CHAPTER - V

INTERPRETATION AND DISCUSSION

After analyzing the data, the investigator has to proceed with the stage of discussion of the results. The process of discussion is essentially one of stating what the results show, what are their meanings and significances and what is the answer to the original problem? Discussion of the results calls for a careful, logical and critical examination of results obtained after analysis, considering the limitations of the sample chosen, the tools selected and used in the study. The results obtained on each objective are discussed under the following headings:

V.1 INTERPRETATION AND DISCUSSION OF THE RESULTS BASED ON THE MEAN ACHIEVEMENT MOTIVATION, ACADEMIC ACHIEVEMENT AND PARENTAL PRESS AREAS IN DIFFERENT SOCIAL CATEGORIES, GENDER AND SOCIO-ECONOMIC STATUS:

V.1 (a1) Summary of Three-way Analysis of Variance for 4×2×2 Factorial design showing the sum of squares for various components and F-ratios with Achievement Motivation, as criterion.

It is evident from the Table 13 that F-ratio value for the first main factor i.e. ‘Social Categories’ came significant with achievement motivation, taken as criterion. The F-ratio value for the main factor ‘Social Categories’ came out to be 2.88 which is significant at 0.05 level of confidence (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that there is found significant difference between the students belonging to different social categories on achievement motivation. This finding is thus rejecting a part of the first null hypothesis “1.a (i)” completely (Insignificant difference in the achievement motivation under the influence of social categories).

Sinha (1957); Pandey and Singh (1971); Banerjee and Pareek (1974); Singh and Sinha (1983); Fatima (1986); Sujatha and Yashodhara (1986); Patel (1987); Mohanty (1989); Nayak (1990); Bharsakle (1997); Ojha and Singh (2002); Bidyadhar (2006) and Sharma (2007) found socially advantaged students with high achievement motivation than socially disadvantaged students as revealed in the
present study too. However, Mehta (1969); Gokulnathan (1972); Gupta (1978); Singh (1979) and Balakrishna (1986) found contrary results i.e. socially disadvantaged students with high achievement motivation than socially advantaged students.

Narain (1996) and Sharma (2000) found significant difference between socially advantaged and socially disadvantaged students on achievement motivation. However, Lyngdoh (1976); Mubayi (1976); Lalitha (1982); Koul (1982); Chauhan (1984); Khatarbhai (1997); Maheshwari (1998) and Verma (2004) in their research studies found insignificant differences between socially advantaged and socially disadvantaged students on achievement motivation.

It is again evident from the Table 13 that F-ratio value (0.12) for the second main factor i.e. ‘Gender’ came insignificant with achievement motivation, taken as criterion. The calculated value is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that there is found no significant difference between boys and girls on achievement motivation. This finding is thus accepting a part of the first null hypothesis “1a (ii)” completely (Insignificant difference in the achievement motivation under the influence of gender). Saraswat (1964); Bruckman (1966); Dutt and Sabharwal (1973); Maccoby and Jacklin (1974); Ollendick (1974); Pathak (1974); Pandhari Pande (1976); Shukla (1977); Dhillon (1979); Naik (1979); Crew (1982); Gandhi (1982); Koul (1982); Lalitha (1982); Bharathi (1984); Chauhan (1984); Ahluwalia (1985); Mitra (1985); Raghava (1985); Rao (1986); Tripathi (1986); Uchat (1987); Chauhan (1989); Srivastava and Chandra (1989); Natesan and Geetha (1990); Bharsakle and Srivastava (1992); Taj (1997); Ahmed (1998); Sharma (2000); Kour (2002); Bala (2003); Suman and Umpathy (2003); Janice et al. (2004); Verma (2004); Rani and Kaushik (2005); Sharma (2007) and Sharma (2008) also found no significant differences between boys and girls on achievement motivation as revealed in the present study.

However, Dowson (1948); Mishra (1967); Sundram (1981); Bhattacharya and Bhardwaj (1983); Castenell (1983); Tchindn (1984); Panda and Mishra (1985); Agarwal (1988); Saraswat (1988); Verma (1992); Jing (1995); Minmalkodi (1997); Ara (1999) and Nelson (2006) found significant differences between boys and girls
on achievement motivation. Mc Clelland et al. (1953); Singh (1972); Hurlock (1973); Abrol (1977); Gupta (1978); Jerath (1979); Singh (1985); Gawande (1988); Mohanty (1998); Barbara and Teresa (2004) and Qizhen (2009) found boys with high achievement motivation than girls. However, Minigione (1965); Chaudhary (1971); Gokulnathan (1972); Aggarwal (1974); Glass et al. (1974); Patel (1977); Horner (1979); Shanmuga Sundaram (1983); Joginder (1984); Mandila (1988); Chishty (1989); Rani (1992); Kour (1996); EllekkaKumar and Elankathirselvan (2001) and Bala (2005) found girls with high achievement motivation than boys.

It is clear from the Table 13 that F-ratio value for the third main factor i.e. ‘Socio-economic status’ came significant with achievement motivation, taken as criterion. The F-ratio value for the third main factor ‘Socio-economic status’ came out to be 23.65. The calculated value is more than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that there is found significant difference between the students belonging to high and low socio-economic status groups. This finding is thus rejecting a part of the first null hypothesis “1.a (iii)” completely (Insignificant difference in the achievement motivation under the influence of socio-economic status).

The students belonging to high socio-economic status group showed high achievement motivation (32.53) than the students belonging to low socio-economic status group (27.55). It may be due to the reason that the basic needs of the students belonging to high socio-economic status group are fulfilled by their respective parents immediately than the low socio-economic status group. These students have an easy access to every luxury of life including latest books and other study materials and make the best possible use of all the resources available to them. They make the best use of the latest technologies like internet connected computers, projectors and other audio-visual aids and thus keep themselves informed about all the happenings in the world. They take part in different co-curricular activities like debates, discussions, N.C.C, N.S.S, scouting and guiding etc. They are provided with such opportunities at home where they can pursue and realize their goals in accordance with their interests, abilities and aptitudes. The parents help their wards to gain an insight into their problems by showing warmth.
and understanding behaviour towards them. They try to inculcate desirable attitudes and interests and help them to strive towards the realistic goals.

Parikh (1976) and Mansuri (1986) also found that the students belonging to high socio-economic status showed higher achievement motivation than the students belonging to middle or low socio-economic status as found in the present investigation too. Me Clelland (1961); Thamhankar (1968); Ojha (1973); Pathak (1974); Lyngdoh (1976); Mubayi (1976); Abrol (1977); Patel (1977); Bharathi (1984); Chauhan (1984); Tohindi (1984); Watthayu (1985); Fatima (1986); Kumari (1992); Verma (1992); Narain (1996) and Akhter (1999) reported that socio-economic status of the family significantly affected the level of achievement motivation of the students i.e. high the socio-economic status level, high was the achievement motivation and vice-versa. However, Dutt and Sabharwal (1973); Agarwal and Suraksha (1978); Ahluwalia (1985) and Ara (1999) found no significant difference in the strength of achievement motivation of high and low socio-economic status students.

It is also clear from the Table 13 that F-ratio value against the interactional effect of ‘Social Categories and Gender’ came insignificant with achievement motivation, taken as criterion. The F-ratio value against the interactional effect of Social Categories and Gender came out to be 0.79 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the boys and girls belonging to different social categories are alike on the achievement motivation. This finding is thus accepting a part of the second null hypothesis “2.a (i)” completely. Chauhan (1984); Verma (2004) and Sharma (2007) also found no significant interactional effect of Sex and Social Categories on the achievement motivation of students. However, Ojha and Singh (2002) found significant interactional effect of Sex and Caste on the achievement motivation of students.

It is again clear from the Table 13 that F-ratio value against the interactional effect of ‘Social Categories and Socio-economic status’ came insignificant with achievement motivation, taken as criterion. The F-ratio value for these factors came out to be 2.55 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the
students of high and low socio-economic status groups belonging to different social categories are alike on the achievement motivation. This finding is thus accepting a part of the second null hypothesis “2.a (ii)” completely. Similar result has been obtained by Chauhan (1984) too.

It is apparent from the Table 13 that F-ratio value for the interactional effect of ‘Gender and Socio-economic status’ came insignificant with achievement motivation, taken as criterion. The F-ratio value for these factors came out to be 0.24 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the boys and girls belonging to high and low socio-economic status groups are alike on the achievement motivation. This finding is thus accepting a part of the second null hypothesis “2.a (iii)” completely. Similar result has been obtained by Chauhan (1984) in his study.

It is again apparent from the Table 13 that F-ratio value (0.85) for the triple interactional effect of ‘Social Categories, Gender and Socio-economic status’ came insignificant with achievement motivation, taken as criterion. The F-ratio value came less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It can, therefore, be inferred that there is found no cumulative effect of social categories, gender and socio-economic status on the achievement motivation of students. This finding is thus accepting a part of the second null hypothesis “2.a (iv)” completely. Chauhan (1984) also found similar result in his study.

V.1 (a2) ‘t’-ratio values of the mean achievement motivation scores of students belonging to different social categories.

It is evident from the table 15 that ‘t’-ratio value between the general and scheduled caste category students came 2.39, which is significant at 0.05 level of confidence. It shows that the students belonging to general category and scheduled caste category differ significantly from each other on achievement motivation. The mean achievement motivation score of general category students (32.63) came greater than scheduled caste category students (29.23). It means that the students belonging to general category are found to have high achievement motivation than the students belonging to scheduled caste category. The reason behind is that the parents of general category are educated and rich and they provide each and every
facility to their children. They motivate and help their children to excel in various fields and this increases their achievement motivation.

It is again evident from the table 15 that ‘t’-ratio value between the general and scheduled tribe category students came 2.29, which is significant at 0.05 level of confidence. It shows that the students belonging to general category and scheduled tribe category differ significantly from each other on achievement motivation. The mean achievement motivation score of general category students (32.63) came greater than scheduled tribe category students (29.38). It means that the students belonging to scheduled tribe category are found to have low achievement motivation than the students belonging to general category. It may be due to the reason that the parents of scheduled tribe category are uneducated, economically poor and hence they are not able to help their wards in increasing their achievement motivation level. They seem to be unaware of the factors leading to high achievement motivation among their wards.

As evident from the table 15 that ‘t’-ratio value between the general and weak & under-privileged class category students came 2.61, which is significant at 0.01 level of confidence. It shows that the students belonging to general and weak & under-privileged class categories differ significantly from each other on achievement motivation. The mean achievement motivation score of general category students (32.63) came greater than weak and under-privileged class category students (28.93). It means that the students belonging to weak and under-privileged class category are found to have low achievement motivation than the students belonging to general category. It may be due to the reason that the parents of weak and under-privileged class category are either totally illiterate or poorly educated. They are unable to devote much time to their wards in developing this important motive. They cannot boost the morale of their wards by referring to the heroic achievements of great personalities and their contribution to the society. They are not in a position to create such environmental conditions at home where the achievement motivation level of their wards can be improved in accordance to their desires and wishes.

It is clear from the table 15 that ‘t’-ratio value between the scheduled caste and scheduled tribe category students came 0.11, which is insignificant. It shows
that the students belonging to scheduled caste (29.23) and scheduled tribe (29.38) categories do not differ significantly from each other on achievement motivation.

It is evident from the table 15 that 't'-ratio value between the scheduled caste and weak & under-privileged class category students came 0.21, which is insignificant. It shows that the students belonging to scheduled caste (29.23) and weak & under-privileged class (28.93) categories do not differ significantly from each other on achievement motivation.

As evident from the table 15 that 't'-ratio value between the scheduled tribe and weak & under-privileged class category students came 0.32, which is insignificant. It shows that the students belonging to scheduled tribe (29.38) and weak & under-privileged class categories (28.93) do not differ significantly from each other on achievement motivation.

V.1 (b.) Summary of Three-way Analysis of Variance for 4×2×2 Factorial design showing the sum of squares for various components and F-ratios with Academic Achievement, as criterion.

It is apparent from the Table 19 that F-ratio value for the first main factor i.e. ‘Social Categories’ came significant with academic achievement, taken as criterion. The F-ratio value for the main factor ‘Social Categories’ came out to be 5.29. The calculated value is more than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that there is found significant difference between the students belonging to different social categories on academic achievement. This finding is thus rejecting a part of the first null hypothesis “1.b (i)” completely (Insignificant difference in the academic achievement under the influence of social categories).

