CHAPTER SIX
GENERAL DISCUSSION

Obtained findings were analysed by the analysis of variance and interpreted in terms of cultural variation, sex, types of climatic variation and levels of climatic supportiveness as affectors of, academic motivation and academic stress and stress management. Findings will be discussed below on the basis of hypotheses formulated earlier and in nutshell.

Every culture has its own values, traditions, rituals, sanctions and norms. There has been increasing realization that imperative change due to dynamism of environment can be facilitated by understanding and recognition of cultural dimensions of the society. Cultural norms and values are deeply rooted and no fundamental change can be brought and stabilized by ignoring culture. Procedure and mechanism for introducing accepting and assimilating changes are present in every culture. It will be inappropriate to perceive all current Indian values as wrong and making effort to change them. Rather these are cultural edge. Such, differentiation requires vision, analysis of the cultural dimensions. This need is the identification of functional and dysfunctional aspects of our culture. Thus, culture is defined as a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms and behaviours, shared by a group but harbored differently by each specific unit with in the group communicated across generations, relatively stable but with the potential to change across time. Let’s examine some of the key components of this definition through the coverage of culture.

Family Climate:
The term climate has been regarded as providing a network of forces and factors which surround, engulf and play on the individual (Bloom, 1968). According to (Stott, 1974) the term environment in its usual sense, encompasses all of the influences upon development which come from outside the individual. (Good 1973, Biswas and
Aggrawal 1971 and Wolman 1977) has also given similar definition to the term environment. Different authors have also defined the home or family. Murdock (1949) states that “the family is a social group characterized by common residence, economic cooperation and reproduction, it include of both sex, who maintain a socially approved sexual relationship and one or more children, own or adopted of the sexual cohabitating pair” the international dictionary of education mentions that “family is a primary social group of parents, offspring’s and possibly other members of household”.

Three terms have been used in respect to the type and quality of environment prevailing in home. These are authoritarian, democratic and permissive; these terms have been used in relation to both home and school environments and defined in behavioral terms by different authors. Platt et. al(1962) state that authoritarian control employed by parents. This continuum stems from parents who are restrictive and coercive, permitting the child little freedom of child or range of activity, to the parents who are lax and ineffectual and unable to control the child. Between these two extremes are the parents who allow the child freedom but who is capable of asserting authority when and where desired. According to Shah (1982) “Authoritarian parents rely too heavily on ones” means to enforce obedient. For this purpose they use many repressive restraints. They hold a strong concretion that child must obey and that it is the responsibility of parents to mark children to obey their parents. Authoritarian parents take advantage of child’s weakness to secure complaints even subservience.

Maslow (1941);in contrast; stated that, “A good home is said to be one in which the child is given fullest opportunity for self expression within the limits of parental affection and supervision” Malm and Jamison (1952) characterized, “A good home with affection; democracy; lack of conflict; comradeship; good personal adjustment; security and appropriateness of attitude”. Douvan and Adelison (1966), defined a democratic family is one “in which the child is allowed a fair degree of autonomy; is included in important discussion massing and is controlled primarily by reasoning and verbal discipline.” On the other hand an authoritarian family is that in which rules are set without consulting the children autonomy is limited and discipline is predominant by physical.
According to *Chronbach* (1977) “home differ in many respects warmth encouragement of independence, pressure for achievement and so on. Warm parents express their own love and encourage the child to express his feeling. Family members react to each other on emotional level. Other extreme is hostile rejection. The parents dislike children and are continuously critical and punitive. In some homes the child has little influence and freedom while other homes are often caused by democratic practices. Here, policies are worked out between parent and child or explained carefully.” *Danesh* (1978) pointed out “authoritarian families are power oriented, tend to have dichotomous conceptions, have emotional and intellectual rigidity. In contrast democratic homes and permissive home bows to the whims of the child.”

**School Climate**

Factors responsible for the perception of the school climate as supportiveness could be both, inherent in the perceiving individual and also in the specific features of his environment. Factors peculiar to the individual that influence perception of school climate are his value structure, personality and needs. An important environmental factor related to the perception of lack of support is the behaviour of teachers and peers. Teacher’s expectancy and peer group acceptance have been particularly found significant in determining the supportiveness of the perceived climate.

