CHAPTER V

*
*
*
*
* * * * * * * CASE STUDIES

= =

5.1 Case Study as an Approach

5.2 Introduction

5.3 Case Studies 1 to 16

= =

5.1 Case Study as an Approach

Traditionally case study has been a method of qualitative analysis. As an important tool of social investigation, it was developed particularly in the U.S.A., and it is extensively used in psychology, education, sociology, economics and political science. For a large majority of social researchers it is a method involving the study of a sizeable number of cases. Despite the increased use of quantitative methods and techniques, the case method continues to be an important method in social science research.

The case study is often termed a technique, an 'approach to social reality and a mode of organizing data in terms of some chosen units. It is in fact a technique which considers all pertinent aspects of a situation employing as the unit of study an individual or group and intensively investigating it.

The term case study has been defined variously by different authorities. According to Stuart A. Queen, the case study is,

> '... the examination of a single situation, person, group, or institution as a complex whole in order to identify types and process.'

E.S.Bogardus describes the case study as,

> '... the method of examining specially and in detail, a given situation.'

According to Elmer,

> '... case study is the analysis of an abstract phase or experience usually performed in the interest of describing some quality in the experimental whole.'

Case study, may be defined as an indepth study, which is concerned with pertinent aspects of a particular unit on situation. The unit under study may be an individual, a social institution or an agency, such as a family, school, college or village etc. The case may be some phase of life history of the unit of attention, or it may represent the entire life history on total functioning of the individual unit.

Case studies being conducted on individuals, may be linked with the biography of child development, mentally retarded child or psycho-analysis of a particular individual's growth and development pattern of a gifted child.

Case studies of social institutions include the various individual units like the family, marriage, school or college or university etc.

In case of studies of communities, a village, an industrial community, a factory setting, a slum area, a tribe etc. can be considered as the unit of study.

The main purpose behind case studies is to discover all the variables which are important in the history, development and functioning of the individual unit and which come into the process of the study. The enquiring terms like 'why', 'what', and 'how' come in the purpose of the study, for example, in a case study of a particular institution, the investigator may make an inquiry about the aims and objectives behind the establishment of the

institution, its present functioning, the environmental factors influencing functioning, the types of interaction of different factors that is taking place in the institutional setting etc. Such data regarding the history of the institution, the present state, connected external environment, and their inter-relationship with one another, enable the researchers to develop a clear picture of the institution.

Case study as an investigational procedure is more or less complementary to other methods of research. Case study differs from survey research in a way; case study gives primary importance to the enquiring terms - 'why', 'how' and 'what', while frequently, survey research aims at the term 'what' or the status of the phenomena.

5.2 Introduction

In the fore-going chapter the data of motivation, self-concept variables and its relation with pupils' performance were analysed. The findings were more or less provocative. In this context, it was felt necessary to apply case study to few selected samples, as no other form of study could extract, extricate all the information required about self-concept, academic motivation and performance as effectively. Hence this methodology has been adopted for this chapter.

Sixteen pupils were chosen and classified under four categories i.e. High Motivation / High Performance, Low Motivation/ High Performance, High Motivation / Low Performance and Low

Motivation / Low Performance, in order to focus more light on the effect of the influencing variables in pupil's acquisition of academic motivation towards school and their performance. Therefore, sixteen cases i.e. A, B, ... O and P were studied through observation, interview and semi-structured questionnaires. Observation covered the period of the investigator's meeting the pupils in school during which they completed answering all the questionnaires. Interview covered the bio-data of the family, parental attitudes and behaviour towards pupils academic motivation and the general nature of parent - child relations. Whereas, semi-structured questionnaire covered all those questions attached in appendix 8. In fact the present case studies attempt to pin - point the parental attitude, peer group influence, attitude towards and the headmaster / headmistress, the community, ambition, psychological make up of the mind of the individual and job position of the family members with respect to the specific need system. That is, the need for academic motivation of the pupils toward school in relation to their performance.

Information obtained from case studies are reported in the form of field notes / record, which are analysed and discussed in this chapter in the same fashion, since no statistical treatment was given to the data. No attempt is, made here to discuss the factors in the order of their importance, as a complete survey as far as possible has been made. However, the description of

of each case is made in the following order :

1. Family Background
2. Family Influence
3. Peer Group Influence
4. Perceptual World of the Individual.
5. Community perception
6. Psychological make up of the mind.
7. Excerpts the individual written report on Ambition.
8. Observations
9. Over-all Interpretation

			PSCL										TPS									
			SELF-CONCEPT										TEACHER PERCEPTION									
			M		T		P		C		TOTAL		M		T		P		C		TOTAL	
			P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N
TOTAL NO. →			35	30	25	40	35	30	35	20	130	120	35	30	25	40	35	30	35	20	130	120
GROUP-I	1	PERCENT	85·7	53·3	100	50	88·5	43·3	68·5	45	84·6	49·1	91·4	20	96	35	91·4	23·3	88·6	100	91·5	39·2
	2		68·6	33·3	76	50	54·3	53·3	71·4	90	66·9	53·3	68·6	66·6	72	55	54·3	63·3	77·1	100	67·7	67·5
	3		91·4	73·3	100	57·5	82·9	43·3	66·9	65	83·0	57	71·4	46·6	66	65	68·6	53·3	60	80	73	60
	4		91·4	46·6	80	60	62·9	56·6	62·9	90	73·8	60·8	71·4	46·6	60	65	68·6	53·3	82·9	80	71·5	60
GROUP-II	1	PERCENT	88·6	50	84	77·5	77·1	83·3	65·7	95	78·5	75	71·4	73·3	68	77·5	68·6	70	54·3	75	65·4	74·1
	2		80	66·6	80	60	80	63·3	91·4	85	83·8	66·5	97·1	76·6	100	90	100	83·3	100	100	99·2	86·6
	3		82·9	46·6	88	75	82·9	73·3	77·1	95	82·3	70	88·6	73·3	100	90	100	86·6	100	100	96·9	86·6
	4		94·3	40	84	57·5	68·5	63·3	68·6	65	78·5	51	88·6	66·6	92	82·5	61·9	70	91·4	95	83	76·6
GROUP-III	1	PERCENT	88·6	73·3	96	67·5	91·4	56·6	65·7	85	84·6	68·3	71·3	46·6	64	80	77·1	76·6	88·6	95	76·1	70·6
	2		77·1	66·6	92	57·5	68·6	53	62·9	85	73·8	64·2	74·3	65	60	65	68·6	53·3	82·9	80	72·31	59·2
	3		77·1	36·6	84	42·5	82·9	50	57·1	75	79·2	48·3	82·9	30	60	50	0	0	85·7	100	56·9	40·8

Group I : High Motivation / High Performance

Case - 1 (Boy)

'A'

1. Family Background :

'A' is a boy of sixteen years old, comes from a middle class family consisting of 6 members. He is the eldest and only son of his parents and has three sisters. 'A' just completed appearing at the High School Leaving Examination (1984), his first sister is a class IX, the second in class IV and the youngest in class III. His father studied up to class IX and his mother upto class III. His father works at The Shillong Electric Supply Unit as the Head Carpenter, and his mother runs a shop in the market. A's parents are very hard working and sincerely devoted to their work. Therefore, they can give good and sound education to their children. Some of his family members are lecturers in colleges and some are working for the church.

'A' is not very interested in games and sports. His interest lies elsewhere e.g. like reading science magazine and adventurous story books. He looks mature, has a smiling face, is neatly dressed and healthy. One can make out that he is an intelligent boy. The total marks obtained by him at the final examination i.e. class IX is 60% and his motivation score is 65%.

From the marks obtained by 'A' it is clearly seen that he is a clever and intelligent boy whose aim is to attend school

regularly so that he can gather more knowledge about important things regarding education.

2. Family Influence :

'A' has been raised in a family of broad minded attitude toward life. His father is more liberal than his mother, he os is also permissive in 'giving' instead of 'taking'. He gives time, thoughts and efforts to encourage him to take part in any co-curricular activities when his son is given the chance for these things and especially encourages him to do better in studies. He understands his son's needs and weaknesses. On the other hand, his mother does not have much time to spend with her son. But both of them motivate him towards better learning.

In the course of conversation with the interviewer 'A' evaluates himself as follows :

> 'I am always determined to do better than my sisters because I am the eldest son in my family; that is also why I have to set a good example to my sisters. I feel that there is truth in the saying that 'action speaks louder than words.' However, I have got my own study room and all the required text books. My parents cannot help me much in my studies because they are not well educated, therefore, whatever I have to discuss, I discuss with my friends in my free time. I am having tuition in science and mathematics since last year. If I do better then, that is due to my father's feedback who motivates me in my studies. He also reminds me to read the newspaper and I also find great pleasure in reading 'Sun' and 'Weekend', Whenever, I get the opportunity I sit and talk with my father about my desire to study. I often compare my rank with my sisters

in order to encourage them to work hard, so that they too can get good marks. I am not very interested in co-curricular activities, eventhough I am encouraged by my parents to participate in all the school activities.'

3. Peer Group Influence :

'A' has got friends at school in whom he confides about his success and difficulties in class as well as outside the class. He never refuses invitations that he receives from his friends. He accompanies them to the cinema or functions. Sometimes they have the same feelings regarding their examination - when they feel that they have done well but get less marks, They are fans of a particular actor.

In the course of the conversation with the interviewer 'A' says :

'I have got my own friends who study in the same school with me. They try their level best in the examinations. Sometimes during break hours, we discuss topics which we could not follow in class. I never refuse my friends' invitation to go to their places and also I go for outings with them. I have got almost the same habits as my friends such as, regularity and punctuality. Sometimes I feel that I have done well but have obtained lesser marks than what I have expected. My friends too have the same feeling.'

4. Perceptual World of 'A'

'A' found that nearly all the teachers are good to him. This shows that he has a high regard and respect for them. Most

of his teachers use teaching aids while teaching and according to him the Mathematics teacher is the best, and this helps him a lot, because Mathematics is his favourite subject. The teachers and headmaster of 'A' are determined to make the future of their pupils shine, and with this idea in mind they encourage the pupils to do well and study hard, and give them chances and opportunities to participate in every co-curricular activity. They are regular, punctual and well-versed in their subject matter. The headmaster besides, being a respectable person, is an expert in the administration of the school. He is also an understanding person and listens to the difficulties and problems of each pupil. Eventhough 'A' has mentioned many good points of all the teachers, yet there are some who insult him in front of the whole class, if he does not fare-well in their subjects.

In the course of conversation with the interviewer 'A' says :

> 'I like almost all my teachers because they know how to teach well and they are well-versed in their subject matter. They always use teaching aids while teaching and treat all the pupils alike. The main thing that motivates me is their cheerful countenance encourages me to do better and take part in all school activities. But some of my teachers used to insult me, if I could not fare-well in their subject. They are punctual, regular and fair in evaluation. I find the headmaster is also very strict regarding the rules and regulations of the school. He listens and understands each and every individual's problems. He is efficient in administration of the school. Such people are most needed these days.'

5. Community Perception of 'A' :

'A' is a boy who yearns for the upliftment of his community. He feels very proud of the fact that he belongs to the Khasi Community. He likes to attend meetings and durbars because he feels that he can gain more information regarding his community, and obtain more knowledge as to how to work jointly and help one another. The presence of experienced leaders in his locality encourages 'A' to study and work hard so that he can help and contribute towards the upliftment of his community.

In the course of conversation between the interviewer and 'A' the later says :

> 'There are about four to five renowned personalities in our community, but there is only one engineer and a few political leaders living nearby. I am really proud of being a Khasi. I meet other Khasi in the local meetings, picnics and social work, like cleaning the locality etc. I never miss such assemblies because it is through them that I get information about the community and they instill in me the spirit of comradeship, co-operation and the importance of helping one another.'

6. Psychological Make Up of 'A' :

'A' loves going to school. He enjoys being with his teachers. He likes to study regularly and is always prepared for any examination at any time. His favourite subject is Mathematics and this is the subject in which he often scores the maximum. He does not like to be late for school for fear of missing his

lessons, he is always regular to come to school and doing his home-work.

The following conversation between 'A' and the interviewer, clearly reveals his psychological make up :

He says :

'I like my school because the teachers and headmaster work hard for the pupils. They give all their efforts and try their level best for our good and also because my friends are hard working and always aim high in life. I like exams and I am prepared for them at anytime. I abide by all the rules and regulations of the school, therefore, I am very regular and punctual. My favourite subject is Mathematics and I score the maximum in this subject. Home-work never bores me, in fact, it really prevents me from getting bored at home. Any school work that requires signature, is duly signed by my daddy.'

7. Excerpts from A's Written Report on Ambition :

'My future plan is to become a doctor. I am very interested in medicine. Therefore, I have to work very hard'. (GOA+2)

'I understand it is a very heavy responsibility, but I am prepared to overcome any hurdles which crop up on my way. So, I will work hard to achieve my goal.' (IR + 2).

(ER + 1) absent
(ABP + 0) absent
(GB + 1) absent

'However, if it is possible and chance prevails on me, I shall pursue higher studies and specialize in a subject that I shall select later on.' (I + 2).

(PD + 1) absent

'As a doctor I want to raise the standard of my country. The country will prosper only when the good health of each citizen is ensured. All that depends solely on the hands of the doctors.' (SC + 2).

(PA + 1) absent

Total Score = 12/14 or 85.5%

8. Observations :

It is seen that 'A' comes from a small family. The parents are very understanding and provide all his educational needs. They motivate and encourage him to love and take interest in all school activities, especially in studies. 'A' is confidently happy in his peer group, so if he has any problems or any pleasant feelings and experiences he shares them with his friends. His ambition of becoming a doctor and his undecided line of specialization, prove that he is alert as he would not commit to anything without any certainty. His love and interest in the community is clearly evident from his choice and liking of profession. His aim is to serve his community as well as the nation at large.

The presence of educated members in A's family and possession of exceptional intelligence will not stop or satisfy him to aim high in life. For 'A' wants not only an M.B.B.S. degree, he will continue in the line of specialization which he will choose later on. However, 'A' is positive towards his schooling and shows favourable attitude towards school and his studies.

9. Over-all Interpretation of 'A'

This boy is aware of his own goal and is determined to do his task. He wants to become a doctor that shows in his Internal Strength of Resource. This is reflected also in the positive score of Self-concept i.e. 84.6 percent. The teacher has perceived him to be even better than what 'A' perceives himself i.e. 91.5 percent. He is a capable and talented boy because his total academic motivation scores shows 65 percent which is related to his academic performance score i.e. 60 percent. He is positive towards school as his score on positive academic motivation is 44.3 percent. He is an ambitious boy because he is eager to face difficulties and shoulder his responsibilities after passing M.B.B.S. This is reflected on his ambition score which is 85.5 percent. However, such qualities possessed by 'A' indicates that he is able to take leadership. He is committed to help the community and the nation at large through his future profession. (Refer Graphs 12 and 13)

Case - 2 (Girl)

'B'

1. Family Background :

'B' is fifteen years old, belongs to a middle class family with seven members in her home. 'B' has three sisters and one brother. The eldest is doing her M.A. in history, the second is working in the Bank, the third one is doing her 2nd year Pre-university (Science), the fourth Pre-university (Arts) and 'B' has just appeared in the ensuing High School Leaving Certificate Examination. B's father is a graduate and is serving as Undersecretary and the mother had studied upto X standard and is working as a U.D. in the secretariate. Both the parents are working extremely hard so as to be able to support their children in their academic and scholarly pursuits. Most of her relatives are well educated and holding responsible posts like professors and officers. This is evident in the course of talk with the interviewer.

'B' is tall, pretty fair, gentle, always smiling and has an intelligent countenance and outlook. In school, she used to secure high marks in many of her subjects. The total marks obtained by her at the final examination i.e. class IX is 70 percent. Her motivation score is 61%. From the marks that 'B' scored it is clear that she is a bright girl and alert of her studies. May be because she knows that the school is the mine of knowledge through which one can obtain education.

