SUMMARY

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TOPIC:  SOCIALLY DISADVANTAGED AND ADVANTAGED HIGH SCHOOL STUDENTS: A SOCIO-PSYCHOLOGICAL STUDY

A. DEFINING THE PROBLEM:

In all countries there are disadvantaged individuals and groups. These so deprived sections of the community have to struggle hard for survival and development. Government is expected to take special care of citizens in this category. This involves both protective and promotive measures affecting different facets of their lives. People belonging to socially disadvantaged groups viz. scheduled caste, scheduled tribe and weak & under-privileged class are neglected in all spheres of life including education, this is the reason that their children reflect low achievement motivation and poor academic achievement. The rate of literacy has gradually improved in these categories due to the provisions granted in the Constitution of India under the Article 46: “Promotion of educational and economic interests of Scheduled Caste, Scheduled Tribe and Weak & Under-privileged Class”. So this legislative provision has provided an impetus to the rate of literacy among the students of different reserved categories.

People belonging to these categories are not fully aware about the significance of education in the social development of societies. It has been observed that these categories associate education with the employment i.e. Government job. In general, per capita income of these categories is comparatively very low. Therefore, majority of them are not able to provide good education to their wards. These categories are economically poor, socially and educationally backward. They remained deprived for centuries, this is the reason that their children perform academically low also. The NPE laid special emphasis on the removal of disparities and equalizing educational opportunities by attending to the
specific needs of those who have been denied equality so far. In this endeavour, special emphasis has to be laid on the education of scheduled caste, scheduled tribe and weak & under-privileged class in order to ensure their equalization with the general population at all stages and levels of education.

Education has been acclaimed as the prime mover of development. It opens the door to modernization. The educational process, however, does not benefit the disadvantaged groups evenly, resulting in differential development. The educational input takes various forms such as opening of schools, measures for the retention of students in schools, provision of tuition without payment of fees and of scholarships and stipends for the upkeep of scholars, supply of textbooks and other teaching-learning material, opening of residential schools with or without a vocational base, appointment of teachers from the students’ own community, orientation of outside teachers in the culture of the disadvantaged groups. These inputs are expected to facilitate the educational process and attract disadvantaged children to school or college. It also affects the formation of their personality and moulds their attitudes to issues current in society. Recently, adult education, non-formal education and life-long learning have been introduced with a view to serve the interests of these socially disadvantaged groups (Scheduled Caste, Scheduled Tribe and Weak & Under-privileged Class). The impact of these educational innovations has to be studied.

The parents’ role and home environment contribute a lot in the effective academic achievement and achievement motivation of students. At adolescent stage the modern parents feel more concerned rather a total involvement in the child’s activities resulting into high academic achievement level among their children. The atmosphere under which the 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. Some parents want that their children should carry on according to what they feel. In such cases, parents should never try to impose things on them. Such an imposition may not enable children to think independently and as such may suppress their original thinking and creativity. Parental and family influences are just one element in the larger process of socialization. Parents use a variety of child-rearing techniques, depending on the situation, the child, the child’s behaviour at the moment, and the culture. Education also
contributes to SES differences. Higher-SES parents have more control over their own lives. They can devote more time, energy and material resources to furthering their own and their children's psychological characteristics. Lower-SES make a greater use of coercive discipline and physical punishment.

Thus, an analysis of socio-psychological correlates (achievement motivation, academic achievement, parental press and family climate) will be of great value for the curriculum designers, educational planners, educational administrators, teachers, parents etc. Moreover, the comparison of the students on the basis of their different social categories, gender and socio-economic status will be of great help to the counselors and others involved in teaching-learning process in understanding their socio-psychological correlates and also fulfill the different needs and thus solving the problems of high school students belonging to different social categories.

B. AIMS OF THE STUDY:

1. To find out differences in the achievement motivation, academic achievement and five parental press areas respectively under the influence of varying types of independent variables viz. Social Categories (GC, SC, ST and WAUPC), Gender (Boys and Girls) and Socio-economic status (High and Low).

2. To find out the joint influence of first and second order interaction between the following independent variables on achievement motivation, academic achievement and five parental press areas respectively i.e.

