CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature pertaining to the perception towards change in the society, achievement motivation and adjustment pattern conducted in India and abroad revealed certain general findings in the areas such as Home, School, Socio-Economic and socio-cultural factors played significant roles on the behaviour of students and particularly on their achievement motivation and adjustment. Thus the present and future life of the individual child and of the society as a whole is the results of their interpretation of the stimulus in their environment, their need to strive for excellence and their effective and satisfactory relationship with their environment.

Adolescents are growing up in the world in which they will have to make more decisions for themselves than any previous generation. They experiment more, make choices and risks and learn by their own experiences rather than by those of others, many are able to face change and confidence and with the vision of better life in future which they can build with their own efforts. Yet for others, the result is confusion, despair and risk taking of a kind which is ultimately self destructive, considering ‘the adolescent stage as a traumatic period’ (Sharma et al., 2004).
2.1 Findings on Perception towards Change

This section deals with the review of related literature highlighting the changes in India and other countries of the world about perception towards change.

2.1.0 Perception of Students towards change: Studies in India

The present day life is different from the past in many respects. The distinction between the past and the present is stated by Vajpayee (2003) “The primitive people aimed at forming the character, aptitudes, skills and moral qualities of an individual who educated himself through a kind of symbiotic process, rather than being educated. Life in the family or clan, work or play, rites and ceremonies were all day to day opportunities for learning, from motherly care to lessons from the hunter father, from observing seasonal changes to watching familiar animals or listening to tales told by the elders and chants of tribal shamans. But today, interaction and relationship becomes wider than the past”. Referring to present and the coming generation, Shri Vajpayee stated that they are fundamentally different from the past time. Trade and technology have broken old barriers between countries and cultures. The world has become a global village.

The perception aspect of man can be well interpreted, if it is analysed over a period of time. It is quite possible that an image may change as a person becomes more aware and got involved with the surrounding in which he lives over a period of time. So an exposure to both time and space can influence a person’s perception (Desai, 1985).
2.1.1 Perception towards Home

According to Mehta (1975), “rapid social change in developing societies often brings about what is called generation gap. For within a fast changing social order the short time span of time creates a hiatus between one generation and the next. Obviously, for older generation it is difficult to change overnight old habits and patterns of behaviour. Often the youth is reared in a milieu which is entirely different from the one of their parents. In such a situation it becomes difficult for both of them to understand each other.

Further, Mehta (1975) reported that in India, a large number of parents were born and brought up under the British Raj, while their children were born and brought up in free India and, therefore, both find it difficult to understand one another. A whole new generation grew up in independent India when the political setup had radically changed. While the parents are caste conscious, status-conscious and tradition-bound, the youth are liberal and uninhibited, but they are more conscious of their rights and seek to establish their independent identity. Parents are called ‘old fashioned’ by youths, while parents feel deeply injured at the disobedience and disregard shown by kids. The authority of illiterate parent’s stands automatically reduced before the literate son, because of his knowledge of arts and science. However, the prevailing norms of patriarchal society could create conflicts due to misunderstanding and tensions.
According to Singh (1979), “certain changes are taking place in the authority structure within scheduled caste families. New areas of decision-making have emerged where parents, due to their ignorance, are not able to influence the decision of their children. These new areas of decision-making where children take decisions themselves reveal the process of relatively greater freedom they enjoy”.

Decisions regarding future career revealed that families in certain areas were not authoritarian due to the emergence of the new areas of decision-making about which parents were ignorant or unfamiliar. These new areas of choices where children take their own decisions might lead to relatively greater freedom for them.

According to Narayanan (2003) the rapid pace of industrialization and the social changes caused by it, has brought in its wake increasingly specializing economies and expansion of education as a mode of social ascent. This, in its turn has placed out youth at a critical juncture where they stand between traditional socialization and non-traditional cultural and economic imagery. Secondly, the pressure from parents to excel and the incapacity of students to measure up to their expectations leads to depression and frustration. A frustrated youth is liable to turn to drugs, anti-social behaviour or depression. At a time when there is need for guidance and help, youth like these need to turn to someone. But it is shocking to note that almost 80 percent of students feel that they cannot talk to their parents about personal problems.
According to Sharma (2003) the simple tribal societies of today are in two forms, complex and simple. They are on the crossroad, but while staying in close proximity of complex caste groups and communities they are in regular contact with each other as a result, if not the old, but the younger generation is heavily influenced by the superior material culture. Then their attitude towards life undergoes significant modification. The importance of the blood bond or the kinship group revered by the elderly people of the society is forced to the background. The common economy of the clan is superseded by the individual desire for gain and property and ties of moral obligation, duty and responsibility give way to a nexus based on economic gain and selfish interest. This has developed conflicting ideas between the older and the younger generation that makes the society unstable. The younger people totally alienate themselves from the elderly people of the society which makes harmonious living difficult. Household break-up and the old and the aged feel neglected while the younger group feel frustrated.

2.1.2 Perception towards School

In the observation of Dutta (1982), “in the wake of the sweeping political, economic and social changes of nearly half a century emerged the modern Khasi - Synteng Society. One of the remarkable features of this society was the appearance of an intelligentsia. It developed a distinctive outlook of life and ethos, distinguish from age -- old tradition of the tribe. A characteristic mark of the emerging society was that it was oriented to the West, even where it was not so to Christianity. Adaptation to the Western thought and values commence as soon as the Hill boys and girls were in the school”.
According to Bareh (1996), the overall effects of modern education have been noticed. It has caused constraint gradually to the concept and practice of the old community of folk education. We find that the age-old system was laying emphasis on the training conveyed vocally, professionally, militarily as would fit in particular with the community services and other norms as well. It is known that there had been precedent under that rigorous training in the multifarious field of expression, activity and undertaking which had enhanced considerably the corporate character and pursuit. The old ethnic system as such was slowly yielding to the present conventional system of education enunciated on the modern lines started to gain its greater sway. Otherwise, the old system with inherent form was capable of being demonstrative and practical but it was slowly dying out. The reason was that the situation was inevitable to a system of change which the modern age has brought about.

In a study on social mobility among the political elites of Meghalaya, Goswami (1975) found that (1) there was a mark rise in the educational level from the generation of grand-fathers to fathers, and also of fathers to respondents, (2) the respondents have been open to liberal, professional, technical and scientific education whereas the type of education is predominantly liberal among the fathers, (3) about 66.67 percent of the professionals came from the manual fathers, 42.86 percent of the while collar job holders of the manual fathers. Thus, education has enhanced the status of the people.
However, Mehta (1975) observed “the extension of the same educational system to the masses without taking into consideration the socio-economic and cultural needs of the local communities has created many problems for the teachers and the taught due to the deteriorating standards, under qualified teachers and stereotyped syllabus. Enrolment of large numbers has led to overcrowded classes which encourage restlessness amongst students. Obviously the students’ protest is directed against individual teachers. In a college in Jamnagar (a small town in Gujarat State) students were so angry with a teacher that they burnt down his car and demanded his resignation. Inquiries into the incident revealed that the students were very much bored by this teacher’s lectures as he used the same lecture notes year after year for the last ten years. The students find college lectures dull as they have little relevance to realities of life”.

According to Ahmad (1991), crisis of education, particularly higher education, has been another significant factor in the predicament of the Indian youth. Due to the lack of a uniform, rationally formulated and pragmatic educational policy, higher education has become increasingly aimless, situationally irrelevant, quantitative and commercialised. It has been suffering from lack of creative and constructive orientation due to which the youth in the educational setting finds itself mentally uprooted and emotionally alienated from the morbid and unproductive ethos of the academic institutions. Obsolete curriculum, defunct teaching methods, archaic examination system, hopeless leadership, rising cost, unsuitable output etc. make the youth averse to educational effort and indifferent to the educational process.
According to Palliwal (1984) “Today’s student is quite justified and has every right to rebel against the present tyrannies inflicted by the prevailing educational programmes as he is still chained to the vanishing concepts of the 19th century and 20th century Freudianism fact. Modern students are very keen to know what shape of things would appear in his immediate and distant future. He also urgently needs future focused orientation through a future oriented system of education”.

In the observation of the Education Commission (1964-66) the very aim of education has to be view differently – it is no longer taken as concerned primarily with the imparting of knowledge or the preparation of a furnished products but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and the capacity to think and judge for oneself without which it is not possible to become a responsible member of a democratic society.

Further, the commission observed “But if one tinkers with the problems involved or tries to march with faltering steps, if one’s commitments and convictions are half hearted and faith is lacking the new situation may turn out to be worse than the old one”

It also stated that “The school should introduce science based technology, heavy capital information and investment, and other infrastructure like transport, credit, marketing etc…”.
Students in Secondary School experience great change in the school system as brought about by the government’s decision and policy matters, the new syllabus, teaching methods, role of teachers, freedom and discipline, class tests, home work, etc. The Indian Education Commission Report (1964-66) stated “The realization of the country’s aspirations involves changes in the knowledge, skill, interests and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need. If this change on a grand scale is to achieved without violent revolution there is one instrument and one instrument only, that can be used: Education... it is a sure and tried instrument”.

The commission further stated ‘It is not however a magic wand to wave wishes into existence. It is a difficult instrument whose effective use requires strengths of will, dedication, work and sacrifice.

Although not much studies has been conducted in the field of upgrading or standardizing education as implemented in the state, the President of the Meghalaya College Teacher Association (2003) remarked “We have to eventually do away with a system that promotes piecemeal education and produces a fragmented personality rather than an integrated one. Our system must be transparent but sensitive to the problems faced by the society so as to equip the students fully to be well placed in life by enriching his personality through multi disciplinary learning”.
From the above experiences, it seems that the content of education should be reconsidered to fit the modern time, it would consist in facilitating the young to adapt and to adjust them to changing conditions of living. But what is perhaps of momentous significance is preparing the young; to facilitate change itself. Young men and women who are to fit into my society must have learned certain knowledge and skills required and mastered by the preceding generations of mankind. In the modern content education should not be understood merely as this. It is to serve the aims and objectives of a civilized society which are determined by factors such as the current socio economic conditions and the political philosophy of society (Rao, 1990).

2.1.3 Perception towards Socio-Economic Change

According to Ahmad (1995), youth behaviour reflects societal conditions which have become more and more abortive and chaotic day by day. Society, polity and economy in India have rapidly drifted towards lawlessness, normlessness and anarchy. Despite our so-called commitment to the establishment of a social order where justice: social, economic and political; informs all walks of life, our economy and polity are becoming more and more in-egalitarian. Reportedly more than 50 percent of our population is living below the poverty line. Unemployment figures have also increased over the years. Further, the entire system is ailing from general distrust. Hard work, merit, ability and integrity are at a discount whereas dubious and devious means are flourishing. Cult of violence has spread like wild fire and is hurting the rule of law. The general social disorder in the country has created a matrix in which, in the words of Eric
Fromm, "one’s happiness lies in one’s superiority over others, in one’s power, and in the last analysis, in one’s capacity to conquer, rob, kill”.