2. Family Influence :

'B' has been brought up in a family with democratic attitudes, reflected more by her father than her mother. The father understands the need of his daughter and tries his best not to show signs of any difficulties in matter of fulfilling her wants, because he knows that once the children know about the hardships in the home, such, will affect the studies and will not be able to fare-well in school. Thus, he is quick and ready to 'give' rather than 'take' from them. He always encourages and reasons with her. He tells her that only through hard work and perseverance that one can conquer and overcome all the difficulties that surrounds the individual. B's father provides the daily requirement of his children, whereas the mother on the otherhand does not show so much of enthusiasm. Yet, both the parents are anxious to see the children rise higher and higher on the ladder of education and take great interest regarding their studies and also encourage them to take part in different co-curricular activities.

It clearly shows that the family has the power to influence in matters of education of the children.

In the course of conversation between 'B' and the interviewer, the former gives herself-evaluation as follows :

> 'I have always been determined to do much better than my brother and sisters, so that I will be able to become an engineer someday. You see, I am sure that if I cannot stand to compete with them, that means that my academic career will end up like them, that is, in the arts standard.

Moreover, my parents help me a lot and offer me gift if I fare well in the examinations. Eventhough I am sharing the same reading room with my sisters, but I have, all the required text books. I do not like to read any other books, besides my school books, and I always obtain more marks than my brother and sisters. I take the opportunity in the spare time to discuss my studies with my parents. If my marks are less I am often scolded by my mother, but father will console me and at the sametime encourage me by saying that I could have done better only if I put a little more effort in my studies. I do not take any interest in games because according to me it is a wastage of time and energy, as such I will not be able to concentrate in my studies. On the other hand my parents encourage me in the co-curricular activities, may be, they think if I spend all my time only in studies it will bore me, but to me, such, is not the case.'

3. Peer Group Influence :

'B' has her own friends who have similar outlook and more or less the same hobbies and habits. They all study in the same school and often fared well in the examinations. It is the habit of 'B' that she goes home directly after school. But during the recess or break she chats with her friends and at times she discusses with them about any difficult topics in the lessons done in the class. If even her friends invited her to their home for any party or get together, 'B' never refused. Sometimes she even accompanied them to see good films or to witness any field events (sports). Of course, they do not share their same opinion on their favourite hero. Each of them has his

or her own hero whom they like and admire. But the most striking point of this group is that they all share the same opinion on the question of examination, for eventhough they have fared-well, but the marks obtained are not always to their satisfaction.

The following interview with 'B' will clearly show how 'B' who has friends of her outlook, share the same opinion about their goal in life. Thus, the saying goes that, 'Birds of the same feathers, flock together', is applicable to 'B' and her friends.

'B' says :

> 'Yes, I do have my own friends, studying in the same school. All of us fared-well in the exams. and yet wherever we come across any problem we sit together during break hours to discuss it and sort out the problem among ourselves. I used to accept their invitations and attend their parties and sometimes I go to visit them when they are not well. I do not like to go out with them, and except to the cinema, that too, only sometimes. However, within our group we almost all share the same likings and interests such as regularity and punctuality. It often makes us nervous to think of the examination eventhough we are well prepared. I have never heard any of my friends abuse me, either in front or behind my back. They are frank, whenever they notice any wrong or any mistake in me they point it out and urge me to correct it. Yet, we all have different aims. Some of them might want to serve as doctors, engineers and school teachers.'

4. Perceptual World of 'B' :

Being a bright and high ambition girl 'B' likes all her teachers, but she likes the Mathematics teacher most. According to 'B' all the teachers are well-versed in their respective subjects and they really work hard for the pupils by adopting different teaching aids, so that the pupils could clearly grasp all that has been taught to them. They are very kind and always with a smiling countenance, crack jokes in the class to liven up the pupils' spirits. Similarly, the headmistress is very understanding, and liberal type of a person and is always ready to pay attention to the needs of the pupils. She is approachable at any time. At times when 'B' happens to fare badly in the examination, the teachers never scold her in front of other pupils, instead they call her alone by pointing out all mistakes. They often encourage her to do well. There's not a sign of partiality on their part and whenever any of the pupils come up with any new ideas, they openly praise her/him. The teachers are very punctual and often encourage the pupils to participate in the different co-curricular activities. The headmistress is a very experienced person.

With great confidence B has given all the answers to the questions put forth by the interviewer. She says :

'From all the teachers, I find Mathematics teacher can teach very well. But almost all the teachers show their smiling face and also tells us jokes when occasion arise. After class they are just like my friends. Whenever, any

mistakes are noticed, I am called alone after school, not only to point out my mistakes but also to encourage and tell me that I can do much better if I work a little harder. They praise those who come up with new ideas. They are regular, punctual and well-versed in their subject matter. The headmistress is a very experienced person, she encourages us to take part in all school activities, but I personally feel that these are only wastage of time, because, after games I just cannot concentrate in my studies any more. Our headmistress is quite capable in her dealing with others. She knows how to talk, to whom and on what terms.'

5. Community Perception of 'B' :

Community is one of the socialising factors which binds man together. It is through community that the child learns about the social life and to be socialised at the point of communicating with others, to help those who are in need, to recognise the rights of others and also to learn and develop into proper citizen.

'B' is proud of belonging to the Khasi community. She always attend the different functions and festivals together with her family, and by doing so, she is able to socialise within the community. Thus, she can know them properly, understand their needs and in this way she can help to bring about the proper development of the community in the future.

In the course of talk about the community between the interviewer and 'B', the later says :

'In my locality there are great number of influential persons such as doctors, engineers and members of Legislative Assembly. I am proud of being a Khasi, I do attend all sorts of functions organised by the community, such as cleaning the locality, meeting, social get-to-gether and cultural activities. I never miss such occasions whenever I get the opportunity. Because I feel that it is only through this kind of get together that we come to know and understand each other well, as such we get the inspiration of working together for the welfare and the development of the community.'

6. Psychological Make up of 'B' :

'B' takes great delight in her studies. She is always interested in the school. The subject which she can score most marks and like best is Mathematics. She is always punctual and is regular in doing her home-work. Her mother usually signed her report card and test copies, but she shows them to everyone at home. Eventhough she is capable of doing well in all the subjects, yet, she is always nervous before any test or examinations.

In the course of conversation with the interviewer, 'B' reveals her views, saying :

'I am happy to be in school and studies never bore me. That is why I do not like to remain absent and always try to reach school before the bell goes. I like all lessons, but Mathematics is my favourite subject and I usually obtained more marks in this subject. I do get nervous before the examinations, eventhough I am well prepared. My mother signs all test copies but I also show them to all at home.'

7. Excerpts from B's Written Report on Ambition :

'I have had the desire to become an engineer, and I have a strong determination to take study seriously.' (GOA + 2)

'In my opinion, I think this desire of mine is a genuine one. I am interested in solving mathematical problems. Perhaps, this interest of mine will help me, to do better and develop more reasoning power.' (IR + 2).

(ER + 1) absent

(ABP + 0) absent

(GS + 1) absent

'One of the main reasons which inspired me to choose this profession is because I come from a poor family. No doubt, I shall achieve it by reading more scientific books.' (I + 2).

(PD + 1) absent

'I shall donate to the educational institutions, as well as helping the students who come from a poor family.' (SC + 2)

(PA + 1) absent

Total Score = 12/14 or 85.5 %

8. Observations :

'B' shows her smiling face and seems that she is keen to converse with the interviewer. The presence of small family and sufficient income of her parents and above all the understanding of the father prompted her to do much better and to take delight and interest towards the school. She likes all friends, and has great respect for the teachers, headmistress and community. Her

liking and performance in Mathematics is understandable that without any doubt she can definitely achieve her aim as an engineer.

The presence of well educated and highly qualified members in the home has helped her to get proper guidance and at the same time to develop confidence that she would one day achieve her goal.

9. Over-all Interpretation of 'B' :

This girl is conscious of her own goal and determine to take study seriously. She wants to become an engineer, this is revealed in her Internal Resource score as well reflected in positive self-concept score i.e. 66.9 percent, but the teacher perceives her higher i.e. 67.7 percent. She is competent of doing hard work as it is indicated in her total academic motivation scores i.e. 61% and academic motivation score is 70%. But this girl shows her negative attitude towards school and studies as her negative score is slightly higher than positive i.e. 37.2 and 36.4 percent respectively. She is aware of her own poverty and determines to work hard to eradicate it. This reveals in her commitment that she will contribute towards her society, especially wants to help those pupils who come from the poor family. B's ambition score is 85.5 percent.(Refer to Graphs 12 & 13).

Case - 3 (Boy)

'C'

1. Family Background :

'C' who is sixteen years old comes from a middle class family. There are eight of them in the family having four brothers and two sisters and 'C' is the second child of the family. All the six brothers and sisters are still studying. The eldest is studying in B.Com., 'C' has just finished his High School Leaving Certificate Examination along with his third brother. The fourth is in class VII, the fifth is in class VI and the youngest one is in class IV. His father is a graduate in Commerce and his mother studied only upto class III. His father works as a clerk at the G.P.O. (General Post Office) while his mother is a housewife. Both the parents work hard to educate their children. Most of 'C's relatives are not well educated and none of them holding responsible posts like professors, officers etc. But there are some working for the church.

'C' looks quite mature, hard working, co-operative and humble. He likes reading story books and playing games. He was detained in K.G. II as he was sick and that is why he was in the same class with his third brother i.e. 'D'. The total marks obtained by him in the final examination i.e. class IX is 66 percent and his motivation score is 67%1%.

From the marks that 'C' has obtained, it is clearly seen that he is a hard working boy who spends most of his time with books.

2. Family Influence :

'C' comes from a poor family, but his parents are very generous. Inspite of their low income, they try to make the children happy. They reward them with gifts if they have done well in their examination. They make sure that their children get all needs that concern education. They also encourage their children to take part in school activities with the exception of games. 'C's parents are such who could perceive their children's future, and may be because of this thought in their mind they insisted the eldest child to join in the service as soon as he completed his graduation so that he could contribute to the income of the family.

In the course of conversation with the interviewer 'C' evaluate himself as follows :

> 'Eventhough I do not have my own room and table to study, still I have a competitive spirit that I should do better than my brothers and sisters. I am happy that I have got all my text books. There are times that I really want to go for a tuition class, but as my family is quite poor, I do not want to worry my father about it. However, my father tries his level best to help me directly or indirectly. I take the opportunity to sit around and have a discussion with my parents about my

studies, especially on the problems I face. Whenever I got poor marks my father scolds me; but later on he tries to make me understand and convince me that I should work harder. But my brothers and sisters tease me. My hobby is reading story books (comics) and newspapers. I like sports and games, everyday I do spend an hour in games and I'm also a captain in the school football. But as far as sports go my parents view is just the opposite of me. They do not encourage me to take part in any sports.'

3. Peer Group Influence :

'C' has his own friends with whom he studies in the same school. Whenever they have any problems they usually discuss them among themselves. During break time he usually sits and talks with his friends and on holidays he goes to cinemas with them. In his group each one of them have their own habits and ambitions. Some of C's friends tease him when he makes any mistakes. 'C' never refuses his friends' kind invitations. They get the same feeling about the examinations that is, sometimes they feel they have done well on certain subjects but then they obtain very low marks. Even then, they are not scared of their examination, as they are usually well-prepared at any time. Their favourite hero is Mithun Chakraborty.

Peer group has an influence on the child development and his future academic career.

In the course of conversation between 'C' and the interviewer the former says :

'I have some special friends who study in the same school. During break period, I sit around with them to discuss things which I do not understand. I go home straight after school. I never refuse the invitation of my friends, as I too feel bad when they refuse to come to my place when I invite them. I go to movies with them, but for other outings I go with my family. We do not have the same habits and ambitions, yet, we all enjoy going to school and try as much as possible to do our best. There are times that I feel I have done well but obtained less marks. This is may be because the answers are too short or not up to the standard. We are not afraid of the examinations as we are always prepared. In a way our examinations remind us the things we have finished. Our favourite hero is Mithun.'

4. Perceptual World of 'C' :

'C' mentions only a few teachers whom he likes, eventhough he found that all his teachers are well prepared before coming to the class. He also says that there are very few teachers who uses teaching aids like black-board, maps etc. while teaching. His headmistress and teachers usually have a cheerful attitude and sense of humour when they take their classes. They always seem to understand the need of the students and they treat everyone alike. After school they are like friends and they always encourage if we come up with new ideas. They know their subjects well, but there are some teachers who do not know how to deal with the students. Some teachers encourage the students

by saying that they should set a good example for the benefit of the whole school. 'C' finds that the headmistress is a very soft hearted person, she always tries her best to make the student happy. She listens to each and every individual's problem and encourage to take part in all the school activities. She is very efficient in running the school.

In the course of conversation with the interviewer 'C' says :

'I find that Khasi, History, Geography and Mathematics teachers can really teach well, and all of them are well-versed in their subject matter. They have a smiling face and good sense of humour. When we have to practice any sort of games etc. during class hours, our teachers allow us to do so. After school most of them are friendly with us and are like our friends. Therefore, if I cannot do well in my examinations my teachers call me after class, correct the mistakes and encourage me to work harder for better marks, but there are some teachers who insult me in front of the class. When such a case, I really feel sad, and loose hope, instead of paying attention in their subject and working hard, I get to dislike the subject. But so far, they treat all students alike. They praise if any one comes up with new idea and encourage the other to do the same too, in order to gain more knowledge. The headmistress is an efficient administrator, she listens to each individual's problems and solves them accordingly. She is a very quiet and kind person, who always thinks first before she implements anything. I think she is the best possible headmistress, so, I have nothing to say against her.'

5. Community Perception of 'C' :

'C' is proud of belonging to the Khasi Community. He always participates in various functions and festivals together with his family. By doing so he is able to socialize himself among the community and thus, he can know them properly, understands their needs and in this way he can help for the proper development of the community in the near future.

In the course of the interview 'C' says :

> 'There are many great personalities in my community, but the one whom I admire most is TIROT SING (ruling chief). I am proud of belonging to the Khasi community and I like attending all sorts of functions organised by the community such as locality's meeting, social get together and the cultural activities. I never miss such occasion when chances prevail. Because through these activities I get the inspiration of working together for the welfare and the development of the community.'

6. Psychological Make up of 'C' :

'C' loves going to school. When he is in school he is happy and free from worries that he may have. He enjoys being with his teachers. He likes to study anda always prepared for any examination. His favourite subjects are Khasi, History, Geography and Mathematics. The subject in which he usually scores the most is Mathematics. Any signature needed for him in school is given by his father.

In the course of conversation with the interviewer 'C' says :

'I love going to school and I am happy when I am in school. My studies never bore me, that is why, I do not like to remain absent and always try to readh school five minutes before the time. I am prepared for the examinations at any time. My favourite subjects are Khasi History, Geography and Mathematics. I often score the highest in Mathematics. My father signs all test copies and report card. Of course, I do show to my mother and other family members.'

7. Excerpts from 'C's Written Report on Ambition :

'My aim in life is to become an Officer in agriculture. This is my childhood desire. I know I will achieve my desire by studying hard. (GOA + 2)

(IR + 0) absent
(ER + 1) absent
(ABP + 0) absent
(GS + 1) absent

'I always discuss things with my parents, who inspire me. At the same time the government should encourage us by providing facilities such as stipend and scholarship.' (I + 2)

(PD + 1) absent

'I can help in progressing the agricultural outlook of the country, and I will be able to guide the aultivators the modern techniques of cultivation. As we know we cannot live without food.' (SC + 2).

(PA + 1) absent

Total score = 10/14 or 71.3 %

8. Observations :

'C' comes from the middle class family. He has an elderly appearance, very hard working, co-operative and humble. The liberal

character of the parents who give him the opportunity to take part in the different co-curricular activities, provide him with chances to mix with his peer group freely. He likes and respects his teachers, headmistress and similarly, he is interested in going to school. His love for his community prompted him to make up his mind to choose the profession of an officer-in-charge of agriculture. Without doubt he says that he will be able to achieve or fulfil his aim. This is evident from the performance and motivation score.

