CHAPTER VII

FINDINGS AND DISCUSSION

7.0.0 INTRODUCTION

The results along with interpretation have been presented in the previous chapter. The following findings have been concluded. These are being discussed in the present chapter and are presented under different captions.

7.1.0 Findings

The findings of the study are 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.


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 high 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.

7.2.0 Discussion of Results

Result of the present study is discussed under the following captions:

7.2.1 Influence of Self-Concept on Motivational Needs and its Dimensions

In the first part of the result, the mean scores of Motivational Needs and its dimensions of students with high self-concept was significantly greater than the mean scores of Motivational Needs of students with low self-concept. This result is supported by the result of Yahaya (2011) who concluded that students should have a positive self-concept in order to be self-motivated and have a stable self to be motivated to learn.

The result was also similar to the studies conducted by Bhagyavathy (1983), Agrawal (1985), Sharma (1988), Misra (1989), Asthana (1990), Santra (1991), Behera (2002), Kokkonda (2002), Jahedi (2007), Avan (2011) and Coetzee(2011). Barochiya (2002) found that self-concept enhancement programme helped students realize their qualities and they took interest in constructive activities. The result contradicted with the study of Manghani (1997). Though the above studies and their results were related to the present study and its findings, these were mainly concerned with the achievement
motivation and self-actualization. As no study as per the present researcher’s review found to see the relation between Motivational Needs and self-concept of students.

The results might have reflected so because self-concept is the individual’s perception of himself or herself. These perceptions are formed through experience and interpretation of one’s environment. Students with high self-concept have social qualities which help them to be task oriented and hence make them self-motivated.

Students with high self-concept are confident to take new challenges, finish their tasks, setting goals and meeting them. They are able to handle their failure, express feelings and are encouraged by their success. High self-concept helps the students to maintain good relations not only with family members but also with the peer group. They are concerned not only with their self-respect but also self-respect of others. These qualities of students definitely helped them to be self-motivated.

Self-concept is dynamic in nature. The development of self-concept is a continuous process. The students should be continuously encouraged to evaluate their behavior related to their goals. Jain (1990) found girls having high self-concept tend to select high achievement goals. Annes (1992) suggested that the motivation to achieve desired goals influences self-concept perception. Another reason for this finding could have been the change in the parents view. Most of the parents are also equally enthusiastic to give their best to the children so that they develop confidence in themselves. This attitude of parents also helps to develop the self-concept of the students as they grow up in a conducive environment where they not only think of their growth and betterment but also well being of others.

7.2.2 Influence of Gender on Motivational Needs and its Dimensions

The findings indicated that males and females were found to have Motivational Needs to the same extent. The present finding is similar to the findings of the
studies of Bharti (1984), Kumar (1985), Buch (1988), Kashyap (1989), Kanwar (1989), Mittal (1989), Gupta (1997), Yadav (1999) and Misra (2004). Further the findings contradicts the findings of the study conducted by Agarwal (1988) which revealed that males were found to highly motivated in economic gains while females were highly motivated for increasing their ability. Pal (1991) and Kulshreshtha (1993) found girls excelled boys in academic motivation. Naik (2002) found girls to be significantly higher on motivational characteristics. Liu (2010) found females to have higher self-concept and motivation.

Several factors might have contributed for the apparent differences among the findings of the studies. Gender refers to the social roles of males and females in the society. The concepts of social roles have changed with time particularly in context of urban areas. The social outlook of the parents has changed. The parents have become broad minded which has resulted to change in the attitude of upbringing of both girls and boys. The government has also initiated several efforts to reduce the gender discrimination. Irrespective of the gender both males and females enjoy the same rights and opportunities in the field of education and job market. Further, increasing literacy rate among females, their whole-hearted participation in political, social, economic and cultural spheres encourage parents to give equal scope to their children. This has encouraged the students to develop confidence irrespective of the gender. Both males and females think of living a successful life by fulfilling their objectives in life. They are aware of their rights and duties. Males also know that females are their equal competitors in every field and therefore they also tend to respect them.