On the other hand, Mehta (1975) observed that lack of correlation between education and economic opportunities students feel alienated from teachers, colleges and the educational system as a whole. On the other hand, students educated in modern high schools and colleges are deeply alienated from the old Indian culture, customs and traditions which they feel are no longer relevant in the changing modern world.

According to Barch (1971), “Christianity account for considerable changes which has minimized megalithic creations presentations and religious celebrations. Inside its own circle it has not yet closed changed the law of inheritance, traditional policy and land tenure remain. Christians returned the character of their race and have not their identity. Nevertheless changes had occurred for better or for worse, superstitions, sorcery and human sacrifice are dying down. Materially, he is more prosperous with a better living standard, better houses, better clothes and better food. Today’s educated youth often fail to cherish tradition handed down to them by their forefathers. Imitation of the western style of dressing and dancing has become the order of the day. Love of ease and comfort has made a hard working independent people indulgent and dependent. As the city grow, and different types of people come to settle in Shillong their narrow tribalism and groupism give way to cosmopolitanism and open mindedness".
In the observation of Nonglait (2000) millions have witnessed that the last hundred years was a century that has seen a lot of development in all spheres of life; many changes that never occurred in any other century, aeroplanes, cars, space travel, television, electricity, ships, telephones, computer etc. but it was known as the 'Century of blood' why? Because all human rights were trampled upon, the invention of guns, bombs and other sophisticated weapons worsened the situation. Unemployment has forced many to prostitution. Poverty, drugs and sickness like AIDS kill millions every year. The world is polluted with the activities of man which cause global warming. Are we going to be free from all these problems? Is there a solution? The finding further stated “If we look around us we find that future many citizens – are not free. Many children between 5 and 14 years of age are either forced to work and find themselves bonded labourers. They are not free to play or recreate. But work as long as 18 hours a day. Does the law help them to free themselves from being bonded? Their childhood is ruined. What does the future hold for such children? There is still much work to be done in fighting child labour in order to free the delicate children from their plight (Nonglait 2000).

In a study of the Niz Panbari Sharma (2003) found that till a few years ago these people were mainly agriculturist. In fact, that was their only occupation. But now many of them have job in the city, mostly in Gauhati. This sort of contact have resulted certain changes in the economic behaviour. The study concluded that traditions are social rules framed at that time for convenience of the people. Thus, they should forever be the
convenience of the people even if the time changes and it can be said that with the socio-economic change the attitude of the people of the society changes, which in turn modifies their traditional, social system.

The socio-economic cultural factors of social change like long and sustained contacts with a foreign culture, and the introduction of money-economy had deep impact on social structure in Indian society. The new and mechanised modes of transport and production were instrumental in changing group relations. Technological education and knowledge of modern science had a deep and abiding impact on the thinking processes and lifestyle of groups in various caste and communities, which have enhanced the economic well-being of the people. It also seems that the young generation are apt to take up new economic responsibilities for effective adjustment and welfare.

2.1.4 Perception towards Socio-Cultural Change

Pandey (2004) conducted a study on attitude of secondary school students towards their social environment. Taking a sample of 100 student from CBSE in Lucknow and Varanasi in Uttar Pradesh, it is found that there was a positive attitude towards social environment. The study also reported that secondary school boys and girls did not differ in their attitude towards their environment.

According to Pakem (1990), before the period where British contact with the people of Khasi, Jaintia and Garo Hills, the local people did not encounter much change
in their social life. But within a period of little more than a hundred and fifty years, there has been a phenomenal change in these hill areas in the spheres of religion, dress, and style of life. Rapid changes have been noticed especially during the period – after India’s Independence with the administration’s giving more emphasis on economic development, material advancement and social welfare. However, change is not confined to progress and prosperity alone there have been changes in the forms of corruption and breakdowns of modernization as well.

Moore (1990) also reported that people in the state have consciously chosen the convenience of western clothes to facilitate their drive towards shift and efficient progresses. Thus, the tradition in the state was gradually being destabilized and replaced by foreign culture and modernity.

According to Roy (1996), “the adaptation of industrial job was a new venture in their economic life which ultimately affected the traditional Munda life style to a considerable extent. Industrialisation is a process by which almost all the societies are normally affected and the tribal societies are not exceptional to this phenomenon. Since change in inevitable, tribal societies are also in the usual process of dynamism. But the impact of industrialisation is something different which acts in a much faster than any other agents of social change specially, upon the tribals. The impacts of industrialisation not only often force the tribals to adapt many industrial cultural traits, it also often makes them bound to reorient their socio-cultural life with significant structural and
organisational changes. Giving up of many traditional beliefs, values and customs of their own and adaptation of many situational socio-cultural elements not only bring some changes in their cultural totality, it often affects the tribal identity too.

On the other hand, Hujon (1990) has also pointed that long ago envoys from the west come in human forms but today they appear in non human but indefinitely more powerful guises. Easily accessibly video machines in many home are fast replacing the cinema. Together with modern and updated style magazines they continually bombard impressionable minds both young and old with visions of a more exciting lifestyle.

In the observation of Lamare (2000) “Cheap westernisation, unemployment, media, poverty and the prevailing situation of gun-culture in the North East must be the reasons behind this turmoil. Violence has been very closely linked to a poor self image. Those who feel insecure, inferior and inadequate are known to take up violence in an attempt to prove them – to convince them that they too, can accomplish something. Thus the youth are hurled to a bizarre situation, indefinable and unpredictable not fully apprehending what lies ahead.

According to Mehta (1975), “sociologists try to study the violent upsurge of student agitation as a process in social change. Social change in a country like India with thousands of years of old traditions creates tensions and conflicts with a number of ‘vested interest groups’. Political struggle in the early part of twentieth century and
radical political changes after independence have brought about dislocation of interrelations of caste groups and land-owning classes. This has also destroyed the traditional social controls of caste panchayats and village panchayats. In a research study in a village in Mehrauli block it was found that social controls exercised by traditional village panchyat have completely eroded while new panchayats have not been able to establish new statutory controls due to groups and factions and their feuds”.

According to Henia (2000) “Youth faced many obstacles that block both individual progress and then collective contribution. Lacking information and experiences they are vulnerable to a wide range of hazards including crime, violence, HIV, AIDS, alcohol, drug abuse, delinquency cases, discrimination, unemployment, leaving them an easy prey for militant groups and politicians, opportunist, political party group etc. The youth are being used for their political gains”.

In the findings of Gangrade (2000) Today in India, violent protest, agitations, strikes, bandhs and gheraos characterize our lives. The young people generally take a leading part in the activities and in creating unrest. They seem to be in revolt against society. The causes attributed to unrest are many. The often mentioned ones being defective educational system with lack of emphasis on preparing and equipping students for economic pursuits and life, lack of sufficient and healthy contact between student and teachers and exploitation by political parties. Some people feel that youth is a symptom
of the widespread disease of social indiscipline reflected in corruption, bribery, nepotism and political immorality including defection by politicians for personal ends.

The tradition-modernity, archaic-futurism, ascription achievement and particularism-universalism dichotomies and dilemmas have also been responsible for the critical plight of the youth in Indian society. The Indian youth finds itself suspended between the traditional and modern perspectives and conservative and progressive value systems. Generation gap in general, and the rule of the aged (gerontology) in particular, has been one of the important factors in youth unrest (Ahmad, 1991).

2.2.0 Perception towards Change: Studies Abroad

The revolutionary change in man’s way of life in modern times, which for several centuries was confined principally to the Western peoples, has in our lifetime come to affect all of mankind. For the first time in history, a universal pattern of modernity is emerging from the wide diversity of traditional values and institutions, and peoples of all nations are confronted with the challenge of defining their attitudes toward fundamental changes that are world-wide in scope (Black, 1966).

2.2.1 Perception towards Home

According to Weinberg (1971), for most of our cultural history parents have contributed more to making children dependent than making them independent. Most children have developed their parents’ prejudice, their economic aspirations, their voting
habits, their religious convictions, their attitude toward school, their moral beliefs and their ideas about happiness. For most young adults happiness is wall-to-wall carpeting, a colour TV and a houseful of appliances. For some young adults happiness is duty to mankind. For many, there is no happiness, only confusion. The school does not appear to be taking a position. Educators approve of creativity although they often seem to be stiffing it; they talk vaguely about the healthy personality but are inadequately trained or motivated to produce it; and they believe in humanity but cannot translate this meaningfully into an educational goal. For the most part creativity, mental health, and social conscience and devotion do not vary according to the schools our children attend. These qualities emerge because some parents work hard at producing them, because in the absence of traditional family responsibilities the social and psychological development of the child is in the front of their minds. The family that is at all aware of the depersonalising effects of intensified industry through technology is a family that thinks about what it can do to develop the unique and creative qualities of the child.

Many of the problems which grow out of the relationship between parents and adult children can be linked to changing conceptions of family life. For the most part neither the parents nor the children understand these changes, and consequently they are not prepared to make mutually adjustive changes themselves.

According to Ottaway (1962, 160-161), there is greater freedom for children today, and an increase democratisation of the family, and on the other hand there is less
parental control when it is needed, and less social interaction in the home. The school is often called upon to make up for the deficiency in the home. Yet it is not of much use in the parent because they usually need help too, and may not know what to do. Many parent are neglectful not because they are bad character but because they do not realise the importance of spending more time with their children.

Many people are apprehensive about what is called the breakdown of family life. We may be seeing necessary changes in the older pattern as family life becomes adapted to the new circumstances of our culture. This adaptation is a task which greater knowledge of what really essential for good human relation will help us to perform successfully (Ottaway, 1962; 160-161).

Young people who have acquired no stable life orientation in the changing society are rendered insecure by the changes, which occur. The values of the society, the texture of social relationship, the role of authority, are least understood by the young. They can accept changing value most readily, accept them as an ally in their own rebellion, but lose their social balance in the process. No doubt, youth has always and approximately expressed its rebellion but it has never before existed in a circumstance where the gestures of rebelliousness have been manufactured for the young as they now are (Bryan, 1970).
There is an impact of family relationship of many types of problem behaviour in children for instance, Sear et al. (1957) and Mc Cord et al. (1961) showed the severity of punishment, which leads to aggression in children. Vanuca and Singh (1980) reported similar finding, viz., low family adjustment and very strict discipline as leading to hostility in boys. Chapman and Hanson (1983) concluded on the basis of their studies that family environment and parent child relationships contribute to a strong positive self concept in children. They added that in a less healthy environment and deficient parent-child relationship, children perceived little cohesion and more conflict.

Fogelman (1976) in his findings on the relationship between parents and children revealed that about 86% of the 11,043 children got on well with their mothers and about 80% with their fathers. But the only area of disagreement was on unimportant issues like dress and hairstyles. This showed that children and parents were not in conflict with major issues like education and welfare.

In another study on the clash between parents and children Coleman (1977) found that the majority of children experienced conflict at home on areas that were infinitely more mundane (day to day living) and not on the large issues of morality or ideology. Thus, immediate issues were focused more than those of permanent ones.