9. Over-all Interpretation of 'C' :

This boy is clear of his own goal and has full confidence that he will become an officer in agriculture by working hard, as shown in Initiative. It also reflected in his positive self-concept score i.e. 83 percent. Similarly, the teacher perceived the boy more positive than negative i.e. 73 percent and 60 percent respectively. His total academic motivation score is 67.1 percent which is slightly higher than academic performance score i.e. 66 percent. He likes going to school and studies well as motivation positive score is greater than negative score i.e. 42.3 and 27%. 'C' a high ambitious boy has committed himself to serve the society as well as to guide the cultivators in the modern techniques of cultivation. This is revealed in his ambition score which is 71.3 percent. Therefore, this boy has a clear and positive attitude towards himself. He feels that he will be able to help the country and

understands that an individual's contribution would not help in the long run. Hence, he had expressed these lines : 'The Government should encourage us by providing facilities such as stipend and scholarship.' (Refer to Graphs 12 and 13).

Case - 4 (Boy)

'D'

1. Family Background :

'D' aged 15 years is the younger brother of 'C'. He and his brother had been studying in the same school and both just have appeared in the High School Leaving Certificate Examination. 'D' was studying in the same class along with his brother 'C' because his elder brother failed in K.G. II. So 'D' and 'C' were always in the same classes. Although, both have studied and grown up together in the same environment yet, both have different views regarding their family, peer group, teacher, headmistress, ambition etc.

'D' likes to read sports magazine, science magazine and newspaper, but he does not like to play. He has got a good personality and is taller than 'C'. He is well mannered and polite. The total marks obtained by him at the final examination is 72% and his motivation score is 70%.

Judging from the marks obtained by 'D' it can be seen that he is a clever and industrious boy regarding his studies, and has got a firm determination to do well.

2. Family Influence :

Regarding the family influence of 'D' it has already been discussed in detail at the time when 'C' (his elder brother) was interviewed. The interviewer after interviewing 'D' found out that

there are certain different points of view that differed from that of 'C'.

In the course of conversation with the interviewer 'D' evaluated himself as follows :

> 'I have got a firm determination to do better than my brothers and sisters, and in some subjects I obtained higher than them. I share the same study room and table with my brother. I have all the necessary text books. I work hard and study by myself, since my father, gets a meagre income and having a big family, he will be in no position to afford my tuition fees. Besides school books I like reading sports magazine, science magazine and newspaper. I do take the chance to discuss about matter regarding studies, this is the only time that I am able to express my desires and tell them about my difficulties. I do not like to play very much and my parents also do not encourage me to play.'

3. Peer Group Influence :

'D' has got his own friends that he likes to mix in school. The problems that he cannot solve by himself he asks the help of his subject teachers. During recess he goes home for his lunch. He likes his class since it is quiet. 'D' does not have the same habits as his friends, for instance, some of his friends do not come regularly to school and some of them are afraid of examination, yet there are striking likes and dislikes among them. Although some of 'D's friend do not like to come to school but they have the same admiration that 'D' has for great heroes such as Tirot Singh (ruling chief) and Pele (footballer).

In the case of 'D' it has been found that the boy is not that close to his friends, but man as a social animal needs the company of friends in his work, society as well as in educational environment.

In the course of the interview between 'D' and the interviewer the latter says :

> 'I have got my own circle of friends who study with me in the same school. I do not mix or discuss much with my friends concerning studies. I try to solve the problems by myself and sometimes ask the help of my subject teachers. I do not go for outings with my friends but sometimes I go to their place that is, when I am invited for birthday or wedding party. My habits and aims are different from my friends. Whereas I am always prepared for the examination, some of my friends suffer from examphobia. But we do admire the same hero such as Tirot Singh (ruling chief) and Pele 'Footballer).

4. Perceptual World of 'D' :

'D' finds all his teachers are nice. They are always well-prepared before coming to class. They understand the weaknesses and shortcomings of pupils and always ready to help them. They encourage the pupils to do well. 'D' finds that his teachers and headmistress are never partial to anyone. If there is anybody coming up with a new idea, they encourage others also to work hard for better knowledge. They are punctual and regular to school. 'D' finds that his headmistress is a

very responsible person and a good administrator. With a smiling face she encourages her pupils to aim higher. She listens alternatively to the problems of the pupils and help them accordingly, but at the same time, she is very stirct where strictness is needed.

In the course of conversation between the interviewer and 'D' the latter says :

> 'All my teachers are good and well equipped with their subject matter. They are patient and jokes so as to liven the class. When we need any extra-period to practice debate/sports etc., during school hours they do grant us a permission. If I do not fared-well in any subjects they call me personally and correct the mistake I have made. They encourage me not only to do well but to take part in all school activities, for which I am not interested at all. Our headmistress also is a competent administrator. She listens to our problems and requests. She gives us good advice and encourages us to work hard, in order that we may shine in life. Regarding her personal deficiency, I have no idea.'

5. Community Perception :

'D' never fails to attend any meeting held among the Khasi community, since it is in such type of meeting that he gets good idea how to help one another in order to lift up the community.

In the course of conversation between 'D' and the interviewer, the former says :

'I am proud of belonging to the Khasi Community. The well-known personality in my community is So So Tham (poet) and G.G.Swell (Sitting Chairman of Panel). There are doctors, engineers as well as M.L.A. in our locality, but I do not know exactly how many of them. We do have social get together in the community, such as cleaning the locality, voting for the members to see the welfare of the village and sometimes we do meet in the parties or cultural functions. If there is any opportunity to attend such get-together, I never miss, since I get the chance of learning how to help one another.'

6. Psychological Make up of 'D' :

'D' thinks that school is the quarry of knowledge. He loves studying books and is always prepared for the examinations. He is regular regarding home-work and is punctual to school. The subjects he likes and score most is Science and Mathematics. All test papers and report card his father sign them.

Int the course of the interview between 'D' and the interviewer the former says :

'I feel and think that school is the quarry of knowledge. Therefore, I am regular, punctual and like study, as well as, I am prepared for the examination at anytime. I find that lessons and home-work are upto my standard. My favourite subject is Mathematics and Science and I usually score the maximum in Mathematics. Whatever signature is needed my father sign them, of course I show to my mother too.'

7. Excerpts from 'D' written Report on Ambition :

'I want to become a professor and I will devote myself to study.' (GOA + 2).

'I try to gain mastery over the particular subject which I like most.' (IR + 2).

(ER + 1) absent

(ABP + 0) absent

(GS + 1) absent

'What should I do to fulfill my aim ?'

'To achieve it - courage, endurance and perseverance are mostly required.' (I + 2).

(PD + 1 absent)

'I based my aim not on any persuasive plan concerning financial affair, but on my desire to serve my country, and to make the people fit as the inhabitants of the modern world or 'Science Age'. Teaching the students, and infusing int them the will to serve humanity is my greatest desire. As a professor I can teach a lot, learn a lot and serve a lot, thereby ensure a great future for my country.' (SC + 2).

(PA + 1) absent

Total score = 12/14 or 85.5 percent.

8. Observations :

Fifteen years old 'D' is the younger brother of 'C' and studies in the same class. Eventhough 'D' is also brought up in a similar environment and circumstances with 'C', but both have developed different hobbies and ambitions. 'D' does not take much interest towards his peer as they are not interested in going to school. His love and interest in the welfare of his

community is clearly stressed in the need and importance of such profession - in his own words : 'As a professor I can teach a lot, learn a lot, and serve a lot, and thereby ensure a great future for my country.' He is always motivated towards school to learn well. The presence of educated members in the home has greatly helped him to do much better in his academic career.

9. Over-all Interpretation of 'D' :

This boy has his set goal to reach, he has determined to work hard. He wants to become a professor. This is revealed in his Internal Resource. It is also reflected in his Self-concept positive score i.e. 73.8 percent which is slightly different from what the teacher perceives him i.e. 71.5 percent. He is a hard working boy and shows his interest towards learning, his academic performance score and motivation score is 72% and 70% respectively. He is highly ambitious boy, as it is reflected on his ambition score i.e. 85.5%. He has leadership qualities and committed towards helping the community, and he ensures that he will render great service to the country through his future profession.
(Refer to Graphs 12 and 13).

10. General Conclusion of Group I :

It is seen here in the case of A, B, C and D who falls under the category of High Motivation / High Performance comes from the well to do family and foundt that the emotional atmosphere of their home is to their liking. They have a clearer perception of their future, a greater awareness of their personal abilities

coupled with a non-deluding picture of personal limitations and a keener sense of initiative to reach the goal. They also showed quite a high level of expectation with regards to their performance in the examination. They perceived the need for help for better competence in specific subject like Mathematics and Science. Provision of books, scope for discussion, sound teaching were thought to be of help by this group. They also showed their liking for a number of values upheld in the community. They observed with appreciation 'a readiness to help and co-operate' on the part of the members of the community.

They come up with a desire to serve the community by devoting themselves to the social upliftment.

Group II : Low Motivation / High Performance

Case - 5 (Girl)

'E'

1. Family Background :

'E' aged fifteen years, comes from a rich family. There are ten members in the family. 'E' has got five brothers, she is the youngest and the only daughter of her parents. Her eldest brother works in a farlong as the foreman, her second and third brothers study in the university (science), fourth brother in Pre-university (Commerce) and the fifth brother in Pre-university (Arts). 'E' being the youngest has just finished her High School Leaving Certificate Examination. Her father is a graduate in Commerce and is the general manager of a factory, whereas her mother is a housewife and has studied upto class VI. E's two maternal cousins are in class II and III respectively. Her parents take much trouble in encouraging their children in studies and guide them accordingly in different streams of studies. No one in E's family holds a high post, such as lecturer, officer, M.L.A. etc. or a post in the church.

'E' has a smiling face, is cheerful, active, helpful, small in structure, fair complexioned and looks young for her age. The total marks obtained by her at the last final examination i.e. class IX is 70%. Her motivation score is 40%.

From the marks obtained by 'E' it can be clearly seen that she is a clever girl, but her motivation score is poor. This indicates that she does not like school.

2. Family Influence :

'E' comes from a democratic family, where her parents encourage her to study well. But 'E' being the only daughter besides being the youngest was spoiled and pampered by her parents, therefore, she gives little thought and care to her studies. 'E' gets better facilities at home than her brothers, she is given her own room, table and chair to study. Her parents motivate her by arranging private tuitions for her in Mathematics and Science. They are ready to spend any amount of money to promote her education and realise that the youngest and only daughter is being spoiled by them.

Although 'E' does not have a strong determination to do better than her brothers, yet the love and understanding she receives from her parents makes her put all effort in studies, although from her motivation score it is clearly seen that she is not fond of going to school regularly and studying sincerely.

'E' says : 'No, I don't think that I can do better than my brothers. I have my own room, table and chair, I never agree to share them with my brothers. I have all the necessary school books, for Mathematics and Science the tuition master helps me. My parents offer gifts if I do well in my studies. I never compare my marks with my brothers, whatever marks I get are enough for me. Besides my school books, I read magazines and the newspapers, otherwise my father gets

angry with me. Whenever, there is spare time my family members always advise me on the ways and means to choose some lines of studies. My brothers never comment when I score less marks but my father shows his temper. I do not take sports and games, although my parents encourage me. My only hobby is reading magazines.'

3. Peer Group Influence :

'E' has got her own friends studying in the same school, but she mixes with them only to some extent. During break she likes to sit and chat with her friend but she never likes to go to their house. Her habits are different from her friends'. She does like her class so much because in her opinion it is too noisy. 'E' finds that her friends take life very easy, they do not bother about their examination and are always scared to face any kind of examination. She sometimes accompanies them to the movies. 'E' and her friends are fans of the film hero Amitab Bachchan.

In the course of conversation, between 'E' and the interviewer, the former says :

'Yes, I have got friends who study in the same school with me, but I mix with them only to some extent. I do not have any idea whether they do well or not in their examination, but some of them take life so easy. I am not nervous of the examination, whether I fare-well or not I feel the same. During recess I chat with my friends but never discuss anything pertaining to my studies. I do not like my class, it is too noisy.

Sometimes I accompany my friends to the cinema but I never like to go to their house. My habits and aims are different from my friends'. I always feel that I have done well but get low marks; this may be because I always study at the last moment and get all my points mixed up. After school I go straight home.'

4. Perceptual World of 'E' :

'E' a pupil with low motivation towards school, respects her teachers and headmistress. Some of her teachers come to school fully prepared in their lessons, while others never prepare the lessons which they are supposed to teach. Again, some of her teachers are pleasant and cheerful while others are moody. Some of them even joke in the class and encourage the students to do better in their studies. If the student makes any mistake they call the particular student to one side and show him/her what is right and what is wrong in a polite and pleasant manner. Both the headmistress and the teachers are always punctual and do not like the students to come late to school. They are well versed in their subjects. The headmistress is a kind and understanding person who treats all the pupils in the same light. She is experienced in the administration of the school. She listens to the difficulties of the pupils and wants each one of them to take an interest not only in their studies but also in different school activities. For this reason she encourages her students to take part in co-curricular activities.

In the course of conversation between 'E' and the interviewer, the former says :

'Most of my teachers are well-versed in their subject-matter but some times they are not fully prepared in their subjects when they come to class. Nearly all teachers use teaching aids while teaching; most of them are pleasant and cheerful except some who are moody. I often meet them in the teacher's room, some times I go to their house. After class they become like one of my friends. If I have not fared-well in the examination, they call me aside and show me where I went wrong, correct my mistakes and encourage me to do better next time. One thing I like most is that none of them are partial to anybody. They are punctual and never approve of us being late to school. They give an incentive to those who come up with new ideas. Our head-mistress is a kind, gentle and understanding person, she listens and understands the problems and difficulties of each student and at the same time encourages us to take part in all school activities. She is an experienced administrator, imposes strict rules and severely punishes those who violate them. I like her very much, the question of analyzing her faults does not arise.'

5. Community Perception :

'E' is proud to be a part of the Khasi community. In her community there are doctors, M.L.As. as well as engineers. 'E' likes to attend meetings and gathering organized by the community, for it is through such meeting that she learns about her community and also how to help others and to work jointly.

'E' perceives her community thus :

'I am proud of being a Khasi. The well known personality from amongst the Khasi community is So So Tham (poet) and Tirot Singh (Ruling Chief). There are also some doctors and engineers residing in the locality. We do have a sort of local gathering in our community where I never miss the chance when opportunity appears.'

6. Psychological Make up of 'E'

From the expression of 'E' it is seen that she is not so keem on going to school where she can gain more knowledge, nor is she hard working. She is scared of the examination if she is not prepared in any of the subjects. She is punctual in going to school, but some times, if the weather is bad. Her favourite subject is Mathematics and she scores the maximum marks in this subject. Her test papers and report card are signed by her father, but she shows them to all.

In the conversation between 'E' and the interviewer the former says :

'I have to like school and be happy when I am there, so that I can pay attention to what is being taught to me. I do not find any difficulty in my studies, but sometimes I feel scared of the examination, especially in the subjects in which I do not have so much interest. My favourite subject is Mathematics and I score the maximum in this subject. Whatever signatures are needed my father does them all. I try to be punctual because our headmistress is very strict regarding punctuality.'

7. Excerpts from E's Written Report on Ambition :

'My aim in life is to be a medical representative. This aim serves as a challenge to me.' (GOA + 2)

(IR + 0)	absent
(ER + 1)	absent
(ABP + 0)	absent
(GS + 1)	absent
(I + 0)	absent

'Being a doctor in future has been outlined for me by my parents. Being their only daughter they would like me to be sufficiently renowned. They have encouraged me towards this goal from a very tender age.' (PD + 0).

'However, being a doctor I can contribute my share to relieve the suffering of humanity. I would like to see relief written on the face of my patients after they have recovered from some illness.' (SC + 2).

(PD + 1) absent

Total score = 7/14 or 50%

8. Observations :

From the written report collected and conversation with the interviewer it is understood that the most important reasons of Low motivation of 'E' is the fact that being the only daughter and the youngest child of the parents, she is being pampered and spoiled by the whole family. From the marks obtained by her it can be clearly seen that she is a clever and intelligent girl. Added to that, the proper guidance of her parents has helped much to encourage 'E' to do well in her examination and all her school work.

Another reason is that besides liking and loving her school, friends, teachers, headmistress etc. yet in the case of 'E' it is found that she does not like, to a large extent, to mix with her friends. She also finds some of her teachers to be moody and unable to teach the lessons well. All this has made her lazy and not serious of her work. But the presence of well known personalities and leaders in her locality and the encouragement that she receives from her parents about the importance of being a doctor have made 'E' determined to work harder in order to achieve the goal, so that she can fulfill the wishes and desires of her parents.

