CHAPTER VIII

SUMMARY AND IMPLICATION

8.0.0 INTRODUCTION

The present chapter deals with the summary of the study and its implications in detail.

8.1.0 Summary

Summary of the present study is given in following captions:

8.1.1 Rationale

Education is a purposefully designed process aiming at fostering the harmonious and healthy development of individuals as productive successful and well adjusted persons in the society. The world is becoming more and more competitive. The basic concern of school education is to enable children to make a sense of life and develop their potential. Over the years, academic achievement has become extremely important for students. Quality of performance has become the key factor for personal progress. Good academic performance is important not only to the students and their parents, but also to the institutions of learning, educationist and for the progress of a nation. The quality of student’s academic performance is influenced by wide range of environmental factors apart from the teacher. One of the most persistent problem confronting parents and teachers is uneven academic achievement among the students. Often educators complain that students are unmotivated to learn; parents echo this cry and each blame the other for the students’ apathetic response to learning (Niebuhr, 1995). What causes some students to perform beyond their personal and environmental constraints and why some students fail to achieve? There are several factors responsible for the same. These factors include the parents’ socio-economic status (Anisef and Bunch, 1994; Cassidy and Lynn, 1991), amount of time that parent spent with children (Muola, 2010), teachers’
expectancies (Haynes and Johnson, 1983) and effects of peer relationships (Adeyemo and Torubeli, 2008; Berndt et al., 1990; Levitt et al., 1994). The psychological factors within the learners such as motivation (intrinsic & extrinsic), satisfaction of needs, self-concept, and self-beliefs are also responsible for enhancing the performance. Rogers (1951) views the self as the central ingredient in human personality and personal adjustment. He maintained that there is a basic human need for positive regard both from others and from oneself. Motivational needs may be either self-determined or controlled. Fortune, 2001; Knight, 2001; Regehr, Lesson and Fusco, 2002 suggested that several factors influence students’ performance. According to Fortune et al., (2005) student motivation is particularly important because it can be assessed and changed.

Students at this age also pass through the adolescence period which is also called as the ‘preparation of life’. According to Erickson (1963) adolescence is the most decisive period in the formation of the adult personality. Chakravorty (1990) commented that in India, mass media, socio-economic transformation and modernization are posing important challenges in adjustment and coping with stress among adolescents. It is important to recognize that adolescents need social and emotional support that may require reinforcement of norms of positive behavior, acquisition of skills, essential to cope with the risky situations that they encounter in their lives, manage peer pressure and deal with gender differences. The absence of such support can lead to confusion and misunderstandings about these changes, and affect their academic and extracurricular activities.

Adjustment along with school adjustment as one of the aspect plays an important role in students’ life. Gandhiji’s views on education suggest that the school must be an extension of home. There must be concordance between the impressions which a child gathers at home and at school. As per the NCF 2005, there should be inclusive environment in the classroom for all the students.
Each student is an individual human being with his or her own particular set of needs. The satisfaction of these needs to some extent motivates the students to improve the quality of performance and strive for excellence. The needs can be measured in many different ways. One way would be to measure through individual’s attitude. Abraham Maslow (1943) had given an important classification of hierarchy of needs.

Conceptual Framework: There are various theories on motivation like Classical, Cognitive, Dissonance, Attribution, Expectancy, Psychoanalytic, Humanistic and Transpersonal theories. Most of the theories in motivation were focused on separate factors such as biology, achievement or power to explain what directs human behavior. Among these, the Humanistic theory was based on human needs, propounded by Abraham Maslow. Abraham Maslow believed that a person’s intentions, values and motivation were a determining factor in a person’s life. Maslow belonged to the Humanistic psychologist. He had focused upon potentials. Humanist believes that individuals strive for an upper level of capabilities. Maslow stated that human beings are constantly in pursuits of needs having five levels.