   (i) Social Categories and Gender

   (ii) Social Categories and Socio-economic status

   (iii) Gender and Socio-economic status

   (iv) Social Categories, Gender and Socio-economic status

3. To find out and compare the differences of mean scores respectively on the ten dimensions of family climate (freedom vs restrictiveness, indulgence vs avoidance, fairness vs partiality, attention vs negligence, acceptance vs
rejection, warmth vs cold relations, trust vs distrust, submissiveness vs dominance, expectation vs hopelessness, open communication vs controlled communication) between the students of different social categories viz. GC and SC; GC and ST; GC and WAUPC; SC and ST; SC and WAUPC; ST and WAUPC.

4. To find out and compare the differences of mean scores respectively on the ten dimensions of family climate between the boys and girls belonging to both socially advantaged and disadvantaged groups viz. GC, SC, ST and WAUPC.

5. To find out and compare the differences of mean scores respectively on the five areas of parental press between the boys and girls belonging to both socially advantaged and disadvantaged groups viz. GC, SC, ST and WAUPC.

6. To find out the degree of relationship between achievement motivation and academic achievement variables respectively among the students belonging to both socially advantaged and disadvantaged groups viz. GC, SC, ST and WAUPC.

7. To compare the differences in the correlation coefficient values based on achievement motivation and academic achievement variables respectively between the students of different social categories viz. GC and SC, GC and ST, GC and WAUPC, SC and ST, SC and WAUPC, ST and WAUPC.

8. To find out the degree of relationship between achievement motivation and academic achievement variables respectively among the boys and girls belonging to both socially advantaged and disadvantaged groups viz. GC, SC, ST and WAUPC.

9. To compare the differences in the correlation coefficient values based on achievement motivation and academic achievement variables respectively between the boys and girls belonging to different social categories viz. GC, SC, ST and WAUPC.
10. To find out the association of different social categories respectively with gender and socio-economic status in order to check the hypothesis of independence of these variables.

C. HYPOTHESES OF THE STUDY:

1. There will be no significant differences in the (a) achievement motivation, (b) academic achievement and (c₁ to c₅) five parental press areas respectively under the influence of varying types of independent variables viz.

(i) Social Categories (GC, SC, ST and WAUPC)

(ii) Gender (Boys and Girls)

(iii) Socio-economic status (High and Low)

2. There will be no joint influence of first and second order interaction between the following independent variables on (a) achievement motivation, (b) academic achievement and (c₁ to c₅) five parental press areas respectively i.e.

(i) Social Categories and Gender

(ii) Social Categories and Socio-economic status

(iii) Gender and Socio-economic status

(iv) Social Categories, Gender and Socio-economic status

3. There will be no significance of differences of mean scores respectively based on the ten dimensions of family climate (a. freedom vs restrictiveness, b. indulgence vs avoidance, c. fairness vs partiality, d. attention vs negligence, e. acceptance vs rejection, f. warmth vs cold relations, g. trust vs distrust, h. submissiveness vs dominance, i. expectation vs hopelessness, j. open communication vs controlled communication) between the students of different social categories viz.

(i) General and Scheduled Caste

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(ii) General and Scheduled Tribe

(iii) General and Weak & Under-privileged Class

(iv) Scheduled Caste and Scheduled Tribe

(v) Scheduled Caste and Weak & Under-privileged Class

(vi) Scheduled Tribe and Weak & Under-privileged Class

4. There will be no significance of differences of mean scores respectively based on the ten dimensions of family climate (a to j) between the boys and girls belonging to both socially advantaged and disadvantaged groups viz.

(i) General Category

(ii) Scheduled Caste Category

(iii) Scheduled Tribe Category

(iv) Weak and Under-privileged Class Category

5. There will be no significance of differences of mean scores respectively based on the five areas of parental press (a to e) between the boys and girls belonging to both socially advantaged and disadvantaged groups viz.

(i) General Category

(ii) Scheduled Caste Category

(iii) Scheduled Tribe Category

(iv) Weak and Under-privileged Class Category

6. There will be no significant relationship between achievement motivation and academic achievement variables respectively among the students belonging to both socially advantaged and disadvantaged groups viz.

(i) General Category

(ii) Scheduled Caste Category

(iii) Scheduled Tribe Category
(iv) Weak and Under-privileged Class Category

7. There will be no significance of differences in the correlation coefficient values based on achievement motivation and academic achievement variables respectively between the students of different social categories viz.