9. Overall Interpretation of 'E'

This girl has set a goal to achieve; and she had made up her mind that she will take up this aim as a challenge. She lacks Internal Resource as she is much dependent on her parents as regards her academic career. Her parents are very keen that she becomes a doctor and would like her to be sufficiently renowned in her life. What the parents' desire is reflected on her self-concept positive score i.e. 78.5 percent, which is higher than the teacher's perception positive i.e. 65.4 percent. She has a negative attitude towards school as it revealed in her score 21.1 percent, at the sametime the teacher perceives more on the negative component i.e. 74.1 percent. This is perhaps because the teacher may not have learned much about the girl. She is capable of doing her task and performs well as

it is indicated in her actual academic performance score i.e. 70 percent; but, on the other hand, the total academic motivation score is very less i.e. 40 percent only. She has an average ambition in life as is seen on her ambition score i.e. 50 percent. Therefore, it indicates that the girl is being pampered too much at home. But no doubt, she will come up in future as she has a sense of responsibilities - to contribute in relieving the suffering of humanity. Moreover, she is an intelligent girl. (Refer Graphs 12 and 13).

Case - 6 (Boy)

'F'

1. Family Background :

'F' comes from a big and poor family, he has got five sisters and five brothers, altogether there are 11 members in the family. His eldest and second sister are married and have separate establishments. The third is studying L.L.B., the fourth B.A.; the fifth Pre-university (Arts), 'F' being the sixth has appeared for the High School Leaving Certificate Examination. The other four i.e. from the seventh to the tenth are in the middle classes. One of F's nieces is in K.G. class. His father has passed his matriculation and works as a clerk. His mother has studied up to class II, running a small canteen. None of 'F's family members hold an important post, such as officer, M.L.A. etc. and also none work for the church.

'F' is a serious looking boy with striking features and looks older than his age. He is handsome, healthy, simple, neat and tidy. The total marks obtained by him at the final examination i.e. IX is 60 percent and his motivation score is 52.5 percent.

From the marks obtained by 'F' it can be clearly seen that he is an intelligent boy, eventhough his motivation score is poor. This shows that he does not take pains in his studies. He had failed once when he was in class II.

2. Family Influence :

'F' comes from a democratic family. His parents work hard to educate the children. They never tell the children of their

economic situation which their mother has to contribute to the family's income. His father tries his level best to provide better education for them. They motivate the children by encouraging them to read newspaper, magazine etc.

'F' evaluates himself to the interviewer as follows :

> 'I am satisfied by the marks I get. I have all the required text book, but we share the same room; table and chairs. I study of my own. I never compare my marks with those of my brothers and sisters as no body offers me any gifts when I have fared-well in the examinations. Besides my school books my hobbies are to read newspapers (Khasi and English) and I am most interested in competition Master and General knowledge : I like sports and games, but my parents do not encourage me to take part in any co-curricular activities.'

3. Peer Group Influence :

'F' has got a certain set of friends with whom he likes to mix. Some study in the same school, while others are in different schools. He spends about 2 hours everyday in play. Amongst the well known personalities that 'F' and his friends admire is Pele (footballer). He is not interested in parties or outings. During recess he goes home for lunch. He studies his own lessons and is never sacred of the examinations. Some of his friends take life very easy but 'F' is not like them.

From what 'F' reveals to the interviewer it seems that he does not have the same habits and ambitions of his friends.

He is a reserved person and does not share his joys and sorrows with them. He says :

> 'I have my own friends, some study in the same school while others are in a different school. During recess I go home for lunch, and after school I go home straight. I never seek my friend's help nor do I discuss any matters pertaining to education with them. I have a different aim and different hobbies from my friends. Nevertheless, we all admire the famous football player 'Pele'.

4. Perceptual World of 'F' :

'F' as a student, who lacks motivation in going to school and to study well, finds that only a few of his teachers can teach well. Some of them use teaching aids while teaching. They are cheerful, punctual and encourage the students to take part in all school activities. They are well-versed in their subjects. One thing that 'F' does not like about some of his teachers is that, whenever any of the students do not do well in the examinations, they scold them and point out the mistakes infront of the class. The headmaster is another person whom 'F' likes, he is very strict with regard to the rules and regulations of the schools. He is a cheerful person and listens to the difficulties of his students and tries to help them. He understands each individual's problem. The pupils can meet the headmaster only during school hours, but everyday he visits each class to advice, guide and help them not only in

their lessons but also how to lead a good moral life, respect others and above all revere God. He is an experienced administrator.

In the conversation between 'F' and the interviewer, the former says :

> 'I find that Science, Mathematics, English and History teachers teach well with teaching aids. They also come prepared with their lessons, and have a good sense of humour. They never mind explaining the same topic twice, provided the class has not grasped the subject matter. But some of my teachers scold and insult me infront of the class for small mistake. But so far, none of my teachers are partial. They are regular and punctual. Therefore, I feel that I should be like them, because I feel that if I do not get the chance to be an engineer, I will join this profession. The headmaster is approachable only during school hours, but he does spare his precious time to guide us not only in matters relating to books, but how to lead a good life, respect mankind, especially, revere God.'

5. Community Perception of 'F' :

'F' stays in a locality where there are few learned people. He feels proud being a Khasi. He often goes out with his parents for sight seeing and picnics. He likes to attend local meeting where he can meet other Khasi people.

In the course of conversation between 'F' and the interviewer the former says :

'There are only a few educated people in my locality. But the most well known personality is So So Tham (poet) and Tirot Singh (ruling chief). I often go to picnics and sight seeing with my family. I am very keen to attend community get together, because I feel through such meetings and gathering I can learn more about my community.'

6. Psychological Make up of 'F' :

'F' is happy when he is in school and does not find any difficulty with his lessons. He is always prepared for the examinations as he is interested in all what has been taught to him. His favourite subject is Mathematics, but he scores more marks in Science. He is punctual and regular at school. His father signs his report card and test papers.

In the course of conversation between the interviewer and 'F' he says :

'I like to study in my school. The lessons and home-work are according to my capacity. My favourite subject is Mathematics but I always score the most in Science. I never hide my school work from my family members. Similarly, my father signs whatever is needed.'

7. Excerpts from 'F's written Report on Ambition :

'My aim is to become an engineer. I have to study hard in order to fulfil my desire.' (GOA + 2).

(IR + 0) absent
(ER + 1) absent
(ABP + 0) absent

(GS + 1) absent
(I + 0) absent
(PD + 1) absent

'I want to join this profession, so that my country would not lag far behind in this field.' (SC + 1).

(PA + 1) absent

Total Score = 8/14 or 57.1 percent

8. Observations :

From the above observations one can say that 'F' is not a dull pupil. Although his parents try their best to give him whatever is required in his study, yet, 'F' understands the difficulties of his parents. This is the reason that he does not like to mix with his friends. He has a high ambition that is, to become an engineer. But as he is sensitive of the hardships at home this has induced him to select an alternative goal i.e. if he could not achieve the first choice, he would take up teaching profession. It could be seen that poverty and lack of learned people at home discourage him and affect his like for schooling and friends. However, 'F' does not realise that hard-work and sacrifice are the stepping stone towards success.

9. Over-all Interpretation of 'F' :

This boy has his own goal i.e. to become an engineer, but cannot express his ability as he is worried about the hardship that his parents are facing. He is an intelligent boy and it is

reflected in his self-concept score positive i.e. 83.8 percent, but his teacher perceived him to be better i.e. 99.2 percent. The boy does not like school and he is not positively motivated to do well. His total motivation score is 42.5 percent, whereas his academic performance is high i.e. 60 percent. He is not a very ambitious boy as his ambition score is 51.1 percent. He is over sensitive of the family hardships and this makes him doubt everything he does. That is why, he never realises that through hard work he can achieve his goal. Still he is committed himself that in future he will contribute towards the betterment of his society. (Refer Graphs 12 and 13).

Case - 7 (Boy)

'G'

1. Family Background :

'G' is fifteen year old, he is the only son with five sisters. He comes from a poor family, having seven members at home. Two of his elder sisters are married. The third sister works in the Meghalaya State University Board as a G.D.A. and the fourth is in college. 'G' being the fifth has just finished his High School Leaving Certificate Examination, and the sixth sister is in class IX. The parents of 'G' are labourers. His father studies upto class IV, his mother only elementary schooling. G's cousin is an additional member at home, reading in class X. His family members are not that well educated nor of high social standing.

'G' looks unhealthy. He is thin, small in structure and serious appearance, but he is neat and tidy in his dress, although they are not of the best quality. From his face and manners, 'G' appears to be well behaved boy, he always uses the word 'PLEASE' when he does not understand what the interviewer has asked, and always says, 'THANK YOU VERY MUCH' when the conversation ends, The total marks obtained by 'G' in the final examination i.e. IX class is 64% and his motivation score is 43%.

From the marks obtained by 'G' it can be seen he is not so dull or does not have the capacity to study, he is capable of

doing well, yet he does not want to trouble himself and least bothered about his school work.

2. Family Influence :

'G' comes from a family where his parents do not know to motivate their children. Both of his parents are hard-working and understand that they have to spend a lot to educate their children. 'G's mother had to take up a job, in order to add to the family income. Yet, besides that 'G' had to borrow a few books from his friends. His parents do not encourage him to take part in any school activities as he is not a healthy boy. At the same time they are ignorant that how parental motivation plays a significant role in the child's academic development.

It can be clearly seen that G's parents do not know how to guide and inspire their child to study well. This affects G's motivation. He takes study and all school work as a sort of duty, which is unavoidable and cannot be got rid of.

In the course of conversation between 'G' and the interviewer the former says :

> 'I remember that right from my standard VI, I have had to borrow a few necessary text books, eventhough I do have my own study room. I have a desire to do better than my sisters, that is why, I always seek the help of my elder sister whenever help is required. But I do not get any feedback from my parents, instead of encouraging me, they always criticise me and say that I have not taken my studies seriously when I got low marks. They do not encourage me to take part in any

school activities. In fact, I always abstain from participation in any activities because I do not always keep well.'

3. Peer Group Influence :

'G' has got his own set of friends whom he likes and they study in the same school with him. Sometimes he goes to the cinema with them when there is a good film. His ambition and hobbies are different from those of his friends. He does not like sports and games. During recess he goes home for lunch. Whenever, he finds the lessons difficult he discusses them with the senior students and at home he seeks the help of his elder sister. He is always prepared for the examinations, but there are some of his friends who are scared of it and of failing. All of them admire the film actor Bruce Lee.

In the course of conversation between 'G' and the interviewer, the former says :

'I have my own set of friends whom I like, they study in the same school with me. I get along with them very well eventhough, our aims and habits are different. All of us like to go to school and are well prepared for any test or examination.'

4. Perceptual World of 'G' :

'G' finds that only four of his teachers are well-versed and experienced in their subject of teaching. They have cheerful countenance. When students have anything to practice during school hours, they usually permit it. They encourage them to do

better, and are approachable at any time. 'G' finds that there is no partiality shown towards any student. But some of the teachers do not know how to deal with the students. The headmaster is a kind, experienced and very strict person, regarding the rules and regulations of the school. He listens to the difficulties and requests of the student and finishes who violates it. He is very keen in uplifting the standard of education.

In the course of the talk with the interviewer 'G' reveals :

> 'I like English, Mathematics, Science and Khasi teachers the best. But nearly all teachers show a positive approach to teaching. They are regular, punctual and well equipped with their subject matter. They are friendly, good natured and above all, they never show any partiality to any student. In fact, they are lenient, encourage us to do better and if anyone comes up with a new idea they really praise them and encourage others to do the same. The headmaster listens to us and forgives our mistakes, although he severely punishes those who violate the rules and regulations of the school.'

5. Community Perception of 'G' :

'G' lives in a locality where there are very few well-known personalities. He is proud of being a Khasi and he is interested in attending any community's get-together.

In the conversation between 'G' and the interviewer, the former says :

'I am proud of being a Khasi, eventhough I stay in a locality where there are only few people who pursue higher education. Of course, there are well-known personalities in my community such as Kiang Nongbah (freedom fighter), B.B.Lyngdoh (ex-Chief Minister) and G.G.Swell (Chairman of Panel). We do have social gatherings amongst the Khasis. I try not to miss the opportunity of attending, if I can, because through these sorts of get-together I learn more about my community.'

6. Psychological Make up of 'G' :

'G' does not convince himself that he likes going to school and to study well. He is prepared for any examinations. Doing his lessons and homework does not give him any joy, in fact, he takes it as a sort of duty. His favourite subject is English and he scores the most in this subject. He abides by all rules and regulations of the school.

In the course of conversation between 'G' and the interviewer, the former says :

'There is no alternative to stay away from school. I take all school work as a sort of duty. Anyway, I am prepared for the examinations at any time and I never violate the rules of the school.'

7. Excerpts from G's Written Report on Ambition :

'I want to become an engineer. As this is my only wish I have to work hard.' ?GOA + 2).

(IR + 0)	absent
(ER + 1)	absent
(ABP + 0)	absent
(GS + 1)	absent

'After passing High School Leaving Certificate, I will join Pre-university (Science), so that I can pursue my higher study in technology department.' (I + 2)

(PD + 1) absent

'The main idea is to lift up my community, so that my community would not be far behind from other communities in the field of education.'

(PA + 1) absent

Total score = 10/14 or 71.3 percent

8. Observations :

In the case of 'G' it can be seen that health has made him to worry. Besides this, poverty of his parents is also a reason that prevents him from being motivated to like school and to mix freely with his friends. His inferiority complex is also a problem. Of course, he has the high ambition of becoming an engineer, but he doubts about achieving it. Yet, inspite of all this he has got a strong determination to work hard for the sake of his family and community.

9. Over-all Interpretation of 'G' :

The boy has decided to put all his efforts in his task. He wants to become an engineer, this is reflected in his Initiative. It is also revealed in his self-concept score i.e 82.3 percent and the teacher perceives him to be better i.e. 96.6 percent. He does not show an interesta and liking towards school as is indicated in his positive academic score i.e. 36.4 percent. His total academic score is very low as compared to

his academic performance score i.e. 64 percent. He is an ambitious and efficient boy as his ambition score is 71.3 percent. He is committed towards helping his community through his future profession, but sometimes is not sure of his capability especially when he thinks about his family background. Nevertheless, this boy is a pessimist and introvert by nature. (Refer Graphs 12 and 13).

Case - 8 (Boy)

'H'

1. Family Background :

'H' is fifteen years old, he comes from a poor family. They are seven sisters and three brothers. The eldest is doing her first year Pre-university and 'H' being the second had just completed his High School Leaving Certificate. From the third to the tenth child are still in school. H's father is just a horse-cart driver having less education whereas his mother has studied only upto class II, just stay at home. Even-though both the parents have not had an opportunity of going to school, they understand the value of education. The father is the only earning member of his family. None of 'H' relatives are holding any sort of high and responsible posts, but there are some who take active part in the church and religious matters.

'H' does not like games, but 'likes reading comics in his spare-time. He has got a very sympathetic and thoughtful appearance. He is short but appears to be active. His dress is clean and simple. The total marks obtained by him at the final examination i.e. class IX is 60 percent and his motivation score is 39 percent.

From the marks obtained by 'H' it is evident that he is good in studies, may be of numerous reasons which he will reveal

here make him to be indifferent towards school and studies.

2. Family Influence :

'H' comes from the family where restriction of any kind is absent. The parents try hard to provide the need of their children and never bring to their knowledge about the problems and hardships at home. On the contrary, they encourage and inspire him to do well in his studies, but not to waste time in a co-curricular activities.

'H' said to the interviewer :

'No one helps me in my studies, except the teachers in school. I do have all text books. My father offers a gift if I do well in the examinations, but if I have done badly he urges me to work harder. Besides school books, I like reading magazines, which I get from my friends. I have great liking for sports and games and I have to be content with only one hour's play because the rest of my spare-time I use to help my younger brothers and sisters in their studies and at times I have to help in doing household chores'.

3. Peer Group Influence :

'H' has got some friends who go to the same school and others who go to different schools. Sometimes he accompanies them to the cinema, but never goes to their homes. During recess he goes home for lunch and after school he never loiters around but goes straight home. If he comes across any problems in the lessons he seeks the help of the teachers. His hobbies and aims are quite different from those of his friends. About the question of examination,

some of them like it and others show their difference towards examinations. At times they have the common feeling that they have fared very well but the marks obtained are lower than expected. The hero whom they all admire most is 'Pele', the world's renown football player.