The mean scores of Deficiency Needs of females were significantly higher than the males. This could have been due to the increasing awareness amongst the females regarding leading respectable life. Kumar (1985) found that the average girls felt more for aesthetic, belongingness and love needs than the average boys. Trama (1998) found that mothers’ involvement indices were found to play a significant role of influencing motivation among secondary school girls. The
Deficiency Needs begins with the lower order needs. These needs are necessary for the survival and well being of an individual. Even though the society is advancing and people have become broad minded in their attitude towards females, but due to the past atrocities against females, there is some kind of social insecurity still prevalent among females. The females have become extra concerned about their rights and duties. They are also participating enthusiastically in all scholastic and co-scholastic fields. They are competing with the males in every field. They have become more ambitious to remove the gender disparity. These factors might have resulted to higher Deficiency Needs of females.

7.2.3 Influence of Discipline on Motivational Needs and its Dimensions

There is no significant difference in the Motivational Needs of students belonging to science and commerce discipline. The present finding contradicts the findings of the study conducted by Kulshreshtha (1993) and Sarode (1995) who found that science students’ academic motivation was high as compared to the commerce students. Singh (1988) found that students from the science and commerce discipline differ significantly in their achievement motivation. Nayal (1990) found that science students had high self-concept.

The present result could have been possible due to number of career options in both the discipline. The students in their higher secondary classes are keen to improve their performance as there are high expectations from family and peer group. The students try their best to attain maximum results in the course they pursue. They normally have the tendency to do their best in the given situation. Therefore, irrespective of the course they study, they try to become responsible so as to further accomplish their objectives in life.

The students from the commerce discipline had higher Deficiency Needs. The reasons of the result in the present study could be varied. The students from the commerce discipline are more career conscious as compared to the students of the science discipline who are of the opinion that science is a technical subject, wherein the career options are fixed. To compete with the science students, in
the job market, they strive hard to attain a proper career and find more opportunities for suitable career.

There is no significant difference in the Growth Needs of both students from the science and commerce discipline. These could have been due to the high aspiration of students for a secured career.

7.2.4 Influence of interaction between Self-Concept and Discipline on Deficiency Needs and Growth Needs

The Deficiency Needs and Growth Needs of science and commerce students with high self-concept were greater than the Deficiency Needs and Growth Needs of science and commerce students with low self-concept. There could have been various possible reasons for the result. Students with high self-concept generally expect a positive outcome for the task they take on. They try to overcome inconsistencies and contradictions in their studies. Students with high need have greater expectations of success than failure. They prefer relatively difficult task because such task provides an optimum balance of their hard work and success. Students with personal interest in subjects are more likely to be intrinsically motivated to learn about that topic. In schools the curriculum is designed in such a way that it is interesting for the students irrespective of the subject. The schools regularly organize exhibitions, quiz, debates, annual function and school fete. The students are also involved in project-work, group activity and community projects. These types of activities provide students with interesting tasks and improve their social skills. It not only enhances their affinity towards school but also helps them to improve their self-esteem.

From the above discussion, it can be concluded that irrespective of the discipline, motivation of the students can be improved by creating a secured environment for the students so that they improve their self-concept.
7.2.5 Influence of Nature of School on Motivational Needs and its Dimensions

There is no significant difference in the Motivational Needs of students belonging to government and private schools. The reasons of the result in the present study could be varied. The findings of study of Naik (2002) revealed that students of private schools were significantly higher on motivational characteristics which contradicted the above finding.

The present age is an age of competition. Students strive hard to face the challenges in life. The expectations of parents are also increasing day by day. Students are also becoming ambitious day by day. Students of both private and government schools appear for competitive exams to attain a sound career. Students have the urge in them to do their best in life and for that they find out ways and means to succeed. Therefore, nature of school does not make a significant difference in the overall Motivational Needs of the students.

The second part of the result indicated that students of private school had greater Deficiency Needs than the students of government schools. Nayal (1990) found that government school students had low self-concept. On the contrary Pareek (1990) found that government school students had higher self-concept. There is a general belief that students of private schools are from families where financial constraints are less. The majority of students attending government schools belong to the middle class families. In terms of infrastructure, student-teacher ratio, instructional facilities, etc. private schools are better than the government schools. In most of the cases the students of private schools feel that the parents try their best to fulfill their needs. This further motivates them to work hard to achieve their goals. The self-concept of such students is also high and they gain confidence in life. On the other hand sometimes students of government school face some constraints in their upbringing like lack of proper housing facility, financial constraints. This sometimes leads to low self-concept among the students and the students are disinterested towards the goals in their lives.

