CHAPTER - VI

GENERAL CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

VI.1 GENERAL CONCLUSIONS:

In the light of discussion of results made in the previous chapter, the researcher derived the following conclusions:

VI.1 (1a) Inferences based on the F-ratio values with achievement motivation, as criterion:

1. F-ratio value for the main factor i.e. ‘social categories’ is found significant with achievement motivation, taken as criterion. The students belonging to different social categories differ significantly from each other on the achievement motivation.

2. F-ratio value for another main factor i.e. ‘gender’ is found insignificant with achievement motivation, taken as criterion. It means that there is found no significant difference between boys and girls on the achievement motivation.

3. F-ratio value for the third main factor i.e. ‘socio-economic status’ is found significant with achievement motivation, taken as criterion. There is found significant difference between the students belonging to high and low socio-economic status groups. The students belonging to high socio-economic status group show high achievement motivation than the students belonging to low socio-economic status group.

4. F-ratio value for the interactional effect of ‘social categories and gender’ is found insignificant with achievement motivation, taken as criterion. It means that the boys and girls belonging to different social categories are alike on the achievement motivation.

5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ is found insignificant with achievement motivation, taken as criterion. It means that the students of high and low socio-
economic status groups belonging to different social categories are alike on the achievement motivation.

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ is found insignificant with achievement motivation, taken as criterion. It means that the boys and girls belonging to high and low socio-economic status groups are alike on the achievement motivation.

7. F-ratio value for the triple interactional effect of ‘social categories, gender and socio-economic status’ is found insignificant with achievement motivation, taken as criterion. It means that there is found no cumulative effect of these variables on the achievement motivation of students.

VI.1 (1b) Inferences based on the t-ratio values with achievement motivation, as criterion among the students belonging to different social categories:

1. There is found significant difference between the general and scheduled caste category students on the achievement motivation. The students of general category show high achievement motivation than the students of scheduled caste category.

2. There is found significant difference between the general and scheduled tribe category students on the achievement motivation. The students of general category show high achievement motivation than the students of scheduled tribe category.

3. There is found significant difference between the general and weak & under-privileged class category students on the achievement motivation. The students of general category show high achievement motivation than the students of weak and under-privileged class category.

4. There is found no significant difference between the students of scheduled caste and scheduled tribe categories on the achievement motivation.

5. There is found no significant difference between the students of scheduled caste and weak & under-privileged class categories on the achievement motivation.
6. There is found no significant difference between the students of scheduled tribe and weak & under-privileged class categories on the achievement motivation.

VI.1 (2a) Inferences based on the F-ratio values with academic achievement, as criterion:

1. F-ratio value for the main factor i.e. 'social categories' is found significant with academic achievement, taken as criterion. The students belonging to different social categories differ significantly from each other on the academic achievement.

2. F-ratio value for another main factor i.e. 'gender' is found significant with academic achievement, taken as criterion. It means that there is found significant difference between boys and girls on the academic achievement. The girls show high academic achievement in comparison to the boys.

3. F-ratio value for the third main factor i.e. 'socio-economic status' is found significant with academic achievement, taken as criterion. There is found significant difference between the students belonging to high and low socio-economic status groups. The students belonging to high socio-economic status group show better academic achievement than the students belonging to low socio-economic status group.

4. F-ratio value for the interactional effect of 'social categories and gender' is found insignificant with academic achievement, taken as criterion. It means that the boys and girls belonging to different social categories are alike on the academic achievement.

5. F-ratio value for the interactional effect of 'social categories and socio-economic status' is found insignificant with academic achievement, taken as criterion. It means that the students of high and low socio-economic status groups belonging to different social categories are alike on the academic achievement.
6. F-ratio value for the interactional effect of 'gender and socio-economic status' is found insignificant with academic achievement, taken as criterion. It means that the boys and girls belonging to high and low socio-economic status groups are alike on the academic achievement.

7. F-ratio value for the triple interactional effect of 'social categories, gender and socio-economic status' is found insignificant with academic achievement, taken as criterion. It means that there is found no cumulative effect of these variables on the academic achievement of students.

VI.1 (2b) Inferences based on the t-ratio values with academic achievement, as criterion among the students belonging to different social categories:

1. There is found no significant difference between the general and scheduled caste category students on the academic achievement.

2. There is found significant difference between the general and scheduled tribe category students on the academic achievement. The students of general category show high academic achievement than the students of scheduled tribe category.

3. There is found no significant difference between the general and weak & under-privileged class category students on the academic achievement.

4. There is found significant difference between the scheduled caste and scheduled tribe category students on the academic achievement. The students of scheduled caste category show high academic achievement than the students of scheduled tribe category.

5. There is found no significant difference between the students of scheduled caste and weak & under-privileged class categories on the academic achievement.

6. There is found significant difference between the scheduled tribe and weak & under-privileged class category students on the academic achievement. The students of weak and under-privileged class category
show high academic achievement than the students of scheduled tribe category.

