CHAPTER VII

SUMMARY AND CONCLUSIONS

Indian society has been structured around a hierarchical system - Brahamins at the top and Sundras (scheduled castes) at the bottom. The tribals of the Indian society are placed at that order of hierarchy which is almost at par with the scheduled castes. There have been plenty of researches to compare the personality and social variables related to the scholastic achievements of the different caste groups in India (for example, Singh, 1980). However, not many researches have been conducted to compare the tribals and non-tribals for their scholastic attainments. With this background, the present study was under

taken to study the influence of certain social, personality and motivational factors on the academic achievements of tribal and non-tribal students belonging to rural and urban background.

Following four categories of variables were selected for inclusion in the study:

1. <u>Sub-cultural Background</u>:

    (a) Tribals studying in rural areas,

    (b) Tribals studying in urban areas,

    (c) Non-tribals studying in rural areas, and

    (d) Non-tribals studying in urban areas.

2. <u>Socio-economic Background</u>:

    (a) Father's income,

    (b) Habitation,

    (c) Ordinal position,

    (d) Number of brothers-sisters (sibling),

    (e) Father's occupation, and

    (f) Father's education.

3. <u>Personality Factors</u>:

    (a) Self-orientation,

    (b) Task-orientation,

    (c) Interaction-orientation,

    (d) Peer-affiliation-orientation,

    (e) Academic-achievement-orientation,

    (f) Non-conformity-orientation,

    (g) Independence-orientation,

    (h) Confidence of judgement, and (i) Risk-taking.

4. <u>Motivational Factors</u>:

(a) Need for achievement ($\underline{n}$ - Ach), and

(b) Academic motivation.

In order to test the efficacy of these variables, 28 hypotheses were formulated. The first eight hypotheses were related to demographic variables and the other 20 hypotheses were formulated in view of the sociological and psychological variables, both jointly as well as separately. The main guiding assumption behind these hypotheses was that the four groups would significantly differ among themselves on most of these variables. The specific hypotheses related to different variables have been given in Chapter III.

Since the main aim of the study was to compare under -, and high achievers of four sub-cultural groups, the first problem was to identify a sufficient number of equally bright high-, and low achievers from the four types of population under study. Mohsin's (1968) General Intelligence Test was used for this purpose. Initially, the test was administered to 550 students reading in eight different schools located in tribal and non-tribal areas of Bihar. The schools were matched for (1) quality of students, (ii) standard of teaching, and (iii) socio-economic status. However, geographically, they belonged to both rural and urban areas.

The Index of Brightness (I. B.), for the group, as obtained by Mohsin's General Intelligence Test, ranged from 80 to 119.

The average intelligence range was considered to be between 92 and 109 I.B. scores. A total of 392 students fell within this range. The final set of data was collected on these 392 students. However, out of these 392, only 384 usable questionnaire sets (Test etc), complete in all respects,were obtained. These 384 students,finally served as the sample for the data analysis.

School marks (grades) of two consecutive examinations, prior to this study, were taken into consideration to select high-, and low achievers, in school subjects. About 100 subjects from each group were selected (that is, 50 high achievers and 50 low achievers in each group). The present researcher finally ended up with 96 subjects in each group (that is, 48 high achievers and 48 low achievers).

The mean age of the total sample was 16.4 years.

Following instuments were used for testing the various social and psychological variables:

1. Orientation Inventory (Bass, 1962):
    This test tested three orientations, namely, (a) self-orienta-tion, (b) task-orientation, and (c) interaction-orientation. Its Hindi version, adapted by Jha (1977), was used. However, certain (very minor) modifications in Jha's version were introduced. The details of the test have been given in Chapter IV.

2. Certainty of Judgement Scale:
    This scale was originally developed by Kogan and Wallach (1964). The test was subsequently translated and adapted in Hindi,first

by Krishna (1972) and then by Singh (1980). Singh's version
was further modified for the present research. For this
modification, all the necessary steps of test construction
were taken. For example, item-analysis, reliability and
validity of the test was worked out. This resulted in a
shorter version of the test having only 26 items with almost
equal level (as obtained by Singh, 1968) of reliability (.83)
and validity (.91).