Aruna (1981); Gopalacharyulu (1984); Lata (1992); Vyas (1992); Raju, Raj, Sanada and Tulasidharan (1993) and Singh (2006) reported that socially advantaged and socially disadvantaged students differed significantly from each other on their academic achievement. Sharma (1975); Singh (1976); Gupta (1978); Pandey (1978); Ammeerjan (1979); Rani (1980); Sutraddr (1982); Uniyal and Shah (1984); Verma (1985); Sujatha and Yashodhara (1986); Patel (1987); Gupta (1988); Tripathi (1990); Anmaraja and Thiagarajan (1993); Singh (1996); Shukla
and Agrawal (1997); Chattopadhyay (1998); Varma (2003); Singh (2006) and Sharma (2007) also found that socially advantaged students showed high academic achievement than socially disadvantaged students as revealed in the present study too. However, Verma (1985); Maheshwari (1998); Kour (2003); Kour (2004); Devi (2008); Sharma (2008) and Tabassum (2009) found no significant difference between socially advantaged and socially disadvantaged students with respect to their academic achievement.

It is also clear from the Table 19 that F-ratio value for another main factor i.e. ‘Gender’ came significant with academic achievement, taken as criterion. The F-ratio value for another main factor ‘Gender’ came out to be 6.23 which is significant at 0.05 level of confidence (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that there is found significant difference between boys and girls on academic achievement. This finding is thus rejecting a part of the first null hypothesis “1.b (ii)” completely (Insignificant difference in the academic achievement under the influence of gender). The girls were found with high academic achievement (56.15) than boys (52.71). It may be due to the reason that the girls are provided each and every help and assistance by their parents and other members of the family so that they adjust themselves to the changing academic scenario in order to get the best in every situation and achieve worthy life goals. They are provided efficient work habits, sound study skills and practices at home by their parents. At home their mental horizon is developed by providing them opportunities and avenues to read good books, journals and other study material. The print and electronic media also arouse more interest, enthusiasm and curiosity among the girls so that they are not left behind in academic field.

Sundram (1981); Saraswat (1988); Rani (1992) and Vamadevappa (2005) found significant differences between boys and girls on their academic achievement. Bruner and Caron (1959); Clark (1959); Meyer and Thompson (1963); Cantwell (1966); Gupta (1979); Misra (1986); Devi (1990); Ramachandran (1990); Aggarwal (1992); Harikrishnan (1992); Shukla and Agrawal (1997); Yates (1997); Kleinfeld (1999); Borbora (2001); Gorard et al. (2001); Kour (2004) and Jagannath and Praveen (2007) also found girls having high academic achievement than boys as in the present study. However, Narula
(1979); Raghava (1985); Chakrabarti (1988); Gawande (1988); Samal (1990); Srivastava (1992); Mohan (1998); Taj (1999); Basappa (2003); Gupta (2003); Kour (2003); Kumari (2003); Singh (2004); Sharma (2006); Sharma (2007); Devi (2008); Sharma (2008); Salami and Ogundokun (2009); Sharma (2009) and Tabassum (2009) in their research studies found insignificant differences between boys and girls on academic achievement.

It is evident from the Table 19 that F-ratio value for the third main factor i.e. ‘Socio-economic status’ came significant with academic achievement, taken as criterion. The F-ratio value for the third main factor ‘Socio-economic status’ came out to be 15.88. The calculated value is more than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that there is found significant difference between the students belonging to high and low socio-economic status groups. This finding is thus rejecting a part of the first null hypothesis “1.b (iii)” completely (Insignificant difference in the academic achievement under the influence of socio-economic status). The students belonging to high socio-economic status group showed better academic achievement (57.18) than the students belonging to low socio-economic status group (51.69). It may be due to the reason that the parents of low socio-economic status students are totally illiterate or semi-literate and they have no resources and other means to collect the latest information regarding the study material of their wards. They cannot understand the strength and weaknesses of their wards due to lack of resources and facilities available to them. Due to their economic constrain, they are not able to give more exposure to their wards. They are not in a position to spend more money on private tuitions and arranging good study material for them. Due to poor economic conditions, the parents of low socio-economic status group often quarrel among themselves resulting in an uncongenial atmosphere at home which to a great extent is responsible for the poor academic achievement among the students of low socio-economic status group.

Mollenkopf (1956); Tripathi (1969); Das (1975); Rao (1977); Gopalacharyulu (1984); Srivastava and Ramaswamy (1986); Gupta (1987); Mohan (1998); Suneea and Mayuri (1999) and Basappa (2003) reported that socioeconomic status of the family significantly affected the academic achievement of students. Drews and Teahan (1957); Coster (1959); Frankel (1960); Januar (1963);
Bowles and Levin (1968); Walberg (1972); Walberg and Marjoribanks (1974; 1976); Saini (1977); Trivedi (1987); Garg and Chaturvedi (1992) and Singh (2005) also found the students belonging to high socio-economic status group showed high academic achievement than those belonging to low socio-economic status group as revealed in the present study too. However, Narang (1987) and Rajput (1989) reported no significant difference on the academic achievement of high and low socio-economic status students.

It is also evident from the Table 19 that F-ratio value against the interactional effect of ‘Social Categories and Gender’ came insignificant with academic achievement, taken as criterion. The F-ratio value against the interactional effect of Social Categories and Gender came out to be 2.23 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the boys and girls belonging to different social categories are alike on the academic achievement. This finding is thus accepting a part of the second null hypothesis “2.b (i)” completely. Kour (2003); Kour (2004); Sharma (2007); Devi (2008); Sharma (2008) and Tabassum (2009) also found no significant interactional effect of Sex and Social Categories on the academic achievement of students.

It is clear from the Table 19 that F-ratio value against the interactional effect of ‘Social Categories and Socio-economic status’ came insignificant with academic achievement, taken as criterion. The F-ratio value for these factors came out to be 0.85 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the students of high and low socio-economic status groups belonging to different social categories are alike on the academic achievement. This finding is thus accepting a part of the second null hypothesis “2.b (ii)” completely.

As clear from the Table 19 that F-ratio value for the interactional effect of ‘Gender and Socio-economic status’ came insignificant with academic achievement, taken as criterion. The F-ratio value for these factors came out to be 0.13 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the boys and girls belonging to high and low socio-economic status groups are alike on the academic achievement.
This finding is thus accepting a part of the second null hypothesis “2.b (iii)” completely.

It is again clear from the Table 19 that F-ratio value for the triple interactional effect of ‘Social Categories, Gender and Socio-economic status’ came insignificant with academic achievement, taken as criterion. The F-ratio value against the triple interactional effect of $A \times B \times C$ came out to be 1.51 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It can, therefore, be inferred that there is found no cumulative effect of social categories, gender and socio-economic status on the academic achievement of students. This finding is thus accepting a part of the second null hypothesis “2.b (iv)” completely.

V.1 (b$_2$) ‘t’-ratio values of the mean academic achievement scores of students belonging to different social categories.

It is clear from the table 21 that ‘t’-ratio value between the general and scheduled caste category students came 1.69, which is insignificant. It shows that the students belonging to general (57.95) and scheduled caste categories (54.7) do not differ significantly from each other on the academic achievement.

It is also clear from the table 21 that ‘t’-ratio value between the general and scheduled tribe category students came 4.01, which is significant at 0.01 level of confidence. It shows that the students belonging to general category and scheduled tribe category differ significantly from each other on academic achievement. The mean academic achievement score of general category students (57.95) came greater than scheduled tribe category students (50.25). It means that the students belonging to general category are found to have high academic achievement than the students belonging to scheduled tribe category. It may be due to the reason that the students belonging to general category enjoy good educational facilities in good educational institutions with good teachers. The parents of general category provide each and every facility to their children. They provide rich and balanced diet to their children so that they remain physically fit which in turn helps them to remain mentally alert. At home they study in separate reading rooms without disturbances and thus concentrate fully on their studies and in turn show better academic achievement than the students of scheduled tribe category.
As evident from the table 21 that ‘t’-ratio value between the general and weak & under-privileged class category students came 1.63, which is insignificant. It shows that the students belonging to general (57.95) and weak & under-privileged class categories (54.83) do not differ significantly from each other on academic achievement.

It is evident from the table 21 that ‘t’-ratio value between the scheduled caste and scheduled tribe category students came 2.32, which is significant at 0.05 level of confidence. It shows that the students belonging to scheduled caste and scheduled tribe categories differ significantly from each other on academic achievement. The mean academic achievement score of scheduled caste students (54.7) came greater than scheduled tribe students (50.25). It means that the students belonging to scheduled caste category are found to have high academic achievement than the students belonging to scheduled tribe category. It may be due to the reason that the parents of scheduled caste category are more or less educated and employed. They can understand the strengths and weaknesses of their children and can discuss with their wards about their studies which ultimately helps them in increasing their academic achievement.

As evident from the table 21 that ‘t’-ratio value between the scheduled caste and weak & under-privileged class category students came 0.07, which is insignificant. It shows that the students belonging to scheduled caste (54.7) and weak & under-privileged class (54.83) categories do not differ significantly from each other on academic achievement.

It is again seen from the table 21 that ‘t’-ratio value between the scheduled tribe and weak & under-privileged class category students came 2.39, which is significant at 0.05 level of confidence. It shows that the students belonging to scheduled tribe and weak & under-privileged class categories differ significantly from each other on academic achievement. The mean academic achievement score of weak and under-privileged class category students (54.83) came greater than scheduled tribe category students (50.25). It means that the students belonging to weak and under-privileged class category are found to have high academic achievement than the students belonging to scheduled tribe category. It may be due to the reason that the parents of scheduled tribe category are not properly educated
and well employed and they have no awareness in the process of upbringing of their children because of their nomadic life. They are not in a position to give moral support to their children and develop good study habits in them. In case of difficulty in any subject, there is no body who can come to the rescue of their children and help them accordingly. They cannot help their wards in accordance with their abilities, aptitudes and interests because of their unawareness in this field. Their children are not able to avail proper educational opportunities by the formal educational set up, due to their socio-cultural backwardness and the gap between the school and the family environments. Their poor economic conditions sometimes forces them to do manual labour. This is also the reason responsible for the low academic achievement among the students of scheduled tribe category.

V.1 (c₁) Summary of Three-way Analysis of Variance for 4×2×2 Factorial design showing the sum of squares for various components and F-ratios with Educational Area of Parental Press, as criterion.

It is evident from the Table 25 that F-ratio value for the first main factor i.e. ‘Social Categories’ came insignificant with “educational area” of parental press, taken as criterion. The F-ratio value for the main factor ‘Social Categories’ came out to be 2.23. The calculated value is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the students belonging to different social categories do not differ significantly from each other in the parental awareness towards their educational aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c₁ (i)” completely (Insignificant difference in the educational area of parental press under the influence of social categories). Sharma (2010) also found similar result in her study.

It is also evident from the Table 25 that F-ratio value for another main factor i.e. ‘Gender’ came insignificant with “educational area” of parental press, taken as criterion. The F-ratio value for another main factor ‘Gender’ came out to be 0.02 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the boys and girls do not differ significantly from each other in the parental awareness towards their educational aspects. They seem to be alike on this area of parental press. This finding is thus
accepting a part of the first null hypothesis "1.e 1 (ii)" completely (Insignificant difference in the educational area of parental press under the influence of gender). Gupta (1989); Kour (1994); Ahmed (1996); Kumari (1998); Kumar (2006) and Sharma (2010) also found no significant differences between boys and girls on the educational area of parental press. However, Sewell and Hauser (1980); Banoo (1982); Olmstead and Rubin (1983); Jasrotia (1985); Stevenson and Baker (1987); Gelfer (1991); Loucks (1992); Steinberg, Lamborn, Dornbush and Darling (1992); White, Taylor and Moss (1992); Keith et al. (1993); Yoon, Wigfield and Eccles (1993); Henderson and Berla (1994); Lee (1994); Sui-chu and Willms (1996); Bredekamp and Copple (1997); Deslandes and Royer (1997); Trusty (1998); Desimone (1999); Izzo et al. (1999); Marcon (1999); Mc Neal (1999); Scribner, Young and Pedroza (1999); Fan and Chen (2001); Epstein and Sheldon (2002); Fantuzzo and Mc Wayne (2002); Sheldon and Epstein (2002); Yan and Lin (2002); Wherry (2003); Flouri and Buchanan (2004); Hill and Taylor (2004); Hill et al. (2004); Dominia (2005) and Jynes (2005) reported significant sex differences on the educational area of parental press.

