

**A STUDY ON ADJUSTMENT, ACHIEVEMENT MOTIVATION
AND PERCEPTION TOWARDS CHANGES IN SOCIETY OF
SECONDARY SCHOOL STUDENTS IN MEGHALAYA**

Abstract

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1. Introduction

The outlook of education in modern days is centred around students' diverse development to adjust according to the fast changing political, social and socio-economic scenario of the country. The new discoveries in science, technology and health and the advancement in printing and audio-visual media have brought tremendous alteration in the attitude, behaviour and perception of the students especially in the areas of home, school, social, economic and other spheres of life activities. Education therefore, has become the powerful instrument to assist the rising generations adapt to all new changes that occur in the society. Thus, for better understanding of the present day youth, a study on students perception towards change, their adjustment and achievement motivation is more apt in order to effectively handle the circumstances and for harmonious living.

2. Need of the Study:

The need for adjustment, achievement motivation and perception has been long recognized as important indicators for success. These serve as bases for individual development and national progress. As Lambert (1963) noted that the two societies, Greece from 900 to 100 BC and Spain from 1200 to 1737 AD had the highest need. It was found that the individual and social development was the highest during these periods. But by the end of these periods as the need declined, the growth of individual and social life also declined. Thus, that perception towards the need, the feeling to strive to achieve the need and adjustment to adapt to the need are related to success of the individual or society with whom it is identified. Therefore, the study intends to find out the relationship between the students' perception according to the fast changing world and how it relates to their adjustment and achievement motivation which looks significant to the present day life.

3. Review of Related Literature

Not enough research studies were found to be conducted in the area of perception towards change of secondary school students, whereas in the area of adjustment and

achievement motivation some studies were found to be carried out both in India and abroad. In India, Choudhury (1970), Pareek (1971), Gokulnathan and Mehta (1972), Gangrade (1975), Warjri (1978, 1987)), Honap (1981), Chaube (1982), Ahluwalia (1985), and others have studied about perception, achievement motivation and adjustment of the children, whereas studies conducted abroad were those of Mc Clelland (1953), Abiola (1971), Rosen and Andrade (1990), Molowitzky (1980), Garibaldi (1993), Seifert (1997) to mention a few.

4. Title of the Study

A Study on adjustment, achievement motivation and perception towards changes in society of secondary school students in Meghalaya.

5. Operational Definition of the Terms Used

(a) *Adjustment*

A state of satisfaction when emotional, social and educational need are satisfied and to continue it.

(b) *Achievement Motivation*

A disposition to strive for success in competition with others with some standard of excellence set by individual.

(c) *Perception*

The interpretation of the environmental condition and situation that are constructed from the data obtained through senses.

(d) *Secondary School Students*

Students who are preparing and equipping themselves for secondary school examination, formerly known as high school students.

6. Statement of the Problem

The present society has evolved certain unique features that influence students' perception towards themselves and the world. It is also likely that the perception of students towards changes might affect the need for achievement and adjustment.

It seems necessary to gather information regarding the achievement motivation and the way the students perceive to adjust themselves. The study is also concentrated to the changing perception of students toward society because what is perceived they also behave. The study, therefore, will be able to enlighten the present youth to achieve higher level of development right from the turn of the 21st century.

7. Objectives

1. To find out the level of perception of secondary school students towards changes in society.
2. To find out the level of achievement motivation of secondary school students.
3. To find out the level of Adjustment of secondary school students.
4. To find out how the perception towards changes in society affects the achievement motivation
5. To compare the achievement motivation and adjustment and perception towards changes of boys and girls
6. To find out the factors responsible for bringing about changes of behaviour of the secondary school students.

8. Hypotheses

1. There exists no significant correlation between perception towards change in society and achievement motivation of secondary school students
2. There exists no significant correlation between perception towards change in society and achievement motivation of secondary school boys.

3. There exists no significant correlation between perception towards change in society and achievement motivation of secondary school girls.
4. There exists no significant correlation between perception towards Home and Academic Need for Achievement of Secondary School Students
5. There exists no significant correlation between perception towards Home and Educational Need for Achievement of Secondary School Students
6. There exists no significant correlation between perception towards Home and Interpersonal Need for Achievement of Secondary School Students
7. There exists no significant correlation between perception towards Home and General Need for Achievement of Secondary School Students.
8. There exists no significant correlation between perception towards School and Academic need for Achievement of Secondary School Students
9. There exists no significant correlation between perception towards School and Educational need for Achievement of Secondary School Students
10. There exists no significant correlation between perception towards School and Interpersonal need for Achievement of Secondary School Students
11. There exists no significant correlation between perception towards School and General need for Achievement of Secondary School Students
12. There exists no significant correlation between perception towards Socio-economic change and Academic need for Achievement of Secondary School Students
13. There exists no significant correlation between perception towards Socio-economic change and Educational need for Achievement of Secondary School Students
14. There exists no significant correlation between perception towards Socio-economic change and Interpersonal need for Achievement of Secondary School Students

15. There exists no significant correlation between perception towards Socio-economic change and General need for Achievement of Secondary School Students
16. There exists no significant correlation between perception towards Socio-cultural change and Academic need for Achievement of Secondary School Students
17. There exists no significant correlation between perception towards Socio-cultural change and Educational need for Achievement of Secondary School Students
18. There exists no significant correlation between perception towards Socio-cultural change and Interpersonal need for Achievement of Secondary School Students
19. There exists no significant correlation between perception towards Socio-cultural change and General need for Achievement of Secondary School Students
20. There exists no significant difference on perception towards change between secondary school boys and girls.
21. There exists no significant difference on perception towards Home between secondary school boys and girls.
22. There exists no significant difference on perception towards School between secondary school boys and girls.
23. There exists no significant difference on perception towards Socio-economic between secondary school boys and girls.
24. There exists no significant difference on perception towards Socio-cultural between secondary school boys and girls.
25. There exists no significant difference on Achievement Motivation between secondary school boys and girls.
26. There exists no significant difference on Academic need for Achievement between secondary school boys and girls.

27. There exists no significant difference on Educational need for Achievement between secondary school boys and girls.
28. There exists no significant difference on Interpersonal need for Achievement between secondary school boys and girls.
29. There exists no significant difference on General need for Achievement between secondary school boys and girls.
30. There exists no significant difference on Adjustment between secondary school boys and girls.
31. There exists no significant difference on Emotional Adjustment between secondary school boys and girls.
32. There exists no significant difference on Social Adjustment between secondary school boys and girls.
33. There exists no significant difference on Educational Adjustment between secondary school boys and girls.

Tools

The following tools are used for the present study

(a) Adjustment inventory for school students (AISS)

On Adjustment, the Adjustment inventory for school students (AISS) of AKP Sinha and R P Singh (1993) was used. There are 20 items in each area (Emotional, Social and Educational) with yes/no alternative. For any answer indicative of adjustment '0' is given and other wise a score of '1' is awarded.

Reliability – As used by Sinha and Singh the tool was tested and the reliability coefficient of the total test and of sub test was recorded as

	Method used	Emotional	Social	Educational	Total
(a)	Split Half	0.94	0.93	0.96	0.95
(b)	Test Retest	0.96	0.90	0.93	0.93
(c)	K R Formula	0.92	0.92	0.96	0.94

The tool therefore is of highly reliable and standard.

Validity – From the validity point of view the tool was found significant at .001 through bi-serial correlation with both total and area scores

(b) Deo and Mohan Achievement Motivation (DMAM) (1985)

On Achievement motivation, the Investigator selected the Achievement motivation scale of Pratibha Deo and Asha Mohan (1985). Altogether there are fifty items. The name of the tool is DMAM. The tool are of five point scale like always, frequently, some time, rarely and never. The scoring for each ranges from 0-4, i.e., 0 for always, 1 for frequently, 2 for sometimes, 3 for rarely and 4 for never for negative items and the reverse for the positive items.

Reliability – As shown by the designers the reliability of the test is given as follows

Reliability of DMAM

	Sample	N	Interval	r	significant level
(a)	Mixed	51	4 weeks	.69	.01
(b)	Male	33	5-6 weeks	.67	.01
(c)	Female	50	5-6 weeks	.78	.01

Validity – The validity of the scale was found of concurrent nature (.54) by using projective test.

(c) The Perception towards Change in Society (PCS)

The third set of the questionnaire is on perception towards change in society (PCS). It is adapted from the Comprehensive Modernity Inventory of Kalia and Ahluwalia (1985). The tool is of five scale value, i.e., fully agree, agree, undecided, disagree and fully disagree. For each of the positive item, score is allotted as 4=fully agree, 3=agree, 2=undecided, 1=disagree and 0=fully disagree. But for the negative items the reverse value for the score is given.

After going through literature and proper planning, 75 statements were adapted, constructed and delimited on four areas, viz., Home, School, Socio-Cultural and Socio-Economic. Out of which, 48 statement items were retained. The adapted inventory was administered on 100 secondary school students studying in Malki Presbyterian Secondary School, Seven Set School, and Kendriya Vidyalaya, NEHU.

Reliability

The reliability of the test as measured by Test Retest Method which was done after an interval of 15 days stands as

- (a) that on 100 cases the total scale relationship came to be 0.82 which is very high and significant at 0.01 level of confidence.
- (b) The correlation coefficient of different sub-scale stands as follows

Test Retest Correlation Coefficient of Sub-Scale of PCS

Method Used	Home	School	Socio-Economic	Socio-Cultural
Test Retest	0.73	0.81	0.83	0.82
I	0.72	0.79	0.79	0.81
II	0.74	0.83	0.86	0.83

Validity

The unanimity of 20 experts indicate face and content validity and the construct validity was calculated by different sections of the inventory with total scale stands as coefficient of correlation of total score with score on 4 areas of PCS

Area	Coefficient of Correlation
Home	0.71
School	0.68
Socio-Economic	0.83
Socio-Cultural	0.87

Try out of DMAM, AISS and PCS scales

The tests on Achievement motivation of Deo and Mohan (1985) and Adjustment inventory by Sinha and Singh (1993) and adapted tool on Perception towards change were tried out among seventy five (75) Secondary school students studying in five (5) Secondary Schools in the State by considering in the sample from male and female, tribal and non-tribal students respectively. After due permission from the Head of Institutions the tools was administered to the students by the investigator. The student respondents found no difficulty in understanding the content and gave appropriate responses within a specified time for the three versions. The list of the school administering tried out were

1. Morning Star Secondary School, Shillong
2. Nongthymmai Khasi Secondary School, Shillong
3. Nongthymmai Nepali Secondary School, Shillong
4. Providence School, Shillong
5. Hill Crest School, Shillong

From the results obtained the investigator found not necessary to change any part of the tool for modification. Hence, they were taken as they are constructed.

9. Methodology

(a) Population

The population of the present study comprises the secondary school students studying in classes VIII to Class X from various secondary schools in Meghalaya. It includes both students belonging to the general category and also the Scheduled Tribe students of the state.

(b) *Sample*

Eighteen schools from different districts of Meghalaya were taken to form sample of study. Out of 700 questionnaires served to students, 580 students responded and hence this 580 form the actual sample for the study.

(c) *Administration of the Tool*

Administration - The Investigator personally visited and requested for permission from the head of institution to administer the tool. Almost all schools granted permission and allotted a separate classroom for the administration of the tool.

The Investigator with the help of teachers in respective schools distributed each set of questionnaire to the respondent.

Secondly, after instruction on the process was given or explained on each and every item, the respondents filled in accordingly.

Almost all respondents completed the work in allotted time (two periods of their class routine)

(d) *Delimitation*

The study is delimited to 18 secondary schools in the state. The study is delimited to students studying in classes VIII to X.

10. Major Findings

I. Level of Perception of Secondary School Students

Table 1: Level of Perception of Secondary School Students

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
Home							
33-48	High	1	0.35	0	0.00	1	0.17
17-32	Middle	208	74.82	244	80.79	452	77.93
0-16	Low	69	24.82	58	19.20	127	21.89
Total		278	100.00	302	100.00	580	100.00
School							
45-68	High	0	0.00	0	0.00	0	0.00
23-44	Middle	164	58.63	200	66.22	364	62.75
0-22	Low	114	41.36	102	36.69	216	37.24
Total		278	100.00	302	100.00	580	100.00
Socio-Economic							
19-28	High	0	0.00	2	0.66	2	0.34
10-18	Middle	110	39.56	114	37.74	224	38.96
0-9	Low	168	60.43	186	61.58	354	61.03
Total		278	100.00	302	100.00	580	100.00
Socio-Cultural							
33-48	High	0	0.00	0	0.00	0	0.00
17-32	Middle	119	42.81	153	50.66	272	46.90
0-16	Low	159	57.19	149	49.33	308	53.10
Total		278	100.00	302	100.00	580	100.00
Overall							
129-192	High	0	0.00	0	0.00	0	0.00
65-128	Middle	175	62.94	212	70.19	387	66.72
0-64	Low	103	37.05	90	29.80	193	33.27
Total		278	100.00	302	100.00	580	100.00

Level of Perception Towards Change in Society (Home)

It is clear that majority of secondary school students (77.93%) are in the middle category, scoring in between 17-32.

The result also shows that the frequency score of secondary school girls (80.79%) is higher than that of boys (74.82%). It seems that girls perceived more changes occurred at home than that of boys.

Level of Perception towards Change in Society (School)

The perception of secondary school students as seen in above Table indicates that the majority of students (62.75%) again fall in the middle category, with scores ranging from 23 to 44.

Thus the result shows that the frequency score of secondary school girls remains same as that of Home category, i.e., higher for girls (66.22%) than that of boys (58.63%). Thus it seems that secondary school girls perceived more change in the school system than that of boys.

Level of Perception towards Change in Society (Socio-Economic)

The result in the above Table reveals that majority of secondary school students (61.03%) are in the low category in this factor, scoring in between 0-9.

The result also indicates that the number of girls (61.58%) is slightly higher than that of boys (60.43%). Thus it seems that there has not been much change in the socio-economic condition as perceived by secondary school girls and boys.

Level of Perception towards Change in Society (Socio-Cultural)

The result in the above Table reveals that majority of secondary school boys (57.19%) are in the low category scoring between 0-16 whereas girls (50.66%) are placed in the middle category. But on the whole the majority of secondary school students (53.10%) are in the low category, thus perceiving less change do occur in the socio-cultural area of the society.

Level of Perception towards Change in Society (Overall)

The result in the above Table indicates that the majority of secondary school students (66.72%) are in the middle category level, scoring in between 65-128.

In comparison between secondary school boys and girls, the frequency score of girls (70.19%) is higher than that of boys (62.94%), which appear that girls perceived more changes in society than boys. Overall perception indicates that changes in the society are inevitable.

II. Level of Achievement Motivation of Secondary School Students

Table 2: Level of Achievement Motivation of Secondary School Students

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
Academic Need for Achievement							
35-52	High	1	0.35	1	0.33	2	0.34
18-34	Middle	127	45.68	134	44.37	261	48.79
0-17	Low	150	53.95	167	55.29	317	54.65
Total		278	100.00	302	100.00	580	100.00
Educational							
45-68	High	0	0.00	0	0.00	0	0.00
23-44	Middle	91	32.73	83	27.48	174	30.00
0-22	Low	187	67.26	219	72.52	406	70.00
Total		278	100.00	302	100.00	580	100.00
Interpersonal Need for Achievement							
19-28	High	4	1.43	0	0.00	4	0.68
10-18	Middle	122	43.88	142	47.01	264	45.51
0-9	Low	152	54.67	160	52.98	312	53.79
Total		278	100.00	302	100.00	580	100.00
General Need for Achievement							
35-52	High	5	1.79	8	2.64	13	2.24
18-34	Middle	137	49.28	175	57.94	312	53.79
0-17	Low	136	48.92	119	39.40	255	43.96
Total		278	100.00	302	100.00	580	100.00
Overall Score							
133-200	High	0	0.00	0	0.00	0	0.00
67-132	Middle	122	43.88	136	45.03	248	42.76
0-66	Low	156	56.12	166	54.97	332	57.24
Total		278	100.00	302	100.00	580	100.00

Level of Academic Need for Achievement (n Ach)

Above Table reveals that majority of secondary school students (54.65%) had low score on Academic Need for Achievement. The result also shows that the boys had lower score (53.95%) in the low category than that of girls (55.29%) whereas in the middle category the boys had higher score than that of girls (45.68% as against 44.37%).

Level of Educational Need for Achievement

Table 2 shows that majority of secondary school students (70.00%) were in the low category scoring in between 0 to 22 on educational need for achievement.

Similarly the secondary school boys (67.26%) had lower score on the low category than that of girls (72.52%) whereas at the middle category boys scored better than that of girls (32.73% as against 27.48%). Thus, it seems that secondary school boys had better educational need for achievement than that of girls.

Level of Interpersonal Need for Achievement

Table 2 shows that majority of secondary school students (53.79%) were in the low category scoring in between 0 to 9 on the Interpersonal need for Achievement.

It is also found that secondary school girls (52.98%) had lower score in the low category than that of boys (54.67%) whereas in the middle category girls had higher score than that of boys (47.01% as against 43.88%). Thus it seems that secondary school girls had better interpersonal need for achievement than that of boys.

Level of General Need for Achievement

As seen in Table 2, majority of secondary school students (53.79%) were in the middle category, scoring in between 18 to 34.

The result also shows that secondary school girls (57.94%) of the middle category gained better score than that of boys (49.28%). Thus, it seems that secondary school girls had better general need for achievement than that of boys.

Level of Overall Need for Achievement

Table 2 shows that the majority of secondary school students (57.24%) had low level of Achievement Motivation, which is followed by the middle level (42.76%). In comparison between secondary school boys and girls, the frequency score of girls (54.97%) was lower than that of boys (56.12%) at the low category and girls had better place in the middle category than that of boys (45.03% as against 43.88%).

III Levels of Adjustment of Secondary School Students

In order to find out the level of Adjustment of Secondary School Students, the distribution table as given by in AISS scale is presented below.

Table 3: Level of Adjustment of Secondary School Students

Category	Description	Boys			Girls		
		Score	Freq	Percent	Score	Freq	Percent
Emotional Adjustment							
A	Excellent	1 and below	00	00	1 & below	01	0.3
B	Good	2 – 4	02	0.72	2 – 5	05	1.66
C	Average	5 – 7	09	3.24	6 – 7	18	5.96
D	Unsatisfactory	8 – 10	56	20.14	8 – 10	38	12.59
E	Very Unsatisfactory	11 & above	211	75.90	11 & above	240	79.47
Total			278	100.00		302	100.00
Social Adjustment							
A	Excellent	2 & below	00	00	2 & below	00	00
B	Good	3 – 4	00	00	3 – 5	03	0.99
C	Average	5 – 7	06	2.16	6 – 7	06	1.99
D	Unsatisfactory	8 – 10	43	15.47	8 – 10	74	24.50
E	Very Unsatisfactory	11 & above	229	82.37	11 & above	219	72.52
Total			278	100.00		302	100.00
Educational Adjustment							
A	Excellent	2 & Below	00	00	2 & Below	00	00
B	Good	3-4	02	0.72	3-4	00	00
C	Average	5-7	06	2.16	5-7	12	3.97
D	Unsatisfactory	8-10	41	14.75	8-10	71	23.51
E	Very Unsatisfactory	11 & above	229	82.37	11 & above	219	72.52
Total			278	100.00		302	100.00

Overall Adjustment							
A	Excellent	5 & below	00	0.00	5 & below	00	00
B	Good	6 – 12	00	0.00	6 – 14	00	00
C	Average	12 – 21	01	0.36	15 – 22	08	2.65
D	Unsatisfactory	22 – 30	34	11.23	23 – 31	36	11.92
E	Very Unsatisfactory	31 & above	243	87.41	32 & above	258	85.43
Total			278	100.00		302	100.00

Levels of Emotional Adjustment of Secondary School Students

The result in Table 3 reveals that the majority of Secondary School Students (75.90% boys and 79.47% for girls) were in the category “Very Unsatisfactory” in Emotional Adjustment. Thus Secondary School Students had high score on lack of Adjustment behaviour scoring more than 11.

The result also indicates that frequency score of secondary school girls (79.47%) was greater than that of boys (75.90%). Thus it seems that boys had better emotional adjustment than girls.

Levels of Social Adjustment of Secondary School Students

The result in Table 3 shows that the majority of Secondary School Students (82.37% boys and 72.52% for girls) are in the “Very Unsatisfactory” category in Social Adjustment.

It is also found that the secondary school boys (82.37%) had higher score than that of girls (72.52%). Thus it seems that secondary school girls were better adjusted socially than boys.

Levels of Educational Adjustment of Secondary School Students

The result in Table 3 shows that the majority of Secondary School Students (82.37% boys and 72.52% for girls) were in the “Very Unsatisfactory” category scoring more than 11 on educational adjustment component.

The result also shows that the secondary school boys had higher frequency score (82.37%) than that of girls (72.52%). Thus, it seems that girls were better adjusted educationally than boys.

Levels of Overall Adjustment of Secondary School Students

The Table 3 shows that the majority of Secondary School Students (87.41% boys and 85.43% girls) scored in the category “Very Unsatisfactory” scoring 31/32 and above. Thus the result shows that Secondary School Students had high score on lack of Adjustment behaviour and they experienced significant problem in Emotional, Social and Educational areas.

It also appears that secondary school girls had slightly lower score than that of boys. Thus girls had better adjustment than that of boys.

IV Correlation between Perception Towards Change and Achievement Motivation of Secondary School Students

Table 4: Correlation between Perception Towards Change and Achievement Motivation of Secondary School Students

Variables	Overall (N=580)	Boys (N=278)	Girls (N=302)
Perception Towards Change vs. Achievement Motivation	0.19	0.02	0.35
Significance	Significant at 0.01 level	Not Significant	Significant at 0.01 level

Hypothesis 4.I: Perception towards Change and Achievement Motivation

Here is a significant correlation ($r=0.19$) between perception towards change in society and achievement motivation of secondary school students. Thus the null hypothesis is rejected.

Hypothesis 4.II: Perception towards Change and Achievement Motivation of Secondary School Boys

There is no significant correlation ($r=0.02$) between perception towards change in society and achievement motivation of secondary school boys. Thus the null hypothesis is accepted.

Hypothesis 4.III: Perception towards Change and Achievement Motivation of Secondary School Girls

There is a significant correlation ($r=0.35$) between perception towards change in society and achievement motivation of secondary school girls. Thus the null hypothesis is not accepted.

Correlation between Various Components of Perception towards Change and Achievement Motivation

Table 5: Correlation between perception towards change and Achievement Motivation of Secondary school students (N=580)

	Academic n Ach	Educational n Ach	Interpersonal n Ach	General n Ach
Home	0.076	0.064	0.067	0.010
School	0.110**	0.144**	0.123**	0.076
Finance	0.105*	0.122**	0.077	0.041
Socio-Cultural	0.158**	0.189**	0.112*	0.130**

** - correlation is significant at 0.01 level (2 tailed)

* - correlation is significant at 0.05 level (2 tailed)

Hypothesis 4.IV: Perception towards Home and Academic Need for Achievement of Secondary School Students:

There is no significant correlation ($r=0.076$) between perception towards Home and Academic need for Achievement of Secondary School Students. Thus the null hypothesis is accepted.

Hypothesis 4.V: Perception towards Home and Educational need for Achievement of Secondary School Students:

There is no significant correlation ($r=0.064$) between perception towards Home and Educational need for Achievement of Secondary School Students. Thus the null hypothesis is accepted.

Hypothesis 4.VI: Perception towards Home and Inter personal need for Achievement of Secondary School Students:

There is no significant correlation ($r=0.067$) between perception towards Home and Interpersonal need for Achievement of Secondary School Students. Thus null hypothesis is accepted.

Hypothesis 4.VII: Perception towards Home and General Need for Achievement of Secondary School Students:

There is no significant correlation ($r=0.010$) between perception towards Home and General need for Achievement of Secondary School Students. Thus the null hypothesis is accepted.

Hypothesis 4.VIII: Perception towards School and Academic need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.110$, $p=0.01$) between perception towards School and Academic need for Achievement of Secondary School Students. Thus the null hypothesis is not accepted.

Hypothesis 4.IX: Perception towards School and Educational need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.144$, $p=0.01$) between perception towards School and Educational need for Achievement of Secondary School Students. Thus the null hypothesis is rejected.

Hypothesis 4.X: Perception towards School and Interpersonal need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.123$, $p=0.01$) between perception towards School and Interpersonal need for Achievement of Secondary School Students. Thus the null hypothesis is not accepted.

Hypothesis 4.XI: Perception towards School and General need for Achievement of Secondary School Students:

There is no significant correlation ($r=0.076$) between perception towards School and General need for Achievement of Secondary School Students. Thus the null hypothesis is accepted.

Hypothesis 4.XII: Perception towards Socio Economic change and Academic need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.105$, $p=0.05$) between perception towards Socio Economic change and Academic need for Achievement of Secondary School Students. Thus the null hypothesis is rejected.

Hypothesis 4.XIII: Perception towards Socio Economic change and Educational need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.122$, $p=0.01$) between perception towards Socio Economic change and Educational need for Achievement of Secondary School Students. Thus the null hypothesis is not accepted.

Hypothesis 4.XIV: Perception towards Socio Economic change and Interpersonal need for Achievement of Secondary School Students:

There is no significant correlation ($r=0.077$) between perception towards Socio Economic change and Interpersonal need for Achievement of Secondary School Students. Thus the null hypothesis is accepted.

Hypothesis 4.XV: Perception towards Socio Economic change and General need for Achievement of Secondary School Students:

There is no significant correlation ($r=0.041$) between perception towards Socio Economic change and General need for Achievement of Secondary School Students. Thus the null hypothesis is accepted.

Hypothesis 4.XVI: Perception towards Socio Cultural change and Academic need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.158$, $p=0.01$) between perception towards Socio Cultural change and Academic need for Achievement of Secondary School Students. Thus the null hypothesis is rejected.

Hypothesis 4.XVII: Perception towards Socio Cultural change and Educational need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.189$, $p=0.01$) between perception towards Socio Cultural change and Educational need for Achievement of Secondary School Students. Thus the null hypothesis is not accepted.

Hypothesis 4.XVIII: Perception towards Socio Cultural change and Interpersonal need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.112$, $p=0.05$) between perception towards Socio Cultural change and Academic need for Achievement of Secondary School Students. Thus the null hypothesis is rejected.

Hypothesis 4.XIX: Perception towards Socio Cultural change and General need for Achievement of Secondary School Students:

There is a significant correlation ($r=0.130$, $p = 0.01$) between perception towards Socio Cultural change and General need for Achievement of Secondary School Students. Thus the null hypothesis is rejected.

Conclusion

From the above description, it can be concluded that there is a significant correlation between perception towards change in society and achievement motivation. It is also found that the perception towards Home generally has no effect on the student's achievement motivation whereas perception towards school, socio-economic and socio-cultural change, a significant correlation was observed. Thus, perception towards change has a significant effect on student's achievement motivation.

Difference on Perception towards change of Secondary School Boys and Girls

Table 6: Difference on Perception Towards Change of Secondary School Boys and Girls

Sex	N	Mean	SD	z	Significance
Boys	278	67.33	13.70	2.84	0.01
Girls	302	70.83	13.83		

Hypothesis 5.I: Perception towards Change:

There is a significant difference ($z=2.84$) between secondary school boys and girls on Perception towards change in society, with score value of girls ($m=70.83$, $SD=13.83$) higher than that of boys ($mean=67.33$, $SD=13.70$). Thus the null hypothesis is rejected.

Hypothesis 5.II: Perception towards Home

Table 7: Perception towards change of Secondary School Students

Dimension	Sex	N	Mean	SD	z	Significance
Towards Home	Boys	278	19.496	4.309	1.737	Not Significant
	Girls	302	20.119	4.323		
Towards School	Boys	278	23.964	6.257	2.504	Significant at 0.05
	Girls	302	25.219	5.813		
Towards Socio-Economic	Boys	278	8.428	3.573	0.952	Not Significant
	Girls	302	8.709	3.529		
Towards Socio-Cultural	Boys	278	15.446	4.986	2.617	Significant at 0.01
	Girls	302	16.533	5.007		

Hypothesis 5.II: Perception towards Home of secondary school boys and girls

There is no significant difference ($z=1.737$) between the boys and girls of Secondary schools as far as perception towards Home is concerned. Thus the null hypothesis is accepted.

Hypothesis 5.III: Perception towards School by Secondary School boys and girls

There is a significant difference ($z=2.504$) between the boys and girls of Secondary school as far as their perception towards School is concerned with the score value of girls (Mean = 25.219, SD = 5.813) higher than that of boys (Mean = 23.964, SD = 6.257). Thus the null hypothesis is rejected.

Hypothesis 5.IV: Perception towards Socio Economic Change of Secondary School boys and girls

There is no significant difference ($z=0.952$) between the boys and girls of Secondary school as far as their perception towards Socio Economic condition in society is concerned. Thus, the null hypothesis is accepted.

Hypothesis 5.V: Perception towards Socio Cultural change of Secondary School boys and girls

There is a significant difference ($z=2.617$) between the boys and girls of Secondary school as far as their perception towards Socio Cultural condition in society is concerned with the score value of girls (mean = 16.533, SD = 5.007) higher than that of boys (mean = 15.446, SD = 4.986). Thus the null hypothesis is not accepted.

Difference on Achievement Motivation between Secondary School Boys and Girls**Table 8: Difference on Achievement Motivation Between Secondary School Boys and Girls**

Sex	N	Mean	SD	z	Significance
Boys	278	63.32	20.62	0.80	Not significant
Girls	302	64.67	19.88		

Hypothesis 5.VI: Achievement Motivation between secondary school boys and girls.

There is no significant difference ($z=0.80$) on Achievement Motivation between secondary school boys and girls. Null hypothesis is accepted.

Table 9: Difference between Boys and Girls on various Components of Achievement Motivation

Dimension	Sex	N	Mean	SD	z	Significance
Academic need for Achievement	Boys	278	19.496	4.309	1.737	Not Significant
	Girls	302	20.119	4.323		
Educational need for Achievement	Boys	278	18.971	8.831	0.265	Not Significant
	Girls	302	18.785	8.065		
Interpersonal need for Achievement	Boys	278	9.647	4.346	0.230	Not Significant
	Girls	302	9.566	4.120		
General need for Achievement	Boys	278	18.068	8.085	1.609	Not Significant
	Girls	302	19.149	8.079		

Hypothesis 5.VII: Academic need for Achievement of Secondary School boys and girls

There is no significant difference ($z=1.737$) on the academic need for Achievement between Secondary boys and girls. Thus the null hypothesis is accepted.

Hypothesis 5.VIII: Educational need for Achievement of Secondary School boys and girls

There is no significant difference ($z=0.265$) on the Educational need for Achievement between Secondary boys and girls. Thus the null hypothesis is accepted.

Hypothesis 5.IX: Interpersonal need for Achievement of Secondary School boys and girls

There is no significant difference ($z=0.230$) on the interpersonal need for Achievement between Secondary boys and girls. Thus the null hypothesis is accepted.

Hypothesis 5.X: General need for Achievement of Secondary School boys and girls

There is no significant difference ($z=1.609$) on the general need for Achievement between Secondary boys and girls. Thus the null hypothesis is accepted.

Difference on Adjustment between Secondary School Boys and Girls**Table 10: Difference on Adjustment (Overall) Between Secondary School Boys and Girls**

Sex	N	Mean	SD	t	Significance
Boys	278	31.26	5.43	1.92	Not significant
Girls	302	30.33	6.14		

Hypothesis 5.XI: Overall Adjustment between secondary school boys and girls.

There is no significant difference ($z=1.92$) between secondary school boys and girls on their Adjustment. Thus the null hypothesis is accepted.

Difference between secondary school boys and girls on different areas of Adjustment**Table 4.11: Difference between boys and girls on areas of Adjustment**

Dimension	Sex	N	Mean	SD	t	Significance
Educational Adjustment	Boys	278	13.194	3.394	0.497	Not Significant
	Girls	302	13.053	3.422		
Social Adjustment	Boys	278	12.781	2.461	2.90	Significant at 0.01
	Girls	302	12.166	2.637		
Educational Adjustment	Boys	278	13.529	3.249	1.48	Not Significant
	Girls	302	13.139	3.042		

Hypothesis 5.XII: Emotional Adjustment of secondary school students.

There is no significant difference on emotional adjustment between secondary school boys and girls. The z value is 0.497. Thus the null hypothesis is accepted.

Hypothesis 5.XIII: Social Adjustment of secondary school students.

There is a significant difference ($z=2.90$, $p=0.01$) between secondary school boys and girls on social Adjustment with the score value of girls (mean = 12.166, SD = 2.637) lower than that of boys (mean = 12.781, SD = 2.461). Thus the null hypothesis is rejected.

Hypothesis 5.XIV: Educational adjustment of secondary school students.

There is no significant difference ($z=1.48$) between secondary school boys and girls on educational adjustment. Thus the null hypothesis is accepted.

Thus, it may be concluded that there is no significant difference on all components of adjustment excepting social, between secondary school boys and girls.

VI Factors that affects the change in society

The findings from the responses of secondary school students (Table 1) indicates that (a) Home causes moderate change in the perception of children (77.93%) (b) the majority of the students (62.75%) perceive moderate changes occurred at school, (c) the socio-economic factors has affected change in the society at a low pace as responded by 61.03 % (d) the majority of the students (53.10%) perceive the changes took place in the socio-cultural factor but steadily.