3. Behaviour-Orientation Scale:

This scale, originally developed by Patel (1974), was modified
for the purpose of the present research. The scale comprised
four sub-scales, namely, (a) Academic achievement-orientation;
(b) Peer-affiliation-orientation; (c) Non-conformity-orienta-
tion, and (d) Independence-orientation. The original test
(Patel, 1974) had 40 items, that is, 10 items in each
dimension. For the present purpose, the test was translated
into Hindi and was given to one hundred respondents for
working out inter-item correlations. This exersize resulted
into elimination of eight items. The remaining 32 items
yielded split-half reliability values as follows:

(A) .74 for Academic achievement-orientation;

(B) .61 for Peer-affiliation orientation;

(C) .78 for Non-conformity orientation; and

(D) .79 for Independence-orientation.

4. Risk-taking Questionnaire:

The original Risk-taking questionnaire is known as Choice
Dilemma Questionnaire (Kogan, Lamm, and Trommsdroff, 1969).

In Indian condition, Kogan et al's questionnaire were translated and adapted by Krishna (1972), Yousuf (1973) and Singh (1980). For the present study, an entirely new questionnaire was constructed following the format used by Kogan and others (Kogan et al, 1969; Krishna, 1972; Yousuf, 1973; and Singh, 1980). Initially, 14 items were constructed which were given to 120 (one hundred twenty) subjects. The data (responses) were subjected to inter-item correlations and factor analysis. This resulted into elimination of four items and the final test was left with 10 items. This was again administered to 120 subjects for working out its reliability value. (alpha) coefficient for reliability turned out to be .66 for which the validity score was .81.

5. <u>Sentence Completion Test of Achievement Motivation</u>:
Mukherjee's (1965) paper-pencil type sentence completion test for achievement motivation was employed to measure the levels of achievement motivation of the subjects. This test has 50 triads. Test-re-test reliability of the test, as reported by Singh (for Hindi version, 1976) was .88. This Hindi version of the test (Singh, 1976) was used in the present research.

<u>Academic Motivation</u>:
Singh (1976) made use of the inventory on constructed by Brookover, Patterson and Thomas (1962) in preparing his own inventory to self concept of academic motivation. This measure is an index of specific academic motivation as distinguished from a measure of general achievement motivation (p.51). His academic motivation scale consisted of eight multiple-choice items. The Hindi version of this scale (Singh, 1976) has a test-retest reliability value of .88.

6. <u>Background Factors</u>:

A personal data-blank was attached with the questionnaire – test booklet to elicite background demographic information regarding (i) Age, (ii) Habitation,(iii) Number of sibling,(iv) Ordinal position, (v) Social status,(vi) Father's education,(vii) Father's occupation, (viii) Monthly income,(ix) Tribal and Non-tribal status.

The procedure followed for the study was like the following:

As mentioned earlier, the first step was to select the sample for the study. This was done with the help of Dr.Mohsin's Test of General Intelligence.

As the next step, five standard psychological tests were identified and one original test of risk-taking was developed for the present study. They have already been described above. Suitable steps were taken to determine their respective reliability and validity scores.

Formal permission from the school Principals were obtained in each case to conduct the study in their respective schools.

Next, test-booklet comprising all the tests alongwith personal information-blanks were administered to 384 selected respondents in groups of 20-21 students. This was done in class-room situations. Entire test-booklets were filled in two sessions. All efforts were made to establish a good rapport between the respondents and the researcher before they were given the test-booklets. A standardized instruction was used through out data collection.

In the following pages, main results have been summarized. First of all, results related to sampling characteristics were analysed. They were as follow:

1. By and large, sample were evenly distributed in terms of their monthly family income. However, the maximum number of people belonged to the group earning between Rs.500/- and Rs.1500/-.

