CHAPTER V

FINDINGS, OBSERVATIONS AND SUGGESTIONS
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CHAPTER V

FINDINGS, OBSERVATIONS AND SUGGESTIONS

This chapter deals with major findings of all the variables, the discussion of the results and suggestions for the future researches.

5.1 MAJOR FINDINGS

5.1.1 ACHIEVEMENT MOTIVATION

5.1.1.1 The nAch Level

The mean score of nAch of the present study is 9.78. The mean score of nAch in U.S.A. is (4.76), Japan (8.24), Germany (4.60) and Brazil (5.47). The level of nAch in other Indian studies is, Delhi (4.76), Vidyanagar (3.92), Assam (5.55), Baroda (4.81), Kaira (1.88), Anand (6.00), Baroda (3.10), South Gujarat (3.23), Shillong (6.44), Madras (4.88), Ahmedabad (4.81), Haryana (4.77). The level of nAch of the girl students studying in Sardar Patel University is lesser than the study by Kerma (1975) of tribal and non-tribal students of Meghalaya.

5.1.1.2 The Level of nAch and Performance

The nAch level and performance have not much difference. The first class students have mean score 10.93, second class 8.41, third class 11.44 and failures 10.58. The difference
between the mean score of group 1 and 2 (first class and second class) as well as group 2 and 3 (second class and third class) are significantly different from each other at .01 level.

5.1.1.3 The nAch level and Age

The age-group ranges from 17 to 28. There is wide variation between the mean score of nAch and age. This shows that nAch has no relation with age. There is a significant difference between each other in some of the groups. The difference between the mean score of age-group 2 and 6 (18 and 22), group 3 and 8 (19 and 24), group 6 and 10 (22 and 26), group 7 and 8 (23 and 24), group 8 and 9 (24 and 25), group 8 and 10 (24 and 26) and group 10 and 12 (26 and 28) has a significant difference at .05 level and group 2 and 8 (18 and 24) has a significant difference at .01 level.

5.1.1.4 The nAch level and Stream

The nAch level of all the streams is high. The highest mean score of Engineering stream 13.10, Home Science 11.06, Post-graduate 10.76, Education 10.62, Commerce 10.31, Arts 9.21 and Science 8.40. It seems that these scores do not differ and suggests that the students are hardworking and have an incentive to work hard to achieve in their selected areas. There is not significant difference between the groups.
3.1.1.5 The components of need achievement (nAch)

The majority of the imagery stories written by the girls are AI (67.83 per cent), TI (17.23 per cent) and UI (14.94 per cent). The achievement imagery (AI) stories have greater percentage of components like M (48.70 per cent), I (39.26 per cent), ATH (40.25 per cent) GA+ (35.48 per cent) and G+ (27.86 per cent). These components have an effort and it works as a drive for an individual to achieve a particular task. The components GA- (7.32 per cent), H (4.52 per cent), G- (1.87 per cent), Bp (1.92 per cent), Bw (1.92 per cent) have less percentage in AI stories.

3.1.1.6 The nAch and Performance

There is a significant positive correlation (r=0.2372) between the scores for nAch and students' academic performance at .01 level. This shows that nAch is positively related with performance.

3.1.1.7 The nAch and Fear of Failure (FoF/Imgs)

There is a significant negative correlation (r=-0.0776) between scores for nAch and fear of failure (FoF/Imgs-TAT, Birney) at .05 level. This means that fear of failure motive and nAch score are negatively related with each other in any achievement situations.
3.1.1.8 The nAch and Ladder ratings for the Country's Future (LCF)

There is a significant negative correlation ($r = -0.0873$) between scores for nAch and the ladder ratings for the country's future (LCF) at .05 level. It has no relation with other components of concern. It can be concluded that nAch score is negatively related with the country's future perception of the girls.

3.1.1.9 The nAch and Anxiety (Anx)

The relationship between scores for nAch and anxiety is negative and not significant.