Thus the majority of students (67.62%) perceive moderate changes occurred in the society in the areas of Home, School, Socio-Economic and Socio-Cultural factors.

Discussion

The standardised tool on perception towards change, achievement motivation and Adjustment were designed to measure the levels, the extent on which perception towards changes affect Achievement Motivation and Adjustment among secondary school

students. It is also expected to find out if there is any significant difference between secondary school boys and girls on these variables.

The analysis of the study revealed that the secondary school students are placed in the middle category indicating gradual change in their perception towards society. But as far as the levels on Achievement Motivation is concern the students score are in the low category, and in the area of adjustment the majority of students had high score on adjustment problem.

Further, the study revealed that there has been a significant correlation between perception towards change in society and Achievement Motivation, and on the other hand, no correlation was found between perception towards change and adjustment. Thus the moderate change in the society as perceived by secondary school students seems to have not contributed to their Adjustment.

Thus on the whole it appears that the factors of Home, School, Socio-Economic and Socio-Cultural played a significant role in bringing gradual change in the society.

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**A STUDY ON ADJUSTMENT, ACHIEVEMENT MOTIVATION
AND PERCEPTION TOWARDS CHANGES IN SOCIETY OF
SECONDARY SCHOOL STUDENTS IN MEGHALAYA**

BY

HESEMAIAH IANGRAI

DEPARTMENT OF EDUCATION

**SUBMITTED IN PARTIAL FULFILLMENT
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CONTENTS


	Page No.
Certificate	
Acknowledgement	
List of Tables	
Chapter I: Introduction	1
Chapter II: Review of Related Literature	58
Chapter III: Methods and Procedures	156
Chapter IV: Analysis and Interpretation	173
Chapter V: Summary of Findings and Conclusion	228
Bibliography	241
Appendix	
Bio-Data	

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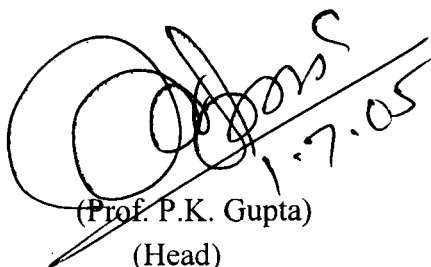
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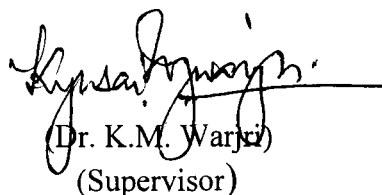
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Place: Shillong
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Hesemaiah langrai

LIST OF TABLES

Table No.	Caption	Page No.
1.01	Population trend in Meghalaya	14
1.02	Urbanisation-Population and Growth Rate in Urban Areas of Meghalaya	15
1.03	Number of households availing specified assets	16
1.04	Number of Newspapers	18
1.05	Number of Census Houses and Household during 1971-2001	19
1.06	Condition of Houses	20
1.07	Number of households having vehicles (2001)	21
1.08	Poverty Ratio (1999-2000)	22
1.09	Literacy rate (Percentage)	23
1.10	Total number of recognised institutions in Meghalaya	24
1.11	Number of students in Educational Institutions of Meghalaya	25
1.12	Budget Expenditure (Revenue Account) in Education	30
3.01	Break-up Information on Population	157
3.02	Break-up Information on Sample	158
3.03	Correlation Matrix of three areas of Adjustment	160
3.04	Responses Indicative Lack of Adjustment	161
3.05	Classification of Adjustment in terms of Categories	162
3.06	Classification of Adjustment in terms of Categories in these Areas	162
3.07	Reliability of DMAM	163
3.08	Norms and Interpretation of the Obtained Scores on Achievement Motivation	166
3.09	Distribution of Items According to Responses	168
3.10	Area and Type Wise Distribution of Items	168
3.11	Norms and Interpretation of the Obtained Scores on Perception towards Changes in Society (PCS)	169
4.01	Level of Perception of Secondary School Students (Overall)	174
4.01 (a)	Level of Perception of Secondary School Students (Home)	175

4.01 (b)	Level of Perception of Secondary School Students (School)	176
4.01 (c)	Level of Perception of Secondary School Students (Socio-Economic Conditions)	177
4.01 (d)	Level of Perception of Secondary School Students (Socio-Cultural Condition)	178
4.02	Level of Achievement Motivation of Secondary School Students (Overall)	180
4.02 (a)	Level of Achievement Motivation of Secondary School Students (Academic Need for Achievement)	182
4.02 (b)	Level of Achievement Motivation of Secondary School Students (Educational Need for Achievement)	183
4.02 (c)	Level of Achievement Motivation of Secondary School Students (Interpersonal Need for Achievement)	184
4.02 (d)	Level of Achievement Motivation of Secondary School Students (General Need for Achievement)	185
4.03	Level of Adjustment of Secondary School Students	187
4.03 (a)	Emotional Adjustment of Secondary School Students	188
4.03 (b)	Level of Social Adjustment of Secondary School Students	189
4.03 (c)	Level of Educational Adjustment of Secondary School Students	190
4.04	Correlation between Perception Towards Change and Achievement Motivation of Secondary School Students	191
4.05	Correlation between various component of perception towards change and Achievement motivation of Secondary school students (N=580)	194
4.06	Difference on Perception Towards Change of Secondary School Boys and Girls	206
4.07	Difference on various components of Perception towards change of Secondary School Students	207
4.08	Difference on Achievement Motivation Between Secondary School Boys and Girls	211
4.09	Achievement Motivation of Secondary School Boys and Girls	212
4.10	Difference on Adjustment Between Secondary School Boys and Girls	215
4.11	Difference between boys and girls on areas of Adjustment	217

CHAPTER - I

INTRODUCTION

1.0.0 Context of the Study

The outlook of education in modern days is centred around student's diverse development to adjust according to the fast changing political, social and socio-economic scenario of the country. Education therefore, has become the powerful instrument to assist the rising generations to adapt to all new changes that occur in the society. At the same time, the education system allows students initiatives, enhances creativity and promotes intellect capabilities to overcome new challenges. At present the government sector is no longer the sole employer for qualified job seekers, the private sector is playing more as an employer to skilful students but the selection is very tough or highly selective, the reason behind such selection is to offer competition with others. With the development of new information, spirit of inquiry and scientific thinking, secondary school students demand new level of complex thinking, responsibilities and decisions regarding their future security and stability. The new discoveries in science, technology, health and the advancement in printing and audio-visual media have brought tremendous alteration in the attitude, behaviour and perception of the students especially in the areas of home, school, social, economic and other spheres of life activities. It appears that the students are passing through a period of uncertainty as developments attract new adjustment.

The advancement of science and technology as well as other facets of development in the society has no doubt affected the human behaviour and perception towards all these changes. Moreover, the introduction of Black and White Television in 1982 in the capital Shillong which was later followed by coloured Television, VCR, VCP, VCD etc from 1992 onwards has a major impact on the people's behaviours. Again, the advent of Computer network system through satellite, teleconferencing and cable network has further altered the traditional concept of life style to modernity. Numerous magazines, newspapers and other printing devices with coloured photographs, news and advertisement, daily and weekly events, cartoons etc have inevitably changed the outlook and behaviours of the present day youth.

The countries are becoming interdependent under the aegis of the United Nations which has its Headquarter in New York, USA and the Assembly in Geneva, Switzerland. As India is one of the signatories of the World Trade Organisation (WTO) has opened up new avenues for the foreign multi national companies to conduct business, trade, education and other developmental works in India. The Government policy of Liberalisation, Privatisation and Globalisation has witnessed the flow of foreign cars, various packaged food, soft drinks, clothes, western life style, and other electronic devices. The availability of foreign channels in the Television network system has further advanced the pace of change. The communication gap that the older generations experienced was removed by the convenient and effective connection of road, air,

ropeway, waterways, etc. and moreover, the post and telegraph and telephone system are further modernized by cell phones making the world a smaller place.

At the brink of the last century, Borchugrey (1999) perceived that the 21st century will have all the ramifications inherited from its predecessor in addition to its own. Rise in standard of living and coupled with human rights consciousness is going to be the milestones of the coming century. Science has made tremendous progress through explosive research findings. This phenomenal progress will be the key to the unexplored riches of the new century. But such achievements are bound to have their own side effects. Globalisation leads to multi-national companies gaining control over under developed countries and unequal distribution of income is a glaring outcome.

K.C. Kant (2002) in his convocation address to the youth of North Eastern Hill University has pointed out that “The world is changing at a lightening pace. It will not wait for us to set our house in order to resume our journey of programmes and prosperity. Either we are ready to cope opportunities or we shall be by-passed by them. No one suffers this trauma more than the youth, who pay the price or loss of vital years and opportunities”.

According to Bezbaruah (2001) “society itself is dynamic, the need and ideal of society are forever changing. This calls for inducting change in all mechanisms of a society for making it relevant to absorb changes. Education should make a person fit for a

society as well as capable of planning for the future changes which might occur.... The present society, particularly of north-east India is undergoing a tremendous change. The most significant factors for this are (1) rapid globalisation is inducing consumerism and creating huge gap between the haves and have not, (2) the information explosion is creating islands of people having their requisite information, (3) unequal distribution of resources is giving rise to violent activities”.

Today, a wide number of courses in school system have been introduced according to the taste, aspiration, and interests of the learners. Besides the invasion of foreign schools and universities that offered with new menu of learning experiences in general, technical and professional lines have attracted students to run for admission. It seems the state run education can no longer afford the insatiable learners, although improved curriculum pedagogy and quality education are introduced. Still many students are now rushing toward Indian and Foreign qualifications.

On the other hand, after school hours, it seems that the child is fully engaged with all kinds of activities like home work, tuition, socially useful productive work (SUPW), preparation for weekly or monthly tests, hence leaving less or no scope for domestic works and plays. It also seems as a child of today experience endless pressures from all sides be it from school, home or society at large. He has to attend school five out of seven days at least seven out of ten working hours a day and has to carry on school activities more effectively.

The rush for education in today's world is greatly felt by the present generation than ever in the past. According to Roy (2002) "most students are given so much pressure from an early age that they are tired of studying from childhood itself. On the other hand, our parents had a much easier time and less competition to face since there were also few subjects to study.... Today students have to rush for tuitions right after school for their achievements and the daily routine for students of this age means continuous running at a breathless pace".

1.0.1 Global Education

There has been a shift from local to national and from national to global education. Truly it has made the world a smaller society.

With the changing scenario today the paradigm shift in education system and their implications outlined by Neelamegham (2000) were:

- (a) From national to global education
- (b) State controlled to an open market economy
- (c) From general education to an open market economy
- (d) Education for few to education for all
- (e) From teacher centred to learner centred
- (f) From one thing education to life long education

The process of globalisation is bringing in many new dimensions, one of which is the maintenance of high standards in educational materials and services, which are

expected to be comparable and competitive at national and international levels. Since knowledge is becoming the post industrial scenario, a driving force for the engine of development, no country can afford to keep its people without education. Country like India has been forced with socio-economic and regional disparities providing equity in access and success in educating people becomes an important challenge (Ram, 1996).

According to Xavier (1998), the natural consequences of globalisation of economy are the globalisation of education. And this globalisation process takes various forms. Courses of foreign university are being offered in India as correspondence courses. An accreditation system is allowed wherein students can acquire a dual degree, one from his/her parent university under certain conditions and there is yet simpler system of accreditation where the course in the parent university is simply accredited by the foreign university and the students gets a foreign degree.

1.0.2 Information Age

In this information age, the present day society can get information easily and quickly. Knowledge has thus increased considerably. The increase in the knowledge marks a shift from the past generation practices where knowledge was passed either orally or through few medium.

In the course of human civilization, Eric Ashley (1967) has noted four important revolutions. They are:

1. The first revolution occurred when societies began to differentiate adult roles and the task of educating the young was shifted, in part, from parents to teachers and from home to school.
2. The second was “the adoption of the written word as a tool of education”. Prior to that time, oral instructions prevailed and it was with reluctance that writing was permitted to coexist with the spoken word in classroom.
3. The third revolution came with the invention of printing and the subsequent wide availability of books.
4. The fourth revolution is the development in electronics, notably these involving the radio, television, tape recorder and computer. Behavioural scientists have joined the fourth revolution and have pointed out the importance of defining learning objectives and suggesting ways in which natural learning process can be utilized in the presentation of subject matter by employing these vast resources.

Although human achievements have advanced immeasurably today we stand amazed at varying circumstances. According to Naisbitt (1987) there are nine mega trends in the society.

- a) Information were paid in the Information Age
- b) Technology influence our home and work
- c) Rapid technological and social change made everything temporary
- d) Educated middle class were on the increase and gaining control
- e) More women were entering in the workplace

- f) There was a greater variety of living arrangement
- g) There was a growth in cultural and ethnic diversity
- h) Values are changing
- i) There was greater reliance on self help than on institutional help

According to Gandhi (1995), the present day world has witnessed the great media explosion of the last two decades of the twentieth century. Electronic broadcasting and satellite television has penetrated the insides of homes and changed the psychology and approach of the people to life and living. There is a great debate on the effect of the communication and media explosion on the minds of the younger generation. The new media have made communication more selective, effective and convenient according to the wish of the user, which was not known in the past.

According to Sharma (2002), "Today all the people in the world are being networked closely together through the information super highways. Interchange of information and data on these highways has given rise to a close knit society – The information Society". Thus today, the types of people that are related are no longer limited through personal contact but through wires of information technology from any part of the globe assuring maximum participation in development.

According to Phukon (2000) Developing India has seen great progress in the field of media and communication towards the end of the previous century. A remarkable

facility is the Internet Service provided by VSNL (Videsh Sanchar Nigam Ltd) for the first time in the country some years back. A new global cyber community emerged with a mushrooming network of computers. More and more users started surfing, open free email accounts through different sites. The sites offer round the world information according to the surfer's requirement ranging from music, movies and educational information to medical counselling. It offers a lot more than anybody can imagine. The dotcom frenzy rose exponentially and brought to the fore remarkable rags to rich stories.

Guha (2002) also commented "Shillong is now feeling the onslaught of technology where the young and the old compete with one another to be computer savvy. Once the demand has set in them the supply automatically comes in the shape of cyber shops, courses etc". Technology has become the lifestyle of the people especially in cities and towns and this has made a difference between the past and the present achievement and development. Thus the development of electronic system has brought immeasurable change in human history, affecting not only interpersonal relationship but also in the cultural, economic and physical life, thereby enhancing the standard or quality of life wherever it is affected.

According to Gangrade (1975) "The extent of intergenerational difference as we see it today is possible only in a modern mass society through audio visual methods". The individual obtains knowledge in a mass society through print, cinema, television,

newspaper and radio. The youth today identify with their counterparts all over the world and not with the older generation of their own country.

The new means of acquiring knowledge through Computer Aided Education (CAE) has provided the perfect solution to both as it uses interactive multimedia packages to make learning explorative and fun. These multimedia packages interactively aid in educating students, covering key topics in various subjects like English, Mathematics, Science and Social Science and conform to the syllabi set by various boards in different cities and states (Ghosh, 2002).

Today students can enjoy maximum learning not only through their classroom teaching but also through electronic media. In the findings of Rajasekar (2003), "The standard or the quality of future education is certainly in the e-concept. Even though e-learning involves certain practical constraints, it is certain that it will provide and promote quality education with international standards in future".

The rapid technological and social changes and the growing importance of information heighten the challenge of self direction, i.e., the need to learn more about ourselves and our world as a means of directing our life more effectively. This need is especially true for people in a democratic society. We enjoy greater personal freedom and take greater pride in personal achievement than people in more traditional societies, who

know what is expected of them and their place in society. But by the same token we are more vulnerable to insecurity, confusion and loneliness (Alwater, 1995, 7).

According to Goswami (2000) “The conflict between traditional and modernity may be considered as one of the major factors of value crisis in Indian society. People begun to think that the old Indian values are outmoded and outdated as they did not help them in acquiring material benefits. Hence, they are slowly unlearnt and no new values that are worthwhile are learnt.

In the observation of Ali (1996), “We were hoping science and technology would make us happier and better. In reality it has helped only a small minority of the elite. It has brought in its train moral degradation. People are much less humane today than they were even forty or fifty years ago. Technology has created cleavages between man and man, between employer and employee, between the consumer and the producer and between the urban and the rural folks. Concentration of wealth and resources only in the hands of a few has caused great concern to world peace and order. Men has grow become money-mad, power-mad pleasure-mad and status-mad, because moral values associated with a finer culture are not integrated with technology”.

1.0.3 Education and Work

In the complex world as it is today the education system outlined from time to time by government does not seem to suit the individual and modern requirements.

Studies revealed an emerging disparity between the stated goals of education and youth policy on the one hand, and changing priorities and choices of young people on the other.

In the finding of Malik (2002) in North East India, General education makes a person knowledgeable but not necessarily productive. Thus we find today vast ocean of educated people roaming about unemployed. In the field of human resource development in North East, the total education system, both at the college and school level need to be reorganized towards professional and job oriented education. People should be trained from class IX onwards to ensure that they learn skills to manage their own venture. Training in Entrepreneurship Development should be made compulsory at class XII level and in undergraduate programme. This way, we will be producing from schools and college a class of job creators rather than job seekers.

The choice of education has now become vocational oriented. In the finding of Guha (2002), “today education is most professionally geared. Students think about vocation and job oriented ness before choosing their areas of specialization”.

As students are busy with their own world of learning which has left no time for attending other things.... The tragedy of business education in India is that ‘what is wanted is not taught and what is taught is not wanted’ (Guha, 2002).

1.1.0 Meghalaya – the Study Setting

Meghalaya, meaning the Abode of the Cloud was carved out on the 21st January 1972 from the composite state of Assam. It lies between 25^o47' - 26^o10' N Latitude and 89^o45' E and 92^o47' E longitude with an area approximately 22,429 Sq. Km. The people inhabiting in the state are mostly tribal, of a unique identity and history.

Historically, Khasi Hills of Meghalaya as with the rest of the Indian states was not under the British Rule but the relationship was strictly on trade and commerce, i.e., Britishers were interested only in coal and limestone quarries but gradually in course of time the East India Company introduced English culture, administration, education, religion, literature, communication, etc. The East India Company in 1858 handed the administration to the Crown, Her Majesty hence the British Government gained control to all the provinces and retained their relationship with other Indian states till 1947.

There has been a continuous change in structure, organization and behaviour of the people as expressed in its laws, institutions, customs, modes and beliefs in the society. Some of the factors that led to such changes may be discussed in the following.

1.1.1 The People

The inhabitants in the State are mostly tribal, consisting of Khasi, Jaintia and Garo and follows matrilineal system, where female members inherits the ancestral property rights.

But on the other hand according to Pakem (1990), the family structure and the system of inheritance among the matrilineal people of Meghalaya have really posed problems to developmental processes. The coming of the British had made the male to struggle for his emancipation. The Jaintia family, for example, which was generally an extended family with the female as the head assisted of course by male members is now gradually becoming nuclear in nature under the male headship.

1.1.2 Population Explosion

The population growth rate is shown in Table 1.01 below

Table 1.01: Population trend in Meghalaya

Year	Population (in 000)	Decadal Variation (%)	Sex Ratio (Female per 1000 Male)
1901	341	-	1036
1911	394	15.71	1013
1921	422	7.21	1000
1931	491	13.83	971
1941	556	15.59	966
1951	606	8.97	949
1961	769	27.03	937
1971	1012	31.50	942
1981	1336	32.04	954
1991	1775	32.86	955
2001	2306	29.94	975

Source – Census of India, Provisional population totals of Meghalaya, 2001.

The growth of population in the state has been one of the major factors in originating change in Society. It is found that the density of population per sq kilometer has risen from 79 in 1991 to 103 in 2001, and the sex ration has also increase from the year 1971 onwards. The increasing number of people has created a vast gap between the

rich and the poor, educated and illiterate and has increased the number of child-labour and prostitute, poverty and juvenile delinquency, etc.

1.1.3 Urbanisation

Due to influx of foreigner, inter-state immigration and migration from rural areas to towns has increased the urban population with cosmopolitan looks. At present there are seven towns in Meghalaya. It is illustrated in Table 4.2 below. Shillong remained in class I town from 1981 – 1991, Tura and Cherrapunjee too in classes III and V respectively over the period. Nongstion was raised from VI to IV. Baghmara and Williamnagar have shifted from VI to V whereas Jowai from IV to class III status (Table 1.02).

Table 1.02: Urbanisation-Population and Growth Rate in Urban Areas of Meghalaya

Name of Urban	Class	Person in 1981	Growth rate 1971-81	Class	Person in 1991	Growth rate 1981-91	Class	Person in 2001	Growth rate 1991-2001
Shillong	I	174703	+42.32	I	223366	27.85	I	267632	19.82
Cherrapunjee	V	6097		V	7777	77.55	IV	10086	29.69
Nongstion	VI	3880		IV	14339	269.56	III	23106	61.14
Tura	III	35257	+127.63	III	46066	30.66	II	58978	28.03
Baghmara	VI	4183		V	5894	40.90	V	8643	46.64
Williamnagar	VI	4290		IV	12004	179.81	IV	18247	52.01
Jowai	IV	11923	+44.73	III	20601	59.41	III	25057	21.63

Source: Basic statistics of North Eastern Region 2000 NEC Shillong and Census of India, 2001.

Urbanisation has changed the family institutions and outlooks of the people. Each town represents diversity of people's custom, and culture besides the assimilation and

acculturation have made life more complex and rootless. The population of towns ranges from 8643 in Baghmara to 267632 in Shillong conglomeration.

According to Lyngdoh (2002), 452612 people of the state settled in the urban areas as against 147170 in 1972. This shows that population increases three-folds in the state during the last three decades (1972-73 to 2001-2002). Simultaneously the number of towns has increased from 6 to 16 during the same period in the state.

1.1.4 Mass Communication

The increase in the audio and visual means of communication in the state has been significant over a period of time. The Table 1.03 below shows the amenities possessed by the households in the state.

Table 1.03: Number of households availing specified assets

Sl. No.	Availability of Assets	Rural	%	Urban	%	Total	%
1	Radio Transistor	95421	28.9	38902	43.0	134323	32.5
2	Television	34760	10.5	53025	58.5	87785	20.9
3	Telephone	5176	1.6	19924	22.0	25100	6.0
		329678		90568		420246	

Source: Table H – 13, Census of India, 2001

(a) Radio

With the humble beginning in the 1966, Shillong All India Ration (AIR) station was established. But as on 1998, there were four All India Radio Stations. High Power Transmission (HPT) was located in Shillong for Shillong region and another, for North

East Service. The second High Power Transmission (HPT) was installed in Tura. FM was situated in Jowai station to serve the respective district (NEPFI Guwahati, 1998).

It is reported that as on 31st December 1974 there were 14,457 broadcast receivers' licenses but in 2001, there were 134323 households (Census India 2001) in the state which had radio transistor set. In other words, there has been an increase of about 119866 radio transistor sets during these 27 years.

(b) Telephone

It is reported that there were 3,662 telephone connections in the state but as in 2001 it has increased by about 25,100 (registered telephone) connections (source Divisional Engineer Telegraphs, Shillong). This shows a remarkable increase by 21,438 during these twenty seven years. Telephone is also a common and effective means for communication all over India and the world.

(c) Television

As on March 1999 the HPT Relaying centres were stationed in Shillong and Tura. Low Power Transmission (LPT) was found in Williamnagar and Jowai and Very Low Power Transmission (VLPT) was in Nongstoin and Baghmara (source: NEDFI and Doordarshan Guwahati). In 2001, the total number of households in the state having Television set is 87,785 (source: census 2001). Watching television no doubt has helped in the expanding of knowledge and also in the adoption of new behaviours and

perception. Young people followed the role models appeared on the TV screen. About 30 percent of the high school students said that television helped them in their school work because it provided education program related to their studies and it also opened up new interest. On the other hand 70 percent of the high school students said that television tempted them to neglect homework as well as sports and games (Himmelwert 1958).

(d) Newspapers

The number of Newspaper is increasing day by day to cater the need of information seekers. The growth in the number of Newspaper is presented in Table 1.04.

Table 1.04: Number of Newspapers

Publication	1976-77	1981-82	1996
Daily	-	-	4
Tri-Weekly	4	-	4
Bi-Weekly	4	3	4
Weekly	25	31	32
Fortnightly	2	1+1*	5
Monthly	6	2+6*	15
Bi-Monthly	1	1*	
Quarterly			1
Annually			1
Total	42	45	70

* means religious newspaper/magazine

Source: 1. Directorate of Information and Public Relations, Meghalaya

2. Registrar of Newspaper for India and Ministry of Information and Broadcasting

As per record shown above, the total number of newspapers has increased from 42 in 1976-77 to 70 in 1996. This indicates the rise in the number of writers as well as

readers. Newspapers make functionally literate as well as raising the knowledge of the people.

1.1.5 Houses

The increase in the number of houses is presented in Table 1.05 below.

Table 1.05: Number of Census Houses and Household during 1971-2001

Type	Number				Decadal Growth Rate		
	1971	1981	1991	2001	1971-81	1981-91	1991-2001
Houses	224538	255826	400428	520602	13.93	56.52	30.01
Households	201123	255131	327295	420246	26.85	28.29	28.40

Source: Census of India 2001 (Meghalaya) series 18 paper 1 of 2003

It is observed from the above table that there was a substantial increase of 56.52% of Census houses during the period from 1981-1991. However, the growth of Census Household has been steadily increased in Meghalaya since it attained statehood. The total number of households in the state was 420,246 as on March 2001, out of which 329,678 were in the rural areas and 90,568 in urban areas.

Condition of Houses: Table 1.06 presents the condition of houses in the state.

Table 1.06: Condition of Houses

1. Condition of census houses	Rural (%)	Urban (%)	Total (%)
Total	100	100	100
Good	36.0	60.8	41.3
Livable	58.1	34.7	53.1
Dilapidated	5.9	4.5	5.6
2. Distribution of household type of structure of the census houses occupied	Absolute	Percentage	
(i) Permanent	93389	22.22	
(ii) Semi permanent	157122	37.39	
(iii) Temporary	169150	40.25	
(iv) Unclassified	585	0.14	
3. Total number of household having electricity facility	179597	42.70	
4. Total number of household availing banking facility	87497	20.80	

Source: census of India 2001, Paper 1 of 2003.

From Table 1.06, the frequency of temporary houses was slightly higher than those semi permanent (40.25% as against 37.39%) and that of semi permanent houses were greater than permanent house (37.39% as against 22.22%). Thus, the majority of people in the state lived in semi-permanent and temporary houses. The other assets of the house are

- (a) In electrical facilities, the number of houses without electricity was more (57.3%) than those having electricity (National Sample Survey Organisation July 93 – June 94). The condition in the rural and poorer section is worse.

- (b) On banking facility 20.8% of the households in the state availed banking facility and as many as 79.2% availed no banking facilities (source: census 2001).

During 2001 more houses have opted for electricity and it is seen that as many as 42.74% of the households in Meghalaya are having electricity compared to 20.53% and 16.85% during 1991 and 1981 respectively. Likewise 51.20% of the households are having latrine within their premises during 2001 whereas during 1991 it was found to be only 31.11% (Census 2001).

1.1.6 Vehicles

As on 31.3 1977 there were 1.2 thousands two wheelers, 1.6 thousand private motor cars, 0.8 thousand jeep and 0.4 thousand taxis whereas in 2000 there were 12150 households having scooters, motor cycles, 11308 households having cars, jeeps, vans in the state (Source: DTO statistical handbook Meghalaya 1975 and census 2001). The state is known as one of the fast growing state in the number of vehicles. The number of houses having is shown in Table 1.07 below

Table 1.07: Number of households having vehicles (2001)

Particulars	Rural	%	Urban	%	Total	%
Bicycle	39009	11.8	7051	7.8	46060	11.0
Motor Cycle, Scooter	5024	1.5	7126	7.9	12308	2.9
Car, Jeep, Van,	4250	1.3	7058	7.8	11308	2.7

Source: Table H-13 India, Census of India, 2001

From Table 1.07, the household having vehicles were more in the urban areas than that of the rural area except on Bicycle where rural households outnumbered the urban households.

1.1.7 Poverty

As mentioned earlier, the rise in population has also led to acute poverty and school drop out. According to Lyngdoh (2003) as many as 5870 villages and 163962 families are living below the poverty line. The table hereunder shows the poverty ratio in the state (Meghalaya) and the country.

Table 1.08: Poverty Ratio (1999-2000)

Area	Meghalaya	India
Rural	40.04	27.09
Urban	7.47	23.62
Total	33.67	26.10

Source: Economic Survey India, 2001-02 (India 2003).

The table 1.08 shows that the poverty ratio in Meghalaya is greater than that of National average. The poverty ratio in the state indicates the unavailability the poor people to access to the mass media, education, dwelling in temporary liveable sheds makes them ignorant most.

The Census report 2001 reveal that as many as 231746 households (55.1%) had no radio transistor or TV or telephone or Bicycle or Scooter or Motor cycle or Moped or Car or Jeep or Van.

1.1.8 Literacy

Literacy has brought quantitative and qualitative change in the society as it liberates people from ignorance. The growth in literacy indicates the freedom from illiteracy and ignorance in the society and its rate is presented in Table 1.09.

Table 1.09: Literacy rate (Percentage)

Year	Meghalaya			India		
	Male	Female	Total	Male	Female	Total
1951				24.95	7.93	16.67
1961	32.32	21.15	26.92	34.44	12.95	24.02
1971	34.12	24.56	24.49	39.45	18.72	29.46
1981	47.75	38.30	42.05	46.89	24.82	36.23
1991	53.12	44.85	49.10	64.13	39.29	52.21
2001	66.14	60.41	63.31	75.85	54.16	65.36

Source: 1 Mahendra 1991

2. Selected Educational Statistics 1996-97, Ministry of HRD
3. Census of India (Provisional) Total of Meghalaya, 2001

According to Srivastava (1965) literacy has helped in the introduction and proper implementation of developmental programme. Hence, brings development and progress wherever it is affected.

According to Parkash (1978) functional literacy programme has been instrumental in bringing about a positive and significant change in the knowledge, status, attitudinal level and adoption behaviour with respect to high yielding varieties programme of participating farmers, functionally, literate farmers made effective utilization of high yielding varieties.

1.1.9 Educational Institutions

According to Lyngdoh (2002), “A number of educational institutions in the state increased from 3,101 to 6,298 during the thirty years after attaining statehood (1972-2001) whereas the number of educational institutions at the college and university level has risen from 14 to 35 during the same period”. The total number of recognized educational institution in the state is give below.

Table 1.10: Total number of recognised institutions in Meghalaya

Sl. No.	Educational Institutions	1973-74	2002-03
1	Primary/Junior Basic Schools	2852	5646
2	Middle/Senior Basic Schools	341	1041
3	High Schools/Higher Secondary (pre-degree for college)	132	643
4	Colleges for General Education	14	33
5	Institution of National Importance		2
6	Colleges for Professional Education		1
7	Scheme of vocational Education of Secondary Education		10

Source: Annual Report, Human Resource Development, 2002-03 and Directorate of Public Instructions, Government of Meghalaya, Shillong, 2003.

1.1.10 Enrolment

The number of students during the period (1972-73 to 2000-2001) has risen from 206000 to 626521 at the school level whereas in the college/university level from 9,000 to 21,975 during the same period (Lyngdoh 2002). The number of students in educational institutions in the state is given under the Table 1.11 below

Table 1.11: Number of students in Educational Institutions of Meghalaya

	1973-74	2001-02
Primary School Stage	1,67,750	3,29,132
Middle	22,948	96,110
High School	31,222	} 33,097
Multipurpose Higher Secondary	1,875	
College/ Higher Education	11,443	
		17,738

Source 1: Director of Public Instruction, Meghalaya 1973-74 (Selected)

2: Annual Report 2002-03 (selected)

Ministry of Human Resource Development Govt. of India

During the twenty-eight years (1973-74 – 2001-02), the number of enrolment in secondary and higher secondary school stage has increase by 23,474 persons.

1.1.11 Secondary School Education

The term secondary school is being used in the state for about ten years. Before 1993 it was called as High School which included classes VII, VIII, IX and X. At the end of class X a Public Examination is conducted by Meghalaya Board of School Education (MBOSE) and certificate for successful candidates was awarded as High School Leaving Certificate (HSLC). The last and final HSCL examination was held in the year 1998 which covered the whole High School course VII – X.

The first Examination for Secondary School Leaving Certificate (SSLC) conducted by MBOSE was in the year 1993. It covered the courses studied in classes IX and X for Public Examination. The total mark was 1100.

As the organizational system keeps on changing from time to time the preparation and up gradation of the course was incorporated in order to fulfil the standard of education. Commensurate to meet the challenges of time and in line with Central Board of School Education, Examining the present need, the Government on its Annual Report (2002-2003) of Human Resource Development declared “during this year, in the secondary education sector, various schemes as well as institutional programmes continued to be implemented in the light of national curriculum framework of school education, vocational education, education for group with special needs..., technology and value education.

Under the India Council of School Education the course of study includes general education, Socially Useful Productive Work (SUPW), diversification of courses, sports and games etc. It aims for maintaining standard of excellence in education.

Under the system Navodaya Vidyalaya Samiti, the learning aspects includes those of good quality modern education have strong component of cultural values, environmental awareness and physical education to talented children in rural areas without regard to their family’s socio economic condition.