(i) General and Scheduled Caste

(ii) General and Scheduled Tribe

(iii) General and Weak & Under-privileged Class

(iv) Scheduled Caste and Scheduled Tribe

(v) Scheduled Caste and Weak & Under-privileged Class

(vi) Scheduled Tribe and Weak & Under-privileged Class

8. There will be no significant relationship between achievement motivation and academic achievement variables respectively among the boys and girls belonging to both socially advantaged and disadvantaged groups viz.

(i) General Category

(ii) Scheduled Caste Category

(iii) Scheduled Tribe Category

(iv) Weak and Under-privileged Class Category

9. There will be no significance of differences in the correlation coefficient values based on achievement motivation and academic achievement variables respectively between the boys and girls belonging to different social categories viz.

(i) General Category

(ii) Scheduled Caste Category

(iii) Scheduled Tribe Category
(iv) Weak and Under-privileged Class Category

10. There will be no significant association of different social categories respectively with (a) gender and (b) socio-economic status variables.

D. DELIMITATIONS OF THE PRESENT STUDY:

1. The study was restricted to government high schools located in five districts (Jammu, Samba, Udhampur, Kathua and Rajouri) of Jammu Province only.

2. The study was undertaken on 1100 students (Boys = 509; Girls = 591) of X\textsuperscript{th} class only.

3. The study was confined to the schools under the control of the Jammu and Kashmir State Board of School Education, Jammu only.

4. The study was confined to Socially Advantaged and Disadvantaged groups viz. 300 General Category, 270 Scheduled Caste, 250 Scheduled Tribe, 280 Weak and Under-privileged Class Category students of urban areas only.

5. Only Hindi knowing students were taken up for the present study as the tools used were in Hindi language.

E. SAMPLING:

The population in the present study comprised of X\textsuperscript{th} class boys and girls of Government High Schools in the age group 14-16 years and belonging to different social categories viz. general, scheduled caste, scheduled tribe and weak & under-privileged class of Jammu Province. In the present investigation, the method of multi-stage sampling was followed. The sample of the study consisted of 1100 students (509 boys and 591 girls) belonging to different social categories picked up randomly from 42 selected institutions.
F. VARIABLES STUDIED:

a. Achievement Motivation

b. Academic Achievement


d. Socio-economic status

e. Family Climate (Dimensions: Freedom vs Restrictiveness, Indulgence vs Avoidance, Fairness vs Partiality, Attention vs Negligence, Acceptance vs Rejection, Warmth vs Cold Relations, Trust vs Distrust, Submissiveness vs Dominance, Expectation vs Hopelessness and Open Communication vs Controlled Communication).

G. TOOLS USED:

1. Achievement Motive Test prepared by Dr. V.P. Bhargava.

2. Academic Achievement - The marks obtained by each $X^{th}$ class student in previous two annual examinations (VIII and IX classes) were pooled together, added and then percentages found in order to obtain academic achievement index scores of boys and girls belonging to different social categories.

3. Parental Press Inventory prepared by Dr. Shamima Banoo.

4. Family Climate Scale prepared by Dr. Beena Shah.

5. Socio-economic status Questionnaire prepared by the investigator for urban localities.

H. ADMINISTRATION OF TOOLS AND DATA COLLECTION:

The data was collected from each selected school in two days by administering different tools to the students. On the first day, Achievement Motive Test and Parental Press Inventory were administered. The marks of the students in previous two classes were also noted down by consulting examination
incharge teacher and on the next day, the copies of Socio-economic Status Questionnaire (SESEQ-Urban) and the booklets of Family Climate Scale were administered in the same school.

1. **STATISTICAL TECHNIQUES EMPLOYED:**

1. $Q_2$ and $Q_1$ technique was employed for forming two groups: High and Low on the basis of socio-economic status scores.

2. Bartlett's test of Homogeneity of Variance (Koul, L. 1984) was employed for testing one of the assumptions of ANOVA.

3. Three-way ($4 \times 2 \times 2$) analysis of variance (Verma and Sharma, 1990) was employed for finding out the significant differences and interactional effects of the variables under study.

4. Post-ANOVA (t-ratio technique) was employed for finding out the significant differences in the mean achievement motivation, academic achievement and parental press area scores of students belonging to different social categories.