3.1.1.10 The nAch and Socio-Economic Status (SES/IR)

There is insignificant positive relationship between scores for nAch and socio-economic status.

3.1.1.11 The nAch and its correlates

The multiple regression analysis shows that nAch is an independent motive and other variables have no effect on it.

3.1.2 FEAR OF FAILURE AND HOPE OF SUCCESS

3.1.2.1 The Level of Fear of Failure and Hope of Success

The mean score of hope of success (HoS-nAch) is high 3.48, while fear of failure (FeF/Ims) 2.43 and fear of failure (FeF-nAch) 0.59 which is less.
This means that girls do have hope of success-feeling in their task rather than fear of failure feeling.

In relation to other Indian studies the present score of fear of failure (FoF/lns) does not differ. The level of FoF/lns in other studies has a mean score 1.9 (Phutela, 1976), 2.55 (Kerma, 1975), 48.75 per cent (Kapper, 1974) and 2.43 (present study, 1977). This shows that fear of failure motive is less in Indian studies (TAT, Birney).

5.1.2.2 The level of Fear of Failure (FoF/lns) and Performance

The mean score of fear of failure (TAT, Birney) in first class students is 3.67, second class 2.38, third class 2.18 and failures 1.53. The first class students have high fear of failure feeling while failures have less fear of failure feeling. This shows that in achieving situations first class students experiences fear feelings.

There is a significant difference between the mean score of group 1 and 2 (first class and second class), group 1 and 3 (first class and third class) and group 1 and 4 (first class and failures) at .05 level.

5.1.2.3 The level of Fear of Failure (FoF/lns) and Age

The age group consists from the age 17 to 28. The mean score does not differ with each other and neither group has significant difference between mean score of fear of failure motive.
5.1.2.4 The level of Fear of Failure (FoF/ImS) and Stream

The mean score of the level of fear of failure in different streams under study is, Engineering 4.80, Science 3.32, Education 2.68, Arts 2.53, Post-graduates 1.95 and Commerce 1.25. The highest fear motive is in Engineering and Science students.

The group 1 and 2 (Arts and Commerce) and group 2 and 4 (Commerce and Education) have a significant difference at .05 level. While group 2 and 3 (Commerce and Science) and group 2 and 7 (Commerce and Engineering) have a significant difference at .01 level.

5.1.2.5 Fear of Failure (FoF/ImS), Hope of Success (HoS-nAch) and Fear of Failure (FoF-nAch)

There is a significant positive correlation ($r=0.3189$) between the scores of fear of failure (FoF/ImS) and hope of success (HoS-nAch) at .01 level. This means that fear of failure (TAT, Birney) and hope of success (HoS-nAch) are positively related with each other. This proves the theory (McClelland, Atkinson, Clark and Lowell, 1963) that $\text{HoS} + \text{FoF}$ leads to need achievement ($\text{HoS} + \text{FoF} = nAch$). This shows that achievement behaviour includes fear of failure motivation as well as success motivation.
5.1.2.6 Hope of Success (HoS-nAch) and Fear of Failure (FoF-nAch)

There is a negative insignificant relationship between the two variables. These motives of nAch do not relate with each other.

5.1.2.7 The Fear of Failure Imageries (FoF/Im)

The fear of failure imageries in the present study and in other Indian studies have major categories like; Reprimand (Rep), Judicial Retaliation (JRet), Deprivation of love (Dep) and Hostile vague environmental forces (HVVF), (Phutela, 1976), (Kerma, 1975) and (Kapoor, 1974). The present study has also other major categories like Major assault on well being (MAS1T), Flunk, Fired, DeB, Ito, F.S.A., Suicide and FwAff.

