CHAPTER V

INTERPRETATION AND CONCLUSIONS

I. INTRODUCTION.

II. THE SPI SCORES AND THE ISB SCORES.

III. TOTAL SPI RESULTS.

IV. TOTAL ISB RESULTS.

V. DISCUSSION OF EFFECT OF ENVIRONMENTAL VARIABLES.
INTERPRETATION AND CONCLUSIONS:

I. INTRODUCTION:

In the previous chapter, all the statistical results had been presented testing the major hypothesis formulated in the first chapter. As already mentioned in Chapter - IV the details of the intra-group results (Spearman Rho and Chi Square) have already been dealt with. Here an overview of the same will be presented. Whereas the inter-group (SPI & ISB) results will be discussed in detail at all individual levels of different groups. The order of presenting the hypothesis is given below:

II. The SPI Scores and the ISB Scores.

III. Total SPI Results.

IV. Total ISB Results

V. Discussion of Effect of Environmental Variables.

II. The SPI Scores and the ISB Scores:

The hypothesis testing correlation between the SPI and ISB scores have yielded positive and significant correlation at .01 level for all the groups under the present study. This confirms that self-perception and adjustment level has a significant relationship.

The highest correlation was noted in the males of the cosmopolitan group of Bombay and in the females of the metropolitan group of Ahmedabad. These results corroborate with
the results of mean score differences when individually observed for SPI and ISB in these groups. Both the groups show average self-perception scores and low mean scores on ISB which suggests that the students in these groups have less conflict areas and a better level of adjustment. The self-perception is found to be fairly good and correspondingly adjustment pattern is found to be more positive oriented.

The lowest correlation was noted in the males of the metropolitian group. This results also corroborates with the results of the mean score differences on SPI and ISB where self-perception score is noted to be on the average side but the males of this group showed the highest level of conflict amongst all groups which resulted in poor adjustment.

In the total sample the correlation has been brought down by the total males and by the males of the metropolitan group. As compared to the metropolitan group of males and females taken as a whole, the correlation was noted to be higher in the cosmopolitan group of males and females as a whole.

While summarising the overall results it can be noted that on the whole the correlation between self-perception and adjustment is noted to be better in the females as compared to the males. There is a dearth of systematic exploration in the study of inter-relationship between the self-perception and the adjustment level of the college going population. The plausible interpretation, therefore is mainly based on day-to-day observations and experience. The plausible explanations given therefore requires further research for its validity.
In the Indian culture, the male is expected to possess aggressive, dominating and instrumental attributes while the female is expected to be passive, dependent, conformist and possessing expressive qualities. Affiliative and nurturant behaviours are also regarded as more appropriate for the females than the males. The females by and large internalize, those values and norms laid down by the society. They are conditioned by the family’s authoritative pattern into not rebelling against any kind of coercing influences. Because these influences are considered beneficial for them as they help the females to adjust better in the family and society. The female perceives herself as "good" or "bad" in relation to the level of adjustment that she has attained in her family and her outside social circle. Any kind of exposure to a different pattern of upbringing could result in chaos and lot of discord in society.

Given the kind of Indian setting and culture, the results of the study are in accordance with the social values internalised by these females. Those females who are not in a position to internalize these values do not fit into the female stereotype and derogation from others can occur.

On the other hand, the society and the cultural values established in the society gives much more freedom to the males in every sphere of life so that they grow up to believe that they belong to the superior sex and are not required to make any adjustments in the family or society. Hence they demand more and more from others in aspect of life. The Indian male understands this as his prerogative and openly manifests anger and aggression.
when he is not in a position to have his way. This leads to maladjustment in the males and this in turn influences his self-perception in a derogatory manner.

It was also observed that the females have greatest anxiety about establishing their image in accordance with her sex-role stereotype. The results stated by Komarovsky (1946) supports this contention that conscious concern about sex role resolutions is clearly frequent among females atleast by college age. This great concern of feminine goals reflects the fact that identity for the females is tied closely to the identity of the man she marries, but it also results from the fact that by college age the females are aware of the conflict between other more individual goals and the culture's definition of feminity. For the males, the case is somewhat different. Identity for them has atleast two foci - the self - as - worker and self - as - male. The male is allowed to settle both the issues independently; society does not define them as conflicting goals. Thus the conscious concern about one's sex role in the females forces them to make satisfactory adjustments and in turn also raises their level of self-perception.