It is again evident from the Table 25 that F-ratio value for the third main factor i.e. 'Socio-economic status' came insignificant with "educational area" of parental press, taken as criterion. The F-ratio value for the third main factor 'Socio-economic status' came out to be 2.11. The calculated value is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the students belonging to high and low socio-economic status groups do not differ significantly from each other in the parental awareness towards their educational aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis "1.e 1 (iii)" completely (Insignificant difference in the educational area of parental press under the influence of socio-economic status). Baker and Stevenson (1986); Lichter (1996); Dominia (2005) and Jynes (2007) found contrary results in their studies.

It is clear from the Table 25 that F-ratio value against the interactional effect of 'Social Categories and Gender' came insignificant with "educational area" of parental press, taken as criterion. The F-ratio value against the interactional effect of Social Categories and Gender came out to be 2.38 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df
3 and 144). It indicates that the parental awareness towards the educational aspects of boys and girls belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c1 (i)” completely. Sharma (2010) also found no significant interactional effect of Sex and Social Categories on the educational area of parental press in her study.

As clear from the Table 25 that F-ratio value against the interactional effect of ‘Social Categories and Socio-economic status’ came significant with “educational area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 2.67 which is significant at 0.05 level of confidence (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the students of high and low socio-economic status groups belonging to different social categories differ significantly from each other in the parental awareness towards their educational aspects. This finding is thus rejecting a part of the second null hypothesis “2.c1 (ii)” completely.

It is again clear from the Table 25 that F-ratio value for the interactional effect of ‘Gender and Socio-economic status’ came insignificant with “educational area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 0.06 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the parental awareness towards the educational aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c1 (iii)” completely.

It is apparent from the Table 25 that F-ratio value for the triple interactional effect of ‘Social Categories, Gender and Socio-economic status’ came insignificant with “educational area” of parental press, taken as criterion. The F-ratio value against the triple interactional effect of AxBxC came out to be 0.79 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It can, therefore, be inferred that there is found no cumulative effect of social categories, gender and socio-economic status on the educational area of parental press. This finding is thus accepting a part of the second null hypothesis “2.c1 (iv)” completely.
V.1 (c2) Summary of Three-way Analysis of Variance for $4 \times 2 \times 2$ Factorial design showing the sum of squares for various components and F-ratios with Social Area of Parental Press, as criterion.

It is apparent from the Table 29 that F-ratio value for the first main factor i.e. 'Social Categories' came insignificant with "social area" of parental press, taken as criterion. The F-ratio value for the main factor 'Social Categories' came out to be 0.84 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the students belonging to different social categories do not differ significantly from each other in the parental awareness towards their social aspects. They seem to be alike in this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c2 (i)” completely (Insignificant difference in the social area of parental press under the influence of social categories). Similar result has been obtained by Sharma (2010) in her study.

It is evident from the Table 29 that F-ratio value for another main factor i.e. 'Gender' came insignificant with "social area" of parental press, taken as criterion. The F-ratio value for another main factor 'Gender' came out to be 0.004. The calculated value is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the boys and girls do not differ significantly from each other in the parental awareness towards their social aspects. They seem to be alike in this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c2 (ii)” completely (Insignificant difference in the social area of parental press under the influence of gender). Banoo (1982); Gupta (1989); Kour (1994); Ahmed (1996); Kumar (2006) and Sharma (2010) also found that sex had no significant impact on the social area of parental press. However, Forrest (1967); Jasrotia (1985); Sui-chu and Willsms (1996); Bredkamp and Copple (1997); Kumari (1998); Trusty (1998); Izzo et al. (1999); Marcon (1999); Mc Neal (1999); Scribner, Young and Pedroza (1999); Fan and Chen (2001); Fantuzzo and Mc Wayne (2002); Yan and Lin (2002) and Hill et al. (2004) reported contrary results in their studies.

It is again evident from the Table 29 that F-ratio value for the third main factor i.e. 'Socio-economic status' came insignificant with "social area" of parental
press, taken as criterion. The F-ratio value for the third main factor ‘Socio-economic status’ came out to be 0.2. The calculated value is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the students belonging to high and low socio-economic status groups do not differ significantly from each other in the parental awareness towards their social aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c2 (iii)” completely (Insignificant difference in the social area of parental press under the influence of socio-economic status).

It is clear from the Table 29 that F-ratio value against the interactional effect of ‘Social Categories and Gender’ came insignificant with “social area” of parental press, taken as criterion. The F-ratio value against the interactional effect of Social Categories and Gender came out to be 0.47 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the parental awareness towards the social aspects of boys and girls belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c2 (i)” completely. Sharma (2010) in her study also found no significant interactional effect of Sex and Social Categories on the social area of parental press.

It is again clear from the Table 29 that F-ratio value against the interactional effect of ‘Social Categories and Socio-economic status’ came insignificant with “social area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 0.51 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the parental awareness towards the social aspects of high and low socio-economic status students belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c2 (ii)” completely.

As evident from the Table 29 that F-ratio value for the interactional effect of ‘Gender and Socio-economic status’ came insignificant with “social area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 0.31 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the parental awareness towards
the social aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.6 (iii)” completely.

It is apparent from the Table 29 that F-ratio value for the triple interactional effect of ‘Social Categories, Gender and Socio-economic status’ came insignificant with “social area” of parental press, taken as criterion. The F-ratio value against the triple interactional effect of A×B×C came out to be 0.92 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It can, therefore, be inferred that there is found no cumulative effect of social categories, gender and socio-economic status on the social area of parental press. This finding is thus accepting a part of the second null hypothesis “2.6 (iv)” completely.

V.1 (c) Summary of Three-way Analysis of Variance for 4×2×2 Factorial design showing the sum of squares for various components and F-ratios with Emotional Area of Parental Press, as criterion.

It is evident from the Table 33 that F-ratio value for the first main factor i.e. ‘Social Categories’ came significant with “emotional area” of parental press, taken as criterion. The F-ratio value for the main factor ‘Social Categories’ came out to be 4.51. The calculated value is more than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the students belonging to different social categories differ significantly from each other in the parental awareness towards their emotional aspects. This finding is thus rejecting a part of the first null hypothesis “1.c (i)” completely (Insignificant difference in the emotional area of parental press under the influence of social categories). However, Sharma (2010) found contrary result in her study.

It is also evident from the Table 33 that F-ratio value for another main factor i.e. ‘Gender’ came significant with “emotional area” of parental press, taken as criterion. The F-ratio value for another main factor ‘Gender’ came out to be 4.14 which is significant at 0.05 level of confidence (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the boys and girls differ significantly from each other in the parental awareness towards their emotional aspects. This finding is thus rejecting a part of the first null hypothesis “1.c (ii)”
completely (Insignificant difference in the emotional area of parental press under the influence of gender). The parental awareness towards the emotional aspects was found more in case of boys (8.79) than the girls (8.4). It may be due to the reason that the girls are being discriminated at each and every sphere of life. The girls become emotionally disturbed, victims of frustration and maladjustment because their parents exercise greater control over them than the boys. It is a fact that emotional factors affect the growth of a child for example, children deprived of parental care fail to show proper growth if excellent diet is not provided to them. The emotionally deprived girls thus do not take interest in their day to day activities. At home the boys are provided more love, respect and liberty by the parents and other members of the family. They are encouraged to express their ideas, feelings and emotions freely. The parents show more awareness in their emotional aspects than the girls.

Thompson (1947); Sears et al. (1957); Aggarwal and Saxena (1977); Nagaraja (1977); Banoo (1982); Srivastava (1982); Jasrotia (1985); Sui-chu and Willms (1996); Bredekamp and Copple (1997); Trusty (1998); Izzo et al. (1999); Marcon (1999); Mc Neal (1999); Scribner, Young and Pedroza (1999); Strage (2000); Fan and Chen (2001); Fantuzzo and Mc Wayne (2002); Yan and Lin (2002) and Hill et al. (2004) reported significant differences between boys and girls in the emotional area of parental press as revealed in the present study. However, Gupta (1989); Kour (1994); Ahmed (1996); Kumari (1998); Kumar (2006) and Sharma (2010) found insignificant differences in the emotional area of parental press.

It is again evident from the Table 33 that F-ratio value for the third main factor i.e. ‘Socio-economic status’ came insignificant with “emotional area” of parental press, taken as criterion. The F-ratio value for the third main factor ‘Socio-economic status’ came out to be 3.14. The calculated value is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the students belonging to high and low socio-economic status groups do not differ significantly from each other in the parental awareness towards their emotional aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “H0 (iii)” completely
(Insignificant difference in the emotional area of parental press under the influence of socio-economic status).

It is again clear from the Table 33 that F-ratio value against the interactional effect of ‘Social Categories and Gender’ came insignificant with “emotional area” of parental press, taken as criterion. The F-ratio value against the interactional effect of Social Categories and Gender came out to be 0.49 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the parental awareness towards the emotional aspects of boys and girls belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c3 (i)” completely. Sharma (2010) in her study also found no significant interactional effect of Sex and Social Categories on the emotional area of parental press.

It is also clear from the Table 33 that F-ratio value against the interactional effect of ‘Social Categories and Socio-economic status’ came insignificant with “emotional area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 1.26 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the parental awareness towards the emotional aspects of high and low socio-economic status students belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c3 (ii)” completely.

It is again evident from the Table 33 that F-ratio value for the interactional effect of ‘Gender and Socio-economic status’ came insignificant with “emotional area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 3.15 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the parental awareness towards the emotional aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c3 (iii)” completely.

It is apparent from the Table 33 that F-ratio value for the triple interactional effect of ‘Social Categories, Gender and Socio-economic status’ came insignificant with “emotional area” of parental press, taken as criterion. The F-ratio value against the triple interactional effect of A×B×C came out to be 1.69 which is less

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than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It can, therefore, be inferred that there is found no cumulative effect of social categories, gender and socio-economic status on the emotional area of parental press. This finding is thus accepting a part of the second null hypothesis “2.c3 (iv)” completely.

**V.1 (c3.1) ‘t’-ratio values of the mean scores based on emotional area of parental press of students belonging to different social categories.**

It is clear from the table 35 that ‘t’-ratio value between the general and scheduled caste category students came 2.38, which is significant at 0.05 level of confidence. It shows that the students belonging to general category and scheduled caste category differ significantly from each other in the parental awareness towards their emotional aspects. The mean emotional area score of general category students (8.7) came greater than scheduled caste category students (8.08). It means that the students belonging to general category depict more parental awareness in their emotional aspects than the students belonging to scheduled caste category. It may be due to the reason that the parents of general category are able to devote sufficient time in the emotional aspects of their wards and same in turn are able to share their day to day problems of life with them. Due to this congenial home atmosphere, a feeling of security develops in the children and they become self-dependent and expressive by nature.

It is again clear from the table 35 that ‘t’-ratio value between the general and scheduled tribe category students came 1.35, which is insignificant. It shows that the students belonging to general (8.7) and scheduled tribe categories (9.05) do not differ significantly from each other in the parental awareness towards their emotional aspects.

As evident from the table 35 that ‘t’-ratio value between the general and weak & under-privileged class category students came 0.58, which is again insignificant. It shows that the students belonging to general (8.7) and weak & under-privileged class categories (8.55) do not differ significantly from each other in the parental awareness towards their emotional aspects.
It is evident from the table 35 that ‘t’-ratio value between the scheduled caste and scheduled tribe category students came 3.73, which is significant at 0.01 level of confidence. It shows that the students belonging to scheduled caste and scheduled tribe categories differ significantly from each other in the parental awareness towards their emotional aspects. The mean emotional area score of scheduled tribe students (9.05) came greater than scheduled caste students (8.08). It means that the students belonging to scheduled tribe category are found to have more parental awareness in their emotional aspects than the students belonging to scheduled caste category. The reason may be that the parents of scheduled caste category are not able to involve themselves in the emotional activities of their wards because of their illiteracy, ignorance and poor economic conditions. They do not actively participate along with other members of the society in social functions, amusement trips or visits to different places. Moreover, they have no awareness about the emotional activities of their wards because their emotions are always suppressed.