In a National Survey of High School senior in 1980, five students were asked how closely their ideas agreed with those of their parents on a wide range of topics. Most
(over 70%) indicated that there ideas were very similar or mostly similar to those of their parents on what the young person should do with his or her life, what values in life are important, the value of education, religion and what are appropriate role for men and so on. The least agreement was found on such topic were use for leisure time and how the young person spends his or her money (Conger, 1984; 205-210).

In a large survey in British on parent-child conflict, Sean and Darius (1988) reported clashes between parents and adolescents was mainly on the choice of their friends that means, parents did not agree with the friends their children picked up and made. Thus, peer influence was very strong determinant that create a clash between parents and children.

According to Altwater (1995), surveys indicate that the majority of Americans feel they have more freedom and control over the life than their parents did. Most feel their parents lives were hemmed in by all kind of social educational and economic constrain that they themselves have escaped. For instance, Thomas (1986) found that three-fourth of all respondents and 81 percent of the 18-29 years old definitely say they have more control over the life than their parents did. People do not necessarily feel that they are better-off than their parents. But they do believe they have more option in the important areas of education, work, sex, marriage, family, friends, travel, possession, where to live and how to live?
According to Gallup (1978), 52 percent of the American adolescent aged between 13-18 reported to have got along very well with their parents. Secondly, when asked if they felt that their parents had been too strict. 54 percent said that their parent’s discipline had been about right.

In another survey, 88 percent of all adolescent (87% of boys and 89% of girls) stated that they have lot of respect for their parents as people. Secondly, 80 percent stated that they had a lot of respect for their parent’s ideas and opinion. The percentage acknowledging a lot of respect was somewhat higher for girls than for boys.

Moreover, so long as society changed slowly, elders really knew more that was useful than the young did; they were wiser; their authority was based on real superiority in the subtle techniques of living. This was never a very strong bond between the generations in America, where the sons of immigrants have always been as likely to find their greenhorn parent, a source of embarrassment as of enlightenment; and generational conflict has probably always been more severe here than in more stable cultures – or would have been had there not also been a continent to escape into and develop (Friedenberg, 1969; 32-42).

2.2.2 Perception towards School

According to Cros (1961) one of the editors of the “World Yearbook of Education”, there are three explosion of the age.
1. The explosion in number increases in population, increases in enrolment, increase of targets, and these increases are like a flood no one can stop

2. And explosion of expectation on the part of the Common Man, for instance, the image of the God or another Deity is being replaced by a book kept on the mantle piece

3. An explosion of time -- Asia is now exhorted to hasten to catch up with the advanced countries of the world and to make changes that other part of the world took much longer time to accomplish. This explosion of time means that Asian nations have to work in a hurry.

According to Ottaway (1962), the energies of youth need to be integrated with the whole of society, and it is incumbent upon the teacher to try and bridge the gap in understanding which is liable to open before him. Authority which is imposed from above, which always claimed to know what is right is becoming more and more suspect. A change is taking place in attitudes to authority and morality. Young people are asking for help in finding their own belief and are less willing to accept them readymade. It is healthy for them to seek independence they will accept the authority of the teacher who can communicate with them who consults them, and offer them freely a share in responsibility.
The needs and importance of the present day education practices has been emphasised by the UNESCO (1972) where it stated “education suffers basically from the gap between its content and the living experience of its pupils between the system of values that it preaches and the goals set by the society between its ancient curricular and the modernity of science. Link education to life, associate it with concrete goals to establish a close relationship between society and economy, invent or rediscover on education system that fits its surroundings – surely this is where the solution must be sought… The very substance of education its essential relationship to man and his development, its interaction with the environment as both product and factor of society must all be deeply scrutinized and extensively reconsidered”.

The UNESCO (1972) reported that the present educational systems with a task which is all the more novel in that the junction of education down the ages has usually been to reproduce the contemporary society and existing social relationships. The change can be easily explained by the relative stability of past societies in compared with the accelerated development of the contemporary world. At a time when the mission of education should be to train “unknown children for an unknown world” the force of circumstances demands that educationists do some hard thinking and that in doing so they shape the future.
2.2.3 Perception towards Socio-Economic Change

According to Abiola (1971) in the study among the African school children on their perception towards change in the society, there had been a clash between the two generations on

1. village economy and a monetary one
2. extended family consciousness and a nuclear family
3. a polygamous attitude and a monogamous substitute
4. comprehensive inclusive living and occupational oriental existence
5. imported secular religion and traditional belief system
6. group living and its authority and constraints and a self oriented existence.

In the study among the American, Yankelovish (1981) found that millions of Americans have grown wary of the demands for further sacrifices which they believe may no longer be warranted. They feel the old rules needlessly restrict the individual at the expense of large institutions, especially big business and government, which use their power to advance their own interests. They are modifying the basic giving/getting pact in order to get more in return for their efforts. Although these changes may be seen more clearly among members of the younger generation, who have grown up taking the newer values for granted, such changes have also filtered into the population at large and affect people of every age and social class.
The chief feature of the change in this century is two. First, much greater participation of the people in all ways of social life in the society. This is primarily a result of increased communication of ideas and of the mobility of people. Secondly, the improved standard of living of all the poorer and the lower middle section of the community. This is due to a combination of a new understanding of the ideal of equality with the machinery of economic planning. The potential experiences of most people are therefore greater than ever before. The effectiveness of education depends on the experiences people select and which are selected for them (Ottaway, 1962).

Today, the earth is being exploited beyond repair by human activities which have caused ecological imbalance and untold miseries by the unscrupulous exercise of the superpower. According to Soares (2000) “The destruction of the planet which gives us life and the widening gap between the haves from the have-nots makes our present and future seem rather bleak”.

Trowbridge (1970) investigated on the relationship between socio-economic class and self concept of students. The result of the investigation is that children of lower socio-economic status had a low self concept of their ability and capability and were less motivated for a change, whereas children of higher socio-economic income had a better self concept and were readily adapted for a change.
In the finding of Wynn Dwyer (2000), “from the early 1980s governments have introduced a range of initiatives in financial and labour market programmes and have conducted far reaching revisions of educational goals in response to changed economic conditions. This has confronted young people with new set of choices which on the one hand place increased emphasis on the economic importance of educational qualifications and yet on the other, raise uncertainty about the predictability and security of outcomes. It has given rise to new patterns of transition and has placed onus on young people to increase their agency over their own lives”. Thus, it seems that vitality of vibrant dynamic and continuous learning is felt more intensely than ever before to build up an achieving society.

2.2.4 Perception towards Socio-Cultural Change

Toffler (1970) in his book Future Shock pointed out the most thrilling features of contemporary social changes (a) today there is a rearing current of change, a new current so powerful today that it overturn institution, shift our values and shrivels our tools, (2) that acceleration of change in our time is itself an elemental forces. This acceleration trusts has personal and psychological as well as sociological consequences. Unless man learns to control the rate of change in his personal affairs as well as in society at large we are doomed to a massive adaptational breakdown, (3) many of us have a vague feeling that things are moving faster. We cannot keep us with the latest development in their fields. Among many of us there is an uneasy mood that changes is out of control, (4) the disturbing fact is that the vast majority of people including educated and otherwise
sophisticated people, the idea of change so threatening that they attempt to deny its existence.

According to Petre (1978) the young ones are very interested in innovation and modernization. They are for the introduction of technology in the economic and everyday life and they are open to any breakthrough or invention in technology. Almost half of the lot of investigated youth stated that they have technical skills and most of them wished to be included in forms of technical learning.

Equally important are the changes that have taken place in the social realm. Traditional societies are typically closed and rigid in their structure. The members of such societies are primarily peasants living in relatively isolated villages, poor and illiterate, and having little contact with the central political authorities. The way of life of the peasants may remain virtually unchanged for centuries. Modern knowledge and the technology it has created have had an immense impact on this traditional way of life. In a modern society, two-thirds or more of the population lives in cities, and literacy is virtually universal. Health is also greatly improved. Cosmopolitan criteria of personal association replace the restraints imposed by race, creed, family and caste. The former divisions between peasants, townspeople, and aristocrats have given way to a more homogeneous society in which one’s position depends more on individual achievement than on inherited status (Black, 1966).
According to Elkind and Warner (1978) the child's development was subscribed by the then identifiable generation to an identifiable group with taste in clothing, language, music, leisure time etc which differed considerably from their preceding generation. Thus, the change has also caused inter generational conflict by which the present generation adopt their own measures to meet their own needs.

In a survey, George Gallup (1991) of America attitudes it was asked “Are you generally satisfied /dissatisfied with the way things are going in your personal life”. The finding was that three – fourths said they were satisfied with their personal lives. But when asked about the way things were going in the United States, barely half responded in this way. Further when the youth were asked how optimistic or felt very optimistic about their own future and the world. Only half as many, however, felt very optimistic about the future of the world and 44 percent felt very optimistic about their own futures.

According to Pool (1966), in modern countries saturated as they are with the mass media, what Marx called rural idiocy has disappeared. In the United States today, there is no difference between knowledge of the world in the city and in the country. There are many television sets as there are families; more radio sets than there are people; more than one-and-a-half times as many telephones as there are families; and an average of 1.4 newspapers are read per day by each adult in the population, thereby using more than sixty pounds of newsprint per capita in the course of a year. In addition, the typical adult spends almost three hours per day watching television. That is an extreme case of a
society saturated with mass media. Although some individuals are more participant than others, still no sector of such a society, rural or urban, rich or poor, agricultural or industrial, fails to be exposed to modern life and the facts of the world.

The important consequences of technological advance are that it increase the range of option available to societies, such advance leads to greater scope for the exercise of beliefs and values. Advanced societies today have far more choices available to them than societies of the past, and they are much freer to apply diverse ideologies in making their decisions. Today, in the latter part of the 20th-century, we are witnessing what appears to be the emergence of a single global culture, as societies around the world increasingly adopt similar pattern of dress, similar tastes in music, similar ambitions and aspiration and increasingly, a single language for inter societal communication [i.e., English] (Lanski, et al., 1995).

Inter-societal selection is not always a violent process. Sometimes societies collapse simply because of insufficient support from their members. This is especially likely to occur when a less developed society comes into contact with one that is much more highly developed. Many members of the less developed society become impressed with the wealth and power of the more advanced society and either migrate to it or begin to adopt its custom. If these tendency become widespread that institutional fabric of the less developed society begin to fray and a process of societal disintegration begin. There are a number of well documented cases of this in India, where primitive tribes in the hill
country have simply disintegrated and their former members have been absorbed into Indian society (Lenski, et al., 1995).

Every member of society have somewhat different needs and abilities, the more people there are, the more new ideas and information are likely to be produced. Larger populations are also likely to generate problems, and, because they tend to be organisationally more complex, are likely to generate more varied patterns of social interaction, leading to more new customs, norms, laws, and other kind of information require controlling and regulating relationships. In the case of technological information, the more people who are aware of a problem and looking for a solution, the more quickly it will be found, other things being equal. Since societal population varies so greatly in size, this is another factor of considerable importance (Lanski, 1995).