The Growth Needs of the students of private schools students were found to be significantly higher than the government school students. The result could have
been due to higher expectation of the students of the private school. The Growth Needs are a resultant of students’ inner motivation to achieve their fullest in life irrespective of their circumstances in life. Sometimes, due to the availability of proper facilities, in terms of education, living conditions and high parents’ expectation the students are tend to be motivated to achieve the best in life. They are exposed to several opportunities in life which tends to improve their vision in life. These could have been the possible reasons for higher Growth Needs of private school students.

7.2.6 Influence of interaction between Self-Concept and Nature of School on Deficiency Needs

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.

The students know that the schools are the competitive places as they get challenging tasks to prove their competencies. The students engage themselves in enriching activities which enhances their self-concept. When the students try to achieve mastery in his or her work, attributes success and failure to the efforts and abilities and find goodness in his surroundings, the student try to gain positive self-concept. The students try hard to achieve their objectives by having high self-concept and feel good about them. The students who feel that they are less capable in terms of acquiring competencies and skills develop a low self-concept and do not have the urge to get the best in their lives. They do not understand their worth.

So it is clear from the above discussion that it is not the type of school which is significant but it is the self-concept which plays a significant role in improving the motivation of the students.
7.2.7 Influence of School Adjustment on Motivational Needs and its Dimensions

In reference to the school adjustment, the mean scores on Motivational Needs and its dimensions of students with high school adjustment were higher than the students with low school adjustment. The findings were similar to the findings of the study conducted by Gupta (2011) who concluded that school adjustment was one factor to determine the academic achievement of the students. Tomilson (2002) has found that students care about learning in school when they are invited to learn. They develop a sense of belongingness towards the school and find it a second home.

School adjustment is a broad construct which consist of many different aspects such as academic achievement, satisfaction in school environment, participation in school activities and proper coordination with the peer. Kiuru, et al. 2009 found that well adjusted students usually value what they are learning; they are actively involved in school activities and receive high grades. The result contradicted the result of the study conducted by Devi (2003) who found that achievement motivation had no effect on adjustment of students. Several factors might have contributed to the apparent difference between the findings of the studies.

The students who have high school adjustment have no fear for school work, no hesitation in interaction with the teachers, no feeling of jealousy towards their classmates. In the present scenario most of the schools have a democratic environment where students freely express themselves. The curriculum is also student friendly, providing numerous curricular and co-curricular activities to the students. The teachers are also professionally trained and hence adopt age appropriate teaching styles. Reward and recognition of the students also enhances their confidence. The students become social by involving themselves in group activities and project work.

From the above discussion it can be concluded that school is a place that makes students feel competent and successful, thus breeds motivation and self-confidence in them.
7.2.8 Influence of interaction between Self-Concept and School Adjustment on Growth Needs

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. The present finding was similar to the findings of the study conducted by Parlikar (1972), Kale (1982) and Singh (1992). They found that school factors jointly were significantly associated with self-concept. Panwar (1986) found school background had a significant effect on self-concept. Joshi (1988) found self-concept and school climate were related to academic achievement. Dua (1990) found that improvement of academic self-concept resulted in improvement of school adjustment. Tripathi (1990) and Kagade (1996) found that academic performance in school was positively correlated to self-concept and academic motivation. Anand (2004) found that students with high self-concept had good perception of the school climate.

The findings contradicted the results of Sharma (2008) which revealed that self-concept did not have any effect on school environment.

The need for love and belongingness and self-esteem can be induced by ensuring a positive environment in the school. To make the students understand their potential and capability, self-concept plays an important role. The students should not be ridiculed for lack of knowledge or skill, but they should be appreciated in whatever they know so that they make efforts to study and get adjusted in the given situation. This will help to improve the self-concept of the students. There should be an open channel of communication between the student and parents, student and teachers. Proper communication helps to give feedback to the students in their activities both at home and school. Students do not feel lonely and are free from hesitation. They feel secured at all times as they know they are constantly guarded by their elders. It also helps to improve self-concept of students. The students in such positive environment think about their achievements and prepare themselves to achieve the best in life.
From the above discussion, it can be concluded that self-concept should be enhanced for the students not only by the teachers in school but also by the family members at home so that the students understand their worth in life.