It is again evident from the table 35 that ‘t’-ratio value between the scheduled caste and weak & under-privileged class category students came 1.81, which is insignificant. It shows that the students belonging to scheduled caste (8.08) and weak & under-privileged class (8.55) categories do not differ significantly from each other in the parental awareness towards their emotional aspects.

It is also evident from the table 35 that ‘t’-ratio value between the scheduled tribe and weak & under-privileged class category students came 1.92, which is insignificant. It shows that the students belonging to scheduled tribe (9.05) and weak & under-privileged class (8.55) categories do not differ significantly from each other in the parental awareness towards their emotional aspects.

V.1 (c4) Summary of Three-way Analysis of Variance for 4×2×2 Factorial design showing the sum of squares for various components and F-ratios with Physical Area of Parental Press, as criterion.

It is apparent from the Table 39 that F-ratio value for the first main factor i.e. ‘Social Categories’ came insignificant with “physical area” of parental press,
taken as criterion. The F-ratio value for the main factor ‘Social Categories’ came out to be 0.17 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the students belonging to different social categories do not differ significantly from each other in the parental awareness towards their physical aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c (i)” completely (Insufficient difference in the physical area of parental press under the influence of social categories). Similar result has been obtained by Sharma (2010).

It is evident from the Table 39 that F-ratio value for another main factor i.e. ‘Gender’ came insignificant with “physical area” of parental press, taken as criterion. The F-ratio value for another main factor ‘Gender’ came out to be 1.66. The calculated value is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the boys and girls do not differ significantly from each other in the parental awareness towards their physical aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c (ii)” completely (Insufficient difference in the physical area of parental press under the influence of gender). Gupta (1989); Kour (1994); Ahmed (1996); Kumari (1998); Kumar (2006) and Sharma (2010) also reported insignificant sex differences on the physical area of parental press as revealed in the present study. However, Banoo (1982); Jassrotia (1985) and Ornelas et al. (2007) found significant sex differences on the physical area of parental press.

It is again evident from the Table 39 that F-ratio value for the third main factor i.e. ‘Socio-economic status’ came insignificant with “physical area” of parental press, taken as criterion. The F-ratio value for the third main factor ‘Socio-economic status’ came out to be 0.01. The calculated value is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the students belonging to high and low socio-economic status groups do not differ significantly from each other in the parental awareness towards their physical aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c (iii)” completely
(Insignificant difference in the physical area of parental press under the influence of socio-economic status).

It is clear from the Table 39 that F-ratio value against the interactional effect of ‘Social Categories and Gender’ came insignificant with “physical area” of parental press, taken as criterion. The F-ratio value against the interactional effect of Social Categories and Gender came out to be 0.79 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the parental awareness towards the physical aspects of boys and girls belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c4 (i)” completely.

It is again clear from the Table 39 that F-ratio value against the interactional effect of ‘Social Categories and Socio-economic status’ came insignificant with “physical area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 0.04 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the parental awareness towards the physical aspects of high and low socio-economic status students belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c4 (ii)” completely.

It is evident from the Table 39 that F-ratio value for the interactional effect of ‘Gender and Socio-economic status’ came insignificant with “physical area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 0.01 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the parental awareness towards the physical aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c4 (iii)” completely.

It is again evident from the Table 39 that F-ratio value for the triple interactional effect of ‘Social Categories, Gender and Socio-economic status’ came insignificant with “physical area” of parental press, taken as criterion. The F-ratio value against the triple interactional effect of $A \times B \times C$ came out to be 0.27 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df
3 and 144). It can, therefore, be inferred that there is found no cumulative effect of social categories, gender and socio-economic status on the physical area of parental press. This finding is thus accepting a part of the second null hypothesis “2.c.4 (iv)” completely.

V.1 (c5) Summary of Three-way Analysis of Variance for 4×2 ×2 Factorial design showing the sum of squares for various components and F-ratios with Moral Area of Parental Press, as criterion.

It is apparent from the Table 43 that F-ratio value for the first main factor i.e. ‘Social Categories’ came insignificant with “moral area” of parental press, taken as criterion. The F-ratio value for the main factor ‘Social Categories’ came out to be 1.05. The calculated value is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the students belonging to different social categories do not differ significantly from each other as far as awareness of parents towards their moral aspects is concerned. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c5 (i)” completely (Insignificant difference in the moral area of parental press under the influence of social categories).

It is clear from the Table 43 that F-ratio value for another main factor i.e. ‘Gender’ came insignificant with “moral area” of parental press, taken as criterion. The F-ratio value for another main factor ‘Gender’ came out to be 0.41. The calculated value is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the boys and girls do not differ significantly from each other in the parental awareness towards their moral aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c5 (ii)” completely (Insignificant difference in the moral area of parental press under the influence of gender). Gupta (1989); Kour (1994); Ahmed (1996); Kumari (1998); Kumar (2006) and Sharma (2010) in their research studies also found no significant differences between boys and girls on the moral area of parental press as revealed in the present study too. However, Banoo (1982) and Jasrotia (1985) found significant sex differences on the moral area of parental press.
It is again clear from the Table 43 that F-ratio value for the third main factor i.e. ‘Socio-economic status’ came insignificant with “moral area” of parental press, taken as criterion. The F-ratio value for the third main factor “Socio-economic status” came out to be 1.80 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the students belonging to high and low socio-economic status groups do not differ significantly from each other in the parental awareness towards their moral aspects. They seem to be alike on this area of parental press. This finding is thus accepting a part of the first null hypothesis “1.c5 (iii)” completely (Insignificant difference in the moral area of parental press under the influence of socio-economic status).

It is also clear from the Table 43 that F-ratio value against the interactional effect of ‘Social Categories and Gender’ came insignificant with “moral area” of parental press, taken as criterion. The F-ratio value against the interactional effect of Social Categories and Gender came out to be 2.55 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the parental awareness towards the moral aspects of boys and girls belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c5 (i)” completely.

It is again clear from the Table 43 that F-ratio value against the interactional effect of ‘Social Categories and Socio-economic status’ came insignificant with “moral area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 2.29 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It indicates that the parental awareness towards the moral aspects of high and low socio-economic status students belonging to different social categories seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c5 (ii)” completely.

It is evident from the Table 43 that F-ratio value for the interactional effect of ‘Gender and Socio-economic status’ came insignificant with “moral area” of parental press, taken as criterion. The F-ratio value for these factors came out to be 1.51 which is less than the table value (3.91 at 0.05 and 6.81 at 0.01 levels respectively against df 1 and 144). It indicates that the parental awareness towards the moral aspects of boys and girls belonging to high and low socio-economic
status groups seems to be alike. This finding is thus accepting a part of the second null hypothesis “2.c (iii)” completely.

It is also evident from the Table 43 that F-ratio value for the triple interactional effect of ‘Social Categories, Gender and Socio-economic status’ came insignificant with “moral area” of parental press, taken as criterion. The F-ratio value against the triple interactional effect of A×B×C came out to be 1.66 which is less than the table value (2.67 at 0.05 and 3.91 at 0.01 levels respectively against df 3 and 144). It can, therefore, be inferred that there is found no cumulative effect of social categories, gender and socio-economic status on the moral area of parental press. This finding is thus accepting a part of the second null hypothesis “2.c (iv)” completely.

V.2 INTERPRETATION AND DISCUSSION OF RESULTS ON THE COMPARISON OF MEAN SCORES BASED ON THE TEN DIMENSIONS OF FAMILY CLIMATE:

(a. Social Category-wise Differences)

V.2 (a1) Significance of difference of mean scores based on the ten dimensions of family climate between the students belonging to general and scheduled caste categories.

The interpretation and discussion under this caption is based on the Table 44 and Figure 1 showing respectively ten dimensions of family climate of students belonging to general and scheduled caste categories.

The CR value (1.4) between the students belonging to general and scheduled caste categories on the dimension - “freedom vs restrictiveness” of family climate was found insignificant. It indicates that the students belonging to general and scheduled caste categories seem to be alike on this dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3a. (i)” completely.

The CR value (1.82) between the students belonging to general and scheduled caste categories on the dimension - “indulgence vs avoidance” of family climate was again found insignificant. It indicates that the students belonging to
general and scheduled caste categories seem to be alike on this particular dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3b. (i)” completely.

The CR value (2.87) between the students belonging to general and scheduled caste categories on the dimension - “fairness vs partiality” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3c. (i)” completely. The mean value of general category students (14.37) came higher on this dimension of family climate as compared to the students of scheduled caste category (13.71). It may be due to the reason that the parents of general category attempt to handle their children in a fair and equitable manner than their counterparts. They show more fairness attitude towards their wards because they think that congenial and permissive home environment is more conducive for the normal growth and development of their wards. This type of home environment provides emotional support and positive interactions of children with adults as well as activities that stimulate children.

The CR value (2.87) between the students belonging to general and scheduled caste categories on the dimension - “attention vs negligence” of family climate came significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3d. (i)” completely. The mean value of general category students (14.13) came higher on this dimension of family climate as compared to the students of scheduled caste category (13.47). It may be due to the reason that the parents of general category pay proper attention to their children regarding issues related to self and the environment than their counterparts. They pay more attention to the academic progress of their wards. Negligence on the part of the parents leads the children towards poor adjustment in the field of educational and social aspects of life.

The CR value (2.68) between the students belonging to general and scheduled caste categories on the dimension - “acceptance vs rejection” of family climate also came significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3e. (i)” completely. The mean value of general category students (14.89) came higher on this particular dimension as compared to the students of scheduled caste category (14.3). It may be due to the
reason that the parents of general category always accept the behaviour of their children by handling them psychologically than their counterparts. They show keen interest towards their wards so that the latter may be able to develop their potentialities, abilities, aptitudes and interests to the maximum. Such parents always think that the accepted child is generally well socialized, cooperative, friendly, loyal, emotionally stable and cheerful.

The CR value (2.67) between the students belonging to general and scheduled caste categories on the dimension - “warmth vs cold relations” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3f. (i)” completely. The mean value of general category students (13.88) came higher as compared to the students of scheduled caste category (13.24) on this particular dimension of family climate. It may be due to the reason that the parents of general category show warm hearted feelings towards their children than their counterparts. They help their wards to gain an insight into their problems by showing warmth behaviour towards them.

There was found no significant difference between the students belonging to general and scheduled caste categories on the dimension - “trust vs distrust” of family climate as the CR value came as 0.83. It indicates that the students belonging to general and scheduled caste categories seem to be alike on trust vs distrust dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3g. (i)” completely.

The CR value (4.11) between the students belonging to general and scheduled caste categories on the dimension - “submissiveness vs dominance” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3h. (i)” completely. The mean value of general category students (11.53) came higher as compared to the students of scheduled caste category (10.79) on this particular dimension of family climate. It may be due to the reason that the parents of general category show more submissive behaviour towards their children than their counterparts because submissiveness shown by the parents towards their children can inculcate in them feeling of security and sense of belongingness. The children become resourceful,
self-reliant and well adjusted in the society if this type of family climate exists in the home.

There was found no significant difference between the students belonging to general and scheduled caste categories on the dimension - “expectation vs hopelessness” of family climate as the CR value came as 0.07. It indicates that the students belonging to general and scheduled caste categories seem to be alike on expectation vs hopelessness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3i. (i)” completely.

The CR value (2.78) between the students belonging to general and scheduled caste categories on the dimension - “open communication vs controlled communication” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3j. (i)” completely. The mean value of general category students (12.43) came higher as compared to the students of scheduled caste category (11.79) on this particular dimension. It may be due to the reason that the parents of general category are open to the discussion and communication with their children than their counterparts. They try to fulfill the basic needs of their wards by adopting open approach. When the parents show this type of attitude towards their wards, the latter become extrovert, self-reliant and self-confident by expressing their own thoughts, ideas and feelings with their parents.

V.2 (a2) Significance of difference of mean scores based on the ten dimensions of family climate between the students belonging to general and scheduled tribe categories.

The interpretation and discussion under this caption is based on the Table 45 and Figure 2 showing respectively ten dimensions of family climate of students belonging to general and scheduled tribe categories.

The CR value (0.79) between the students belonging to general and scheduled tribe categories on the dimension - “freedom vs restrictiveness” of family climate was found insignificant. It indicates that the students belonging to general and scheduled tribe categories seem to be alike on freedom vs
restrictiveness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3a. (ii)” completely.