2. Subjects of all groups had two to five number of sibling.

3. Maximum number of sibling was obtained by subjects belonging to low and middle socio-economic status groups. More than 90 per cent of these students had more than two sibling.

4. Majority of the urban sample belonged to middle socio-economic class whereas majority of the rural sample belonged to lower S E S group. This S E S measure was perceptual rather than data based.

5. Majority of the subjects had matriculate fathers followed by these who had their father illiterate or seventh graders.

6. Majority of pupils belonging to urban non-tribal families had graduate or postgraduate fathers.

7. Fathers of 72 per cent of rural-tribals were engaged in cultivation.

8. In other three groups (UNT, RNT and UT), from 49 to 59 per cent of pupils had their fathers engaged in some kinds of job.

9. All these demographic variables like S E S, income, father's occupation, father's education, ordinal position, caste, and age appeared non-significant for academic achievement. In other words, demographic variables did not emerge as significant factors for academic achievements.

Eleven psychological variables were included in the study. They were:

academic motivation, confidence of judgement, self-orientation, task-orientation, interaction-orientation, need for achievement, risk-taking, academic achievement-orientation, peer-affiliation-orientation, non-conformity-orientation and independence-orientation.

10. In all the 4 groups, high achievers scored higher on academic motivation, but the difference was significant in only one case of high-, and low achievers of the urban non-tribal group.

11. High achievers of urban non-tribal also showed significantly higher confidence of judgement than the low achievers of this group.

12. Low achievers of rural non-tribals and rural-tribals scored significantly higher on self-orientation than the high-achievers of these groups.

13. In terms of rural-urban comparison, rural subjects scored significantly higher on self-orientation.

14. High achievers of urban non-tribals and rural non-tribals were significantly more task-oriented than the low-achievers of these groups.

15. Urban students in general, were significantly more task-oriented than the rural students.

16. Rural subjects were significantly more interaction-oriented than urban subjects.

17. Interaction-orientation and need for achievement did not differenciate significantly between high and low achievers of any group (individually). However, when all the four groups were combined, the high achievers were significantly more interaction-oriented and had higher need for achievement than the low achievers.

18. In case of only one group, that is, the urban non-tribals, the high and low achievers differed significantly. The high achievers were generally greater risk-takers.

19. Rural students were again, significantly, more risk-takers the urban students.

20. When all the four groups were taken together, high achievers were significantly more risk-takers than the low achievers.

21. Academic achievement orientation could not significantly differentiate between high-, and low achievers of any group. However, when all the four groups were combined, high achievers scored significantly high on academic achievement-orientation.

22. Urban students were significantly more academic achievement oriented than rural students.

23. In case of peer-affiliation-orientation, also, high-, and low achievers did not differ significantly in any group. However, when all the four groups were combined, high achievers scored significantly higher on peer-affiliation-orientation than the low achievers.

24. Rural subjects were significantly more peer-affiliation oriented than the urban subjects.

25. High achievers of rural non-tribals scored significantly higher than the low achievers of this group on non-conformity orientation dimension. However, when all the four groups were combined, high achievers scored significantly higher than the low achievers on this dimension.

26. Surprisingly, rural subjects were significantly more non-conformity oriented than the urban subjects.

27. In all groups, the high achievers had a tendency to score higher (than the low achievers) on independence-orientation but, none of the differences was significant. However, again, when total sample was considered together, high achievers scored significantly higher than low achievers on this variable.

28. Urban students were significantly more independence oriented than the rural groups.

Next set of analyses was done to work out the inter correlations between different variables as a first step. This was done for the total sample. Then, again, the same analyses were repeated for /the four different groups, separately. The results are summarized below:

29. Academic motivation was positively and significantly correlated with academic orientation and peer-affiliation orientation. It was negatively and significantly correlated with non-conformity.

30. None-conformity orientation was positively and significantly correlated with confidence of judgement, peer-affiliation orientation, independence orientation and academic motivation.

31. In case of self-orientation only two significant negative correlations were obtained with task-orientation and interaction-orientation.