This contention is further supported by the fact that there is a considerable difference in the ISB scores of the males of the cosmopolitan and the metropolitan group; while that of the females is more or less the same for both the groups. This shows that for a woman to be feminine and to adjust well with her family and achieve the role of a good housewife and a vital family member is much more important than the achievement of
higher percentage in examinations or attainment of a good job. In short, it can be summarized that the males are studying for a better career while the females are studying to get a better life partner. This explanation is a conjecture which requires further verification.

The correlation in the students of the total cosmopolitan group was noted to be higher as compared to the correlation in the students of the metropolitan group. This suggests that the relationship between the self-perception and adjustment is found to be more meaningful in the cosmopolitan group of students. This is mainly because the students in the cosmopolitan group are living in a complex society which gives them more exposure to a broad environment. Whereas the students living in the metropolitan city are not exposed to a broad cultural environment. The students in the cosmopolitan group are facing a lot of pressures due to the factor of stiff competition in order to establish their identities amongst other fellow students. These subjects learn to achieve everything the harder way and they are in a better position to evaluate their capacities and limitations. A realistic perception of one's self thus leads also to better adjustment level. This contention can be supported by the results obtained on the mean scores of the SPI and ISB. The mean self-perception score is noted to be average and the mean adjustment score is noted to be better as compared to those of the metropolitan group.

The students in the metropolitan group are not living in a complex society. The pressures of competition are not
working on the minds of these students so acutely. And they are not required to face many struggles to establish their identities. They establish their superiority through areas of family background, friends and good financial status. This probably raises their level of self-perception but does not necessarily lead to good adjustment. This is supported by the results of the mean score differences obtained on SPI and ISB. The mean self-perception score is noted to be higher and the mean adjustment score is noted to be poorer as compared to those of the cosmopolitan group. The students in the metropolitan group are not in a position to evaluate their capacities and limitations in the right perspective which comes in their way of healthy adjustment.

To summarize, following conclusions may be warranted from the previous discussion.

1. There is a positive and significant relationship between the self-perception and the adjustment level of the college going students.

2. The relationship between self-perception and the adjustment level is noted to be higher in the total females as compared to the total males.

3. The relationship between self-perception and the adjustment level is noted to be higher in the cosmopolitan group as compared to the metropolitan group.
4. The relationship between self-perception and the adjustment level in the cosmopolitan group of males differs considerably from the metropolitan group of males and is noted to be much higher in the cosmopolitan males.

5. The relationship between self-perception and the adjustment level in the cosmopolitan group of females do not differ considerably from the metropolitan group of females and is noted to be slightly higher in the metropolitan females.

Keeping in mind the above conclusions it has to be pointed out that the study by its very nature has certain inherent limitations. Self-perception is a very complex process which starts early in life, has many influences acting upon it and is a dynamic phenomenon. This study has into consideration only the variables of adjustment and achievement level in relation to self-perception at college level. Besides this there could be many other influences like type of family pattern, socio-economic background, interaction with peers, etc. on the self-perception of these variables. This could be taken independently to study their relationship with self-perception.

Secondly the present research has focussed on a relationship between self-perception and adjustment. However, one does not know which is the independent and which is the dependent variable. A study could be undertaken to find out whether adjustment causes self-perception or vice-versa for further validation of the conclusion of this study.
After having reviewed the relationship between self-perception and adjustment, it becomes necessary to review the area of self-perception independently. The self-perception of the college-going students was studied in relation to sex differences, the influence of residence and the influence of cultural background.

The results have revealed that sex variable does not seem to play any significant role in influencing the self-perception of these subjects. Though the difference between the self-perception of the total males and the total females was noted to be non-significant statistically, the females showed a superior self-perception as compared to the males. The age of the sample is 17-21 years. This is the time when the concepts of the males and the females undergo a change and get influenced by the college environment. Their priorities shift from those found in the school life and fulfillment of personal goals and objectives at this age gains prime importance. The subject perceives himself or herself in the light of different areas which give satisfaction to him or her. This largely determines their self-perception.