The CR value (7.27) between the students belonging to general and scheduled tribe categories on the dimension - “indulgence vs avoidance” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3b. (ii)” completely. The mean value of general category students (14.5) came higher on this particular dimension as compared to the students of scheduled tribe category (12.61). It may be due to the reason that the parents of general category show more indulgence behaviour towards their children by spending considerable time with them than their counterparts. They indulge more into the lives of their children because they know that avoidance behaviour shown by them towards their wards can make their wards more impulsive, aggressive and moody.

The CR value (5.92) between the students belonging to general and scheduled tribe categories on the dimension - “fairness vs partiality” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3c. (ii)” completely. The mean value of general category students (14.37) came higher as compared to the students of scheduled tribe category (12.89) on this particular dimension of family climate. It may be due to the reason that the parents of general category attempt to handle their children in a fair manner than their counterparts. They show more fairness attitude towards their wards so far as up-bringing of children and fulfillment of basic needs is concerned.

The CR value (6.92) between the students belonging to general and scheduled tribe categories on the dimension - “attention vs negligence” of family climate was again found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3d. (ii)” completely. The mean value of general category students (14.13) came higher as compared to the students of scheduled tribe category (12.40). It may be due to the reason that the parents of general category pay proper attention to their children than their counterparts. They are aware about the changing needs of the society and adjust their wards
accordingly. They praise the activities of their wards whenever something good is observed in them.

There was found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “acceptance vs rejection” of family climate. The CR value (6.32) was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3e. (ii)” completely. The mean value of general category students (14.89) came higher as compared to the students of scheduled tribe category (13.12) on this particular dimension. It may be due to the reason that the parents of general category always accept the behaviour of their children by handling them psychologically than their counterparts because they think that rejection shown by the parents can lead the children to resentment, feeling of helplessness, frustration, hostility, nervous mannerisms, delinquency behaviours etc.

The CR value (4.17) between the students belonging to general and scheduled tribe categories on the dimension - “warmth vs cold relations” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3f. (ii)” completely. The mean value of general category students (13.88) came higher as compared to the students of scheduled tribe category (12.88) on this particular dimension. It may be due to the reason that the parents of general category show more warmth attitude towards their children than their counterparts. If parents are warm towards their wards, the latter may feel secure and happy in the family. Warmth behaviour on the part of parents encourages children to be resourceful, self-reliant and self-sufficient.

The CR value (1.88) between the students belonging to general and scheduled tribe categories on the dimension - “trust vs distrust” of family climate was found insignificant. It indicates that the students belonging to general and scheduled tribe categories seem to be alike on trust vs distrust dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3g. (ii)” completely.

The CR value (5.90) between the students belonging to general and scheduled tribe categories on the dimension - “submissiveness vs dominance” of family climate was found significant at 0.01 level of confidence. This finding is
thus rejecting a part of the third null hypothesis “3h. (ii)” completely. The mean value of general category students (11.53) came higher as compared to the students of scheduled tribe category (10.29) on this particular dimension of family climate. It may be due to the reason that the parents of general category show more submissiveness towards their children than their counterparts. The children learn to respect and show loyalty towards all the members of the family.

The CR value (0.07) between the students belonging to general and scheduled tribe categories on the dimension - “expectation vs hopelessness” of family climate was found insignificant. It indicates that the students belonging to general and scheduled tribe categories seem to be alike on expectation vs hopelessness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3i. (ii)” completely.

The CR value (3.96) between the students belonging to general and scheduled tribe categories on the dimension - “open communication vs controlled communication” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3j. (ii)” completely. The mean value of general category students (12.43) came higher as compared to the students of scheduled tribe category (11.44) on this particular dimension. It may be due to the reason that the parents of general category show more openness as far as the discussion or communication with their children is concerned than their counterparts. The children are free to discuss and share their day to day problems of life with their parents.

V.2 (a3) Significance of difference of mean scores based on the ten dimensions of family climate between the students belonging to general and weak & under-privileged class categories.

The interpretation and discussion under this caption is based on the Table 46 and Figure 3 showing respectively ten dimensions of family climate of students belonging to general and weak & under-privileged class categories.

The CR value (2.11) between the students belonging to general and weak & under-privileged class categories on the dimension - “freedom vs restrictiveness” of family climate was found significant at 0.05 level of confidence. This finding is
thus rejecting a part of the third null hypothesis "3a. (iii)" completely. The mean value of general category students (12.24) came higher on this particular dimension as compared to the students of weak and under-privileged class category (11.86). It may be due to the reason that the parents of general category provide more freedom to their children than their counterparts and this freedom given by the parents in the family leads to better socialization, cooperative, friendly and cheerful behaviour among the children.

The CR value (5.96) between the students belonging to general and weak & under-privileged class categories on the dimension - "indulgence vs avoidance" of family climate was again found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis "3b. (iii)" completely. The mean value of general category students (14.5) came higher as compared to the students of weak and under-privileged class category (13.13) on this particular dimension of family climate. It may be due to the reason that the parents of general category show more indulgence behavior towards their children by spending time with them and understanding accordingly than their counterparts because avoidance on the part of parents leads the children towards hostility and aggressive behavior with intensified feelings.

The CR value (6.69) between the students belonging to general and weak & under-privileged class categories on the dimension - “fairness vs partiality” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3c. (iii)” completely. The mean value of general category students (14.37) came higher as compared to the students of weak and under-privileged class category (12.83) on this particular dimension. It may be due to the reason that the parents of general category attempt to handle their children in a fair and equitable manner than their counterparts because they know that the partiality if shown by them towards their wards can lead to aggressive, offensive and dominating behaviour of children towards other siblings in the family.

The CR value (6.12) between the students belonging to general and weak & under-privileged class categories on the dimension - “attention vs negligence” of family climate was found significant at 0.01 level of confidence. This finding is
thus rejecting a part of the third null hypothesis “3d. (iii)” completely. The mean value of general category students (14.13) came higher as compared to the students of weak and under-privileged class category (12.60) on this particular dimension. It may be due to the reason that the parents of general category pay more attention to their children than their counterparts. They pay attention to the individual needs and problems of their wards so that the latter may not feel isolated from other children. They inculcate in their wards such experiences which may help them to grow harmoniously viz. physically, mentally, socially, emotionally and morally.

The CR value (5.83) between the students belonging to general and weak & under-privileged class categories on the dimension - “acceptance vs rejection” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3e. (iii)” completely. The mean value of general category students (14.89) came higher as compared to the students of weak and under-privileged class category (13.55). It may be due to the reason that the parents of general category accept the behaviour of their children than their counterparts on this particular dimension. They guide their children’s efforts to maintain a balance between love and hate, acceptance and rejection, work and idleness, constructiveness and destructiveness, learning and ignorance etc.

The CR value (3.96) between the students belonging to general and weak & under-privileged class categories on the dimension - “warmth vs cold relations” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3f. (iii)” completely. The mean value of general category students (13.88) came higher as compared to the students of weak and under-privileged class category (12.97) on this particular dimension. It may be due to the reason that the parents of general category show warm hearted feelings towards their children than their counterparts. They are warm, polite and calm towards their wards. They encourage their wards to be cooperative, friendly, loyal, emotionally stable and well adjusted in the society.

The CR value (1.44) between the students belonging to general and weak & under-privileged class categories on the dimension - “trust vs distrust” of family climate was found insignificant. It indicates that the students belonging to general and weak & under-privileged class categories seem to be alike on trust vs distrust.
dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3g. (iii)” completely.

The CR value (6.78) between the students belonging to general and weak & under-privileged class categories on the dimension - “submissiveness vs dominance” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3h. (iii)” completely. The mean value of general category students (11.53) came higher as compared to the students of weak and under-privileged class category (10.31) on this particular dimension. It may be due to the reason that the parents of general category show more submissive behaviour towards their children than their counterparts because the parents know that if they show dominance attitude towards their wards, it may lead to maladjustment which ultimately leads to aggression and other allied problems in the family.

The CR value (1.79) between the students belonging to general and weak & under-privileged class categories on the dimension - “expectation vs hopelessness” of family climate was found insignificant. It indicates that the students belonging to general and weak & under-privileged class categories seem to be alike on expectation vs hopelessness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3i. (iii)” completely.

The CR value (6.74) between the students belonging to general and weak & under-privileged class categories on the dimension - “open communication vs controlled communication” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3j. (iii)” completely. The mean value of general category students (12.43) came higher as compared to the students of weak and under-privileged class category (10.88) on this particular dimension of family climate. It may be due to the reason that the parents of general category show more openness as far as the discussion or communication with their children is concerned than their counterparts. By showing this type of attitude towards their wards, the latter are free to express their pent up feelings and emotions with their parents.
V.2 (a4) Significance of difference of mean scores based on the ten dimensions of family climate between the students belonging to scheduled caste and scheduled tribe categories.

The interpretation and discussion under this caption is based on the Table 47 and Figure 4 showing respectively ten dimensions of family climate of students belonging to scheduled caste and scheduled tribe categories.

The CR value (0.62) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “freedom vs restrictiveness” of family climate was found insignificant. It indicates that the students belonging to scheduled caste and scheduled tribe categories seem to be alike on freedom vs restrictiveness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3a. (iv)” completely.

The CR value (5.69) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “indulgence vs avoidance” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3b. (iv)” completely. The mean value of scheduled caste category students (14.09) came higher as compared to the students of scheduled tribe category (12.61) on this particular dimension of family climate. It may be due to the reason that the parents of scheduled caste category indulge more into the lives of their children than their counterparts. They are involved with their children, respond to their emotional needs, and spend time with them.

The CR value (3.28) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “fairness vs partiality” of family climate was again found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3c. (iv)” completely. The mean value of scheduled caste category students (13.71) came higher as compared to the students of scheduled tribe category (12.89) on this particular dimension. It may be due to the reason that the parents of scheduled caste category show more fairness attitude towards their children than their counterparts because children are greatly influenced by the behaviour, interests and attitudes of the parents and elders at home.
The CR value (4.46) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "attention vs negligence" of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3d. (iv)” completely. The mean value of scheduled caste category students (13.47) came higher as compared to the students of scheduled tribe category (12.40) on this particular dimension. It may be due to the reason that the parents of scheduled caste category pay proper attention towards their children than their counterparts. They are aware about their children’s problems and provide them more facilities.

The CR value (4.07) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "acceptance vs rejection" of family climate was again found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3e. (iv)” completely. The mean value of scheduled caste category students (14.3) came higher as compared to the students of scheduled tribe category (13.12) on this particular dimension. It may be due to the reason that the parents of scheduled caste category accept the behaviour of their children than their counterparts. However, rejection shown by the parents leads the children towards poor adjustment in the society.

The CR value (1.33) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "warmth vs cold relations" of family climate was found insignificant. It indicates that the students belonging to scheduled caste and scheduled tribe categories seem to be alike on warmth vs cold relations dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3f. (iv)” completely.

The CR value (2.61) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "trust vs distrust" of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3g. (iv)” completely. The mean value of the students of scheduled tribe category (12.64) came higher as compared to the students of scheduled caste category (12.17) on this particular dimension. It may be due to the reason that the parents of scheduled tribe category exhibit more trust and faith in their children than their counterparts. By showing this type of
behaviour towards their wards, their wards become self-reliant, self-sufficient and well adjusted in the society.

The CR value (2.27) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "submissiveness vs dominance" of family climate was again found significant at 0.05 level of confidence. This finding is thus rejecting a part of the third null hypothesis "3h. (iv)" completely. The mean value of scheduled caste category students (10.79) came higher as compared to the students of scheduled tribe category (10.29) on this particular dimension. It may be due to the reason that the parents of scheduled caste category show more submissiveness towards their children than their counterparts. Dominance shown by the parents always increases the percentage of maladjustment among children in the society.

The CR value (0.01) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "expectation vs hopelessness" of family climate was found insignificant. It indicates that the students belonging to scheduled caste and scheduled tribe categories seem to be alike on expectation vs hopelessness dimension of family climate. This finding is thus accepting a part of the third null hypothesis "3i. (iv)" completely.

The CR value (1.4) between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "open communication vs controlled communication" of family climate was again found insignificant. It indicates that the students belonging to scheduled caste and scheduled tribe categories seem to be alike on open communication vs controlled communication dimension of family climate. This finding is thus accepting a part of the third null hypothesis "3j. (iv)" completely.