The National Institute of Open School ensures in its curricular for the physically, mentally and visually challenged children. It includes programmes like child labour project, open vocational education programme, life enrichment courses, education of the

disabled, media, population, development education, evaluation etc., National Institute of Open School (NIOS) attempts to put education system on a sound pedestal.

In order to meet the uninterrupted need of children of Central Government/ Defence employees, the Kendriya Vidyalaya Sangathan organizes courses for secondary and higher secondary education. Besides general courses, the KVS organizes activities like Youth Parliament, Associated School Project on National Integration and International Understanding, science exhibition, scouting and guiding adventure activities etc.

Further, the Annual Report 2002-03 of the Government of India also provided that in order to enable the youth to enter the world of work or pursue technical/higher education, as per the existing education policy, the vocationalisation of educational opportunities should enhance individual employability, reduce the mismatch between demand and supply of skilled man power and offer an alternative for those pursuing higher education.

The Annual Report (2002-2003) also declared that the scheme of access with equity has been formulated under some new components. The two schemes of Computer Literacy and studies in school (CLASS) and Educational Technology are being merged in order to increase the effectiveness of the activities covered in both. The composite

scheme is likely to increase exposure of children utility and application of computers and improve utilisation of media and television for increased access to education.

The Meghalaya Board of School Education (MBOSE) had its latest restructured pattern of secondary course introduced in 2001 with the motto “knowledge for service”. The curriculum also covered work experience, creative expression, language, mathematics, science, social science, health/computer education.

1.1.12 Other Agencies

In order to realize the objective of secondary education, some agencies in the society are involved directly or indirectly in imparting, equipping and developing students for future demands. These agencies are extending assistance in various fields to enhance students learning. For instance,

1. NCERT – The National Council of Educational Research and Training is rendering valuable advice to the Central and State government relating academic matters to school education. It relays educational broadcasts through AIR, Gyan Vani and Gyan Darshan, Tarang and Limang in Doordarshan for school students. It also set up a website software packages for secondary school children.
2. DERT – The Directorate of Education Research and Training is organizing evening coaching classes for tribal students at the secondary stage. It also organise Talent Search Examination for tribal and general students from time to

time. Regarding guidance and career programme the DERT organizes career conference for secondary school students regularly

3. SCSTE – The State Council for Science Technology and Education follows schemes on various aspects of science and technology. The important programme for secondary schools is popularization of science and students project programme in the state.
4. NEC – The North Eastern Council played an active role in organizing information technology and school education programme. Besides the infrastructure and training of computer education is popularized at the secondary school level and adopts the syllabi of the Board of School Education or CBSE. Altogether, ninety six schools in the state and 621 schools in the North East India are benefiting from the NEC Computer Education Scheme.
5. A vocational unit of Employment and Craftsman Training of the Government of Meghalaya under the Ministry of Labour is carrying a short duration programme in different trades for students below class X. The programme is mainly to identify talents and to equip students to take up a proper vocation.
6. The Creative Arts Department of North Eastern Hill University also organizes different programme for students at the secondary school levels. Example Debate, Quiz, Extempore etc. The aim of the programme is to create awareness for students on the latest issues and to help them realize their own potentials and solving current problems.

1.1.13 Grants and Scholarships

The government offers some incentives for students of secondary stage incentives towards education as

1. Award of Merit Scholarship
2. The National Merit Scholarship Scheme and Scheme of Scholarship at the secondary stage for talented students from rural areas from classes VI up to class XII.
3. Border Area Scholarship to students coming from or studying in border area of the state.
4. Hostel Grants especially for SC/ST and other educationally backward minorities
5. Reservation of seats for ST/SC in central institutions of higher education.
6. Increasing of budgeted expenditure on Education.

1.1.14 Budget Expenditure on Education

Budget expenditure on education is given in table 1.12 below.

Table 1.12: Budget Expenditure (Revenue Account) in Education

Year	Per capita Budgeted Expenditure (Rupees)	Percentage of Budgeted Expenditure in Education to Total Budget (revenue)
1985-86	143.00	14.90
1989-90	316.77	19.35
1995-96	667.12	22.68
2002-03	1016.02	26.31

Source: Selected Educational statistics 1988-89, 1990-91, 1995, 1999-2003, North Eastern Region.

Thus, Table 1.12 indicates that there has been an increase in the percentage of budgeted expenditure on education.

1.2.0 Perception

As seen from the foregoing discussion the child's mind as a 'tabularasa' records the impression of their environment. At the same time the changes in the society affect the youth more greatly. The adolescents seem to be more receptive to new changes around, the process of modernity and they anticipate new social order to cope with.

According to English and English (1952), Perception is the process of becoming aware of objects or relations or qualities, frequently by mean of sensory process and under the influence of set prior experience, needs, conditioning.

When one perceive it is more than what is seen in a physical sense. It is the distinctive effects of experience. It also has a responsive aspect: it entails discriminative, selective responses to the stimuli in the immediate environment (Mueller, 1974).

According to Howe (1972) human behaviour is largely determined by human needs... Behaviour that does not have rewarding consequences is likely to diminish or extinguish. Thus, what is being learned is perceived by the learner as relating to his needs.

According to Shaw and Pittenger (1977), "The act of picking up perceptual information is the act of experiencing it, the information abstracted from the objects, complexes and events of the world are intrinsically valuable to the perceiving agent since, by definition such information specifies the nature of its source and the active relationship the human perceiver might enter into with respect to that source".

Younis (1978) is of the view that "perception is formed when the child moves from a realisation of a dependent relationship of social and relational development to an interdependence and mutual reciprocation in relationship".

According to Corsin (1987), "We perceive those objects or events that would most normally be responsible for the sensory stimulation we receive. This requires the viewer to do something such as make perceptual inferences about the world, inferences that usually are right, but sometimes are wrong".

Every individual at different moments in his life introspects about his actions. He analyses his own activities and passes judgment on his own actions. Making an observation of his individual self does all this. Perception may seem to be a simple process involving only the act of seeking what is there to be seen. But the person seen is influenced by his own personality and motivation (Tripathy 1990. 23).

Altwater (1995) outlined change in three phase cycle as

1. Acknowledging some changes within ourselves or our surroundings
2. Sense of dissonance or dissatisfaction within, which in turn leads us to
3. Reorganise our experience in some way such as adopting a new attitude towards ourselves or others.

In the words of Manasse (1965) the individual perception is influenced by the specific environments in which the child finds himself. Different surroundings create standards by which people evaluate themselves. An environment that demands little of the marginal individual will enable him to maintain a relatively positive self image. On the other hand, an environment that demands a great deal of the same individual will lead to a relatively negative self image.

Some of the characteristics of perception are:

1. The need and values of the individual structure has perception of the environment (Garner 1966 11-19)
2. Perception is the open combination of all social and personal experience that we have had (Shovelson 1976)
3. It helps the individual to have some vision of what he actually is and some provision of what he may become in future (Nunn, 1970).

1.3.0 Achievement Motivation

There are people who show high need to achieve and work continuously and vigorously to be successful in their task to achieve their goals which they set before themselves. They have faith in themselves and taken their own decisions and actions.

The word achievement Motivation (n.Ach) is sometimes called the need for achievement, need for independence, competence of performance, positive social reinforcement, mastery, curiosity, manipulation drive and so on.

Mc Clelland et al. (1953) defined as a concern for excellence in performance as reflected in competition with the standard set by others or by oneself. Good (1959) defined achievement motivation as a combination of psychological forces, which initiate, direct, and sustains behaviour toward attainment of some goals which provides a sense of significance.

The specific environment in which a person finds himself influences his thinking about him. Different environment create standards by which people evaluate themselves. An environment that demands little of the marginal individual will enable him to maintain a relatively positive self image; on the other hand, an environment that demands a great deal of the same individual will lead to a relatively negative self image (Manesse 1965).

Heckhausen (1967) defined “the striving to increase or keep as high as possible one’s own capabilities in all the activities in which a standard of excellence is thought to apply and where the execution of such activities can further succeed.

Baurind (1967) found that the then need for achievement was formed during the past ten years. All those experiences either positive or negative formed in an individual, the need to achieve or to avoid failure. Thus, the present behaviours has been shaped and formed by previous experiences in one’s own lifetime. According to Seifert (1997) in the study on Achievement goals and emotion, students recognised themselves to be the source of outcome tends to behave in adaptive and self enhancing way whereas a loss of a sense of competency and worth led students to behave in maladaptive and self protective ways. According to McClelland (1966), there are three basic motivational needs in human beings. They are (a) getting and maintaining control of the means of influencing a person (power), (b) maintaining and restoring a positive relationship (affiliation) and (c) desiring unique accomplishment in success, in invention and creation (achievement).

In a sample of 1000 Higher Secondary School students, Rai (1974) reported that the need for achievement was a pre-requisite and a drive for better achievement. Thus, student learners should develop the need for achievement for effective learning and bright future.

Some of the characteristics of Achievements Motivation are given below

- (a) The more difficult it is to reach, the greater have the more strongly motivated, the aspirant is to reach it (Smith and Wing 1961).
- (b) The more dissatisfied high self efficiency individuals were with their performance, the more they increased their effort for future task (Bandura and Cervone 1983).
- (c) The tendency to achieve success is a multiplicative function of motive to achieve success, expectancy (probability of success) and incentive value of success (McClelland 1985)
- (d) When feedback emphasizes progress, personal capabilities are highlighted and efficacy and aspiration enhanced (Bandura 1993).

Some of the factors that affect motivation in a person are listed below

1. Not being sure about one's goal.
2. Role confusion.
3. Lack of Aspiration.
4. Discontent at Home
5. When teachers expectation do not match with the students performance.
6. Excessive administration control like unnecessary interference
7. Misbehaviours of superiors.
8. Lack of incentives.
9. Changing Educational needs.
10. When there is insecurity in society.
11. Conflicts and Internal politics etc (Schmuck 1974).

Thus, students' behaviour is greatly influenced by the experience in life. The positive perception leads to better achievement oriented behaviour, assuring success in the life of the child. In other words, positive self picture always anticipates success in ones life.

1.4.0 Adjustment

Crow and Crow (1956) described "An individual adjustment as adequate, wholesome or healthful to extend that he has established harmonious relationship between himself and the condition, situation and person who comprise his physical and social environment".

Shaffer (1961) defined Adjustment as a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction of that needs.

Lian Chhawni (1991) said "adjustment can be said as a person's interaction with his environment. It is a two way process – we influence our environment as well as being influenced by it. Adjustment is the need rather than static in quality".

Many researches have been conducted on the area of adjustment. The reason is because adjustment leads to a happy and contented life, it maintains a balance between our need and the capacity to meet these needs. It gives us strength and ability to bring

desirable changes in the process of adaptability. According to Sinha (1970) high achievement was found related to less anxiety and better achievement. Successful students were also superior in persistence, level of aspiration and positive self concept. Thus, adjustment and achievement motivation are related with each other.

An individual is an active organism. He is active with a purpose and his activity is continuous. He strives to satisfy not only his bodily needs but also all those other urges and drives that will be enable him to function as an active member of his respective social group. These drives follow other definite pattern of behaviours adjustment (Crow and Crow, 1979).

According to Singh, Sinha and Mookerjee (1982) the adjusted individual is said to be mentally sound who seems to be happy in every walk of life – on the other hand, a maladjusted individual is disturbed with marked features in life and unsatisfactory relation with others.

According to Dhawan (1982) the personality trait of persistence was found positively correlated with achievement motivation and on the other hand, anxiety was negatively correlated with the level of student achievement motivation.

Socially, it requires being social enough to live in harmony with others and feel responsibility and obligation towards his fellow being, society and country and school

adjustment, determining the influence of the school environment towards the individual overall adjustment (Mangal, 1989).

Crow and Crow (1979) had listed some Criteria of Adjustment. These are as follows:

- a) Integration – A well adjusted student is free from inner conflicts and therefore is able to concentrate his energies on his goal.
- b) Ego development – A well adjusted student is one who has learned to apply his intelligence to the affective solution of his problems to living.
- c) Reality orientation- a well adjusted student recognizes reality particularly its limitations and capacities.
- d) Responsibility- he has a certain freedom of emotional expression and self control
- e) Sense of security- He is free from anxiety, depression, worry and disturbing fears.
- f) Curiosity and spontaneity- A well adjusted student shows curiosity and exhibits natural and easy spontaneity in social relationship.

Thus, from the foregoing discussion, accelerated development in all spheres of life has given no rest for international, national, state or community set up and compelled an individual to cope with these changes to the fullest possible. The wonder of science and technology, effectiveness of electronic mass media, diverse types and forms of knowledge has further widened the inter-generational gap. It seems that the young

learners desired for more appropriate content, method and approach but failing to get support and cooperation from authorities, they poise themselves into various kinds of agitations and were not motivated to take responsibilities in life. Thus, for better understanding of the present day youth, a study on students perception towards change, their adjustment and achievement motivation is more apt in order to effectively handle the circumstances and for harmonious living.

1.5.0 Need of study

The need for adjustment, achievement motivation and perception has been long recognized as important indicators for success. These serve as bases for individual development and national progress, Lambert (1963) noted that the two societies, Greece from 900 to 100 BC and Spain from 1200 to 1737 AD had the highest need. It was found that the individual and social development was the highest during these periods. But by the end of these periods as the need declined, the growth of individual and social life also declined. Thus, that perception towards the need, the feeling to strive to achieve the need and adjustment to adapt to the need are related to success of the individual or society with whom it is identified.

In the studies by McClelland (1961) in his book 'Achieving Society' predicted that the future development of any country will depend upon the present level of achievement motivation of the youth at the given moment. This is so, because if the

youth of a country are highly motivated after fifteen years will occupy high positions as decision-makers in the country and lead the country to progress.

Thus from the above discussion, a comprehensive study on the level of students' adjustment, achievement motivation and perception towards changes in society is important not only for the students in particular but also will guide the teachers, administrators and other responsible persons in general to rethink about the new approaches to youth of the modern days. Therefore, the study intends to find out the relationship between the students' perception according to the fast changing world and how it relates to their adjustment and achievement motivation and hence the study looks significant in relation to the present day life.

1.5.1 Statement of the problem

The present society has evolved certain unique features that influence students' perception towards themselves and the world. It is also likely that the perception of students towards changes might affect the need for achievement and adjustment. It seems necessary to gather information regarding the achievement motivation and the way the students perceive to adjust themselves. The study is also concentrated to the changing perception of students toward society because what is perceived they also behave. The study, therefore, will be able to provide some clues to the students, teachers and educational planners etc., how to deal effectively with the fast changing scenario and how

to assist the student to adapt to such changes as well to develop a high self concept amongst the youth.

1.5.2 Operational Definition of the Terms Used

(a) *Adjustment*

An adjustment is a state of satisfaction when emotional, social and educational needs are satisfied and to continue it (Gates, 1954, 614-615; Strang, 1990, 319; Singh and Sinha, 1963).

(b) *Achievement Motivation*

A disposition to strive for success in competition with others with some standard of excellence set by individual (De Charms, 1968; Deo and Mohan, 1985).

(c) *Perception*

The interpretation of the environmental condition and situation that are constructed from the data obtained through senses (Shaver, 1981; Inkeles, 1974; Ahluwalia and Kalia, 1985).

(d) *Secondary School Students*

Secondary school students are those students who are preparing and equipping for secondary school examination, formerly known as high school students (Meghalaya Education Code 2000).

1.5.3 Objectives

1. To find out the level of perception of secondary school students towards changes in society.
2. To find out the level of achievement motivation of secondary school students.
3. To find out the level of Adjustment of secondary school students.
4. To find out how the perception towards changes in society affects the achievement motivation
5. To compare the achievement motivation and adjustment and perception towards changes of boys and girls
6. To find out the factors responsible for bringing about changes of behaviour of the secondary school students.

1.5.4 Hypotheses

The following hypotheses have been constructed for the study.

1. There is no significant correlation between perception towards change in society and achievement motivation of secondary school students
2. There is no significant correlation between perception towards change in society and achievement motivation of secondary school boys.
3. There is no significant correlation between perception towards change in society and achievement motivation of secondary school girls.
4. There is no significant correlation between perception towards Home and Academic Need for Achievement of Secondary School Students

5. There is no significant correlation between perception towards Home and Educational Need for Achievement of Secondary School Students
6. There is no significant correlation between perception towards Home and Interpersonal Need for Achievement of Secondary School Students
7. There is no significant correlation between perception towards Home and General Need for Achievement of Secondary School Students.
8. There exists no significant correlation between perception towards School and Academic need for Achievement of Secondary School Students
9. There exists no significant correlation between perception towards School and Educational need for Achievement of Secondary School Students
10. There exists no significant correlation between perception towards School and Interpersonal need for Achievement of Secondary School Students
11. There exists no significant correlation between perception towards School and General need for Achievement of Secondary School Students
12. There exists no significant correlation between perception towards Socio-economic change and Academic need for Achievement of Secondary School Students
13. There exists no significant correlation between perception towards Socio-economic change and Educational need for Achievement of Secondary School Students

14. There exists no significant correlation between perception towards Socio-economic change and Interpersonal need for Achievement of Secondary School Students
15. There exists no significant correlation between perception towards Socio-economic change and General need for Achievement of Secondary School Students
16. There exists no significant correlation between perception towards Socio-cultural change and Academic need for Achievement of Secondary School Students
17. There exists no significant correlation between perception towards Socio-cultural change and Educational need for Achievement of Secondary School Students
18. There exists no significant correlation between perception towards Socio-cultural change and Interpersonal need for Achievement of Secondary School Students
19. There exists no significant correlation between perception towards Socio-cultural change and General need for Achievement of Secondary School Students
20. There exists no significant difference on perception towards change between secondary school boys and girls.
21. There exists no significant difference on perception towards Home between secondary school boys and girls.

22. There exists no significant difference on perception towards School between secondary school boys and girls.
23. There exists no significant difference on perception towards Socio-economic between secondary school boys and girls.
24. There exists no significant difference on perception towards Socio-cultural between secondary school boys and girls.
25. There exists no significant difference on Achievement Motivation between secondary school boys and girls.
26. There exists no significant difference on Academic need for Achievement between secondary school boys and girls.
27. There exists no significant difference on Educational need for Achievement between secondary school boys and girls.
28. There exists no significant difference on Interpersonal need for Achievement between secondary school boys and girls.
29. There exists no significant difference on General need for Achievement between secondary school boys and girls.
30. There exists no significant difference on Adjustment between secondary school boys and girls.
31. There exists no significant difference on Emotional Adjustment between secondary school boys and girls.
32. There exists no significant difference on Social Adjustment between secondary school boys and girls.

33. There exists no significant difference on Educational Adjustment between secondary school boys and girls.

1.5.5 Scope of the study

The scope of the study is comprehensive as it covers three important areas like Adjustment, Achievement Motivation and Perception towards change in society.

The study on Perception towards changes in society is examined from four dimensions viz. Home, School, Socio Economic and Socio Cultural Condition.

The study on Achievement Motivation includes four important components viz. Academic, Educational, Interpersonal and General Need for Achievement of Secondary School students.

The study on Adjustment probes the students experiences in the areas of Emotional, Social and Educational life.

Perception toward changes in society

The study will examine the Perception towards Home which includes student's views on parental authority.

The study on Perception towards Schools examines the student's views on teachers, the school system and organizational climate.

The study on Perception towards socio economic changes cover aspects like importance of saving, rich poor divide, corruption, theft, robbery and killing.

The study on Perception towards socio cultural change deals with technical progress, science and technology, mass media, work culture, modernisation and social problems.

On Achievement Motivation

The study on Academic need for achievement is studied from various aspects like academic motivation, need for achievement, academic challenge and academic anxiety.

The study on Educational need for achievement is directed on the importance of grades/marks, meaningfulness of task, relevance of School to future goals, attitude towards education and work methods.

The study on the Interpersonal need for achievement is studied on student's attitude towards teachers and the interpersonal relationship besides the study on The General need for achievement comprises aspects like individual concern, general interests, dramatics etc.

On Adjustment

The study on Emotional adjustment is studied from different emotional expressions ranging from stable to unstable.

The study on Social Adjustment is studied from aspects like interpersonal relationship with teachers and fellow School mates ranging from submissive to aggressive behaviour.

The study on Educational adjustment is studied from the point of student's interest in School's programmes to the lack of interest in educational programmes.

Therefore, it seems that the scope of the study covering the aspects of students perception, their adjustment and their striving to achieve unique accomplishment in one's life.

1.5.6 Limitation of the study

The present study is subjected to certain limitations

1. The present study was limited to the availability of relevant records and documents pertaining to the changes that are taking place in the society.
2. The number of Schools is delimited to four districts in the state namely East Khasi Hills, Jaintia Hills, Ri Bhoi District and West Garo Hill District.

3. It did not include East and South Garo Hills Districts and West Khasi Hills District as relevant statistics was not ready in the office of Directorate of Public Instruction (2002-03).
4. It includes students studying in classes VIII, IX and X from these schools.
5. It is delimited to eighteen secondary schools in the state.

In this chapter, context of the study has been highlighted followed by the need and importance, its objectives, scope and its limitation. In the second chapter, a review of literature both foreign and Indian have been presented.

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CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature pertaining to the perception towards change in the society, achievement motivation and adjustment pattern conducted in India and abroad revealed certain general findings in the areas such as Home, School, Socio-Economic and socio-cultural factors played significant roles on the behaviour of students and particularly on their achievement motivation and adjustment. Thus the present and future life of the individual child and of the society as a whole is the results of their interpretation of the stimulus in their environment, their need to strive for excellence and their effective and satisfactory relationship with their environment.

Adolescents are growing up in the world in which they will have to make more decisions for themselves than any previous generation. They experiment more, make choices and risks and learn by their own experiences rather than by those of others, many are able to face change and confidence and with the vision of better life in future which they can build with their own efforts. Yet for others, the result is confusion, despair and risk taking of a kind which is ultimately self destructive, considering 'the adolescent stage as a traumatic period' (Sharma et al., 2004).

2.1 Findings on Perception towards Change

This section deals with the review of related literature highlighting the changes in India and other countries of the world about perception towards change.

2.1.0 Perception of Students towards change: Studies in India

The present day life is different from the past in many respects. The distinction between the past and the present is stated by Vajpayee (2003) “The primitive people aimed at forming the character, aptitudes, skills and moral qualities of an individual who educated himself through a kind of symbiotic process, rather than being educated. Life in the family or clan, work or play, rites and ceremonies were all day to day opportunities for learning, from motherly care to lessons from the hunter father, from observing seasonal changes to watching familiar animals or listening to tales told by the elders and chants of tribal shamans. But today, interaction and relationship becomes wider than the past”. Referring to present and the coming generation, Shri Vajpayee stated that they are fundamentally different from the past time. Trade and technology have broken old barriers between countries and cultures. The world has become a global village.

The perception aspect of man can be well interpreted, if it is analysed over a period of time. It is quite possible that an image may change as a person becomes more aware and got involved with the surrounding in which he lives over a period of time. So an exposure to both time and space can influence a person’s perception (Desai, 1985).

2.1.1 Perception towards Home

According to Mehta (1975), “rapid social change in developing societies often brings about what is called generation gap. For within a fast changing social order the short time span of time creates a hiatus between one generation and the next. Obviously, for older generation it is difficult to change overnight old habits and patterns of behaviour. Often the youth is reared in a milieu which is entirely different from the one of their parents. In such a situation it becomes difficult for both of them to understand each other.

Further, Mehta (1975) reported that in India, a large number of parents were born and brought up under the British Raj, while their children were born and brought up in free India and, therefore, both find it difficult to understand one another. A whole new generation grew up in independent India when the political setup had radically changed. While the parents are caste conscious, status-conscious and tradition-bound, the youth are liberal and uninhibited, but they are more conscious of their rights and seek to establish their independent identity. Parents are called ‘old fashioned’ by youths, while parents feel deeply injured at the disobedience and disregard shown by kids. The authority of illiterate parent’s stands automatically reduced before the literate son, because of his knowledge of arts and science. However, the prevailing norms of patriarchal society could create conflicts due to misunderstanding and tensions.

According to Singh (1979), “certain changes are taking place in the authority structure within scheduled caste families. New areas of decision-making have emerged where parents, due to their ignorance, are not able to influence the decision of their children. These new areas of decision-making where children take decisions themselves reveal the process of relatively greater freedom they enjoy”.

Decisions regarding future career revealed that families in certain areas were not authoritarian due to the emergence of the new areas of decision-making about which parents were ignorant or unfamiliar. These new areas of choices where children take their own decisions might lead to relatively greater freedom for them.

According to Narayanan (2003) the rapid pace of industrialization and the social changes caused by it, has brought in its wake increasingly specializing economies and expansion of education as a mode of social ascent. This, in its turn has placed out youth at a critical juncture where they stand between traditional socialization and non-traditional cultural and economic imagery. Secondly, the pressure from parents to excel and the incapacity of students to measure up to their expectations leads to depression and frustration. A frustrated youth is liable to turn to drugs, anti-social behaviour or depression. At a time when there is need for guidance and help, youth like these need to turn to someone. But it is shocking to note that almost 80 percent of students feel that they cannot talk to their parents about personal problems.

According to Sharma (2003) the simple tribal societies of today are in two forms, complex and simple. They are on the crossroad, but while staying in close proximity of complex caste groups and communities they are in regular contact with each other as a result, if not the old, but the younger generation is heavily influenced by the superior material culture. Then their attitude towards life undergoes significant modification. The importance of the blood bond or the kinship group revered by the elderly people of the society is forced to the background. The common economy of the clan is superseded by the individual desire for gain and property and ties of moral obligation, duty and responsibility give way to a nexus based on economic gain and selfish interest. This has developed conflicting ideas between the older and the younger generation that makes the society unstable. The younger people totally alienate themselves from the elderly people of the society which makes harmonious living difficult. Household break-up and the old and the aged feel neglected while the younger group feel frustrated.

2.1.2 Perception towards School

In the observation of Dutta (1982), "in the wake of the sweeping political, economic and social changes of nearly half a century emerged the modern Khasi - Synteng Society. One of the remarkable features of this society was the appearance of an intelligentsia. It developed a distinctive outlook of life and ethos, distinguish from age -- old tradition of the tribe. A characteristic mark of the emerging society was that it was oriented to the West, even where it was not so to Christianity. Adaptation to the Western thought and values commence as soon as the Hill boys and girls were in the school".

According to Bareh (1996), the overall effects of modern education have been noticed. It has caused constraint gradually to the concept and practice of the old community of folk education. We find that the age-old system was laying emphasis on the training conveyed vocally, professionally, militarily as would fit in particular with the community services and other norms as well. It is known that there had been precedent under that rigorous training in the multifarious field of expression, activity and undertaking which had enhanced considerably the corporate character and pursuit. The old ethnic system as such was slowly yielding to the present conventional system of education enunciated on the modern lines started to gain its greater sway. Otherwise, the old system with inherent form was capable of being demonstrative and practical but it was slowly dying out. The reason was that the situation was inevitable to a system of change which the modern age has brought about.

In a study on social mobility among the political elites of Meghalaya, Goswami (1975) found that (1) there was a mark rise in the educational level from the generation of grand-fathers to fathers, and also of fathers to respondents, (2) the respondents have been open to liberal, professional, technical and scientific education whereas the type of education is predominantly liberal among the fathers, (3) about 66.67 percent of the professionals came from the manual fathers, 42.86 percent of the while collar job holders of the manual fathers. Thus, education has enhanced the status of the people.

However, Mehta (1975) observed “the extension of the same educational system to the masses without taking into consideration the socio-economic and cultural needs of the local communities has created many problems for the teachers and the taught due to the deteriorating standards, under qualified teachers and stereotyped syllabus. Enrolment of large numbers has led to overcrowded classes which encourage restlessness amongst students. Obviously the students;’ protest is directed against individual teachers. In a college in Jamnagar (a small town in Gujarat State) students were so angry with a teacher that they burnt down his car and demanded his resignation. Inquiries into the incident revealed that the students were very much bored by this teacher’s lectures as he used the same lecture notes year after year for the last ten years. The students find college lectures dull as they have little relevance to realities of life”.

According to Ahmad (1991), crisis of education, particularly higher education, has been another significant factor in the predicament of the Indian youth. Due to the lack of a uniform, rationally formulated and pragmatic educational policy, higher education has become increasingly aimless, situationally irrelevant, quantitative and commercialised. It has been suffering from lack of creative and constructive orientation due to which the youth in the educational setting finds itself mentally uprooted and emotionally alienated from the morbid and unproductive ethos of the academic institutions. Obsolete curriculum, defunct teaching methods, archaic examination system, hopeless leadership, rising cost, unsuitable output etc. make the youth averse to educational effort and indifferent to the educational process.

According to Palliwal (1984) “Today’s student is quite justified and has every right to rebel against the present tyrannies inflicted by the prevailing educational programmes as he is still chained to the vanishing concepts of the 19th century and 20th century Freudianism fact. Modern students are very keen to know what shape of things would appear in his immediate and distant future. He also urgently needs future focused orientation through a future oriented system of education”.

In the observation of the Education Commission (1964-66) the very aim of education has to be view differently – it is no longer taken as concerned primarily with the imparting of knowledge or the preparation of a furnished products but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and the capacity to think and judge for oneself without which it is not possible to become a responsible member of a democratic society.

Further, the commission observed “But if one tinkers with the problems involved or tries to march with faltering steps, if one’s commitments and convictions are half hearted and faith is lacking the new situation may turn out to be worse than the old one”

It also stated that “The school should introduce science based technology, heavy capital information and investment, and other infrastructure like transport, credit, marketing etc...”.

Students in Secondary School experience great change in the school system as brought about by the government's decision and policy matters, the new syllabus, teaching methods, role of teachers, freedom and discipline, class tests, home work, etc. The Indian Education Commission Report (1964-66) stated "The realization of the country's aspirations involves changes in the knowledge, skill, interests and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need. If this change on a grand scale is to be achieved without violent revolution there is one instrument and one instrument only, that can be used: Education... it is a sure and tried instrument".

The commission further stated 'It is not however a magic wand to wave wishes into existence. It is a difficult instrument whose effective use requires strengths of will, dedication, work and sacrifice.

Although not much studies has been conducted in the field of upgrading or standardizing education as implemented in the state, the President of the Meghalaya College Teacher Association (2003) remarked "We have to eventually do away with a system that promotes piecemeal education and produces a fragmented personality rather than an integrated one. Our system must be transparent but sensitive to the problems faced by the society so as to equip the students fully to be well placed in life by enriching his personality through multi disciplinary learning".

From the above experiences, it seems that the content of education should be reconsidered to fit the modern time, it would consist in facilitating the young to adapt and to adjust them to changing conditions of living. But what is perhaps of momentous significance is preparing the young; to facilitate change itself. Young men and women who are to fit into my society must have learned certain knowledge and skills required and mastered by the preceding generations of mankind. In the modern content education should not be understood merely as this. It is to serve the aims and objectives of a civilized society which are determined by factors such as the current socio economic conditions and the political philosophy of society (Rao, 1990).

2.1.3 Perception towards Socio-Economic Change

According to Ahmad (1995), youth behaviour reflects societal conditions which have become more and more abortive and chaotic day by day. Society, polity and economy in India have rapidly drifted towards lawlessness, normlessness and anarchy. Despite our so-called commitment to the establishment of a social order where justice: social, economic and political; informs all walks of life, our economy and polity are becoming more and more in-egalitarian. Reportedly more than 50 percent of our population is living below the poverty line. Unemployment figures have also increased over the years. Further, the entire system is ailing from general distrust. Hard work, merit, ability and integrity are at a discount whereas dubious and devious means are flourishing. Cult of violence has spread like wild fire and is hurting the rule of law. The general social disorder in the country has created a matrix in which, in the words of Eric

Fromm, “one’s happiness lies in one’s superiority over others, in one’s power, and in the last analysis, in one’s capacity to conquer, rob, kill”.

On the other hand, Mehta (1975) observed that lack of correlation between education and economic opportunities students feel alienated from teachers, colleges and the educational system as a whole. On the other hand, students educated in modern high schools and colleges are deeply alienated from the old Indian culture, customs and traditions which they feel are no longer relevant in the changing modern world.

According to Bareh (1971), “Christianity account for considerable changes which has minimized megalithic creations presentations and religious celebrations. Inside its own circle it has not yet closed changed the law of inheritance, traditional policy and land tenure remain. Christians returned the character of their race and have not their identity. Nevertheless changes had occurred for better or for worse, superstitions, sorcery and human sacrifice are dying down. Materially, he is more prosperous with a better living standard, better houses, better clothes and better food. Today’s educated youth often fail to cherish tradition handed down to them by their forefathers. Imitation of the western style of dressing and dancing has become the order of the day. Love of ease and comfort has made a hard working independent people indulgent and dependent. As the city grow, and different types of people come to settle in Shillong their narrow tribalism and groupism give way to cosmopolitanism and open mindedness”.