The areas noted to be important for the males were success in academic field, participation in social activities mainly with the peer group and in college activities. These areas were a source of self-esteem for them which greatly influenced their self-perception positively. At the same time the
expectation of the male role in the Indian society puts him under a lot of pressure directly from parental expectations and indirectly from social norms to achieve good success in the academic field and secure a good job. These functions are considered to be most important for the males. Inability to do so leads to frustration and open manifestations of anger and aggression. The Indian male is aware of the fact that these traits are considered undesirable in the Indian society and they tend to affect his image adversely. All this works in lowering his self-perception. On the other hand for the females having good physical appearance, maintaining good social relations and being attractive to the opposite sex for future selection of mate were noted to have influenced their self-perception to a great extent. Success in these areas brings her self-esteem and gives her a better self-perception. This is because she is aware of her devaluated position in society which she is constantly trying to upgrade and improve her image by proving her worth.

This contention is supported by WILSON (1976) in his studies on self-perception that male self-esteem derives from success experiences in vocations, positions of power and competition. Whereas female self-esteem was derived from the achievement of personal goals, body image, existential concerns and family relationships. The explanation given above however is a conjecture and requires further verification.

The influence of residence does not seem to play any role in influencing the self-perception of the college going students. Though the difference between the self-perception in
the Ss of the cosmopolitan group and the students of the metropolitan group was noted to be non-significant statistically, the students in the metropolitan group showed a superior self-perception as compared to the students of the cosmopolitan group. Even at the sub-group level, differences in the self-perception though statistically non-significant, it was noted to be higher in the males and females of the metropolitan group as compared to the males and females of the cosmopolitan group.

While considering the reasons for the differences in the self-perception of the students from the two cities, the areas of family background and friendship have emerged to be very important for the students of the metropolitan group. The identification of the subject with one's family and friends proves to be a stabilising and contributing factor in facilitating his or her self-perception. Secondly the influence of external factors was observed to be much greater in the students of the cosmopolitan group. This in turn gives rise to feelings of competition, inadequacy, jealously and being different from others in society. The subjects experience a sense of detachment and feelings of isolation. Due to the fast pace of life people neither do have the time nor the inclination to cater to each others needs. There is no sense of identification which probably gives them a lower self-perception.

On the other hand, in the metropolitan city the cultural environment is restricted. There is a greater feeling of oneness in society. People are more dependent on each other and cater to each others needs better. This gives rise to a sense of
similarity and belongingness which helps the students to a large extent and raises their self-perception. However, the sample being of college students, the areas that affect their self-perception positively or negatively do not differ remarkably. This is because they have more or less the same priorities and objectives before them. Thus it can be concluded that the influence of habitat is noted to be not significant for the college going population.

The self-perception was also noted to be higher in the males of the metropolitan group as compared to the males of the cosmopolitan group. As discussed earlier, a similar contention follows here too. The males in the metropolitan group have attached a lot of importance to family background and friendship. This gives them a sense of identification and helps to enhance their self-perception in a positive direction. Whereas the males in the cosmopolitan group face many pressures and conflicts regarding the question of establishing their identities in a competitive and complex society. This feature is absent to quite an extent in the males of the metropolitan group. When they are not in a position to cope up with a lot of stress, it results into feelings of inadequacy which affects their self-perception negatively and eventually lowers it.

Another important factor which needs to be discussed here is that this is the period observed when the students become aware of the different cultural environments. The effect of media is all pervasive for encouraging the youth to become smarter and come forth. The males living in the metropolitan
cities are very much attracted to the charm of the cosmopolitan life which unfortunately they are not able to get in a narrow cultural environment of the metropolitan city. They come to a realisation that they belong to an inferior cultural environment which does not render many opportunities for their self-development. Hence they try to prove their worth by showing superiority in their self-perception so as to come up to the expectations and standards of the cosmopolitan cultural environment. This is observed to be a kind of rationalisation, a kind of reaction to frustration that they have within themselves. This contention is a conjecture which requires further verification.