VI.1 (3) Inferences based on Five Areas of Parental Press:

(a) Educational Area - On the basis of F-ratio values:

1. F-ratio value for the main factor i.e. ‘social categories’ is found insignificant with educational area of parental press, taken as criterion. 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.

2. F-ratio value for another main factor i.e. ‘gender’ is found insignificant with educational area of parental press, taken as criterion. 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.

3. F-ratio value for the third main factor i.e. ‘socio-economic status’ is found insignificant with educational area of parental press, taken as criterion. 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.

4. F-ratio value for the interactional effect of ‘social categories and gender’ is found insignificant with educational area of parental press, taken as criterion. The parental awareness towards the educational aspects of boys and girls belonging to different social categories seems to be alike.

5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ is found significant with educational area of parental press, taken as criterion. 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.

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ is found insignificant with educational area of parental press, taken as criterion. The parental awareness towards the educational aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike.

7. F-ratio value for the triple interactional effect of ‘social categories, gender and socio-economic status’ is found insignificant with educational area of
parental press, taken as criterion. It means that there is found no cumulative effect of these variables on this area of parental press.

(b) **Social Area - On the basis of F-ratio values:**

1. F-ratio value for the main factor i.e. ‘social categories’ is found insignificant with social area of parental press, taken as criterion. 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 on this area of parental press.

2. F-ratio value for another main factor i.e. ‘gender’ is found insignificant with social area of parental press, taken as criterion. The boys and girls 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.

3. F-ratio value for the third main factor i.e. ‘socio-economic status’ is found insignificant with social area of parental press, taken as criterion. 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.

4. F-ratio value for the interactional effect of ‘social categories and gender’ is found insignificant with social area of parental press, taken as criterion. The parental awareness towards the social aspects of boys and girls belonging to different social categories seems to be alike.

5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ is found insignificant with social area of parental press, taken as criterion. The parental awareness towards the social aspects of high and low socio-economic status students belonging to different social categories seems to be alike.

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ is found insignificant with social area of parental press, taken as criterion. The parental awareness towards the social aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike.

7. F-ratio value for the triple interactional effect of ‘social categories, gender and socio-economic status’ is found insignificant with social area of parental press, taken as criterion. It means that there is found no cumulative effect of these variables on this area of parental press.
(c1) Emotional Area - On the basis of F-ratio values:

1. F-ratio value for the main factor i.e. 'social categories' is found significant with emotional area of parental press, taken as criterion. The students belonging to different social categories differ significantly from each other in the parental awareness towards their emotional aspects.

2. F-ratio value for another main factor i.e. 'gender' is found significant with emotional area of parental press, taken as criterion. The boys and girls differ significantly from each other in the parental awareness towards their emotional aspects. The parents show more awareness towards the emotional aspects of sons as compared to their daughters.

3. F-ratio value for the third main factor i.e. 'socio-economic status' is found insignificant with emotional area of parental press, taken as criterion. 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.

4. F-ratio value for the interactional effect of 'social categories and gender' is found insignificant with emotional area of parental press, taken as criterion. The parental awareness towards the emotional aspects of boys and girls belonging to different social categories seems to be alike.

5. F-ratio value for the interactional effect of 'social categories and socio-economic status' is found insignificant with emotional area of parental press, taken as criterion. The parental awareness towards the emotional aspects of high and low socio-economic status students belonging to different social categories seems to be alike.

6. F-ratio value for the interactional effect of 'gender and socio-economic status' is found insignificant with emotional area of parental press, taken as criterion. The parental awareness towards the emotional aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike.

7. F-ratio value for the triple interactional effect of 'social categories, gender and socio-economic status' is found insignificant with emotional area of parental press, taken as criterion. It means that there is found no cumulative effect of these variables on this area of parental press.

(c2) Emotional Area - On the basis of t-ratio values:

1. There is found significant difference between the general and scheduled caste category students in the parental awareness towards their emotional aspects. The parents of general category show more awareness towards this area than the parents of scheduled caste category.
2. There is found no significant difference between the general and scheduled tribe category students in the parental awareness towards their emotional aspects.

3. There is found no significant difference between the general and weak & under-privileged class category students in the parental awareness towards their emotional aspects.

4. There is found significant difference between the scheduled caste and scheduled tribe category students in the parental awareness towards their emotional aspects. The parents of scheduled tribe category show more awareness towards their wards on this area than the parents of scheduled caste category.

5. There is found no significant difference between the scheduled caste and weak & under-privileged class category students in the parental awareness towards their emotional aspects.

6. There is found no significant difference between the scheduled tribe and weak & under-privileged class category students in the parental awareness towards their emotional aspects.

(d) Physical Area - On the basis of F-ratio values:

1. F-ratio value for the main factor i.e. ‘social categories’ is found insignificant with physical area of parental press, taken as criterion. 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.

2. F-ratio value for another main factor i.e. ‘gender’ is found insignificant with physical area of parental press, taken as criterion. 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.