5.1.2.8 The level of Fear of Failure components (FoF/Im)

The mean score of Hostile Press Imagery (HPIm) is 0.52 and Unrelated Press Imagery (UPIm) is 0.81. The Hostile Press Imagery stories have mean score of major components N (0.35), I (0.32), G- (0.36), Ga- (0.27), PTh (0.50) and less in number are G+ (0.03) and G+ (0.07). This shows that these components are related with each other which form the theme of Hostile Press Imagery stories.
5.1.3 ANXIETY

5.1.3.1 The Anxiety level

The mean score of anxiety of the present study is 2.65 which is less. The mean anxiety score in other Indian and foreign studies by TASC and GASC Scale is (Kapper, GASC 13.82, TASC 11.59), (Choksi, GASC 17.30, TASC 10.00), (Indian Sample, GASC 19.40, TASC 16.3), (English Sample, GASC 11.20, TASC 10.00) and (American Sample, GASC 12.00, TASC 6.40).

5.1.3.2 The Anxiety level and Performance

The anxiety level and the performance does not have a great difference. The first class has a mean score 2.84, second class 2.59, third class 2.67 and failures 2.68. This shows that girls have less anxiety to do any task or performance.

The group 1 and 2 (first class and second class) have a significant difference between each other at .05 level.

5.1.3.3 The Anxiety level and Age

The age-group ranges from 17 to 28 and the mean score does not differ with each other. The age group 1 and 2 (17 and 18), group 1 and 3 (17 and 19), group 1 and 8 (17 and 24), group 1 and 9 (17 and 25), group 1 and 10 (17 and 26), and group 1 and 12 (17 and 28) have a significant difference between each other at .05 level.
5.1.3.4 The Anxiety level and the stream

There is not significant difference between anxiety level and the streams of the group.

5.1.3.5 The Anxiety level and the Components of Concern

There is a significant positive correlation ($r=0.2009$), ($r=0.2282$) between the scores for anxiety and personal hopes rating ($\text{PHR}$) and ladder ratings for the future self ($\text{LSF}$) respectively at .01 level. This shows that girls are anxious for their personal hopes and aspirations and perception for their future self.

There is a significant negative correlation ($r=-0.1425$) between the scores for anxiety and the country's hopes ($\text{CH}$) at .01 level and the country's fears rating ($\text{CFR}$) ($r=-0.1628$) at .05 level. This indicates that girls are less anxious about the country's hopes and aspirations.

5.1.3.6 The Anxiety, Fear of Failure ($\text{FoF/Im}$), Hope of Success ($\text{HoS-nAch}$) and Fear of Failure ($\text{FoF-nAch}$)

There is a significant positive correlation ($r=0.0905$) between the scores for anxiety and hope of success ($\text{HoS-nAch}$) at .05 level. This means that the hope of success feeling includes the anxiety motive also, in order to reach a particular task. There is a significant negative correlation ($r=-0.1660$) between the scores for anxiety and the fear of
failure (FoF-nAch) at .01 level. This shows that these two motives do not correlate with each other.

5.1.4 CONCERN

5.1.4.1 The Concern for the Personal Self

The mean score of the components of concern for personal hopes is (PH, 11.08), personal fears (PF, 14.34), present self (LSP, 1.06) and future self (LSF, 1.06). This shows that girls have more personal fears and worries for their own self than their personal hopes and aspirations. Their present and future perception of their own self is less.

In Kerma's study (1975) the mean score of the components of personal self was different from the present study. She found the mean score of PH 2.318 and PF 2.311. Their personal hopes were greater than personal fears. The mean score of present self (LSP) was .123 and future self (LSF) 1.425. The students aspired for their future achievements but were not satisfied with their present situation.

5.1.4.2 The Hopes and Aspirations for personal Self

The girls' aspire more for their own personal character, family, job or work situation, personal economic and social situations, international situation and world.
5.1.4.3 The Fears and Worries for personal Self

The girls' show more personal fears by references to their own self, own personal character, personal economic and social situations, people, community, nation and miscellaneous.

5.1.4.4 The Ladder Ratings for the Present Self (LSP)

The girls' ladder ratings for the present self is less. Their perception for the present higher is very low 2.20 per cent, no change 60.40 per cent, present lower 27.00 per cent and no answer 10.40 per cent. Majority of them show no change for their present self. This indicates that they have less perception of their own self.