The most important influences external to the small group but which impinge on all members of the community in some way are the mass media of communication. These consist of the cinema, the radio – especially television – and the reading of popular newspaper and magazine. All these media reflects the culture of the mass industrial society in which we live. They show the good and bad. All the features of our life the interests and tests of the people, are being telecast more and more widely for all to see and hear. By and large what the majority accept as suitable for their entertainment and for the occupation of their leisure is being given to them to do it (Ottaway, 1962).
Rather than a global village wherein the welfare of the entire world is considered, Barnet and Cavanagh (1996) argued that in the commodity consciousness that is being universalised via culture homogenisation. The popular culture purported by the global media (that goes hand in hand with privatisation and liberalisation) is in their view creating a situation in which television and other media is the educator of the global masses. Moreover the virtual experiences that popular culture provides are becoming substitutions for particular in political, religious and community activities.

Not everyone agrees however, that having access to such commodities make for a meaningful life or even one with more choices. The description of more established social interaction by globalisation inevitably carries with it dissatisfaction on certain levels. For instance, religious ideology which acts as barriers to cultural hegemony of the inability to afford the glamour lifestyles (Keohane, 2001). Thus, it seems that social-change and social control are inoperative in the present society and putting more pressure on their minds of young people more than ever before.

2.3.0 Achievement Motivation: Studies in India

Studies on Achievement Motivation that were carried out in India are shown in relation to Home, School, Socio-Economic and Socio-Cultural Factors. They are presented in this section.
Bisht (1972) in a study of the level of aspiration reported a positive correlation between the level of educational aspiration of pupils and their academic attainment. Thus educational aspiration is an important factor that determines pupil’s achievement.

In a study on academic achievement, Khan (2000) found that -

1. Level of aspiration was an important determinant of academic achievements at secondary level of education.
2. Unrealistic level of aspiration, adversely affected scholastic achievement.
3. Socio economic status has also played an important role for determining academic success in the case of visually impaired children.
4. Parents’ acceptance promoted scholastic achievements while mother avoidance as well as more concentration demoted academic achievements.
5. High academic achievers belonged to the high socio-economic status whereas minimum magnitude availed in middle and low social status.
6. Socio economic status had a significant impact on aspiration. Blind pupils from high socio-economic status displayed the maximum magnitude of aspiration. While it’s minimum magnitude was seen in pupils of low economic status.

2.3.1 Home and Achievement Motivation

Garigue (1972) found that modern families were more exposed to hazards arising out of mental conflicts divorces, absence of the father, death of the breadwinner, ill
health, poverty, unemployment, indebtedness, infidelity, conflicts arising out of inter caste and inter communal marriages and general disharmony. This will greatly affect the behaviour and achievement of children.

Pdah (1981) in a comparative study of perceived home environment among high and low achievers in high school in Shillong found that the high achievers showed high mean score than the low achievers on overall perception of home environment, and in all the dimension except attitudinal, the aspect on which low achieving girls scored higher than boys. Girls especially the high achievers perceived home environment more positively than boys.

In the finding of Verma and Sangita (1992) family climate was found -

a. Not significantly related with field dependence vrs independence learning style preference.

b. Not significantly associated with motivation centered vs motivation non centered bearing style preference.

c. Insignificantly related with environment oriented vs environment free learning style.

According to Thakur (2001) home influences the education of children. The mean scores of the educational aspiration are high among the subjects whose parent's education
is also high except the educational aspiration of illiterate mothers. In the group children
of higher education had higher aspiration than children of primary level educated
mothers. Besides the group as the educational level of the parents uses the educational
aspiration are also in the increasing order.

Pareek (1971) investigated the influence of father's education on achievement
motives of high school students during the years 1965-66. Among the Delhi students, the
important findings were

(a) Boys of fathers with high education and semi professional groups showed the
highest level of achievement motivation

(b) Motivation to avoid failure indicated negative correlation with achievement
motivation and self expected vocational success.

In the study among the students of Jaipur, the finding was that boys whose fathers
were in the low socio economic status indicated greater change in achievement
motivation

Ojha (1973) administered McClelland n-Ach test, A Parent Behaviour
Questionnaire, Kuppuswamy's SES (Urban), Personal Data Sheet on two constituent
colleges of Bhagalpur University. The important findings on Parental behaviour
including their socio economic status
(a) Mother’s love, father’s permissiveness and love were found positively related with need for achievement 
(b) Parents encouragement for independence was also associated with high need for achievement in children.
(c) Sons of entrepreneur fathers, boys from nuclear families and sons of younger mothers had higher need for achievement than sons of bureaucrat fathers, boys from joint family and sons of middle aged and older mothers respectively.
(d) Separation from parents had an adverse effect on sons need for achievement.

Tamhankar (1974) also investigated the need for achievement among young adolescent boys. Its important findings were

(a) There was a relationship between parental occupation and motivational level
(b) Boys from middle class had higher achievement motives than those of upper and lower classes.

Rao (1975) also investigated on Self Perception, Achievement Motivation and Academic performance of the prospective secondary school teachers. The findings were

(a) The n Ach level of children whose parents were university level was 5.91, college level 6.67; high school level 5.26 and of illiterate parents 3.19
(b) There was a significant difference in the n Ach level in children according to their parents’ education, care, guidance and discipline.

In the study on child’s socialization in modernization, Pandey (1977) found that parents of large families belonging to middle and lower classes were autocratic and authoritarian. They put high valuation on organization and leadership, cooperation, conformity and close interdependence between roles and tasks and heavy reliance upon older children for core and control in their young sibling. However, small families children were expected to play specific roles and other future orientations. They also set high educational occupational standard of excellence.

According to Morrow and Wibon (1977) the under achievers family environment is different from that of high achiever. It is typically characterised by rejection, physical punishment, varying degree of indifference, ambiguity, parental conflict, sterility in affection and meagre communication. The father is often verbally unrewarding and indifferent.

The parents who desired that their children secured social and financial status in society to let their children obtain high achievement score, so that they get a good occupation and a position in future. It was therefore, assumed that these parental attitudes would be strongly reflected in their children’s high in achievement score (Warjri, 1987).
2.3.2 School and Achievement Motivation

Studies indicate that there is a relationship between the factors of school and achievement motivation.

In the study on the impact of organisational climate on student’s behaviours, Sharma (1969) administered Halpin and Croft organizational climate description Questionnaire to 626 teachers in 56 secondary schools. The conclusion was that organizational climate was the important factors that affect the present behaviour and future life of students.

The school also through teachers, work load, curriculum etc affect achievement motivation. In the findings of Mukhopadhyay (1994, 17-49) all other factors that causes lack of motivation were communication failure, changes educational needs, unnecessary interference and discriminatory behaviour of superiors, and when teachers expectation do not match with all students performance etc, had a depilating effect on the child behaviour.

In an investigation on the factors that influence achievement motivation, Ahluwalia (1985) reported that

(i) Coeducational school was positively related to achievement motivation
(ii) Central school were most achievement oriented followed by public schools and then by government schools.

Islam (1995) in a study on social attitude found that:

(a) About 77% of pupils responded that co-education helped healthy relations among them.
(b) About 75% of pupils responded that sex-education is necessary for secondary school students.
(c) About 82% of them responded that corporal punishment should be avoided
(d) Socio economic static was found related to progressive value orientation and social attitude.

However, in a recent survey by “The Times” the teachers profession has been ranked 2nd in the list of “doomed professions” of the 21st Century because of

- Increase threat by technological advances
- Chalk board teaching is out
- Best minds in the country no longer interested on taking-up teaching as a profession.
- Lack of autonomy
- Delay in the payment of salaries
Stresses of the existing system

Lack of awareness of the change in the paradigm shift of Education in the 21st Century by most teachers

Education today has been made a service and is being sold as a commodity.

(Barua, 2003)

2.3.3 Socio-Economic Factor and Achievement Motivation

The relationship between socio-economic factor and achievement motivation has been analysed here.

Thaker (1962) in a study of family background of student who are backward in studies at Union High School concluded that the parents of failed students had low income and low standard of education. These parents rarely visited school and in general show indifference towards their wards failure in their examination.

A study on the effects of socio economic status (SES) on achievement and behaviour of higher secondary schools were administered by Mathur (1963). The important finding was that parents education, occupation and family income together influence students achievement and status. The poor economic condition of the family led to huge (96%) dropped out cases. On the basis of parents education, occupation and family income students belong to higher qualitative group show significantly higher achievement.
Choksi (1973) studied the relationship between achievement motivations in relation to socio economic status of the Ninth standard of English medium schools of Baroda. It was observed that the mean difference on n Ach between high and low SES pupil was at 0.05 levels. It was also found that the higher the socio economic level the more was the need for achievement. The high SES obtained 8.54 n Ach, the middle 7.43 and the low SES at 6.56 Levels respectively.

In the study by Lyngdoh (1975) college boys and girls of middle socio economic status had higher n Ach than the high and low SES and urban boys with higher SES had higher n Ach than low SES boys.

Parikh (1975) in a study of the achievement motivation, school performance and educational norms of secondary school pupil of standard VIII, IX and X in the city of Bombay revealed that the parents having high educational level (4.89) and high income level (3.22) whose children have more n-ach than the children of the parents having low educational level (4.22) and low income level.

In another study Phutela (1976) studied on motivational factors among college students in Punjab and Haryana. Its important findings was that the need for achievement was positively correlated with SES score but not significantly related to the total score on the SES scale.
Sailo (1982) investigated on the effective correlated of achievement motivation among high school students in Aizawl. The result was that students of socio economic status score higher n Ach than middle and middle score higher n Ach than high SES (35.20, 34.78 and 34.78 respectively).

Contractor (1984) studied on some background factors underlying scholastic performance. It concluded that socio economic status influenced academic performance. The mean score of high achievers on SES was greater than those of low achievers.

Sharma (1978) in a study on the attributes of underachieving undergraduate student revealed that the more the personality needs were frustrated, the more were the chances of an undergraduate becoming an underachieving and study habits and socio-economic status were found to be associated with under achievement.

Anand (1979) reported that the relationship between socio-economic status and academic achievement was found to exist even when the influence of intelligence of non verbal as well as verbal type was partialled out.

Chakravarty (1981) in the analysis on the role of SES and academic achievement of high school students to Nagaland concluded that the SES and academic achievement was positively correlated. High SES helped students to achieve academically.
In a comparative study on perceived school climate and academic achievement among the high school students of Shillong, Gupta (1981) found

(i) There was a significant difference on the perception of high school students on school climate according to their SES background

(ii) High and low academic achievers scored differently in the dimension of academic motivation and interest

(iii) There was a significant difference on the overall perceptions by low achievers of rural and urban schools.

Siddique (1983) investigated the environmental factor affecting poor performance in science. In a sample of 400 students in Hyderabad it drew conclusion that the main factor that led to underachievement was poverty and about 75% of under achievers came from poor family background.