The self-perception is also noted to be higher in the females of the metropolitan group as compared to the females of the cosmopolitan group. People living in the metropolitan cities are more afraid of the censorship from the society because of the narrow outlook. This is true in monitoring the behaviour pattern of the females. Therefore the parents in these areas assume a more authoritative role over their daughters. The females hence are more obedient and comply with the wishes of the family. They internalize the parental values thus feeling good about being obedient females. This probably gives them a higher self-perception. This contention can be checked on an extensive population.

On the other hand, society does not exert such a great effect over people in the cosmopolitan areas. Censorship from outsiders does not produce very great fear. Hence parents do not
have a very authoritative approach as found in the metropolitan areas. Consequently the females are not obedient and are little more free. However somewhere in their minds it probably gives rise to feelings of guilt as they feel they are not behaving in a proper manner. This in turn lowers their self-perception also. This contention, however is a conjecture which requires further verification.

The cultural background has emerged to be an important variable which affects the self-perception of the college going students, when studied for the Gujarati and non-Gujarati population of the cosmopolitan and the metropolitan groups.

A statistically significant difference in the self-perception was noted between the cosmopolitan group of Gujaratis and the metropolitan group of Gujaratis. The Gujarati population of the cosmopolitan group of Bombay show superior self-perception as compared to the Gujarati population of the metropolitan group of Ahmedabad. While discussing the plausible reasons, the differences in the cultural environment of both the groups may be well assumed. The city of Bombay being an abode of many cultures has a multi-cultural versatile environment. The Gujaratis residing in the cosmopolitan city of Bombay, though having a large strength of their own, come under the influence of many other cultures. Their perspectives and dimensions in the social and college environment are automatically enriched due to their inter-cultural influences. This carries a better effect on their self-perception. Whereas the Gujarati population in the metropolitan group was observed under an orthodox influence of
the society. The Gujaratis as a community by and large prefer to remain as a close-knit group amongst themselves. This deters them from mixing with the subjects of other communities. As a result they do not develop good communicative skills and social relationships are not formed. This to a great extent lowers their self-perception. However, this explanation is a conjecture which requires further verification on a large sample.

A statistically significant difference was also noted between the Gujarati population and the non-Gujarati population of the cosmopolitan group. The Gujarati population of the cosmopolitan group showed superior self-perception as compared to the non-Gujarati population. The Gujarati community forms the largest single community unit in the cosmopolitan city of Bombay and in their metropolitan city of Ahmedabad under consideration in this research. The Gujarati students are observed to have a greater feeling of belongingness and unity because of their own group that they identify with. Their interests are shared commonly and difficulties are taken care of. All this gives them a better self-perception as compared to the students of the non-Gujarati group. The latter group in this study consists of students from many communities (the details are given in the 3rd chapter) which approximately forms 35% of the population of the areas under consideration. The non-Gujarati group is observed to be segregated and lack cohesiveness and the feeling of oneness that their counterparts enjoy. They are not given the opportunity to see themselves in a good light as the much larger group of Gujaratis. This gives them a lower self-perception as compared to the students in the Gujarati group. This contention needs further validation.
In this study the non-gujarati group is not presented properly. It would be an interesting study to investigate the self-perception between the gujarati subjects and group of subjects drawn from one single community.

A statistically significant difference was noted between the gujarati population and the non-gujarati population of the metropolitan group of Ahmedabad. The non-gujarati population showed a superior self-perception as compared to the gujarati population of the metropolitan group. It is observed that the communal problems are greater in the metropolitan city of Ahmedabad due to a narrow cultural outlook. Since last few years the communal riots and troubles have had been prevalent in the city of Ahmedabad, with the result the gujaratis are more segregated from other communities. The gujarati group is more prone to be interacting amongst themselves and remain aloof from other inter-culture influences. Many thinking gujaratis especially in the adolescent years, with the influence of professors question their behaviour towards the non-gujaratis. Since the gujaratis in the metropolitan city of Ahmedabad form the largest sub-group, they have had an overbearingly dominant attitude towards other sub-groups. The critical, sensitive minds of the gujarati youth leave them probably feeling that this is not the right way of behaviour. It is possible that this realisation within themselves gives them a lower self-perception about themselves. On the other hand, the non-gujarati group is found to be more open and ready to interact with the students from other cultures. This gives them a healthy interactional pattern of behaviour which helps to raise their level of self-
perception. This contention is a conjecture which requires further verification.