In the observation of Nonglait (2000) millions have witnessed that the last hundred years was a century that has seen a lot of development in all spheres of life; many changes that never occurred in any other century, aeroplanes, cars, space travel, television, electricity, ships, telephones, computer etc. but it was known as the 'Century of blood' why? Because all human rights were trampled upon, the invention of guns, bombs and other sophisticated weapons worsened the situation. Unemployment has forced many to prostitution. Poverty, drugs and sickness like AIDS kill millions every year. The world is polluted with the activities of man which cause global warming. Are we going to be free from all these problems? Is there a solution? The finding further stated "If we look around us we find that future many citizens – are not free. Many children between 5 and 14 years of age are either forced to work and find themselves bonded labourers. They are not free to play or recreate. But work as long as 18 hours a day. Does the law help them to free themselves from being bonded? Their childhood is ruined. What does the future hold for such children? There is still much work to be done in fighting child labour in order to free the delicate children from their plight (Nonglait 2000).

In a study of the Niz Panbari Sharma (2003) found that till a few years ago these people were mainly agriculturist. In fact, that was their only occupation. But now many of them have job in the city, mostly in Gauhati. This sort of contact have resulted certain changes in the economic behaviour. The study concluded that traditions are social rules framed at that time for convenience of the people. Thus, they should forever be the

convenience of the people even if the time changes and it can be said that with the socio-economic change the attitude of the people of the society changes, which in turn modifies their traditional, social system.

The socio-economic cultural factors of social change like long and sustained contacts with a foreign culture, and the introduction of money-economy had deep impact on social structure in Indian society. The new and mechanised modes of transport and production were instrumental in changing group relations. Technological education and knowledge of modern science had a deep and abiding impact on the thinking processes and lifestyle of groups in various caste and communities, which have enhanced the economic well-being of the people. It also seems that the young generation are apt to take up new economic responsibilities for effective adjustment and welfare.

2.1.4 Perception towards Socio-Cultural Change

Pandey (2004) conducted a study on attitude of secondary school students towards their social environment. Taking a sample of 100 student from CBSE in Lucknow and Varanasi in Uttar Pradesh, it is found that there was a positive attitude towards social environment. The study also reported that secondary school boys and girls did not differ in their attitude towards their environment.

According to Pakem (1990), before the period where British contact with the people of Khasi, Jaintia and Garo Hills, the local people did not encounter much change

in their social life. But within a period of little more than a hundred and fifty years, there has been a phenomenal change in these hill areas in the spheres of religion, dress, and style of life. Rapid changes have been noticed especially during the period – after India's Independence with the administration's giving more emphasis on economic development, material advancement and social welfare. However, change is not confined to progress and prosperity alone there have been changes in the forms of corruption and breakdowns of modernization as well.

Moore (1990) also reported that people in the state have consciously chosen the convenience of western clothes to facilitate their drive towards shift and efficient progresses. Thus, the tradition in the state was gradually being destabilized and replaced by foreign culture and modernity.

According to Roy (1996), "the adaptation of industrial job was a new venture in their economic life which ultimately affected the traditional Munda life style to a considerable extent. Industrialisation is a process by which almost all the societies are normally affected and the tribal societies are not exceptional to this phenomenon. Since change is inevitable, tribal societies are also in the usual process of dynamism. But the impact of industrialisation is something different which acts in a much faster than any other agents of social change specially, upon the tribals. The impacts of industrialisation not only often force the tribals to adapt many industrial cultural traits, it also often makes them bound to reorient their socio-cultural life with significant structural and

organisational changes. Giving up of many traditional beliefs, values and customs of their own and adaptation of many situational socio-cultural elements not only bring some changes in their cultural totality, it often affects the tribal identity too.

On the other hand, Hujon (1990) has also pointed that long ago envoys from the west come in human forms but today they appear in non human but indefinitely more powerful guises. Easily accessible video machines in many homes are fast replacing the cinema. Together with modern and updated style magazines they continually bombard impressionable minds both young and old with visions of a more exciting lifestyle.

In the observation of Lamare (2000) "Cheap westernisation, unemployment, media, poverty and the prevailing situation of gun-culture in the North East must be the reasons behind this turmoil. Violence has been very closely linked to a poor self image. Those who feel insecure, inferior and inadequate are known to take up violence in an attempt to prove them – to convince them that they too, can accomplish something. Thus the youth are hurled to a bizarre situation, indefinable and unpredictable not fully apprehending what lies ahead.

According to Mehta (1975), "sociologists try to study the violent upsurge of student agitation as a process in social change. Social change in a country like India with thousands of years of old traditions creates tensions and conflicts with a number of 'vested interest groups'. Political struggle in the early part of twentieth century and

radical political changes after independence have brought about dislocation of interrelations of caste groups and land-owning classes. This has also destroyed the traditional social controls of caste panchayats and village panchayats. In a research study in a village in Mehrauli block it was found that social controls exercised by traditional village panchayat have completely eroded while new panchayats have not been able to establish new statutory controls due to groups and factions and their feuds”.

According to Henia (2000) “Youth faced many obstacles that block both individual progress and then collective contribution. Lacking information and experiences they are vulnerable to a wide range of hazards including crime, violence, HIV, AIDS, alcohol, drug abuse, delinquency cases, discrimination, unemployment, leaving them an easy prey for militant groups and politicians, opportunist, political party group etc. The youth are being used for their political gains”.

In the findings of Gangrade (2000) Today in India, violent protest, agitations, strikes, *bandhs* and *gheraos* characterize our lives. The young people generally take a leading part in the activities and in creating unrest. They seem to be in revolt against society. The causes attributed to unrest are many. The often mentioned ones being defective educational system with lack of emphasis on preparing and equipping students for economic pursuits and life, lack of sufficient and healthy contact between student and teachers and exploitation by political parties. Some people feel that youth is a symptom

of the widespread disease of social indiscipline reflected in corruption, bribery, nepotism and political immorality including defection by politicians for personal ends.

The tradition-modernity, archaic-futurism, ascription achievement and particularism-universalism dichotomies and dilemmas have also been responsible for the critical plight of the youth in Indian society. The Indian youth finds itself suspended between the traditional and modern perspectives and conservative and progressive value systems. Generation gap in general, and the rule of the aged (gerontology) in particular, has been one of the important factors in youth unrest (Ahmad, 1991).

2.2.0 Perception towards Change: Studies Abroad

The revolutionary change in man's way of life in modern times, which for several centuries was confined principally to the Western peoples, has in our lifetime come to affect all of mankind. For the first time in history, a universal pattern of modernity is emerging from the wide diversity of traditional values and institutions, and peoples of all nations are confronted with the challenge of defining their attitudes toward fundamental changes that are world-wide in scope (Black, 1966).

2.2.1 Perception towards Home

According to Weinberg (1971), for most of our cultural history parents have contributed more to making children dependent than making them independent. Most children have developed their parents' prejudice, their economic aspirations, their voting

habits, their religious convictions, their attitude toward school, their moral beliefs and their ideas about happiness. For most young adults happiness is wall-to-wall carpeting, a colour TV and a houseful of appliances. For some young adults happiness is duty to mankind. For many, there is no happiness, only confusion. The school does not appear to be taking a position. Educators approve of creativity although they often seem to be stifling it; they talk vaguely about the healthy personality but are inadequately trained or motivated to produce it; and they believe in humanity but cannot translate this meaningfully into an educational goal. For the most part creativity, mental health, and social conscience and devotion do not vary according to the schools our children attend. These qualities emerge because some parents work hard at producing them, because in the absence of traditional family responsibilities the social and psychological development of the child is in the front of their minds. The family that is at all aware of the depersonalising effects of intensified industry through technology is a family that thinks about what it can do to develop the unique and creative qualities of the child.

Many of the problems which grow out of the relationship between parents and adult children can be linked to changing conceptions of family life. For the most part neither the parents nor the children understand these changes, and consequently they are not prepared to make mutually adjustive changes themselves.

According to Ottaway (1962, 160-161), there is greater freedom for children today, and an increase democratisation of the family, and on the other hand there is less

parental control when it is needed, and less social interaction in the home. The school is often called upon to make up for the deficiency in the home. Yet it is not of much use in the parent because they usually need help too, and may not know what to do. Many parent are neglectful not because they are bad character but because they do not realise the importance of spending more time with their children.

Many people are apprehensive about what is called the breakdown of family life. We may be seeing necessary changes in the older pattern as family life becomes adapted to the new circumstances of our culture. This adaptation is a task which greater knowledge of what really essential for good human relation will help us to perform successfully (Ottaway, 1962; 160-161).

Young people who have acquired no stable life orientation in the changing society are rendered insecure by the changes, which occur. The values of the society, the texture of social relationship, the role of authority, are least understood by the young. They can accept changing value most readily, accept them as an ally in their own rebellion, but lose their social balance in the process. No doubt, youth has always and approximately expressed its rebellion but it has never before existed in a circumstance where the gestures of rebelliousness have been manufactured for the young as they now are (Bryan, 1970).

There is an impact of family relationship of many types of problem behaviour in children for instance, Sear et al. (1957) and Mc Cord et al. (1961) showed the severity of punishment, which leads to aggression in children. Vanuca and Singh (1980) reported similar finding, viz., low family adjustment and very strict discipline as leading to hostility in boys. Chapman and Hanson (1983) concluded on the basis of their studies that family environment and parent child relationships contribute to a strong positive self concept in children. They added that in a less healthy environment and deficient parent-child relationship, children perceived little cohesion and more conflict.

Fogelman (1976) in his findings on the relationship between parents and children revealed that about 86% of the 11,043 children got on well with their mothers and about 80% with their fathers. But the only area of disagreement was on unimportant issues like dress and hairstyles. This showed that children and parents were not in conflict with major issues like education and welfare.

In another study on the clash between parents and children Coleman (1977) found that the majority of children experienced conflict at home on areas that were infinitely more mundane (day to day living) and not on the large issues of morality or ideology. Thus, immediate issues were focused more than those of permanent ones.

In a National Survey of High School senior in 1980, five students were asked how closely their ideas agreed with those of their parents on a wide range of topics. Most

(over 70%) indicated that their ideas were very similar or mostly similar to those of their parents on what the young person should do with his or her life, what values in life are important, the value of education, religion and what are appropriate roles for men and so on. The least agreement was found on such topics as use for leisure time and how the young person spends his or her money (Conger, 1984; 205-210).

In a large survey in Britain on parent-child conflict, Sean and Darius (1988) reported clashes between parents and adolescents were mainly on the choice of their friends that means, parents did not agree with the friends their children picked up and made. Thus, peer influence was a very strong determinant that creates a clash between parents and children.

According to Altvater (1995), surveys indicate that the majority of Americans feel they have more freedom and control over their lives than their parents did. Most feel their parents' lives were hemmed in by all kinds of social, educational, and economic constraints that they themselves have escaped. For instance, Thomas (1986) found that three-fourth of all respondents and 81 percent of the 18-29 years old definitely say they have more control over their lives than their parents did. People do not necessarily feel that they are better-off than their parents. But they do believe they have more options in the important areas of education, work, sex, marriage, family, friends, travel, possessions, where to live and how to live?

According to Gallup (1978), 52 percent of the American adolescent aged between 13-18 reported to have got along very well with their parents. Secondly, when asked if they felt that their parents had been too strict. 54 percent said that their parent's discipline had been about right.

In another survey, 88 percent of all adolescent (87% of boys and 89% of girls) stated that they have lot of respect for their parents as people. Secondly, 80 percent stated that they had a lot of respect for their parent's ideas and opinion. The percentage acknowledging a lot of respect was somewhat higher for girls than for boys.

Moreover, so long as society changed slowly, elders really knew more that was useful than the young did; they were wiser; their authority was based on real superiority in the subtle techniques of living. This was never a very strong bond between the generations in America, where the sons of immigrants have always been as likely to find their greenhorn parent, a source of embarrassment as of enlightenment; and generational conflict has probably always been more severe here than in more stable cultures – or would have been had there not also been a continent to escape into and develop (Friedenberg, 1969; 32-42).

2.2.2 Perception towards School

According to Cros (1961) one of the editors of the “World Yearbook of Education”, there are three explosion of the age.

1. The explosion in number increases in population, increases in enrolment, increase of targets, and these increases are like a flood no one can stop
2. An explosion of expectation on the part of the Common Man, for instance, the image of the God or another Deity is being replaced by a book kept on the mantle piece
3. An explosion of time -- Asia is now exhorted to hasten to catch up with the advanced countries of the world and to make changes that other part of the world took much longer time to accomplish. This explosion of time means that Asian nations have to work in a hurry.

According to Ottaway (1962), the energies of youth need to be integrated with the whole of society, and it is incumbent upon the teacher to try and bridge the gap in understanding which is liable to open before him. Authority which is imposed from above, which always claimed to know what is right is becoming more and more suspect. A change is taking place in attitudes to authority and morality. Young people are asking for help in finding their own belief and are less willing to accept them readymade. It is healthy for them to seek independence they will accept the authority of the teacher who can communicate with them who consults them, and offer them freely a share in responsibility.

The needs and importance of the present day education practices has been emphasised by the UNESCO (1972) where it stated “education suffers basically from the gap between its content and the living experience of its pupils between the system of values that it preaches and the goals set by the society between its ancient curricular and the modernity of science. Link education to life, associate it with concrete goals to establish a close relationship between society and economy, invent or rediscover an education system that fits its surroundings – surely this is where the solution must be sought... The very substance of education its essential relationship to man and his development, its interaction with the environment as both product and factor of society must all be deeply scrutinized and extensively reconsidered”.

The UNESCO (1972) reported that the present educational systems with a task which is all the more novel in that the junction of education down the ages has usually been to reproduce the contemporary society and existing social relationships. The change can be easily explained by the relative stability of past societies in compared with the accelerated development of the contemporary world. At a time when the mission of education should be to train “unknown children for an unknown world” the force of circumstances demands that educationists do some hard thinking and that in doing so they shape the future.

2.2.3 Perception towards Socio-Economic Change

According to Abiola (1971) in the study among the African school children on their perception towards change in the society, there had been a clash between the two generations on

1. village economy and a monetary one
2. extended family consciousness and a nuclear family
3. a polygamous attitude and a monogamous substitute
4. comprehensive inclusive living and occupational orientated existence
5. imported secular religion and traditional belief system
6. group living and its authority and constraints and a self oriented existence.

In the study among the American, Yankelovich (1981) found that millions of Americans have grown wary of the demands for further sacrifices which they believe may no longer be warranted. They feel the old rules needlessly restrict the individual at the expense of large institutions, especially big business and government, which use their power to advance their own interests. They are modifying the basic giving/getting pact in order to get more in return for their efforts. Although these changes may be seen more clearly among members of the younger generation, who have grown up taking the newer values for granted, such changes have also filtered into the population at large and affect people of every age and social class.

The chief feature of the change in this century is two. First, much greater participation of the people in all ways of social life in the society. This is primarily a result of increased communication of ideas and of the mobility of people. Secondly, the improved standard of living of all the poorer and the lower middle section of the community. This is due to a combination of a new understanding of the ideal of equality with the machinery of economic planning. The potential experiences of most people are therefore greater than ever before. The effectiveness of education depends on the experiences people select and which are selected for them (Ottaway, 1962).

Today, the earth is being exploited beyond repair by human activities which have caused ecological imbalance and untold miseries by the unscrupulous exercise of the superpower. According to Soares (2000) "The destruction of the planet which gives us life and the widening gap between the haves from the have not make our present and future seem rather bleak".

Trowbridge (1970) investigated on the relationship between socio-economic class and self concept of students. The result of the investigation is that children of lower socio economic status had a low self concept of their ability and capability and were less motivated for a change, whereas children of higher socio-economic income had a better self concept and were readily adapted for a change.

In the finding of Wynn Dwyer (2000), “from the early 1980s governments have introduced a range of initiatives in financial and labour market programmes and have conducted far reaching revisions of educational goals in response to changed economic conditions. This has confronted young people with new set of choices which on the one hand place increased emphasis on the economic importance of educational qualifications and yet on the other, raise uncertainty about the predictability and security of outcomes. It has given rise to new patterns of transition and has placed onus on young people to increase their agency over their own lives”. Thus, it seems that vitality of vibrant dynamic and continuous learning is felt more intensely than ever before to build up an achieving society.

2.2.4 Perception towards Socio-Cultural Change

Toffler (1970) in his book *Future Shock* pointed out the most thrilling features of contemporary social changes (a) today there is a rearing current of change, a new current so powerful today that it overturn institution, shift our values and shrivels our tools, (2) that acceleration of change in our time is itself an elemental forces. This acceleration trusts has personal and psychological as well as sociological consequences. Unless man learns to control the rate of change in his personal affairs as well as in society at large we are doomed to a massive adaptational breakdown, (3) many of us have a vague feeling that things are moving faster. We cannot keep us with the latest development in their fields. Among many of us there is an uneasy mood that changes is out of control, (4) the disturbing fact is that the vast majority of people including educated and otherwise

sophisticated people, the idea of change so threatening that they attempt to deny its existence.

According to Petre (1978) the young ones are very interested in innovation and modernization. They are for the introduction of technology in the economic and everyday life and they are open to any breakthrough or invention in technology. Almost half of the lot of investigated youth stated that they have technical skills and most of them wished to be included in forms of technical learning.

Equally important are the changes that have taken place in the social realm. Traditional societies are typically closed and rigid in their structure. The members of such societies are primarily peasants living in relatively isolated villages, poor and illiterate, and having little contact with the central political authorities. The way of life of the peasants may remain virtually unchanged for centuries. Modern knowledge and the technology it has created have had an immense impact on this traditional way of life. In a modern society, two-thirds or more of the population lives in cities, and literacy is virtually universal. Health is also greatly improved. Cosmopolitan criteria of personal association replace the restraints imposed by race, creed, family and caste. The former divisions between peasants, townspeople, and aristocrats have given way to a more homogeneous society in which one's position depends more on individual achievement than on inherited status (Black, 1966).

According to Elkind and Warner (1978) the child's development was subscribed by the then identifiable generation to an identifiable group with taste in clothing, language, music, leisure time etc which differed considerably from their preceding generation. Thus, the change has also caused inter generational conflict by which the present generation adopt their own measures to meet their own needs.

In a survey, George Gallup (1991) of America attitudes it was asked "Are you generally satisfied /dissatisfied with the way things are going in your personal life". The finding was that three – fourths said they were satisfied with their personal lives. But when asked about the way things were going in the United States, barely half responded in this way. Further when the youth were asked how optimistic or felt very optimistic about their own future and the world. Only half as many, however, felt very optimistic about the future of the world and 44 percent felt very optimistic about their own futures.

According to Pool (1966), in modern countries saturated as they are with the mass media, what Marx called rural idiocy has disappeared. In the United States today, there is no difference between knowledge of the world in the city and in the country. There are many television sets as there are families; more radio sets than there are people; more than one-and-a-half times as many telephones as there are families; and an average of 1.4 newspapers are read per day by each adult in the population, thereby using more than sixty pounds of newsprint per capita in the course of a year. In addition, the typical adult spends almost three hours per day watching television. That is an extreme case of a

society saturated with mass media. Although some individuals are more participant than others, still no sector of such a society, rural or urban, rich or poor, agricultural or industrial, fails to be exposed to modern life and the facts of the world.

The important consequences of technological advance are that it increase the range of option available to societies, such advance leads to greater scope for the exercise of beliefs and values. Advanced societies today have far more choices available to them than societies of the past, and they are much freer to apply diverse ideologies in making their decisions. Today, in the latter part of the 20th-century, we are witnessing what appears to be the emergence of a single global culture, as societies around the world increasingly adopt similar pattern of dress, similar tastes in music, similar ambitions and aspiration and increasingly, a single language for inter societal communication [i.e., English] (Lanski, et al., 1995).

Inter-societal selection is not always a violent process. Sometimes societies collapse simply because of insufficient support from their members. This is especially likely to occur when a less developed society comes into contact with one that is much more highly developed. Many members of the less developed society become impressed with the wealth and power of the more advanced society and either migrate to it or begin to adopt its custom. If these tendency become widespread that institutional fabric of the less developed society begin to fray and a process of societal disintegration begin. There are a number of well documented cases of this in India, where primitive tribes in the hill

country have simply disintegrated and their former members have been absorbed into Indian society (Lenski, et al., 1995).

Every member of society have somewhat different needs and abilities, the more people there are, the more new ideas and information are likely to be produced. Larger populations are also likely to generate problems, and, because they tend to be organisationally more complex, are likely to generate more varied patterns of social interaction, leading to more new customs, norms, laws, and other kind of information require controlling and regulating relationships. In the case of technological information, the more people who are aware of a problem and looking for a solution, the more quickly it will be found, other things being equal. Since societal population varies so greatly in size, this is another factor of considerable importance (Lanski, 1995).

The most important influences external to the small group but which impinge on all members of the community in some way are the mass media of communication. These consist of the cinema, the radio – especially television – and the reading of popular newspaper and magazine. All these media reflects the culture of the mass industrial society in which we live. They show the good and bad. All the features of our life the interests and tests of the people, are being telecast more and more widely for all to see and hear. By and large what the majority accept as suitable for their entertainment and for the occupation of their leisure is being given to them to do it (Ottaway, 1962).

Rather than a global village wherein the welfare of the entire world is considered Barnett and Cavanagh (1996) argued that in the commodity consciousness that is being universalised via culture homogenisation. The popular culture purported by the global media (that goes hand in hand with privatisation and liberalisation) is in their view creating a situation in which television and other media is the educator of the global masses. Moreover the virtual experiences that popular culture provides are becoming substitutions for particular in political, religious and community activities.

Not everyone agrees however, that having access to such commodities make for a meaningful life or even one with more choices. The description of more established social interaction by globalisation inevitably carries with it dissatisfaction on certain levels. For instance, religious ideology which acts as barriers to cultural hegemony of the inability to afford the glamour lifestyles (Keohane, 2001). Thus, it seems that social-change and social control are inoperative in the present society and putting more pressure on their minds of young people more than ever before.

2.3.0 Achievement Motivation: Studies in India

Studies on Achievement Motivation that were carried out in India are shown in relation to Home, School, Socio-Economic and Socio-Cultural Factors. They are presented in this section.

Bisht (1972) in a study of the level of aspiration reported a positive correlation between the level of educational aspiration of pupils and their academic attainment. Thus educational aspiration is an important factor that determines pupil's achievement.

In a study on academic achievement, Khan (2000) found that -

1. Level of aspiration was an important determinant of academic achievements at secondary level of education.
2. Unrealistic level of aspiration, adversely affected scholastic achievement.
3. Socio economic status has also played an important role for determining academic success in the case of visually impaired children.
4. Parents' acceptance promoted scholastic achievements while mother avoidance as well as more concentration demoted academic achievements.
5. High academic achievers belonged to the high socio-economic status whereas minimum magnitude availed in middle and low social status.
6. Socio economic status had a significant impact on aspiration. Blind pupils from high socio-economic status displayed the maximum magnitude of aspiration. While it's minimum magnitude was seen in pupils of low economic status.

2.3.1 Home and Achievement Motivation

Garigue (1972) found that modern families were more exposed to hazards arising out of mental conflicts divorces, absence of the father, death of the breadwinner, ill

health, poverty, unemployment, indebtedness, infidelity, conflicts arising out of inter caste and inter communal marriages and general disharmony. This will greatly affect the behaviour and achievement of children.

Pdah (1981) in a comparative study of perceived home environment among high and low achievers in high school in Shillong found that the high achievers showed high mean score than the low achievers on overall perception of home environment, and in all the dimension except attitudinal, the aspect on which low achieving girls scored higher than boys. Girls especially the high achievers perceived home environment more positively than boys.

In the finding of Verma and Sangita (1992) family climate was found -

- a. Not significantly related with field dependence vrs independence learning style preference.
- b. Not significantly associated with motivation centered vs motivation non centered bearing style preference.
- c. Insignificantly related with environment oriented vs environment free learning style.

According to Thakur (2001) home influences the education of children. The mean scores of the educational aspiration are high among the subjects whose parent's education

is also high except the educational aspiration of illiterate mothers. In the group children of higher education had higher aspiration than children of primary level educated mothers. Besides the group as the educational level of the parents uses the educational aspiration are also in the increasing order.

Pareek (1971) investigated the influence of father's education on achievement motives of high school students during the years 1965-66. Among the Delhi students, the important findings were

- (a) Boys of fathers with high education and semi professional groups showed the highest level of achievement motivation
- (b) Motivation to avoid failure indicated negative correlation with achievement motivation and self expected vocational success.

In the study among the students of Jaipur, the finding was that boys whose fathers were in the low socio economic status indicated greater change in achievement motivation

Ojha (1973) administered McClelland n-Ach test, A Parent Behaviour Questionnaire, Kuppaswamy's SES (Urban), Personal Data Sheet on two constituent colleges of Bhagalpur University. The important findings on Parental behaviour including their socio economic status

- (a) Mother's love, father's permissiveness and love were found positively related with need for achievement
- (b) Parents encouragement for independence was also associated with high need for achievement in children.
- (c) Sons of entrepreneur fathers, boys from nuclear families and sons of younger mothers had higher need for achievement than sons of bureaucrat fathers, boys from joint family and sons of middle aged and older mothers respectively.
- (d) Separation from parents had an adverse effect on sons need for achievement.

Tamhankar (1974) also investigated the need for achievement among young adolescent boys. Its important findings were

- (a) There was a relationship between parental occupation and motivational level
- (b) Boys from middle class had higher achievement motives than those of upper and lower classes.

Rao (1975) also investigated on Self Perception, Achievement Motivation and Academic performance of the prospective secondary school teachers. The findings were

- (a) The n Ach level of children whose parents were university level was 5.91, college level 6.67; high school level 5.26 and of illiterate parents 3.19

- (b) There was a significant difference in the n Ach level in children according to their parents' education, care, guidance and discipline.

In the study on child's socialization in modernization, Pandey (1977) found that parents of large families belonging to middle and lower classes were autocratic and authoritarian. They put high valuation on organization and leadership, cooperation, conformity and close interdependence between roles and tasks and heavy reliance upon older children for core and control in their young sibling. However, small families children were expected to play specific roles and other future orientations. They also set high educational occupational standard of excellence.

According to Morrow and Wibon (1977) the under achievers family environment is different from that of high achiever. It is typically characterised by rejection, physical punishment, varying degree of indifference, ambiguity, parental conflict, sterility in affection and meagre communication. The father is often verbally unrewarding and indifferent.

The parents who desired that their children secured social and financial status in society to let their children obtain high achievement score, so that they get a good occupation and a position in future. It was therefore, assumed that these parental attitudes would be strongly reflected in their children's high in achievement score (Warjri, 1987).

2.3.2 School and Achievement Motivation

Studies indicate that there is a relationship between the factors of school and achievement motivation.

In the study on the impact of organisational climate on student's behaviours, Sharma (1969) administered Halpin and Croft organizational climate description Questionnaire to 626 teachers in 56 secondary schools. The conclusion was that organizational climate was the important factors that affect the present behaviour and future life of students.

The school also through teachers, work load, curriculum etc affect achievement motivation. In the findings of Mukhopadhyay (1994, 17-49) all other factors that causes lack of motivation were communication failure, changes educational needs, unnecessary interference and discriminatory behaviour of superiors, and when teachers expectation do not match with all students performance etc, had a depilating effect on the child behaviour.

In an investigation on the factors that influence achievement motivation, Ahluwalia (1985) reported that

- (i) Coeducational school was positively related to achievement motivation

- (ii) Central school were most achievement oriented followed by public schools and then by government schools.

Islam (1995) in a study on social attitude found that:

- (a) About 77% of pupils responded that co-education helped healthy relations among them.
- (b) About 75% of pupils responded that sex-education is necessary for secondary school students.
- (c) About 82% of them responded that corporal punishment should be avoided
- (d) Socio economic static was found related to progressive value orientation and social attitude.

However, in a recent survey by “The Times” the teachers profession has been ranked 2nd in the list of “doomed professions” of the 21st Century because of

- Increase threat by technological advances
- Chalk board teaching is out
- Best minds in the country no longer interested on taking-up teaching as a profession.
- Lack of autonomy
- Delay in the payment of salaries

- Stresses of the existing system
- Lack of awareness of the change in the paradigm shift of Education in the 21st Century by most teachers
- Education today has been made a service and is being sold as a commodity.

(Barua, 2003)

2.3.3 Socio-Economic Factor and Achievement Motivation

The relationship between socio-economic factor and achievement motivation has been analysed here.

Thaker (1962) in a study of family background of student who are backward in studies at Union High School concluded that the parents of failed students had low income and low standard of education. These parents rarely visited school and in general show indifference towards their wards failure in their examination.

A study on the effects of socio economic status (SES) on achievement and behaviour of higher secondary schools were administered by Mathur (1963). The important finding was that parents education, occupation and family income together influence students achievement and status. The poor economic condition of the family led to huge (96%) dropped out cases. On the basis of parents education, occupation and family income students belong to higher qualitative group show significantly higher achievement.

Choksi (1973) studied the relationship between achievement motivations in relation to socio economic status of the Ninth standard of English medium schools of Baroda. It was observed that the mean difference on n Ach between high and low SES pupil was at 0.05 levels. It was also found that the higher the socio economic level the more was the need for achievement. The high SES obtained 8.54 n Ach, the middle 7.43 and the low SES at 6.56 Levels respectively.

In the study by Lyngdoh (1975) college boys and girls of middle socio economic status had higher n Ach than the high and low SES and urban boys with higher SES had higher n Ach than low SES boys.

Parikh (1975) in a study of the achievement motivation, school performance and educational norms of secondary school pupil of standard VIII, IX and X in the city of Bombay revealed that the parents having high educational level (4.89) and high income level (3.22) whose children have more n-ach than the children of the parents having low educational level (4.22) and low income level.

In another study Phutela (1976) studied on motivational factors among college students in Punjab and Haryana. Its important findings was that the need for achievement was positively correlated with SES score but not significantly related to the total score on the SES scale.

Sailo (1982) investigated on the effective correlated of achievement motivation among high school students in Aizawl. The result was that students of socio economic status score higher n Ach than middle and middle score higher n Ach than high SES (35.20, 34.78 and 34.78 respectively).

Contractor (1984) studied on some background factors underlying scholastic performance. It concluded that socio economic status influenced academic performance. The mean score of high achievers on SES was greater than those of low achievers.

Sharma (1978) in a study on the attributes of underachieving undergraduate student revealed that the more the personality needs were frustrated, the more were the chances of an undergraduate becoming an underachieving and study habits and socio-economic status were found to be associated with under achievement.

Anand (1979) reported that the relationship between socio-economic status and academic achievement was found to exist even when the influence of intelligence of non verbal as well as verbal type was partialled out.

Chakravarty (1981) in the analysis on the role of SES and academic achievement of high school students to Nagaland concluded that the SES and academic achievement was positively correlated. High SES helped students to achieve academically.

In a comparative study on perceived school climate and academic achievement among the high school students of Shillong, Gupta (1981) found

- (i) There was a significant difference on the perception of high school students on school climate according to their SES background
- (ii) High and low academic achievers scored differently in the dimension of academic motivation and interest
- (iii) There was a significant difference on the overall perceptions by low achievers of rural and urban schools.

Siddiquie (1983) investigated the environmental factor affecting poor performance in science. In a sample of 400 students in Hyderabad it drew conclusion that the main factor that led to underachievement was poverty and about 75% of under achievers came from poor family background.

Gokhar (1983) investigated on the effect of SES on mathematical performance of VIII grade children. The study found that socio economic background had an impact on the performance in mathematics. The higher the socio economic scale the more was mathematic score whereas low SES was associated with low mathematics score.

Mansuri (1983) analysed achievement motivation in relation to psycho- socio factors among classes V to VII in Sabarkanta District. Its findings were that students with

high SES level had significantly higher achievement motivation towards school than those with low level of motivation towards school.

Mishra (1983) took a sample of 115 students from socio economic advantaged, 77 disadvantaged boys in the urban, 118 advantaged and 68 disadvantaged children among tribal. The study found that advantaged children secured higher educational achievement score than the disadvantaged children. Secondly, from amongst the disadvantaged children, the tribal children secured better score than those of urban and rural counterpart.

Using Motivational Analysis test originally constructed by R. B. Cattell and J.L. Horn and adopted by S.D. Kapoor and RN Singh for Indian Setting Bharsakle and Srivastava 1992 found that the mean of high SES shows high n-Ach motivation whereas the mean of average and low SES suggest moderate and low level of n-Ach motivation respectively. The CR values between high and average, average and low and high and low SES levels are found significant ant 0.01% levels. So we can say that subject belonging to different SES levels differ in their n-Ach motivation because the significant differences are found between different SES subjects in respect of the dynamic traits. Hence, the sole economic status is to be considered an important factor which is positively related to the n-Ach motivation.

In a study on life goals and learning styles Rana (1994) reported that:

- (a) Socio-Economic status background was a significant factor influencing learning styles of students with respect to attention span and motivation. Students from high socio-economic status were found to be motivation centered and have long attention span while those coming from low socio-economic status were motivation non-centered with short attention span.
- (b) High achievers in matric examination preferred non flexible, individual, visual, field independent, motivation centered, environment oriented learning styles whereas low achievers showed a flexible, non individualistic, rural and field independent styles.

On the other hand, with the growing competition the society as it is today has added more pressure on the life of young learner than ever before. In the finding of Kuriala (1999) “secondary students in their search for the top positions in success as they perceive, any means fair or foul, is lawful, provided they get at the top. Slowly they are no different from the business world where cut throat competition is the order of the day... Over goading to achieve success does not make the younger generation any better than the present one on the contrary all those who are at the helm of affairs make this young generation slightly worse than the previous one”.