3. F-ratio value for the third main factor i.e. ‘socio-economic status’ is found insignificant with physical area of parental press, taken as criterion. 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.

4. F-ratio value for the interactional effect of ‘social categories and gender’ is found insignificant with physical area of parental press, taken as criterion. The parental awareness towards the physical aspects of boys and girls belonging to different social categories seems to be alike.
5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ is found insignificant with physical area of parental press, taken as criterion. The parental awareness towards the physical aspects of high and low socio-economic status students belonging to different social categories seems to be alike.

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ is found insignificant with physical area of parental press, taken as criterion. The parental awareness towards the physical aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike.

7. F-ratio value for the triple interactional effect of ‘social categories, gender and socio-economic status’ is found insignificant with physical area of parental press, taken as criterion. It means that there is found no cumulative effect of these variables on this area of parental press.

(e) Moral Area - On the basis of F-ratio values:

1. F-ratio value for the main factor i.e. ‘social categories’ is found insignificant with moral area of parental press, taken as criterion. The students belonging to different social categories 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.

2. F-ratio value for another main factor i.e. ‘gender’ is found insignificant with moral area of parental press, taken as criterion. 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.

3. F-ratio value for the third main factor i.e. ‘socio-economic status’ is found insignificant with moral area of parental press, taken as criterion. 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.

4. F-ratio value for the interactional effect of ‘social categories and gender’ is found insignificant with moral area of parental press, taken as criterion. The parental awareness towards the moral aspects of boys and girls belonging to different social categories seems to be alike.

5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ is found insignificant with moral area of parental press, taken as criterion. The parental awareness towards the moral aspects of high and low socio-economic status students belonging to different social categories seems to be alike.
6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ is found insignificant with moral area of parental press, taken as criterion. The parental awareness towards the moral aspects of boys and girls belonging to high and low socio-economic status groups seems to be alike.

7. F-ratio value for the triple interactional effect of ‘social categories, gender and socio-economic status’ is found insignificant with moral area of parental press, taken as criterion. It means that there is found no cumulative effect of these variables on this area of parental press.

VI.1 (4) Inferences based on the Ten Dimensions of Family Climate:

(Social Category-wise Differences)

(a1) General and Scheduled Caste Categories:

1. There is found no significant difference between the students belonging to general and scheduled caste categories on the dimension - “freedom vs restrictiveness” of family climate.

2. There is found no significant difference between the students belonging to general and scheduled caste categories on the dimension - “indulgence vs avoidance” of family climate.

3. There is found significant difference between the students belonging to general and scheduled caste categories on the dimension - “fairness vs partiality” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled caste category. It means that the parents of general category attempt to handle their children in a fair and equitable manner than their counterparts.

4. There is found significant difference between the students belonging to general and scheduled caste categories on the dimension - “attention vs negligence” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled caste category. It means that the parents of general category pay more attention to their children than their counterparts.

5. There is found significant difference between the students belonging to general and scheduled caste categories on the dimension - “acceptance vs rejection” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled caste category. It means that the parents of general category accept the behaviour of their children more than their counterparts.
6. There is found significant difference between the students belonging to general and scheduled caste categories on the dimension - “warmth vs cold relations” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled caste category. It means that the parents of general category show more warm hearted feelings towards their children than their counterparts.

7. There is found no significant difference between the students belonging to general and scheduled caste categories on the dimension - “trust vs distrust” of family climate.

8. There is found significant difference between the students belonging to general and scheduled caste categories on the dimension - “submissiveness vs dominance” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled caste category. It means that the parents of general category show more submissive behaviour towards their children than their counterparts.

9. There is found no significant difference between the students belonging to general and scheduled caste categories on the dimension - “expectation vs hopelessness” of family climate.

10. There is found significant difference between the students belonging to general and scheduled caste categories on the dimension - “open communication vs controlled communication” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled caste category. It means that the parents of general category are more open to the discussion and communication with their children than their counterparts.

(a2) **General and Scheduled Tribe Categories:**

1. There is found no significant difference between the students belonging to general and scheduled tribe categories on the dimension - “freedom vs restrictiveness” of family climate.

2. There is found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “indulgence vs avoidance” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled tribe category. It means that the parents of general category show more indulgence behaviour towards their children by spending considerable time with them than their counterparts.
3. There is found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “fairness vs partiality” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled tribe category. It means that the parents of general category attempt to handle their children more in a fair manner than their counterparts.

4. There is found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “attention vs negligence” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled tribe category. It means that the parents of general category pay more attention to their children than their counterparts.

5. There is found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “acceptance vs rejection” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled tribe category. It means that the parents of general category always accept the behaviour of their children than their counterparts.

6. There is found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “warmth vs cold relations” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled tribe category. It means that the parents of general category show more warmth attitude towards their children than their counterparts.

7. There is found no significant difference between the students belonging to general and scheduled tribe categories on the dimension - “trust vs distrust” of family climate.