Maslow’s Hierarchy of Needs: Abraham Maslow’s Hierarchy of Needs is a popular Humanistic Theory of motivation. It is based on the assumption that man is a wanting being, i.e. his wants are growing continuously even when some wants are satisfied. Attention to all human needs is essential for motivation. It explains human behavior in terms of basic requirements for survival and growth. According to the original model, these five levels are arranged in a pyramid with the base being physiological needs, and continuing to safety needs, love and belongingness, Self-esteem and finally at the top self-actualization. These needs are arranged according to their importance of survival and their power to motivate the individual. A satisfied need does not act as a motivator. As one need is satisfied, another replaces it. All living organisms have inherent needs.
The latest adapted hierarchy of needs (1990) includes three more levels—cognitive needs, aesthetic needs and transcendence needs given by Maslow & Lowery, 1998. There is no definitive threshold where one need leaves off and the next need activates, instead the needs are filled partially resulting in each level of hierarchy being fulfilled to some extent.

It is being said that the original five level model includes the additional sixth, seventh and eighth i.e. cognitive, aesthetic and transcendence levels within the original ‘Self-actualization’ level, as each new level is concerned with self-growth. The psychologists also opine that the attainment of cognitive, aesthetic and transcendence level also depends upon education and experience in life. In this context, Maslow’s original hierarchy was considered for the study. It had two dimensions. The levels 1-4 are called as Deficiency motivators and level 5 is called as Growth motivator.

Maslow’s hierarchy of needs is also influenced by certain psychological factors like Self-beliefs, Self-Concept, Stress and Adjustment.

For the students, the fulfillment of those needs by themselves or with the help of their family and the community, leads to healthy development and lays a strong foundation for their youth. Any deficiency in these basic needs can handicap a student’s growth and can affect the student’s performance at home, at school and in future life.

A review of previous researches in education indicated several aspects of motivation like security-insecurity; self-esteem, self-actualization, achievement motivation and academic motivation. Needs in general were studied in relation to other psychological variables.

Self-actualization was studied by Bhagyavathy (1983), Krishnan (1985), Kumar (1985), and Gupta (1997). The sample comprised of under graduate, post graduate and adult learners.
Krishnan (1985) studied the role of Motivational and Cognitive Factors in the Differences of Person Perception and Person- Approach and found that self-actualization was found to be significantly and negatively related with self ratings based in accuracy.

Kumar (1985) compared the Interests, Needs and Adjustment Problems of Gifted and Average children and found that the average boys felt less for aesthetic, belongingness and love needs than the average girls. The gifted children felt highly the need for self-actualization and least for aesthetic needs as compared with other needs, whereas average students felt highly for basic needs and least for aesthetic needs as compared with other needs.

Achievement Motivation was studied by several researchers like, Buch (1988), Singh (1988), Kulshreshthha (1993), Badola (1991), Darshan (2001), Behera (2002) and Misra (2004). It was studied in relation to different variables like academic achievement, adjustment and anxiety.

Darshan (2001) concluded that achievement motivation was dependent upon the degree of manifest anxiety, thereby indicating that students possessing low manifest anxiety were having high achievement motivation as compared to students possessing high manifest anxiety.

Misra (2004) found that achievement motivation gave a positive association with achievement in physics in case of combined, boys and girls sample, though it was not significant in each case.


Naik (2002) studied the creativity among students in relation to their personality characteristics, motivational characteristics and school background. He found that boys and girls were not found to differ on self-esteem as well as school climate. However, girls were found to be significantly higher on motivational characteristics, internal locus of control as well as total creativity. The students of private-aided and private-unaided schools did not differ significantly on self-esteem.


Self-concept was also studied in relation to adjustment. Saxena (1998) stated the impact of family relationship on adjustment, anxiety, achievement motivation, self-concept and academic achievement of high school students. Burwani (1991) focused on self-concept in the area of competence and its impact on mental health and adjustment of first year college students. Vijayalakshmi (1991) stated that the self-concept of the students was related to their personality adjustment. Srivastava (1992) delimited the study to class X students of Navodaya Vidyalaya and gave percentage distribution of self-concept, SES and adjustment.


Saraswat (1982) found self-concept of girls was positively and significantly related to school adjustment. Panwar (1988), Srivastava (1992) and Anand (2004) found that self-concept was positively and significantly related to school adjustment. Nayal (1990) found that public school students had higher self-concept than government school students. On the other hand Pareek (1990) found government school students had higher self-concept. Nayal (1990) also found that science students were superior in their self-concept.