Chand (1985) used Deo Jagawar Self Concept Inventory, a modified version of Kuppuswamy’s Socio Economic Status and Kametis Educational Aspiration Scale among class IX students in Nagaland. The important findings were

1. The educational aspiration of Ao pupils belonging to the high SES group differed significantly from those of pupils at middle and low SES level
2. But amongst the Semas, there was no significant difference on educational aspiration by high, middle and low SES.

But on the other hand, Sailo (1982) revealed that father's educational level, socio-economic status and family income were not positively related to pupils achievement motivation. Instead, he found that student's whose parents have the occupation of farming or cultivation got high n-Ach score. The mean n-Ach score of pupils with parental occupation of skilled labour was found to be the lowest.

2.3.4 Socio-Cultural Factor and Achievement Motivation

The relationship between socio-cultural factor and achievement motivation is given below.

In a study on the Socio-Psychological and Educational problem of Khasi youths in Shillong, Syiem (1978) reported "the Khasi youths especially boys are not too keen on achieving the highest position. Most of them are content with what they have and get. They are not hard working and reach out for what could be reached out easily. This will seriously affect afterwards when they try to get themselves.

Many parents who are not educated or semi educated or even educated will not understand the changing situation and the changing behaviour in the youth. So the youth will be left discouraged and discontent. Generation gap exists as in other societies. The parents will always interfere in their children's interest and this also happened in the school and community.

Thus, most youth tend to be alienated which may be due to the fact of irresponsible and misunderstanding parents of lack of confidence and trust in friends and may not want to come in contact with those adult members who may rather hear than help in difficulties”.

In a comparative study between under and over achieving female college students Mabel (1960) found that

- (a) Over achieving female college students had higher need to improve status than under achievers and
- (b) Over achievers showed stronger motivation and greater capacity and were more self confident in their work even under pressure

Gokulnathan and Mehta (1972) conducted a study in and around Dibrugarh for secondary schools by applying TAT Test and found

- (i) Tribal boys had significantly greater mean n Ach score than the non tribal boys but among the girls no significant difference was found
- (ii) Tribal boys showed greater mean n Ach score than the girls but the difference was not statistically significant; but among the non tribal girls significantly greater mean score than the boys was found.

Sharma (1981) carried out a comparative study among tribal rural and urban youth of Himachal Pradesh. The Eysenck Personality Inventory (1964) the Personality Inventory (1969) were applied on a sample of 300 subjects. The major findings were area emerged as a significant correlate of the Lie Scale (social desirability) with mean favouring tribal youth followed by urban and rural youth of achievement motivation tribal and rural with mean favouring urban youth.

Srivastava (1981) investigated the effects of Self Esteem and Academic performance alienation. The study found that Academic performance was related to self esteem. But high esteem people perceived their low academic performance as a threat or setback to their self inflated valuation.

As for the difference on sex is concerned, Naik (1986) investigated on Achievement Motivation and Adjustment among tribal student of Orissa in relation to their academic achievement. The study reported that there was a significant difference between two sexes groups on the level of Achievement Motivation with boys score higher than girls.

2.4.0 Achievement Motivation: Studies Abroad

Some of the studies on Achievement Motivation carried out abroad are given in this section.

2.4.1 Home and Achievement Motivation

Perception is to some extent directed by the parents. This means that children perceive as their parents perceive. It is also related with their achievement motivation.

In the findings of Winterbottom (1953) parents played an important role in influencing the children. They had their own way of treating and shaping the behaviour of children. Hence, as each family trained their children in their own way, thereby making children perceive as their parents perceived, and adjust and aim to fulfill parent's aspiration.

Baurind (1967) in his study found that parents who made maturity demands enforced limit and were responsive to reasonable objections or suggestions. These helped children to be self accepting, self reliant, competent, and exploratory. It also helped children to become self managing, self motivating, self enhancing and to set reasonable standards for themselves.

Further, according to Baurind (1971), the elements of child rearing of parental behaviour may be of three types

1. Authoritative, which shows high in warmth, control, communication and maturity demands.
2. Authoritarian, which shows high in control and maturity in demand, low in warmth and communication.
3. Permissive, which shows high in warmth and communication, low in control and maturity demands.

Further according to Hurlock (1976) children were affected by the type of parents. She found that authoritative parents used to develop habitually unrealistically high aspiration in their children and on the other hand democratic parents developed realistic aspiration in children and they also did practically well.

Gilmore (1977), the high achievers home has been found to be characterized by a strong, warm and empathic relationship between parents and children as well as of by good communication among family members. High achievers have also described their parents as affectionate, approving and trusting and encouraging without being pressurizing. Both hostility and extreme dependence have been absent, the children have usually accepted their parents standards but within a democratic atmosphere. Most important in these homes has been the role of the father as a respected effective and instrumental leader.

In a statistical analysis of 101 studies Whites (1982) found that the major influence on achievement is a student home atmosphere – how much reading matter is available, how the parent feel about the education, what they want for the children, what they do for and with their children, how and how much they talk to their children and how stable the family is. Both rich and poor families are able to create a home atmosphere that foster learning. The studies concluded “even though family background does have a strong relationship to achievement it may be how parent rear their children and not the parents occupation, income or education that really makes the difference”.

In the study of the origin of achievement motivation, Rosen and Andrade (1990) found that parents of high motivated achievers used to select difficult tasks for children. These activities or tasks helped children to try hard for their realization. These methods adopted by these parents helps in enhancing their achievement behaviours.

Campbell and Mandel (1990) in their finding reported that parents influence had an impact on mathematical attainment. If parental activities were interpreted by the child as supportive to his own effort were positively correlated to the child’s actual performance. On the other hand, if parental activities were interpreted by the child as doubting or undermining, the child’s effort might have the opposite effect.

Yee and Eccles (1988) investigation among Asian and American College students concluded that the performance of children was greatly shaped by the beliefs of

their parents. As the parents believed success in mathematics by sons was due to ability and by daughters that of efforts have also made their children believe in the same way.

On the other hand, Hunt (1961) in a study of non-intellectual factor related to academic achievement among college seniors at Ball State Teachers' College, the study found no significant difference between over and under achievers on characteristics like parental education, number of younger brothers and sisters, occupational level of parents.

Swift (1970) discovered the attitude of mother of high and low academic achievers of both gifted and average intelligence on scale of permissiveness, protectiveness and domination. It reported that mothers of high achievers were more authoritarian and restrictive than mother of low achievers. Parents of high achievers of gifted intelligence also seem to have more punitive attitudes with respect to child rearing. In contradiction friendless and spontaneity of a lenient, democratic atmosphere provided the best in terms of school motivation and achievement and family environment. Similarly, Elder (1965) investigated the association between perceived parents – adolescent relation and the likelihood of reaching secondary school in the United States, Great Britain, Western Germany, Italy and Mexico. The study found a negative association between parental dominance and access to secondary education in all five countries where the structure of educational opportunities made it feasible.

Wall (1962) concluded that children particularly boys did very much better at school if their parents were interested in their progress and that whose parents were rated as “very interested” improved their test score, but those whose parents were uninterested showed a deterioration in score. Similarly, Douglas (1964) suggested that children tend to work well when their parents took an interest in their progress and did badly when they were uninterested.

In a study of Parental and Peer Influences on the Educational Plans of Adolescence, Davis (1981) found that the educational aspiration that parents had for their children were equalled only by the young person’s academic ability as prediction of adolescent educational aspiration. Interestingly, the interest of parents actual aspiration were greater than their adolescent young’s perception of their parents expectation.

Conger et al. (1984) reported that the families of high achievers were significantly more likely to do things together, to share ideas and to involve their children in family decision making. They were also more likely to display parental approval, confident and trust and less likely to engage in over respective control and overly severe discipline.

In contrast, the parents of under achieving children and adolescents have been found to more domineering, more over restrictive, more likely to engage in severe and arbitrary punishment, and more likely to be either overly protective or to pressure their children excessively for achievement.

2.4.2 School and Achievement Motivation

The UNESCO symposium that was held in 1973 reported as “the essential aims of the secondary cycle must be to increase the pupils’ adaptability rather than to transmit a certain body of knowledge and skills. In constantly changing societies, it must equip them to gain the most benefits from the choices which become open. This leads to the rejection of premature specialisation which encloses the pupils in a rigid system of knowledge and ideas and to placing stress on the wide range of general education which must be the basic for all subsequent specialisation. There is, however a danger if education is too general or standardised, of discouraging pupils motivations or vocational interest, or stifling their special attitudes. Therefore the secondary cycle should be seen as partially divided into two systems. These could either offer a choice of parallel or equivalent sections, with opportunities with interchange, based on the principal areas of human learning, or involved a common course and a number of different options. While secondary education must furnish society with the people it needs, this determinism is relative in terms of the employment market, and the constant changes in the modern economy require pupils to be adaptable, even within specialist limit. Hence it is important that training should develop the ability to adapt to circumstances, while vocational training on its narrow, functional sense can take place at work.

In addition to purely utilitarian aims, secondary education has more general aims preparing a pupil for his place in society, his role as a citizen, and developing in him a sense of human relations, a taste for physical effort and artistic activities, a sense of

responsibility and the ability to act on his own initiatives. It should contribute to the formation of a person and prepare him for life long recurrent educations in all its aspects, vocational, cultural and recreational. Hence, it should inculcate a sense of continuity of the educational process up the gaining of a discipline or to the limit of specific ability (Aeth, 1973).

Wittes (1970) studied of crisis – torn high school indicate that “students’ perception of their ability to influence school policy have important implications for their desire to achieve academic success. When students feel they have influenced and when they are in a peer group that has access to school power, they more often believe that they can control their own educational fate. Participation in influencing school policy, then, may be meaningful for educational outcomes and progress in one’s personal life”.

In a study on the relationship between expectance and academic performance, Clarke (1960) endorsed a positive correlation between student’s perception of the academic expectancies and their academic performance. Thus perception played a significant role on academic life of students.

In a similar vein, Polk (1968) found that student who attended a high school with modular scheduling “emphasising the student’s responsibility for their own learning progress” were more likely to score higher on Rotters Scale of internal control than were comparable student who attended traditional high schools. Coleman (1966) in a nation

wide survey of schools found that the feeling of being able to control one's own environment was related more highly to the academic achievement of students than all other characteristics of a student's background put together, or then all other schools characteristics put together. Thus there is clear evidence that school structure is not trivial, but associated with student's attitude, and perception that are important for successful academic performance.

According to Midgley and Maehr (1991) school and classroom was found correlated to students' achievement. The school and classroom that form, direct and refine educational goals in students enhanced achievement motivation and optimized learning.

According to Skinner (1969) there was a significant effect of contingent management in classroom education. The management in the school and classroom atmosphere as a whole played an important role in generating students behaviour in order to achieve the goal. On the whole, it determined the adjustment and achievement of students.

Rutter (1972) analysed the effects of maternal school deprivation and concluded that schools that produced a climate that promoted self discipline, self esteem and responsibility in pupils and where teachers worked conscientiously using the minimum of punishment and frequent praise and encouragement appeared to provide the kind of

atmosphere that made pupils identified with the school values and thus optimize pupils' performance.

Davidson and Lang (1960) reported correlation between students perception of the teachers feeling towards him and his own perception and his academic achievement. They also specified that the more positive the children perception of their teachers feeling the better the academic achievement.

Rowe (1969) reported that teacher perceived in advance on the students' ability. The teacher wanted significantly longer time to dwell with more capable students than for less apt students. Thus much help was given to advanced students which helped those attained better grades. Thus, the perception of teacher determined the scope of learning and achievement of students.

In the findings of Soares and Soares (1970) on the self concept, the disadvantages viewed themselves similarly as to how they and others look at them but teachers actually look toward them less positively while they perceived advantaged, more positively. Therefore, the view by others affect one's perception and on the achievement motivation as well. Therefore, the teacher can enhance student's achievement if they view students positively, irrespective of the background they come from.

Similarly Good (1970) investigated on “Which pupil did teacher called on” among the elementary school children. The study revealed that high achieving children were asked more questions and received more praise from their teacher than low achieving students. Therefore, the degree of teacher’s interaction and relationship affect students and adjustment and behaviours. On the other hand, the negative attitude of teachers affect adversely on the society. Soars and Soars (1970) reported that the majority of teachers looked forward towards advantaged children more positively than disadvantaged children. Thus tendency results gain in advantaged children and hampered the activities of disadvantaged section.

Molowitzky (1980) analysed on the role of teachers on students achievement. The study found a correlation between teachers’ perception and students’ achievement. It concluded that if the teacher perceived students positively it will enhance students’ achievement. On the other hand, if the perception is negative it will result not only a negative impact on the students but also lower their attainment. Thus, students perceive as they are being perceived by their teachers.

Bandura (1986) analysed the factors that enhance achievement motivation and effective adjustment in students. It reported that the teacher’s message had a great impact on students’ behaviour. A positive message raised the sense of efficiency in students, whereas negative message lowers it. Thus, teacher’s message not only raised or lowers the sense of efficacy but also on the whole perception of students.

According to Eccles et al. (1996) teachers' action affects students' behaviour. If the teacher's action is stressful, it reflects on the behaviour of children. Low achieving students had a more impact in their school transition. As the old dictum goes "Teach the pupil rather than the subject". Thus, human social traits are passed on/caught by the young mind.

Thus, teacher as character builder should be careful in their day to day presentation because their presentation promotes or demotes, march or retreat, motivate or de-motivate, build or destroy, enhance or regress students character and on the future of the nation as well.

Seifert (1997) investigated academic goals and emotions among 559 grade X students in Newfoundland and Labrador. The study revealed a relationship between emotion and goal orientation. Teachers who were perceived as nurturing would foster feeling and self assuredness and control in students which helped them in their learning. Thus, learning is activated through positive attitude and relationship of teachers.

In the finding of Rule (1981) the cause of dropping out of student were because of lack of motivation and low self esteem, minimal parental encouragement in education, teachers' low expectation for students and disciplinary problems at home and at school.

2.4.3 Socio-Economic Status and Achievement Motivation

According to McClelland (1953) the socio economic status effects the academic development. He emphasized that children coming from advantaged background had better academic aspiration than those of disadvantaged background. This shows that children from sound economic background spent more for education and are encouraged to rise higher in the educational status in the society.

It was when samples of popular literature were coded for the presence of n Ach over long periods of time that the relation of this mental virus to economic growth began to be apparent. For example, it was found that the n Ach content of early Greek literature (seventh to sixth century B.C.) was much higher than for later Greek literature (from the fifth century B.C. on) and that the n Ach content of English popular literature in the sixteenth century was much higher than in similar Spanish literature at the same time. Could it be that n Ach was the mental virus that made the early Greeks economically so much more successful than the later Greeks and the English in North America so much more economically successful than the Spanish? More striking results followed: the n Ach content in England of folk ballads, sea captains' letters, and popular plays was coded every quarter-century roughly from 1400 to 1800, from the Tudor kings to the industrial Revolution. At the same time, a rough index of rate of economic growth was computed from coal imported at London. Twice, a rise in n Ach in popular thought was followed about fifty years later by a rapid rise in the rate of economic growth – once around 1525

and again around 1725-1750 – and twice declines in n Ach were followed by periods of relative economic stagnation.

Douven (1956) conducted his study on adolescents in the Senior year of high school in a medium sized mid-western community. U.S.A. students were informed to do their tasks as best as they could. They were told that ten dollars would be given to any students whose overall score on the tests reached a certain value. The findings revealed that middle class subjects scored higher (8.30) in achievement motivation tests than the working class subjects (8.06). It was further shown that there was a significant greater difference between the n-achievement scores of working class subjects under the two reward conditions than between that of class subjects. If material reward was given the working class subjects scored of and in the absence of material reward the mean and achievement score became 4.89. But in case of the middle socio economic states class, the mean n achievement scores in the presence of material reward and in its absence was almost the same (of 30 and 7.56). The results suggested that the nature of achievement motivation among adolescent in the two classes is functional to the dominant values and behaviour expectations of the class sub- cultures.

The degree of change differs from society to society. In the findings of Leff (1978) “a society or environment that make it difficult for even a minority of its human residents to satisfy the basic needs does two things at least. It chokes off the chance for such people to enjoy the higher level of human satisfaction and it produces a group of

people who are neither equipped nor motivated to prevent long term ecological harm or to provide a better society for all. Assuming no biologically given human essence, however, mere satisfaction of basic needs will probably be insufficient to produce the millennium of self actualisation motives consideration of their total cultural or environmental system is required. Indeed his educational procedure for helping people gain more control over the life where carefully develop with an eye toward the reinforcement contingencies involve for both the teacher and the student. People who actually are self actualising would almost certainly create a more benign environment than ordinary mortals. Their concern with peak experiences, understanding, feelings of unity with nature, cooperation with other people, aesthetic enjoyment and so forth would lead them to a high level of environmental awareness and intelligent action. Even in a society that satisfy basic needs at the physiological and safety level motivational trouble could arise for people and environmental relation at the level of self esteem. For instance, a comparative individualistic social structure can inhibit the cooperation, coordination and concern with long range consequences needed for creating and preserving a healthy and pleasant public environment. However, self esteem can be based on personal qualities other than competitive success. Alternative might include cooperating with other people, having the experiences or simply being a human being”.

Fruitts (1979) investigated the relationship between socio economic status and reading achievement. He found that upper middle class scored higher in reading achievement than middle class. Secondly, middle class achieved better in reading than

those of lower socio economic status. Thus achievement in reading is influenced by the socio-economic condition of the children.

Disadvantage minority children are given a double message about school performance. They have to work hard to get ahead but discrimination will prevent their achievement. They may be encouraged to have high aspiration and low expectation. Consequently disadvantaged minority group adolescent have typically perform more poorly than their middle class peers, even at the first grade level, both on the standardised and in the school grade. Furthermore, the discrepancy is likely to widen during the course of the school years, although there is also substantial overlap (Conger, 1984).

Sullivan and Howe (1996) analysed the caused attribution and reading achievement amount the low income families. The finding was that children from low income families attributed success to external factors such as luck and ease of the task rather than their own effort and ability. This shows that children from low income families had poor achievement motivation on reading.

Muij (1997) also investigated on the factors that affect academic achievement, parental socio economic statues as the only variable to enter significantly into regression on time of academic achievement and academic self concept. Hence children coming from higher socio-economic class had better self concept and achieved academically than those of low socio-economic class.

Youmans (1959) analysed the factors in educational attainment among the rural youth by using a socio-economic scale on 480 families and 439 youth aged six and seventeen found that (a) one-half of the youth in the lowest social status group were attending school (b) seven-ten of those in the middle status group were currently going to school (c) over eight-ten of the youth of the highest status group were attending high school. The finding also showed that the mother's educational values were influential in their children's educational attainment especially in the low status group.

Hodgkinson (1993) studied on the good, the bad and the task among the American students. The study concluded that students coming from below the poverty lines were at risk group of failing academically. Further, the majority of students who failed academically and dropped out were mostly from unstable financial condition in their families.

2.4.4 Socio-Cultural Change and Achievement Motivation

The change in the socio-cultural condition has also influences human behaviour. Exploring new ethics for survival, Hardin noted that

1. As technology increases in sophistication and potency and populations using advanced technology increases in size, human power to modify the environment increases (Garrett Harden 1972)

2. In the absence of highly developed technology or huge population, such orientation might detract from the quality of life for many people but would not necessarily do damage to the ecological balances
3. Human motivation can be channelled in a number of ways by Education, social and economic influences all sorts and the values of the culture in which people live. That human being seem to derive pleasure from being able to make interesting things happen in the environment is in itself cause for neither joy nor alarm now allow him. But this implies that there exists a driving force for adapting the environment in any number of ways to our needs and desires. Combined with growth in our understanding of the complex system in which we function such motivation could mean that we would derive great satisfaction from ongoing in efforts to humanise the environment while taking long-term ecological effects into account.
4. The greater flexibility in the list of material resources that would be possible if intrinsic source of motivation were fully utilised could well yield a far more pleasant environment than that possible under our current system of using vast resources for individual intrinsic reinforcement.
5. Lower classes black children, woman and on a low-power groups in our society, it would seem might ultimately gain more control over their lives from training in collective action and problem solving skills than from training only in individual skill. Widespread collective origin training especially if combined with

environmental Education, might well held the public to institute more humane and environmental sound use of our resources.

6. The theories of motivation indicates that environmental design processes should allow people to have more say in determining the shape of the world which might satisfy both the needs for optimal arousal and the needs for being able to make environmental change

According to Kneller (1965) each culture condition its members to act, think or perceive in what the anthropologists calls culturally delimited universe consisting of the world that the culture itself has created and those aspects of the physical universe, that it has chosen to find significant. It may be speculated that the very stable culture have perfected or nearly perfected, the process of narrowing the child's perceptual field of training the child to dismiss from his mind anything not selected for his perceptions by the culture. Yet not even the most extreme totalitarianism can completely limit the child understanding. The discrepancy between what the child is supposed to learn and what in fact, what he does learn is an important source of conflict and change within culture.

Sewell et al (1957) in their investigation on 400 Wiscons studying in high school senior in all parts of the United States found that social status and levels of educational and vocational aspirations of youth are closely related. Children from high social status would try to maintain and aspire for better position in society.

Similar findings was noted in the study of Mickleson (1990) on the attitude achievement paradox among Black adolescents and found that small racial minorities like African-American were affected by the feeling of inferiority, they scored lower grades, attained less education and dropped their education whereas the Whites counterpart belonging to the majority racial group had superiority feeling and higher need for achievement.

On the other hand, Fry and Ghosh (1980) in their comparative study on the attributional belief of success and failure among Asian and Caucasians children found that the Occidental students took greater personal credit for success and failure to luck whereas Oriental students assumed more personal responsibility for failure and success to luck.

In the findings of Tus, Zimmer and Ho (1995) on the attribution of a particular community on child's behaviour., they concluded that oriental society attributed low achievement on insufficient effort on the part of the child whereas the western societies attributed low achievement of students due to lack of ability. This indicated that caused attribution not only differed from community to community but also developed a strong attribution on the younger generation.

According to Vernon (1982) emphasized that man is motivated primarily by social urges. This is due to the fact that every culture emphasizes its specific values

which acts as a motivating force and determines the behaviour of an individual. Studies also showed that persons are broader in outlook because social environment is powerful, persuasive not dominating force which changes the character of their biological, basic needs and motivation.

Byers (1962) analysed the factors that influence student's goals. The finding was that peer influence a strong influence on child's behaviour. Thus, students goal were influence by their friends. It was also reported that many students even set unrealistically high level of aspiration on the suggestion of their peers.

According to Bernt and Keef (1995), in a study on peer presence and behavioural problems in two special schools, a sample of twenty-four children in between 9-14 years was used. The study found that there is a relationship between peers presence and students performance. Thus, the students' performance was significantly affected by peer presence and pressures.

Hymel et al (1996) studied on the influence of peers on failures and dropout. They reported that positive peer attitude towards schools was associated with achievement related behaviours and on the other hand a negative peer attitude towards school was related with failure-related behaviours.

Shekhavat (1976) conducted a sociological study of educational television (ETV) in Tehran, Iran. The study found that ETV viewing was positively related to educational attainments, socio-economic status, occupational status and with the smartness of families.

On the area of school and television, Bee (1985) found that children were also influenced by school and television. Attending school appears to foster a kind of more abstract information processing and television concretises these experiences. But the particular qualities of school or teacher also have an effect on the child attitude towards school achievement in school subjects and likelihood of attending college.

2.5.0 Adjustment: Studies in India

Some studies carried out in India on Adjustment is given in this section.

Mehta (1961) conducted a psychological study of the problem child. The study traced the defective control of parents and their over protective attitude developed in children the feeling of dependency, insecurity and he failed to cope with problems in life. As on the new area of school Mehta found that maladjustment of children in school were due to harsh, dominating and indulgent attitude of parents. He again revealed that lack of punctuality carelessness and slackness of parents appeared to influence children by making them irregular defective and dishonest in school work.

2.5.1 Social Adjustment

Social adjustment is determined by the relationship with other people like parents, teachers, friends, etc. Some findings on social adjustment are given below.

In the words of Mangal (1989) an individual requires to be social enough to live in harmony with others and feel responsibility and obligation towards his fellow being, society and country.

According to Naik (1978) family through the parents serves the child and society best when it provides an atmosphere of acceptance, when the child received love and encouragement. It is therefore necessary that the child should have an opportunity to take on responsibilities and make choices at an early stage in life.

Menezes (1978) in a study on interpersonal relations between parents and adolescents found a positive relationship between family atmosphere, level of communication and adjustment of children, which in turn affected their academic performance.

In a study by Goswami (1976) among the Jaintias of Meghalaya, it revealed that most parents were following the outdated of child rearing which are based on superstition belief and custom. Girls were considered asset in the family while boys were considered

liability. Girls were trained to shoulder responsibilities whereas boys were neglected and felt inferior.

Khan (1983) conducted a study on the personality trait of higher secondary school students coming from educationally backward areas of Lucknow. The characteristic traits of the educationally backward students predominantly were reserved, detached, aloof, less intelligent, more assertive and aggressive, more happy go lucky, shy, timid and threat sensitive, tender minded and sensitive, more internally reflective, more insecure, worrying and guilt prone, socially group dependent. Thus, educationally backward student suffered from various forms of maladjustment.

Rao et al (1972) investigated the adjustment patterns of 5th grade children from the cities of Delhi, Calcutta, and Coimbatore. The tool used was the Pre Adolescent adjustment scale (Pareek et al 1970) and the sample comprised of 1427 students. The important finding was that a general trend of moderately high adjustment was found among all the above cities but children from Calcutta showed better adjustment than the children from Delhi and followed by children from Coimbatore.

In the finding of Singh (1992) the result of the study on Adjustment revealed that student activists are generally poor in home, health, emotional and overall adjustment while better in social adjustment in comparison to non activists.

In a study of the institutional problem in Shillong, Sailo (1977) reported that (a) ignorant parents were not able to help the children at home in their school work, and gave few incentives for study, (b) the social custom prevalent among the tribals resulted in lack of potential control over their children especially over the boys. Mutual visit among people at my time of the day perhaps stands on the way to satisfactory achievement of students, (c) very often parents fail to control their children and moreover facility for entertainment available in town such as cinema, boating ,swimming etc attract them more than School work.

According to Srivastava, Saxena and Kapoor (1978) reported that in the area of home adjustment, the tribal girls were found to be significantly well adjusted than their non tribal counterparts. The high score of tribal girls in the area of home adjustment may be attributed to their well adjusted family relations.

2.5.2 Emotional Adjustment

Emotional adjustment is found to be related to learning behaviour.

According to Mangal (1989) an individual needs training and development to express his emotion in a proper way and at a proper time. Research studies indicated that there existed a relationship between the home atmosphere and emotional adjustment of children for instance Hassan (1976) observed that the child bearing practices had an impact on the child's behaviour. If parents control were of harsh and punitive it would

tend to form negative self image in children whereas permissive and mild treatments on the parts of parents helped children to form high self image.

Shah and Sinha (1976) analysed the factors of security feeling and self concept as determined by familial attachment. The finding was that family relationship affected the development of personalities of adolescents. The lack of congenial relationship between parents and children formed insecurity and negative self concept in children.

According to Shah and Lakhera (1986) the insufficient fulfilment or un-fulfilment of the psychological needs e.g. Security, affection, protection etc from the side of the parents, create behavioural problems among children which ultimately enhance their level of maladjustment in the area of home, school, society and emotion etc. The authoritarian, dominant and aggressive parents also arose conflict in the minds of their children.

A study on the relationship between Anxiety and Academic Achievement among the Santhal and non-Santhal students was conducted by Mukherjee, Singh and Sinha (1982). The study revealed that Anxiety and Academic Achievement was negatively correlated and not significant (-.020) among the Santhal and significant (-.259) among the non-Santhals undergraduate students therefore anxiety is negatively related to academic achievement.

2.5.3 Educational Adjustment

According to Mangal (1989), “educational or school adjustment determined the influence of the school environment towards the individual overall adjustment”.

According to Choudhury (1999) the causes behind the drop out situation in NE Region is that since education is by and large dependent upon Social structure and environment. We find that parental poverty very often compel people at the grass root level to discourage education of their children during the period class I-V or I-VII or I-X.

Bokil (1955) analysed the influence of the size of school on achievement. The study revealed that the size of the school not only affected adjustment among students but also on the achievement. Further, the big size of school influenced greatly in rural schools than in urban schools.

A report of the Conference Secretaries of Boards of Secondary Education and the Representatives of Universities conducting high school examination held in New Delhi in 1959 the report revealed that half of the Indian youth experienced frustration due to failure in various examinations. This showed that failures in school led to various types of maladjustment problems.

As for the school area Chaube (1982) reported that much concern among the youth were anxiety regarding securing good marks in examination, feeling ashamed of

doing something wrong, losing one's temper, wanting to plan for future, finding difficulty to forget certain mistake and worries due to paucity of money.

In the finding of Chakravorty (2002), the analysis by most of the Higher Secondary Board in India, affirms that Mathematics and English are the killer subjects in the HSLC Examinations, under the different Boards of Secondary Education including Meghalaya Board of Secondary Education. Thus the difficulty in learning certain subjects affects student adjustment.

In a study on institutional problems in Shillong Sailo (1977) reported that

- (a) Narrow curriculum prescribed provided no choice of subject to students. Students were compelled to take up subjects for which they have no interest nor ability which resulted in poor achievement made by the students.
- (b) Classroom teaching could not be effective without enough teaching aids. The State Education Department allotted non-recurring grant to Schools for improvement of teaching and yet as 81% of the school did not have adequate teaching aids.
- (c) Many schools could not afford to have adequate play ground of their own due to high cost of land and non-availability of plot for purchase. However, public playground that could be used by school was available in some localities but such play ground was not available in all the localities.

(d) Lack of fund was the main problem met in organizing co-curricular activities in schools. As a result of the paucity of fund there was lack of staff to supervise the activities, lack of space, lack of equipments and fund required for such activities.

Choudhury (1999) found that educational adjustment was affected sometimes due to dull curriculum and inefficient teaching at different levels, large number of students (both the poor and the rich) fight shy of attending classes. Here, it has to be admitted that uncongenial environment at home also deters the rate of attendance in School as well as study at home. It is not that only the students of the poor families are affected here, the students of affluent families are also hit hard in the continuation of their studies. Statistics suggest that this de-motivating cause is further increased by the present system of education which is far away from the basic needs of individuals and society. In case of poor families' rigid time schedules of the different categories of school in this region is also a problem for the poor parents who under pressure of their economic condition think it more profitable to send their children to different placed of work as day labourers than to send them to school during this period of the day.

Zochaingpuii (1982) conducted a study on adjustment and its relationship to academic achievement among the class IX students in Aizawl town. The important findings were

1. There was a highly significant correlation between the total adjustment and academic achievement.
2. There was no significant relationship between academic achievement and emotional, social and academic adjustment.
3. There was no significant relationship between emotional adjustment and academic achievement.
4. There was a highly significant correlation between the total adjustment and academic achievement.

2.5.4 Adjustment: Difference on Sex

In a correlation study of Adjustment and Academic Achievement among the XI grade student Singh (1981) showed that no significant sex difference was found out on adjustment as well as on academic achievement scores of class XI grade students. Similarly the correlation between the adjustment and academic achievement is also not found.

Lyngdoh (1979) found that female of the Khasi Pnar community have become more violent and aggressive whereas male have become progressively more tolerant and have consequently reduced to secondary position in the society.

In a study of the adjustment and anxiety among the economically backward high school student of Shillong, Lianchhawani (1991) found that there was no significant

difference between the male and female high school students on emotional, social and educational areas of adjustment.

Tripathi (1978) in a study on frustration among school going children and adolescent of 800 boys and girls studying in classes VII, VIII, IX and X found that (a) both boys and girls were frustrated and there was no significant sex difference (b) socio-economic status was found related to frustration in the case of both boys and girls (c) frustration affected scholastic achievement and poor scholastic achievement caused frustration.

Naik (1986) studied on achievement motivation and adjustment among tribal high school students of Orissa in relation to their academic achievement. As far as the level of adjustment, the mean score of girls was found higher than that of boys (18.11 and 15.49 respectively).

Similarly Sharma (1979) studied the adjustment problem of Harjans, Scheduled Caste and Backward class student of Agra district. The study indicated that female had higher adjustment score than the males and also the female had more psychological problem and complexes than the male.

Patel (1979) investigated on anxiety among secondary school student of Sabarkantha district in Gujarat. The finding revealed that the anxiety level of the girls

was higher than that of the boys. The anxiety adversely affected the performance of pupils.

Seth (1970) conducted a sociological study of 500 female teenagers of Lucknow city with a view to identifying their adjustment problem. The findings were that the female teenagers had home, school, sex personal, social and vocational problem. The reasons for these problems were (a) the emotional changes that occurred in their period (b) the lap between physical and social development (c) the desire for activity and interest in peer group and in members of opposite sex (d) the tendency to substitute dependence with independence and self control and (e) the difficulty to reach and attain once own philosophy of life.

2.6.0 Adjustment: Studies Abroad

Some of the studies carried out abroad on the area of adjustment are presented in this section as Crow and Crow (1956) all behaviour is influenced by a variety of demands both internal and external, both social and psychological. And since behaviour is activated and given direction by a multiplicity of demands, there is of necessity, competition among them concerning which will govern our action. Some demands are weak while others are strong. Failure on an examination is a devastating experience because success is so important or because it signifies a critical weakness or inadequacy while being socially disapproved may be a comparatively minor harm. To others this prospect of failure is more easily tolerated but social disapproval poses a major threat.