**Teacher’s Expectancy**

The concept of ‘expectancy effect’ as determinant of educational achievement has received much attention, beginning with *Rosenthal studies* (1973). It has been found that teachers expecting good performance from students provide more feedback, create warmer socio-emotional mood, teach more material that is difficult and give enough time to their pupils to respond (*Rosenthal, 1973; Bar-Tal, 1979; Weiner, 1979*) and thus, provide ways for higher achievement (*Bar-Tal & Freize, 1977*). Thus, it is apparent that teacher’s expectation relates positively to the motivation and achievement of the minority group is depressed because their teacher’s do not expect them to perform well (*Clark, 1963*).
Peer Group Acceptance

Peer group implies more or less enduring associations of individuals who enjoy a parity of status in at least some common motive or interest. Peer group characteristics have been found to be closely related to attainment (Coleman, 1996). It has been clear that socio-emotional aspects of peer group appear to take precedence over the other influence in shaping pupils’ motivation to learn. Students hailing from lower caste find little support from their peer who generally comes from higher or middle or lower caste groups. There is evidence to show that educational context does not alter the attitudes of student at different caste groups. It is also seen that the perception of students coming from such disadvantaged groups as Harijans may be due to the expectations and behaviors of their teachers and peers. An important study in this respect was conducted by (Oopas et. Al., 1975), which demonstrated the preference of Black high school students attending. Black colleges to continue attending the same instead of interacting into the main stream, not because of fear of physical or social harm but because of their feeling of the school as their own, it is often been found the lower class children (French, 1972).

The relationship between self-concept, motivation and achievement

An integrative work on the relationships between self-esteem, academic self-concept, autonomous motivation (or even similar constructs, like intrinsic motivation) and academic performance is largely lacking. Nevertheless, studies on the relationships between two or three of the variables (e.g. Harter, 1982) suggest possible associations between these four variables. From the perspective of self determination theory or other approaches to motivation, several studies has shown the importance of autonomous motivation or at least similar motivational variables like mastery orientation, interest or intrinsic motivation in determining academic performance at all levels of education. In a similar fashion, studies based on self concept theory have revealed that self-conception impacts both performance and motivation.
Numerous studies have reported significant relationships between self-concept and academic performance (e.g. Byrne, 1996; Cockley, 2003; Cockley et al., 2001; Harter, 1982; Hattie, 1992; Marsh, 1990, 1992; Reynolds, 1988; Reynolds et al., 1980). In general, these studies show that academic self-concept influence students’ academic performance. Self esteem is found to be weakly correlated with academic achievement (Baumeister, Campbell, Krueger, & Vohs, 2003) but moderately correlated with, academic self-concept (e.g. Marsh, 1992; Pelham & Swann, 1989; Cockley, 2003).

Other studies have demonstrated that self-concept significantly determines motivation (e.g. Bogiano, Main & Katz, 1988; Deci et al., 1991; Gottfried, 1985, 1990; Marsh, Craven & Debus, 1991). In support of this empirical link, self-determination theory proposes that self-competence (similar term for self-concept) is an important antecedent of autonomous motivation (Deci & Ryan, 1995).

These empirical works suggest that there are some structural relations between the constructs. Nevertheless whether such possible links hold true for participants from non–western culture is far from clear. In the following section, we will briefly discuss cultural difference theory and its implication for the two motivational theories considered in this study.

**Coping with Stress**

The following ideas show specific things you can do, or help your children do, to manage stress.

- **Help your children talk about what is bothersing them:** Don’t force them to talk, but offer opportunities; bedtime or car trips are good times for this. Instead of asking, “What’s wrong?” ask questions such as, “How are things going at school with your teacher?” Do not criticize what your children say or they will learn not to tell you things that bother them.

- **Encourage vigorous physical activities:** If your children do not exercise often, try family activities like bike riding, hiking, or swimming.
• **Spend special one-to-one time:** Find hobbies or other activities that you can do alone with your child. This allows for time to talk as well as time for having fun together.

• **Encourage healthy eating:** Teach your children by words and example that eating a healthy diet makes their bodies better able to handle stress.

• **Teach relaxation skills:** Show your children how to relax by remembering and imagining pleasant situations like a favorite vacation or happy experience.

• **Give back rubs and hugs:** A short back or shoulder rub can help your children relax and show them you care. Gentle physical touch is a powerful stress reliever.

• **Teach your children that mistakes are OK:** Let them know that all people, including you, make mistakes. Mistakes are for learning.

• **Be clear about rules and consequences:** Let your children know specifically what is expected and together decide on consequences for misbehavior.

• **Teach ways of handling difficult situations:** Talk through and role play with your children how they can handle a stressful situation.

• **Tell stories about dealing with stress:** For example, if your child is afraid of a new situation, tell a story about how you once felt in a similar situation and what you did to cope, or find a library book that shows a child coping successfully with stress.

• **Be a role model for your children in handling your own stress in a healthy way:** If your children see you talking to others about problems, taking time to relax, and living a healthy lifestyle, your example is likely to rub off.

Whether your child is feeling stress from a normal everyday stressor or from something out of the ordinary, you can help him or her cope with stress reactions. Life brings stress. It’s how you handle it that makes all the difference. Whether your children hold their stress in or show stress by misbehaving, you can show them effective stress management techniques.

Future agenda while implicating this study are as follows:
1- Due to time constraints the study was not possible in villages, so rural urban differences should also be studied.

2- Since it was a doctoral program hence, it was centered to tribal and non-tribal segments of Kumaun. In order to elaborate this notion should also be carried out into metropolitan cities & cosmopolitan cities.

3- Attempts related to longitudinal perspective can also be employed.