Age did not affect Self-Concept, a finding which contradicts earlier reports whereas it did influence n-ach. A lone study by Trivedi (1987) investigated that there was no significant relationship between Feeling of security-insecurity and academic achievement. Asthana (1990) investigated internal and external conditions of control (meaning motivation) as determinants of performance in relation to certain personality characters. Pareek (1990) compared the self-concept, personality traits and aspirations of adolescents in central schools, government schools and private schools in Rajasthan.

Very few studies were conducted to see the relation between stress and gender. Padmesri (1992), Ranganathan (1998), Mrignairy (2003) and Coetzee (2011) found that significant difference existed between male and female students in terms of overall stress. Males were found to have high degree of stress. Chan (2012), Kolesovske (2012) and Rucker (2012) studied stress and motivation and found that lack of motivation resulted to stress. Chung (2008) found that stress management increased motivation in students.

School adjustment in particular was studied in relation to academic achievement by Bushan (2003). Adjustment was studied in relation to gender by Kumar.

Most of the studies were conducted on overall adjustment of the students in relation to gender and academic achievement. Kumar (1980), Rathor (1990) and Karambe (2002) found that girls were more adjusted than boys. Pandit (1985) and Patel (1997) found social adjustments of boys were more than the girls. Mulia (1990) found that there was no significant difference among the different levels of adjustment between the two genders. Yadav (1999) found no significant difference between the various personality adjustment of males and females students.


In the Fifth survey of Educational Research, Nayar had emphasized that learning should continue to be the core concern and closely related to learning and development, individual differences and adjustment. Parameswaran also had laid importance on research in motivation, especially in relation to classroom learning.

From the studies mentioned above, it is evident that studies in personality should be focused more on developing desirable traits and utilizing them for improving behavior and performance, and for achievements of value. There is a decline in the volume and variety of motivational research in relation to learning in general
and classroom learning in particular. Motivational process in context to the students certainly merits more attention.

Education is one of the major concerns of any society perhaps second in importance only to poverty. In education, intervention studies employing different treatment, establishing relationship, group guidance, motivation, individual counseling are required not only for problem cases but for all with a view to promote balanced, healthy harmonious, strong and well integrated personality development of individuals as a whole.

Despite many reports on the relation between self-concept and academic achievement, there is scarce, if any documentation of motivational needs being studied in reference to variables like self-concept, school adjustment and Stress. There was also inconsistency in results related to gender differences and age in relation to self-concept.

Keeping in mind the importance of the above mentioned variables, the investigator studied motivational needs of higher secondary students in relation to their self-concept, school adjustment and stress.

8.1.2 Statement of the Problem

The problem was worded as given below:

A Study of Motivational Needs according to Maslow’s Need Hierarchy in Relation to Self-concept, School Adjustment and Stress of Higher Secondary Students of Indore District

8.1.3 Objectives

The objectives of the study were:

1. To study the influence of Self-Concept, Gender and their interaction on Motivational Needs and its Dimensions separately.

2. To study the influence of Self-Concept, Discipline and their interaction on Motivational Needs and its Dimensions separately.
3. To study the influence of Self-Concept, Nature of School and their interaction on Motivational Needs and its Dimensions separately.
4. To study the influence of Self-Concept, School Adjustment and their interaction on Motivational Needs and its Dimensions separately.
5. To study the influence of Self-Concept, Stress and their interaction on Motivational Needs and its Dimensions separately.
6. To study the influence of School Adjustment, Gender and their interaction on Motivational Needs and its Dimensions separately.
7. To study the influence of School Adjustment, Discipline and their interaction on Motivational Needs and its Dimensions separately.
8. To study the influence of School Adjustment, Nature of School and their interaction on Motivational Needs and its Dimensions separately.
9. To study the influence of School Adjustment, Stress and their interaction on Motivational Needs and its Dimensions separately.
10. To study the influence of Stress, Gender and their interaction on Motivational Needs and its Dimensions separately.
11. To study the influence of Stress, Discipline and their interaction on Motivational Needs and its Dimensions separately.
12. To study the influence of Stress, Nature of School and their interaction on Motivational Needs and its Dimensions separately.