5.1.4.5 The Ladder Ratings for the Future Self (LSP)

The girls' ladder ratings for the future self is low. Their perception for future higher is low 4.00 per cent, future lower 22.20 per cent, no change 58.80 per cent and no answer 15.00 per cent. Majority of them perceive no change for their future self. This also shows that they have low perception of their own future self.

5.1.4.6 The Concern for the Country (CH)

The mean score of the components of concern for the country’s hopes is (CH, 17.89), country’s fears (CF, 22.42),
country's present (LCP, 0.04) and country's future (LCF, 1.23). This shows that girls do have more fears about the country's fears than the country's hopes. It is because at the time, India was passing through a major change in government in the different states and also because of the president's rule, this is one of the reasons why the mean score of the country's present is less.

In Kerma's study (1975), the mean score of concern for the country's components was different from the present study. The mean score of country's hopes was (CH, 2.708) and country's fears (CF, 2.573). The students showed greater hopes for the country than the fears. The mean score of the country's present (LCP) was -.511 and country's future (LCF) 1.431. They aspired for the country's future prosperity than its present political situation.

5.1.4.7 The Hopes and Aspirations for the country

The girls' have more concern for the country's economic, social, political situations, nation's independence and status and international situations, relations and peace of the country.

5.1.4.8 The Fears and Worries for the country

The girls' show fears and worries about national political, economic and social situations, nation's independent status and importance, nation's international relations, cold war and peace.
5.1.4.9 The Ladder Ratings for the Country's Present (LCP)

Girls' ladder ratings for the country's present is low. Their country's perception for present higher is very low 2.00 per cent, no change 47.40 per cent, present lower 45.40 per cent and no answer 5.20 per cent. The girls' country's present perception seems to be very disappointing.

5.1.4.10 The Ladder Ratings for the Country's Future (LCF)

Girls' ladder ratings for the country's future is very low. Their country's perception for future higher is very low 4.80 per cent, future lower 28.00 per cent, no change 57.00 per cent and no answer 10.20 per cent. They are less optimistic for the country's achievements. Their future perception for the country seems to be very low.

5.1.4.11 The Personal Hopes (PH) and Fear of Failure ( FoF/Ins)

There is a significant positive correlation (r=0.1189) between the scores for personal hopes and fear of failure ( FoF/Ins) at .01 level. This shows that girls do feel fear feelings for their personal hopes and aspirations.

5.1.4.12 The Ladder Ratings for the future self (LSF), Fear of Failure ( Fof/Ins) and Fear of Failure ( FaF-nAch)

There is a significant positive correlation (r=0.1027) between the scores for future self and fear of failure ( Fof/ Ins) at .05 level. They do have fear feelings for the
perception of their own future self. There is a significant negative correlation \( r = -0.1832 \) between the scores for future self and fear of failure (FoF-nAch) at .01 level. The fear of failure (FoF-nAch) and fear of failure (FoF/nAms) motive does not relate with each other.

5.1.4.13 The Country's Fears (CF), Fear of Failure (FoF/nAms)
and Hope of Success (HoS-nAch)

There is a significant negative correlation \( r = -0.1009 \), \( r = -0.0936 \) between the scores for country's fears (CF) and fear of failure (FoF/nAms) and hope of success (HoS-nAch) at .05 level respectively. These two motives do not relate to the country’s fears.

5.1.4.14 The Ladder Ratings for the Country's Present (LCF),
Fear of Failure (FoF/nAms) and Hope of Success
(HoS-nAch)

There is a significant positive correlation \( r = 0.7307 \), \( r = 0.5509 \) between the scores for the ladder ratings for the Country's Present (LCF) and fear of failure (FoF/nAms) and hope of success (HoS-nAch) at .01 level respectively. This shows that for the country's present situations they do have fear of failure and hope of success feelings.

