CHAPTER VIII

Summary and Conclusions

The present study was undertaken to compare and find out the patterns of parent-child relationship, adjustment and the level of achievement motivation of Khasi and Mizo children. The parent-child relationship was examined by obtaining the perceptions of the children in respect of parental love and affection, aggression, security, status accorded, educational encouragement and facilities given for their education. The adjustment pattern was studied in respect of five areas, viz., social, emotional, finance, home and school. Efforts were also made to link the pattern of parent-child relationship variables and the adjustment variables on the one hand and between the parent-child relationship variables and achievement motivation on the other. The results obtained were analysed for statistical significance. The findings on Parent-child relationship were given in chapter IV, and the findings on the adjustment and achievement motivation were given in chapter V. The chapter VI comprised the findings on the five variables of parent-child relationship and adjustment variables and achievement motivation.
The various findings are discussed and summarised in this chapter.

Parent-child relationship of the Khasi and Mizo Children.

THE MAJOR FINDINGS.

8.1.01 The perceptions of Khasi and Mizo children on Parental affection revealed significant results. The mean score of Mizo children (16.39) was statistically greater than the score of Khasi children (15.05).

8.1.02 In sexwise analyses, the Khasi girls and Mizo boys and Mizo girls perceived of greater parental affection than the Khasi boys. Again, the Mizo girls appeared to secure more love and affection from parents than the Khasi girls.

8.1.03 There were no statistically significant differences between the groups of children drawn from the High SES group.

8.1.04 In the middle SES groups, the results pointed out that the Khasi boys and girls differed significantly at .02 level. Also the Mizo boys
and Mizo girls of the middle SES group showed significantly higher mean values than the Khasi boys in the area of parental affection.

8.1.05 The Khasi children perceived greater parental aggression than the Mizo children.

8.1.06 The Mizo boys and girls perceived to have received less parental aggression \((p < .001)\) as compared to the Khasi boys and girls.

8.1.07 There were no statistically significant differences between the groups belonging to the High SES group.

8.1.08 The Khasi boys and girls from the middle SES group showed significantly higher mean values than the Mizo counter-parts on parental aggression.

8.1.09 The perceptions of Khasi and Mizo children on security showed no significant differences.

8.1.10 The results indicated that Khasi girls and Mizo boys perceived significantly more security at home than the Khasi boys. The mean scores of Khasi girls and Mizo boys were 15.62 and 15.28 respectively were higher than the score of 14.94 by Khasi boys which was
8.1.11 No statistically significant differences existed between the compared groups of the High SES.

8.1.12 Significant differences can be found only between the Khasi boys and Mizo boys of the middle SES group where the mean score of Mizo boys (15.75) was greater than that of the Khasi boys (14.4).

8.1.13 No significant differences were found between the group of Khasi and Mizo children on their perceptions relating to status accorded at home.

8.1.14 In the sexwise analysis, the results revealed no significant findings.

8.1.15 The High and Middle SES groups also did not show any significant results on the area of status.

8.1.16 There was no significant results among the Khasi and Mizo children on the variable of Educational facilities and encouragement.
No significant differences were noticed between the compared groups with regard to provision of educational facilities.

In both the high and middle SES groups, the results were not significant.

ADJUSTMENT OF KHASI AND MIZO CHILDREN.

MAJOR FINDINGS.

The results showed no statistically significant differences between the Khasi and Mizo children on the variable of social adjustment.

No significant differences between the groups of Khasi boys, Khasi girls, Mizo boys and Mizo girls on social adjustment.

In both the high and middle SES groups, the results on social adjustment indicated no significant findings.

The comparison between the Khasi and Mizo children on the variable of emotional adjustment revealed no significant findings.
Significant differences existed between the Khasi and Mizo children on the variable of home adjustment. The mean score of Mizo children (7.25) was significantly higher than the mean score of Khasi children (6.63).

When compared sexwise, the only significant differences found was between the group of Khasi boys and Mizo boys where the mean score of Mizo boys (7.62) was greater than the Khasi boys (6.34).

The result revealed no statistically significant differences between the groups belonging to the High SES (Table 5.15).

Significant findings in respect of middle SES group existed only with the Khasi boys and Mizo boys, where the mean score of Mizo boys (7.61) was higher than that of the Khasi boys (6.31).

The comparison on school adjustment showed no significant differences between the Khasi and Mizo children.
The Mizo girls (6.94) were significantly better adjusted in school as compared to the Mizo boys (6.08), Khasi girls (6.20) and Khasi boys (5.64).

In the High SES groups no statistically significant results were revealed.

The Mizo girls' mean value (6.75) was greater than that of the Khasi boys (5.31) on the area of school adjustment.

The results (table 5.21) revealed significant findings. The mean score of the Khasi children (2.94) was higher than that of the Mizo children (2.62) on the variable of achievement motivation.

The Khasi girls' mean value (3.42) on achievement motivation was higher than that of the Khasi boys (2.44) Mizo girls (2.56) and Mizo boys (2.64).

The High SES results indicated significant findings where the mean score of Khasi girls (3.83) was higher than that of the Mizo girls (2.71) and Mizo boys (2.47).

From the middle SES groups the results indicated that Khasi girls were significantly better motivated to achieve than the Khasi boys, Mizo boys and Mizo girls.
PARENT-CHILD RELATIONSHIP AND ADJUSTMENT

MAJOR FINDINGS

8.3.01 The results showed no statistically significant differences between the two groups i.e. (the high and low on perceived parental affection) on their social adjustment levels.