32. Task-orientation was significantly and negatively correlated with interaction orientation only.

33. Academic orientation was significantly and positively correlated with the academic motivation, peer-affiliation orientation and independence orientation.

34. Peer-affiliation orientation was also significantly and positively correlated with academic motivation, non-conformity-, Independence-, and academic-orientations.

35. Confidence of judgement was significantly and positively correlated with non-conformity-orientation and independence orientation, but it was significantly and negatively correlated with interaction-orientation.

    Interaction-orientation between demographic variables for the total sample were also worked out. The results were as follows:

36. Tribal vs non-tribal status was significantly and positively correlated with social status and father's occupation, but was negatively correlated with academic status and father's education.

37. Academic status was correlated with father's occupation and number of sibling.

38. Social status was negatively correlated with monthly income and father's occupation, but was positively correlated with caste.

39. Father's education was positively and significantly correlated with monthly income and habitation.

40. Ordinal position was positively correlated with number of sibling.

A set of partial correlation was worked out between demographic variables and psychological variables.

These results were not very encouraging. Out of 110 correlations, only five correlations were significant. Main results are given below:

41. Monthly income was significantly but negatively correlated with task-orientation and interaction-orientation.

42. Tribal vs non-tribal status was significantly correlated with non-conformity orientation.

43. Ordinal position was significantly correlated with confidence of judgement and habitation, but was negatively correlated with academic motivation.

Inter-correlations (r_s) were also calculated for these variables for different groups, separately. Those results have been discussed in Results Chapter V. In summary, they are as follows:

44. Risk-taking was positively and significantly correlated with task-orientation and academic status in case of urban non-tribal, but in case of rural non-tribals, it was correlated with academic motivation and ordinal position. In case of urban tribals, it was positively correlated with self-

orientation, but was negatively correlated with task-orientation. In case of rural tribals, positive significant correlations were obtained with confidence of judgement and task-orientation.

45. Peer-affiliation-orientation was positively correlated with self-orientation and task-orientation in case of rural non-tribals and it was correlated with confidence of judgement and need for achievement in case of urban-tribal group.

46. Peer-affiliation orientation was positively and significantly correlated with academic achievement-orientation, independence-orientation, non-conformity-orientation and academic motivation not only in case of total sample, but also in three other groups (urban-tribals, urban non-tribals and rural tribals).

47. In general, it emerged that in our set-up, society oriented behaviour (for example, peer-affiliation-orientation) may not necessarily lead to non-achievement-orientation. That is, our students seem to be confortable in association with their peers and this might help them in nurturing achievement oriented behaviour, motivations and orientations.

48. Independence-orientations was positively correlated with academic achievement orientation and non-conformity-orientation.

49. Confidence of judgement was positively correlated with academic motivation in three groups (rural non-tribal, urban non-tribal and rural tribal). In case of urban tribal group and rural tribal group, it was positively correlated with non-conformity-orientation and independence-orientation.

50. Self-orientation was significantly but negatively correlated with task-orientation in all four groups.

51. Academic motivation was significantly and positively correlated with peer-affiliation in all the four groups and with academic achievement-orientation in three groups (except rural non-tribals).

52. Task-orientation was negatively correlated with interaction orientation in all the four groups.

53. Academic achievement orientation was significantly correlated with peer-affiliation-orientation in all the groups except in case of rural non-tribals.

54. Father's education was significantly and positively correlated with family's monthly income in all four groups. It was negatively correlated with father's occupation in three groups - (UT, RT and RNT), but was positively correlated with fathers' occupation in case of UNT. Father's education was negatively correlated with social status also in cases of both the tribal groups (UT and UNT), but was positively correlated in case of RNT.

55. Habitation was significantly and positively correlated with monthly income in three groups (UNT, UT and RT).

56. Monthly income was positively correlated with social status in cases of rural-tribals and non-tribals, but was negatively correlated in case of urban non-tribals.

57. Father's occupation was negatively correlated with social status in case of both the non-tribal groups (rural as well as urban).