5.1.4.15 The Ladder Ratings for the Country's Future (LCF),
Fear of Failure (FoF/nAms), Hope of Success (HoS-nAch)
and Fear of Failure (FoF-nAch)
There is a significant positive correlation
\( r = 0.1016 \), \( r = 0.0982 \) between the scores for the ladder ratings for the country's future (LCF) and fear of failure (FoF/Imn) and hope of success (HeS-nAch) at .05 level respectively. There is a significant negative correlation
\( r = -0.1156 \) between the scores for the ladder ratings for the country's future and fear of failure (FoF-nAch) at .01 level. They do have fear of failure and hope of success feelings for the country's future achievements.

5.1.5 PERFORMANCE

5.1.5.1 The level of performance

The mean score of the level of performance of the present study is 2.31 which is less. This score is lesser than the nAch mean score of the girls. This shows that high nAch score has less effect on their performance level.

The mean nAch score of the first class student is 10.93, second class 8.41, third class 11.44 and failures 10.58. There is not much difference between these scores. The performance level of the girls is higher. This also shows that the high mean score of nAch and the performance have not much difference.

5.1.5.2 The performance and Socio-Economic Status of Rural-Urban Area (AR)
There is a significant negative correlation \((r = -0.1251)\) between the scores for performance and the rural-urban areas (SRS) at .01 level. There is negative relation between the scores of performance and girls coming from rural-urban areas.

5.1.5.3 The Performance and Anxiety (Anx)

There is a significant negative correlation \((r = -0.1443)\) between the scores for performance and anxiety at .01 level. The anxiety motive has no effect on the level of performance of the students.

5.1.5.4 The Performance and Hope of Success (HoS-nAeh)

There is a significant negative correlation \((r = -0.0981)\) between the scores for performance and hope of success (HoS-nAeh) at .05 level. This shows that the hope of success feeling has no relation with the performance level of the students.

5.1.5.5 The Performance and Fear of Failure (FeF-nAeh)

There is a significant positive correlation \((r = 0.1199)\) between the scores for performance and fear of failure (FeF-nAeh) at .01 level. This shows that the fear of failure feelings has an effect on the level of performance.
5.1.5.6 The Performance and the Components of Concern

There is a significant negative correlation \( r = -0.1383 \) between the scores of performance and the ladder ratings for the future self (LSF) at .01 level. Their present achievements have no relation with their future achievements. There is also a significant negative correlation between the scores for performance and personal hopes rating \( r = -0.0929 \) and the country's hopes rating \( r = -0.0975 \) at .05 level. The personal hopes and aspirations as well as the country's hopes and aspirations are not related with the performance level of the girls.

5.1.6 Socio-Economic Status

5.1.6.1 The Level of Socio-Economic Status

The mean score of SES of the present study is less 2.65. The SES includes three variables: Education, Occupation and Income. The mean score of the parents’ occupational level of the girls is 4.46, educational level 4.52 and economic level 11.34. The mean score of their parent's economic level is the highest which is the main backing force for the girls highest educational and need achievement level.

The group of rural areas is confirmed with the upper middle and middle class while the group of urban areas is evenly distributed in all the levels.
5.1.6.2 The Components of Socio-Economic Status (SES) and Performance

The performance and educational level of their parents' have a negative significant relation ($r = -0.118$) at .01 level. The performance and economic level of their parents have a positive relation ($r = 0.091$) at .05 level. This shows that the economic level has an effect on the performance of the girls.

The occupational level and educational level have positive significant relation ($r = 0.196$) at .01 level. The occupational level and SES have negative significant relation ($r = -0.091$) at .05 level.

The economic level and SES have negative significant relation ($r = -0.298$) at .01 level.

5.2 MAJOR OBSERVATIONS

The investigator could view the following observations from the results of the present research.

5.2.1 ACHIEVEMENT MOTIVATION.

5.2.1.1 The nAeh level of the girl students studying in this university is higher amongst most of the studies in India. The main force working behind this, is their parents' economic conditions. Most of the girls are of the Patel community having an upper and middle class socio-economic level.
The parents of these girls are enterprising. The investigator from her personal contact with these girls could find out that their parents inspire them to go for higher education.

