CHAPTER – V

SUMMARY AND CONCLUSIONS

According to National Policy of Education (1986), “In our national perception education is essential for all. This is fundamental to our all round development, material and spiritual”.

Education is the basic tool for the development and reconstitution of a human being. It helps an individual to realise all inherent qualities and develop his entire personality. Through all round development of a person, the nation also achieves all round development. Education plays a vital role in the development process of mankind. Investment in education ultimately promotes development. Education has always been accorded a respectful position in our society. Education is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. The coming century, dominated by globalisation, also means that education will have to adapt itself to considerable economic, social and cultural changes resulting in inevitable tensions between tradition and modernity, competition and equality of opportunity, spiritual aspirations and material reality, local interest and global considerations, the unlimited expansion of knowledge and the limited capacity of human being to assimilate it (UNESCO, 1960).

It would be necessary to bring about a planned expansion of secondary education facilities all over the country in order to cope with new demands for secondary education. It is also a meaningful terminal stage for those who do
not go beyond the plus two stage and like to get gainfully employed. Thus, vocational streams at plus two stage aim to divert large number of students to the world of work by attracting them to need based, region specific vocational streams.

Although the educational and vocational decisions are made by an individual, they are greatly influenced by the number of factors related to society, family and peers.

In the existing literature, there seems to be no empirical study available to establish the relationship of Family Environment, Achievement Motivation & Self-esteem of senior secondary students. The present study was undertaken to investigate the comparison of Family Environment, Achievement Motivation and Self-esteem of students of Vocational and Academic streams at senior secondary level.

**STATEMENT OF THE PROBLEM**

"A comparative Study of Family Environment Achievement Motivation and Self-esteem of Students of Vocational and Academic Stream".

**Objectives of the Study**

The objectives which were kept in mind, while conducting the present investigations were:

1. To study and compare the family environment of the vocational and academic streams.
2. To study and compare the achievement motivation of the vocational and academic streams.

3. To study and compare the self-esteem of the vocational and academic streams.

4. To study the relationship between family environment, achievement motivation and self-esteem.

5. To factorially analyse the data in order to see configuration and constellation of the variables i.e. Family Environment, Achievement Motivation and Self-esteem.

Hypotheses

The study was pivoted around the framework of the following hypotheses: -

1. There will be no significant difference in vocational and academic streams between boys and girls in respect of family environment.

2. There will be no significant difference in vocational and academic streams between boys and girls in respect of achievement motivation.

3. There will be no significant difference in vocational and academic streams between boys and girls in respect of self-esteem.

4. There will be positive relationship among family environment, achievement motivation and self-esteem.

5. There will exist certain measures of Family Environment which constellate with the measures of Achievement Motivation and Self-esteem.
Method and Procedure

The present study was described as a descriptive survey method. It was aimed at comparing the relationship among Family Environment, Achievement Motivation and Self-esteem of Vocational and Academic group of Senior Secondary level in Moga and Faridkot.

Sample

Sample involved in the study consisted of 474 students (235 boys and 239 girls). These students were from Government senior secondary school affiliated to Punjab School Education Board, SAS Nagar, Mohali. Schools were selected at random. In the present sample 9 schools were taken up. Further stratification was done with respect to the academic and vocational group.

Criteria of Selection of schools

1. Only Government Senior Secondary Schools were taken.
2. Two girls schools with Academic courses and two girls schools with Academic as well as Vocational stream courses were selected. All the three boys schools were having academic as well as vocational stream courses.
3. Of all the schools, four girls schools and three boys schools were selected.

Criteria of Selection of Students

1. Students were selected from eleventh and twelfth class.
2. From among the academic stream, students from different academic stream courses were selected at random.
3. From the vocational courses, the students from all the vocational courses. (knitting, horticulture, electronic etc.) were selected at random.

**Tools Employed**

The data was collected with the help of following tools :-

1. **MOOS and MOOS's Family Environment Scale** :- Out of the three forms, form R (real form) has been used by the investigator. It has three domains (i) The Relationship Dimensions (ii) The Personal Growth Dimension (iii) The system Maintenance Dimensions.

2. **DEO-MOHAN'S Achievement Motivation Scale** :- For the purpose of knowing the achievement motivation of students, Deo-Mohan's Achievement Motivation Scale was used. It measures 15 areas /dimensions of needs.

3. **COOPERSMITH'S Self-Esteem Inventory** :- In order to measure the self-esteem, Coopersmith’s self-esteem inventory was used. It has three forms. The investigator used the School Form which corresponds to four subscales.
   
   (i) General self
   (ii) Social self
   (iii) Home – Parents
   (iv) School Academic.
**Statistical Techniques Used**

In order to test hypotheses, various statistical techniques were employed:

1. **Descriptive statistics**: Mean, standard deviation, skewness and kurtosis were computed separately for the total scores on family environment, achievement motivation and self-esteem in case of academic boys and girls and vocational boys and girls.

2. **Differential Statistics**: t-ratio were worked out to compare vocational and academic boys and girls on all the variables viz. family environment, achievement motivation and self-esteem.

3. **Bi-variate relationship**: Coefficients of correlation were worked out for total students, academic, vocational, total boys and total girls to study the relationship between family environment and achievement motivation, and family environment and self-esteem.

4. **Factor Analysis**: Factor analysis was employed to study the factor structure of the variable and to see how the variables contribute to the variable. Principal Axis Method for factoring, and Varimax rotation of factors was applied (vide Fruchter, 1957).