5. CR technique was employed to the mean scores based on the ten dimensions of family climate between the students of different social categories and boys and girls belonging to both socially advantaged and disadvantaged groups. It was also employed to the mean scores based on the five areas of parental press between the boys and girls belonging to both socially advantaged and disadvantaged groups.

6. Pearson's Coefficient of Correlation was employed for establishing the relationship between achievement motivation and academic achievement variables. CR technique was also employed in order to find out the significance of differences between correlation coefficients among different groups based on social categories and sex.

7. Chi-square test was employed in order to test the hypothesis of independence of variables – Social Categories and Gender; Social Categories and Socio-economic status.

J. ANALYSIS OF THE DATA:

The data was analyzed with the help of above mentioned statistical
techniques. The values thus obtained were tabulated and systematically presented
under the following headings:

I. Comparison of mean achievement motivation, academic achievement
and parental press scores on the basis of social categories, gender and
socio-economic status:

(i) Analysis of achievement motivation scores on the basis of Three-way
ANOVA design.

(ii) ‘t’-ratio and its application to the achievement motivation scores of students
belonging to different social categories.

(iii) Analysis of academic achievement scores on the basis of Three-way
ANOVA design.

(iv) ‘t’-ratio and its application to the academic achievement scores of students
belonging to different social categories.

(iii) Application of Three-way ANOVA technique to the scores based on five

(iv) ‘t’-ratio and its application to the scores based on emotional area of
parental press of students belonging to different social categories.

II. Comparison of mean scores based on the ten dimensions of family
climate:

(i) Social Category-wise differences based on the ten dimensions of family
climate (viz. General and Scheduled Caste; General and Scheduled Tribe;
General and Weak & Under-privileged Class; Scheduled Caste and
Scheduled Tribe; Scheduled Caste and Weak & Under-privileged Class;
Scheduled Tribe and Weak & Under-privileged Class).

III. Comparison of mean scores based on the five areas of parental press:


IV. Comparison of correlation co-efficient values based on the relationship between achievement motivation and academic achievement variables:

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

(a₂) Social Category-wise differences of students on the relationship between achievement motivation and academic achievement.

(b₁) Computation of correlation coefficient values between the scores of achievement motivation and academic achievement among the boys and girls belonging to different social categories.

(b₂) Sex-wise differences in different social categories on the relationship between achievement motivation and academic achievement.

V. Association of different social categories respectively with gender and socio-economic status:

(i) Social Categories and Gender

(ii) Social Categories and Socio-economic status
K. MAIN FINDINGS:

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

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

2. F-ratio value for another main factor i.e. 'gender' came insignificant with achievement motivation, taken as criterion.

3. F-ratio value for the third main factor i.e. 'socio-economic status' came significant with achievement motivation, taken as criterion. The students belonging to high socio-economic status group showed 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' came insignificant with achievement motivation, taken as criterion.

5. F-ratio value for the interactional effect of 'social categories and socio-economic status' came insignificant with achievement motivation, taken as criterion.

6. F-ratio value for the interactional effect of 'gender and socio-economic status' came insignificant with achievement motivation, taken as criterion.

7. F-ratio value for the triple interactional effect of 'social categories, gender and socio-economic status' came insignificant with achievement motivation, taken as criterion.

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

1. There was found significant difference between the general and scheduled caste category students on the achievement motivation. The students of general category showed high achievement motivation than the students of scheduled caste category.
2. There was found significant difference between the general and scheduled tribe category students on the achievement motivation. The students of general category showed high achievement motivation than the students of scheduled tribe category.

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

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

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

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

II (a) **Inferences based on the F-ratio values with academic achievement, as criterion:**

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

2. F-ratio value for another main factor i.e. ‘gender’ came significant with academic achievement, taken as criterion. The girls showed high academic achievement in comparison to the boys.

3. F-ratio value for the third main factor i.e. ‘socio-economic status’ came significant with academic achievement, taken as criterion. The students belonging to high socio-economic status group showed 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’ came insignificant with academic achievement, taken as criterion.

5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ came insignificant with academic achievement, taken as criterion.

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ came insignificant with academic achievement, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘social categories, gender and socio-economic status’ came insignificant with academic achievement, taken as criterion.

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

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

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

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

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

5. There was found no significant difference between the students of scheduled caste and weak & under-privileged class categories on the academic achievement.
6. There was 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 showed high academic achievement than the students of scheduled tribe category.