5.2.1.2 The N/Ach level of the girl-students is high and the mean score of their performance is also high in relation to N/Ach. All the girls from various performance levels have equally high mean score. This shows that their performance level is high. There is an inherent motive force working in their thought processes to work hard and come forward in academic performance. The observation of the investigator shows that at the university examination results most of the girls stand first in different streams of education. It is interesting to note that the girls with high need achievement score have failed in the final examination.

5.2.1.3 The N/Ach level and age have no relation with each other. As the age increases some of the girls have high N/Ach score. This shows that their inherent motive can again be studied and guided to do a particular task.

5.2.1.4 The girls have shown much hope of success feelings than fear of failure-feelings in achievement situations. The surrounding of the campus is quite alert and awakened for educational opportunities. This has an impact for the inner achievement of an individual.

5.2.1.5 There is insignificant relationship between the scores of N/Ach and anxiety. The girls have less aspirations for their
future self. They seem mostly satisfied with their present self. It is very interesting to note that the girls of this university have less anxiety and high need achievement. It is observed by the psychologist that normal anxiety in human being is needed in normal situations. It is good that girls have normal and situational anxiety in task situation.

5.2.2 FEAR OF FAILURE AND HOPE OF SUCCESS

5.2.2.1 The fear of failure feelings and performance have a relation with each other. It is high in the first class students then it decreases. This shows that this feeling has a role in those students who want to achieve high.

5.2.2.2 The level of fear of failure score differs with various fields. It is high in Engineering and Science students than the rest of the streams. These fields make demands and they have to strive and struggle hard to reach a particular goal.

5.2.2.3 The fear of failure and hope of success feelings are interrelated in achievement situations. This proves the theory that hope of success and fear of failure motives lead to need achievement (McClelland, Atkinson, Clark and Lovell, 1963). The high need achievement level of these girls includes fear as well as success motive in their achievements.

5.2.3 ANXIETY

The anxiety has a relation with the concern for their
personal hopes and aspirations for their future self. The girls are anxious about their family life, social traditions and social surroundings. They are more anxious about their own problems than the country's situations and happenings. Again, in achievement situations all the three motives: anxiety, fear and success, have a role in leading towards a particular task.

5.2.4 CONCERN

The girls have high aspirations and a concern for their own personal character, family, work situation, economic situation, also international situation and world affairs. They are aware of their own self development, independent thinking and self care. They aspire to a high standard of living with the advancement of the technological and scientific development of the country. On the other hand, they have more fear concern for their own personal character, economic, social, community and national situations. They think that because of the social pressures, social traditions, and changing patterns of the life styles, their desires may be fulfilled is the main fear concern in their thought processes. That is why they have shown much more fear concern for the country than their personal concern for the self.

Similarly, they are more concerned for the country's hopes and worries. They have high aspirations for the nation's political, economic and social situations also independence
status of a nation and its importance. On the other side, they have shown more fears than their personal self for the nation's political, economic and social situations, independent status and importance outside regarding international relations, cold war and peace. The environmental factors do have an effect in the minds of these young girls. Mass media communication has awakened the youths of India to think of the day to day happenings in the world around. These happenings are perceived by them through these media.

5.2.5 PERFORMANCE

The level of performance is less than the high nAch score of the girls. Usually it has been found in many research studies that high nAch leads to high performance. In this study, the result is different. The reason is, there is, a positive correlation between the scores for performance and fear of failure motive. Although, they have a high nAch, these feelings have an effect on their performance level.

5.2.6 SOCIO-ECONOMIC STATUS

The level of SES is less than the nAch level. This shows that socio-economic background of the girls' parents have no effect on their nAch level while it has little effect on their performance level. This shows that their inner motive force to do a particular task is much more apparent in this study. This proves the research findings of Birney and his
associates (1968) that the aspirations of females in western culture is more 'Individual-Personally relevant' than 'Socially related'. Again, aspirations and goals of the females are internal and related to themselves as a 'person' rather than related to anything or anyone on 'outside'. The findings of the present study support these findings.