The force or strength of the internal or external demand determines the nature and intensity of the adjustment process employed to deal with it.

Thus adjustment process is activated by external or internal demands can be regarded as problem solving efforts. One wish to succeed to school so one studies, or one establishes or elaborate day to day plan.

2.6.1 Social Adjustment

Social adjustment is the ability to adjust socially. It differs from society to society. It helps in interaction and learning.

Home is the first and important agency that affects the individual throughout his life. According to Way and Alder (1956) family played an important role in affecting the adjustment of individual. As the child is brought up in different family background his adjustment also differs. Thus, the variation in adjustment in different aspects of life shown by a child is contributed much by the type of family. It therefore, concludes that better adjustment in all levels of life is possible if the child's family climate is satisfactory.

On the study on the problems faced by children in their families Durofaiye (1976), in their sample of 4000 Nigerian primary and secondary school students found the following reasons

1. About 8% respondents reported interference from grand parents, aunts, uncles in discipline at homes
2. About 92% explained of lack of clear standard to follow and
3. About 78% justifies the need to lie as a means of escaping blame from others and of these 40% of children from nuclear families experienced all the above problems

Thus, the members in the family greatly contributed to numerous kinds of problems in adjustment and achievement in the young children.

Pierce (1952), while quoting a study, reported that variability in achievement among equally able students could be accounted for in terms of ability and willingness to adjust and the demands of School situation. The results of the study showed that (i) High achieving students described themselves as being better socially adjusted and (ii) their peers and teachers described them as being less aggressive and maladjusted and as possessing more leadership ability. It concluded that low achievers had less willingness to adjust and had lower educational aspiration than their high achieving peers.

Another factor that determines social adjustment is financial constraint. Hurlock (1976) observed that financial constraints prevented the adolescents from doing what his friends desired to do, from becoming active and lively. It also led to the feeling of 'Out of Place' and withdrawal symptom. Thus, financial constraints limits social status, relationship and in all areas of adjustment.

According to Maslach (1982) socio-Economic condition is related to the cost of caring and burnt out. The study revealed that social relationship had both cost and rewards. Thus, association with other people and the benefits we derived from their experience and learning consequently influences our lifestyle and behaviour.

As on the degree of friendship, Kandal and Lesser (1975) found that the degree of friendship differed from community to community. They also reported that Danish and Europeans engaged in a few friendships whereas Americans formed several friendships. Friendship determined the level of adjustment and social perception of the children.

Lindgren and Guedes (1962) in their study on social class position and students grades found that these two variables are positively correlated. Students from satisfactory social class gained in grades whereas students from unsatisfactory background hindered by different kinds of social and psychological problem.

According to Conger (1977) self worth in adolescent was determined by the way friends were interested in him. Popularity and social acceptance was related to being a member of the culturally dominant majority or of status segregation. Children of high social status would try to enhance their self worth to maintain and raise their social status.

According to Sean and Gerda (1988) the liking and respect of peers contributed in a large measure on the self esteem and psychological adjustment of children. Friendship

became more important and relevant as one grows, and thus older children had more friends than younger ones.

In the analysis on influence of friendship on school adjustment, Bernt and Keef (1995) found that the need for affiliation and the acceptance of peers as a fundamental factor that influence social adjustment. This need is recognized as importance to both children and adolescents.

2.6.2 Emotional Adjustment

According to Hurlock (1959) Children of dominating parents are likely to be shy, anxious, fearful and submissive or rebellious and antagonistic toward anyone in authority. This child who is overprotected at home will develop into a dependant individual who feels insecure and unable to cope with life. In other groups, children approve parents who are compassion able, living, affectionate, understanding, good natured, sympathetic, interested in them and their affairs, concerned about doing all they can be made the home a cheerful place.

Olweas (1980) also supported the view that emotional and social behaviour of parents and caretakers was vital to the emotional and social life of the child. The children either learned or forced to learn the behaviours of their parents. Thus, a relationship between family's temperament and behaviour in children was found.

According to Eysenck (1953) Successful students are persistent, emotionally stable and have level of aspiration, and not far from too removed from reality, the unsuccessful students of similar intelligence lack persistence, is unstable and his level of aspiration are unreasonably high or low.

In the finding of Sprott (1964) the fifty percent failures represented fifty % frustrated youth. Frustration led to aggression, and hostility. Hostility could be curtailed if frustration was reduced.

Bandura (1986) investigated on the social foundation of thought and action and found that a child who perceived that he could succeed in a particular task, was more likely to value and exert more effort. Successes tended to raise efficacy expectations, whereas failures lowered them and was detrimental to a sense of confidence.

2.6.3 Educational Adjustment

Another area of adjustment is educational or school adjustment. Many studies showed that there existed some relationship between school and student adjustment. They are shown below.

According to Coleman (1966) in the study on equality of educational opportunity, it is reported that there was a relationship between school environment and students achievement. The physical facilities courses and library facilities had an impact on

student's achievement. In other words, the child maximises learning through excellent school infrastructure.

In a study among the Whites and Negroes High school students, Meyer (1967) found a significant effect of social and educational climate upon the students. It also reported that an institutional environment played a significant role in determining student's achievement either by direct influence as an independent variable or by indirect influence as intervening variables.

On a study 'Pygmalion in the classroom', Rosenthal and Jacobson (1968) reported that teacher's expectancy and reciprocal interaction like how teacher managed and conveyed had an impact on pupil's perception and ability. Thus, the teacher played an important role on the social and educational adjustment of student.

Anderson (1970) analysed the effects of classroom social climate on individual learning. The study revealed that Intimacy was found related to score on test 'Understanding Science' for girls of high ability.

In another study on social and psychological mechanism affecting high school drop out among West African countries, Ogiono (1972) found that children with good material background had lower drop-out rate than those coming from lower material

background. Thus, material background was found related to school adjustment and academic progress.

Healy and Bronner (1936) investigated on the behavioural problems due to school failure, the study summarize that school failure was an important factor for delinquency, school maladjustment, deprivation and rejection.

Further, in the study of Coleman (1937) there are as many as 113 causes for failure among the High school students of Ohio State. Out of these 113 five stood more frequent, they were, over-crowded classes, inadequate curriculum, lack of guidance services, incompetent instruction, and lack of special classes as important causes for failure.

According to Farmworth and Casper (1941) about 77% of student's failure was due to lack of interest, followed by improper home conditions, insufficient study, dislike of subject and incomplete work. But teachers attributed student's failure due to lack of application, laziness, wasting time, lack of interest, lack background, in competency, poor attendance, poor attitude, and incomplete work.

However, in many cases, nowadays adolescence decides their own education and future. In the study by Reffo and Reeves (2000) in UK it revealed that institutional arrangements offer less predictability, young people are forced to make their own

arrangements. This trend to involve balancing or juggling multiple options, including leisure and personal interests.... Secondly, young people were making their own decisions about how they relate to their schooling. Not only were the young people in their study making decisions about their levels of participation in the classroom but also they were deciding which lesson they would attend.

2.6.4 Sex Difference on Adjustment

Cockrom and Beloff (1978) analysed the number of friends associated by sexes, boys and girls. They found that girls friendship were mostly of one or two during their early adolescents whereas boys had more friends. Hence sex is a strong determinant on friendship. Thus, it seems that boys had greater social adjustment than girls.

On the other hand, applying classroom behaviours incident Doerschunk (1978) revealed that teachers' favourability is significant towards sex. Girls received significantly higher consideration than boys whereas boys received higher hostility than girls. Thus, incidentally girls get higher score than boys.

The present chapter deals with the review of literature on the areas of perception towards change, achievement motivation and adjustment both in India and Abroad. The following, deals with the research and methodology of the present study.

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CHAPTER – III

METHOD AND PROCEDURE

3.0 Introduction

The present study is undertaken to investigate the levels of Adjustment, Achievement Motivation and Perception of secondary school students towards changes in society. It was carried out by following the procedures required statistically to arrive at suitable conclusions.

As the study is related to the changes that are taking place in the society as perceived by Secondary School Students, and the impact on student in their academic achievement and also how it relate to adjustment.

3.1 Population

The students of Secondary Schools in Meghalaya formed the population of the present study.

The population in the present study includes secondary school students from classes VIII to X studying in the existing secondary or integrated Higher Secondary Schools, previously known as High Schools. According to the Mudaliar Commission 1952-53, the term secondary education is a complete unit by itself and not merely a

preparation stage; that at the end of this period, student should be in a position if he wishes to enter vocation. It is now generally recognised that the period of secondary covers the age group of 11-17 years. A list of population break-up is given below.

Table 3.1: Break-up Information on Population

Districts	No. of Deficit & Recognised Secondary Schools	Enrolment
East Khasi Hills	51	23108
West Garo Hills	25	8490
East Garo Hills	15	4918
South Garo Hills	5	1088
Jaintia Hills	9	3013
Ri Bhoi District	6	2918
Total	111	43535
Meghalaya	111	

Source: Director Public Instruction, Meghalaya, 2002-03 it indicate the non-availability of statistical document pertaining to secondary school in West Khasi Hill District

3.2 Sample

Students from secondary schools in the state were randomly selected for drawing the required information.

A sample of 700 students in 18 schools in various districts of Meghalaya was selected for the present study. All 700 respondents were given copies of the complete set of questionnaire but only 580 duly filled in questionnaires were received. Therefore, the final sample included only 580 students of secondary schools in the State.

However, the sample was drawn from various educational institutions and from various districts in the State. Care was also taken to get large sample group (not less than 30 individuals). A list of sample of respondents is given in the following table.

Table 3.02: Break-up Information on Sample

District	No. of Schools Taken as Sample	Secondary School Students		
		Total	Boys	Girls
East Khasi Hills	9	330	160	170
West Garo Hills	5	140	67	73
Jaintia Hills	2	60	28	32
Ri Bhoi District	2	50	23	27
Total	18	580	278	302

Source: Data collected by the Researcher

3.3 Data

The data required for the study were collected with the help of the following sources (a) Document, (b) Tools

3.3.1 Documentary Sources

The data pertaining to some characteristics mentioned in the study were taken from the following records.

- (1) Development Statistics – Information regarding the number of educational institutions , examination results, population, literacy, etc were collected from (a) Directorate of Public Instruction, Government of Meghalaya, (b) Statistical Handbook maintained by the Directorate of Economics and Statistics, Government of

Meghalaya, (c) Annual Reports maintained by the Ministry of Human Resource Development, Government of India, (d) Examination Abstract maintained by the Meghalaya Board of School Education, (e) Census of India, Government of India, (f) Basic Statistics of North Eastern Region maintained by the North Eastern Council, Government of India, (g) Relevant articles and papers in Newspapers, Magazines, Souvenirs (including college and NEHU magazine and souvenir) constitute secondary data.

3.3.2 Tools

In order to investigate Students Adjustment, Achievement Motivation and Perception toward changes, standardized tools were used. In the first part bio data of the students was taken, followed by variables like Adjustment, Achievement Motivation and Perception towards changes in the society. Therefore, the complete set of Questionnaire was administered to randomly selected Institutions and Schools and after due permission from the Heads of Institutions.

3.3.2.1 Tool on Adjustment

(a) The Adjustment inventory for school students (AISS) of AKP Sinha and R P Singh (1993) was used. The tool was designed for Secondary school students of age group 14 – 18 years to a group of 370 Secondary School Students of Patna and other 1950 Secondary School Students of 40 Schools of Bihar.

The product moment of coefficient of correlation between inventory scores and Superintendents rating (of Patna Collegiate Multipurpose Higher Secondary School) was obtained to be 0.51.

Reliability – As used by Sinha and Singh (1993) the tool was tested and the reliability coefficient of the total test and of sub test was recorded as

	Method used	Emotional	Social	Educational	Total
(a)	Split Half	0.94	0.93	0.96	0.95
(b)	Test Retest	0.96	0.90	0.93	0.93
(c)	K R Formula	0.92	0.92	0.96	0.94

The tool therefore is of highly reliable and standard.

Validity – From the validity point of view the tool was found significant at .001 through bi-serial correlation with both total and area scores

The correlation matrix on the three areas of Adjustment was shown as

Table 3.03: Correlation Matrix of three areas of Adjustment

	<u>Area</u>	I	II	III
(a)	Emotional	-	.20	.19
(b)	Social	.20	-	.24
(c)	Educational	.19	.24	-

There are 20 items in each area (Emotional, Social and Educational) Altogether sixty items with yes/no alternatives. For any answer indicative of Adjustment zero is given, otherwise a score of one is awarded. The responses on the items given below indicate lack of Adjustment in the three areas emotional, social and Educational.

Table 3.04: Responses Indicative Lack of Adjustment

Emotional		Social		Educational	
Item No	Response	Item No	Response	Item No	Response
1	Yes	2	Yes	3	Yes
4	Yes	5	Yes	6	Yes
7	Yes	8	Yes	9	Yes
10	Yes	11	No	12	No
13	Yes	14	Yes	15	Yes
16	Yes	17	No	18	No
19	Yes	20	No	21	Yes
22	Yes	23	No	24	No
25	Yes	26	No	27	Yes
28	Yes	29	Yes	30	No
31	Yes	32	No	33	No
34	Yes	35	Yes	36	Yes
37	Yes	38	No	39	Yes
40	Yes	41	No	42	Yes
43	Yes	44	No	45	Yes
46	Yes	47	Yes	48	No
49	Yes	50	No	51	No
52	Yes	53	No	54	No
55	Yes	56	No	57	No
58	Yes	59	No	60	No

Total = 20

Total = 20

Total = 20

Altogether 20+20+20 = 60 items

According to Sinha and Singh (1993), the subjects were classified into five categories in accordance with the raw scores obtained by them on the inventory. The five different categories of Adjustment are "A" which stands for Excellence, "B" which

stands for Good, “C” which stands for Average, “D” which stands for Unsatisfactory and “E” which stands for Very Unsatisfactory Adjustment. Dividing the base line of the normal curve into five equal units did this categorisation, each unit being equal to 1.2 (Table 3.04-3.05).

The classification on the whole inventory for both male and female, and on all its three areas (Emotional, Social and Educational) of adjustment separately presented below.

Table 3.05: Classification of Adjustment in terms of Categories

Category	Description	Range of scores	
		Male	Female
A	Excellent	5 and below	5 and below
B	Good	6 - 12	6 - 14
C	Average	12 - 21	15 - 22
D	Unsatisfactory	22 - 30	23 - 31
E	Very Unsatisfactory	31 and above	32 and above

Table 3.06: Classification of Adjustment in terms of Categories in these Areas

Area	Category	Description	Range of Score	
			Male	Female
Emotional	A	Excellent	1 and below	1 and below
	B	Good	2 - 4	2 - 5
	C	Average	5 - 7	6 - 7
	D	Unsatisfactory	8 - 10	8 - 10
	E	Very Unsatisfactory	11 and above	11 and above
Social	A	Excellent	2 and below	2 and below
	B	Good	3 - 4	3 - 5
	C	Average	5 - 7	6 - 7
	D	Unsatisfactory	8 - 10	8 - 10
	E	Very Unsatisfactory	11 and above	11 and above
Educational	A	Excellent	2 and below	2 and below
	B	Good	2 - 4	3 - 4
	C	Average	5 - 7	5 - 7
	D	Unsatisfactory	8 - 10	8 - 10
	E	Very Unsatisfactory	11 and above	11 and above

3.3.2.2 Tool on Achievement Motivation

On Achievement Motivation, the Investigator selected the Achievement motivation scale of Pratibha Deo and Asha Mohan (1985). Questionnaire with five scale rate, viz., Always, Frequency, Sometimes, Rarely and Never. It covered on factors of academic motivation, need for Achievement, academic challenge, Achievement anxiety, importance of academic challenge academic anxiety. Importance of grades/marks, meaningfulness of task, relevance of school/college to future goals, attitude towards teachers, interpersonal relations, individual concern, general interest, dramatic, sports etc. Altogether there are fifty items. The name of the tool is DMAM.

Reliability – As shown by the designers the reliability of the test is given as follows

Table 3.07: Reliability of DMAM

	Sample	N	Interval	r	significant level
(a)	Mixed	51	4 weeks	.69	.01
(b)	Male	33	5-6 weeks	.67	.01
(c)	Female	50	5-6 weeks	.78	.01

Validity – The validity of the scale was found of concurrent nature (.54) by using projective test.

Correlation – Taking 27% upper and lower achievers, the correlation coefficient obtained was 0.92

On classification into broad category, the scale is conveniently, classified into four components as

- (a) Academic Need for Achievement – This component comprises the first thirteen items. It covers areas on Academic Motivation (4 items), Need for Achievement (4 items), Academic Challenge (4 items) and Academic Anxiety (1 item).
- (b) Educational Need for Achievement – This component comprises of 17 items, i.e., from No. 14-30 in the tool. They are on importance of grades/marks (2 items), meaningfulness of the task (4 items), relevance of school to future goal (2 items), attitude towards education (4 items) and on work methods (5 items).
- (c) Interpersonal Need for Achievement – This component consists of 7 items, i.e., from 31-37 in the tool. It deals with attitude towards teacher (3 items), and interpersonal relation (4 items).
- (d) General Need for Achievement – This component comprises of 13 items, i.e., from 38-50 in the tool. It covers on areas like individual concern (2 items), general interest (4 items), dramatics (2 items) and sports, etc (5 items).

The DMAM (1985) are of five-point scale like - Always-Frequently-Sometimes-Rarely-Never. There are altogether thirteen negative score items that includes items No 1, 12, 13, 14, 17, 18, 19, 20, 21, 32, 34, 36, 37 (=13). The scoring for each ranges from 0 to 4, that is 0 = always, 1 = frequently, 2 = sometimes, 3 = rarely and 4 = never.

On the other hand, there are 37 positive items whose scores begins from 4 and ends in 0, that means 4= always, 3 = frequently, 2= sometimes, 1= rarely and 0=never. These includes items No. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 22, 23, 24, 25, 28, 29, 30, 31, 33, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49 and 50 (=37 items).

Scoring

For scoring the scale, the scheme designed by Deo and Mohan (1985) was adopted. Agreement for the positive items indicates achievement oriented while agreement for the negative items indicates not achievement oriented. The total of the score for each respondent was obtained by summing the scores on each item checked. The minimum score obtained can be 0 (zero) and the maximum can be 200, other scores ranging in between.

According to Deo and Mohan (1985) “norms can be applied according to the need and purpose of the investigation”. In the present study, the range of scores have been grouped into three classes namely High, Middle and Low respectively as shown in Table 3.07 below. The copy of the scale is given in Appendix A.

Table 3.08: Norms and Interpretation of the Obtained Scores on Achievement Motivation

Component	Range of Score	Category
Academic Need for Achievement (Acad n Ach)	35-52	High
	18-34	Middle
	0-17	Low
Educational Need for Achievement (Edu n Ach)	45-68	High
	23-44	Middle
	0-22	Low
Interpersonal Need for Achievement (Int n Ach)	19-28	High
	10-18	Middle
	0-9	Low
General Need for Achievement (Gen n Ach)	35-52	High
	18-34	Middle
	0-17	Low
Overall	133-200	High
	67-132	Middle
	0-66	Low

3.3.2.3 The Perception towards Change in Society (PCS)

The third set of the questionnaire is on perception towards change in society (PCS). It is adapted from the Comprehensive Modernity Inventory of Kalia and Ahluwalia (1985). The tool is of five scale value, i.e., fully agree, agree, undecided, disagree and fully disagree. For each of the positive item, score is allotted as 4=fully agree, 3=agree, 2=undecided, 1=disagree and 0=fully disagree. But for the negative items the reverse value for the score is given.

After going through literature and proper planning, 75 statements were adapted, constructed and delimited on four areas, viz., Home, School, Socio-Cultural and Socio-

Economic. Out of which, 48 statement items were retained. The adapted inventories were tried out on 100 secondary school students studying in Malki Presbyterian Secondary School, Seven Set School, and Kendriya Vidyalaya, NEHU.

Reliability

The reliability of the test as measured by Test Retest Method which was done after an interval of 15 days stands as (a) that on 100 cases the total scale relationship came to be 0.82 which is very high and significant at 0.01 level of confidence and (b) the correlation coefficient of different sub-scale stands as follows

Test Retest Correlation Coefficient of Sub-Scale of PCS

Method Used	Home	School	Socio-Economic	Socio-Cultural
Test Retest	0.73	0.81	0.83	0.82
I	0.72	0.79	0.79	0.81
II	0.74	0.83	0.86	0.83

Validity

The unanimity of 20 experts indicate face and content validity and the construct validity was calculated by different sections of the inventory with total scale stands as coefficient of correlation of total score with score on 4 areas of PCS

Coefficient of Correlation of Total Scores with Scores on the four Areas

Area	Coefficient of Correlation
Home	0.71
School	0.68
Socio-Economic	0.83
Socio-Cultural	0.87

Scoring

The tool on perception towards changes includes both positive as well as negative items. The maximum score for a positive item is to be awarded is 4 and least is 0. In case of negative items the scoring procedures is to be reversed. The scores to be awarded for different responses are given in the following Table.

Table 3.09: Distribution of Items According to Responses

Response Category	Positive Items	Negative Items
Fully Agree	4	0
Agree	3	1
Undecided	2	2
Disagree	1	3
Fully disagree	0	4

Table 3.10: Area and Type Wise Distribution of Items

Area	Type of Items	Sl. No. of Items
Home	Positive	1,4,20,22,39
	Negative	8,13,15,24,32,34,36
School	Positive	2,9,12,18,21,23,26,31,33,41,48
	Negative	5,14,27,30,37,44
Socio-Economic	Positive	3,6,16
	Negative	10,40,43,45
Socio-Cultural	Positive	7,11,17,19,25,28,29
	Negative	35,38,42,46,47

The positive response indicates that students can learn in a substantial degree to dominate his environment in order to advance his own purposes and goals whereas a negative response indicates as being dominated by the environment.

The total of the score for each respondent was obtained by summing the scores on each item checked. The minimum score can be 0 and the maximum can be 192. Other scores range in between.

In the present study, the range of scores have been grouped into three categories namely high, middle and low categories and the scoring scheme is given in Table 3.10.

Table 3.11: Norms and Interpretation of the Obtained Scores on Perception towards Changes in Society (PCS)

Component	Range of Score	Category
Home	33-48	High
	17-32	Middle
	0-16	Low
School	45-68	High
	23-44	Middle
	0-22	Low
Socio-Economic	19-28	High
	10-18	Middle
	0-9	Low
Socio-Cultural	33-48	High
	17-32	Middle
	0-16	Low
Overall	129-192	High
	65-128	Middle
	0-64	Low

The detail of the tool is given in Appendix I.

Before going to final data collection, a pilot study was conducted in the following schools to find out the reliability of the tool to be applied in Meghalaya.

The tests on Achievement motivation of Deo and Mohan (1985) and Adjustment inventory by Sinha and Singh (1993) and adapted tool on Perception towards change were tried out among seventy five (75) Secondary school students studying in five (5) Secondary Schools in the State by considering in the sample both male and female, tribal and non-tribal students respectively. After due permission from the Head of Institutions, the tools was administered to the students by the investigator. The student respondents found no difficulty in understanding the content and gave appropriate responses within a specified time for the three versions. The list of the school administering tried out were

1. Morning Star Secondary School, Shillong
2. Nongthymmai Khasi Secondary School, Shillong
3. Nongthymmai Nepali Secondary School, Shillong
4. Providence School, Shillong
5. Hill Crest School, Shillong

From the results obtained shows that the standardised tool should not be changed in any part for modification and should be administered as it originally.

3.3.2.4 Administration of the Tool

Administration - The Investigator personally visited and requested for permission from the head of institution to administer the tool. Almost all schools granted permission and allotted a separate classroom for the administration of the tool.

The Investigator with the help of teachers in respective schools distributed each set to the respondent. Secondly, after proper instruction and explanation to each item, the respondents are allowed to exercise their mind and opinion on the questionnaire. Almost all respondents completed their exercises in allotted time (two periods of their class routine)

3.3.2.5 Analysis of Data

The questionnaire comprising the three sets of standardised tools duly filled in by respondents and analysed according to prescribed norms of the tools. Firstly, in order to find out the levels of Adjustment, Achievement Motivation and Perception towards Changes in Society. Frequency distribution were found out and categorised into three levels, that is, High, Middle and Low. Both boys and girls and a combined frequency distribution scores were found out.

Secondly, in order to find out how the Perception towards Changes in Society may affect students' achievement motivation and adjustment, a coefficient of correlation

by Pearson Product Moment method was used. Further, the calculations were carried out for each of the components in each variable.

Thirdly, in order to find out the significant differences between secondary school boys and girls on all the three variables and their components, a Z-test was calculated, as the sample size was more than 30 ($N > 30$).

For analysis the relation of the different variables under study the respondents were classified under two sub-groups that is, secondary school boys and secondary school girls as

(a) boys ($N = 278$)

(b) girls ($N = 302$)

3.3.2.6 Testing of Hypotheses

All the thirty three (33) assuming null hypotheses put forward in the study were tested by calculating the coefficient of correlation and Z-test for each of the paired group using standard method for test.

In this chapter, a brief description of the methods of study and procedure followed at different stages of the study were discussed. In the next chapter, Meghalaya, the study setting is presented.

CHAPTER – IV

ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with the analysis of data pertaining to the perception towards change in society, achievement motivation and adjustment of secondary school students which was collected through the structured questionnaire. The analysis of the data is presented under the following sections.

Section I: Level of perception towards change in society of secondary school students.

Section II: Level of Achievement Motivation of secondary school students.

Section III: Level of Adjustment of secondary school students.

Section IV: It deals with the correlation between perception towards changes, Achievement Motivation and Adjustment of secondary school students (boys and girls).

Section V: It deals with a comparison between boys and girls on the question of perception towards change to society, achievement motivation and adjustment.

Section VI: The factors that influence change in society with special reference to Home, School, Socio-Economic and Socio-Cultural factors.

SECTION I

4.1.0 Level of Perception towards Changes in Society of Secondary School Students:

In order to find out the level of perception towards changes in society of Secondary school boys and girls, the frequency distribution of score is presented in three categories (Table 4.01) followed by detailed analysis on its different parts. The result of the study as analysed from the tool perception towards change in society (PCS) is presented in this section.

4.1.1 Overall Perception

The level of overall perception towards change of secondary school students is presented in Table 4.01.

Table 4.01: Level of Perception of Secondary School Students (Overall)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
129-192	High	0	0.00	0	0.00	0	0.00
65-128	Middle	175	62.94	212	70.19	387	66.72
0-64	Low	103	37.05	90	29.80	193	33.27
Total		278	100.00	302	100.00	580	100.00

The result in Table 4.01 indicates that the majority of secondary school students (66.72%) are in the middle category level, scoring in between 65-128, perceived that changes do occur in the society.

In comparison between secondary school boys and girls, the frequency score of girls (70.19%) is higher than that of boys (62.94%), which appear that girls perceived more changes in society than boys. Thus the result in general indicates that student do perceive changes that occur in our society.

4.1.2 Level Pertaining to Different Components of Perception Towards Change

A detailed analysis on the four components of perception towards change pertaining to its different components, viz., Home, School, Socio-Economic and Socio-Cultural components are presented below.

4.1.2.1 Perception towards Home

The level of perception towards Home in secondary school students is presented in Table 4.01 (a).

Table 4.01 (a): Level of Perception of Secondary School Students (Home)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
33-48	High	1	0.35	0	0.00	1	0.17
17-32	Middle	208	74.82	244	80.79	452	77.93
0-16	Low	69	24.82	58	19.20	127	21.89
Total		278	100.00	302	100.00	580	100.00

Table 4.01(a) shows that majority of secondary school students (77.93%) are in the middle category, scoring in between 17-32. This indicates that the secondary school students perceive changes in the functioning of the present Home system.

Again, the result also shows that the frequency score of secondary school girls (80.79%) is higher than that of boys (74.82%), which shows that girls perceived more changes in the home set-up than that of boys.

Thus the above results indicate that there has been a moderate shift from the tradition to modernity as far as the area of home is concerned as perceived by secondary school girls and boys. The students enjoyed parental support and cooperation. They also appreciate their parents in being up-to-date, considerate, democratic and a source of life inspiration.

4.1.2.2 Perception towards School

The level of perception towards School of secondary school students is presented in Table 4.01 (b).

Table 4.01 (b): Level of Perception of Secondary School Students (School)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
45-68	High	0	0.00	0	0.00	0	0.00
23-44	Middle	164	58.63	200	66.22	364	62.75
0-22	Low	114	41.36	102	36.69	216	37.24
Total		278	100.00	302	100.00	580	100.00

The perception of secondary school students as seen in Table 4.01(b) indicates that the majority of students (62.75%) again fall in the middle category, with scores ranging from 23 to 44. This indicates that the secondary school students perceived changes in the school programme and activities.

Again, the same table shows that the frequency score of secondary school girls remains same as that of Home category, i.e., higher for girls (66.22%) than that of boys (58.63%). Thus it seems that secondary school girls perceived more change in the school system than that of boys.

Hence it may be said that the students perceived their teachers as being democratic, warm, and understandable. They viewed positively towards co-education, vocational education, computer and other co-curricular experiences. They also perceived the need to introduce new subjects in the school curricula.

4.1.2.3 Perception towards Socio-Economic Condition

The level of perception towards Socio-Economic change of secondary school students is presented in Table 4.01 (c).

Table 4.01 (c): Level of Perception of Secondary School Students (Socio-Economic Conditions)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
19-28	High	0	0.00	2	0.66	2	0.34
10-18	Middle	110	39.56	114	37.74	224	38.96
0-9	Low	168	60.43	186	61.58	354	61.03
Total		278	100.00	302	100.00	580	100.00

The result in Table 4.01(c) reveals that majority of secondary school students (61.03%) are in the low category in this factor, scoring in between 0-9. This shows that the secondary school students perceiving a gradual change in the socio-economic area.

In comparison, the result also indicates that the number of girls (61.58%) is negligibly higher than that of boys (60.43%). Thus, there has not been any change in the socio-economic condition as perceived by secondary school girls and boys.

It seems that the socio-economic condition of the people has stagnated for a period of time in spite of the developmental process that is taking place. Thus, the students found no improvement in the socio-economic conditions as the problems of corruption or scam, the gulf between the haves and have-nots increases, and the economic difficulties of their parents leave a mark of frustration in the growing generation.

4.1.2.4 Perception towards Socio-Cultural Condition

The level of perception towards Socio-Cultural change of secondary school students is presented in Table 4.01 (d).

Table 4.01 (d): Level of Perception of Secondary School Students (Socio-Cultural Condition)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
33-48	High	0	0.00	0	0.00	0	0.00
17-32	Middle	119	42.81	153	50.66	272	46.90
0-16	Low	159	57.19	149	49.33	308	53.10
Total		278	100.00	302	100.00	580	100.00

The result in Table 4.01 (d) shows that the majority of secondary school students (53.10%) are in the low category in the socio-cultural factor, scoring in between 0-16.

This shows that with the development in science and technology and the influence of mass-media, the secondary school students perceive that the social and cultural factors remain unaffected. It seems that the gap between the progressive and static socio-cultural life may lead to negative perception and behaviour among the youth.

In comparison, Table 4.01(d) reveals that majority of secondary school boys (57.19%) are in the low category in this factor, scoring between 0-16. Thus the secondary school students do not perceive significant change in the socio-cultural aspect.

The result also reveals that the girls (50.66%) are placed in the middle category, while that of boys (57.19%) in the low category. Therefore, it seems that the secondary school girls perceived slightly higher change in the socio-cultural aspect than that of boys.

The result supports the findings of Oram (2002), stating that the people of North East India still adhere to the Great tradition, in spite the wind of change affecting all around.

The findings above shows that there has been a moderate change in the society as far as the first two institutions are concerned, i.e., Home and School as perceived by secondary school students. But this is not the case in areas of Socio-Economic and Socio-Cultural aspect. But, on the whole the overall perception of secondary school students on

the variable like Home, School, Socio-Economic and Socio-Cultural life indicate that there has been some change that occur in the society.

SECTION II

4.2.0 Level of Achievement Motivation of Secondary School Students

In this section, the level of achievement motivation of secondary school boys and girls has been analysed. The first part is the distribution of frequency score analysed in three categories, viz., High, Middle and Low (Table 4.02) followed by detailed analysis on its different components in Table 4.02 (a, b, c, and d).

4.2.1 Overall Level of Achievement Motivation

In order to find out the level of Achievement Motivation, the students responses on the tool developed by Deo and Mohan Achievement Motivation Scale (DMAM) are analysed and its findings have been presented in Table 4.02.

Table 4.02: Level of Achievement Motivation of Secondary School Students (Overall)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
Overall Score							
133-200	High	0	0.00	0	0.00	0	0.00
67-132	Middle	122	43.88	136	45.03	248	42.76
0-66	Low	156	56.12	166	54.97	332	57.24
Total		278	100.00	302	100.00	580	100.00

Table 4.02 shows that the majority of secondary school students (57.24%) had low level of Achievement Motivation, which is followed by the middle level (42.76%). This shows that the secondary school students have acquired low achievement syndrome.

In comparison between secondary school boys and girls, the frequency score of girls (54.97%) is lower than that of boys (56.12%) in the low category.

It seems that the secondary school students are lethargic and stodgy with regards to achieving some norms of excellence.