III 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’ came insignificant with educational area of parental press, taken as criterion.

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

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

4. F-ratio value for the interactional effect of ‘social categories and gender’ came insignificant with educational area of parental press, taken as criterion.

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

7. 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.
(b) **Social Area - On the basis of F-ratio values**

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

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

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

4. F-ratio value for the interactional effect of ‘social categories and gender’ came insignificant with social area of parental press, taken as criterion.

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

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ came insignificant with social area of parental press, taken as criterion.

7. 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.

(c) **Emotional Area - On the basis of F-ratio values**

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

2. F-ratio value for another main factor i.e. ‘gender’ came significant with emotional area of parental press, taken as criterion. The boys and girls differed significantly from each other in the parental awareness towards their emotional aspects. The parents showed 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’ came insignificant with emotional area of parental press, taken as criterion.

4. F-ratio value for the interactional effect of ‘social categories and gender’ came insignificant with emotional area of parental press, taken as criterion.

5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ came insignificant with emotional area of parental press, taken as criterion.

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ came insignificant with emotional area of parental press, taken as criterion.

7. 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.

\((c_2)\) Emotional Area - On the basis of t-ratio values

1. There was found significant difference between the general and scheduled caste category students in the parental awareness towards their emotional aspects. The parents of general category showed more awareness towards this area than the parents of scheduled caste category.

2. There was found no significant difference between the general and scheduled tribe category students in the parental awareness towards their emotional aspects.

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

4. There was 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 showed more awareness towards their wards on this area than the parents of scheduled caste category.
There was found no significant difference between the scheduled caste and weak & under-privileged class category students in the parental awareness towards their emotional aspects.

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

**Physical Area - On the basis of F-ratio values**

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

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

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

4. F-ratio value for the interactional effect of ‘social categories and gender’ came insignificant with physical area of parental press, taken as criterion.

5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ came insignificant with physical area of parental press, taken as criterion.

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ came insignificant with physical area of parental press, taken as criterion.

7. 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.

**Moral Area - On the basis of F-ratio values**

1. F-ratio value for the main factor i.e. ‘social categories’ came insignificant with moral area of parental press, taken as criterion.
2. F-ratio value for another main factor i.e. ‘gender’ came insignificant with moral area of parental press, taken as criterion.

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

4. F-ratio value for the interactional effect of ‘social categories and gender’ came insignificant with moral area of parental press, taken as criterion.

5. F-ratio value for the interactional effect of ‘social categories and socio-economic status’ came insignificant with moral area of parental press, taken as criterion.

6. F-ratio value for the interactional effect of ‘gender and socio-economic status’ came insignificant with moral area of parental press, taken as criterion.

7. 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.

IV Inferences based on the Ten Dimensions of Family Climate:

(Social Category-wise Differences)

(a) General and Scheduled Caste Categories:

1. There was 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 was 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 was found significant difference between the students belonging to general and scheduled caste categories on the dimension - “fairness vs partiality” of family climate. The parents of general category attempted to handle their children in a fair and equitable manner than their counterparts.
4. There was found significant difference between the students belonging to general and scheduled caste categories on the dimension - “attention vs negligence” of family climate. The parents of general category paid more attention to their children than their counterparts.

5. There was found significant difference between the students belonging to general and scheduled caste categories on the dimension - “acceptance vs rejection” of family climate. The parents of general category accepted the behaviour of their children more than their counterparts.

6. There was found significant difference between the students belonging to general and scheduled caste categories on the dimension - “warmth vs cold relations” of family climate. The parents of general category showed more warm hearted feelings towards their children than their counterparts.

7. 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.

8. There was found significant difference between the students belonging to general and scheduled caste categories on the dimension - “submissiveness vs dominance” of family climate. The parents of general category showed more submissive behaviour towards their children than their counterparts.

9. 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.

10. There was 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 parents of general category were more open to the discussion and communication with their children than their counterparts.
(b) General and Scheduled Tribe Categories:

1. There was 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 was found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “indulgence vs avoidance” of family climate. The parents of general category showed more indulgence behaviour towards their children by spending considerable time with them than their counterparts.

3. There was found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “fairness vs partiality” of family climate. The parents of general category attempted to handle their children more in a fair manner than their counterparts.