**V.2 (as) Significance of difference of mean scores based on the ten dimensions of family climate between the students belonging to scheduled caste and weak & under-privileged class categories.**

The interpretation and discussion under this caption is based on the Table 48 and Figure 5 showing respectively ten dimensions of family climate of students belonging to scheduled caste and weak & under-privileged class categories.
The CR value (0.53) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “freedom vs restrictiveness” of family climate came insignificant. It indicates that the students belonging to scheduled caste and weak & under-privileged class categories seem to be alike on freedom vs restrictiveness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3a. (v)” completely.

The CR value (4.17) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “indulgence vs avoidance” of family climate came significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3b. (v)” completely. The mean value of scheduled caste category students (14.09) came higher as compared to the students of weak and under-privileged class category (13.13) on this particular dimension. It may be due to the reason that the parents of scheduled caste category show more indulgence behaviour towards their children by spending time with them than their counterparts. The children in such families develop higher self-esteem, better social skills and low level of depression.

The CR value (3.83) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “fairness vs partiality” of family climate came significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3c. (v)” completely. The mean value of scheduled caste category students (13.71) came higher as compared to the students of weak and under-privileged class category (12.83) on this particular dimension. It may be due to the reason that the parents of scheduled caste category show more fairness attitude towards their children than their counterparts. They attempt to handle their children in a fair manner.

The CR value (3.63) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “attention vs negligence” of family climate came significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3d. (v)” completely. The mean value of scheduled caste category students (13.47) came higher as compared to the students of weak and under-privileged class category (12.60) on this particular dimension. It may be due to the reason that the parents of scheduled
caste category pay more attention towards their children than their counterparts. They pay full attention to their needs and aspirations.

The CR value (3.26) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “acceptance vs rejection” of family climate came significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3e. (v)” completely. The mean value of scheduled caste category students (14.3) came higher as compared to the students of weak and under-privileged class category (13.55) on this particular dimension. It may be due to the reason that the parents of scheduled caste category show more acceptance attitude towards their children than their counterparts. They generally accept the behaviour of their wards.

The CR value (1.08) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “warmth vs cold relations” of family climate came insignificant. It indicates that the students belonging to scheduled caste and weak & under-privileged class categories seem to be alike on warmth vs cold relations dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3f. (v)” completely.

The CR value (0.47) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “trust vs distrust” of family climate again came insignificant. It indicates that the students belonging to scheduled caste and weak & under-privileged class categories seem to be alike on trust vs distrust dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3g. (v)” completely.

The CR value (2.53) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “submissiveness vs dominance” of family climate came significant at 0.05 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3h. (v)” completely. The mean value of scheduled caste category students (10.79) came higher as compared to the students of weak and under-privileged class category (10.31) on this particular dimension. It may be due to the reason that the parents of scheduled caste category show more submissive behaviour towards their children than their
counterparts. If the child is dominated by the parents he/she may develop inferiority complexes and conflicts of varied nature.

The CR value (1.5) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “expectation vs hopelessness” of family climate came insignificant. It indicates that the students belonging to scheduled caste and weak & under-privileged class categories seem to be alike on expectation vs hopelessness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3i. (v)” completely.

The CR value (3.96) between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “open communication vs controlled communication” of family climate came significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3j. (v)” completely. The mean value of scheduled caste category students (11.79) came higher as compared to the students of weak and under-privileged class category (10.88) on this particular dimension of family climate. It may be due to the reason that the parents of scheduled caste category are open to the discussion and communication with their children than their counterparts. The children are free to discuss and share their problems with the parents in such families.

V.2 (αe) Significance of difference of mean scores based on the ten dimensions of family climate between the students belonging to scheduled tribe and weak & under-privileged class categories.

The interpretation and discussion under this caption is based on the Table 49 and Figure 6 showing respectively ten dimensions of family climate of students belonging to scheduled tribe and weak & under-privileged class categories.

The CR value (1.28) between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “freedom vs restrictiveness” of family climate was found insignificant. It indicates that the students belonging to scheduled tribe and weak & under-privileged class categories seem to be alike on freedom vs restrictiveness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3a. (vi)” completely.
The CR value (1.93) between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - "indulgence vs avoidance" of family climate was found insignificant. It indicates that the students belonging to scheduled tribe and weak & under-privileged class categories seem to be alike on indulgence vs avoidance dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3b. (vi)” completely.

The CR value (0.24) between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - "fairness vs partiality" of family climate was again found insignificant. It indicates that the students belonging to scheduled tribe and weak & under-privileged class categories seem to be alike on fairness vs partiality dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3c. (vi)” completely.

There was found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “attention vs negligence” of family climate as the CR value came out to be 0.8. It indicates that the students belonging to scheduled tribe and weak & under-privileged class categories seem to be alike on attention vs negligence dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3d. (vi)” completely.

The CR value (1.48) between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “acceptance vs rejection” of family climate was found insignificant. It indicates that the students belonging to scheduled tribe and weak & under-privileged class categories seem to be alike on acceptance vs rejection dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3e. (vi)” completely.

There was found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “warmth vs cold relations” of family climate as the CR value came out to be 0.36. It indicates that the students belonging to scheduled tribe and weak & under-privileged class categories seem to be alike on warmth vs cold relations dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3f. (vi)” completely.
The CR value (3.44) between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “trust vs distrust” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3g. (vi)” completely. The mean value of scheduled tribe category students (12.64) came higher as compared to the students of weak and under-privileged class category (12.09). It may be due to the reason that the parents of scheduled tribe category exhibit more trust in their children than their counterparts. Their wards become resourceful, self-reliant and self-sufficient in their lives. Their self-confidence also develops to the maximum because of such family climate at home.

The CR value (0.09) between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “submissiveness vs dominance” of family climate was found insignificant. It indicates that the students belonging to scheduled tribe and weak & under-privileged class categories seem to be alike on submissiveness vs dominance dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3h. (vi)” completely.

The CR value (1.5) between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “expectation vs hopelessness” of family climate was again found insignificant. It indicates that the students belonging to scheduled tribe and weak & under-privileged class categories seem to be alike on expectation vs hopelessness dimension of family climate. This finding is thus accepting a part of the third null hypothesis “3i. (vi)” completely.

The CR value (2.24) between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “open communication vs controlled communication” of family climate was found significant at 0.05 level of confidence. This finding is thus rejecting a part of the third null hypothesis “3j. (vi)” completely. The mean value of scheduled tribe category students (11.44) came higher as compared to the students of weak and under-privileged class category (10.88) on this particular dimension of family climate. It may be due to the reason that the parents of scheduled tribe category are more open to the discussion and communication with their children than their counterparts. Their children are free to do almost anything without fear of parental reproach.
V.2 (b.) Significance of difference of mean scores based on the ten dimensions of family climate between boys and girls belonging to general category.

The interpretation and discussion under this caption is based on the Table 50 and Figure 7 showing respectively ten dimensions of family climate of boys and girls belonging to general category.

The CR value (0.23) between boys and girls belonging to general category on the dimension - "freedom vs restrictiveness" of family climate was found insignificant. It indicates that the boys and girls belonging to general category seem to be alike on freedom vs restrictiveness dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4a. (i)” completely.

The CR value (1.22) between boys and girls belonging to general category on the dimension - "indulgence vs avoidance" of family climate was found insignificant. It indicates that the boys and girls belonging to general category seem to be alike on indulgence vs avoidance dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4b. (i)” completely.

The CR value (0.03) between boys and girls belonging to general category on the dimension - "fairness vs partiality" of family climate was found insignificant. It indicates that the boys and girls belonging to general category seem to be alike on fairness vs partiality dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4c. (i)” completely.

The CR value (0.32) between boys and girls belonging to general category on the dimension - "attention vs negligence" of family climate was again found insignificant. It indicates that the boys and girls belonging to general category seem to be alike on attention vs negligence dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4d. (i)” completely.

The CR value (0.45) between boys and girls belonging to general category on the dimension - "acceptance vs rejection" of family climate was found insignificant. It indicates that the boys and girls belonging to general category
seem to be alike on acceptance vs rejection dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4e. (i)” completely.

The CR value (2.8) between boys and girls belonging to general category on the dimension - “warmth vs cold relations” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4e. (i)” completely. The mean value of girls (14.26) came higher than the boys (13.42) on this particular dimension of family climate. It may be due to the reason that the parents show more warm heartedness towards their daughters than sons. They keep warm hearted feelings towards their daughters. They are more polite and warm towards them.

The CR value (0.16) between boys and girls belonging to general category on the dimension - “trust vs distrust” of family climate was found insignificant. It indicates that the boys and girls belonging to general category seem to be alike on trust vs distrust dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4g. (i)” completely.

The CR value (0.2) between boys and girls belonging to general category on the dimension - “submissiveness vs dominance” of family climate was again found insignificant. It indicates that the boys and girls belonging to general category seem to be alike on submissiveness vs dominance dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4h. (i)” completely.

The CR value (4.21) between boys and girls belonging to general category on the dimension - “expectation vs hopelessness” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4i. (i)” completely. The mean value of girls (11.95) came higher than the boys (11.15) on this particular dimension. It may be due to the reason that the parents have high expectations from their daughters than sons and as such they do not want their daughters to be neglected and isolated in this competitive world. The parents do not want their daughters to remain confined to the home and hearth as otherwise it may lead to feeling of insecurity in them.
The CR value (3.15) between boys and girls belonging to general category on the dimension - “open communication vs controlled communication” of family climate was again found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4j. (i)” completely. The mean value of boys (13.01) came higher than the girls (11.94) on this particular dimension. It may be due to the reason that the parents show more openness behaviour towards their sons than daughters as far as the discussion or communication is concerned.

V.2 (b2) Significance of difference of mean scores based on the ten dimensions of family climate between boys and girls belonging to scheduled caste category.

The interpretation and discussion under this caption is based on the Table 51 and Figure 8 showing respectively ten dimensions of family climate of boys and girls belonging to scheduled caste category.

There was found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “freedom vs restrictiveness” of family climate as the CR value came out to be 0.83. It indicates that the boys and girls belonging to scheduled caste category seem to be alike on freedom vs restrictiveness dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4a. (ii)” completely.

There was found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “indulgence vs avoidance” of family climate as the CR value came out to be 1.10. It indicates that the boys and girls belonging to scheduled caste category seem to be alike on indulgence vs avoidance dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4b. (ii)” completely.

The CR value (2.00) between boys and girls belonging to scheduled caste category on the dimension - “fairness vs partiality” of family climate was found significant at 0.05 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4c. (ii)” completely. The mean value of boys (14.06) came higher than the girls (13.42) on this particular dimension. It may be due to the reason that the parents show more fairness attitude towards their sons than
daughters because they know that partial treatment if given to them can make them aggressive and selfish.

The CR value (2.64) between boys and girls belonging to scheduled caste category on the dimension - “attention vs negligence” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4d. (ii)” completely. The mean value of girls (13.88) came higher than the boys (13.01) on this particular dimension of family climate. It may be due to the reason that the parents pay more attention to their daughters than sons. They provide efficient work habits, sound study skills and practices at home to their daughters.

There was found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “acceptance vs rejection” of family climate as the CR value came out to be 1.21. It indicates that the boys and girls belonging to scheduled caste seem to be alike on acceptance vs rejection dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4e. (ii)” completely.

The CR value (2.78) between boys and girls belonging to scheduled caste category on the dimension - “warmth vs cold relations” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4f. (ii)” completely. The mean value of girls (13.72) came higher than the boys (12.69) on this particular dimension. It may be due to the reason that the parents show more warmth behaviour towards their daughters than sons. They help their daughters to gain an insight into their problems by showing warmth behaviour towards them.

There was found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “trust vs distrust” of family climate as the CR value came out to be 1.24. It indicates that the boys and girls belonging to scheduled caste category seem to be alike on trust vs distrust dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4g. (ii)” completely.
There was found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “submissiveness vs dominance” of family climate as the CR value came out to be 0.89. It indicates that the boys and girls belonging to scheduled caste category seem to be alike on submissiveness vs dominance dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4h. (ii)” completely.

The CR value (1.96) between boys and girls belonging to scheduled caste category on the dimension - “expectation vs hopelessness” of family climate was found significant at 0.05 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4i. (ii)” completely. The mean value of girls (11.79) came higher than the boys (11.34) on this particular dimension of family climate. It may be due to the reason that the parents have high expectations from their daughters than sons. They are provided more opportunities and avenues at home by their parents and are soft towards them.