8.1.4 Hypotheses

The hypotheses of the study were:

1. There is no significant influence of Self-Concept, Gender and their interaction on Motivational Needs and its Dimensions separately.
2. There is no significant influence of Self-Concept, Discipline and their interaction on Motivational Needs and its Dimensions separately.
3. There is no significant influence of Self-Concept, Nature of School and their interaction on Motivational Needs and its Dimensions separately.
4. There is no significant influence of Self-Concept, School Adjustment and their interaction on Motivational Needs and its Dimensions separately.
5. There is no significant influence of Self-Concept, Stress and their interaction on Motivational Needs and its Dimensions separately.
6. There is no significant influence of School Adjustment, Gender and their interaction on Motivational Needs and its Dimensions separately.
7. There is no significant influence of School Adjustment, Discipline and their interaction on Motivational Needs and its Dimensions separately.
8. There is no significant influence of School Adjustment, Nature of School and their interaction on Motivational Needs and its Dimensions separately.
9. There is no significant influence of School Adjustment, Stress and their interaction on Motivational Needs and its Dimensions separately.
10. There is no significant influence of Stress, Gender and their interaction on Motivational Needs and its Dimensions separately.
11. There is no significant influence of Stress, Discipline and their interaction on Motivational Needs and its Dimensions separately.
12. There is no significant influence of Stress, Nature of School and their interaction on Motivational Needs and its Dimensions separately.

8.1.5 Sample

The present study was descriptive in nature in which survey was conducted. The study was conducted in two stages; namely stage 1 and stage 2. At stage 1 the data was collected to standardize the tools. At stage 2 the data was collected for the descriptive research. The sample used for both the stages were different but belonged to the same population. Details in respect of sample selected at stage 1 and stage 2 are given below separately.

Sample for stage 1

At the first stage two tools namely Student Motivational Needs Scale and Student Stress Scale was developed. The Student Motivational Needs Scale was developed to assess the motivational needs of the students. The Student Stress Scale was developed to assess the stress of the students. For this purpose, sample comprising of 500 students of academic session 2011-2012 were selected from different higher secondary schools of Indore district. This was
done through purposive sampling. The schools selected for the study were The Bhavans’ Prominent School, Indore and Pink Flower School, Indore. The students belonged to classes XI and XII of both science and commerce discipline.

Sample for stage 2

The sample for stage 2 comprised of 500 students studying in different higher secondary schools of Indore district. These students belonged to both government and private schools. The selection of the sample was done in two stages. The multi-stage cluster sampling procedure was used. Indore district (Urban) was considered for the study. As per the Madhya Pradesh Educational Portal and DISE, the schools in Indore district have been divided into ten clusters (Jan Shiksha Kendra). The private and government schools of Indore district are registered under these clusters. For the purpose of sampling, the clusters were listed along with the higher secondary schools registered in it. The sample at the second stage was drawn from two randomly selected clusters. Further, two schools were selected randomly from each cluster, namely, GHS Nehru Nagar, Boys HSS Sayogitaganj, Little Flower School and A.M.N Gujarati Samaj English Medium School. The sample belonged to both government and private schools. The total number of students from government and private schools differed as the schools (clusters) which were selected with higher secondary classes for the study differed in the enrollment. The students belonged to both Hindi and English Medium. The intact class of XI and XII science and commerce students of the selected school was considered for the study.

8.1.6 Tools

The variables assessed in the study were Motivational Needs, Self-concept, School Adjustment and Stress. For assessing the variables Self-concept and School Adjustment standardized tools were used. On the other hand Motivational Needs was assessed using Student Motivational Needs Scale and
Stress was assessed using Student Stress Scale developed and standardized by the investigator.

**Self-concept**

In the present study, the students belonged to the higher secondary classes both from English and Hindi medium schools. For this group, the tool available for assessing self-concept was Self Concept List developed by Pratibha Deo. The Self Concept List consisted of ninety words. The Self Concept List was based on the self-reporting technique and was available both in the check list as well as the rating scale. The inventory was a self-administered inventory and no time limit was specified. The rating scale had four options for response; very much like, uncertain, not like that, not at all like that, out of which one option had to be selected. The Test-retest Reliability of Self Concept List was 0.89.