5.3 EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

The present research indicates some of the educational implications as follows:

5.3.1 EDUCATIONAL IMPLICATIONS

5.3.1.1 Education for Girls

The literacy percentage of women in rural areas is less than 18 to 20 per cent. The significance of their education should be much emphasized. The report of the Education Commission 1964-66 has also emphasized that, "the education of women should be regarded as a major programme in education for some years to come and a bold and determined effort should be made to face the difficulties involved and to close the existing gap between the education of men and women in as short a time as possible. Special schemes should be prepared for this purpose and the funds required for them should be provided on a priority basis; and both at the centre and in the States, there should be a special machinery to look after the education of girls and women". This would

help women to have a right place in the society.

5.3.1.2 Need for Achievement Motivation Developmental Programmes for Women

The campus for the development of creative leadership for women and increase of their need achievement, aiming at fostering initiative and independent thinking may be organised by the Education Departments at school and college levels. Educators, who are keenly interested in the development of the potentialities of the youths should start venturing into this new field. Recently the state and national governments have stressed more on cultural and social development of youths through organised activities, the courses of achievement motivation may be adopted and conducted as a part of their programme.

5.3.1.3 Guidance and Counselling Programmes

India is passing through the educational and technological revolution. Equality of opportunities is expressed and stressed as a social-goal. This should be perceived by the women students and nurtured by guidance programmes and eventually, through youth centres at local, social and state levels, for the awakening of their social and national goals. These centres may provide 'planned programmes' for their dynamic role in awakening people to their socio-economic situations. The pattern of operation of the 'planned parenthood' and utilisation of 'human potential' scheme is needed
at all levels. The 'International Women's Year 1975', (IWY) has also stressed to ensure their fuller participation and role in economic, social, educational and cultural development of the country. The suggested programme by IWY should be implemented through youth centres, women's club and educational institutions.

5.3.1.4 System of Feedback Mechanism

The present study reveals high naOch of the girl students. They have less fear and anxiety motive to do a particular task. This shows, their positive attitude towards academic performance. If they are helped through incentives, their potential would give desired results. Therefore, a system of effective feedback mechanism should be provided through different institutions, agencies and particularly at family level. Their potential should be recognised and helped in their family by parents. Parents may be awakened to provide feedback to those who are highly motivated for educational and social work. Opportunities may be given to use their talents at local groups or through any other institutions. A system of honour may be started at local and educational institutions to recognise their potentialities which they possess through certificates, prizes or credit roles. These incentives would encourage them to work more and more for the society and the nation.
5.3.1.5 Leadership Training Programmes

This university having a rural bias and having students population coming from surrounding villages, leadership training programmes may be started for girls at the university level. They should be awakened to their changing role and challenging task of taking part in active participation at local, state and national levels through social and political activities. The present study shows that they have high need achievement motive 'internal'. This motive can be aroused and utilized, as women of India have increasingly started venturing into new avenues of public and private employments.

5.3.1.6 Participation in Decision-Making Processes

The literacy percentage of women has increased remarkably. According to 1971 census, there are 4,01,900 degree-holders in different streams of education in India. The annual report of this university (1974-75) mentions 2,972 women students studying in different streams of education. This shows the awareness and importance of education on the part of women. The speed with which they are coming forward should be perceived by the educational institutions. Their education should have social and national implications. This is the time, when they should be involved and motivated more and more in Decision-Making processes at the college level. Their activities should be utilized to their maximum mental
and physical potentialities. Ultimately, this would help them to reach social and national goals.