It clearly shows that poor economic condition at home has made 'H' to keep himself aloof from all the activities or discussions that take place within his peer group in matters relating to school activities.

In the conversation between 'H' and the interviewer the former says :

> 'Yes, I have got some intimate friends; Some of them are in the same school with me while others go to different schools. Whenever I come across any problem in any subject, I do not discuss them with my friends, I personally approach the teacher concerned for his help. I do not like to go to any parties held at my friend's house, because I know that I am not in a position to invite them in return. That is the reason I keep aloof from them especially on the occasion of parties and celebrations. Our hobbies differ from person to person, but uptill now I have not heard any of them tease or abuse me either openly or behind my back.'

4. Perceptual World of 'H' :

'H' finds that only the Science teacher teaches well. Nearly all of them use teaching aids and have a good sense of humour. They are punctual, regular and treat all subjects alike. They encourage the pupils to take part in various school activities and often urge the whole class to set a good example for the others

classes. But there are some teachers who do not know how to deal with the pupils in a proper way. Further, the headmaster is very strict in connection with school discipline. He understands when to help and in what way it is to be done; he is accessible at all time. He is also one of the most experienced teacher. He manages the school intelligently.

'H' reveals to the interviewer :

> 'I like my teachers, but I find that only the science teacher teaches well. They are all approachable, regular and punctual. They always encourage students to work harder for more knowledge. They treat all pupils alike, but they are some teachers who rebuke and insult us by pointing out our mistakes in the class. However, the headmaster is very attentive to the requests of the pupils, as he cannot bear to see any of his pupils comfronted with any sort of problems. He is professionally fit in the management of the school. He knows what kind of punishment one deserves. As the head of the school, I do not find any defects in him, instead I should say that he is setting a good example to his pupils, who would like to follow in his footsteps.'

5. Community Perception :

'H' lives in a locality where there are few educated or influential personalities. He is proud of being a Khasi and often takes interest in the community gathering. He rarely goes to any function with any of the members of his family.

In the course of the talk with the interviewer, 'H' says :

'I am very proud of being a Khasi, and I stay in the locality where there are not many educated people. I seldom go to any function and festivals with my family, but I do attend social get-together of the community, whenever I get the opportunity.'

6. Psychological Make up of 'H' :

'H' takes much delight being in school and to learn well. He is always prepared for the examination, because in his opinion it is because of the examination one prepares and try to grasp the content being taught in class. His favourite subject is English and he gets most marks in that subject. He is punctual and regular and his mother signs his report card and test copies.

In the course of the conversation between 'H' and the interviewer the former says :

'I am interested in both school and studies. I find lessons are upto the standard of the class, neither too much nor little. I like English and score the most in this subject. I abide by all rules and regulations of the school.'

7. Excerpts from 'H's written Report on Ambition :

'My aim for the present is that I should study hard till I reach a higher level. As soon as I pass High School Leaving Certificate Examination, I shall seek Government job.' (GOA + 2).

(IR + 0) absent
(ER + 1) absent
(RBP + 0) absent
(GS + 1) absent

'I am determined not to discontinue my studies, because by then, my service will be the source of my support.(I + 2)

(PD + 1) absent
(SC + 0) absent
(PA + 1) absent

Total score = 8/14 or 57.1 percent.

8. Observations :

'H' who falls under the category of Low Motivation / Low Performance comes from a poor and big family as per information received of his family background. His appearance seems to be serious and depressed. He cannot choose a specific aim in his life, eventhough he has got a strong determination that in any case he will not discontinue his study.

9. Over-all Interpretation of 'H' :

Eventhough this boy has no specific set goal, yet he has determined to work hard and made up his mind not to discontinue studies, as it is revealed in his Initiative, as well as reflected in his self-concept score positive i.e. 78.5 percent. But the teacher perceives him to be better than what he is i.e. 83 percent. His total academic motivation score is 39 percent and academic performance score which is higher i.e. 60 percent. It can be concluded that he is a clever boy. He has a positive idea in life. The lows ambition's score indicates that the boy lacks motivation and proper guidance from the part of his parents. (Refer Graphs 12 and 13).

10. Conclusion :

It is seen in the cases of 'E', 'F', 'G' and 'H' who fall under the category of Low Motivation / High Performance all belong to families experiencing financial hardships. With the exception of 'E', these pupils have a negative attitude towards the school. 'E' being the youngest and the only daughter of the well to do family and being pampered too much by her parents, takes studies lightly. The other three students have a high ambition and are confident of doing well. But poverty of the parents make them worry about their future. Eventhough few of them believe that, perseverance and hard work are keys to success.

Group III : High Motivation / Low Performance

Case - 9 (Girl)

'I'

1. Family Background :

'I' is a daughter of a farmer. She comes from a poor family. There are twelve members in her family. Three of her sisters and one brother are married and her fifth sister is studying for B.A. I, being the sixth just finished her High School Leaving Certificate Examination. Her younger brother is in Class IX. I's grand parents also stay with them. Her parents are illiterate, they earned their living on cultivation. I has not failed in her schooling but had changed her school twice, because the previous school is having classes upto middle section. Her parents value education, therefore, they worked hard in their life by living at a distant place for cultivation. None of I's relatives are holding high posts or are working for the church or religion.

'I' does not like to play. She has got her own hobby of working in the garden. She is tall, looks healthy, active and has a smiling face. The total marks obtained by her at the final examination is 47% and her motivation score is 46%.

From the score it can be seen that I is highly motivated towards school to learn well, comparatively her performance

score is poor. Perhaps it can be said that she is not an intelligent girl or besides that, there may be any other reason that hinders her better performance.

2. Family Influence :

I's parents cannot give advise to the children at the time they need because they stay at a distant place for cultivation. Although they were absent from home, their children were under the control of the eldest sister, who looks after them. They worked very hard to provide the daily needs of the children.

In the course of conversation between the interviewer and I, the later says :

> 'I am firmly determined to do better than my brothers and sisters. I have all the required text books and my sister helps me in my studies. I do not have the opportunity to discuss the problems with my parents because they are away in the cultivating farm, secondly, they cannot give any concrete solution to any of my problems as they have not learned much. Nevertheless, if I get low marks they encourage me that I should do better next time. Contrarily, my brothers and sisters criticise my studies by saying that, my desire to study does not tally with my work. My hobby is gardening. Of course, I like sports and games. But my sister always reminds me that I should devote more time for study.'

3. Peer Group Influence :

'I' has her own circle of friends whom she likes, they study in the same school. During recess she plays basketball

with them. The difficulties which she cannot solve herself, she seeks the help of her sister.'I' has the same habits as her friends but does not like to go to their house or any outing with them. They are regular, prepare for the examinations and have the same feeling that they have done well but obtained low marks. Most of I's friends want to take up teaching as a profession in the future. The well known personality / leader they admire is 'Mahatma Gandhi'.

In the course of conversation, I reveals :

> 'Of course, I have my own circle of friends whom I like, they study in the same school. I always avoid any parties at my friend's place because I know I cannot return their invitations. Becoming friends does not mean 'enjoyment' and 'taking' but 'giving' also is important. My family is against cinema, so, most of my outing is from school. Almost all our habits and aims are the same.'

4. Perceptual World of I :

'I' finds that all her teachers are good in teaching. They are regular, punctual and come to school well prepared for the day's lesson. They are cheerful and often jokes in class when situations arise. Their dealing with the students is fair and square. Similarly the headmastress is good and a gentle person. She runs the administration of the school along with the understanding of the teachers. Therefore, justice is being provided to all pupils.

In the course of conversation between 'I' and the interviewer, the former says :

'Almost all my teachers are competent in this profession. They know their own duty and are practically all rewards. They take care of each and every pupils' progress and abide by the rules of the school. At the same time the headmistress never does or undoes anything without the consent of the teachers. She listens and helps the one who deserves and severely punishes those who violate the rules of the school.'

5. Community Perception :

'I' is proud of being a Khasi. She never misses the opportunity of attending any meeting or get together organised by the community.

In the course of conversation between 'I' and the interviewer, the former says :

'I stay in the locality where there are good member of educated persons, such as, doctors, engineers and member of legislative assembly. There are many ways by which my community people get-together i.e. cultural programme and community's meeting. I am keen to attend such meetings whenever I get a chance.'

6. Psychological Make Up of 'I' :

'I' likes going to school and never grumbles about any school work. Her favourite subject is Commercial Geography and scores the maximum in this subject. Her test papers are signed

by her sister, but she always informs her parents about her performance in various subjects.

'I' reveals to the interviewer as follows :

'I like my school and I am keen to study well. Studies never bore me. My favourite subject is Commercial Geography and I always score most in this subject. I am always punctual, regular and abide by all rules of the school. Whatever signature is needed my sister signs. Of course, I do inform my parents about my performance.'

7. Excerpts from 'I' written Report on Ambition :

'I am determined to become a doctor. Therefore, I should be serious with my studies.' (GOA + 2) Present

(IR + 0) absent
(ER + 1) absent
(ABP + 0) absent
(GS + 1) absent
(I + 0) absent
(PD + 1) absent

'In order to help my community as well as the nation I have to study hard, so that I can achieve my goal.' (SC + 2)

(PA + 1) absent

Total Score = 8/14 or 57.1 %

8. Observations :

In the case of 'I' the absence of parents does not affect much in the academic career of 'I' because of her warm affection of her elder sister. This indirectly has made 'I' love school and take interest in her studies. It also helps her to choose

friends who have the same attitude towards school and respect the community. She does not have any ill feelings towards any of her friends, teachers or headmistress. Therefore, it can be depicted that the low performance of 'I' is not mainly due to her family, friends, teachers or headmistress, but because of her own incapability to perform well. Again, when she aims to become a doctor (specialist), it does not mean that she has high ambition but it may be due to the fact, that 'I' does not understand her own capacity and lack of proper guidance from her parents and family.

9. Over-all Interpretation of 'I' :

It can be seen that 'I' has a clear perception of herself, whereas, teacher perceives her less i.e. 84.6 percent and 76.1 percent respectively. She likes her school, peer group and teachers. She is highly motivated to learn well but the performance score is below the average i.e. 60% and 47%. It can be seen that though she is positive of her perception, yet her ambition score is just an average (57.1%). However, this type of pupils needs vocational guidance. (Refer Graphs 12 and 13).

Case - 10 (Girls)

'J'

1. Family Background :

The sixteen year old 'J' comes from a well to do and small family. They are five in the family, including 'J', her sister and brother. The elder brother and her sister have already taken up jobs in business. 'J' being the third has just appeared in the High School Leaving Certificate Examination. Her father has studied upto matric and is holding a government job and the mother read upto class VI, is staying at home. 'J' has studied in two different schools because of the transfer of her father's job, but she has not failed. There is no one among the family members of 'J' holding any high post, such as, professors or officers nor have they any responsible post in church or religious matter.

'J' is interested in reading comics and her hobby is to take part in different kinds of games and sports. She has a good healthy physique, slightly short and is contemplative sort of girl. The total marks obtained by her at the final examination i.e. IX is 47% and her motivation score is 62.5%.

With regard to the marks scored by 'J' it can be said that she is highly motivated towards school to learn well, while her performance score is very low.

2. Family Influence :

'J' comes from a happy and liberal minded family. Her parents and also her brother and sister urge and persuade 'J' to work hard. They give her freedom to choose her own career. They provide books which she needs and even comics and story books in which she is interested. They encourage her to do better. They do spare time to chat and discuss with her about her studies. They are ever ready and quick to 'give' than to 'take'. J's parents are anxious that their youngest child should do well in her studies so that she will grow up fully equipped with different kinds of knowledge.

'J' evaluates to the interviewer as follows :

> 'I am quite happy with my family members. They provide me with all necessities like my own study room, required text books etc. and shower me with presents once I have done well in the examination. Even my brother and sister urge me to work harder, so that I could obtain more marks.'

3. Peer Group Influence :

'J' has her own friends whom she likes to mix with, they study in the same school. All are trying their best to do well in the examination. During recess 'J' usually stays in school, chatting and discussing with her friends, but after school she goes straight home. If she finds any problem in her lessons, she keeps trying to solve them by herself. She accepts her friend's invitations but never goes to cinema or any outing with them. They

develop their own hobbies and never abuse or make fun of each other in such matters. All of them are delighted to be in school but at times they do feel they have done quite well but obtained less marks. 'J' is not scared of the examination, but some of her friends have examsphobia. They have different ambitions. Many of 'J's friends want to become school teachers, one or two would like to become doctors. Mahatma Gandhi is a person whom they admire.

The following are the facts revealed by 'J' in the course of her talk with the interviewer. She says :

> 'I have got my own friends, studying in the same school with me. I accept their invitations because they too never refuse to come to my place, when I invite them. But I never go out with them, after all, we do not have the same hobbies and aims. The only common feeling are we have is regarding examination, that, we have done well but never less marks. The leaders whom we admire is Mahatma Gandhi.'

4. Perceptual World of 'J' :

According to 'J' all teachers are professionally well equipped. They usually come to the class well prepared with the lessons and adopt different teaching aids to make the children understand the lesson well. They often come to the class with faces beaming with friendly smiles, and at times, they tell us jokes so as to remove our boredom. They encourage the children to take part in all school activities, they also urge the pupils

by saying that our class should set good examples to the other classes. The headmistress is a very wise, intelligent, good and gentle person. She is very experienced in managing the school and is attentive to the requests and needs of the pupils. She is approachable when need arises. The only weakness in her, is she is too soft and very lenient.

In the course of conversation with the interviewer 'J' says :

> 'All teachers are capable of teaching well. They come to class beaming with smiles, as if to remove boredom from us. They sometimes tell us jokes, after that, the class become lively again. They are kind and understanding and often approves of anything that is to our interest and needs. The headmistress also does really apply the personality as the head of the institution. She knows whom to listen, how to listen and when to listen. She is approachable and intelligent, but her only weakness is, she is too lenient.'

5. Community Perception of 'J' :

'J' lives in the locality where there are very few influential personalities. The great men whom she mentions include So So Tham (poet), Tirot Singh (Ruling Chief) and B.B. Lyngdoh (Ex-Chief Minister). She is proud of belonging to the Khasi Community. She takes delight in attending any function or get-together that takes place among the community.

In the course of conversation with the interviewer 'J' says :

'I am extremely proud of belonging to the Khasi Community. We have all sorts of get togethers in our community, such as general picnics, generated meeting and community cultural activities, like 'KA SHAD SUK MYNSIEM'. I am much delighted to attend and take part in all such activities, because by doing so, I gain the benefit of learning to communicate with others and also to understand the other's need. In this way, we may be able to help each other in many ways for the upliftment of the community. But there are only few educated persons in the locality where I stay.'

6. Psychological Make Up of 'J' :

'J' shows her liking to be in school and is greatly interested in studies. She is always well prepared for examinations and does her home-work regularly. Her favourite subjects are History, English, Khasi and Commercial Geography.

In the course of the conversation with the interviewer 'J' says :

'I am always keen to go to school where I can meet all my friends. I like studies and I am always prepared for the examinations. I always secured the highest marks in commercial Geography. My father signs all my test copies and report card.'

7. Excerpts from 'J' Written Report on Ambition :

'My aim in life is to work in the Bank as a Bank Manager. So I should study hard from now on'. (GOA + 2)

'The main reason which attracts me to this profession is that there are only few people from my community working there. Therefore, I have to be honest and work hard.' (IR + 2)

(ER + 1) absent

(ABP + 0) absent

(GS + 1) absent

'I have determined that I should join Commerce and study up to Master Degree in Commerce. I will spend many hours in a day studying.' (I + 2)

(PD + 1) absent

'My community will prosper if there are many honest people who have the same determination like me. Ultimately, my community then, will be the best and one of the leading community among the other.' (SC + 2).

(PA + 1)

Total score is 12/14 or 85.5 percent.

8. Observations :

From the interview it can be clearly seen that 'J' comes from the well-to-do family and understands the importance of education. It was found that 'J' is interested in her community, family, peer group, teachers, headmistress and school. This tends to help her to be highly motivated to learn well and to conceive higher aims in life. Her inability to perform well indicates that she is just an average pupil. This is proved from the fact that she could score higher marks only in light subjects like Commercial Geography. Another reason may be lack of proper guidance from the parents and above all absence of educated personnel at home.'