8.3.02 The results showed that the Mizo boys who perceived to have received greater affection from parents show high emotional adjustment than the Khasi girls.

8.3.03 In the high group on perception on affection, the mean score of Khasi girls (7.7) was higher than the Khasi boys (6.24) and Mizo boys (6.38) in the area of financial adjustment.

8.3.04 The table 6.1.04 revealed that the Khasi girls and Mizo boys of the high group on perception on affection were significantly better adjusted toward their homes than the Khasi boys and Mizo girls.

8.3.05 The results appeared to be significant only in the group of Mizo girls and Mizo boys belonging to high group on perception on affection where
the mean score on school adjustment of Mizo girls (7.18) was higher than that of Mizo boys (5.96).

The results of both the high and low of perceived parental affection showed that Khasi girls were significantly better motivated for achievement than the Khasi boys, Mizo boys and Mizo girls.

The results of both the high and low on perceived parental aggression showed no significant findings on the social adjustment.

In both the high and low groups on parental aggression, the results on the emotional adjustment indicated no statistically significant findings.

The Mizo girls of the high perceived group on parental aggression showed significantly better financial adjustment than the Khasi boys.

The Mizo boys of the low group on perception on parental aggression were significantly better adjusted towards their homes as compared to the Khasi boys and Mizo girls.
In the high perceived group on aggression, the findings revealed that the Mizo girls were significantly better adjusted in school than the Khasi counterparts.

In both the groups of high and low perceived parental aggression, the Khasi girls appeared to be significantly better motivated for achievement than the Khasi boys, Mizo boys and Mizo girls.

The Mizo boys of high perceived group on security were significantly better adjusted than the Khasi boys on the social adjustment. Among the low perceived group, the Mizo boys were socially better adjusted than the Khasi girls.

In both the groups of high and low on perceived security, the results showed no statistically significant differences.

The results indicated that Mizo girls of the high perceived security were significantly better adjusted financially than the Khasi counterparts.
The Khasi girls and Mizo boys of the high group on perceived security were significantly well adjusted toward their homes than the Khasi boys.

The Mizo girls of the high perceived group on security were better adjusted in school than the Khasi boys. Among the low perceived group on security, the Mizo girls again were significantly well adjusted toward their schools than in the case of Khasi boys and Khasi girls.

Both the high and low on perceived security, the results indicated that Khasi girls were significantly better motivated to achieve than the Khasi boys, Mizo boys and Mizo girls.

In both the groups of high and low on perceived status, the results on social adjustment revealed no significant findings.

The Mizo girls belonging to the low group on perceived status showed significantly better adjustment emotionally than the Khasi girls.

The results showed that the Mizo boys of the high group perceived status were significantly better adjusted on finance than the Khasi boys.
and Mizo girls. But among the low group on perceived status, the Mizo girls were significantly better adjusted than the Khasi boys and Khasi girls and Mizo boys.

8.3.21 The findings on the high group on perceived status, revealed that Mizo boys were significantly well adjusted towards their homes than the Mizo girls and Khasi boys. Among the low group on perceived status, both the Mizo boys and Mizo girls were significantly well adjusted at home than the Khasi boys.

8.3.22 The significant results appeared only in the low group on perceived status where the Mizo girls (7.62) were significantly well adjusted toward their schools than the Khasi boys (4.45) Khasi girls (5.95) and Mizo boys (5.67).

8.3.23 The results of the high group on perceived status showed that Khasi girls were significantly better motivated to achieve than the Khasi boys, Mizo boys and Mizo girls. Among the low group on perceived status, the Khasi girls again were significantly more achievement oriented than the Khasi boys.
In the high group on perceived education, the results showed that Mizo boys were significantly better than the Khasi boys on the social adjustment. But according to the low group on perceived education Khasi girls were significantly better adjusted in the society than the Mizo girls.

The table 6.5.02, showed no statistically significant differences existed on both the groups of high and low perceived education on the variable of emotional adjustment.

In regard financial adjustment the Mizo girls of the high perceived group on education showed significantly better adjustment than the Khasi girls.

The results showed that Mizo boys of the high perceived group on education were significantly better adjustment toward their homes than the Khasi boys and Mizo girls. In the low perceived group on education the Mizo boys were significantly better adjusted toward their homes than the Khasi boys.
In the low perceived group on education, the results revealed that the Mizo girls were significantly better adjusted toward their schools than the Khasi boys, Mizo boys and Khasi girls.

The results showed that the Khasi girls of the high perceived group on education were significantly better motivated to achieve than the Khasi boys, Mizo boys and Mizo girls. Again the Khasi girls belonging to the low group on perceived education were showing significantly well motivated than the Mizo girls.
SUGGESTIONS FOR FURTHER RESEARCH.

Further research in this field is very much essential as in India, the studies on this area are limited whereas other countries like USA, UK and other European nations are much ahead in this particular study. A few important areas for further research are listed below:

I. A survey of child rearing practices of the tribals and the effects on the growth and development of a child.

II. Home environment and its influence on child's personality and adjustment - a case study approach.

III. The different roles of father and mother and how they affect the growth of boys and girls in the Khasi Society.

IV. Quality and tone of home life and their effect on the development of Achievement Motivation of the tribal children.

V. Few studies involving linkages between Achievement motivation and achievement in specific areas of human activity.

VI. Whether the matrilineal structure of the Khasis has any impact on the development of personality of the boys and girls and their levels of achievement motivation.