**School Adjustment**

To assess the school adjustment of the higher secondary students, the Adjustment Inventory for School Students developed by A.K.P. Sinha and R.P. Singh was used. In the present study the investigator studied student’s school adjustment along with the other variables related to the student like self-concept, stress and motivational needs in which students’ emotional and social adjustment in context to school was also important along with school adjustment. The Adjustment Inventory for School Students had all these three Dimensions; Emotional, Social, School Adjustment in context to school. The inventory consisted of sixty items, which could be answered in ‘yes’ or ‘No’. The inventory was a self-administered inventory and no time limit was specified. The Split-half Reliability was 0.95 and the Test-retest Reliability was 0.93.

**Student Motivational Needs Scale**

The motivational needs of students were assessed using Student Motivational Needs Scale, developed and standardized by the investigator. Motivational
Needs is defined as an individual’s desire to do something based upon a need. It is the drive to fulfill individual’s needs and goals that may lead to the target of a higher need. It is characterized by a state of drive and direction of behavior towards the achievement of set goals.

For the present scale, Student Motivational Needs Scale is the integrated set of statements related to their personal and school life. These needs are based on Abraham Maslow’s five levels Hierarchy of Needs theory. For the present scale two main Motivational Needs for students were identified. They were as follows:

Deficiency (D-Needs): The needs that arise due to deprivation are known as Deficiency Needs. It includes Physiological, Safety, Belongingness and love and Esteem Needs.

Growth Needs (G-Needs): The needs that do not stem from lack of something but rather from a desire to grow as a person are called as Growth Needs. It includes Self-Actualization Needs which is also called as the highest level need.

After the item analysis the final draft of Student Motivational Needs Scale consisted of fifty four items. It was based on five point rating scale. No specific time limit was defined but on and average the students took 40 minutes to complete it. The scale was in English. The reliability coefficient was 0.73 of the Student Motivational Needs Scale. The dimensions wise reliability was 0.71 and 0.64. The face validity and the content validity were also ensured.

**Student Stress Scale**

The Student Stress Scale was developed and standardized by the investigator. This scale assessed the stress of the students. Students face stress due to examinations, deadlines, returning to study, difficulty in organizing work, poor time management, leaving assignments to the last minute, parental and peer pressure, poor health conditions, status consciousness, appreciation in public, public speaking, for presentations, facing new situations etc. These are also
called as causes of stress. Causes of stress on students include both positive and negative stress. The present scale of stress focused only on the negative causes of stress.

For the present scale ‘Student Stress Scale’ is the integrated whole of problems which the students face in their life. The Student Stress Scale had sixty six statements. These statements were in English. The student Stress Scale was a rating scale in which against every statement, five options were given. There was no time limit specified, but most of the students completed it within 40 minutes. The reliability coefficient was 0.79. The face validity and the content validity were also ensured.

8.1.7 Procedure of Data Collection

The data was collected in two stages. The stage 1 comprised of collection of data for the purpose of construction and standardization of the tools namely; Student Motivational Needs Scale and Student Stress Scale. The usual procedure of standardization of both the scale was followed which comprised of item selection, initial try-out, final try-out, item analysis, reliability, validity and establishment of norms.

The stage 2 of the study comprised of collection of data to assess the variables Motivational Needs, Stress, Self-concept and School Adjustment. The data in respect of above mentioned variables were collected on different days. The instructions mentioned in the manuals were followed so as to get reliable data. Further, care was taken to administer the test by giving gap. Only one test was administered in a day. A gap of two to three days was given after administering one test. There was no sequence of administration of test defined, but to maintain a systematic way of data collection the tests were administered in the sequence of; Student Motivational Needs Scale, Self-Concept list, Student Stress Scale, and Adjustment Inventory for School Students. For this the permission from the principals of the selected schools was taken by fixing prior appointment with them. They were briefed about the purpose of the research
work. They were also assured that the data collected would not be used for any other purpose except research. According to the date and time given by them the investigator administered the test to collect the data. Proper cooperation extended by the principals, helped in the smooth collection of the data. For all the four test administered in different schools, the students were made to sit comfortably in the classroom. They were told that it was not a test, and the information collected was only for the research purpose. There was no right or wrong answers for the test. The instructions were made clear to the students both in Hindi and English. The data pertaining to the above mentioned four variables were collected from the four schools selected for the study, and were compiled together. The scoring was done as per the instructions.