9. Over-all Interpretation of 'J' :

It has been found that 'J' is a highly ambitious girl. She wants to work in the Bank as a Bank Manager as reflected on her Internal Resource. This can be seen in her positive self-concept score i.e. 73.8 percent. Similarly, the teacher perceived her as what she is i.e. 72.31 percent. Though it was revealed that she is academically motivated towards school to learn well, still her performance score is very less i.e. 65.5 percent and 47 percent respectively. It can be concluded that the girl is pessimistic, courageous and committed herself towafds the upliftment of the society. (Refer Graphs 12 and 13).

Case - 11 (Boy)

'K'

1. Family Background :

'K' is fifteen years old. He comes from a poor family, having six members. 'K' has three brothersa and four sisters. All his brothers and sisters are married and 'K' being the youngest has just finished appearing in the High School Leaving Certificate Examination. His father studied upto class VII, works as a peon in the District Council, while his mother is illiterate and stays at home. Besides 'K' and his parents, there is his grandfather, grandmother and his youngest uncle living with them. They are also illiterate and old. 'K' has so far not failed but has changed two schools, since the classes in the previous school were only upto middle section. It has got only one aunty who is a lecturer.

'K' likes to read books, loves games and sports. He is tall handsome and heavily built. He has a lonely appearance and seems to be serious. His dress is simple. The total marks obtained by him at the final examination i.e. class IX is 36 percent and his motivation score is 65 percent.

2. Family Influence :

'K' comes from the family where his parents do not understand the importance of education. They do not have anything to say when 'K' secures less marks. He does not have sufficient

text books, his place of study is normally on the bed. The poverty and illiteracy of the parents influence the performance of 'K' to a large extent, but his high motivation and strong determination has helped a lot for him, therefore, he could reach upto class X.

'K' reveals to the interviewer as follows :

'I have strongly determined to do better than my brothers and sisters. But I have to struggle all by myself. I do not have all the required text books nor proper place where I could study. I do not get any sort of incentive from my parents. My hobbies are reading library books. Of course, I like to play, but I play only sometimes, because I have to look after my grandfather and grandmother who are old.'

3. Peer Group Influence :

'K' a high motivated boy likes very much to go to school. He does not have his own circle of friends whom he likes to mix with. He has his own hobbies. During recess he goes to learn the art of mechanism with an elderly person who has his workshop near his school. Sometimes when encountered with problems, he feels like discussing with his fellow students, but he does not have the courage to do so, because he does not have any close friends. He hardly goes out with his friends.

In the course of conversation with the interviewer 'K' says :

'I do not have any friends whom I like to mix with, nor am I so close with them. My only friend is a neighbour of mine who has got a garage near my school and teaches me mechanism. So most of the time, especially during recess I learn from him, whatever he could teach me. I avoid going out with any of my classmates.'

4. Perceptual World of 'K' :

Although 'K' likes to go to school and to study well, he finds that only two of his teachers are capable and well-versed in their subject of teaching. Most of them show their strange faces and seldom crack jokes in the class. 'K' finds that the headmaster is very strick regarding the rules and regulations of the school and maintains his prestige as the head of the institution. He encourages the pupils to take part in school activities. As in an experienced administrator, if he feels that a thing is correct, he listens and tries to help, but if he finds the reverse he does not listen nor does he help. He is punctual, and available at the appointed time only.

In the course of conversation between 'K' and the interviewer the former says :

'So far, I have found that only the English and Science teachers are capable of teaching well. Most of them come to class without preparing their lessons. Sometimes I feel I could have taught better than them. They are moody and cannot be approached freely. Any way, they are punctual because our headmaster is very particular

regarding punctuality. The headmaster is very strict regarding the rules and regulations of the school. He encourages and explains us the importance of co-curricular activities and treats the matters according to the situations.'

5. Community Perception of 'K' :

'K' is proud of belonging to the Khasi community. He lives in the locality where there are plenty of well known personalities. Yet, he does not like to attend any gathering organised by the community where he can meet any other Khasi people. He does not like to attend any functions either with his classmates or family members.

In the course of conversation between 'K' and the interviewer, the former says :

'Yes, I can name some well-known personalities in our community, such as B.B.Lyngdoh (Ex-Chief Minister) and So So Tham. (Poet). I stay in the locality where there are many well known personalities. We do have a community get together or functions but I hardly attend, eventhough I am proud of myself being a Khasi.'

6. Psychological Make up of 'K' :

'K' loves to go to school and is happy when he is in school. He is always prepared for the examination and finds that study does not bore him. His favourite subjects are English, Science and Mathematics and secured the most in

Mathematics. He is punctual and regular. His father signs all the test copies and report card.

In his own words 'K' reveals to the interviewer that :

'I love and respect my school, where I find lessons are quite interesting to me. I abide by all rules and regulations of the school.'

7. Excerpts from 'K' written Report on Ambition :

'My ambition is that I am really anxious to be an engineer in automobiles. I love and really pay attention to anybody who talks about the parts of the cars because I want to devise many ways of making space parts of the automobiles.' (GOA + 2)

'That is why during recess I always spend in my neighbour's garage near my school, where, I have the chance to observe freely different instruments and sometimes, if I have the opportunity to discuss with the expert, I do avail such chances.' (IR + 2)

(ER + 1) absent
(ABP + 0) absent
(GS + 1) absent

'I know if I am so interested like this one day I will be one of the famous engineers devising so many new instruments.' (I + 2).

(PD + 1) absent
(SC + 0) absent
(PA + 1) absent

Total Score = 10/14 or 71.3 percent

8. Observations :

In case of 'K' one can say that a boy is brought up in a family where his parents are lacking in education. 'K' does not

have sufficient school text books, also, let alone other things. His family background has dragged 'K' apart from his friends, has made him develop his own hobbies, find faults with his teachers and even with the headmaster sometimes. This influences the performance of K, yet, judging from the highest mark secured by him in Mathematics and his liking for the subject it is seen that he is an intelligent g boy. If he had come from an educated family, he could have done much better in other subjects too, because once a boy scored 70 percent in Mathematics, it is easy for him to score 60 percent in the other subjects. His determination to work hard may be without doubt will be fulfilled one day. This can be understood, when he borrows his school text-books, which he could not get from the library.

'K's aunty who is a lecturer, has given a good example to him. She says, 'As you sow, so you reap.'

9. Over-all Interpretation of 'K' :

'K' has a high perception of himself. His self-concept score is quite high i.e. 79.2 percent compared to what the teacher perceives him only 56.9 percent. As shown in his Internal Resource and Initiative 'K' wants to become an automobile engineer. He shows his interest to learn and acquire knowledge about automobile. His academic motivation score i.e. 65 percent supported about his liking towards this profession. 'K' is an ambitious boy as it is

reflected in his ambition score i.e. 71.3 percent. His performance score is very low i.e. 36 percent. Therefore, great care should be taken by the teacher and proper guidance should be rendered by the parents at home. (Refer Graphs 12 and 13).

Case - 12 (Boy)

'L'

1. Family Background :

'L' sixteen years old, comes from a middle class family, having six members at home. 'L' has two sisters and one brother. The elder brother and sister are in college studying Pre-university final, the third and himself has just finished his High School Leaving Certificate Examination and his fourth sister i.e. the youngest is in class IX. His father has studied upto class IX and working in Accountant General Office, whereas his mother has read only upto class I and just stay at home. 'L' had failed once, when he was in class I, but he did not change his school. L's family members are not so educated, but there are few among them working for the church. His parents value education and encourage 'L' to aim higher by citing the example of some learned persons.

'L' is fond of reading novels (detective) and playing when ever time permits. He has a smiling face and sharp looks. By looking at his face one could say that he is very inquisitive. He has a small structure, wears spectacle and seems to be smart and active. The total marks obtained by him at the final examination i.e. class IX is 42 percent and his motivation score is 64 percent.

Judging from L's motivation score, it indicates that the boy likes school and studies, however, his performance score is very low.

2. Family Influence :

'L' comes from a happy family where his parents value education. They try their best to provide their needs, encourage 'L' to work hard and take part in co-curricular activities. Even his brother and sister are doing the same. They guide him towards the positive way of his life and are alert that nothing hinders his studies. His father sacrifices many social demands in order to give proper education to his children. The two shops which are lent out for rent contribute towards family income.

During the interview with the interviewer 'L' reveals that :

> 'I come from the family where my parents are very much concerned about my welfare. They provide all the required text books, study place and give whatever they have promised to give me. They discuss and encourage me to study hard. My brother and sister also do the same thing. I am not interested in any co-curricular activities eventhough my parents encourage me.'

3, Peer Group Influence :

'L' has his own circle of friends, they study in the same school and are regular in coming to school whenever he finds difficulty in any subject, he first tries to solve it by himself, then seeks his friend's help. During recess he plays with his friends, sometimes he approaches his teachers for

re-explanation of the lessons which he could not follow in the class. He does not like to mix with his friends too much, but he never refuses his invitation. His aims and hobbies are different from ~~his~~ their friends, he also finds some of his friends insulting him. Most of his friends are not prepared for the examinations. But all of them admire Pele and Hitter.

Here is what 'L' says about his peer group to the interviewer.

> 'I have my own set of friends, who study in the same school. During recess I sometimes approach the teachers for discussing the lesson which I could not follow in the class. My habits and aims are quite different from that of my friends. Since my childhood I have been to cinema only once, that too, because we were taken from school. Some of my friends used to insult me. But all of us do have common persons to admire i.e. Pele and Hitler.'

4. Perceptual World of 'L' :

'L' finds that English and Science teachers are the best teachers; who can teach well. They have sufficient knowledge about education and they use the teaching aids while teaching. They always show pleasant and smiling face and make the pupils to understand not only the value of education, but also the importance of co-curricular activities. The teachers are friendly and treat all pupils alike. The headmaster is a fair and square person, he understands the need of the pupils and tries to solve all problems on time, but he is very strict regarding the rules and regulations of the school.

In the course of the interview between 'L' and the interviewer, the former says :

'All my teachers are good but I find English and Science teachers could teach better. They are regular, punctual and come prepared to the class. Whenever I commit any mistakes, they always call me alone and correct my mistakes, at the same time encourage that I should put more effort in my studies for the better performance. They treat all the pupils alike and are approachable. The headmaster also is a good administrator. He listens to the request and problems of the pupils and solves them accordingly. He has a cheerful heart, but is strict when he has to be strict. As a school administrator, I do not find any weakness in him. In fact, since he joined, the school activities work out properly as scheduled.'

5. Community Perception of 'L' :

'L' lives in the locality where there are few educated persons. He is proud of belonging to the Khasi community. He tries his best to attend all sorts of meetings and functions organised by the community. Because he feels that this is the only way to train oneself how to speak in the public in future.

In the course of conversation with the interviewer 'L' says :

'I am proud of being a Khasi. Eventhough I stay in the locality where there are only few educated persons, still So So Tham (poet) and Tirot Singh (ruling chief) were the renowned personalities of the Khasi community. I like to attend all sorts of social meet, because I am curious to learn from the orator how to speak in public.'

6. Psychological Make Up of 'L' :

'L' loves to come to school and finds that studies do not bore him. He is very keen in doing his home-work though he has to face some difficulties. English and Science are his best subjects, but scores the highest in English. He is punctual and regular in going to school. His father used to sign his report card and test papers.

'L' reveals to the interviewer as follows :

'I like going to school. I am always punctual and regular. Studies and home-work never bore me, even-though I find difficulties in certain subjects. I keep trying by myself first, if I cannot solve sometimes I seek the help from the teacher concerned with the particular subject. I am prepared for the examination at any time and my favourite subjects are English and Science. I always score the highest in English. I never hide my performance from my family members.'

7. Excerpts from 'L' Written Report on Ambition :

'My ambition is to become an Officer in-charge in the Criminal Investigation Department. I am sure one day my dream will come true by my hard work.' (GOA + 2)

'I am so keen to find out a resource personnel who belong to this department, so that, I can chat and collect information of what the Criminal Department actually is, and the criteria of an individual working there.' (IR + 2)

(ER + 1) absent

(ABP + 0) absent

(GS + 1) absent

'Now I shall not lose hope. At present the only thing lies at my hand is that I should study hard.' (I + 2)

(PD + 1) absent

'My main idea of joining this Department is that to prevent crimes or anyone who violates the rules of the state. If such things cannot be stopped now, what will be the future of our country. ? ' (SC + 2)

(PA + 1) absent

Total Score = 12/14 or 85.5 percent

8. Observations :

From the interview and performance score obtained by 'L' in the promotion examination, reveals that he is below the average pupil. But his aim and hobbies indicate that he knows how to choose the ways and means to achieve it. Secondly, his parents too do not interfere in his way. Thirdly, the presence of his relatives who are working for the church inspire him to select this profession, in order to check the crime and to prevent the innocent victims.

To check and control crime is not an easy job, but there is no doubt 'L' as he is very interested in joining this department.

9. Overall Interpretation of 'L' :

'L' has selected his own goal to achieve and is confident that his dream will come true by his perseverance as it is shown

on his Internal Resource and Initiative. The teacher perceives him better than what he is i.e. 97.6 and his own self-perception is 68.3 percent. He is positive toward school work as indicated in his academic motivation score 64 percent. Judging from his performance score 'L' is an average boy. The high ambition score which is 85.5 percent is because he cannot evaluate his own capability or may be over ambitious. (Refer Graphs 12 and 13).

10. Conclusion :

It is clearly seen in the cases of 'I', 'J', 'K', and 'L', who falls under the category of High Motivation / Low Performance, come from hard working families, where their parents are not so educated as well as their children are not so brilliant. Although only in the case of 'K' it seems that he is above the average boy, but his performance on the whole is poor. The poor performance of these pupils in Group III may be due to many factors such as school environment, peer group influence, family atmosphere etc.

Group IV : Low Motivation / Low Performance

Case - 13 (Girl)

'M'

1. Family Background :

Fifteen years old 'M' comes from a poor family, having six members at home. She has one brother and two sisters. M's elder brother is studying agriculture, her sister and herself have just finished the High School Leaving Certificate Examination and the youngest sister is in class IX. Her father expired five years back, the only person supporting the house is her mother who has studied upto class VII and is running a business. Besides her fatherless children, the old widow has to look after her own mother, who too is a widow. There are some of 'M's relatives working as Director and Officers and some working for the church.

'M' likes to read magazines and also to play. She looks healthy, but seems to be careless, though she is polite as a pupil. The total marks obtained by her at the final examination i.e. class IX is 36 percent and her motivation score is 34.5 percent.

Judging from the marks obtained by 'M', it clearly shows that she is not as clever and as industrious as a pupil of class X should be.

2. Family Influence :

M's mother is the only person who supports the family. She works very hard to bring up the children and to give education to them. Nevertheless, the children do not get the proper guidance unlike the other children, because the father who is supposed to shoulder the responsibility of the family is not there. Similarly, the mother who has to look after the welfare of the family has to go out everyday for work. Therefore, the children lack the vital encouragement and proper guidance that they should get from home.

In the course of the conversation with the interviewer, 'M' says :

> 'I come from a poor family, where the only source of income is from the mother. I have all required text books and during these two years, I am having tuitions in Mathematics and Science. Sometimes my mother encourages me to do well, but my brother and sisters tease me when I secure less marks.'

3. Peer Group Influence :

'M' has her own friends whom she likes, they study in the same school with her. During recess she plays and chats with them. Daily after school she goes for tuition, but avoids going to cinemas or any other outing with her friends. They have the same habits and correct each other's mistakes. 'M' always feels that she had done well in the examination, but in certain subjects

secured less marks. She has a different ambition from that of her friends, but all are fans of film hero Amitabh Bacchan (Sitting M.P.).

In the course of the talk between 'M' and the interviewer, the former says :

> 'I have my own friends who study in the same school. I have got many habits which are similar to them, such as regularity, punctuality, especially all of us are prepared for the examinations at any time. We correct each other's mistakes and never criticise at somebody's back. I attend few parties at their place, but I do not like to go to cinema. Also, we do have different aims in life. Some of them wants to be doctors, engineers as well as government's servants.