The CR value (2.23) between boys and girls belonging to scheduled caste category on the dimension - “open communication vs controlled communication” of family climate was found significant at 0.05 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4j. (ii)” completely. The mean value of boys (12.16) came higher than the girls (11.47) on this particular dimension. It may be due to the reason that the parents are more open to the discussion and communication with their sons than daughters and they feel more proximity to them.

V.2 (b3) Significance of difference of mean scores based on the ten dimensions of family climate between boys and girls belonging to scheduled tribe category.

The interpretation and discussion under this caption is based on the Table 52 and Figure 9 showing respectively ten dimensions of family climate of boys and girls belonging to scheduled tribe category.

The CR value (1.32) between boys and girls belonging to scheduled tribe category on the dimension - “freedom vs restrictiveness” of family climate was found insignificant. It indicates that the boys and girls belonging to scheduled tribe
category seem to be alike on freedom vs restrictiveness dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis "4a. (iii)" completely.

The CR value (5.51) between boys and girls belonging to scheduled tribe category on the dimension - "indulgence vs avoidance" of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis "4b. (iii)" completely. The mean value of girls (13.73) came higher than the boys (11.58) on this particular dimension of family climate. It may be due to the reason that the parents show more indulgence behaviour towards their daughters than sons and they spend a large amount of time with their daughters.

The CR value (4.62) between boys and girls belonging to scheduled tribe category on the dimension - "fairness vs partiality" of family climate was again found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis "4c. (iii)" completely. The mean value of girls (13.78) came higher than the boys (12.07) on this particular dimension. It may be due to the reason that the parents show more fairness attitude towards their daughters than sons. They attempt to handle their daughters in a fair manner as they are more soft towards them.

The CR value (3.66) between boys and girls belonging to scheduled tribe category on the dimension - "attention vs negligence" of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis "4d. (iii)" completely. The mean value of girls (13.07) came higher than the boys (11.79) on this particular dimension of family climate. It may be due to the reason that the parents pay more attention to their daughters than sons. They provide more chances, avenues and opportunities to their daughters.

The CR value (6.16) between boys and girls belonging to scheduled tribe category on the dimension - "acceptance vs rejection" of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis "4e. (iii)" completely. The mean value of girls (14.53) came higher than the boys (11.82) on this particular dimension. It may be due to the reason that the parents show more acceptance attitude towards their daughters than
sons. The parents know that the rejection shown by them can lead to resentment, feelings of helplessness and frustrations among their daughters.

The CR value (2.87) between boys and girls belonging to scheduled tribe category on the dimension - “warmth vs cold relations” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4f. (iii)” completely. The mean value of girls (13.44) came higher than the boys (12.35) on this particular dimension. It may be due to the reason that the parents show more warmth behaviour towards their daughters than sons and keep warm hearted feelings towards them being soft.

There was found no significant difference between boys and girls belonging to scheduled tribe category on the dimension - “trust vs distrust” of family climate as the CR value came out to be 1.16. It indicates that the boys and girls belonging to scheduled tribe category seem to be alike on trust vs distrust dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4g. (iii)” completely.

The CR value (3.42) between boys and girls belonging to scheduled tribe category on the dimension - “submissiveness vs dominance” of family climate was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4h. (iii)” completely. The mean value of girls (10.88) came higher than the boys (9.75) on this particular dimension. It may be due to the reason that the parents show more submissive behaviour towards their daughters than sons because they know that dominance attitude if shown by them can inculcate inferiority complexes among their daughters who seem to be more affectionate and lovable to them.

The CR value (1.74) between boys and girls belonging to scheduled tribe category on the dimension - “expectation vs hopelessness” of family climate was found insignificant. It indicates that the boys and girls belonging to scheduled tribe category seem to be alike on expectation vs hopelessness dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4i. (iii)” completely.
The CR value (2.23) between boys and girls belonging to scheduled tribe category on the dimension - “open communication vs controlled communication” of family climate was found significant at 0.05 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4j. (iii)” completely. The mean value of girls (11.89) came higher than the boys (11.02) on this particular dimension. It may be due to the reason that the parents are more open to the discussion and communication with their daughters than sons. They discuss and describe the day’s activities to their daughters.

V.2 (b.) Significance of difference of mean scores based on the ten dimensions of family climate between boys and girls belonging to weak and under-privileged class category.

The interpretation and discussion under this caption is based on the Table 53 and Figure 10 showing respectively ten dimensions of family climate of boys and girls belonging to weak and under-privileged class category.

The CR value (1.17) between boys and girls belonging to weak and under-privileged class category on the dimension - “freedom vs restrictiveness” of family climate was found insignificant. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on freedom vs restrictiveness dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4a. (iv)” completely.

The CR value (1.59) between boys and girls belonging to weak and under-privileged class category on the dimension - “indulgence vs avoidance” of family climate was again found insignificant. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on indulgence vs avoidance dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4b. (iv)” completely.

The CR value (2.00) between boys and girls belonging to weak and under-privileged class category on the dimension - “fairness vs partiality” of family climate was found significant at 0.05 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4c. (iv)” completely. The mean value of girls (13.09) came higher than the boys (12.45) on this particular dimension. It
may be due to the reason that the parents show more fairness attitude towards their daughters than sons by devoting more time and attention to them.

The CR value (2.37) between boys and girls belonging to weak and under-privileged class category on the dimension - “attention vs negligence” of family climate was again found significant at 0.05 level of confidence. This finding is thus rejecting a part of the fourth null hypothesis “4d. (iv)” completely. The mean value of girls (12.95) came higher than the boys (12.12) on this particular dimension of family climate. It may be due to the reason that the parents pay more attention to their daughters than sons. They show great interest, aspiration and involvement for the academic success and future career of their daughters.

The CR value (1.06) between boys and girls belonging to weak and under-privileged class category on the dimension - “acceptance vs rejection” of family climate was found insignificant. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on acceptance vs rejection dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4e. (iv)” completely.

The CR value (1.82) between boys and girls belonging to weak and under-privileged class category on the dimension - “warmth vs cold relations” of family climate was again found insignificant. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on warmth vs cold relations dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4f. (iv)” completely.

There was found no significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - “trust vs distrust” of family climate as the CR value came out to be 1.78. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on trust vs distrust dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4g. (iv)” completely.

There was found no significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - “submissiveness vs dominance” of family climate as the CR value came out to be
0.53. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on submissiveness vs dominance dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4h. (iv)” completely.

The CR value (0.82) between boys and girls belonging to weak and under-privileged class category on the dimension - “expectation vs hopelessness” of family climate was also found insignificant. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on expectation vs hopelessness dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4i. (iv)” completely.

The CR value (0.39) between boys and girls belonging to weak and under-privileged class category on the dimension - “open communication vs controlled communication” of family climate was again found insignificant. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on open communication vs controlled communication dimension of family climate. This finding is thus accepting a part of the fourth null hypothesis “4j. (iv)” completely.

### V.3 INTERPRETATION AND DISCUSSION OF RESULTS ON THE COMPARISON OF MEAN SCORES BASED ON THE FIVE AREAS OF PARENTAL PRESS:

**(Sex-wise Differences in Social Categories)**

#### V.3 (a) Significance of difference of mean scores based on the five areas of parental press between boys and girls belonging to general category.

The interpretation and discussion under this caption is based on the Table S4 and Figure 11 showing respectively five areas of parental press of boys and girls belonging to general category.

The CR value (4.41) between boys and girls belonging to general category on the “educational area” of parental press was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fifth null hypothesis “5a. (i)” completely. The mean value of boys (11.86) came higher than the girls (11.11) on
this area of parental press. It seems that the boys perceived more parental awareness and contribution in their educational aspects as compared to the girls. It may be due to the reason that the parents show more concern for the education of boys than girls. It is generally seen that the parents at home pay more attention to male children than the females. Moreover, they fulfill the basic needs of their male wards on priority. They provide more chances, avenues and opportunities to their male children in different spheres of life. They react and behave with them in a calm way. They think that boys are an asset to the family and girls a liability. Due to male dominating society, the boys are involved more and more in education and decision-making processes and the girls are given last preferences. Banoo (1982) and Jasrotia (1985) also found significant differences between boys and girls on the educational area of parental press. However, Gupta (1989); Kour (1994); Ahmed (1996); Kumari (1998); Kumar (2006) and Sharma (2010) reported insignificant sex differences on the educational area of parental press.

There was found no significant difference between boys and girls belonging to general category on the “social area” of parental press as the CR value came out to be 1.56. It indicates that the boys and girls belonging to general category seem to be alike on the social area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5b. (i)” completely. Banoo (1982); Gupta (1989); Kour (1994); Ahmed (1996); Kumar (2006) and Sharma (2010) also found that boys and girls do not differ significantly from each other on the social area of parental press. However, Jasrotia (1985) and Kumari (1998) reported contrary results in their studies.

There was found no significant difference between boys and girls belonging to general category on the “emotional area” of parental press as the CR value came out to be 0.15. It indicates that the boys and girls belonging to general category seem to be alike on the emotional area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5c. (i)” completely. Gupta (1989); Kour (1994); Ahmed (1996); Kumari (1998); Kumar (2006) and Sharma (2010) also found insignificant sex differences on the emotional area of parental press. However, Thompson (1947); Sears et al. (1957); Aggarwal and Saxena (1977); Nagaraja (1977); Banoo (1982); Srivastava (1982); Jasrotia (1985); Suichu and Willms (1996); Bredekamp and Copple (1997); Trusty (1998); Izzo et al.
(1999); Marcon (1999); Mc Neal (1999); Scribner, Young and Pedroza (1999); Strage (2000); Fan and Chen (2001); Fantuzzo and Mc Wayne (2002); Yan and Lin (2002) and Hill et al. (2004) reported significant differences between boys and girls on the emotional area of parental press.

The CR value (3.88) between boys and girls belonging to general category on the “physical area” of parental press was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fifth null hypothesis “5d. (i)” completely. The mean value of girls (11.51) came higher than the boys (10.85) on this area of parental press. It seems that the girls perceived more parental awareness and contribution in their physical aspects as compared to the boys. It may be due to the reason that the parents show more awareness towards the physical aspects of their daughters. They provide rich and balanced diet to their daughters so that they remain physically fit which in turn helps them to remain mentally alert. Banoo (1982); Jasrotia (1985) and Ornelas et al. (2007) also found significant sex differences on the physical area of parental press. However, Gupta (1989); Kour (1994); Ahmed (1996); Kumari (1998); Kumar (2006) and Sharma (2010) reported insignificant sex differences on the physical area of parental press.

There was found no significant difference between boys and girls belonging to general category on the “moral area” of parental press as the CR value came out to be 1.5. It indicates that the boys and girls belonging to general category seem to be alike on the moral area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5e. (i)” completely. Gupta (1989); Kour (1994); Ahmed (1996); Kumari (1998); Kumar (2006) and Sharma (2010) in their research studies also found no significant differences between boys and girls on the moral area of parental press as revealed in the present study too. However, Banoo (1982) and Jasrotia (1985) found significant sex differences on the moral area of parental press.

V.3 (a3) Significance of difference of mean scores based on the five areas of parental press between boys and girls belonging to scheduled caste category.

The interpretation and discussion under this caption is based on the Table 55 and Figure 12 showing respectively five areas of parental press of boys and girls belonging to scheduled caste category.
The CR value (2.17) between boys and girls belonging to scheduled caste category on the “educational area” of parental press was found significant at 0.05 level of confidence. This finding is thus rejecting a part of the fifth null hypothesis “5a. (ii)” completely. The mean value of girls (11.11) came higher than the boys (11.5) on this area of parental press. It seems that the girls perceived more parental awareness and contribution in their educational aspects as compared to the boys. It may be due to the reason that the parents take more care of the educational progress of their daughters. They are anxious to see their daughters educated and employed.

The CR value (0.21) between boys and girls belonging to scheduled caste category on the “social area” of parental press was found insignificant. It indicates that the boys and girls belonging to scheduled caste category seem to be alike on the social area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5b. (ii)” completely.

The CR value (1.63) between boys and girls belonging to scheduled caste category on the “emotional area” of parental press was found insignificant. It indicates that the boys and girls belonging to scheduled caste category seem to be alike on the emotional area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5c. (ii)” completely.