8.1.8 Data Analysis

The data collected was analyzed by using statistical technique. For the objectives 1 to 12, data were analyzed with the help of 2X2 Factorial Design Analysis Of Variance (ANOVA).

8.1.9 Findings

The findings of the study were as follows:

1. The students with high self-concept had greater motivational needs than students with low self-concept.
2. Motivational Needs was found to be independent of gender.
3. Both males and females with high and low self-concept were found to have motivational needs to the same extent.
4. The influence of self-concept was significant on deficiency needs. The students with high self-concept had greater deficiency needs than students with low self-concept.
5. The influence of gender was significant on deficiency needs. The females had greater deficiency needs than males.
6. The males and females with high and low self-concept were found to have deficiency needs to the same extent.
7. The students with high self-concept had greater growth needs than students with low self-concept.
8. Gender does not significantly influence the growth needs of the students.
9. Growth Needs was found to be independent of interaction between self-concept and gender.
10. Motivational Needs of students of science and commerce discipline did not differ significantly.
11. The students of science and commerce discipline with high and low self-concept were found to have motivational needs to the same extent.
12. There was significant influence of discipline on deficiency needs of students. The commerce students had greater deficiency needs than the science students.
13. The deficiency needs of science and commerce students with high self-concept were greater than the deficiency needs of science and commerce students with low self-concept.
14. Students from both science and commerce discipline were found to have growth needs to the same extent.
15. The growth needs of science and commerce students with high self-concept were found to be greater than the growth needs of science and commerce students with low self-concept.
16. The nature of school had no significant influence on motivational needs of the students.
17. Motivational needs were found to be independent of interaction between self-concept and nature of school.
18. The private school students had greater deficiency needs than the government school students.
19. The deficiency needs of private and government school students with high self-concept was greater than the deficiency needs of private and government school students with low self-concept.
20. Nature of school did influence the growth needs of the students.
21. Growth needs was found to be independent of interaction between self-concept and nature of school.
22. The students with high school adjustment had greater motivational needs than students with low school adjustment.
23. Motivational Needs was found to be independent of interaction between self-concept and school adjustment.
24. The students with high school adjustment had greater deficiency needs than students with low school adjustment.
25. Deficiency Needs was found to be independent of interaction between self-concept and school adjustment.
26. The Students with high School adjustment had greater growth needs than the students with low school adjustment.
27. The growth needs of students with high and low school adjustment with high self-concept were greater than the growth needs of students with high and low school adjustment with low self-concept.
28. The students with high and low stress were found to have motivational needs to the same extent.
29. Motivational needs were found to be independent of interaction between self-concept and stress.
30. The students with low stress had higher deficiency needs than students with low stress.
31. Both self-concept and stress did not influence deficiency needs of the students.
32. Stress had no influence on the growth needs of the students.
33. Growth needs was found to be independent of interaction between self-concept and stress.
34. The males and females with high and low school adjustment were found to have motivational needs to the same extent.
35. The males and females with high and low school adjustment were found to have deficiency needs to the same extent.
36. Growth needs was found to be independent of interaction between school adjustment and gender.
37. The science and commerce students with high and low school adjustment were found to have motivational needs to the same extent.
38. The deficiency needs of science and commerce students with high school adjustment were greater than the deficiency needs of science and commerce students with low school adjustment.
39. The science and commerce students with high and low school adjustment were found to have growth needs to the same extent.
40. The private and government school students with high and low school adjustment were found to have motivational needs to the same extent.
41. The deficiency needs of private and government school students with high school adjustment was greater than the deficiency needs of private and government school students with low school adjustment.
42. The private and government school students with high and low school adjustment were found to have growth needs to the same extent.
43. The students with high and low stress and with high and low school adjustment were found to have motivational needs to the same extent.
44. Deficiency needs was found to be independent of interaction between school adjustment and stress.
45. Growth needs was found to be independent of interaction between school adjustment and stress.
46. The interaction of stress and gender did not influence the motivational needs of the students.
47. Deficiency needs was found to be independent of interaction between stress and gender.
48. Growth needs was found to be independent of interaction between stress and gender.
49. The students of science and commerce discipline with high and low stress were found to have motivational needs to the same extent.
50. The students of science and commerce discipline with high and low stress differed on their deficiency needs.
51. Growth needs was found to be independent of interaction between stress and discipline.
52. The students of private and government schools with high and low stress were found to have motivational needs to the same extent.
53. The students of private and government schools with high and low stress had deficiency needs to the same extent.
54. Growth needs was found to be independent of interaction between stress and nature of School.

