

CHAPTER VII**CONCLUSIONS****Summary of Conclusions :**

Conclusions of the study are summarized below :

1. The findings show that girls are more involved in studies as compared to boys. Perhaps this is because of the fact that girls find more satisfaction of their needs through studies than boys, who have a broader field of activities and seek need gratification elsewhere. Another plausible explanation of this difference may be girls' strong sense of insecurity because of the age old social and cultural pattern of the country. In order to continue education girls have to show good results in the academic and scholastic pursuits. Boys, on the other hand do not face this insecurity since their education is an economic need of the family and society. Girls' more involvement in studies may also be because of their effort to overcome the social and economic insecurity by procuring better placement in the world of work and a better status in the society.

2. The non scheduled caste students show more involvement than the scheduled caste students. This may be because of the different sets of social values, attitudes, and aspirations etc., held by these two groups. Furthermore, a large number of scheduled caste students are first generation learners, whose parents' attitudes and value orientation may also affect their behaviour. Moreover, the scheduled caste and backward classes may be having a strong sense of security as a consequence of the constitutional prerogatives given to them. These groups, therefore, seek gratification of their needs through non-academic pursuits.

3. The students from urban schools show more involvement than the students from rural schools. It seems that the present day educational curriculum, which is uniform for all, caters more to the personal, social, and vocational needs of the urban and middle class children than to the needs of the rural and lower class youth. Time and again, it has been reiterated that school curriculum should be planned and implemented according to the needs of all the students.

4. It seems that the Public (private) and the Central Schools provide more need satisfaction than the Government and Private-aided Schools. The type of school environment, attitudes and behaviours of teachers towards each other and towards students may be responsible for this difference. Intervening variables like socioeconomic environment at home, educational and occupational levels, value systems and set of attitudes held by parents of the students may be some other important factors leading to this difference.

5. Though the findings reveal that students having high involvement in their studies are outgoing, warmhearted, easygoing, conscientious, persevering, rule bound, have stronger superego strength, are venturesome, socially bold, uninhibited, spontaneous, controlled, socially precise, self disciplined, and have high self concept control, sex differences are obvious on adventurousness, superego strength, self sufficiency, sensitivity, and passive individualism. On the first three characteristics boys show higher score whereas on the last two girls show higher score. This may be due to the difference in the process of socialization of both these sexes. Boys are

given more freedom and are allowed more permissive behaviour, adventure and risk taking than girls who are overprotected and negatively reinforced for hyperactivity and certain types of behaviour. No wonder both the sexes develop different personality characteristics against this background.

6. Boys having high involvement in studies show more socially desirable behaviour than girls. Social change which is taking place rapidly in the country seems to be responsible for new roles for girls in the society, who are giving up the traditional age old feminine roles. Also, boys belonging to both high and low groups, show higher level of aspiration than girls. The reason of this may again be inherent in the social pattern in which boys are positively reinforced for broader range of goals. Though girls are also striving hard to attain new goals and tread over new paths, some traditional values and role perceptions are still held by parents and a majority of girls themselves.

7. High involvement and low involvement groups do not differ as regards the perception of the characteristics preferred by parents, which is perhaps

not indicative of the actual characteristics preferred by parents. Some difference would have been evident if this information was collected from the parents themselves.

8. Results of the study show that there is a highly significant relationship between intelligence and involvement in studies. These findings are in line with the cognitive explanation of study involved behaviour. In the cognitive model of motivation, it is assumed that the individuals process information coming from various sources and take decisions as to what to do. The central cognitive system does this processing and decision making. Intelligence is a part of this cognitive system. Individuals having higher intellectual levels are able to process this information more efficiently and can take decisions quickly. In the present study also an individual having higher intelligence can have a better subjective probability estimate of the potential satisfaction of various needs through certain goal directed behaviours and can take correct decisions in order to attain the desired goals.