8. There is found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “submissiveness vs dominance” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled tribe category. It means that the parents of general category show more submissive behaviour towards their children than their counterparts.

9. There is found no significant difference between the students belonging to general and scheduled tribe categories on the dimension - “expectation vs hopelessness” of family climate.

10. There is found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “open
communication vs controlled communication” of family climate. The mean value of the students of general category has come higher as compared to the students of scheduled tribe category. It means that the parents of general category show more openness in the discussion or communication with their children than their counterparts.

(a3) General and Weak & Under-privileged Class Categories:

1. There is found significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - “freedom vs restrictiveness” of family climate. The mean value of the students of general category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of general category provide more freedom to their children than their counterparts.

2. There is found significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - “indulgence vs avoidance” of family climate. The mean value of the students of general category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of general category show more indulgence behaviour towards their children by spending time with them than their counterparts.

3. There is found significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - “fairness vs partiality” of family climate. The mean value of the students of general category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of general category attempt to handle their children more in a fair and equitable manner than their counterparts.

4. There is found significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - “attention vs negligence” of family climate. The mean value of the students of general category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of general category pay more attention to their children than their counterparts.

5. There is found significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - “acceptance vs rejection” of family climate. The mean value of the students of general category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of
general category accept the behaviour of their children more than their counterparts.

6. There is found significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - "warmth vs cold relations" of family climate. The mean value of the students of general category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of general category show more warmth behaviour towards their children than their counterparts.

7. There is found no significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - "trust vs distrust" of family climate.

8. There is found significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - "submissiveness vs dominance" of family climate. The mean value of the students of general category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of general category show more submissive behaviour towards their children than their counterparts.

9. There is found no significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - "expectation vs hopelessness" of family climate.

10. There is found significant difference between the students belonging to general and weak & under-privileged class categories on the dimension - "open communication vs controlled communication" of family climate. The mean value of the students of general category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of general category show more openness in the discussion or communication with their children than their counterparts.

(a4) Scheduled Caste and Scheduled Tribe Categories:

1. There is found no significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "freedom vs restrictiveness" of family climate.

2. There is found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "indulgence vs avoidance" of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of scheduled tribe category. It means that the parents of scheduled
caste category indulge more into the lives of their children by spending considerable time with them than their counterparts.

3. There is found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "fairness vs partiality" of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of scheduled tribe category. It means that the parents of scheduled caste category show more fairness attitude towards their children than their counterparts.

4. There is found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "attention vs negligence" of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of scheduled tribe category. It means that the parents of scheduled caste category pay more attention to their children than their counterparts.

5. There is found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "acceptance vs rejection" of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of scheduled tribe category. It means that the parents of scheduled caste category accept the behaviour of their children more than their counterparts.

6. There is found no significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "warmth vs cold relations" of family climate.

7. There is found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "trust vs distrust" of family climate. The mean value of the students of scheduled tribe category has come higher as compared to the students of scheduled caste category. It means that the parents of scheduled tribe category exhibit more trust in their children than their counterparts.

8. There is found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - "submissiveness vs dominance" of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of scheduled tribe category. It means that the parents of scheduled caste category show more submissiveness towards their children than their counterparts.
9. There is found no significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “expectation vs hopelessness” of family climate.

10. There is found no significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “open communication vs controlled communication” of family climate.

(a5) **Scheduled Caste and Weak & Under-privileged Class Categories:**

1. There is found no significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “freedom vs restrictiveness” of family climate.

2. There is found significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “indulgence vs avoidance” of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of scheduled caste category show more indulgence behaviour towards their children by spending time with them than their counterparts.

3. There is found significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “fairness vs partiality” of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of scheduled caste category show more fairness attitude towards their children than their counterparts.

4. There is found significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “attention vs negligence” of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of scheduled caste category pay more attention towards their children than their counterparts.

5. There is found significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “acceptance vs rejection” of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of scheduled caste category show more acceptance attitude towards their children than their counterparts.
6. There is found no significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “warmth vs cold relations” of family climate.

7. There is found no significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “trust vs distrust” of family climate.

8. There is found significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “submissiveness vs dominance” of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of scheduled caste category show more submissive behaviour towards their children than their counterparts.

9. There is found no significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “expectation vs hopelessness” of family climate.

10. There is found significant difference between the students belonging to scheduled caste and weak & under-privileged class categories on the dimension - “open communication vs controlled communication” of family climate. The mean value of the students of scheduled caste category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of scheduled caste category are more open to the discussion and communication with their children than their counterparts.

(a6) **Scheduled Tribe and Weak & Under-privileged Class Categories:**

1. There is found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “freedom vs restrictiveness” of family climate.

2. There is found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “indulgence vs avoidance” of family climate.

3. There is found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “fairness vs partiality” of family climate.

4. There is 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.
5. There is found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “acceptance vs rejection” of family climate.

6. There is 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.

7. There is found significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “trust vs distrust” of family climate. The mean value of the students of scheduled tribe category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of scheduled tribe category exhibit more trust towards their children than their counterparts.