The CR value (2.22) between boys and girls belonging to scheduled caste category on the “physical area” of parental press was found significant at 0.05 level of confidence. This finding is thus rejecting a part of the fifth null hypothesis “5d. (ii)” completely. The mean value of girls (11.46) came higher than the boys (11.06) on this area of parental press. It seems that the girls perceived more parental awareness and contribution in their physical aspects as compared to the boys. It may be due to the reason that the parents pay more attention towards their physical health by providing nutritive diet to them and desire their participation in various physical activities.

The CR value (0.92) between boys and girls belonging to scheduled caste category on the “moral area” of parental press was found insignificant. It indicates that the boys and girls belonging to scheduled caste category seem to be alike on
the moral area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5e. (ii)” completely.

V.3 (a3) Significance of difference of mean scores based on the five areas of parental press between boys and girls belonging to scheduled tribe category.

The interpretation and discussion under this caption is based on the Table 56 and Figure 13 showing respectively five areas of parental press of boys and girls belonging to scheduled tribe category.

There was found no significant difference between boys and girls belonging to scheduled tribe category on the “educational area” of parental press as the CR value came out to be 1.00. It indicates that the boys and girls belonging to scheduled tribe category seem to be alike on the educational area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5a. (iii)” completely.

There was found no significant difference between boys and girls belonging to scheduled tribe category on the “social area” of parental press as the CR value came out to be 0.58. It indicates that the boys and girls belonging to scheduled tribe category seem to be alike on the social area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5b. (iii)” completely.

The CR value (5.00) between boys and girls belonging to scheduled tribe category on the “emotional area” of parental press was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fifth null hypothesis “5e. (iii)” completely. The mean value of boys (9.22) came higher than the girls (8.32) on this area of parental press. It seems that the boys perceived more parental awareness and contribution in their emotional aspects as compared to the girls. It may be due to the reason that the parents contribute by providing a congenial emotional climate to their sons. In our country, the male child is preferred more by their parents and other members of the society. Female child if born in Indian families is treated as liability and as such the Indian parents pay more attention towards male child. The male child shows few symptoms of emotional instability because his parents are too ambitious for his academic success. The girls do not establish and develop emotional rapport with their parents because modesty and
shyness prevents them from expressing their feelings and emotions. The Indian parents think that the male child would solve their bread and butter problems.

There was found no significant difference between boys and girls belonging to scheduled tribe category on the “physical area” of parental press as the CR value came out to be 1.88. It indicates that the boys and girls belonging to scheduled tribe category seem to be alike on the physical area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5d. (iii)” completely.

There was again found no significant difference between boys and girls belonging to scheduled tribe category on the “moral area” of parental press as the CR value came out to be 1.00. It indicates that the boys and girls belonging to scheduled tribe category seem to be alike on the moral area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5e. (iii)” completely.

V.3 (a.) Significance of difference of mean scores based on the five areas of parental press between boys and girls belonging to weak and under-privileged class category.

The interpretation and discussion under this caption is based on the Table 57 and Figure 14 showing respectively five areas of parental press of boys and girls belonging to weak and under-privileged class category.

There was found no significant difference between boys and girls belonging to weak and under-privileged class category on the “educational area” of parental press as the CR value came out to be 1.21. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on the educational area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5a. (iv)” completely.

There was found no significant difference between boys and girls belonging to weak and under-privileged class category on the “social area” of parental press as the CR value came out to be 0.39. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on the social area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5b. (iv)” completely.
There was again found no significant difference between boys and girls belonging to weak and under-privileged class category on the “emotional area” of parental press as the CR value came out to be 0.37. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on the emotional area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5c. (iv)” completely.

The CR value (3.25) between boys and girls belonging to weak and under-privileged class category on the “physical area” of parental press was found significant at 0.01 level of confidence. This finding is thus rejecting a part of the fifth null hypothesis “5d. (iv)” completely. The mean value of girls (11.29) came higher than the boys (10.77) on this area of parental press. It seems that the girls perceived more parental awareness and contribution in their physical aspects as compared to the boys. It may be due to the reason that the parents pay more attention towards the physical health of their daughters by providing good and nutritive diet to their daughters. They motivate them to involve and participate in various physical activities.

There was found no significant difference between boys and girls belonging to weak and under-privileged class category on the “moral area” of parental press as the CR value came out to be 1.86. It indicates that the boys and girls belonging to weak and under-privileged class category seem to be alike on the moral area of parental press. This finding is thus accepting a part of the fifth null hypothesis “5e. (iv)” completely.

V.4 INTERPRETATION AND DISCUSSION OF THE RESULTS BASED ON THE COMPARISON OF CORRELATION COEFFICIENT VALUES OBTAINED ON ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT VARIABLES:

V.4 (a1) Computation of correlation coefficient values between the scores of achievement motivation and academic achievement among the students belonging to different social categories.

It is evident from the Table 58 that the value of ‘r’ for the students belonging to general category was found to be insignificant. The coefficient of
correlation value for general category students (0.06) showed insignificant and negligible positive relationship between achievement motivation and academic achievement, thus accepting a part of the sixth null hypothesis “6(i)” completely. It is also evident from the Table 58 that the value of ‘r’ for the students belonging to scheduled caste category was found to be insignificant. The coefficient of correlation value for scheduled caste category students (0.06) showed insignificant and negligible positive relationship between achievement motivation and academic achievement, thus accepting a part of the sixth null hypothesis “6(ii)” completely.

It is again evident from the Table 58 that the value of ‘r’ for the students belonging to scheduled tribe category was found significant at .01 level of confidence. The coefficient of correlation value for scheduled tribe category students (0.19) showed positively significant but very low relationship between achievement motivation and academic achievement, thereby rejecting a part of the sixth null hypothesis “6(iii)” completely. It is also evident from the Table 58 that the value of ‘r’ for the students belonging to weak and under-privileged class category was found to be insignificant. The coefficient of correlation value for weak and under-privileged class category students (0.06) showed insignificant and negligible positive relationship between achievement motivation and academic achievement, thus accepting a part of the sixth null hypothesis “6(iv)” completely.

V.4 (a2) Significance of differences in the correlation coefficient values based on the relationship between achievement motivation and academic achievement variables among the students belonging to different social categories.

It is evident from the Table 59 that there was found no significant difference between the students belonging to general and scheduled caste categories on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the seventh null hypothesis “7(i)” completely. This relationship seems to be alike in both general and scheduled caste category students.

It is again evident from the Table 59 that there was found no significant difference between the students belonging to general and scheduled tribe categories on the degree of relationship between achievement motivation and
academic achievement, thus accepting a part of the seventh null hypothesis "7(ii)" completely. This relationship seems to be alike in both general and scheduled tribe category students.

Table 59 reveals that no significant difference existed between the students belonging to general and weak and under-privileged class categories on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the seventh null hypothesis "7(iii)" completely. This relationship seems to be alike in both general and weak & under-privileged class category students. Similar result was found by Gawande (1988) who showed insignificant relationship between achievement motivation and academic achievement of non-backward and backward students.

It is apparent from the Table 59 that no significant difference existed between the students belonging to scheduled caste and scheduled tribe categories on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the seventh null hypothesis "7(iv)" completely. The relationship seems to be alike in both scheduled caste and scheduled tribe category students.

Table 59 reveals that no significant difference existed between the students belonging to scheduled caste and weak & under-privileged class categories on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the seventh null hypothesis "7(v)" completely. The relationship seems to be alike in both scheduled caste and weak & under-privileged class category students.

Table 59 also reveals that there was found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the seventh null hypothesis "7(vi)" completely. The relationship seems to be alike in both scheduled tribe and weak & under-privileged class category students.
V.4 (h) Computation of correlation coefficient values between the scores of achievement motivation and academic achievement among the boys and girls belonging to different social categories.

It is evident from the Table 60 that the values of ‘r’ for boys and girls of general category were found to be insignificant. The coefficient of correlation value for boys (0.07) and girls (0.10) showed insignificant and negligible positive relationship between achievement motivation and academic achievement, thus accepting a part of the eighth null hypothesis “8(i)” completely. It is also evident from the Table 60 that the value of ‘r’ was found insignificant in case of scheduled caste category boys and significant at .05 level of confidence in case of scheduled caste category girls. It indicates that there is found insignificant and negligible positive relationship between achievement motivation and academic achievement variables in case of boys (0.01) and positively significant but very low relationship in case of girls (0.15) of scheduled caste category, thus partially accepting and rejecting a part of the eighth null hypothesis “8(ii)”.

It is again evident from the Table 60 that the value of ‘r’ for scheduled tribe category boys was found significant at .01 level of confidence and insignificant in case of scheduled tribe category girls. It indicates that there is found positively significant but low relationship between achievement motivation and academic achievement variables in case of boys (0.31) and insignificant negligible positive relationship in case of girls (0.07) of scheduled tribe category, thereby partially rejecting and accepting a part of the eighth null hypothesis “8(iii)”. It is also evident from the Table 60 that the values of ‘r’ for boys and girls of weak and under-privileged class category were found to be insignificant. The coefficient of correlation value for boys (0.12) and girls (0.01) showed insignificant and negligible positive relationship between achievement motivation and academic achievement, thus accepting a part of the eighth null hypothesis “8(iv)” completely.
V.4 (b2) Significance of differences in the correlation coefficient values based on the relationship between achievement motivation and academic achievement variables among the boys and girls belonging to different social categories.

It is clear from the Table 61 that there was found no significant difference between the boys and girls belonging to general category on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the ninth null hypothesis “9(i)” completely. This relationship seems to be alike in both boys and girls belonging to general category. Similar results were obtained by Rajput (1984); Sontakey (1986); Harikrishnan (1992); Settlemeyer (2010) and Sharma (2011) in their research studies. However, Morgan (1952); Mc Clelland et al. (1953); Ricciute et al. (1955); Weise et al. (1959); Unlinger and Stephens (1960); Dember et al. (1962); Stanford et al. (1963); Sinha (1967); Pathak (1974); Parikh (1976); Christian (1977); Gandhi (1982); ShanmugaSundaram (1983); Deshpande (1984); Sween (1984); Ahluwalia (1985); Mitra (1985); Watthayu (1985); Tripathi (1986); Ali (1988); Ramaswamy (1988); Saraswat (1988); Sodhi (1989); Devanesan (1990); Rani (1992); Phalet and Claes (1993); Phalet and Lens (1995); Kour (1996); Chen (1997); Berndt (1999); Alam (2001) and Ryan (2001) found significant and positive relationship between achievement motivation and academic achievement of students.

It is evident from the Table 61 that no significant difference existed between the boys and girls belonging to scheduled caste category on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the ninth null hypothesis “9(ii)” completely. The relationship seems to be alike in both boys and girls belonging to scheduled caste category. Similar result was found by Sharma (2011) in her research study.

Table 61 reveals that no significant difference existed between the boys and girls belonging to scheduled tribe category on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the ninth null hypothesis “9(iii)” completely. This relationship seems to be alike in both boys and girls belonging to scheduled tribe category. Similar result was found by Sharma (2011) in her research study.
It is apparent from the Table 61 that there was found no significant difference between the boys and girls belonging to weak and under-privileged class category on the degree of relationship between achievement motivation and academic achievement, thus accepting a part of the ninth null hypothesis “9(iv)” completely. This relationship seems to be alike in both boys and girls belonging to weak and under-privileged class category. Sharma (2011) found contrary result in her research study.

V.5 INTERPRETATION AND DISCUSSION OF THE RESULTS BASED ON THE ASSOCIATION OF DIFFERENT SOCIAL CATEGORIES WITH GENDER AND SOCIO-ECONOMIC STATUS:

V.5 (a) Association of different social categories with gender.

It is evident from the Table 62 that there was found no significant association of different social categories with gender. The calculated value of $\chi^2$ 5.7 is less than the table value (7.815 at 0.05 and 11.345 at 0.01 levels respectively against 3 df), thus accepting a part of the tenth null hypothesis of independence “10(a)”. The results thus show that social categories are not significantly associated with gender.

V.5 (b) Association of different social categories with socio-economic status.

It is apparent from the Table 63 that there was found no significant association of different social categories with socio-economic status. The calculated value of $\chi^2$ 0.082 is less than the table value (7.815 at 0.05 and 11.345 at 0.01 levels respectively against 3 df), thus accepting a part of the tenth null hypothesis of independence “10(b)”. The results thus show that social categories are not significantly associated with socio-economic status.