**Conclusions**

On the basis of analysis interpretation & discussion of the data collected from 474 students, the following conclusions of the study have been drawn.
Conclusions based on Descriptive analysis
1. Wide range of perception of students was observed, with respect to Family Environment scores were below average in all subscales of Relationship Dimensions, below average to above average in respect of subscales of Personal Growth Dimensions and System Maintenance Dimensions.
2. Achievement Motivation scored between 40th percentile and 50th percentile, which indicates average Achievement Motivation.

Conclusions based on Differential Analysis
1. The hypothesis that there will be no significant difference in vocational and academic streams between boys and girls in respect of Family Environment was partially accepted.
2. The hypothesis that there will be no significant difference in vocational and academic streams between boys and girls in respect of Achievement Motivation was not accepted.
3. The hypothesis that there will be no significant difference in vocational and academic streams between boys and girls in respect of Self-esteem was accepted.

Conclusions based on Bivariate Correlation
Conclusions based on Bi-variate Correlation of Total Sample
Cohesion, Achievement Orientation, Inter Cultural Orientation, Moral Religious Emphasis and Organisation of Family Environment were positively related with Achievement Motivation at .01 level. Conflict is related negatively and significantly with Achievement Motivation at .05 level.

From the variables of Family Environment, Cohesion, Independence, Achievement Orientation, Inter Cultural Orientation and Organisation are
positively and significantly related with Self-esteem at .01 level. Active Recreational Orientation and Moral Religious Emphasis are positively and significantly related with Self-esteem at .05 level while conflict is negatively and significantly related with Self-esteem.

**Conclusions based on Bivariate Correlation of Four Sub-groups**

1. **Conclusions of the Relationship Dimension of Family Environment (V₁ - V₃) and Achievement Motivation (V₁₁) in all the Four Sub-groups**

   In case of the four Sub-groups i.e. Academic, Vocational, Boys and Girls, Cohesion (V₁) was positively and significantly related to Achievement Motivation (V₁₁) in all the groups, while Conflict (V₃) was negatively and significantly related to Achievement Motivation (V₁₁) in boys.

2. **Conclusions of the Personal Growth Dimension of Family Environment (V₄ - V₈) and Achievement Motivation (V₁₁)**

   All the four Sub-groups had different pattern of relationship. Academic group showed positive and significant correlation between Independence (V₄), Achievement Orientation (V₅), Inter Cultural Orientation (V₆) and Achievement Motivation (V₁₁). The Vocational group showed positive and significant correlation between Achievement Orientation (V₂), Inter Cultural Orientation (V₆), Active Recreational Orientation (V₇) and Moral Religious Emphasis (V₈) and Achievement Motivation (V₁₁). In Boys Independence (V₄), Achievement Orientation (V₅) and Moral Religious Emphasis (V₆) were significantly and positively related to Achievement Motivation (V₁₁). Among girls, Inter Cultural Orientation (V₇) and Moral Religious Emphasis (V₈) showed positive and significant correlation with Achievement Motivation (V₁₁).
3. Conclusions of the System Maintenance Dimensions of Family Environment (V₉ – V₁₀) and Achievement Motivation (V₁₁)

In case of Academic and Vocational streams and Boys, Organisation (V₉) was positively and significantly related to Achievement Motivation (V₁₁). While Control (V₁₀) was positively and significantly related with Achievement Motivation (V₁₁) in boys.

4. Conclusions of the Relationship Dimension of Family Environment (V₁ – V₃) and Self-esteem (V₁₂)

Cohesion (V₁) was positively and significantly related to self-esteem (V₁₂) in Vocational group and Boys while Conflict (V₃) was negatively and significantly related to Self-esteem (V₁₂) in Academic group.

5. Conclusions of the Personal Growth Dimension of Family Environment (V₄ – V₈) and Self-esteem (V₁₂)

Pattern of correlation was different in all the sub-groups. Achievement Orientation (V₅), Inter-Cultural Orientation (V₆) and Moral Religious Emphasis (V₈) showed positive and significant correlation with Self-esteem (V₁₂) in Academic group. Self-esteem (V₁₂) was positively and significantly related to Independence (V₄) and Active recreational Orientation (V₇) in Vocational group. Boys showed positive and significant Correlation between Independence (V₄), Achievement Orientation (V₅), Moral Religious Emphasis (V₆) and Self-esteem (V₁₂). Among girls, Independence (V₄), Inter Cultural Orientation (V₇) and Active recreational Orientation (V₇) showed positive and significant correlation with Self-esteem (V₁₂).

6. Conclusions of the System Maintenance Dimensions of Family Environment (V₉ – V₁₀) and Self-esteem (V₁₂)

In Academic group, Organisation (V₉) had positive and significant correlation with Self-esteem (V₁₂) while Organisation (V₉) and Control (V₁₀) are positively and significantly correlated with Self-esteem (V₁₂) in Boys.
The hypothesis that there will be a positive relationship among Family Environment, Achievement Motivation and Self-esteem found a partial support.

Conclusion Based on Factor Analysis

Factor I and II has been identified as the “Factor of Family Environment and Achievement Motivation”. Factor III has been labelled as “Factor of Self-esteem, Family Environment and Achievement Motivation”.

These results thus confirm the hypothesis that the criteria measure of certain dimension of family environment will constellate with the measures of achievement motivation and self-esteem.

Suggestions for Further Research

Research study may be conducted on the following topics:-

1. A comparative and cross-cultural study of Family environment, achievement motivation and self-esteem of different sub-groups of vocational and academic students may be explored.

2. A study may be conducted on achievement of academic and vocational streams of special groups of children.

3. A study may be conducted by taking self-identity, self-concept and other academic factors to see the relationship between vocational and academic students.

4. Besides these factors, study may be conducted by taking Adjustment, intelligence and environmental catalysts of academic and vocational students.

5. A replicative study may be conducted by taking different/large sample for the validity of present study.