and equipped for unfolding the potential of the pupil and guide him/her to the right direction which is accordance with the present day need and the global changing scenario.

5.11 Suggestion for Further Research

During the course of investigation on the present study, the investigator realised the importance of other areas not covered by the study and it may be filled in by further studies. It may be identified and suggested as follows:

1. Impact of globalisation and the changing perception of students.
2. Perception towards changes in education with special reference to adjustment and adaptability.
3. Effectiveness of Guidance and Counselling programme in school.
4. Comparison between tribal and non-tribal children on their adjustment.
5. Comparison between tribal and non-tribal children on their achievement motivation.
6. Impact of modern educational technology among the school students.
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**Dissertations/Thesis**