4.2.2.0 Level of Achievement Motivation pertaining to its different components

A detailed analysis on its different parts, viz., Academic, Educational, Interpersonal and General Need for achievement is presented as follows.

4.2.2.1 Level of Academic Need for Achievement (n Ach)

The result of the findings on the level of academic need for Achievement of secondary school students has been presented in Table 4.02 (a). As the majority of secondary school boys and girls (54.97% and 56.12%) score in between 0-66, the result indicates that both sexes are in the low category on the achievement motivation level.

Table 4.02 (a): Level of Achievement Motivation of Secondary School Students (Academic Need for Achievement)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
35-52	High	1	0.35	1	0.33	2	0.34
18-34	Middle	127	45.68	134	44.37	261	48.79
0-17	Low	150	53.95	167	55.29	317	54.65
Total		278	100.00	302	100.00	580	100.00

Above Table reveals that majority of secondary school students (54.65%) had low score on Academic Need for Achievement. The result indicates that though the students desire to get good results, yet it seems that they are not oriented towards academic need for achievement.

In comparison, the result also shows that the boys have lower score (53.95%) in the low category than that of girls (55.29%).

Thus, the level of Academic Need for Achievement of secondary school students is below average. The students are not academically oriented. As the majority of secondary school boys and girls (53.95% and 55.29%) score in between 0-17, the result indicates that both sexes are in the low category on the academic need for achievement.

4.2.2.2 Level of Educational Need for Achievement

The level of Educational Need for Achievement of secondary school students is presented in Table 4.02 (b).

Table 4.02 (b): Level of Achievement Motivation of Secondary School Students (Educational Need for Achievement)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
45-68	High	0	0.00	0	0.00	0	0.00
23-44	Middle	91	32.73	83	27.48	174	30.00
0-22	Low	187	67.26	219	72.52	406	70.00
Total		278	100.00	302	100.00	580	100.00

Table 4.02 (b) shows that majority of secondary school students (70.00%) are in the low category scoring in between 0 to 22 on educational need for achievement. The results indicate that although the students show their needs for educational achievement yet they suffer from lack of motivational urges.

Similarly the secondary school boys (67.26%) had lower score on the low category than that of girls (72.52%). Thus, it seems that secondary school boys had better educational need for achievement than that of girls.

Their result indicates that the secondary school students are not achievement oriented. It seems that they just carry out their school activities only as a daily routine.

As the majority of secondary school boys and girls (67.26% and 72.52%) score in between 0-22, the result indicates that both sexes are in the low category on the educational need for achievement.

4.2.2.3 Level of Interpersonal Need for Achievement

The level of Interpersonal Need for Achievement of secondary school students is presented in Table 4.02 (c).

Table 4.02 (c): Level of Achievement Motivation of Secondary School Students (Interpersonal Need for Achievement)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
19-28	High	4	1.43	0	0.00	4	0.68
10-18	Middle	122	43.88	142	47.01	264	45.51
0-9	Low	152	54.67	160	52.98	312	53.79
Total		278	100.00	302	100.00	580	100.00

Table 4.02 (c) shows that majority of secondary school students (53.79%) were in the low category scoring between 0-9 on the Interpersonal need for Achievement. This indicates that the secondary school students lack the interpersonal relationship to enhance their achievement.

It is also found that secondary school girls (52.98%) had lower score in the low category than that of boys (54.67%). Thus, the finding shows that the boys and girl do not have significant interpersonal need for achievement.

As the majority of secondary school boys and girls (54.67% and 52.98%) score in between 0-9, it indicates that both sexes are in the low category on the interpersonal need for achievement.

4.2.2.4 Level of General Need for Achievement

The level of General Need for Achievement of secondary school students is presented in Table 4.02 (d).

Table 4.02 (d): Level of Achievement Motivation of Secondary School Students (General Need for Achievement)

Score Range	Category	Boys		Girls		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
35-52	High	5	1.79	8	2.64	13	2.24
18-34	Middle	137	49.28	175	57.94	312	53.79
0-17	Low	136	48.92	119	39.40	255	43.96
Total		278	100.00	302	100.00	580	100.00

As seen in Table 4.02 (d), majority of secondary school students (53.79%) are in the middle category, scoring in between 18 to 34 and as such student are engaged in other extra-curricular activities that promote skills rather than general education.

The result also shows that secondary school girls (57.94%) of the middle category gained better score than that of boys (49.28%). Thus, it seems that secondary school girls have better general need for achievement than that of boys.

This indicates that secondary school students are involved in organising and participating in social activities, arranging social exhibitions, social functions and other co-curricular activities in their school. Thus, they gain better score on general need for achievement.

On the whole, the result shows that the secondary school students are more motivated in general activities than the other aspects like academic, educational and general need for achievement. Thus, majority of them (57.34%) had poor score on achievement motivation and were placed in the low category. Therefore, it seems that the condition of classroom teaching had been poor, which leads to students low performance and at the same time it seems that students prefer co-curricular activities rather than curricular learning.

SECTION III

4.3.0 Levels of Adjustment of Secondary School Students

In order to find out the level of Adjustment of Secondary School Students, the distribution table as given by in AISS scale is presented below, followed by their correlation of different factors and difference between secondary school boys and girls. The total of the score is presented in five categories.

4.3.1 Overall Level of Adjustment

The overall level of adjustment of secondary school students is presented in Table 4.03.

Table 4.03: Level of Adjustment of Secondary School Students

Category	Description	Percent			Girls		
		Score	Freq	Percent	Score	Freq	Percent
A	Excellent	5 and below	00	0.00	5 and below	00	00
B	Good	6 – 12	00	0.00	6 – 14	00	00
C	Average	12 – 21	01	0.36	15 – 22	08	2.65
D	Unsatisfactory	22 – 30	34	11.23	23 – 31	36	11.92
E	Very Unsatisfactory	31 & above	243	87.41	32 and above	258	85.43
Total			278	100.00		302	100.00

The Table 4.03 shows that the majority of Secondary School Students (87.41% boys and 85.43% girls) scored in the category “Very Unsatisfactory” scoring 31/32 and above. Thus the result shows that Secondary School Students are suffering from Adjustment behaviour as they experienced significant problem in Emotional, Social and Educational areas.

It also appears that secondary school boys had slightly higher score than that of girls. Thus boys are better adjusted than that of girls.

4.3.2 Level of Adjustment pertaining to its different Components

A detailed study on the level of adjustment of secondary school students is analysed into three areas, as Emotional, Social and Educational adjustment.

4.3.2.1 Levels of Emotional Adjustment of Secondary School Students

The level of emotional adjustment of secondary school boys and girls is presented in Table 4.03 (a) below.

Table 4.03 (a): Emotional Adjustment of Secondary School Students

Category	Description	Boys			Girls		
		Score	Freq	Percent	Score	Freq	Percent
A	Excellent	1 and below	00	00	1 and below	01	0.3
B	Good	2 – 4	02	0.72	2 – 5	05	1.66
C	Average	5 – 7	09	3.24	6 – 7	18	5.96
D	Unsatisfactory	8 – 10	56	20.14	8 – 10	38	12.59
E	Very Unsatisfactory	11 and above	211	75.90	11 and above	240	79.47
Total			278	100.00		302	100.00

The result in Table 4.03 (a) revealed that the majority of Secondary School Students (75.90% boys and 79.47% for girls) are in the category “Very Unsatisfactory” in Emotional Adjustment. Thus Secondary School Students have high score on lack of Adjustment behaviour scoring more than 11. Thus it appears that emotional problem is very prominent at the secondary school level.

The result shows that the students are emotionally unstable, angry at trifling mistake, nervous, resentful, etc.

4.3.2.2 Levels of Social Adjustment of Secondary School Students

The level of Social adjustment of secondary school boys and girls is presented in Table 4.03 (b) below.

Table 4.03 (b): Level of Social Adjustment of Secondary School Students

Category	Description	Boys			Girls		
		Score	Freq	Percent	Score	Freq	Percent
A	Excellent	2 and below	00	00	2 and below	00	00
B	Good	3 – 4	00	00	3 – 5	03	0.99
C	Average	5 – 7	06	2.16	6 – 7	06	1.99
D	Unsatisfactory	8 – 10	43	15.47	8 – 10	74	24.50
E	Very Unsatisfactory	11 and above	229	82.37	11 and above	219	72.52
Total			278	100.00		302	100.00

The result in Table 4.03 (b) shows that the majority of Secondary School Students (82.37% boys and 72.52% for girls) are in the “Very Unsatisfactory” category in Social Adjustment. Thus the Secondary School Students have high score on lack of Adjustment behaviour and they are marked with sign of withdrawal syndrome, rejection and lack of confidence.

4.3.2.3 Levels of Educational Adjustment of Secondary School Students

The level of educational adjustment of secondary school boys and girls is presented in Table 4.03 (c) below.

Table 4.03 (c): Level of Educational Adjustment of Secondary School Students

Category	Description	Boys			Girls		
		Score	Freq	Percent	Score	Freq	Percent
A	Excellent	2 & Below	00	00	2 & Below	00	00
B	Good	3-4	02	0.72	3-4	00	00
C	Average	5-7	06	2.16	5-7	12	3.97
D	Unsatisfactory	8-10	41	14.47	8-10	71	23.51
E	Very Unsatisfactory	11 & above	229	82.37	11 & above	219	72.52
Total			278	100.00		302	100.00

The result in Table 4.03 (c) shows that the majority of Secondary School Students (82.37% male and 72.52% for female) are in the “Very Unsatisfactory” category scoring more than 11 on educational adjustment component. Thus, it appears that the Secondary School Students fail to adjust satisfactorily in curricular and co-curricular programmes of the school system.

The result, therefore, revealed that the secondary school students engaged their learning as a routine work. It seems they lacked sense of purpose and direction. They also show that they are nervous before examination and thus, had poor adjustment in school.

In conclusion, the result indicates that the students at the secondary school level experience emotional, social, and educational problem. The failure to deal effectively with stress in learning situation and to enjoy it satisfactorily characterise their poor adjustment.

The study confirms the findings of Chaube (1982) stating that the most pressing problem of junior high school students were anxiety regarding good marks in examination, losing their temper quite often, finding hard to forget certain mistake, wanting to plan for their future, etc. Thus, the students fail to adjust satisfactorily.

SECTION IV

In order to achieve objective 4 and that is to find out how the perception towards changes in society affects the achievement motivation, nineteen hypotheses were constructed and their findings are presented in Table 4.04.

4.4.0 Correlation between Perception towards Change and Achievement Motivation

The correlation between perception towards change and achievement motivation of secondary school students is presented in Table 4.04.

Table 4.04: Correlation between Perception towards Change and Achievement Motivation of Secondary School Students

Variables	Overall (N=580)	Boys (N=278)	Girls (N=302)
Perception Towards Change vs. Achievement Motivation	0.19	0.02	0.35
Significance	Significant at 0.01 level with 578 df	Not Significant	Significant at 0.01 level with 300 df.

Hypothesis 1: It states that there is no significant correlation between perception towards change in society and achievement motivation of secondary school students.

The hypothesis was tested to ascertain if there is any significant correlation between these two variables and their finding is reported in Table 4.04.

Table 4.04 reveals that the value of coefficient of correlation (0.19) is significant at 0.01 level of significance. Thus the hypothesis is rejected. This shows that there is a positive and significant correlation between perception towards change in society and achievement motivation of secondary school students. This indicates that the increase in the score on perception towards change results in corresponding increase on the score on achievement motivation.

Hypothesis 2: It states that there is no significant correlation between perception towards change in society and achievement motivation of secondary school boys.

The hypothesis was tested to ascertain if there is any significant correlation between the above two variables and the findings are presented in Table 4.04.

Table 4.04 reveals that the value of coefficient of correlation (0.02) between perception towards change and achievement motivation of secondary school boys is statistically not significant. Thus the hypothesis 2 is accepted, i.e., there is no significant correlation between perception towards change in society and achievement motivation of secondary school boys. Thus the increases in perception towards change and achievement motivation of secondary school boys are not interdependent to each others. In other

words, this indicates that there is no relationship between perception towards change and achievement motivation of secondary school boys.

Hypothesis 3: It states that there is no significant correlation between perception towards change in society and achievement motivation of secondary school girls.

The hypothesis was tested to ascertain if there is any significant correlation between the above two variables and their finding is reported in Table 4.04.

Table 4.04 reveals that the value of coefficient of correlation (0.35) between perception towards change in society and achievement motivation of secondary school girls is significant at 0.01 level of significance. Thus there is a positive and significant correlation between these two variables. It indicates that the increase in the score on perception towards change results in corresponding increase on the score on achievement motivation. In other words, this indicates that there is relationship between perception towards change and achievement motivation of secondary school girls.

4.4.1 Correlation between various Components of Perception towards Change and Achievement Motivation

The correlation between various components of perception towards change and achievement motivation of secondary school students is presented in Table 4.05.

Table 4.05: Correlation between various component of perception towards change and Achievement motivation of Secondary school students (df = 578)

	Academic n Ach	Educational n Ach	Interpersonal n Ach	General n Ach
Home	0.076	0.064	0.067	0.010
School	0.110**	0.144**	0.123**	0.076
Socio-Economic	0.105*	0.122**	0.077	0.041
Socio-Cultural	0.158**	0.189**	0.112*	0.130**

** - correlation is significant at 0.01 level (2 tailed)

* - correlation is significant at 0.05 level (2 tailed)

4.4.1.1 Perception towards Home and Academic n Ach of Secondary School Students:

Hypothesis 4 states that there is no significant correlation between perception towards Home and Academic n Ach of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.076) between Perception towards Home and Academic need for Achievement is not significant. Thus, the hypothesis 4 is accepted. This indicates that the students score on perception towards Home is not interdependent with the academic need for Achievement of Secondary School Students. In other words, the perception towards change as far as the area of Home is concerned does not affect the academic need for achievement.

4.4.1.2 Perception towards Home and Educational n Ach of Secondary School Students:

Hypothesis 5 states that there is no significant correlation between perception towards Home and Educational need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.064) between Perception towards Home and Educational need for Achievement is not significant. Thus, the hypothesis 5 is accepted. This shows that the score by Secondary School Students on Perception towards Home is not interdependent with Educational Need for Achievement. In other words, the perception towards change as far as the area of Home is concerned is not related with educational need for achievement of secondary school students.

4.4.1.3 Perception towards Home and Inter personal n Ach of Secondary School Students:

Hypothesis 6 states that there is no significant correlation between perception towards Home and Interpersonal need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that value of coefficient of correlation (0.067) indicates not significant. Thus hypothesis 6 is accepted. Is also means that the increase in the score on

perception towards home is not followed by a corresponding increase in the score on Interpersonal Need for Achievement. In other words, it appears that the perception towards change as far as the area of Home is concerned does not affect the inter-personal need for achievement of secondary school students.

4.4.1.4 Perception towards Home and General Need for Achievement of Secondary School Students:

Hypothesis 7 states that there is no significant correlation between perception towards Home and General need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05

The results of the Table 4.05 show that the value of coefficient of correlation (0.010) between Perception towards Home and General need for Achievement of Secondary School Students. Thus as there is no significant correlation between the two variables, hypothesis is accepted. This indicates that the interdependence between these two variables is not statistically significant. Therefore, it appears that the perception towards change as far as the area of Home is concerned does not affect the general need for achievement of secondary school students.

4.4.1.5 Perception towards School and Academic n Ach of Secondary School Students:

Hypothesis 8 states that there is no significant correlation between perception towards School and Academic need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.110) between Perception towards School and Academic need for Achievement is significant at 0.01 levels. Thus, there is a positive significant correlation between these two variables and hypothesis 8 is not accepted. Thus, the increase in the Perception towards School is followed by the increase of the academic Need for Achievement. Therefore, it appears that the higher the score on perception towards change in the school the higher is the academic need for achievement.

4.4.1.6 Perception towards School and Educational n Ach of Secondary School Students:

Hypothesis 9 states that there is no significant correlation between perception towards School and Educational need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.144) between Perception towards School and Educational need for Achievement is positively significant at 0.01 levels. Thus, there is a significant correlation between these two variables and hypothesis 9 is rejected. Thus, the increase in the score on Perception towards School is followed by the increase on Educational Need for Achievement. Thus, it seems that the higher the score on the perception towards change in the school the higher is the educational need for achievement.

4.4.1.7 Perception towards School and Interpersonal n Ach of Secondary School Students:

Hypothesis 10 states that there is no significant correlation between perception towards School and Interpersonal need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.123) between Perception towards School and Interpersonal need for Achievement is positively significant at 0.01 levels. Therefore, there is a significant correlation between these two variables and hypothesis 10 is rejected. The result of the correlation indicates that the higher the score by Secondary school student's perception towards school is followed by higher score on Interpersonal need for Achievement.

4.4.1.8 Perception towards School and General n Ach of Secondary School Students:

Hypothesis 11 states that there is no significant correlation between perception towards School and General need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.076) between Perception towards School and General need for Achievement is not significant. Thus, there is no significant correlation between these two variables and hypothesis 11 is retained. Thus, Perception towards School of Secondary School Students is not interdependent with their General Need for Achievement. Thus it appears that the perception towards school does not affect the general need for achievement of secondary school students.

4.4.1.9 Perception towards Socio Economic change and Academic n Ach of Secondary School Students:

Hypothesis 12 states that there is no significant correlation between perception towards Socio Economic change and Academic need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.105) between Perception towards Socio Economic change and Academic need for Achievement of

Secondary School Students is positively significant at 0.05 level. As there is a significant correlation between these two variables and hypothesis 12 is rejected. This indicates that the higher the score on Perception towards Socio-Economic change, the higher also will be on Academic need for Achievement.

4.4.1.10 Perception towards Socio Economic change and Educational n Ach of Secondary School Students:

Hypothesis 13 states that there is no significant correlation between perception towards Socio Economic change and Educational need for Achievement of Secondary School Students. Hypothesis 13 is tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.122) between Perception towards Socio Economic change and Educational need for Achievement of Secondary School Students is positively significant. As there is a significant correlation between these two variables and hypothesis 13 is rejected. This indicates that the better the score on Perception towards Socio-Economic change, the better will be also on Educational need for Achievement.

4.4.1.11 Perception towards Socio Economic change and Interpersonal n Ach of Secondary School Students:

Hypothesis 14 states that there is no significant correlation between perception towards Socio Economic change and Interpersonal need for Achievement of Secondary

School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The result in Table 4.05 shows that the value of coefficient of correlation (0.077) between Perception towards Socio Economic change and Interpersonal need for Achievement of Secondary School Students is not significantly correlated. Thus, the hypothesis 14 is accepted. Hence, perception towards Socio Economic change by Secondary School students is not dependent with their Interpersonal need for Achievement. Hence, the perception towards change in the socio-economic area does not affect the inter-personal need for achievement.

4.4.1.12 Perception towards Socio Economic change and General n Ach of Secondary School Students:

Hypothesis 15 states that there is no significant correlation between perception towards Socio Economic change and General need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The finding in Table 4.05 shows that the value of coefficient of correlation (0.041) between Perception towards Socio Economic change and General need for Achievement is found not significant. Thus, the hypothesis 15 is accepted and these two variables are not interdependent with each other. In other words, the perception towards

change in the socio-economic area does not affect the general need for achievement of secondary school students.

Similarly, Phutela (1975) reported that socio-economic status is positively related but not significantly with achievement motivation. On the other hand, Parik (1975) reported that high income level is related with higher achievement motivation whereas low income level with low achievement motivation.

4.4.1.13 Perception towards Socio Cultural change and Academic n Ach of Secondary School Students:

Hypothesis 16 states that there is no significant correlation between perception towards Socio Cultural change and Academic need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The results as shown in Table 4.05 shows that the value of coefficient of correlation (0.158) between Socio Cultural change and Academic need for is positively significant at 0.01 level. Thus as there is significant correlation between these two variables and hypothesis 16 cannot be accepted. This indicates that the increase score on Perception towards Socio-Cultural change is followed by the increase on their Academic need for Achievement of secondary school students.

4.4.1.14 Perception towards Socio Cultural change and Educational n Ach of Secondary School Students:

Hypothesis 17 states that there is no significant correlation between perception towards Socio Cultural change and Educational need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The result in Table 4.05 shows that the value of coefficient of correlation (0.189) between Perception towards Socio Cultural change and Educational need for Achievement of Secondary School Students is positively significant at 0.01 level. Thus, as there is a significant positive correlation between these two variables and hypothesis 17 is rejected. This shows that the better the score on Perception towards Socio-Cultural change, the better also will be on Educational need for Achievement.

4.4.1.15 Perception towards Socio Cultural change and Interpersonal n Ach of Secondary School Students:

Hypothesis 18 states that there is no significant correlation between perception towards Socio Cultural change and interpersonal need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The Table 4.05 shows that the value of coefficient of correlation (0.112) between Perception towards Socio Cultural change and Interpersonal need for Achievement

significant at 0.01 level. As there is a significant correlation between these two variables and hypothesis is rejected. This indicates that both perception towards Socio-Cultural change and Interpersonal n Ach are interdependent and the better the score on perception towards Socio Cultural change the better also will be on Interpersonal n Ach of Secondary School Students.

4.4.1.16 Perception towards Socio Cultural change and General n Ach of Secondary School Students:

Hypothesis 19 states that there is no significant correlation between perception towards Socio Cultural change and General need for Achievement of Secondary School Students. The hypothesis was tested to ascertain if there is any significant correlation between these two variables and its findings is reported in Table 4.05.

The result Table 4.05 shows that the value of coefficient of correlation (0.130) between Perception towards Socio Cultural change and General need for Achievement of Secondary School Students is positively significant at 0.01 level. Thus, there is a significant correlation between these two variables and hypothesis is rejected. The increase in one variable is followed by a corresponding increase in the other. In other words, it shows that the perception towards socio-cultural change affect the general need for achievement of secondary school students.

Similarly, Mishra, Dash and Padhi (1960) in their study found that home environment was related to school achievement. Its correlation was 0.59.

The study also shows that perception towards school was significantly correlated with achievement motivation. Similar findings were those of Weitz, Clark and Jones (1955) where students with educational goals perform better than those who had no such goals. On the other hand, Malpass (1953) using sentence completion test to measure student's perception towards school was found not related with achievement.

Conclusion

From the above description, it can be concluded that there is a significant correlation between perception towards change in society and achievement motivation. It is also found that the perception towards Home generally has no effect on the student's achievement motivation. Perception towards school, socio-economic and socio-cultural change, a significant correlation was observed. Thus perception towards change has a significant effect on student's achievement motivation.

SECTION V

In order to achieve objective 5, that is, to compare the achievement motivation and adjustment level and perception towards changes in society of secondary school boys and girls, fourteen hypotheses were constructed and tested and the results of the findings were presented in this section.

4.5.1.0 Difference on Perception towards change of Secondary School Boys and Girls

Hypothesis 20 states that there is no significant difference between Perception towards change of secondary school boys and girls.

In order to find out whether there is any significant difference on perception towards change of secondary school boys and girls, the hypothesis was tested and its result is reported in Table 4.06.

Table 4.06: Difference on Perception Towards Change of Secondary School Boys and Girls

Sex	N	Mean	SD	z	Significance
Boys	278	67.33	13.70	2.84	0.01
Girls	302	70.83	13.83		

Table 4.06 reveals that 'z' value (2.84) on perception towards change of secondary school boys and girls is significant at 0.01 level with the score value of girls (Mean – 70.83, SD – 13.83). Thus the hypothesis is rejected indicating that there is a significant difference between secondary school boys and girls on their perception towards change. As the difference on perception towards change is in favour of the girls, it appears that girls are more adaptable to change prone as compare to boys.

The finding on perception towards changes in society is further analysed in the areas of Home, School, Socio Economic and Socio Cultural factors between secondary

school boys and girls. The significance of difference as responded by Secondary school students is presented below.

Table 4.07: Difference on various components of Perception towards change of Secondary School Students

Dimension	Sex	N	Mean	SD	z	Significance
Towards Home	Boys	278	19.496	4.309	1.737	Not Significant
	Girls	302	20.119	4.323		
Towards School	Boys	278	23.964	6.257	2.504	Significant at 0.05
	Girls	302	25.219	5.813		
Towards Socio-Economic	Boys	278	8.428	3.573	0.952	Not Significant
	Girls	302	8.709	3.529		
Towards Socio-Cultural	Boys	278	15.446	4.986	2.617	Significant at 0.01
	Girls	302	16.533	5.007		

4.5.1.1 Perception towards Home by Secondary School Boys and Girls

Hypothesis 21 states that there is no significant difference between the boys and a girl of Secondary schools as far as perception towards Home is concerned.

The hypothesis is tested in order to ascertain whether the perception of girls towards Home differs significantly from boys. The report of the hypothesis is given in Table 4.07.

The Table 4.07 revealed that 'z' value (1.737) is not significant. Thus the null hypothesis is accepted.

The result shows that there is no significant difference between Secondary school boys and girls on their perception towards Home.

4.5.1.2 Perception towards School by Secondary School boys and girls

Hypothesis 22 states that there is no significant difference between the boys and girls of Secondary schools as far as their perception towards school are concerned.

The hypothesis is tested in order to ascertain whether the perception of girls towards school differs significantly from boys. The report of the hypothesis is given in Table 4.07.

The Table 4.07 revealed that the 'z' value (2.504) is significant at .05 level of confidence. Thus the null hypothesis is not accepted.

The result shows that there is significant difference between Secondary school boys and girls on their perception towards School. Therefore, the perception towards changes in society as far as the area of school is concerned boys and girls differ significantly as girls score higher (mean 25.219, SD 5.813) than that of boys (mean 23.964 and SD 6.257). Thus, it appears that girls are more adaptable to change as compared to boys.

4.5.1.3 Perception towards Socio Economic Change of Secondary School boys and girls

Hypothesis 23 states that there is no significant difference between the boys and a girl of Secondary school as far as their perception towards Socio Economic condition in society is concerned.

The hypothesis is tested in order to ascertain whether the perception of girls differ significantly from boys towards Socio Economic conditions. The report of the hypothesis is given in Table 4.07.

The Table 4.07 revealed that 'z' value (0.952) is not significant. Thus the null hypothesis is accepted.

The result indicates that there is no significant difference on perception towards Socio Economic change by Secondary school boys and girls.

4.5.1.4 Perception towards Socio Cultural change of Secondary School boys and girls

Hypothesis 24 states that there is no significant difference between the boys and girls of Secondary school as far as their perception towards Socio Cultural change in society are concerned.

The hypothesis is tested in order to ascertain whether the perception towards socio-cultural condition of girls differ significantly from boys. The report of the hypothesis is given in Table 4.07.

The Table 4.07 revealed that 'z' value (2.617) is significant at 0.01 level. Thus the null hypothesis is rejected.

The result indicates that there is significant difference on perception towards Socio Cultural change by Secondary school boys and girls. As the mean on perception of girls towards Socio Cultural change (M-16.533, SD-5.007) is greater than that of boys (M-15.446, SD-4.986). Therefore, it appears that girls are more adaptable to change as far as the change towards socio-cultural area is concerned as compared to boys.

4.5.2.0 Difference on Achievement Motivation between Secondary School Boys and Girls

Hypothesis 25 states that there is no significant difference on Achievement Motivation between secondary school boys and girls.

The hypothesis was tested to ascertain if there is my significant difference on Achievement Motivation between secondary school boys and girls and its finding is reported in Table 4.08.

Table 4.08: Difference on Achievement Motivation Between Secondary School Boys and Girls

Sex	N	Mean	SD	z	Significance
Boys	278	63.32	20.62	0.80	Not significant
Girls	302	64.67	19.88		

Table 4.08 reveals that 'z' value (0.80) on Achievement Motivation between secondary school boys and girls is not statistically significant. Thus the hypothesis is accepted. Thus, it seems that both boys and girls are equally achievement motivated.

This also confirms the findings of Chauhan (1982), Bharathi (1984) and Ahluwalia (1985) stating that boys and girls did not differ significantly on achievement motivation.

Difference on various Component of Achievement Motivation of Secondary School Boys and Girls

In order to ascertain whether there is significant difference between boys and girls studying in Secondary schools, a hypothesis is prepared on all the four areas of Achievement motivation i.e. academic, educational, interpersonal and general and the results of their findings are also given in this chapter.

Table 4.09: Achievement Motivation of Secondary School Boys and Girls

Dimension	Sex	N	Mean	SD	z	Significance
Academic n Ach	Boys	278	19.496	4.309	1.737	Not Significant
	Girls	302	20.119	4.323		
Educational n Ach	Boys	278	18.971	8.831	0.265	Not Significant
	Girls	302	18.785	8.065		
Interpersonal n Ach	Boys	278	9.647	4.346	0.230	Not Significant
	Girls	302	9.566	4.120		
General n Ach	Boys	278	18.068	8.085	1.609	Not Significant
	Girls	302	19.149	8.079		

4.5.2.1 Academic need for Achievement of Secondary School boys and girls

Hypothesis 26 shows that there is no significant difference in the academic need for Achievement between Secondary boys and girls.

The hypothesis was tested in order to ascertain whether there is a significant difference on the academic need for Achievement. The report of the hypothesis is given in Table 4.09.

The Table 4.09 revealed that the 'z' value (1.737) is not significant. Thus the null hypothesis is accepted.

The result shows that there is no significant difference between Secondary school boys and girls on the academic need for Achievement. This shows that the girls and boys

are equally Achievement Motivated as far as academic need for achievement is concerned.

4.5.2.2 Educational need for Achievement of Secondary School boys and girls

Hypothesis 27 states that there is no significant difference in the Educational need for Achievement between Secondary boys and girls.

The hypothesis is tested in order to ascertain whether there is a significant difference on the Educational need for Achievement by Secondary school student boys and girls. The report of the hypothesis is given in Table 4.09.

The Table 4.09 revealed that the 'z' value (0.265) is not significant. Thus the null hypothesis is accepted.

The result shows that there is no significant difference between Secondary school boys and girls on the Educational need for Achievement. Thus girls and boys are equally Achievement Motivated as far as the area of Educational need for Achievement is concerned.

4.5.2.3 Interpersonal need for Achievement of Secondary School boys and girls

Hypothesis 28 states that there is no significant difference in the interpersonal need for Achievement between Secondary boys and girls.

The hypothesis was tested in order to ascertain whether there is a significant difference on the interpersonal need for Achievement. The report of the hypothesis is given in Table 4.09.

The Table 4.09 revealed that 'z' value (0.230) indicates no significant. Thus the null hypothesis is accepted.

The result shows that there is no significant difference between Secondary school boys and girls on the interpersonal need for Achievement. Thus girls and boys are equally Achievement Motivated as far as the area of interpersonal need for Achievement is concerned.

4.5.2.4 General need for Achievement of Secondary School boys and girls

Hypothesis 29 states that there is no significant difference in the general need for Achievement between Secondary boys and girls.

The hypothesis is tested in order to ascertain whether there is a significant difference on the general need for Achievement by Secondary school student boys and girls. The report of the hypothesis is given in Table 4.09

The Table 4.09 revealed that the 'z' value (1.609) is not significant. Thus the null hypothesis is accepted.

The result shows that there is no significant difference between Secondary school boys and girls on the general need for Achievement. Thus the general need for Achievement of boys and girls are treated as equal.

But in the finding of Desai (1972), Roy (1978-79) and Deka (1980-82) boys had significantly higher n Ach than girls and on the other hand, Gokulanathan (1972) found that girls had higher n Ach than boys.

4.5.3.0 Difference on Adjustment between Secondary School Boys and Girls

Hypothesis 30 states that there is no significant difference on Overall Adjustment between secondary school boys and girls.

The hypothesis was tested to find out if there is my significant difference between secondary school boys and girls on their Adjustment and its report is presented in Table 4.10.

Table 4.10: Difference on Adjustment between Secondary School Boys and Girls

Sex	N	Mean	SD	z	Significance
Boys	278	31.26	5.43	1.92	Not significant
Girls	302	30.33	6.14		

Table 4.10 reveals that 'z' value (1.92) on Adjustment between secondary school boys and girls is not statistically significant. Thus the hypothesis is accepted.

On the other hand, Naik (1986) in his study found a significant difference on adjustment between boys and girls ($z=2.62$) with the score value of girls higher than that of boys.

Difference between secondary school boys and girls on different areas of Adjustment

In order to find out if there is any difference between boys and girls on different areas of adjustment. Three hypotheses were constructed and their findings are reported in Table 4.11.

Hypothesis 31 states that there is no significant difference on emotional adjustment between secondary school boys and girls.

Hypothesis 32 states that there is no significant difference on social adjustment between secondary school boys and girls.

Hypothesis 33 states that there is no significant difference on educational adjustment between secondary school boys and girls.

The results of the findings are presented in Table 4.11.

Table 4.11: Difference between boys and girls on areas of Adjustment

Dimension	Sex	N	Mean	SD	z	Significance
Educational Adjustment	Boys	278	13.194	3.394	0.497	Not Significant
	Girls	302	13.053	3.422		
Social Adjustment	Boys	278	12.781	2.461	2.90	Significant at 0.01
	Girls	302	12.166	2.637		
Educational Adjustment	Boys	278	13.529	3.249	1.48	Not Significant
	Girls	302	13.139	3.042		

4.5.3.1 Emotional Adjustment of Secondary school boys and girls

Hypothesis 31 states that there is no significant difference between Secondary school boys and girls on emotional Adjustment. The hypothesis was tested to ascertain if any significant difference between Secondary school boys and girls on emotional Adjustment. The result of the findings is presented in Table 4.11.