8. There is found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “submissiveness vs dominance” of family climate.

9. There is found no significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “expectation vs hopelessness” of family climate.

10. There is found significant difference between the students belonging to scheduled tribe and weak & under-privileged class categories on the dimension - “open communication vs controlled communication” of family climate. The mean value of the students of scheduled tribe category has come higher as compared to the students of weak and under-privileged class category. It means that the parents of scheduled tribe category are more open to the discussion and communication with their children than their counterparts.

(Sex-wise Differences in Social Categories)

(b₁) General Category:

1. There is found no significant difference between boys and girls belonging to general category on the dimension - “freedom vs restrictiveness” of family climate.

2. There is found no significant difference between boys and girls belonging to general category on the dimension - “indulgence vs avoidance” of family climate.
3. There is found no significant difference between boys and girls belonging to general category on the dimension - “fairness vs partiality” of family climate.

4. There is found no significant difference between boys and girls belonging to general category on the dimension - “attention vs negligence” of family climate.

5. There is found no significant difference between boys and girls belonging to general category on the dimension - “acceptance vs rejection” of family climate.

6. There is found significant difference between boys and girls belonging to general category on the dimension - “warmth vs cold relations” of family climate. The mean value of girls has come higher than boys. It means that the parents show more warmth behaviour towards their daughters than sons.

7. There is found no significant difference between boys and girls belonging to general category on the dimension - “trust vs distrust” of family climate.

8. There is found no significant difference between boys and girls belonging to general category on the dimension - “submissiveness vs dominance” of family climate.

9. There is found significant difference between boys and girls belonging to general category on the dimension - “expectation vs hopelessness” of family climate. The mean value of girls has come higher than boys. It means that the parents generally have high expectations from their daughters than sons.

10. There is found significant difference between boys and girls belonging to general category on the dimension - “open communication vs controlled communication” of family climate. The mean value of boys has come higher than girls. It means that the parents show more openness behaviour towards their sons than daughters as far as the discussion or communication is concerned.

(b2) Scheduled Caste Category:

1. There is found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “freedom vs restrictiveness” of family climate.
2. There is found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “indulgence vs avoidance” of family climate.

3. There is found significant difference between boys and girls belonging to scheduled caste category on the dimension - “fairness vs partiality” of family climate. The mean value of boys has come higher than girls. It means that the parents show more fairness attitude towards their sons than daughters.

4. There is found significant difference between boys and girls belonging to scheduled caste category on the dimension - “attention vs negligence” of family climate. The mean value of girls has come higher than boys. It means that the parents pay more attention to their daughters than sons.

5. There is found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “acceptance vs rejection” of family climate.

6. There is found significant difference between boys and girls belonging to scheduled caste category on the dimension - “warmth vs cold relations” of family climate. The mean value of girls has come higher than boys. It means that the parents show more warmth behaviour towards their daughters than sons.

7. There is found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “trust vs distrust” of family climate.

8. There is found no significant difference between boys and girls belonging to scheduled caste category on the dimension - “submissiveness vs dominance” of family climate.

9. There is found significant difference between boys and girls belonging to scheduled caste category on the dimension - “expectation vs hopelessness” of family climate. The mean value of girls has come higher than boys. It means that the parents have high expectations from their daughters than sons.

10. There is found significant difference between boys and girls belonging to scheduled caste category on the dimension - “open communication vs controlled communication” of family climate. The mean value of boys has come higher than girls. It means that the parents are more open to the discussion and communication with their sons than daughters.
(b3) **Scheduled Tribe Category:**

1. There is found no significant difference between boys and girls belonging to scheduled tribe category on the dimension - "freedom vs restrictiveness" of family climate.

2. There is found significant difference between boys and girls belonging to scheduled tribe category on the dimension - "indulgence vs avoidance" of family climate. The mean value of girls has come higher than boys. It means that the parents show more indulgence behaviour towards their daughters by spending a large amount of time with them than sons.

3. There is found significant difference between boys and girls belonging to scheduled tribe category on the dimension - "fairness vs partiality" of family climate. The mean value of girls has come higher than boys. It means that the parents show more fairness attitude towards their daughters than sons.

4. There is found significant difference between boys and girls belonging to scheduled tribe category on the dimension - "attention vs negligence" of family climate. The mean value of girls has come higher than boys. It means that the parents pay more attention to their daughters than sons.

5. There is found significant difference between boys and girls belonging to scheduled tribe category on the dimension - "acceptance vs rejection" of family climate. The mean value of girls has come higher than boys. It means that the parents show more acceptance behaviour towards their daughters than sons.

6. There is found significant difference between boys and girls belonging to scheduled tribe category on the dimension - "warmth vs cold relations" of family climate. The mean value of girls has come higher than boys. It means that the parents show more warm hearted feelings towards their daughters than sons.

7. There is found no significant difference between boys and girls belonging to scheduled tribe category on the dimension - "trust vs distrust" of family climate.