5.3.1.7 Evolving Role of Women

It has been emphasized in the previous chapter that, in the time of need for population control in India, large families should be discouraged and 'parenthood' consciousness should be made to be perceived by women. As Education Commission 1964-66 has also emphasized, "For full development of our human resources, the improvement of homes, and for moulding the character of children during the most impressionable years of infancy, the education of women is of even greater importance than that of men. The education of women can assist greatly in reducing the fertility rate. In the modern world, the role of the woman goes much beyond the home and the bringing up of children. Women is now adopting a career of her own and sharing equally with man, the responsibility for the development of society in all its aspects. This is the direction in which we shall have to move. In the struggle for freedom, Indian women fought side by side with men. This equal partnership will have to continue in the fight against hunger, poverty, ignorance and ill-health."

Further it has been suggested that, "The role of women outside home has become an important feature of the social and economic life of the country and in the years to come. Therefore, it is necessary to pay adequate attention to the problems
of training and employment of women. An important problem is to enable women to carry out their dual role of home-making and following a suitable career. To enable these women to participate in programmes of national reconstruction, opportunities for part-time employment will have to be greatly increased. In addition, they will have to be drawn, wherever possible, into all types of nation building activities on an honorary basis as well.

Side by side, opportunities for full time employment will also have to be expanded. As the age of marriage continues to rise, full-time employment will have to be provided for almost all young unmarried women. It may also be expected that, as in other countries, once their children reach a school-going age, women will have a great deal of time on their hands and will desire to spend it usefully by taking up full-time employment. This need also will have to be satisfactorily met. Teaching, nursing and social service are well-organized areas where women can have a useful role to play. Opportunities for women will have to be largely expanded in these fields and several new avenues, covering almost all the different walks of life will have to be opened out\(^2\).

This is the time when all these suggestions and recommendations by Education Commission related to this study should be implemented by different agencies of education. As Tukol T.K., Vice Chancellor of Bangalore University has also emphasized (1972) that, "Progress and change are the hall-marks of a living society, what really counts in a developing country is the equality of our human potential. Women indeed, are, majority of social change'.

5.3.2 SUGGESTIONS FOR FUTURE RESEARCHES

This study suggests some of the researches to be studied from the point of view for further studies. The following suggested researches can be undertaken for the research-studies related to this topic:

5.3.2.1 The mAnch level of the girl students is high in this study. Longitudinal or developmental studies of girls with high and low mAnch scores may be undertaken for further researches.

5.3.2.2 The case studies of girls having high fear and anxiety scores may be undertaken. Fear and anxiety reduction programmes may be provided under experimental conditions.

5.3.2.3 The Socio-Economic Status is not related to mAnch but the component economic level is a major force for the

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high need achievement level of these girls. Therefore, the effect of the parents' aspirations towards the girls' education may be studied in rural areas.

5.3.2.4 The nAch score of the girls who have failed in their final examination is high. The reasons for their failure in examination may be studied at the university level.

5.3.2.5 Experimental projects may be undertaken to raise the level of concern of the girls for the society through guided activities.

5.3.2.6 The correlational study of nAch and other correlates may be undertaken in urban areas to find out the differences in the scores of the rural-urban girl students.

5.3.2.7 The child-rearing practices and the effect of family influences for girl's education may be undertaken in rural as well as urban areas.

5.3.2.8 A tool to measure 'Fear of Failure' and 'Hope of Success' may be standardized.

5.3.2.9 The role perception of girls towards family, society and the nation may be undertaken.

5.3.2.10 The factors affecting Fear of Failure major categories may be studied. The environmental factor may be studied under experimental conditions.
5.3.2.11 The correlational study of high nAch, Intelligent and Creative students may be undertaken at primary, secondary and higher education levels.

5.3.2.12 A study of the components of need achievement and Fear of Failure Imagories in boys may be undertaken at the University level.

5.3.2.13 The role perceptions, aspirations and concerns of the working women in any field may be studied at the State level.

5.3.2.14 The difference in the measure of nAch level and other variables of different Caste in Gujarat may be studied separately.

5.3.2.15 The motives of need affiliation (nAff) and need power (npjow) in girls may also be undertaken for further research.