4. Perceptual World of 'M' :

'M' finds that all her teachers can teach well. They come to the class well-prepared and have good command on their own subjects. Their dealing with the pupils is warm and receptive. The headmistress also is a very responsible and a good administrator. She listens attentively to the problems of the pupils and helps them according to the situation. She never spares those who break the rules and regulations of the school, at the same time she encourages the students to take part in all kinds of school activities.

'M' reveals to the interviewer as follows :

'I like my teachers. They come to the class well-prepared and are well-versed in their subject matter. They always show a smiling face, encourage us to do better and correct our mistakes in a polite manner. They treat all pupils alike. The same thing with the headmistress - she listens to our requests and solves all our problems, but we can meet her only at the appointment time. She is capable and an efficient administrator.'

5. Community Perception of 'M' :

'M' comes from the Khasi Community and is proud of belonging to this community. She stays in a locality where there are many well educated people. 'M' sometimes goes out with her relatives, but she does not like to attend any meetings or social gathering organised by the community.

In the course of conversation between 'M' and the interviewer, the former says :

'I am proud being a Khasi. There are many educated people in the locality where I stay. There are social gatherings, cultural programmes etc. amongst the Khasi, but I am not interested in all these things.'

6. Psychological Make Up of 'M' :

'M' likes to go to school. She takes lessons and home work as a sort of duty. She always prepares for the examinations. The subject that 'M' likes and scores the highest is Mathematics. All test papers and report cards are signed by her mother.

'M' says to the interviewer as follows :

'To study is my duty, so I try my level best that study should not bore me. Of course, all lessons are up to my standard. Therefore, I like coming to school and I am always prepared for the examination. My favourite subject is Mathematics and I score the highest in this subject.'

7. Excerpts from M's Written Report on Ambition :

'My aim in life is to work in the office. This is my childhood ambition. If I want to fulfill my wish I have to study hard.' (GOA + 2)

(IR + 0) absent
(ER + 1) absent
(ABP + 0) absent
(I + 0) absent
(PB + 1) absent

'My mother always told me that it is very good to have an ambition, so that in future I can help my fellow-being.' (SC + 1)

(PA + 1) absent

Total score 6/14 or 42.6 percent

8. Observations :

In the case of 'M' it reveals that with the death of her father who is the head of the family and the main source of inspiration to the children, affected so much the study habits of the children, and income of the family. Of course, the mother understands the need of the children, that is why 'M' is being sent for tuition only in Mathematics. But

it appears from the interview that 'M' could do well only in Mathematics, eventhough she likes school, teachers, head-mistress and her peer group. It has been observed that the girl is very careless. She has no specific aim, may be on seeing her relatives who are holding a good posts in the office attracts her towards office jobs. Nevertheless, 'M' cannot specify as to what kind of job she wants to join in the office.

9. Overall Interpretation of 'M' :

It has been indicated that 'M' is not clear of her own goal in life as well as the teacher perceives her more on the negative components. The high positive self-concept score i.e. 83.5 does not reveal the true picture of 'M'. She viewed school more on the negative aspect and does not like any task to perform. Her academic motivation score is very less i.e. 34.5 and academic performance is 36 percent, that means below the average. She does not have high ambitions in her academic career as it is shown by the ambition score i.e. 35.5 percent (Refer Graphs 12 and 13).

Case - 14 (Boy)

'N'

1. Family Background :

'N' aged seventeen comes from a poor and big family, having twelve brothers and sisters, six boys and six girls. The first and the second are married and stay separately, the third is working as Sub-Inspector in the Supply Office. The fourth sister is in B.A., fifth brother is reading in Pre-university (Arts), the six being 'N' has just finished appearing at the High School Leaving Certificate Examination. The seventh brother is in class VIII. The rest are still in the lower classes. His parents are illiterate and they are cultivators. 'N' had failed twice, that is, in class II and class IX. There is none among 'N's family members holding high posts, such as professors or officers, but there are some responsible for the church or religious matters.

'N' likes to take exercise every morning. He has a small structure but looks strong. He is simple but seems to be lonely, of course, polite as a pupil. The total marks obtained by him at the final examination i.e. class IX is 35 percent, and his motivation score is 34 percent

2. Family Influence :

'N' comes from the poor family. His parents are illiterate who do not know to give proper guidance and motivate the children

to study well. They do not value education as they themselves are illiterate. They could provide only one table and one chair for all the children. Therefore, the study place of 'N' is on the bed. There are some of the text books that 'N' has to borrow from his friends, and study by himself. He tries his level best to take parents time in discussing his difficulty regarding studies, but it is of no use as they do not know much about the importance of education. As illiterate poor parents, they do work hard to see that the children get all the necessities in life, such as, food and clothing but hardly could show any parental affection, inspiration and warmth to them which is the vital aspect for the growth and development of the child. The results of which, leads to the misunderstanding among N's brothers and sisters.

In the course of the conversation 'N' evaluates as follows :

> 'I am a very unfortunate boy, coming from a big and poor family. My parents are illiterate and do not understand much the value of education. Of course, they do their duty by working hard, so that we get enough food to eat and clothes to wear. I do not have all the required text books. Therefore, every year I have to borrow few text books from my friends and some times I buy the old text books. I study by myself and solve all the problems alone. My brothers and sisters criticise and tease me when I get less marks. Early in the morning I do calesthenic exercise and in the evening I play for 45 minutes daily. I like reading newspaper and any other magazines that I could get from my friends.'

3. Peer Group Influence :

'N' has his own friends that he likes to mix with. Some study in the same school, while others in the different schools. He likes

to go home straight after school and does not refuse any of his friends' invitation, but rarely goes for outing with them. 'N' has different habits from his friends. Similarly, some of his friends use to criticise him when they find any faults. But the best thing is that, he never pays any attention to that. Regarding examinations some of his friends are scared of certain subjects and feel that they have done well but obtained less marks. They do not have any specific aim in life.

It is understood that N's friends too come from the same family background. However, no doubt, they have the same attitude towards school and studies.

In the course of conversation, 'N' reveals to the interviewer about his peer as follows :

> 'I have my own friends with whom I mix to a certain extent. I do not like to disappoint them whenever they invite me, I always accept it. But my habits is quite different from them. I do not like to discuss with them anything pertaining to my studies. They do tease and criticise me when occasion prevails, but I simply ignore them. But the only common thing we have is none of us have any specific aim in life.'

4. Perceptual World of 'N' :

'N' does not like his teachers because they are moody. Whenever, any pupil committed any mistake or secured less marks, they will utilise the opportunity, that is, in front of the class, they will point out their mistakes and scold them. The headmaster is a disciplinarian man. He is wild if some one breaks the rules and

regulations of the school. He is an honest person, considers the facts and encourages the pupils to take part in school activities. He is approachable at any time.

In the course of conversation between 'N' and the interviewer, the former says :

> 'I am not satisfied with my teachers. Everything depends on their mood. But after class they are somewhat soft hearted. So far, I am not sure if they are partial or not. Regarding school activities the headmaster in collaboration with the teachers encourage us to take part in it. He enforces discipline in all spheres of pupils life. He keeps reminding us that we should work harder. As an administrator he is an efficient and capable enough to run the school. About his personal drawback, I have no idea at all.'

5. Community Perception of 'N'

'N' stays in a locality where there are few educated people. He is proud of being a Khasi, but seldom attends to any social gathering organized by his community.

In the course of the conversation with the interviewer 'N' says :

> 'I stay in the locality where there is only one doctor and the engineer, but there are many renowned personalities such as Tirot Singh (ruling Chief) etc. We do have many sorts of social get-together, in the form of village

durbars, cultural functions and the like organized by the community. I do not have any interest to attend any of those activities.'

6. Psychological Make up of 'N' :

'N' is happy when he is in school because he finds that at home he has to do many house-hold work which irritates him. Of course, he is not happy with any of his teachers. At the same time he finds that studies bore him very much. He is scared of the examinations, because he is prepares at the last moment. He does not like to do his home - work. Whatever signature is needed his brother signs them all.

'N' reveals to the interviewer as follows :

'My liking towards school is just because I want to get rid of all the household work, which I do not like at all. Studies always bore me, but there is no other alternative. I am fed up with home work. I like Khasi, and this is the only subject which I always get good marks. Whatever signature I have to get from home, my brother signs, but I never forget to tell my parents about my performance in school.'

7. Excerpts from 'N's Written Report on Ambition :

(GOA + 0)	absent
(IR + 0)	absent
(ER + 1)	absent
(ABP + 0)	absent
(GS + 1)	absent

'I have determined that whatever job I will do in future, I should do it sincerely and I'll abide by its rules and regulations.' (I + 2)

(PD + 1) absent

(SC + 0) absent

(PA + 1) absent

Total score is 6/14 or 42.6 percent.

8. Observations :

In the case of 'N' it can be clearly seen that poverty and illiteracy of the parents does affect the education of the parents does affect the education of the child. Another persistent point apparent is that big family creates more demand, whereas the supply is very meager. The failure of 'N' twice, may be due to the fact that he does not have sufficient text books and even time to study, as he had mentioned that, he had to do many household work at home. It could be concluded that these factors mentioned above contribute towards N's negative feeling of his studies. But as revealed by the boy himself, the direct blame goes to teachers as well as peer group. He does not have any interest to socialize himself within the community.

Finally, the presence of his relatives who are working for the church, inspire 'N' that, whatever work he would join in future, he will do it sincerely and honestly.

9. Overall Interpretation of 'N' :

'N' is neither aware of his goal nor determined to work hard. He does not have any specific aim in life. But his self-

concept score is higher, even the teacher has perceived him better than what he is i.e. 72.3 and 74.3 percent respectively. He is positive towards school but does not like to learn well as it is shown on his positive academic motivation score, i.e. 34.1 percent. He is not a talented boy and below the average of the class as it is shown on in his total academic motivation score and academic performance score i.e. 34 and 35 percent. His ambition score is 42.6 percent which is very less. This may be 'N' is over sensitive of the poverty at home and does not get proper guidance from his parents. (Refer Graphs 12 and 13).

Case - 15 (Girl)

'O'

1. Family Background :

'O' aged fifteen comes from a peasantry family. They are ten at home having six sisters, and four brothers. The elder sister has passed B.Sc., the second B.A., both of them are married. The child is in B.Com., the fourth is a boy who passed B.Sc. and working in the office as well as the fifth sister also had taken up a government job and continues her B.A. class in the evening section. The sixth which is a boy is in Pre-university. The seventh being 'O' has just appeared at the ensuing High School Leaving Certificate Examination. The eight, nine and ten are studying in class VII, IV and III respectively. Her parents are illiterate and earn their livelihood on cultivating. 'O' has relatives working as an officer and secretary. But most of them are working for the church.

'O' has a smiling face, cheerful, healthy and seems to be very active. She likes to plan flower and reading catecism (moral science books). The total marks obtained by her at the final examination i.e. class IX is 49 percent, while her motivation score is 34 percent.

From the marks it can be clearly seen that 'O' is not serious about her school work and less motivated towards school to learn well as shown in the performance score. She is not even an average pupil.

2. Family Influence :

'O' comes from the family where less attention is being paid toward education. Therefore 'O' has the struggle all alone to cope up with the standard of the class. In fact, the parents do not neglect the child. They work hard and try to provide all needs and are so keen that the children shine in life, this could be seen as their first five children are graduates. Here, one cannot blame the parents of 'O' as look of motivation and aspiration from their part, because how much one can expect from illiterate parents who are busy with their field work.'

'O' says :

'My parents are busy with their daily routine work in the garden. They are illiterate. They do not give their time to discuss my problems with them, nor, do they inspire me to do better. Whenever, I fare-well in the examinations, is because of my own effort, and I do not get anything in return from them. Sometimes, they will just say that I should study hard for my bright future but they would not give me any proper guidance. Therefore, I consider myself as an 'unfortunate child'. I like gardening and religious books. My brothers and sisters always insult and tease me if I obtained less marks.'

3. Peer Group Influence :

'O has few friends studying in the same school and some in different schools. She sometimes attends to the party at her friends' place but avoids any outing with them. There are few

among her friends who criticise her directly or indirectly. Regarding examination 'D' and her friends felt that they had done well in certain subjects still, the marks obtained is not to their satisfaction. All of these have different aims in life.

In the course of conversation between 'O' and the interviewer, the former expresses as follows :

> 'Yes, I have my own friends, some are in the same school with me, whereas the others are in different schools. During recess I chat with them, but do not like to discuss anything pertaining to my studies. Sometimes I do accept their invitations but do not go out with them, as they always insult me. Our aims and habits are different from one another, nevertheless, all of us admire Mahatma Gandhi as one of our greatest National Leaders.'

4. Perceptual World of 'O' :

'O' finds that only three of her teachers could really teach well. Most of them come to class un-prepared with their lessen and do not have the full knowledge of their subject matter. Besides, few drawbacks, they do have some positive characteristics such as warmth in dealing with the pupils, advise and encourage to do well and also show a good example of being punctual to the school. The headmistress is an expert in administering the schools. With smiling face she speaks and gives good advise to the pupils. In return she is paid by deep respect from all. She is available only during school hours.

'O' reveals to the interviewer as follows :

'Only few of my teachers can explain within the class and understand our needs. Some of them show their smiling face and use teaching - aids. While other teachers take teaching job as part of their duty. The only thing I appreciate my teachers is that they know how to deal with the pupils, and encourage us to come up with new ideas in order to broaden our outlook. So far, I have not found any of my teachers show their partiality to anybody. They always remind us to show good example to other classes. The head-mistress too, has vast knowledge as an administrator. She is really fit for this job. I can meet her only during visiting hours. She treats all pupils alike ; listens to our requests and solves all our problems in time.'

5. Community Perception :

'O' is proud being a Khasi. She stays in a locality where there are few educated persons. She rarely goes out with her family members and does not like to attend any social gathering of the community.

In the course of conversation with the interviewer 'O' reveals her community as follows :

'I stay in a locality where there are few educated persons. No doubt, I am proud belonging to Khasi community, but I do not like to associate much with my own people. We do have many social functions that we can meet and share our views with each other, eventhough, I personally feel is a wasting of time attending to such meetings.'

6. Psychological Make up of 'O' :

'O' likes school and finds that study is upto the standard. She is afraid of the examination and finds difficulties in some

lessons and home-work. Her favourite subject is Khasi and always obtained good marks in this subject. She never hides anything from her parents.

During interview with the interviewer 'O' says :

'I like going to school and I am always regular and punctual. Studies does not bore me much, eventhough I find some difficulties in certain lessons and home-work. I am scared of the examination because I always have the habit of leaving everything at the last moment. Whatever marks I obtained I never hide from my parents. Of course, I do get a nice scolding from my parents when my performance is less.

7. Excerpts from 'O's Written Report on Ambition :

'My ambition after passing the High School Leaving Certificate' is to join as Military nurse. So, I have to work hard.' (GOA + 2)

'At present I am waiting for my result. I know I have fared well in the examination. So soon, I will be beginning my training, and must work hard for my promotion.' (IR + 2).

(ER + 1)
(ABP + 0)
(GS + 1)
(I + 0)
(PD + 1)
(SC + 0)
(PA + 1)

Total Score = 8/14 or 57.1 percent.

8. Observations :

From the above conversation with 'O', it appears that the girl is not that bad in her study. Poverty, big family and lack of education on the part of the parents, especially lack of incentive from the parents makes 'O' to neglect her study. Eventhough it is learned that 'O' likes most of her teachers, headmistress and most of her friends, still home environment over-shadow her attitude and feeling towards school. Her liking of the subject clearly shows that the girl study only for the sake of study so that she would fulfil her ambition.

The main reason of joining as military nurse is to get the chance of seeing places. 'O' knows that there is no alternative to visit places except through this transferable job as her parents would not be able to afford her like that. Ultimately, 'O' thinks that she has choosen this profession wisely. Moreover, her parents do not have anything to say to that. Here once again reflect the illiteracy of the parents who do not understand the value of education.

9. Overall Interpretation of 'O' :

This girl has a firm determination to achieve the goal as it is indicated in her Internal Resource. Her self-concept score is 79.2% and the teacher also perceives her parallel to O's real self. She has a negative approach toward the school. Ultimately, takes studies as a sort of regular duty. This is

indicated on her total academic motivation score i.e. 34 percent. She is below an average pupil and low ambition. This is indicated on the score of ambition i.e. 37.1 percent and academic performance score i.e. 49 percent (Refer Graphs 12 and 13).