7.2.9 Influence of Stress on Motivational Needs and its Dimensions

The students with high and low stress were found to have Motivational Needs to the same extent. Several studies were conducted on stress. Padmsri (1992) revealed that stress among boys and girls differed significantly where boys suffered higher stress. Darshan (2001) found that the students having low manifest anxiety have higher achievement motivation as compared to students having low manifest anxiety. Kokkonda (2002) found no significant difference in stress among achievers and non achievers. Chung (2008) found that depression was associated with both stress and motivation. Holesovska (2012) found that stress can influence school performance and also development of giftedness. The result was also supported by the study conducted by Chen (2012).

Students gain a lot of experience during their high school years. Due to rapid changes and high expectations from self, the parents, teachers and peer group students sometimes experience stress. Students also face increasing amount of school work, assignment deadlines, exams, and are worried about their college course and career selection. They are also expected to balance their school work with sports, hobbies and social life. Some students deal with these experiences in a normal way without getting affected or tensed. On the contrary some students find these experiences as stressful events in their lives and therefore are under high stress. High or low stress only indicates how the students react to the various experiences in life. In the present times students are all career conscious and always want to perform their best with the resources they have. They tend to strive hard to achieve the best in life.

Some students manage their work and are result oriented without getting affected to the circumstances in and around them. Other students inspite of being result oriented are tensed. They find certain situation difficult to cope up
with. Stress seems just a way to lead life. The objectives of life are not deferred due to stress.

The second part of the finding indicated that the students with low stress had higher Deficiency Needs than students with high stress. The present finding could have been the result of the belief that students with low stress are more relaxed by nature. They show a balance attitude towards their work both at home and in school. They rarely lose their patience. Such students with low stress definitely finds positive thing in life and makes the best out of it. Since they manage their own work smoothly, they also have the inclination to help others in their work.

The Growth Needs are not affected by the level of stress as it is induced by the students’ values and attitude towards their life.

7.2.10 Influence of interaction between School Adjustment and Discipline on Deficiency Needs

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.

The studies in the school are made interesting by using numerous teaching aids. The students are also actively involved in the teaching learning process as the classroom environment is stress free. Anand (2004) found that the streams of study and school climate are not independent of each other. Various activities are introduced in the school which attracts the students’ attention. They are inclined to get better results each time. The schools provide students to make meaningful contribution in the classroom by updating the soft-boards, group learning, preparation of models, projects, presentations on relevant topics. These activities involve the students in their school environment and thus help in acquiring proper adjustment in school.

Working with the peer group and teachers make students respect not only themselves but others opinion also. They feel comfortable in giving and
accepting feedback. They feel free to interact with each other which develop a sense of belongingness. The counselors in the school also help the students to overcome their problems both in school and at home. So, it is clear from the above discussion that irrespective of the discipline, proper school adjustment helps to improve the motivation in students.

7.2.11 Influence of interaction between School Adjustment and Nature of School on Deficiency Needs

The private and government school students with high school adjustment were found to have high Deficiency Needs. The result has contributed due to several factors. Adjustment is a continuous process. School adjustment involves the ability to solve one’s personal problem in a socially acceptable and constructive way. The school environment influences proper growth and development of an individual and so affects his achievement and adjustment. If the school environment is congenial, the growth of the students will be improved. It will lead to high achievement in school and will also help to build confidence in the students. The students will be free to explore their potential for better future prospects. Raina (1996) found that type of school influenced the students’ perception of school life and that the quality of school life had a profound effect on students thinking and personality.

The students spend maximum time in the school, irrespective of the type of school and if they are adjusted in the school, they will have the confidence to develop their abilities to achieve their objectives.

7.2.12 Influence of interaction between Stress and Discipline on Deficiency Needs.

The students of science and commerce discipline having low stress are found to have higher Deficiency Needs. The present finding could have been the result of the belief that students with low stress are more relaxed by nature. The students with low stress are not very hyper in terms of decision making. They tend to visualize their objectives and work without getting panic. They have proper self-
control towards the work they do. They show a balance attitude towards their work both at home and in school. Such students with low stress definitely finds positive thing in life and makes the best out of it. According to Sullivan (2013), high stress leads to anxiety, defensiveness and poor motivation. Students with low stress might be meticulous in their work and hence are more focused towards the work they do, particularly in their academics.

So it is clear from the above discussion, that the students with low stress irrespective of their discipline are capable of doing their work in a beneficial manner.