8. There is found significant difference between boys and girls belonging to scheduled tribe category on the dimension - "submissiveness vs dominance" of family climate. The mean value of girls has come higher than boys. It means that the parents show more submissive behaviour towards their daughters than sons.
9. There is found no significant difference between boys and girls belonging to scheduled tribe category on the dimension - “expectation vs hopelessness” of family climate.

10. There is found significant difference between boys and girls belonging to scheduled tribe category on the dimension - “open communication vs controlled communication” of family climate. The mean value of girls has come higher than boys. It means that the parents are more open to the discussion and communication with their daughters than sons.

(b₄) **Weak and Under-privileged Class Category:**

1. There is found no significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - “freedom vs restrictiveness” of family climate.

2. There is found no significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - “indulgence vs avoidance” of family climate.

3. There is found significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - “fairness vs partiality” of family climate. The mean value of girls has come higher than boys. It means that the parents show more fairness attitude towards their daughters than sons.

4. There is found significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - “attention vs negligence” of family climate. The mean value of girls has come higher than boys. It means that the parents pay more attention to their daughters than sons.

5. There is found no significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - “acceptance vs rejection” of family climate.

6. There is found no significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - “warmth vs cold relations” of family climate.

7. There is 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.

8. There is 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.
9. There is found no significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - "expectation vs hopelessness" of family climate.

10. There is found no significant difference between boys and girls belonging to weak and under-privileged class category on the dimension - "open communication vs controlled communication" of family climate.

VI.1 (5) Inferences based on the Five Areas of Parental Press:

(Sex-wise Differences in Social Categories)

(a) General Category:

1. There is found significant difference between boys and girls on the "educational" area of parental press. The mean value of boys has come higher than girls. It seems that the boys perceive more parental awareness and contribution in their educational aspects as compared to the girls.

2. There is found no significant difference between boys and girls on the "social" area of parental press.

3. There is found no significant difference between boys and girls on the "emotional" area of parental press.

4. There is found significant difference between boys and girls on the "physical" area of parental press. The mean value of girls has come higher than boys. It seems that the girls perceive more parental awareness and contribution in their physical aspects as compared to the boys.

5. There is found no significant difference between boys and girls on the "moral" area of parental press.

(b) Scheduled Caste Category:

1. There is found significant difference between boys and girls on the "educational" area of parental press. The mean value of girls has come higher than boys. It seems that the girls perceive more parental awareness and contribution in their educational aspects as compared to the boys.

2. There is found no significant difference between boys and girls on the "social" area of parental press.

3. There is found no significant difference between boys and girls on the "emotional" area of parental press.

4. There is found significant difference between boys and girls on the "physical" area of parental press. The mean value of girls has come higher...
than boys. It seems that the girls perceive more parental awareness and contribution in their physical aspects as compared to the boys.

5. There is found no significant difference between boys and girls on the “moral” area of parental press.

(c) **Scheduled Tribe Category:**

1. There is found no significant difference between boys and girls on the “educational” area of parental press.

2. There is found no significant difference between boys and girls on the “social” area of parental press.

3. There is found significant difference between boys and girls on the “emotional” area of parental press. The mean value of boys has come higher than girls. It seems that the boys perceive more parental awareness and contribution in their emotional aspects as compared to the girls.

4. There is found no significant difference between boys and girls on the “physical” area of parental press.

5. There is found no significant difference between boys and girls on the “moral” area of parental press.

(d) **Weak and Under-privileged Class Category:**

1. There is found no significant difference between boys and girls on the “educational” area of parental press.

2. There is found no significant difference between boys and girls on the “social” area of parental press.

3. There is found no significant difference between boys and girls on the “emotional” area of parental press.

4. There is found significant difference between boys and girls on the “physical” area of parental press. The mean value of girls has come higher than boys. It seems that the girls perceive more parental awareness and contribution in their physical aspects as compared to the boys.

5. There is found no significant difference between boys and girls on the “moral” area of parental press.
VI.1 (6) Inferences based on the relationship between achievement motivation and academic achievement variables:

(a₁) Degree of relationship between the variables respectively among the students of different social categories:

1. There is found insignificant and negligible positive relationship between achievement motivation and academic achievement variables among the students of general category.

2. There is found insignificant and negligible positive relationship between achievement motivation and academic achievement variables among the students of scheduled caste category.

3. There is found positively significant but very low relationship between achievement motivation and academic achievement variables among the students of scheduled tribe category.

4. There is found insignificant and negligible positive relationship between achievement motivation and academic achievement variables among the students of weak and under-privileged class category.

(a₂) Significance of difference in the correlation coefficients between the students of different social categories (Category-wise differences):

1. No significant difference exists between the students of general and scheduled caste categories on the degree of relationship between achievement motivation and academic achievement.

2. No significant difference exists between the students of general and scheduled tribe categories on the degree of relationship between achievement motivation and academic achievement.