Case - 16 (Girl)

'P'

1. Family Background :

'P' sixteen years old comes from a big and not so well to do family. They are altogether eleven members, having one sister and eight brothers. 'P's is the only daughter and the eldest one. She just finished appearing the High School Leaving Certificate Examination. The second is studying in class IX, the third in class VII and so on. Her father is a graduate, working in the office and her mother is a housewife who studied upto class IV. 'P' has not shifted her school nor detained in any class. No one in her family holding a responsible job, such as officer, lecturer etc. as well as working for the church.

'P' possesses sound health, talkative, sociable and active. She likes to read comics and arranging the rooms. The total marks secured by her at the final examination i.e. class IX is 42 percent and her motivation score is 37 percent.

Marks obtained by 'P' clearly shows that the girl is not motivated towards schools to learn well and also she is very weak in study.

2. Family Influence :

'P' comes from a democratic family where her parents are so concerned of their children's education. They try their best to see that the children get all the necessary requirement in

school. They spare time to be together with the children, where they can advise to be in the positive aspect of life and encourage them to work hard and take part in all school activities. Eventhough the income for the whole family is from the father, still her parents could conceal the hardships and difficulties faced by them from the children. The father guides the children in such a way that they would develop mutual understanding and a sense of respect and love among themselves.

'P' evaluated as follows :

'I have a separate room tos study, but my brothers are sharing the same room. My father assists me in my studies and provides with all necessary text books, eventhough I cannot compete with my brothers. They always get the higher marks than me. We have been brought up in such a way, not to tease and insult one another. In fact, we do help each other in giving some suggestions and encourage to work hard. I use to avail the chance discussing with my father about my problems. I like reading newspapers (Khasi and English) as well as comics. My parents encourage me to take part in all school activities.'

3. Peer Group Influence :

'P' has her own circle of friends studying in the same school. During recess she plays with her friends and after school she goes home straight. 'P' does not like discussing her problems with friends. Sometimes she accepts their invitations but does not like to go to cinema or outing with them. Her habits and ambition are quite different from her friends. They criticise,

even small mistakes 'P' finds that her class is too noisy. The great personality that her friends like most is Tirot Singh (Ruling Chief).

In the course of conversation between 'P' and interviewer the former says :

> 'I have my own circle of friends studying in the same school. I do not seek my friends' help regarding studies, because my father helps me whenever I come across with any problems. Sometimes, I respond to the invitation of my friends but I hardly go out with them. Our habits and aims are different from each other, but all of us like going to school. The hero that we admire is Tirot Singh.' (Ruling Chief).

4. Perceptual World of 'P' :

'P' has nothing to say against her teachers. She likes the way they explain and having a good command over their own subject. They are punctual, and with smiling face they advise and encourage the pupils to do well. It could be seen that teachers and head-mistress to some extent could motivate 'P' to develop the liking towards school, but concerning performance it does not depend wholly on the above factors like teachers, headmistress, peer etc. It mostly depends on the ability of the girl.

'P' reveals to the interviewer as follows :

> 'I do not have anything to say against any of my teachers. They come prepared to class and are well-versed in their subject matter. They are regular and punctual and treat

all pupils alike. One thing I really appreciate most, is their warm dealing and loveable nature. They encourage us not only to study hard but, also, to take part in all school activities. The headmistress possesses all the good qualities as any head of the institution should have. She abides by all rules and regulations of the school. Therefore, I am blind to point out her weakness.'

5. Community Perception of 'P' :

'P' stays in a locality surrounded by many uneducated people. She is proud of being a Khasi. She is very keen on attending the social get-together organised by the community, but 'P' expressed her regret that, opportunity never come to attend such functions.

In the course of talk about the community between the interviewer and 'P', the latter says :

'I am proud of belonging to the Khasi community. There are many sorts of get-together organized by the community such as cultural activities, meetings etc. but nobody allows me to attend uneducated people in the locality where I stay, yet there are few renowned personalities such as, So So Tham (poet), Tirot Singh (Ruling Chief).

6. Psychological Make up of 'P' :

'P' likes school, and finds that studies never bore her. She is not scared of the examinations, as she is always prepared for it. Nevertheless, she finds some difficulties in the lessons

and home-work. Her favourite subjects are Khasi and History, but obtained good marks only in Khasi. She is punctual and regular.

'P' reveals to the interviewer as follows :

'I love my school and studies, but I find some problem in my lesson and home work. Khasi is the only subject that I usually secure the highest marks. Whatever marks I get I show them to my father.

7. Excerpts from 'P's Written Report on Ambition :

'My aim in life is to take up a job as school teacher then later on as professor. I have to study hard to achieve my goal.' (GOA + 2)

(IR	+	0)	absent
(ER	+	1)	absent
(ABP	+	0)	absent
(GS	+	1)	absent
(I	+	0)	absent
(PD	+	1)	absent
(SC	+	0)	absent
(PA	+	1)	absent

Total Score = 6/14 or 42.6 percent

8. Observations :

'P' is the only sister and the eldest among the eight brothers. She is very sensitive about her parents burden of the family. Eventhough this girl likes school, teachers and to some extent her peer group, still cannot do well. This may be due to the lack of proper guidance from home. Finally, it is not clear, whether the girl really determined to work as a school teacher and side by side will continue with her study till she reach the position of professorship. This idea is not impossible but

it is doubtful if she can materialise it.

9. Overall Interpretation of 'P' :

This girl has her own set aim in life to achieve. She wants to take up a job as a teacher, but she does not possess any Initiative nor Internal Resource. Her Self-concept is very high i.e. 84.6 percent, but the teacher perceives her more on the negative i.e. 66.6 and 61 percent. She has shown negative attitude towards school and studies as the total academic score is very less i.e. 37 percent. She does not aim high in life nor could she fare-well in class as it is reflected on her ambition score i.e. 42.6 percent and performance score 42 percent. (Refer Graphs 12 and 13).

Conclusion

It could be seen in the cases of 'M', 'N', 'O' and 'P' of Group IV i.e. Low Motivation / Low Performance comes from poor and big family, where their parents are not that well-educated and in the case of O's and N's parents they are illiterate. This group of pupils found an absence of good environment at home. Home is too big a section for them, was academically unsuitable. They thought themselves in vague, undefined manner and felt overwhelmed by problems face by them. They showed an abnormally high level of expectation and great judgement discrepancy with regard to performance in the examination. Sound teaching, discussion and encouraging were thought to be of help to some extent. They

do not like most of the dull lectures. They show their likes and dislikes for different aspects of community to a much lesser extent than the other three groups.

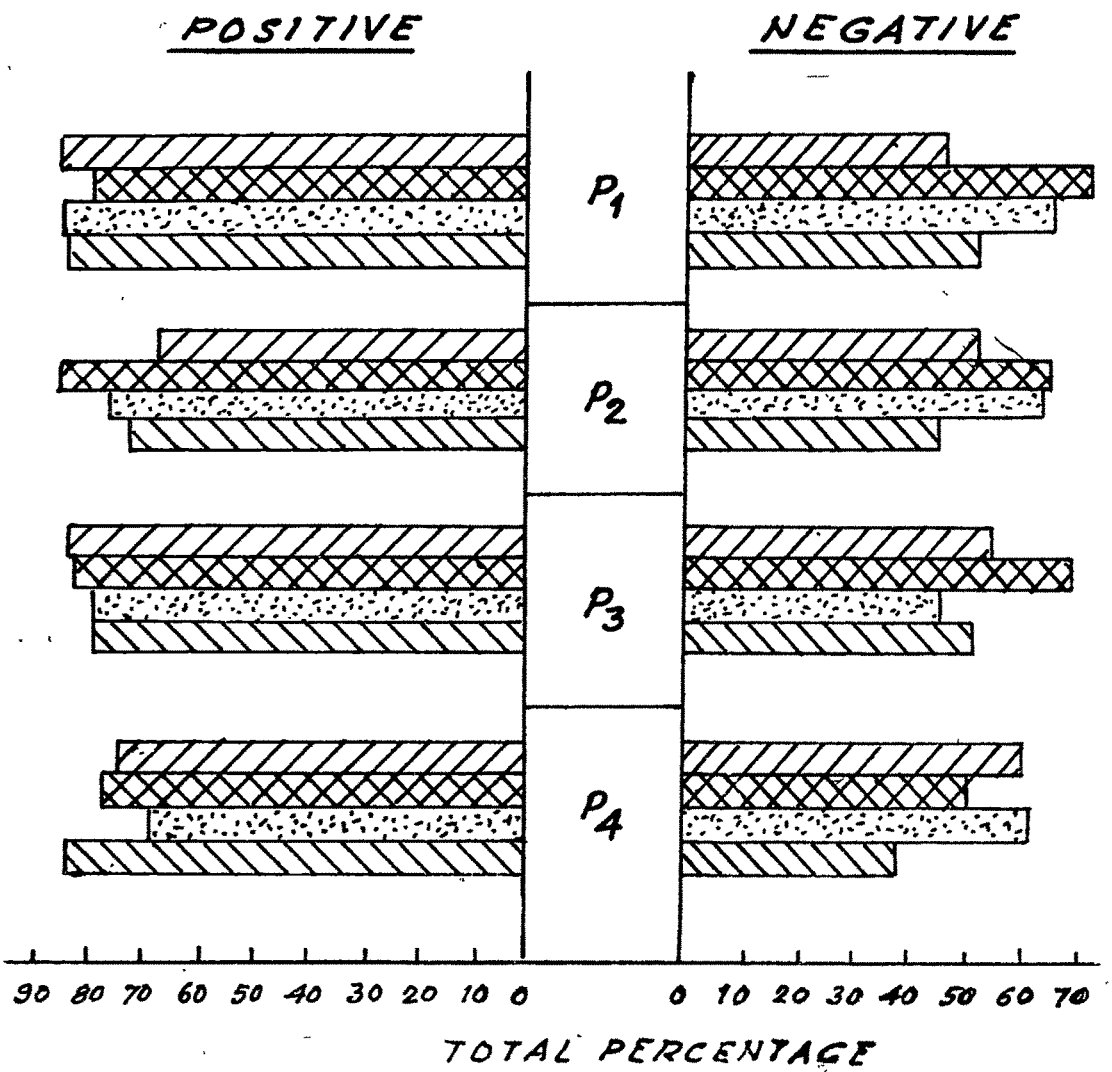
Finally, the prevalent matrilineal system followed by the Khasi Tribal does not affect much the motivation and performance of the pupils. It has been mentioned (Lyngdoh, 1975), that girls are more adventurous, more progressing than the boys. Boy usually goes away from his home after marriage to girls' house. So he feels an alien in his wife's house. The children too do not bear his name, but that of his wife. This probably makes him feel that he is not regarded as important, so it lessens his achievement motivation. The boys too have an equal share of love and affection from their parents, but this is about all they get. As a result, they are less motivated, less interested to better themselves and have less sense of value.

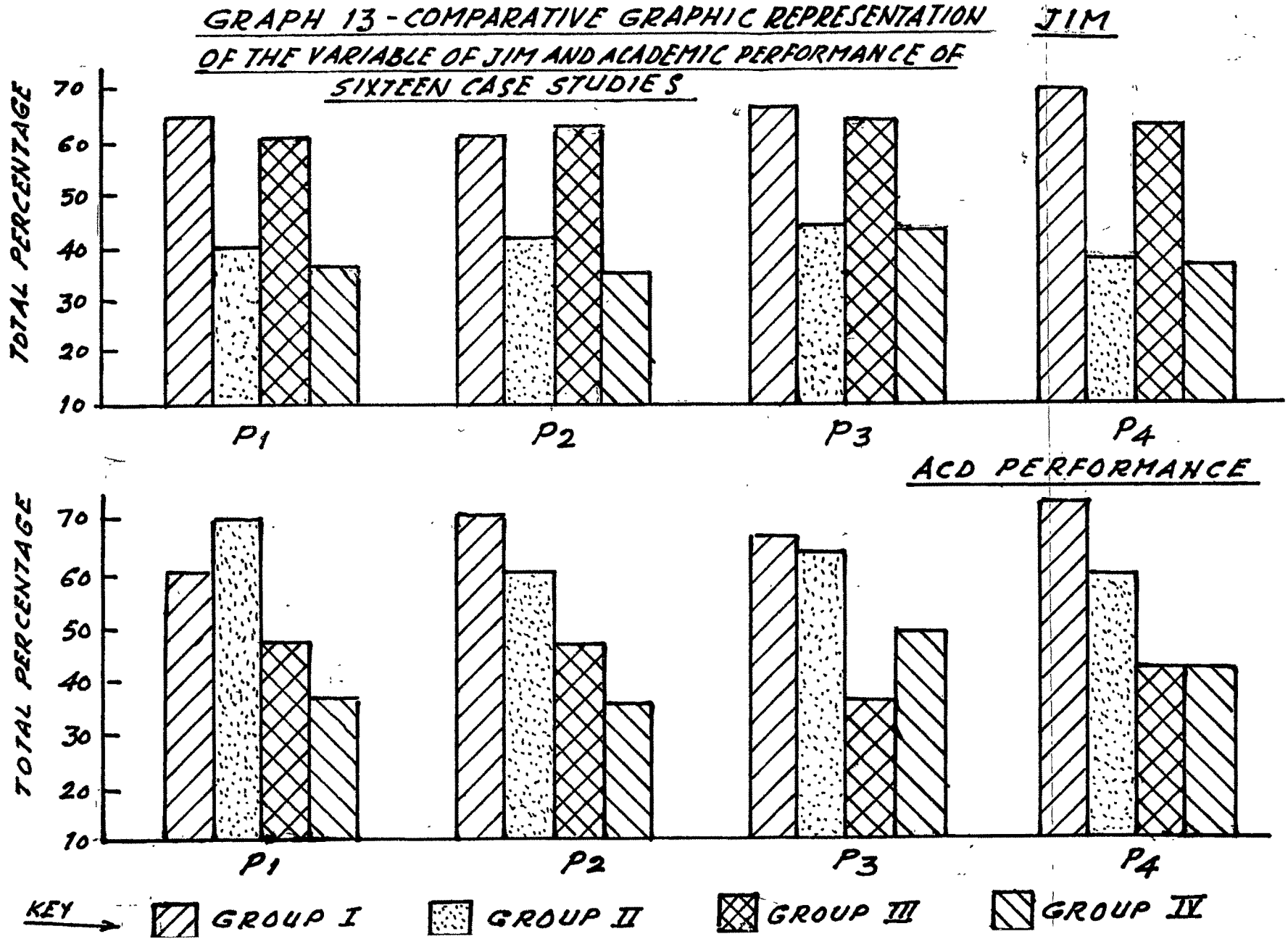
But this is just the contrary to the present study. It has been found that out of four pupils belonging to the first group i.e. high motivation / high performance; three are boys; whereas in the fourth group i.e. Low Motivation / Low Performance, out of four pupils, three are girls. Again it was found in Lyngdoh's study that girls aspiration for job was higher than boys i.e. 28.37 and 26.9 respectively, while in the present study it was found that most of the girls are not clear of their future career.

Comparing the mean scores of the 6 schools under study, (2 co-educational, 2 boys' and 2 girls' schools) the matrilineal

system does affect partly the academic motivation of the pupils but not performance. This has been reflected thay boys' schools are better in performance (boys 53 and 49 percent, and girls 43 and 47 percent) and girls' schools are slightly better in the academic motivation i.e. (girls 94 and 96 percent and boys 92 and 84 percent).

In the conformity with matrilineal customs, the Khasi regard their mother not only as the custodian of family property but also as the organizer of household religious rites performed from time to time. Yet the father has an important part to play in his children's house, he is revered by his children. Children take into account their father's council. Father is actually the executive head of the home. This is revealed in the present case studies, that father takes the initiative part in the academic pursuits of the children.



SELF - CONCEPT

GRAPH 13 - COMPARATIVE GRAPHIC REPRESENTATION OF THE VARIABLE OF JIM AND ACADEMIC PERFORMANCE OF SIXTEEN CASE STUDIES