Correlation co-efficient between demographic variables and psychological variables were also worked out. The results are summarised below:

58. Academic status yielded significant correlations with self-orientation and interaction-orientation. It was negatively correlated with interaction-orientation in both the urban groups (tribals and non-tribals). It was positively correlated with task-orientation in two tribal groups (UNT and U^T).

59. Father's education was negatively correlated with peer-affiliation-orientation and non-conformity-orientation.

60. Habitation was significantly correlated with independence-orientation in case of UNT, but was negatively correlated in case of RT.

61. Peer-affiliation orientation was significantly but negatively correlated with father's occupation, father's education and ordinal position in case of RNT.

All the above mentioned results were discussed in Chapter VI(Discussion). However, there (in Chapter-VI), they were not taken serially, one-by-one, but several related results were taken together and were discussed globally. In other words, units of analyses for purpose of discussion were not individual results, but the individual hypotheses. Each hypothesis was taken at a time and all results relevant to that hypothesis were explained together. All the hypotheses have been given in Chapter-III.

In general, only seven out of 27 hypotheses were fully confirmed. Three confirmed hypotheses were related to demographic variables (sub-cultural groups i.e., tribals, non-tribals, rural urban; ordinal position; and father's education). The hypotheses related to academic orientation, task-orientation and non-conformity orientation were also confirmed. Four hypotheses were also partially confirmed. They were related to parent's education, self- and interaction orientation and confidence of judgement. As many as 17 hypotheses were rejected. These hypotheses were related to socio-economic family background, monthly income, social status, father's occupation, achievement motivation, academic motivation, risk-taking, confidence of judgement, peer-affiliation-orientation, independence-orientation and achievement-orientation.

Obviously, these were several very unexpected results. These results have been discussed and explained in Chapter-VI, taking various possibilities into account.

Inspite of all the care and precautions taken for the research, the present work does suffer from certain limitations. Some of these limitations might be responsible for some of the unexpected results.

One of them may be the social reality as prevailing in the present day India. For example, father's occupation or social status was not correlated with their (father's) education. It may be because of the reservation policy (in jobs) followed by the successive Indian Governments in the past independence India. The reservation policy, particularly in jobs, and promotions therein,

might have resulted into low correlations between these variables, particularly in cases of tribal groups and even in cases of rural-non-tribals (R N T). In case of R N T it might have happened because there may, again, be several middle-level castes for whom the State Government of Bihar (where the data were collected) have provided for reservation in jobs and promotions. Naturally, because of this policy, less qualified people got jobs and later moved to high positions, totally negating the possibilities of positive correlations between education and occupation and social status. There was no way for the present researcher to control this variable neither it was the focus of the present research.

In the Chapter on Discussion, it was hinted upon that the tribal and rural people are more emotional whereas the urban population may be more realistic and hence liable to take moderate risk. This line of argument was put in the form of a suggestion. It requires further investigation. Future researchers should include the emotional maturity as a variable in a study of this kind.

In some of the results, no significant difference was obtained in case of individual groups but, where all the groups were combined, differences became significant (for example, in case of interaction-orientation, need for achievement, academic achievement-orientation, peer-affiliation-orientation and independence-orientation). This suggests that it may be useful for future researchers to take bigger groups. For example, it may be that if a researcher takes more than 100 subjects in each group he might end up with more significant results.

A surprising result was that the rural subjects were significantly more non-conformist than the urban groups. It was suggested that this might have happened because of fast social changes occurring in village set up. The urban areas are not witnessing so fast social changes (proportionately). This pace of change was suspected to be the main reason for this kind of result. It is, therefore, suggested that future researchers should some how take into account this possibility.

In sum, we are suggesting that the future researchers should consider the following when planning for this kind of research:

1. Government's policy on reservation vis-a-vis academic status and social status.

2. Emotional maturity of different groups of subjects as a variable (may be intervening variable) in influencing educational achievement and such other variables as risk-taking, etc.

3. Bigger sample size.

4. Fast changing social scenario in rural areas if one is comparing the role of urban vs rural set-up in academic achievement.