Gokhar (1983) investigated on the effect of SES on mathematical performance of VIII grade children. The study found that socio economic background had an impact on the performance in mathematics. The higher the socio economic scale the more was mathematic score whereas low SES was associated with low mathematics score.

Mansuri (1983) analysed achievement motivation in relation to psycho- socio factors among classes V to VII in Sabarkanta District. Its findings were that students with
high SES level had significantly higher achievement motivation towards school than those with low level of motivation towards school.

Mishra (1983) took a sample of 115 students from socio economic advantaged, 77 disadvantaged boys in the urban, 118 advantaged and 68 disadvantaged children among tribal. The study found that advantaged children secured higher educational achievement score than the disadvantaged children. Secondly, from amongst the disadvantaged children, the tribal children secured better score than those of urban and rural counterpart.

Using Motivational Analysis test originally constructed by R. B. Cattell and J.L. Horm and adopted by S.D. Kapoor and RN Singh for Indian Setting Bharsakle and Srivastava 1992 found that the mean of high SES shows high n-Ach motivation whereas the mean of average and low SES suggest moderate and low level of n-Ach motivation respectively. The CR values between high and average, average and low and high and low SES levels are found significant ant 0.01% levels. So we can say that subject belonging to different SES levels differ in their n-Ach motivation because the significant differences are found between different SES subjects in respect of the dynamic traits. Hence, the sole economic status is to be considered an important factor which is positively related to the n-Ach motivation.

In a study on life goals and learning styles Rana (1994) reported that:
(a) Socio-Economic status background was a significant factor influencing learning styles of students with respect to attention span and motivation. Students from high socio-economic status were found to be motivation centered and have long attention span while those coming from low socio-economic status were motivation non-centered with short attention span.

(b) High achievers in matric examination preferred non flexible, individual, visual, field independent, motivation centered, environment oriented learning styles whereas low achievers showed a flexible, non individualistic, rural and field independent styles.

On the other hand, with the growing competition the society as it is today has added more pressure on the life of young learner than ever before. In the finding of Kuriala (1999) “secondary students in their search for the top positions in success as they perceive, any means fair or foul, is lawful, provided they get at the top. Slowly they are no different from the business world where cut throat competition is the order of the day... Over goading to achieve success does not make the younger generation any better than the present one on the contrary all those who are at the helm of affairs make this young generation slightly worse than the previous one”.

Chand (1985) used Deo Jagawar Self Concept Inventory, a modified version of Kuppuswamy’s Socio Economic Status and Kametis Educational Aspiration Scale among class IX students in Nagaland. The important findings were
1. The educational aspiration of Ao pupils belonging to the high SES group differed significantly from those of pupils at middle and low SES level.

2. But amongst the Semas, there was no significant difference on educational aspiration by high, middle and low SES.

But on the other hand, Sailo (1982) revealed that father's educational level, socio-economic status and family income were not positively related to pupils achievement motivation. Instead, he found that student's whose parents have the occupation of farming or cultivation got high n-Ach score. The mean n-Ach score of pupils with parental occupation of skilled labour was found to be the lowest.

2.3.4 Socio-Cultural Factor and Achievement Motivation

The relationship between socio-cultural factor and achievement motivation is given below.

In a study on the Socio-Psychological and Educational problem of Khasi youths in Shillong, Syiem (1978) reported "the Khasi youths especially boys are not too keen on achieving the highest position. Most of them are content with what they have and get. They are not hard working and reach out for what could be reached out easily. This will seriously affect afterwards when they try to get themselves."
Many parents who are not educated or semi educated or even educated will not understand the changing situation and the changing behaviour in the youth. So the youth will be left discouraged and discontent. Generation gap exists as in other societies. The parents will always interfere in their children's interest and this also happened in the school and community.

Thus, most youth tend to be alienated which may be due to the fact of irresponsible and misunderstanding parents of lack of confidence and trust in friends and may not want to come in contact with those adult members who may rather hear than help in difficulties”.

In a comparative study between under and over achieving female college students Mabel (1960) found that

(a) Over achieving female college students had higher need to improve status than under achievers and
(b) Over achievers showed stronger motivation and greater capacity and were more self confident in their work even under pressure

Gokulnathan and Mehta (1972) conducted a study in and around Dibrugarh for secondary schools by applying TAT Test and found
(i) Tribal boys had significantly greater mean n Ach score than the non tribal boys but among the girls no significant difference was found.

(ii) Tribal boys showed greater mean n Ach score than the girls but the difference was not statistically significant; but among the non tribal girls significantly greater mean score than the boys was found.

Sharma (1981) carried out a comparative study among tribal rural and urban youth of Himachal Pradesh. The Eysenck Personality Inventory (1964) the Personality Inventory (1969) were applied on a sample of 300 subjects. The major findings were area emerged as a significant correlate of the Lie Scale (social desirability) with mean favouring tribal youth followed by urban and rural youth of achievement motivation tribal and rural with mean favouring urban youth.

Srivastava (1981) investigated the effects of Self Esteem and Academic performance alienation. The study found that Academic performance was related to self esteem. But high esteem people perceived their low academic performance as a threat or setback to their self inflated valuation.

As for the difference on sex is concerned, Naik (1986) investigated on Achievement Motivation and Adjustment among tribal student of Orissa in relation to their academic achievement. The study reported that there was a significant difference between two sexes groups on the level of Achievement Motivation with boys score higher than girls.
2.4.0 Achievement Motivation: Studies Abroad

Some of the studies on Achievement Motivation carried out abroad are given in this section.

2.4.1 Home and Achievement Motivation

Perception is to some extent directed by the parents. This means that children perceive as their parents perceive. It is also related with their achievement motivation.

In the findings of Winterbottom (1953) parents played an important role in influencing the children. They had their own way of treating and shaping the behaviour of children. Hence, as each family trained their children in their own way, thereby making children perceive as their parents perceived, and adjust and aim to fulfill parent’s aspiration.

Baurind (1967) in his study found that parents who made maturity demands enforced limit and were responsive to reasonable objections or suggestions. These helped children to be self accepting, self reliant, competent, and exploratory. It also helped children to become self managing, self motivating, self enhancing and to set reasonable standards for themselves.

Further, according to Baurind (1971), the elements of child rearing of parental behaviour may be of three types
1. Authoritative, which shows high in warmth, control, communication and maturity demands.

2. Authoritarian, which shows high in control and maturity in demand, low in warmth and communication.

3. Permissive, which shows high in warmth and communication, low in control and maturity demands.

Further according to Hurlock (1976) children were affected by the type of parents. She found that authoritative parents used to develop habitually unrealistically high aspiration in their children and on the other hand democratic parents developed realistic aspiration in children and they also did practically well.

Gilmore (1977), the high achievers home has been found to be characterized by a strong, warm and empathic relationship between parents and children as well as of by good communication among family members. High achievers have also described their parents as affectionate, approving and trusting and encouraging without being pressurizing. Both hostility and extreme dependence have been absent, the children have usually accepted their parents standards but within a democratic atmosphere. Most important in these homes has been the role of the father as a respected effective and instrumental leader.
In a statistical analysis of 101 studies Whites (1982) found that the major influence on achievement is a student home atmosphere – how much reading matter is available, how the parent feel about the education, what they want for the children, what they do for and with their children, how and how much they talk to their children and how stable the family is. Both rich and poor families are able to create a home atmosphere that foster learning. The studies concluded “even though family background does have a strong relationship to achievement it may be how parent rear their children and not the parents occupation, income or education that really makes the difference”.

In the study of the origin of achievement motivation, Rosen and Andrade (1990) found that parents of high motivated achievers used to select difficult tasks for children. These activities or tasks helped children to try hard for their realization. These methods adopted by these parents helps in enhancing their achievement behaviours.

Campbell and Mandel (1990) in their finding reported that parents influence had an impact on mathematical attainment. If parental activities were interpreted by the child as supportive to his own effort were positively correlated to the child’s actual performance. On the other hand, if parental activities were interpreted by the child as doubting or undermining, the child’s effort might have the opposite effect.

Yee and Eccles (1988) investigation among Asian and American College students concluded that the performance of children was greatly shaped by the beliefs of
their parents. As the parents believed success in mathematics by sons was due to ability and by daughters that of efforts have also made their children believe in the same way.

On the other hand, Hunt (1961) in a study of non-intellectual factor related to academic achievement among college seniors at Ball State Teachers’ College, the study found no significant difference between over and under achievers on characteristics like parental education, number of younger brothers and sisters, occupational level of parents.

Swift (1970) discovered the attitude of mother of high and low academic achievers of both gifted and average intelligence on scale of permissiveness, protectiveness and domination. It reported that mothers of high achievers were more authoritarian and restrictive than mother of low achievers. Parents of high achievers of gifted intelligence also seem to have more punitive attitudes with respect to child rearing. In contradiction friendless and spontaneity of a lenient, democratic atmosphere provided the best in terms of school motivation and achievement and family environment.

Similarly, Elder (1965) investigated the association between perceived parents – adolescent relation and the likelihood of reaching secondary school in the United States, Great Britain, Western Germany, Italy and Mexico. The study found a negative association between parental dominance and access to secondary education in all five countries where the structure of educational opportunities made it feasible.
Wall (1962) concluded that children particularly boys did very much better at school if their parents were interested in their progress and that whose parents were rated as “very interested” improved their test score, but those whose parents were uninterested showed a deterioration in score. Similarly, Douglas (1964) suggested that children tend to work well when their parents took an interest in their progress and did badly when they were uninterested.

In a study of Parental and Peer Influences on the Educational Plans of Adolescence, Davis (1981) found that the educational aspiration that parents had for their children were equalled only by the young person’s academic ability as prediction of adolescent educational aspiration. Interestingly, the interest of parents actual aspiration were greater than their adolescent young’s perception of their parents expectation.

Conger et al. (1984) reported that the families of high achievers were significantly more likely to do things together, to share ideas and to involve their children in family decision making. They were also more likely to display parental approval, confident and trust and less likely to engage in over respective control and overly severe discipline.

In contrast, the parents of under achieving children and adolescents have been found to more domineering, more over restrictive, more likely to engage in severe and arbitrary punishment, and more likely to be either overly protective or to pressure their children excessively for achievement.
2.4.2 School and Achievement Motivation

The UNESCO symposium that was held in 1973 reported as “the essential aims of the secondary cycle must be to increase the pupils’ adaptability rather than to transmit a certain body of knowledge and skills. In constantly changing societies, it must equip them to gain the most benefits from the choices which become open. This leads to the rejection of premature specialisation which encloses the pupils in a rigid system of knowledge and ideas and to placing stress on the wide range of general education which must be the basic for all subsequent specialisation. There is, however a danger if education is too general or standardised, of discouraging pupils motivations or vocational interest, or stifling their special attitudes. Therefore the secondary cycle should be seen as partially divided into two systems. These could either offer a choice of parallel or equivalent sections, with opportunities with interchange, based on the principal areas of human learning, or involved a common course and a number of different options. While secondary education must furnish society with the people it needs, this determinism is relative in terms of the employment market, and the constant changes in the modern economy require pupils to be adaptable, even within specialist limit. Hence it is important that training should develop the ability to adapt to circumstances, while vocational training on its narrow, functional sense can take place at work.