To summarise, following conclusions may be warranted from the previous discussion:

1. Sex-variable does not seem to play any significant role in influencing the self-perception of the college going students.

2. The influence of residence does not seem to play any significant role in influencing the self-perception of the college going students.

3. The influence of cultural background plays a significant role in influencing the self-perception of the college going students.

The present study has investigated the level of self-perception only at the college going level. However, self-perception is an on-going process which is very dynamic and not at all static. Hence the measured self-perception in the present study is likely to differ at different age levels. A longitudinal study can be undertaken to measure self-perception at different age levels for further validation.

Secondly the factor of social desirability could have played in the responses of the college going students. The age of the sample is also one when this factor has an important bearing. Hence their responses may not be completely valid as
social desirability gets interpolated in-between. Another study can be undertaken where the factor of social desirability can be controlled to a great extent for further validation of the results of the present study.

IV. TOTAL ISB RESULTS

The results of the mean score differences on ISB have yielded interesting results in this study. The results have revealed that the sex variable does not apparently play any role in influencing the adjustment level of the college going students. A statistical significant difference was noted in the adjustment level of the total cosmopolitan group and the metropolitan group as well as in the males of the cosmopolitan group and the females of the metropolitan group. The influence of residence was noted to have an insignificant effect on the adjustment level of the females from the cosmopolitan and the metropolitan group.

The concept of adjustment in the present study is taken in the context of the college environment. This was observed to be a very critical period when the student is required to shift his priorities and adjust to the college milieu. Those who are able to meet the environmental and social demands of the college life, their adjustment level automatically rises. But those who are not in a position to do so are not able to achieve a good adjustment level.
Though the results have revealed non-significant differences in the adjustment level of the total males and the total females of the entire sample. The females showed better level of adjustment as compared to the males. This is mainly because the Indian traditional culture gives priority to the position of the males in the society. The onus of independence in any decision making mostly lies with the males. Inspite of the new trends and awareness in education to the females in order to give them a better living, the family pattern over the years has not changed. The female is still considered to be of the weaker sex and is expected to make adjustments in every sphere of life. On the other hand, the male is not expected to make any adjustments in family and society. On the contrary others are expected to adjust to his demands and requirements. The Indian male has taken this advantage for granted and psychologically does not encounter many problems in adjustment in the society. His problems are mainly noted to be on the personal level which tends to lower his adjustment level. Whereas the problems of the females are in relation to society. She is aware of her limitation and has come to terms with reality and makes an earnest attempt to adjust well. This leads to a better adjustment level in the females than the males.

In short the overall adjustment pattern of the females is observed to differ psychologically and socially from that of the males. Particularly at college level she has already reached the stage where she can understand her position, her future problems and what kind of life she is going to lead. Some of these issues are quite confusing and anxiety provoking. However,
she knows how to suppress her difficulties and put up with a "smiling face" before the world as is revealed in the ISB responses. However, this explanation is a conjecture which requires further verification.

A statistically significant difference ($P < .01$) was noted in the adjustment level of the students from the cosmopolitan group of Bombay and the students from the metropolitan group of Ahmedabad. The students in the cosmopolitan group showed a better level of adjustment as compared to the students of the metropolitan group. To discuss, this the differences in the cultural environment of the two cities can be well assumed. The broad cosmopolitan environment provides many avenues and opportunities to the college going students which facilitates their adjustment process. If the subject is not able to adjust in one field gets an opportunity to adjust better in another field and fulfill his or her personal objectives. Greater freedom and independence is allowed to them to choose their style of life. Secondly, since the students are exposed to many external factors like competition and struggles which they learn to face in order to co-exist with others, greatly improves their adjustment pattern. An openness of the mind towards others broadens their psychological and social dimensions of personality eventually giving them a healthy adjustment level.