4. There was found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “attention vs negligence” of family climate. The parents of general category paid more attention to their children than their counterparts.

5. 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 parents of general category accepted the behaviour of their children more than their counterparts.

6. There was found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “warmth vs cold relations” of family climate. The parents of general category showed more warmth attitude towards their children than their counterparts.

7. There was 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 was found significant difference between the students belonging to general and scheduled tribe categories on the dimension - “submissiveness
vs dominance” of family climate. The parents of general category showed more submissive behaviour towards their children than their counterparts.

9. There was 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 was 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 parents of general category showed more openness in the discussion or communication with their children than their counterparts.

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

1. There was 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 parents of general category provided more freedom to their children than their counterparts.

2. There was 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 parents of general category showed more indulgence behaviour towards their children by spending time with them than their counterparts.

3. There was 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 parents of general category attempted to handle their children more in a fair and equitable manner than their counterparts.

4. There was 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 parents of general category paid more attention to their children than their counterparts.
5. There was 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 parents of general category accepted the behaviour of their children more than their counterparts.

6. There was 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 parents of general category showed more warmth behaviour towards their children than their counterparts.

7. There was 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 was 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 parents of general category showed more submissive behaviour towards their children than their counterparts.

9. There was 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 was 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 parents of general category showed more openness in the discussion or communication with their children than their counterparts.

(d) **Scheduled Caste and Scheduled Tribe Categories:**

1. There was 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 was found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “indulgence vs avoidance” of family climate. The parents of scheduled caste category indulged more into the lives of their children by spending considerable time with them than their counterparts.

3. There was found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “fairness vs partiality” of family climate. The parents of scheduled caste category showed more fairness attitude towards their children than their counterparts.

4. There was found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “attention vs negligence” of family climate. The parents of scheduled caste category paid more attention to their children than their counterparts.

5. There was found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “acceptance vs rejection” of family climate. The parents of scheduled caste category accepted the behaviour of their children more than their counterparts.

6. There was 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 was found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “trust vs distrust” of family climate. The parents of scheduled tribe category exhibited more trust in their children than their counterparts.

8. There was found significant difference between the students belonging to scheduled caste and scheduled tribe categories on the dimension - “submissiveness vs dominance” of family climate. The parents of scheduled caste category showed more submissiveness towards their children than their counterparts.
9. There was 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 was 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.

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

1. There was 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 was 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 parents of scheduled caste category showed more indulgence behaviour towards their children by spending time with them than their counterparts.

3. There was 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 parents of scheduled caste category showed more fairness attitude towards their children than their counterparts.

4. There was 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 parents of scheduled caste category paid more attention to their children than their counterparts.

5. There was 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 parents of scheduled caste category showed more acceptance attitude towards their children than their counterparts.
6. There was 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 was 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 was 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 parents of scheduled caste category showed more submissive behaviour towards their children than their counterparts.

9. There was 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 was 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 parents of scheduled caste category were more open to the discussion and communication with their children than their counterparts.

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

1. There was 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 was 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 was 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 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.

5. There was 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 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.

7. There was 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 parents of scheduled tribe category exhibited more trust in their children than their counterparts.

8. There was 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 was 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 was 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 parents of scheduled tribe category were more open to the discussion and communication with their children than their counterparts.

*(Sex-wise Differences in Social Categories)*

(a) **General Category:**

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

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

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

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

6. There was found significant difference between boys and girls belonging to general category on the dimension - “warmth vs cold relations” of family climate. The parents showed more warmth behaviour towards their daughters than sons.

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

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

9. There was found significant difference between boys and girls belonging to general category on the dimension - “expectation vs hopelessness” of family climate. The parents had high expectations from their daughters than sons.

10. There was found significant difference between boys and girls belonging to general category on the dimension - “open communication vs controlled communication” of family climate. The parents showed more openness
behaviour towards their sons than daughters as far as the discussion or communication is concerned.

(b) **Scheduled Caste Category:**

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

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

3. There was found significant difference between boys and girls belonging to scheduled caste category on the dimension - “fairness vs partiality” of family climate. The parents showed more fairness attitude towards their sons than daughters.

4. There was found significant difference between boys and girls belonging to scheduled caste category on the dimension - “attention vs negligence” of family climate. The parents paid more attention to their daughters than sons.