9. It has been observed that three sets of variables, namely, background, psychological, and scholastic

achievement variables contribute in the prediction of involvement in studies (Though certain variables in each set do not account significantly for variance in the criterion variable). The psychological variables account for maximum variance (11.9%), scholastic achievement variables come next which explain 8% of the variance and background variables contribute 6% of the variance. All these variables when considered jointly account for 18.4% of the variance. Significant predictors of involvement in studies are; Hindi, superego strength, sociability, self control, geographical location, SES and sex of student in that order. This shows the importance of extrinsic & intrinsic motivation in determining involvement in studies.

10. In this research a high positive relationship is found between satisfaction of students' various psychological needs (Involvement in Studies) and their academic achievement which suggests that in an attempt to foster higher achievement and learning among students, educators should create more satisfying school environments through meticulously planned curricular experiences which accommodate students' personal need dispositions, so that they find the environment more satisfying and stimulating regardless of such personal characteristics as sex, intelligence, family background etc.

Suggestions for Further Research :

As mentioned earlier it is for the first time that an investigation into the student involvement in studies has been carried out in India or elsewhere. The study reveals some important findings given earlier but the investigator feels that there is scope for further work in this virgin field of research.

1. This research has demonstrated only a fraction of the potential power of the need-press theory to extend to educational-psychological theory and to throw light on practical educational problems. A more comprehensive study will take into account more environmental variables, will employ a wider range of psychological variables and will try to study their best combination to understand and predict student involvement in studies.

2. It is an accepted fact that human beings differ widely both individually and culturally, in the strength of psychological needs and in the motives and goals through which they are met. Thus in one person, achievement needs may be the most powerful,

whereas in another need for affiliation may be the most strong. In this investigation it has not been possible to study the strength of different needs in different students. It is suggested that a study may be taken up in this area and symptom profiles of various needs may be prepared.

3. A comparative study may be made utilising both, a single basic dominant, integrating motive, as proposed by Patterson (1964) and multiple motives and then the validity of both the approaches may be established.

4. Human beings constantly strive to satisfy their biological, psychological and social needs. Frustration of these needs often produces conflict and frustration. With the sense of frustration, different individuals give different types of reactions as withdrawal, aggression, displacement, regression, repression etc. In the present study also there are students whose needs do not seem to be fulfilled by studies (those who have low involvement in studies). It will be worthwhile to study the reactions of these students and compare them with those of the high involvement students.

5. There is a low and insignificant correlation between the level of aspiration and student involvement in studies. It seems that these two should be positively related. Perhaps the measure of level of aspiration used in this study is not a valid tool for the sample. Attempts should be made to use a more valid measure of level of aspiration in future studies.

6. The CPP Questionnaire as used in the present study was designed to measure the characteristics that are preferred by parents in a high school student. The students have rated their own conceptualizing about parents. An attempt should be made to collect the preferences of parents for certain characteristics in a high school student from parents themselves.

7. Study conducted by Coleman (1961) to investigate into the values of girls and boys showed that to be accepted among the leading ^{crowds} or elites boys needed personality, reputation and athletic ability, while girls needed personality, reputation and friendliness. High scholastic achievement was rated low by both the groups. Hughes, Becker and Geer (1962) and Ringness (1967) report similar findings in the American context. Research

may be done on students' values in the Indian context and comparison be made of both the groups of students, those who rate scholastic achievement high and those who rate it low.

8. Corwin (1966) has demonstrated relations between organizational characteristics in school and the professionalism of its teaching staff. Fraser (1967) showed that school characteristics predicted teacher happiness and commitment. It is needed to extend such intensive research into the teachers' involvement and their satisfaction also. In this investigation only a very few school characteristics have been studied.

9. It would be interesting to place the subjects in the two classified groups using the discriminant function coefficients and their raw scores and find out the percent of success and prediction. This is beyond the scope of the present work.

10. In the present study, items of the study involvement inventory have been selected on the basis of judgement of experts. Studies may be done with another inventory developed on the basis of factor scores.