On the other hand the narrow and restricted metropolitan cultural environment have a limited arena of opportunities and avenues which does not give much scope to the students. This gives rise to feelings of frustration which comes
in their way of adjustment with society. These students also do not face acute pressures of competition hence the struggles faced by them are of a comparatively lesser intensity than found in the students of the cosmopolitan group. The students in the metropolitan develop a very complacent attitude due to this and this kind of attitude does not motivate them to adjust better than their prevailing conditions. Secondly, there is less freedom and independence given to these subjects to choose their lifestyles. This kind of indirect coercion leads to maladjustment to a certain extent. An openness of the mind towards others was missing in this group which deterred them from having healthy social relations and affected their adjustment negatively.

To summarise, it can be said that the place of habitat plays a role in the adjustment pattern of the individuals. Secondly, a wide scope of avenues provided to the individual facilitates his adjustment level. However, this contention is a conjecture which requires further verification.

A statistically significant difference was noted in the adjustment level of the males from the cosmopolitan group and the males from the metropolitan group. The males in the cosmopolitan group showed a better level of adjustment than the males of the metropolitan group. This is mainly because the males coming from the cosmopolitan group are generally allowed more freedom and independence because of the influence of a more permissive society. As a result, they develop a more open outlook with all kinds of influences acting upon them. After an initial struggle faced by them, they have less pressures or social taboos which enables them to achieve a better adjustment level.
On the other hand, the metropolitan males do have certain norms of behaviour that they are expected to follow because the society is not permissive and quite orthodox. Being in a smaller closed environment, they are not allowed to have a completely independent existence. Thus they are coerced into behaviour patterns which may be considered "desirable" in the social context. They are also not in a position to fight back against social taboos and overcome them as found in the males of the cosmopolitan group. This leaves them not as well adjusted as their cosmopolitan counterparts.

Thus it can be summarized that the aspect of independence being given to the students especially to the males results in better adjustment. This however is a conjecture which requires further verification.

Lastly, the results have revealed non-significant differences in the adjustment level of the females from the cosmopolitan group of Bombay and the females from the metropolitan group of Ahmedabad. However the females in the cosmopolitan group showed better adjustment level as compared to the females in the metropolitan group. This is mainly because the females from the cosmopolitan group are given much more independence by which they develop the power of expression and are in a position to take care of their needs better. This leads to healthy adjustment. These females also come in contact with many other people which satisfies their psychological and social needs. This leads to a better adjustment level.
The females of the metropolitan group are observed to be under a great authorities influence of their parents. They are not allowed much freedom and independence to make their own decisions. They are supposed to behave the way their parents expect them to behave and this qualifies them to be 'good' females in the society. When they are not in a position to do so, it gives rise to feelings of anxiety and guilt. Moreover the fear of criticism also come in their way of trying to be different from others. These females do not come in contact with many other people which does not satisfy her psychological and social needs. This affects adjustment level negatively. So apparently though these females seems to have adjusted well with her family and society, it affects her behaviour and consequently adjustment pattern negatively because her wishes are suppressed to a great extent.

To summarise this, it can be said that suppression of an individual's feelings though makes him or her behave in an acceptable way, it creates great anxiety within himself or herself. This anxiety is reflected in overt behaviour and affects adjustment pattern negatively. This conception, however, is a conjecture which requires further verification.

The results of the ISB may be summarised follows:

1. The sex-variable does not play any significant role in influencing the adjustment level of the college going students.

2. The place of habitat proves to be a significant variable in
influencing the adjustment level of the subjects in the cosmopolitan city of Bombay and the metropolitan city of Ahmedabad and the adjustment level is noted to be better in the students of cosmopolitan group.

3. The place of habitat proves to be a significant variable in influencing the adjustment level of the males in the cosmopolitan group and the metropolitan group and the adjustment level is noted to be better in the males of the cosmopolitan group.

4. The place of habitat proves to be an insignificant variable in influencing the adjustment level of the females in the cosmopolitan city of Bombay and the metropolitan city of Ahmedabad and the adjustment level is noted to be better in the females of the cosmopolitan group.