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

6. There was found significant difference between boys and girls belonging to scheduled caste category on the dimension - “warmth vs cold relations” of family climate. The parents showed more warmth behaviour towards their daughters than sons.

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

9. There was found significant difference between boys and girls belonging to scheduled caste category on the dimension - “expectation vs hopelessness” of family climate. The parents had high expectations from their daughters than sons.

10. There was found significant difference between boys and girls belonging to scheduled caste category on the dimension - “open communication vs controlled communication” of family climate. The parents were more open to the discussion and communication with their sons than daughters.

(c) **Scheduled Tribe Category:**

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

2. There was found significant difference between boys and girls belonging to scheduled tribe category on the dimension - “indulgence vs avoidance” of family climate. The parents showed more indulgence behaviour towards their daughters by spending a large amount of time with them than sons.

3. There was found significant difference between boys and girls belonging to scheduled tribe category on the dimension - “fairness vs partiality” of family climate. The parents showed more fairness attitude towards their daughters than sons.

4. There was found significant difference between boys and girls belonging to scheduled tribe category on the dimension - “attention vs negligence” of family climate. The parents paid more attention to their daughters than sons.

5. There was found significant difference between boys and girls belonging to scheduled tribe category on the dimension - “acceptance vs rejection” of
family climate. The parents showed more acceptance behaviour towards their daughters than sons.

6. There was found significant difference between boys and girls belonging to scheduled tribe category on the dimension - “warmth vs cold relations” of family climate. The parents showed more warm hearted feelings towards their daughters than sons.

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

8. There was found significant difference between boys and girls belonging to scheduled tribe category on the dimension - “submissiveness vs dominance” of family climate. The parents showed more submissive behaviour towards their daughters than sons.

9. There was found no significant difference between boys and girls belonging to scheduled tribe category on the dimension - “expectation vs hopelessness” of family climate.

10. There was found significant difference between boys and girls belonging to scheduled tribe category on the dimension - “open communication vs controlled communication” of family climate. The parents were more open to the discussion and communication with their daughters than sons.

(d) Weak and Under-privileged Class Category:

1. There was 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 was 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 was 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 parents showed more fairness attitude towards their daughters than sons.

4. There was 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 parents paid more attention to their daughters than sons.

5. There was 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 was 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 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.

8. 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.

9. There was 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 was 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.
V Inferences based on the Five Areas of Parental Press:

(Sex-wise Differences in Social Categories)

(a) General Category:

1. There was found significant difference between boys and girls on the “educational” area of parental press. The boys perceived more parental awareness and contribution in their educational aspects as compared to the girls.

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

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

4. There was found significant difference between boys and girls on the “physical” area of parental press. The girls perceived more parental awareness and contribution in their physical aspects as compared to the boys.

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

(b) Scheduled Caste Category:

1. There was found significant difference between boys and girls on the “educational” area of parental press. The girls perceived more parental awareness and contribution in their educational aspects as compared to the boys.

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

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

4. There was found significant difference between boys and girls on the “physical” area of parental press. The girls perceived more parental
awareness and contribution in their physical aspects as compared to the boys.

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

(c) **Scheduled Tribe Category:**

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

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

3. There was found significant difference between boys and girls on the “emotional” area of parental press. The boys perceived more parental awareness and contribution in their emotional aspects as compared to the girls.

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

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

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

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

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

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

4. There was found significant difference between boys and girls on the “physical” area of parental press. The girls perceived more parental awareness and contribution in their physical aspects as compared to the boys.
5. There was found no significant difference between boys and girls on the “moral” area of parental press.

VI  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 was found insignificant and negligible positive relationship between achievement motivation and academic achievement variables among the students of general category.

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

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

4. There was 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 existed between the students of general and scheduled caste categories on the degree of relationship between achievement motivation and academic achievement.

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

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

(b_1) **Degree of relationship between the variables respectively among the boys and girls of different social categories:**

1. There was 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 was 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 was 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 was 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.

(b_2) **Significance of difference in the correlation coefficients between the boys and girls of different social categories (Sex-wise differences):**

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

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

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

4. No significant difference existed between boys and girls of weak and under-privileged class category on the degree of relationship between achievement motivation and academic achievement.
VII1 Inferences based on the association of different social categories with gender and socio-economic status:

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

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

I. SUGGESTIONS FOR FURTHER RESEARCH:

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.