In addition to purely utilitarian aims, secondary education has more general aims preparing a pupil for his place in society, his role as a citizen, and developing in him a sense of human relations, a taste for physical effort and artistic activities, a sense of
responsibility and the ability to act on his own initiatives. It should contribute to the formation of a person and prepare him for life long recurrent educations in all its aspects, vocational, cultural and recreational. Hence, it should inculcate a sense of continuity of the educational process up the gaining of a discipline or to the limit of specific ability (Aeth, 1973).

Wittes (1970) studied of crisis - torn high school indicate that “students’ perception of their ability to influence school policy have important implications for their desire to achieve academic success. When students feel they have influenced and when they are in a peer group that has access to school power, they more often believe that they can control their own educational fate. Participation in influencing school policy, then, may be meaningful for educational outcomes and progress in one’s personal life”.

In a study on the relationship between expectance and academic performance, Clarke (1960) endorsed a positive correlation between student’s perception of the academic expectancies and their academic performance. Thus perception played a significant role on academic life of students.

In a similar vein, Polk (1968) found that student who attended a high school with modular scheduling “emphasising the student’s responsibility for their own learning progress” were more likely to score higher on Rotter’s Scale of internal control than were comparable student who attended traditional high schools. Coleman (1966) in a nation
wide survey of schools found that the feeling of being able to control one’s own environment was related more highly to the academic achievement of students than all other characteristics of a student’s background put together, or then all other schools characteristics put together. Thus there is clear evidence that school structure is not trivial, but associated with student’s attitude, and perception that are important for successful academic performance.

According to Midgley and Maehr (1991) school and classroom was found correlated to students’ achievement. The school and classroom that form, direct and refine educational goals in students enhanced achievement motivation and optimized learning.

According to Skinner (1969) there was a significant effect of contingent management in classroom education. The management in the school and classroom atmosphere as a whole played an important role in generating students behaviour in order to achieve the goal. On the whole, it determined the adjustment and achievement of students.

Rutter (1972) analysed the effects of maternal school deprivation and concluded that schools that produced a climate that promoted self discipline, self esteem and responsibility in pupils and where teachers worked conscientiously using the minimum of punishment and frequent praise and encouragement appeared to provide the kind of
atmosphere that made pupils identified with the school values and thus optimize pupils’ performance.

Davidson and Lang (1960) reported correlation between students perception of the teachers feeling towards him and his own perception and his academic achievement. They also specified that the more positive the children perception of their teachers feeling the better the academic achievement.

Rowe (1969) reported that teacher perceived in advance on the students’ ability. The teacher wanted significantly longer time to dwell with more capable students than for less apt students. Thus much help was given to advanced students which helped those attained better grades. Thus, the perception of teacher determined the scope of learning and achievement of students.

In the findings of Soares and Soares (1970) on the self concept, the disadvantages viewed themselves similarly as to how they and others look at them but teachers actually look toward them less positively while they perceived advantaged, more positively. Therefore, the view by others affect one’s perception and on the achievement motivation as well. Therefore, the teacher can enhance student’s achievement if they view students positively, irrespective of the background they come from.
Similarly Good (1970) investigated on “Which pupil did teacher called on” among the elementary school children. The study revealed that high achieving children were asked more questions and received more praise from their teacher than low achieving students. Therefore, the degree of teacher’s interaction and relationship affect students and adjustment and behaviours. On the other hand, the negative attitude of teachers affect adversely on the society. Soars and Soars (1970) reported that the majority of teachers looked forward towards advantaged children more positively than disadvantaged children. Thus tendency results gain in advantaged children and hampered the activities of disadvantaged section.

Molowitzky (1980) analysed on the role of teachers on students achievement. The study found a correlation between teachers’ perception and students’ achievement. It concluded that if the teacher perceived students positively it will enhance students’ achievement. On the other hand, if the perception is negative it will result not only a negative impact on the students but also lower their attainment. Thus, students perceive as they are being perceived by their teachers.

Bandura (1986) analysed the factors that enhance achievement motivation and effective adjustment in students. It reported that the teacher’s message had a great impact on students’ behaviour. A positive message raised the sense of efficiency in students, whereas negative message lowers it. Thus, teacher’s message not only raised or lowers the sense of efficacy but also on the whole perception of students.
According to Eccles et al. (1996) teachers' action affects students' behaviour. If the teacher's action is stressful, it reflects on the behaviour of children. Low achieving students had a more impact in their school transition. As the old dictum goes "Teach the pupil rather than the subject". Thus, human social traits are passed on/caught by the young mind.

Thus, teacher as character builder should be careful in their day to day presentation because their presentation promotes or demotes, march or retreat, motivate or de-motivate, build or destroy, enhance or regress students character and on the future of the nation as well.

Seifert (1997) investigated academic goals and emotions among 559 grade X students in Newfoundland and Labrador. The study revealed a relationship between emotion and goal orientation. Teachers who were perceived as nurturing would foster feeling and self assuredness and control in students which helped them in their learning. Thus, learning is activated through positive attitude and relationship of teachers.

In the finding of Rule (1981) the cause of dropping out of student were because of lack of motivation and low self esteem, minimal parental encouragement in education, teachers' low expectation for students and disciplinary problems at home and at school.
2.4.3 Socio-Economic Status and Achievement Motivation

According to McClelland (1953) the socio economic status effects the academic development. He emphasized that children coming from advantaged background had better academic aspiration than those of disadvantaged background. This shows that children from sound economic background spent more for education and are encouraged to rise higher in the educational status in the society.

It was when samples of popular literature were coded for the presence of n Ach over long periods of time that the relation of this mental virus to economic growth began to be apparent. For example, it was found that the n Ach content of early Greek literature (seventh to sixth century B.C.) was much higher than for later Greek literature (from the fifth century B.C. on) and that the n Ach content of English popular literature in the sixteenth century was much higher than in similar Spanish literature at the same time. Could it be that n Ach was the mental virus that made the early Greeks economically so much more successful than the later Greeks and the English in North America so much more economically successful than the Spanish? More striking results followed: the n Ach content in England of folk ballads, sea captains’ letters, and popular plays was coded every quarter-century roughly from 1400 to 1800, from the Tudor kings to the industrial Revolution. At the same time, a rough index of rate of economic growth was computed from coal imported at London. Twice, a rise in n Ach in popular thought was followed about fifty years later by a rapid rise in the rate of economic growth – once around 1525
and again around 1725-1750 – and twice declines in n Ach were followed by periods of relative economic stagnation.

Douven (1956) conducted his study on adolescents in the Senior year of high school in a medium sized mid-western community. U.S.A. students were informed to do their tasks as best as they could. They were told that ten dollars would be given to any students whose overall score on the tests reached a certain value. The findings revealed that middle class subjects scored higher (8.30) in achievement motivation tests than the working class subjects (8.06). It was further shown that there was a significant greater difference between the n-achievement scores of working class subjects under the two reward conditions than between that of class subjects. If material reward was given the working class subjects scored of and in the absence of material reward the mean and achievement score became 4.89. But in case of the middle socio economic states class, the mean n achievement scores in the presence of material reward and in its absence was almost the same (of 30 and 7.56). The results suggested that the nature of achievement motivation among adolescent in the two classes is functional to the dominant values and behaviour expectations of the class sub-cultures.

The degree of change differs from society to society. In the findings of Leff (1978) “a society or environment that make it difficult for even a minority of its human residents to satisfy the basic needs does two things at least. It chokes off the chance for such people to enjoy the higher level of human satisfaction and it produces a group of
people who are neither equipped nor motivated to prevent long term ecological harm or to provide a better society for all. Assuming no biologically given human essence, however, mere satisfaction of basic needs will probably be insufficient to produce the millennium of self actualisation motives consideration of their total cultural or environmental system is required. Indeed his educational procedure for helping people gain more control over the life where carefully develop with an eye toward the reinforcement contingencies involve for both the teacher and the student. People who actually are self actualising would almost certainly create a more benign environment than ordinary mortals. Their concern with peak experiences, understanding, feelings of unity with nature, cooperation with other people, aesthetic enjoyment and so forth would lead them to a high level of environmental awareness and intelligent action. Even in a society that satisfy basic needs at the physiological and safety level motivational trouble could arise for people and environmental relation at the level of self esteem. For instance, a comparative individualistic social structure can inhibit the cooperation, coordination and concern with long range consequences needed for creating and preserving a healthy and pleasant public environment. However, self esteem can be based on personal qualities other than competitive success. Alternative might include cooperating with other people, having the experiences or simply being a human being”.

Fruitts (1979) investigated the relationship between socio economic status and reading achievement. He found that upper middle class scored higher in reading achievement than middle class. Secondly, middle class achieved better in reading than
those of lower socio economic status. Thus achievement in reading is influenced by the socio-economic condition of the children.

Disadvantage minority children are given a double message about school performance. They have to work hard to get ahead but discrimination will prevent their achievement. They may be encouraged to have high aspiration and low expectation. Consequently disadvantaged minority group adolescent have typically perform more poorly than their middle class peers, even at the first grade level, both on the standardised and in the school grade. Furthermore, the discrepancy is likely to widen during the course of the school years, although there is also substantial overlap (Conger, 1984).

Sullivan and Howe (1996) analysed the caused attribution and reading achievement amount the low income families. The finding was that children from low income families attributed success to external factors such as luck and ease of the task rather than their own effort and ability. This shows that children from low income families had poor achievement motivation on reading.

Muij (1997) also investigated on the factors that affect academic achievement, parental socio economic statues as the only variable to enter significantly into regression on time of academic achievement and academic self concept. Hence children coming from higher socio-economic class had better self concept and achieved academically than those of low socio-economic class.
Youmans (1959) analysed the factors in educational attainment among the rural youth by using a socio-economic scale on 480 families and 439 youth aged six and seventeen found that (a) one-half of the youth in the lowest social status group were attending school (b) seven-ten of those in the middle status group were currently going to school (c) over eight-ten of the youth of the highest status group were attending high school. The finding also showed that the mother's educational values were influential in their children's educational attainment especially in the low status group.

Hodgkinson (1993) studied on the good, the bad and the task among the American students. The study concluded that students coming from below the poverty lines were at risk group of failing academically. Further, the majority of students who failed academically and dropped out were mostly from unstable financial condition in their families.

2.4.4 Socio-Cultural Change and Achievement Motivation

The change in the socio-cultural condition has also influences human behaviour. Exploring new ethics for survival, Hardin noted that

1. As technology increases in sophistication and potency and populations using advanced technology increases in size, human power to modify the environment increases (Garrett Harden 1972)
2. In the absence of highly developed technology or huge population, such orientation might detract from the quality of life for many people but would not necessary do damage to the ecological balances.