V. DISCUSSION OF EFFECT OF ENVIRONMENTAL VARIABLES:

The result of Chi Square methodology to study the relationship between self-perception and achievement level have yielded interesting observations for the present study. The concept of achievement level at college gains lot of importance because in the college environment, right since the students enter college, they are constantly reminded about their success in exams and relative scholastic position, which are compared with those of the other students. Thus the achievement level holds relevance in connection to college environment which leads to its significant and meaningful relationship with the self-perception of the students. A greater concentration on the academic achievement of the students lead to a better self-perception.
The Chi Square results have shown the relationship between self-perception and achievement level to be statistically significant for the total sample, the total cosmopolitan group and for the males of the cosmopolitan group of Bombay and the metropolitan group of Ahmedabad. The total females, the metropolitan group and the females from the cosmopolitan and metropolitan groups do not show any significant relationship between self-perception and achievement level. Therefore it can be said that the sex-variable proves to be significant in influencing the inter-relationship between self-perception and achievement level for the males.

Today's competitive society puts heavy emphasis on the academic performance of the college going students, especially on the males as compared to the females. This is mainly because the main aim of the male in Indian society is to obtain good education and procure a job for himself. This enables him to establish his identity and prove his worth. Today each and every vocation demands some basic education plus some specialised training, if necessary. The white collar jobs have become more and more attractive because the acquisition of white collar job is associated with a lot of prestige for the males. Even parents who themselves are not educated, have come to give importance to University degree. This makes the academic performance of the male in college even a primary concern for the parents. Thus academic performance gets directly related to the self-perception of these males. The males have by and large internalised the assumption that satisfactory achievement level will lead to an increase in their self-esteem and recognition. This will naturally help in raising their self-perception level.
On the other hand, the female is not sent to college by the parents with such objectives in their minds. She is basically required to have average academic standards and have the general smartness to deal with her problems effectively in future. Today in the middle class nuclear families in the cities the female is required to be gainfully employed. Many jobs of clerical, secretarial, typing, teaching and sales girls categories are available. These jobs do not really emphasize on a high academic performance in college. Females with average academic standards prove to be efficient for these kinds of jobs. Therefore the achievement level does not prove to carry any relation with their self-perception. There are many other factors which influence the self-perception besides achievement level in the females. This contention is supported by VENESS (1962) who noted that girls are more concerned with personal appearance and social relationships than boys, who showed more concern with academic progress. However the above explanation is a conjecture which requires further verification on a large sample.

A statistically significant relationship between self-perception and achievement level was observed for the Ss in the cosmopolitan group but not for the Ss of the metropolitan group. Here the influence of habitat becomes evident. It is because of the complex and competitive society of the cosmopolitan city of Bombay which makes the education of the college student, whether a male or female, the primary concern of the parents. The youth needs to be well educated to ensure their future prosperity. Due to this heavy importance is attached to good academic standards. Gaining meaningful employment in such big cities like Bombay is
difficult due to stiff competition. Good achievement level in such an atmosphere obviously enriches the level of self-perception in these students.

On the other hand the students in the metropolitan cities do not face such heavy competition and pressures. Procuring jobs is not very difficult in such cities. Secondly the community of Ahmedabad is a business community. In many cases the students are required to take over their ancestral business which does not require good academic achievement, so achievement level is not given much importance. Thus the differences in the cultural environment of both the cities may be responsible for the differences in the relationship between self-perception and achievement level. This contention is a conjecture which requires further verification.

To summarise, following conclusions may be warranted from the previous discussions.

1. Sex is a significant variable in influencing the inter-relationship between self-perception and achievement level for the total male sample but not for the female sample.

2. There is a marked difference between the cosmopolitan and the metropolitan group in their relationship between the self-perception and achievement level.

3. For the cosmopolitan group taken as a whole, there is a significant relationship between the self-perception and achievement level.
4. There is a significant relationship between the self-perception and achievement level for the males of the cosmopolitan group of Bombay and the males of the metropolitan group of Ahmedabad.

5. There is no significant relationship between the self-perception and achievement level for the females of the cosmopolitan group of Bombay and the females of the metropolitan group of Ahmedabad.