3. No significant difference exists between the students of general and weak & under-privileged class categories on the degree of relationship between achievement motivation and academic achievement.

4. No significant difference exists between the students of scheduled caste and scheduled tribe categories on the degree of relationship between achievement motivation and academic achievement.

5. No significant difference exists between the students of scheduled caste and weak & under-privileged class categories on the degree of relationship between achievement motivation and academic achievement.
6. No significant difference exists between the students of scheduled tribe and weak & under-privileged class categories on the degree of relationship between achievement motivation and academic achievement.

(b1) **Degree of relationship between the variables respectively among the boys and girls of different social categories:**

1. There is found insignificant and negligible positive relationship between achievement motivation and academic achievement variables respectively in case of boys and girls of general category.

2. There is found insignificant and negligible positive relationship between achievement motivation and academic achievement variables in case of boys and positively significant but very low relationship in case of girls of scheduled caste category.

3. There is found positively significant but low relationship between achievement motivation and academic achievement variables in case of boys and insignificant negligible relationship in case of girls of scheduled tribe category.

4. There is found insignificant and negligible positive relationship between achievement motivation and academic achievement variables respectively in case of boys and girls of weak and under-privileged class category.

(b2) **Significance of difference in the correlation coefficients between the boys and girls of different social categories (Sex-wise differences):**

1. No significant difference exists between boys and girls of general category on the degree of relationship between achievement motivation and academic achievement.

2. No significant difference exists between boys and girls of scheduled caste category on the degree of relationship between achievement motivation and academic achievement.

3. No significant difference exists between boys and girls of scheduled tribe category on the degree of relationship between achievement motivation and academic achievement.

4. No significant difference exists between boys and girls of weak and under-privileged class category on the degree of relationship between achievement motivation and academic achievement.
VI.1 (7) Inferences based on the association of different social categories with gender and socio-economic status:

1. There is found no significant association of different social categories with gender.

2. There is found no significant association of different social categories with socio-economic status.

VI.2. EDUCATIONAL IMPLICATIONS:

The following educational implications emanate from the findings of the present study:

The atmosphere under which a child grows has a marked effect on his personality but parental care and attitude go on a long way in shaping the total personality of the child. The parents’ role and home environment contribute a lot in the enhancement of achievement motivation and academic achievement of secondary school students.

In the present study, the students belonging to different reserved categories (scheduled caste, scheduled tribe and weak & under-privileged class) were found to be deprived of healthy and good family environment. The parents in such socially disadvantaged families showed partiality, negligence, rejection, avoidance, dominance, restrictiveness types of behaviours and no openness in the communication with their children thereby providing poor family climate in their respective homes. One more interesting finding revealed was that parents of both socially advantaged and disadvantaged groups reflected similar type of negative behaviour towards their adolescent sons only and not daughters. In general and scheduled caste categories, parents showed no openness in their communication towards their daughters but in scheduled tribe category, it was quite opposite where parents showed no openness towards their adolescent sons.

In order to make home environment more conducive and change the discriminative attitude of parents in general and parents of socially disadvantaged families in specific, it should be the duty of civil society, social workers, non-government organizations and counselors to create an awareness programme among the parents so that the desired results are achieved. The counselors’ role should not be to teach but to give some directions to these parents and solve the problems by group counselling. It is because of the ignorance of an effective child-rearing process that the parents should be advised regarding the roles they ought to play in the personality development of their wards by motivating them to mould their behaviour so that they get opportunities to have free and fair discussions with their wards. The education of the socially disadvantaged children can be speeded up by disseminating appropriate method of child rearing systems and values among the parents much before the child comes to school. Guidance
and Counselling type of activities in small groups of eight to twelve will be more effective for the parents of both socially disadvantaged and advantaged families. Social Welfare Department of J & K State may also be involved in encouraging these parents to contribute to the best for the welfare of their children.

The students belonging to scheduled caste, scheduled tribe, and adolescent girls in comparison to boys perceived less parental awareness towards their emotional aspects in the present study. It, therefore, becomes the duty of parents of such socially disadvantaged families to provide congenial home environment so that these children get more opportunities to express their pent-up emotions and feelings which can be properly sublimated into constructive channels by introducing music, art, games and other co-curricular activities in the schools. Mostly the parents have strong preference for boys. But this practice of discriminative attitude should be stopped and equal acceptance, love and attention should be given to the adolescent girls also so that they become emotionally stable, autonomous, bold and adventurous. The parents should establish and maintain a harmonious emotional climate in the homes so that they contribute much towards the emotional aspects of wards especially the adolescent girls.

The present study also revealed that the adolescent boys of general, scheduled caste and weak & under-privileged class categories did not perceive the parents contribution towards their physical aspects. The parents, therefore, should provide balanced diet to them and select a wide variety of physical activities in order to meet their different needs and interests. They can solve their problems by encouraging their sons to participate in various games and sports in order to remain physically fit and mentally alert. Such activities will directly contribute to their physical strength, fitness and healthy development of the body. It will develop self confidence in them and they can thus devote more time towards their studies.