3. Human motivation can be channalised in a number of ways by Education, social and economic influences all sorts and the values of the culture in which people live. That human being seem to derive pleasure from being able to make interesting things happen in the environment is in itself cause for neither joy nor alarm now allow him. But this implies that there exists a driving force for adapting the environment in any number of ways to our needs and desires. Combined with growth in our understanding of the complex system in which we function such motivation could mean that we would derive great satisfaction from ongoing in efforts to humanise the environment while taking long-term ecological effects into account.

4. The greater flexibility in the list of material resources that would be possible if intrinsic source of motivation were fully utilised could well yield a far more pleasant environment than that possible under our current system of using vast resources for individual intrinsic reinforcement.

5. Lower classes black children, woman and on a low-power groups in our society, it would seem might ultimately gain more control over their lives from training in collective action and problem solving skills than from training only in individual skill. Widespread collective origin training especially if combined with
environmental Education, might well held the public to institute more humane and environmental sound use of our resources.

6. The theories of motivation indicates that environmental design processes should allow people to have more say in determining the shape of the world which might satisfy both the needs for optimal arousal and the needs for being able to make environmental change

According to Kneller (1965) each culture condition its members to act, think or perceive in what the anthropologists calls culturally delimited universe consisting of the world that the culture itself has created and those aspects of the physical universe, that it has chosen to find significant. It may be speculated that the very stable culture have perfected or nearly perfected, the process of narrowing the child’s perceptual field of training the child to dismiss from his mind anything not selected for his perceptions by the culture. Yet not even the most extreme totalitarianism can completely limit the child understanding. The discrepancy between what the child is supposed to learn and what in fact, what he does learn is an important source of conflict and change within culture.

Sewell et al (1957) in their investigation on 400 Wiscons studying in high school senior in all parts of the United States found that social status and levels of educational and vocational aspirations of youth are closely related. Children from high social status would try to maintain and aspire for better position in society.
Similar findings was noted in the study of Mickleson (1990) on the attitude achievement paradox among Black adolescents and found that small racial minorities like African-American were affected by the feeling of inferiority, they scored lower grades, attained less education and dropped their education whereas the Whites counterpart belonging to the majority racial group had superiority feeling and higher need for achievement.

On the other hand, Fry and Ghosh (1980) in their comparative study on the attributional belief of success and failure among Asian and Caucasians children found that the Occidental students took greater personal credit for success and failure to luck whereas Oriental students assumed more personal responsibility for failure and success to luck.

In the findings of Tus, Zimmer and Ho (1995) on the attribution of a particular community on child’s behaviour., they concluded that oriental society attributed low achievement on insufficient effort on the part of the child whereas the western societies attributed low achievement of students due to lack of ability. This indicated that caused attribution not only differed from community to community but also developed a strong attribution on the younger generation.

According to Vernon (1982) emphasized that man is motivated primarily by social urges. This is due to the fact that every culture emphasizes its specific values
which acts as a motivating force and determines the behaviour of an individual. Studies also showed that persons are broader in outlook because social environment is powerful, persuasive not dominating force which changes the character of their biological, basic needs and motivation.

Byers (1962) analysed the factors that influence student’s goals. The finding was that peer influence a strong influence on child’s behaviour. Thus, students goal were influence by their friends. It was also reported that many students even set unrealistically high level of aspiration on the suggestion of their peers.

According to Bernt and Keef (1995), in a study on peer presence and behavioural problems in two special schools, a sample of twenty-four children in between 9-14 years was used. The study found that there is a relationship between peers presence and students performance. Thus, the students’ performance was significantly affected by peer presence and pressures.

Hymel et al (1996) studied on the influence of peers on failures and dropout. They reported that positive peer attitude towards schools was associated with achievement related behaviours and on the other hand a negative peer attitude towards school was related with failure-related behaviours.
Shekhavat (1976) conducted a sociological study of educational television (ETV) in Tehran, Iran. The study found that ETV viewing was positively related to educational attainments, socio-economic status, occupational status and with the smartness of families.

On the area of school and television, Bee (1985) found that children were also influenced by school and television. Attending school appears to faster kind of more abstract information processing and television concretises these experiences. But the particular qualities of school or teacher also have an effect on the child attitude towards school achievement in school subjects and likelihood of attending college.

2.5.0 Adjustment: Studies in India

Some studies carried out in India on Adjustment is given in this section.

Mehta (1961) conducted a psychological study of the problem child. The study traced the defective control of parents and their over protective attitude developed in children the feeling of dependency, insecurity and he failed to cope with problems in life. As on the new area of school Mehta found that maladjustment of children in school were due to harsh, dominating and indulgent attitude of parents. He again revealed that lack of punctuality carelessness and slackness of parents appeared to influence children by making them irregular defective and dishonest in school work.
2.5.1 Social Adjustment

Social adjustment is determined by the relationship with other people like parents, teachers, friends, etc. Some findings on social adjustment are given below.

In the words of Mangal (1989) an individual requires to be social enough to live in harmony with others and feel responsibility and obligation towards his fellow being, society and country.

According to Naik (1978) family through the parents serves the child and society best when it provides an atmosphere of acceptance, when the child received love and encouragement. It is therefore necessary that the child should have an opportunity to take on responsibilities and make choices at an early stage in life.

Menezes (1978) in a study on interpersonal relations between parents and adolescents found a positive relationship between family atmosphere, level of communication and adjustment of children, which in turn affected their academic performance.

In a study by Goswami (1976) among the Jaintias of Meghalaya, it revealed that most parents were following the outdated of child rearing which are based on superstition belief and custom. Girls were considered asset in the family while boys were considered
liability. Girls were trained to shoulder responsibilities whereas boys were neglected and felt inferior.

Khan (1983) conducted a study on the personality trait of higher secondary school students coming from educationally backward areas of Lucknow. The characteristic traits of the educationally backward students predominantly were reserved, detached, aloof, less intelligent, more assertive and aggressive, more happy go lucky, shy, timid and threat sensitive, tender minded and sensitive, more internally reflective, more insecure, worrying and guilt prone, socially group dependent. Thus, educationally backward student suffered from various forms of maladjustment.

Rao et al (1972) investigated the adjustment patterns of 5th grade children from the cities of Delhi, Calcutta, and Coimbatore. The tool used was the Pre Adolescent adjustment scale (Pareek et al 1970) and the sample comprised of 1427 students. The important finding was that a general trend of moderately high adjustment was found among all the above cities but children from Calcutta showed better adjustment than the children from Delhi and followed by children from Coimbatore.

In the finding of Singh (1992) the result of the study on Adjustment revealed that student activists are generally poor in home, health, emotional and overall adjustment while better in social adjustment in comparison to non activists.
In a study of the institutional problem in Shillong, Sailo (1977) reported that (a) ignorant parents were not able to help the children at home in their school work, and gave few incentives for study, (b) the social custom prevalent among the tribals resulted in lack of potential control over their children especially over the boys. Mutual visit among people at my time of the day perhaps stands on the way to satisfactory achievement of students, (c) very often parents fail to control their children and moreover facility for entertainment available in town such as cinema, boating, swimming etc attract them more than School work.

According to Srivastava, Saxena and Kapoor (1978) reported that in the area of home adjustment, the tribal girls were found to be significantly well adjusted than their non tribal counterparts. The high score of tribal girls in the area of home adjustment may be attributed to their well adjusted family relations.

2.5.2 Emotional Adjustment

Emotional adjustment is found to be related to learning behaviour.

According to Mangal (1989) an individual needs training and development to express his emotion in a proper way and at a proper time. Research studies indicated that there existed a relationship between the home atmosphere and emotional adjustment of children for instance Hassan (1976) observed that the child bearing practices had an impact on the child’s behaviour. If parents control were of harsh and punitive it would
tend to form negative self image in children whereas permissive and mild treatments on the parts of parents helped children to form high self image.

Shah and Sinha (1976) analysed the factors of security feeling and self concept as determined by familial attachment. The finding was that family relationship affected the development of personalities of adolescents. The lack of congenial relationship between parents and children formed insecurity and negative self concept in children.

According to Shah and Lakhera (1986) the insufficient fulfilment or un-fulfilment of the psychological needs e.g. Security, affection, protection etc from the side of the parents, create behavioural problems among children which ultimately enhance their level of maladjustment in the area of home, school, society and emotion etc. The authoritarian, dominant and aggressive parents also arose conflict in the minds of their children.

A study on the relationship between Anxiety and Academic Achievement among the Santhal and non-Santhal students was conducted by Mukherjee, Singh and Sinha (1982). The study revealed that Anxiety and Academic Achievement was negatively correlated and not significant (−.020) among the Santhal and significant (−.259) among the non-Santhals undergraduate students therefore anxiety is negatively related to academic achievement.
2.5.3 Educational Adjustment

According to Mangal (1989), "educational or school adjustment determined the influence of the school environment towards the individual overall adjustment".

According to Choudhury (1999) the causes behind the drop out situation in NE Region is that since education is by and large dependent upon Social structure and environment. We find that parental poverty very often compel people at the grass root level to discourage education of their children during the period class I-V or I-VII or I-X.

Bokil (1955) analysed the influence of the size of school on achievement. The study revealed that the size of the school not only affected adjustment among students but also on the achievement. Further, the big size of school influenced greatly in rural schools than in urban schools.

A report of the Conference Secretaries of Boards of Secondary Education and the Representatives of Universities conducting high school examination held in New Delhi in 1959 the report revealed that half of the Indian youth experienced frustration due to failure in various examinations. This showed that failures in school led to various types of maladjustment problems.

As for the school area Chaube (1982) reported that much concern among the youth were anxiety regarding securing good marks in examination, feeling ashamed of
doing something wrong, losing one’s temper, wanting to plan for future, finding difficulty to forget certain mistake and worries due to paucity of money.

In the finding of Chakravorty (2002), the analysis by most of the Higher Secondary Board in India, affirms that Mathematics and English are the killer subjects in the HSLC Examinations, under the different Boards of Secondary Education including Meghalaya Board of Secondary Education. Thus the difficulty in learning certain subjects affects student adjustment.

In a study on institutional problems in Shillong Sailo (1977) reported that

(a) Narrow curriculum prescribed provided no choice of subject to students. Students were compelled to take up subjects for which they have no interest nor ability which resulted in poor achievement made by the students.

(b) Classroom teaching could not be effective without enough teaching aids. The State Education Department allotted non-recurring grant to Schools for improvement of teaching and yet as 81% of the school did not have adequate teaching aids.

(c) Many schools could not afford to have adequate playground of their own due to high cost of land and non-availability of plot for purchase. However, public playground that could be used by school was available in some localities but such playground was not available in all the localities.
Lack of fund was the main problem met in organizing co-curricular activities in schools. As a result of the paucity of fund there was lack of staff to supervise the activities, lack of space, lack of equipments and fund required for such activities.

Choudhury (1999) found that educational adjustment was affected sometimes due to dull curriculum and inefficient teaching at different levels, large number of students (both the poor and the rich) fight shy of attending classes. Here, it has to be admitted that uncongenial environment at home also deters the rate of attendance in School as well as study at home. It is not that only the students of the poor families are affected here, the students of affluent families are also hit hard in the continuation of their studies. Statistics suggest that this de-motivating cause is further increased by the present system of education which is far away from the basic needs of individuals and society. In case of poor families' rigid time schedules of the different categories of school in this region is also a problem for the poor parents who under pressure of their economic condition think it more profitable to send their children to different placed of work as day labourers than to send them to school during this period of the day.