The report in Table 4.11 shows that the critical value (0.497) is not statistically significant. Thus, there is no significant difference on emotional Adjustment by Secondary school boy and girls; therefore, hypothesis 31 is accepted.

The study also supports the finding of Medhi (1976-77) in his study among high school students in Shillong where there is no significant difference on emotional adjustment between boys and girls.

4.5.3.2 Social Adjustment of Secondary school boys and girls

Hypothesis 32 states that there is no significant difference between Secondary school boys and girls on social Adjustment. The hypothesis was tested to ascertain if any significant difference between Secondary school boys and girls on social Adjustment. The result of the findings is presented in Table 4.11.

The report in Table 4.11 revealed that the critical value (2.90) is significant at 0.01 level of significance between Secondary school boy and girls on the area of social Adjustment with the score value of boys (mean – 12.78, SD – 2.46) higher than that of girls (Mean – 12.17, SD – 2.64). Thus, as there is statistical difference between the two variables; therefore, hypothesis 8 is rejected. As the difference is in favour of the girls (lower score) it seems that girls are slightly better adjusted as than that of boys.

Similarly, in the finding of Medhi (1976-77) found no significant difference by Secondary boys and girls on social Adjustment.

4.5.3.3 Educational Adjustment of Secondary school boys and girls

Hypothesis 33 states that there is no significant difference between Secondary school boys and girls on Educational Adjustment. The hypothesis was tested to ascertain if any significant difference between Secondary school boys and girls on Educational Adjustment. The result of the findings is presented in Table 4.11.

The finding in Table 4.11 shows that the critical value ($z = 1.48$) is not statistically significant, although the score value by boys (Mean 13.529 and SD 3.249) is slightly higher than that of girls (Mean 13.139 and SD 3.042). Thus, as there is no significant difference, the hypothesis is accepted.

The study also supports the finding of Medhi (1976-77) in his study among high school students in Shillong where there is no significant difference between boys and girls on Educational Adjustment.

The correlation between the perception towards change in society under the area of Home, School, Socio-Economic and Socio-Cultural condition and the different areas of Achievement Motivation, viz., Academic, Educational, Interpersonal and General need for achievement is presented in this section.

Conclusion

The section concludes that there is no significant difference between boys and girls with regards to adjustment and achievement motivation. Both had less score which indicate that adjustment and achievement motivation had been below average. On the other hand, the secondary school boys and girls did perceive some change that occurred in the society. It is also found that girls had better score than boys. Thus, the finding is obvious that girls are generally more flexible and can adapt to new changes.

SECTION VI

This section deals with the factors that affect the change in the society.

As discussed in the preceding chapters on the quantitative and qualitative changes that are taking place in the society like the change in Home care, School system, earning livelihood, social, economic and cultural life have shown the existence of an inter-generational gap. The present practices seem to be different from that of predecessors. The findings from the responses of Secondary school students are analysed and presented with special reference to Home, School, Socio-Economic and Socio-Cultural factors.

4.6.1 Home Factor

Home is the oldest institution that feeds the society with its members from time to time. The parent-child relationship is the major aspect of the Home that effect change. The facilities at home together with advices and directions of parents and other family members caused an impact upon the child's life. It also drives the children to new perception in regards to achievement motivation and adjustment.

In this study, the result of the finding [Table 4.01(a)] shows that Home causes moderate change in the behaviour of children. The parents are reported to be understandable, cooperative and source of inspiration. The student also perceives their parents as being up-to-date, considerate and democratic.

Supporting the findings, Woodward (1950) found that a good and understandable. Ojha (1973) found that understandable parents encourage their children for higher status in society. Some others studies also shows that understandable parents selected more difficult task for their children to achieve (McClelland, 1953; Rosen Andrade, 1959 and Naik, 1978). In a similar study Baurind (1967) found that the understandable parents make maturity demand from their children.

Secondly, supporting the view that Home affect change in the society, Gangrade (1975) reported that today children enjoys more freedom in raising their voice and give their opinion. Buckle (1970) reported that new families adopted new goal and values for their children. But, on the other hand, Garigue (1972) reported that modern families are exposed to different kinds of hazards and thus adding more new problems to the society.

4.6.2 School Factor

School is another important organised institution that brings desirable change in the society. The relationship between pupil and teacher with advancing knowledge and skill transform the children's life and generate systematic change. The role of the school is highlighted as

- (i) The International Commission on the Development of Education (1972) outlined the role of Education "to prepare mankind to adapt the change, show people how to accept them and benefit from them, create a dynamic, non-

conformist, non-conservative frame of mind. Currently, it has to play the part of an antidote to the many discussions within man and society”.

(ii) Desai (1971) further highlighted the impact of education in effecting change through the process of

- a) Broadening mental horizons, raising the level of expectation and predisposing people to make experiments
- b) Projecting new images and values in the Adjustment process and helped in obliterating attitudes and behaviour patterns. It serves as a reference model to the masses.
- c) Education as a mobility multiplier alters rigid forms of social stratification and so on.

From the result in Table 4.01 (b) the majority of secondary school students (62.75%) perceive moderate change through the school. With educational opportunities combined with the expertise skill of teachers, school maximises student potential. The study also indicates that student experience change brought about by the school through up-gradation of knowledge and skill and incorporation of new subjects. Thus, the school generate change in the society through its human and material resources.

Supporting the views, Midgley and Maehr (1991) show that the school infrastructure, like library and other facilities help students adopting better educational

goals. Coleman (1966) and Meyer (1967) also reported that the environment in the school enhance the student achievement. Rutter (1972) reported that school help students to take responsibilities in life Garibaldi (1993) reported that modern teachers help students towards better perception and adaptation.

4.6.3 Socio-Economic Factor

The socio-economic factor acts as the effective means in transforming the standard of livelihood and education in the society. It is an effective instrument for change (Pareek, 1971). Studies of McClelland (1953) and Patel (1987) also showed that a good socio-economic background enhance better educational standard. Similarly, Maslach (1982) revealed that better socio-economic condition facilitate and accelerate the pace of a progressive society.

It seems that the Secondary School Students earlier depended on their parents or Guardian for financial support and security but now the students perceive the need for Socio-Economic well being [Table 4.01(c)].

The other findings from the study are that the Secondary School Students (61.03%) supported that (a) Socio Economic life has undergone change at a low pace, (b) the gap between the rich and the poor are now being widened, (c) the corruption is on the increase and (d) corruption and the various scam have affected the moral integrity of the people.

4.6.4 Socio-Cultural Factor

The socio-cultural factors are another means for bringing change in society. With the advancement of science and technology, industrialisation, communication network, globalisation, etc., there is a new trend towards social and cultural life. According to Dube (1974) “People became more mobile, exposed and adopted new customs, habit and values. The English culture became dominant through the one hundred fifty years and India has a pan-Indian character, the process of cultural modernisation”.

The findings in Table 4.01 (d) indicate that the majority of students (53.10%) perceive the change through the social and cultural factor at a low pace. In fact, industrialisation and other developments in Meghalaya are at the infancy stage and hence the society is steadily adapted to change.

In conclusion, the majority of students (66.72%) perceive moderate change in the society. Although Meghalaya is predominantly a tribal state, the prevailing customs and traditions have to some extent not affected the pace of change. This indicates that the Home, School, Socio-Economic and Socio-Cultural factors have caused moderate change in the society. It has also brought little impact in educational aspirations, and adjustment among the rising generation.

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CHAPTER – V

SUMMARY OF FINDINGS AND CONCLUSION

5.0 Introduction

The present study has analysed the levels of perception towards changes in society, Achievement Motivation and Adjustment of Secondary School students. In the first chapter, the background of the study, the statement of the problem, needs and importance, scope and limitation have been presented. In the second chapter, a brief review of related literature which includes both foreign and Indian has been presented. In the third chapter, the method and procedures adopted in the study was thoroughly explained. In the fourth chapter, analysis and interpretation of the data collected was presented. In the fifth chapter, summary of findings and conclusion have been presented.

5.1 Objectives

The objectives of the study are given as follows

1. To find out the level of perception towards changes in society of secondary school students.
2. To find out the level of achievement motivation of secondary school students.
3. To find out the level of Adjustment of secondary school students.

4. To find out how the perception towards changes in society affects the achievement motivation and their adjustment
5. To compare the achievement motivation and adjustment and perception towards changes of boys and girls
6. To find out the factors responsible for bringing about changes of behaviour of the secondary school students.

Thirty three hypotheses have been constructed and tested to examine the relationship between perception towards change and students' achievement motivation and adjustment, and also to examine if there is any significant difference between secondary school boys and girls on the three variables.

5.2 Method and Procedure

Descriptive method of research was adopted for the present study.

The data pertaining to perception towards changes in society, achievement motivation and adjustment were collected through the scales perception towards changes in society (PCS), achievement motivation (DMAM) and adjustment (AISS) and also through documentary study on these areas.

A sample of 700 secondary school students both boys and girls enrolled in different secondary or higher secondary schools in the state were selected for the present

study. All the selected respondents were given copies of the PCS, DMAM and AISS inventories but only 580 of them responded and duly filled the information in the questionnaire. Thus the final sample included only 580 secondary school students.

The Perception towards Changes in Society (PCS) scale was originally developed by Kalra and Ahluwalia (1985) then it was adapted to Meghalaya by the investigator. The scale contained 48 items and covered four areas namely – Home, School, Socio-Economic and Socio-Cultural. The scale is of five point scale like – fully agree, agree, undecided, disagree and fully disagree. The scale as judged by 20 experts and Test Retest method was found hold and reliable.

The scored scale is the Achievement Motivation (DMAM) of Deo and Mohan (1985). It is also of five-point scale like - always, frequently, sometimes, rarely and never and consisting of 50 items. The standard tool was examined and found valid and reliable by the designers. It was divided into four areas namely – Academic, Educational, Interpersonal and General Need for Achievement.

The third scale is the Adjustment Inventory (AISS) of Sinha and Singh (1993). It consists of 60 items of test no alternatives. It covered emotional, social and educational areas.

The data collected were analysed into percentage forms, z-test and coefficient of correlation whereas the other factors were collected from documentary materials.

5.3 Findings on the Level of Perception towards Change of Secondary School Students

The majority of secondary school students (66.72%) were in the middle category, scoring in between 65 – 128. The level on the different component are given below –

- (i) The majority of students (77.93%) perceived moderate change in the area of Home.
- (ii) Majority of students (62.75%) perceived moderate change in the area of School.
- (iii) Majority of students (61.03%) perceived change in the Socio-Economic condition \at a low place.
- (iv) Majority of students (53.10%) perceived change in the Socio-Cultural condition at a low place

Thus, the overall perception of the majority of secondary school students perceived moderate change in the society.

5.4 Findings on the Level of Achievement Motivation of Secondary School Students

Majority of secondary school students (57.24%) were placed in the low category scoring in between 0 – 66 out of the total 200. The results on the various components are:

- (i) About 54.65 percent of the students were not academically oriented.
- (ii) About 70.00 percent of the students were not educationally oriented.
- (iii) About 53.79 percent of the students were not achievement oriented in their interpersonal relationship.
- (iv) On the other hand, about 53.79 percent of the students were achievement oriented in their general need for achievement.

5.5 Findings on the Level of Adjustment of Secondary School Students

The majority of secondary school students (85.43%) were placed in the very unsatisfactory level scoring 31/32 and above out of the total score of 60. The results on its various components are:

- (i) About 79.47 percent of the students were in the low category in Emotional Adjustment.
- (ii) About 72.52 percent of the students were in the low category in Social Adjustment.
- (iii) Similarly, 72.52 percent of the students scored in the low category on Educational Adjustment.

Thus, the overall score showed that students were in the low category, indicating very unsatisfactory adjustment in their emotional, social and educational life.

5.6 Findings on the Influence of Perception towards Changes on Achievement Motivation

The testing of the first three hypotheses which pertained to the influence of perception towards changes on achievement motivation of secondary school students revealed overall significant correlation. The value of coefficient of correlation was as follows:

- (i) Overall perception towards changes and achievement motivation of secondary school students ($r = 0.19$ and significant at 0.01 level).
- (ii) Perception towards changes and achievement motivation of secondary school boys ($r = 0.02$, not significant).
- (iii) Perception towards changes and achievement motivation of secondary school girls ($r = 0.35$ and significant at 0.01 level).

The results revealed a significant correlation between perception towards changes and achievement motivation of secondary school girls.

The findings on the hypotheses 4-19, that is, the influence of different components of perception towards changes in society and achievement motivation were as follows:

- (iv) Perception towards Home and Academic Need for Achievement ($r = 0.076$)

- (v) Perception towards Home and Educational Need for Achievement ($r = 0.064$)
- (vi) Perception towards Home and Interpersonal Need for Achievement ($r = 0.067$)
- (vii) Perception towards Home and General Need for Achievement ($r = 0.010$)

Thus, the result shows that there was no significant correlation between perception towards change in the area of Home and the various components of achievement motivation.

On the student's perception towards School and various components of Achievement Motivation, the results are:

- (viii) Perception towards School and Educational Need for Achievement ($r = 0.110$ which is significant at 0.01 level)
- (ix) Perception towards School and Academic Need for Achievement ($r = 0.144$ which is significant at 0.01 level)
- (x) Perception towards School and Interpersonal Need for Achievement ($r = 0.123$ which is significant at 0.01 level)
- (xi) Perception towards School and General Need for Achievement ($r = 0.076$ and not significant)

The above findings indicate that there was a significant correlation between perception towards change at school and various components of achievement motivation except General Need for achievement.

On the student's perception towards Socio-Economic and various components of Achievement Motivation, the results are:

- (xii) Perception towards Socio-Economic condition and Academic Need for Achievement ($r = 0.105$ which is significant at 0.05 level)
- (xiii) Perception towards Socio-Economic condition and Educational Need for Achievement ($r = 0.122$ which is significant at 0.01 level)
- (xiv) Perception towards Socio-Economic condition and Interpersonal Need for Achievement ($r = 0.077$ and not significant)
- (xv) Perception towards Socio-Economic condition and General Need for Achievement ($r = 0.041$ and not significant)

Thus the findings indicate that the perception towards socio-economic condition was significantly correlated with academic and educational need for achievement but such correlation was not found with Interpersonal and General Need for achievement components.

On the student's perception towards Socio-Cultural and various components of Achievement Motivation, the results are:

- (xvi) Perception towards Socio-Cultural condition and Academic Need for Achievement ($r = 0.158$ which is significant at 0.01 level)
- (xvii) Perception towards Socio-Cultural condition and Educational Need for Achievement ($r = 0.189$ which is significant at 0.01 level)
- (xviii) Perception towards Socio-Cultural condition and Interpersonal Need for Achievement ($r = 0.112$ which is significant at 0.05 level)
- (xix) Perception towards Socio-Cultural condition and General Need for Achievement ($r = 0.130$ which is significant at 0.01 level)

Thus, the above findings indicate a significant correlation between Perception towards Socio-Cultural condition and various components of Achievement Motivation of secondary school students.

5.7 Difference on Perception towards changes between secondary school boys and girls

The results of the tested hypotheses 20 to 24 are reported below.

- (xx) Perception towards change between secondary school boys and girls ($z = 2.84; \alpha = 0.01$)

(xxi) Perception towards Home between secondary school boys and girls ($z = 1.737$)

(xxii) Perception towards School between secondary school boys and girls ($z = 2.504$; $\alpha = 0.05$)

(xxiii) Perception towards Socio-Economic change between secondary school boys and girls ($z = 0.952$)

(xxiv) Perception towards Socio-Cultural change between secondary school boys and girls ($z = 2.617$; $\alpha = 0.01$)

Thus, there was no significant difference on perception towards Home and Socio-Economic change whereas such difference existed on perception towards school and socio-cultural change between secondary school boys and girls.

5.8 Difference between Secondary School Boys and Girls on Achievement Motivation

The results of the tested null hypotheses 25 to 29 are given below.

(xxv) Overall Achievement Motivation between secondary school boys and girls ($z = 0.80$).

The findings on the other components of achievement motivation are:

(xxvi) Academic Need for achievement between secondary school boys and girls ($z = 1.737$)

(xxvii) Educational Need for achievement between secondary school boys and girls ($z = 0.265$)

(xxviii) Interpersonal Need for achievement between secondary school boys and girls ($z = 0.230$)

(xxix) General Need for achievement between secondary school boys and girls ($z = 1.609$)

The above findings show that there was no significant difference between secondary school boys and girls on Achievement Motivation and on its different components.

5.9 Difference between Secondary School Boys and Girls on Adjustment

The results of the tested hypotheses 30 to 33 are given below

(xxx) Overall Adjustment between secondary school boys and girls ($z = 1.92$).

The findings on the other components of Adjustment are

(xxxii) Educational Adjustment between secondary school boys and girls ($z = 0.497$).

(xxxiii) Social Adjustment between secondary school boys and girls ($z = 2.90$; $\alpha = 0.01$).

(xxxiiii) Educational Adjustment between secondary school boys and girls ($z = 1.48$)

Thus, there had been no significant difference between secondary school boys and girls on their overall adjustment and its different components excepting social adjustment.

5.10 Implication of Findings and Conclusion

The conclusions drawn from the analyses of data implies that there has been a steady change in the society because as a matter of fact, Meghalaya still in an industrial infancy stage. The subsistence economy in the state does not bring substantial societal changes, besides the pace of development is also very slow. The result of the findings reveal that changes did occur but at a very low pace with special; reference to the area of Home, School, Socio-Economic and Socio-Cultural spheres of life. It is also seen that the student's perception towards change in school, socio-economic and socio-cultural condition has proved to be a significant factors in enhancing their need for achievement. It also revealed that secondary school girls are slightly better than boys in the need for achievement. The perception of secondary school students appreciating the parents and teachers as understandable and democratic and helped them to channelise their energy for attaining better academic pursuits.

The results also showed that the student's secured moderate score in general need for achievement but they secured at the low category on Academic Educational and Interpersonal need for achievement as well as on the different areas of adjustment. Thus, it may be suggested that the school and other educational agencies have created an

atmosphere where the young learners can acquire the need to strive for success in competition with others with some standard of excellence as well as to enjoy realistic and satisfactory life. Thus, the scope for better achievement can be realised if the child can be motivated and equipped for unfolding the potential of the pupil and guide him/her to the right direction which is accordance with the present day need and the global changing scenario.

5.11 Suggestion for Further Research

During the course of investigation on the present study, the investigator realised the importance of other areas not covered by the study and it may be filled in by further studies. It may be identified and suggested as follows:

1. Impact of globalisation and the changing perception of students.
2. Perception towards changes in education with special reference to adjustment and adaptability.
3. Effectiveness of Guidance and Counselling programme in school.
4. Comparison between tribal and non-tribal children on their adjustment.
5. Comparison between tribal and non-tribal children on their achievement motivation.
6. Impact of modern educational technology among the school students.

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APPENDIX – I

Questionnaire on **Adjustment, Achievement Motivation and Perception of Secondary School Students**

Dear Friends,

We are living in fast changing world and it seems that the younger generations have acquired new ideas, behaviour, attitude, etc. Hence, our approach is to assist the succeeding generations to adjust well to all changes that take place in our society. Hence the topic of my study is entitled **Adjustment, Achievement Motivation and Perception of Secondary School Students towards changes in the society**. I therefore, request the respondent to kindly furnish all relevant information in the questionnaire and submit the same to the investigator immediately after you have completed. Your co-operation will be highly appreciated.

I assure that the information collected will be kept strictly confidential and will be used for research purpose only.

Thanking you

Yours faithfully

Name of the Supervisor

Name of the Investigator

Sd/-
Dr. K.M. Warjri

Sd/-
H. Iangrai

3	Pocket money helps us to understand its value and importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My parents always respect my viewpoints in important matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The school does not have computer class/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	If I have extra money, I keep in bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Our society should adapt to new changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Parents usually intervene into the freedom of their children unnecessarily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Our school is democratic and we share freedom and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I have enough money but I spend meaninglessly with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Modern technical progress is a boon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Insurance scheme for children welfare should be introduced in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I give more importance to the opinion of my parents than to my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The school is imposing many stricture and discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Our benefits are protected if we act according to parental advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Commercialisation of schools is for the betterment of the society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Science and technology can improve the economic status of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Audio visual aids should be made use fully in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	India can very rapidly progress only through application of science and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Our parents are trying to meet all our needs and aspiration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	School should provide vocational education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Parents are considerate now-a-days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Sex education should be a part of school education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	My parents are conservative and narrow minded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	The mass media is the major factor for the sudden change in the society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Sex education is beneficial for the future life of student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Participation in co-curricular activities is not encouraged by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28	The younger generation should work harder for prosperity and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Our society may lag behind if we are rigid/conservative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	The school hardly organises co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Personality of students flourish through co-education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	The parents do not understand the present day needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Field or study trip, excursion etc should be held regular by the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Parents have to be respected by virtue of their experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Modern technology is the main cause of mental illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	My parents do not understand me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Most teachers are punitive whenever we asked questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Technical progress is the main factor that increase tension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Parents should not interfere with the matters of their offspring when they grow up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Corruption is a way of life of the people now-a-days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	We respect teachers who can make us understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	These sudden changes have created numerous social problems like gangsterism, extortion, rape, killing, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	If corruption/scam etc can not be stopped our society has a bleak future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Very few teachers are really our friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	The gap between the rich and the poor is widening day by day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	These sudden changes will spoil the social fabric of our life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	I feel better remain in isolation than to get globalised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Education should play an important role to help us adapt well to changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Read each statement of an item very carefully and put a cross under the category which, in your opinion, best expresses your feelings about the statement. If you feel, the statement is true for you always, put a cross (x) under the column marked **Always**, if frequently, put a cross under **Frequently**, if sometimes put a cross under **Sometimes** and if rarely, put a cross under **Rarely** and if never put a cross under **Never**.

Sl. No.	Item	Always	Frequently	Sometimes	Rarely	Never
1	I shall be most pleased if I have to miss the classes for some days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I pay full attention to the work in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I mind much if I reach late in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I love to read more and more to find unknown regions of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I love to have a personal library, not counting text-books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I set standards for myself and then strive to achieve them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I wish to specialise and become top most in the field of my liking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I like to experiment and create new things and surprise people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I work hard for hours together to be successful in whatever I undertake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I have a tendency to find solutions of process and puzzles other people fail at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I aspire to get excellent results in all academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I am ready to leave the job half done and try a new one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I get nervous in the examination if one or two questions are not from the syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I prefer to go to a party rather than prepare for an examination next week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	On getting low marks, I feel disappointed and determine to work hard to do better next time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I think I find my lessons meaningful and interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	While studying, my mind wanders off the lesson and I get lost in imagination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I think it is better to gossip away in the canteen than to attend the classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19	When the teacher is teaching, I like to read stories/novels/comics or make cartoons in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The school/college haunts me and I want to leave it at the very first opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	It irritates me a lot if I have to stay late in the school/college for some lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I want to go to college/university because there is plenty of opportunity to enjoy life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I think studies, sports and other activities can go together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I agree that the present course of my study will help making my future life a success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I feel very much frustrated if I do not get a chance to complete in the field of my choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	I regularly take down notes in the class and complete my assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I plan to study carefully all the year round in effort to get good marks in all the subjects in all the tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	I believe in work first and play later	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	I do a lot of preparation at home for the next day's work in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	I like to ask questions regarding every information given in tables and charts in the books rather than leave them as such and read further	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	I think my teachers are competent in their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	I like to create nuisance in the class and annoy the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	I try my utmost to please my teacher through work and not through flattery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	My friends consider me dull and shirkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	It is true that my teachers think of me as a serious and hard work student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	I feel hurt if others (parents, teachers and friends) criticise me and I try to improve upon my weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	My parents advice me to take life easy and never bother too much for studies or for future life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	I wish to carry my mission forward in spite of facing a lot of criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	I think of life to be an intellectual challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40	I am interested in organising the activities of a group team/class/committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	I try to get associated with top most person in the field of my choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	I love to have some adventure in my leisure hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	I would like to watch a surgical operation being performed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	I like to compete in dramatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	I think of dancing and music to be good hobbies for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	I have a strong desire to be a champion in games/sports/athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	I have tried to get in the sports team of my school/college, to represent my team in other states or countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	I believe sports develop initiative, leadership and discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Hill climbing and mountaineering are a welcome challenge I would like to take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	On a holiday, I prefer going for cycling, swimming or boating to sitting at home without much work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AISS (SINHA AND SINGH)
(National Psychological Corporation, Agra)

I N S T R U C T I O N

Read every question carefully and decide whether you want to answer it with Yes or No. If your answer is in 'Yes', then cross (x) the cell under 'Yes' and if in 'No', cross (x) the cell under 'No'.

Sl. No.	Item	Yes	No
1 (a)	Are you always afraid of something in your school?	<input type="checkbox"/>	<input type="checkbox"/>
2 (b)	Do you avoid meeting your classmates?	<input type="checkbox"/>	<input type="checkbox"/>
3 (c)	Do you forget soon what you have read?	<input type="checkbox"/>	<input type="checkbox"/>
4 (a)	Suppose your classmates do something unreasonable unknowingly, do you immediately get angry with them?	<input type="checkbox"/>	<input type="checkbox"/>
5 (b)	Are you of a shy nature?	<input type="checkbox"/>	<input type="checkbox"/>
6 (c)	Are you afraid of examinations?	<input type="checkbox"/>	<input type="checkbox"/>
7 (a)	Do you worry your teacher scolding you for your mistakes?	<input type="checkbox"/>	<input type="checkbox"/>
8 (b)	Do you hesitate in asking a question when you don't understand something?	<input type="checkbox"/>	<input type="checkbox"/>
9 (c)	Is it difficult for you to understand the lessons taught in the class?	<input type="checkbox"/>	<input type="checkbox"/>
10 (a)	Are you jealous of those friends whom teachers appreciate very much?	<input type="checkbox"/>	<input type="checkbox"/>
11 (b)	When some of your teachers are together, do you go there without any complex?	<input type="checkbox"/>	<input type="checkbox"/>
12 (c)	Can you note down the lessons taught in class correctly?	<input type="checkbox"/>	<input type="checkbox"/>
13 (a)	Do you envy those classmates whom you think better than you?	<input type="checkbox"/>	<input type="checkbox"/>
14 (b)	Do you feel sometimes, as if you have no friend in your school?	<input type="checkbox"/>	<input type="checkbox"/>
15 (c)	Do you yawn when lesson is taught in your class?	<input type="checkbox"/>	<input type="checkbox"/>
16 (a)	When you see some students talking themselves, do you think they are gossiping about you?	<input type="checkbox"/>	<input type="checkbox"/>
17 (b)	Are you able to get friendly with every one easily?	<input type="checkbox"/>	<input type="checkbox"/>
18 (c)	Are you satisfied with the method of teaching of your teachers of this school?	<input type="checkbox"/>	<input type="checkbox"/>
19 (a)	Do you express your anger to others when you are not asked to come forward in any programme in your school?	<input type="checkbox"/>	<input type="checkbox"/>
20 (b)	When some students are talking together, do you join them freely?	<input type="checkbox"/>	<input type="checkbox"/>

21 (c)	Do you think that the teachers in the school do not pay any attention to your problems?	<input type="checkbox"/>	<input type="checkbox"/>
22 (a)	Are you often sad and distressed in the school?	<input type="checkbox"/>	<input type="checkbox"/>
23 (b)	Do you like to join classmates working together?	<input type="checkbox"/>	<input type="checkbox"/>
24 (c)	Are you satisfied with the progress in your studies?	<input type="checkbox"/>	<input type="checkbox"/>
25 (a)	Do you feel the teachers neglect you?	<input type="checkbox"/>	<input type="checkbox"/>
26 (b)	Do you try to attract the attention of your teacher to yourself in the class?	<input type="checkbox"/>	<input type="checkbox"/>
27 (c)	Is it a burden for you to study something?	<input type="checkbox"/>	<input type="checkbox"/>
28 (a)	Do you get yourself worked up and try to harm a student when he complains against you?	<input type="checkbox"/>	<input type="checkbox"/>
29 (b)	Do you often like to be alone?	<input type="checkbox"/>	<input type="checkbox"/>
30 (c)	Are your teachers always ready to solve your problems concerning your studies?	<input type="checkbox"/>	<input type="checkbox"/>
31 (a)	Are you often dissatisfied with your school?	<input type="checkbox"/>	<input type="checkbox"/>
32 (b)	Do you establish a friendly relationship with the students in the school?	<input type="checkbox"/>	<input type="checkbox"/>
33 (c)	Do your teachers in the school praise you?	<input type="checkbox"/>	<input type="checkbox"/>
34 (a)	Do you try to rationalise your mistakes?	<input type="checkbox"/>	<input type="checkbox"/>
35 (b)	Do you like to sit in the front seats in the class?	<input type="checkbox"/>	<input type="checkbox"/>
36 (c)	Do you often get less marks in examination?	<input type="checkbox"/>	<input type="checkbox"/>
37 (a)	Do you resent it when your teachers ask you a question in the class?	<input type="checkbox"/>	<input type="checkbox"/>
38 (b)	Do you have a friendly association with your fellow students?	<input type="checkbox"/>	<input type="checkbox"/>
39 (c)	Do you like the idea of having more holidays in the school?	<input type="checkbox"/>	<input type="checkbox"/>
40 (a)	Do you get wild when one of your classmates jokes with you?	<input type="checkbox"/>	<input type="checkbox"/>
41 (b)	Do you openly take part in the school assemblies?	<input type="checkbox"/>	<input type="checkbox"/>
42 (c)	Do you often quarrel your classmates?	<input type="checkbox"/>	<input type="checkbox"/>
43 (a)	Do you sometimes go home before the school closes?	<input type="checkbox"/>	<input type="checkbox"/>
44 (b)	Do you take part in the school sports?	<input type="checkbox"/>	<input type="checkbox"/>
45 (c)	Do some of your teachers often keep on scolding you for the studies?	<input type="checkbox"/>	<input type="checkbox"/>
46 (a)	Do you often have doubts on others in the school?	<input type="checkbox"/>	<input type="checkbox"/>

47 (b)	Are you shy of talking to the senior students in the school?	<input type="checkbox"/>	<input type="checkbox"/>
48 (c)	Do you look at your teachers respectfully?	<input type="checkbox"/>	<input type="checkbox"/>
49 (a)	Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well?	<input type="checkbox"/>	<input type="checkbox"/>
50 (b)	Do you have some intimate friends in this school?	<input type="checkbox"/>	<input type="checkbox"/>
51 (c)	Do you pay attention to the lesson being taught in class?	<input type="checkbox"/>	<input type="checkbox"/>
52 (a)	Do you develop resentful feelings towards your teachers when you get less marks?	<input type="checkbox"/>	<input type="checkbox"/>
53 (b)	Are you always ready to help your classmates in every way?	<input type="checkbox"/>	<input type="checkbox"/>
54 (c)	Do you borrow books and magazines from the school library and read them?	<input type="checkbox"/>	<input type="checkbox"/>
55 (a)	Are you often afraid of meeting the senior students?	<input type="checkbox"/>	<input type="checkbox"/>
56 (b)	Do you enjoy irritating other students in the school?	<input type="checkbox"/>	<input type="checkbox"/>
57 (c)	Do you take part in the debates?	<input type="checkbox"/>	<input type="checkbox"/>
58 (a)	Do you feel mentally depressed when you meet the senior students?	<input type="checkbox"/>	<input type="checkbox"/>
59 (b)	Do you lend your books or note-books gladly when your classmates ask for it?	<input type="checkbox"/>	<input type="checkbox"/>
60 (c)	Are you interested in the things regarding education?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix II:**Name of Schools Selected as Sample**

Sl No.	Name of the School	Boys	Girls	Total
1	Cherra Presbyterian School, Cherrapunjee, E. Khasi Hills	24	25	49
2	Christian Girls Secondary School, Tura, W. Garo Hills	-	18	18
3	Don Bosco Secondary School, Tura, W. Garo Hills	18	-	18
4	Government Boys Higher Secondary School, Shillong, E. Khasi Hills	28	-	28
5	Hawakhana Secondary School, Tura, W. Garo Hills	17	19	36
6	Government Boys Higher Secondary School, Shillong, E. Khasi Hills	-	20	20
7	Lady Keane Higher Secondary School, Shillong, E. Khasi Hills	-	20	20
8	Marbisu Seng Khasi Secondary School, Shillong, E. Khasi Hills	26	28	54
9	Mynken Christian Secondary School, Ri-Bhoi	11	12	23
10	Nongtalang Higher Secondary School, Jaintia Hills	13	15	28
11	Pine Mount School, Shillong, E. Khasi Hills	-	20	20
12	Sein Jaintia Secondary School, Shillong, E. Khasi Hills	27	30	57
13	St. Anthony's Higher Secondary School, Shillong, E. Khasi Hills	30	-	30
14	St. Michael Higher Secondary School, Umsning, Ri-Bhoi	12	15	27
15	Smit Higher Secondary School, Smit, E. Khasi Hills	25	27	52
16	St Xavier Secondary School, Tura, W. Garo Hills	17	19	36
17	Sohkha Government Higher Secondary School, Jaintia Hills	15	17	32
18	Tura Town Secondary School, Tura, W. Garo Hills	15	17	32
	Total	278	302	580

BIO-DATA

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B.A. (Hons) Education	1983	2 nd	NEHU
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