8.2.0 Educational Implications

The present study is concerned with the influence of self-concept, stress and school adjustment on Motivational Needs of higher secondary students. The influence of the above mentioned variables was also studied in respect to the dimensions of Motivational Needs; namely, Deficiency Needs and Growth Needs. The findings of the study are likely to be of immense importance to all stake holders of education namely; School Principal, Teachers, School Counselors, Students, Parents, Curriculum Planners, Text Book Writers and others who are concerned with the sphere of education. The implications related to the study have been presented below in context to the stake holders:

**School Principal:** School is a place that makes students feel competent and successful, thus helping students to improve their motivation and self-confidence. The school principal should ensure that:

- The students get favorable and encouraging environment in school. They should make students feel as if it is their second home.
- Educational programs emphasizing positive coping strategies may not only help promote a healthy lifestyle for students, but will also ensure healthy and productive future.
• Apart from academics, regular activities should be conducted to improve the life-skills of the students. The students should be given equal opportunity to participate in school activities. These activities should be group activities, project activities, inter-disciplinary activities, social-welfare activities and field trips.
• All the significant days should be celebrated in the school so as to improve the value system of the students.
• Students can be given chance to conduct educational activities so as to develop leadership qualities within them. It should not be gender biased.
• Sometimes the work of the students should be rewarded but it should not be continuous. Rewards can be given in form of some books so as to improve reading habit of the students.
• There should be a regular interaction with the parents during open house so as to ensure proper development of the students.
• Career counselor should visit the school on a regular basis so as to guide the students for the various career options and its detail information.
• Care should be taken to ensure soft-boards both in the class and in the corridors. Enriching topics should be given on a regular basis to the students so as to express themselves creatively on the soft-boards.
• Schools within school can be created to engage the demotivated children in the regular classroom.

**Students:** The students should understand that the ultimate goal in life is to become a good human being and for that proper education is must.

• The students should try to balance their daily routine in such a way that academics should not be a burden to them. This is manageable by following a regular routine. This will also help them to manage stress. The key to success is to manage stress and to think and act positively. If the body is free of tensions, the mind tends to be relaxed. With a relaxed mind it is easy to concentrate, take decisions and solve problems.
• The students should avail the opportunities available in school so as to develop confidence and competence. Active participation in school activities will help to develop competitive attitude and will make the student prepared to accept both success and failures in life positively. This will help to reduce the depression amongst the students.

• At all times students should learn not to give up problems. They should have the confidence to confront it as it will help the students to have high self-concept.

• The students should express themselves both at home and in school. They should feel free to talk and take suggestions. It helps to create a feeling of belongingness and love and willingness to learn new skills.

• The students can regulate their own behavior in learning and take responsibility of their own learning.

**Teachers:** Teachers’ interactions with the students have a significant impact on student’s motivation.

• Teacher Educators should regard themselves as learners as well as teachers. This helps to create a democratic environment in the class.

• Teaching should be technologically based so as to kindle the interest amongst the new generation techno-savvy learners.

• Teaching should also be value based.

• Teachers should identify students who are disengaged in class and have poor attendance. These students should be engaged in extra classes in which teaching should be easy and interesting.

• Teachers can set high expectations from the students. Their teaching should have higher order thinking skill questions, collaboration, challenging tasks for students and student participation.