Zochaingpuii (1982) conducted a study on adjustment and its relationship to academic achievement among the class IX students in Aizawl town. The important findings were
1. There was a highly significant correlation between the total adjustment and academic achievement.

2. There was no significant relationship between academic achievement and emotional, social and academic adjustment.

3. There was no significant relationship between emotional adjustment and academic achievement.

4. There was a highly significant correlation between the total adjustment and academic achievement.

2.5.4 Adjustment: Difference on Sex

In a correlation study of Adjustment and Academic Achievement among the XI grade student Singh (1981) showed that no significant sex difference was found out on adjustment as well as on academic achievement scores of class XI grade students. Similarly the correlation between the adjustment and academic achievement is also not found.

Lyngdoh (1979) found that female of the Khasi Pnar community have become more violent and aggressive whereas male have become progressively more tolerant and have consequently reduced to secondary position in the society.

In a study of the adjustment and anxiety among the economically backward high school student of Shillong, Lianchhawni (1991) found that there was no significant
difference between the male and female high school students on emotional, social and educational areas of adjustment.

Tripathi (1978) in a study on frustration among school going children and adolescent of 800 boys and girls studying in classes VII, VIII, IX and X found that (a) both boys and girls were frustrated and there was no significant sex difference (b) socio-economic status was found related to frustration in the case of both boys and girls (c) frustration affected scholastic achievement and poor scholastic achievement caused frustration.

Naik (1986) studied on achievement motivation and adjustment among tribal high school students of Orissa in relation to their academic achievement. As far as the level of adjustment, the mean score of girls was found higher than that of boys (18.11 and 15.49 respectively).

Similarly Sharma (1979) studied the adjustment problem of Harjans, Scheduled Caste and Backward class student of Agra district. The study indicated that female had higher adjustment score than the males and also the female had more psychological problem and complexes than the male.

Patel (1979) investigated on anxiety among secondary school student of Sabarkantha district in Gujarat. The finding revealed that the anxiety level of the girls
was higher than that of the boys. The anxiety adversely affected the performance of pupils.

Seth (1970) conducted a sociological study of 500 female teenagers of Lucknow city with a view to identifying their adjustment problem. The findings were that the female teenagers had home, school, sex personal, social and vocational problem. The reasons for these problems were (a) the emotional changes that occurred in their period (b) the lap between physical and social development (c) the desire for activity and interest in peer group and in members of opposite sex (d) the tendency to substitute dependence with independence and self control and (e) the difficulty to reach and attain once own philosophy of life.

2.6.0 Adjustment: Studies Abroad

Some of the studies carried out abroad on the area of adjustment are presented in this section as Crow and Crow (1956) all behaviour is influenced by a variety of demands both internal and external, both social and psychological. And since behaviour is activated and given direction by a multiplicity of demands, there is of necessity, competition among them concerning which will govern our action. Some demands are weak while others are strong. Failure on an examination is a devastating experience because success is so important or because it signifies a critical weakness or inadequacy while being socially disapproved may be a comparatively minor harm. To others this prospect of failure is more easily tolerated but social disapproval poses a major threat.
The force or strength of the internal or external demand determines the nature and intensity of the adjustment process employed to deal with it.

Thus adjustment process is activated by external or internal demands can be regarded as problem solving efforts. On wish to succeed to school so one studies, or one establishes or elaborate day to day plan.

2.6.1 Social Adjustment

Social adjustment is the ability to adjust socially. It differs from society to society. It helps in interaction and learning.

Home is the first and important agency that affects the individual throughout his life. According to Way and Alder (1956) family played an important role in affecting the adjustment of individual. As the child is brought up in different family background his adjustment also differs. Thus, the variation in adjustment in different aspects of life shown by a child is contributed much by the type of family. It therefore, concludes that better adjustment in all levels of life is possible if the child’s family climate is satisfactory.

On the study on the problems faced by children in their families Durofaiye (1976), in their sample of 4000 Nigerian primary and secondary school students found the following reasons
1. About 8% respondents reported interference from grandparents, aunts, uncles in discipline at homes.

2. About 92% explained lack of clear standard to follow and

3. About 78% justifies the need to lie as a means of escaping blame from others and of these 40% of children from nuclear families experienced all the above problems.

Thus, the members in the family greatly contributed to numerous kinds of problems in adjustment and achievement in the young children.

Pierce (1952), while quoting a study, reported that variability in achievement among equally able students could be accounted for in terms of ability and willingness to adjust and the demands of School situation. The results of the study showed that (i) High achieving students described themselves as being better socially adjusted and (ii) their peers and teachers described them as being less aggressive and maladjusted and as possessing more leadership ability. It concluded that low achievers had less willingness to adjust and had lower educational aspiration than their high achieving peers.

Another factor that determines social adjustment is financial constraint. Hurlock (1976) observed that financial constraints prevented the adolescents from doing what his friends desired to do, from becoming active and lively. It also led to the feeling of ‘Out of Place’ and withdrawal symptom. Thus, financial constraints limits social status, relationship and in all areas of adjustment.
According to Maslach (1982) socio-economic condition is related to the cost of caring and burnt out. The study revealed that social relationship had both cost and rewards. Thus, association with other people and the benefits we derived from their experience and learning consequently influences our lifestyle and behaviour.

As on the degree of friendship, Kandal and Lesser (1975) found that the degree of friendship differed from community to community. They also reported that Danish and Europeans engaged in a few friendships whereas Americans formed several friendships. Friendship determined the level of adjustment and social perception of the children.

Lindgren and Guedes (1962) in their study on social class position and students grades found that these two variables are positively correlated. Students from satisfactory social class gained in grades whereas students from unsatisfactory background hindered by different kinds of social and psychological problem.

According to Conger (1977) self worth in adolescent was determined by the way friends were interested in him. Popularity and social acceptance was related to being a member of the culturally dominant majority or of status segregation. Children of high social status would try to enhance their self worth to maintain and raise their social status.

According to Sean and Gerda (1988) the liking and respect of peers contributed in a large measure on the self esteem and psychological adjustment of children. Friendship
became more important and relevant as one grows, and thus older children had more friends than younger ones.

In the analysis on influence of friendship on school adjustment, Bernt and Keef (1995) found that the need for affiliation and the acceptance of peers as a fundamental factor that influence social adjustment. This need is recognized as importance to both children and adolescents.

2.6.2 Emotional Adjustment

According to Hurlock (1959) Children of dominating parents are likely to be shy, anxious, fearful and submissive or rebellious and antagonistic toward anyone in authority. This child who is overprotected at home will develop into a dependant individual who feels insecure and unable to cope with life. In other groups, children approve parents who are compassionate, living, affectionate, understanding, good natured, sympathetic, interested in them and their affairs, concerned about doing all they can be made the home a cheerful place.

Olweas (1980) also supported the view that emotional and social behaviour of parents and caretakers was vital to the emotional and social life of the child. The children either learned or forced to learn the behaviours of their parents. Thus, a relationship between family's temperament and behaviour in children was found.
According to Eysenck (1953) successful students are persistent, emotionally stable and have level of aspiration, and not far from too removed from reality, the unsuccessful students of similar intelligence lack persistence, is unstable and his level of aspiration are unreasonably high or low.

In the finding of Sprott (1964) the fifty percent failures represented fifty % frustrated youth. Frustration led to aggression, and hostility. Hostility could be curtailed if frustration was reduced.

Bandura (1986) investigated on the social foundation of thought and action and found that a child who perceived that he could succeed in a particular task, was more likely to value and exert more effort. Successes tended to raise efficacy expectations, whereas failures lowered them and was detrimental to a sense of confidence.

2.6.3 Educational Adjustment

Another area of adjustment is educational or school adjustment. Many studies showed that there existed some relationship between school and student adjustment. They are shown below.

According to Coleman (1966) in the study on equality of educational opportunity, it is reported that there was a relationship between school environment and students achievement. The physical facilities courses and library facilities had an impact on
student’s achievement. In other words, the child maximises learning through excellent school infrastructure.

In a study among the Whites and Negroes High school students, Meyer (1967) found a significant effect of social and educational climate upon the students. It also reported that an institutional environment played a significant role in determining student’s achievement either by direct influence as an independent variable or by indirect influence as intervening variables.

On a study ‘Pygmalion in the classroom’, Rosenthal and Jacobson (1968) reported that teacher’s expectancy and reciprocal interaction like how teacher managed and conveyed had an impact on pupil’s perception and ability. Thus, the teacher played an important role on the social and educational adjustment of student.

Anderson (1970) analysed the effects of classroom social climate on individual learning. The study revealed that Intimacy was found related to score on test ‘Understanding Science’ for girls of high ability.

In another study on social and psychological mechanism affecting high school drop out among West African countries, Ogiono (1972) found that children with good material background had lower drop-out rate than those coming from lower material
background. Thus, material background was found related to school adjustment and academic progress.

Healy and Bronner (1936) investigated on the behavioural problems due to school failure, the study summarize that school failure was an important factor for delinquency, school maladjustment, deprivation and rejection.

Further, in the study of Coleman (1937) there are as many as 113 causes for failure among the High school students of Ohio State. Out of these 113 five stood more frequent, they were, over-crowded classes, inadequate curriculum, lack of guidance services, incompetent instruction, and lack of special classes as important causes for failure.

According to Farmworth and Casper (1941) about 77% of student’s failure was due to lack of interest, followed by improper home conditions, insufficient study, dislike of subject and incomplete work. But teachers attributed student’s failure due to lack of application, laziness, wasting time, lack of interest, lack background, in competency, poor attendance, poor attitude, and incomplete work.

However, in many cases, nowadays adolescence decides their own education and future. In the study by Reffo and Reeves (2000) in UK it revealed that institutional arrangements offer less predictability, young people are forced to make their own
arrangements. This trend to involve balancing or juggling multiple options, including leisure and personal interests.... Secondly, young people were making their own decisions about how they relate to their schooling. Not only were the young people in their study making decisions about their levels of participation in the classroom but also they were deciding which lesson they would attend.

2.6.4 Sex Difference on Adjustment

Cockrom and Beloff (1978) analysed the number of friends associated by sexes, boys and girls. They found that girls friendship were mostly of one or two during their early adolescents whereas boys had more friends. Hence sex is a strong determinant on friendship. Thus, it seems that boys had greater social adjustment than girls.

On the other hand, applying classroom behaviours incident Doerschunk (1978) revealed that teachers’ favourability is significant towards sex. Girls received significantly higher consideration than boys whereas boys received higher hostility than girls. Thus, incidentally girls get higher score than boys.

The present chapter deals with the review of literature on the areas of perception towards change, achievement motivation and adjustment both in India and Abroad. The following, deals with the research and methodology of the present study.
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