The adolescent girls of general category and adolescent boys of scheduled caste category perceived less parental awareness towards their educational aspects. In these cases the schools should try to get the parents involved in the education of their wards. It can be done through parent-teacher association and also counseling services be provided to the Indian parents also. The attention paid by the parents towards the education of their children works like booster. Parents who take a keen interest in their children’s education can know their difficulties and help them accordingly.

Although achievement motivation is a psychological trait, yet some social and environmental factors can enhance the level of achievement motivation among the students of low SES group and all the three reserved categories (scheduled caste, scheduled tribe and weak & under-privileged class). These children lack persistence in a school related task and evidence a lower sense of control over the environment than the socially advantaged children. Since the
students come to the school with cognitive deficit a special hour may be kept aside for training in how to increase some of their non-intellective characteristics i.e. achievement motivation, self concept, level of aspiration, sense of responsibility etc.

Providing experience to build better motivation and striving for success in these socially disadvantaged students can also become the significant role of effective school teachers. The teachers can enhance the level of achievement motivation by encouraging these students to participate in different activities and competitions thus inculcating a competitive spirit in themselves and developing high achievement motivation. The teachers can also help these students to set realistic goals and guide them accordingly. Pictures and portraits of great personalities along with the details of their achievements in different fields can be shown by the teachers to motivate them.

The teachers should make use of tangible rewards, positive remarks, recognition, giving responsibility etc. for the enhancement of achievement motive of these socially disadvantaged groups of students. They can also arrange visits to different historical, geographical and scientific places which can more or less improve the mental outlook of these students. The teachers should make use of latest technologies like internet connected computers, slide shows, overhead projectors, video-conferencing etc. in their teaching-learning process.

Efforts should be made both by the Union Government as well as State Government to provide numerous facilities to the students of socially disadvantaged and low SES groups with a view to bring them at par with their counterparts. Opening of schools in habitations with a higher concentration of disadvantaged population, free education, merit scholarships, free uniforms, mid-day meals, and providing coaching classes to the needy children are some interventions which aim at increasing the enrolment and retention of such children in schools. The parents of these children also require special incentives to allow their children to attend various educational programmes.

As evident from the results of the present study that the students belonging to scheduled tribe category, low SES group and the adolescent boys in comparison to girls depicted poor academic achievement. These children remain in an impoverished environment which hampers their school achievement. The teachers are supposed to adopt humanistic approach in teaching these students. It becomes the prime duty of teachers and members of the social set up in which they live to guide them, educate them and financially help them to meet out their basic requirements. A continuous appraisal of progress and comprehensive measure of assessment-diagnosis via feedback should become a part of every teaching act and basis of planning the next learning experience for such children. Instructional programmes may also be geared to their needs and ability level.
The teachers should pay attention to these students especially the adolescent boys so that a sense of security develops in them. They should motivate them by giving some incentives so that they feel more encouraged to excel in their studies. Proper study habits can be developed which will automatically improve their level of academic achievement. If instruction is to be effective these students are to be simultaneously trained to achieve the three objectives: knowledge, skills and attitudes. The curriculum prepared for them should have direct bearing on their life and work. To unlock the hidden potential among these children, a radical change in curriculum and teaching is required. The curriculum should be related to the psychological realities of the children tuned to our social and community life and geared towards achieving needs and aspirations of our people.

Mature and elderly people in the civil society can help such students to continue their education and progress in it by giving them rewards in the social gatherings so that they feel more encouraged towards their studies. Removal of discriminative attitudes towards their sons and daughters on the part of parents is also most necessary step otherwise this can create psychological disability which in turn arrests school achievement.

VI. 3. SUGGESTIONS FOR FURTHER RESEARCH:

Many problems cropped up while making investigations but it was not possible to pay attention to them. They were left in loose strings. Whosoever, interested can pick up the ends of these strings and proceed further as suggested below:

1. A comparative study of the socially disadvantaged and advantaged students of urban and rural areas can also be undertaken by taking two provinces of Jammu and Kashmir State.

2. Since the present study was confined to the government institutions only, similar study can also be conducted on the students studying in private and public institutions.

3. The present study was confined to the schools affiliated to the Jammu and Kashmir State Board of School Education, Jammu. A comparative study can also be conducted on the students studying under the C.B.S.E and I.C.S.E patterns.

4. The present study was confined to the students of secondary level only. Similar study can also be undertaken at other levels of education viz. elementary, higher secondary, college and university.

5. Since the present study was undertaken only on four socio-psychological correlates (Achievement Motivation, Academic Achievement, Parental Press and Family Climate) among the students belonging to different
social categories. Similar study can also be conducted by taking other variables like adjustment, creativity, emotional intelligence, emotional maturity, self-concept, self-confidence etc.

6. The present study was confined to three independent variables only viz. social categories, gender and socio-economic status. Similar study can also be conducted by taking other independent variables like family system, ordinal position, mother's employment status etc.