• Teachers should encourage more of autonomy then control. The teaching should be beyond the text book. This helps the students to become active learners.
• Teachers can focus on interpersonal dealings and build rapport with the students.
• Teachers can undergo professional development programs so as to keep themselves abreast of latest changes in education system.
• Models of teaching can be used in the class, so as to develop analytical thinking amongst the students. When introducing a new task, teachers can explain the strategy required in the task and state that they are learnable and can be used to increase achievement.
• Students should be encouraged to compare their progress to their personal standards, not to the performance of the others.
• The teachers can give individualized feedback on a regular basis so as to improve the overall development of the students.
• The teachers can create situational interest in the classroom amongst the students. This will help the students to work on topics they are interested in, use better strategies of learning and achieve higher levels.
• Corporal punishment should be strictly avoided as it makes the student adamant or creates fear amongst the students.
• Teachers should make use of novelty and familiarity in classroom teaching so as to build the morale of the students.

Curriculum Planners: Curriculum planners should plan the curriculum in such a manner that no student is left out. They can focus on:

• Community projects and the content of the curriculum should be based on community problems.
• Extracurricular activities to be compulsory part of assessment in the curriculum. It enhances students’ confidence, self-concept outside the classroom and builds stronger social relationship.
• Use of Interactive social-media technology based on content. It boosts up the classroom environment and will help the shy students to participate in class discussion and stimulate classroom environment.
School Counselors: The school counselors play an important role in motivating the students as the students feel free to talk to them. The school counselors can

- Motivate the students to visit them regularly so as develop a proper rapport as counseling is a regular process.
- Facilitate the thinking process of the student.
- Arrange for drop box to deal with the personal issues of the students as sometimes due to certain adverse situation, the students do not have open communication.
- Stress management and time management techniques should be regularly discussed with the students so that the students do not go under depression and avoid suicidal tendency.
- Train the students to give guidance to their peer group.
- Psychological test should be implemented from time to time with a regular feedback.

Parents: Parents’ belief and high expectations also influences students’ motivation. Parents can do the following:

- Encourage their children by exposing them to new experiences so that the children develop curiosity.
- Believe in their children’s competence so as to develop mutual trust.
- Interact with their children about their studies and celebrate their achievement. It helps to promote motivation and helps to manage the stress of their children.
- Avoid regular use of awards and punishments for academics, excessive control and use of negative emotions on their children as it can lower the self-concept of their children.
- Interact with the teachers on regular basis so as to know the behavior of their child in school. It helps to enhance the motivation of the child as the child knows that he is accountable to his parents also.
- Always make the child feel his self-worth and that the child is an asset to the family.

**Text Book Writers:** Books are also an important source of motivation for the students. The text book writers can focus on:

- Incorporating value based content.
- Adding real life anecdotes based on the topic.
- Exercises based on reasoning and analysis.
- Including tips on enhancing motivation and self-concept of students.

### 8.3.0 Suggestions for Further Research

It is hoped that the present study will open doors for further research in the area of Motivation of students. Some of the possible areas in which further studies can be carried out are listed below:

- The present study was conducted to study the influence of self-concept, stress, school adjustment on Motivational Needs of the students. The study can be executed to study the influence of other cognitive variables.
- Similar studies can be conducted at other levels, like, primary students, secondary students and college students.
- Further research is needed to shed light on which motivational constructs can be identified as predictors of success in the students.
- As the present study was confined only to Indore district (Urban), it is suggested that a comparative study can be undertaken to determine whether differences exist between rural and urban students regarding the variables considered in the study.
- Parents are an integral part of students’ life and can influence motivational needs of their children. Studies can be conducted, related to parents, amount of expectation from their children and the influence of their socio-economic status on their children. Parental involvement with the school can help for further study.
• Teachers also play a significant role in motivating their students. Studies can be conducted to examine some variables of teachers, such as, teacher’s motivation, their strategies of teaching in the class and job satisfaction.

• Cross-cultural research will also help in determining how Motivational Needs are influenced as a result of different cultural practices as well as how these different practices help the adjustment of the students in school.