CHAPTER - VI

D I S C U S S I O N

The present research was undertaken with a view to study the role of socio-psychological factors in academic achievements of tribal and non-tribal students reading in IXth and Xth standards in different high schools in the State of Bihar. The sampling technique, employed in the study, has been explained in detail in Chapter-IV (Study Plan).

Various hypotheses related to the study has been cited in Chapter-III (Aims and Objectives of the Study). Verbal and tabular presentation of the statistical analyses of the data

were made in the previous Chapter-V. What follows here is the interpretations of those results with reference to the various hypotheses.

Detailed description of the sample, for its various characteristics has been given in the first section of the results (Tables 10 through 19). The main characteristics of the sample were the following:

Entire sample was distributed into four sub-groups of (i) Urban-tribal, (ii) Urban-non-tribal, (iii) Rural-tribal, and (iv) Rural-non-tribal. There were 96 subjects in each of the four groups (48 high achievers and 48 low achievers).

These groups were again divided into various categories according to different parameters. First among them was monthly income of subjects' families. Five levels of monthly income were differentiated and frequency count for each level of the four groups of the sample was done. That is, number of pupils belonging to each income group was determined. The results were presented in a tabular form (Table-10). χ^2 worked out to be 193.677 was highly significant at less than .001 level of confidence. This may mean that the sample was evenly distributed across the various income groups though the majority fell in the lowest two categories, that is, below Rs.500/- and between Rs.501/- and 1500/- income groups. When the distribution was re-classified in terms of rural-urban dichotomy, similar result was obtained (χ^2=96.776). Only 17 per cent of the subjects belonged to the families earning more than Rs.1500 per month.

Next set of classification was done in terms of number of sibling of the subjects. Maximum number of subjects of all groups seem to have two to five of sibling. Analysis was also done in terms of socio-economic status. A very interesting result emerged. Maximum number of sibling was obtained by the subjects belonging to lower and middle socio-economic status families. More than 90 per cent of the subjects had more than two brothers and/or sisters. The same data were also analysed for high and low scholastic achievements (Table 14). χ^2 was not significant for this analysis. This indicates that the scholastic achievement was not affected by the number of sibling in the family. For that matter, it seems that none of the demographic variables influenced academic achievement. This result, in a way, reflects general social situation in the country. Inspite of all governmental efforts, most families continue to have more than two children, and this also seems to be true that the lower and middle class families have (compared to high socio-economic class families) more children (see Tables 12 and 13).

Like the monthly family income, subjects belonging to the four groups were classified according to their socio-economic status as perceived by themselves. This was a perceived rating in the sense that the subjects were themselves asked to indicate whether they belonged to high, middle or low social status families. Results have been indicated in Tables 15 and 16. In all groups, majority belonged to high socio-economic status category. Maximum number of pupils from high SES families (8 out of 96) belonged to urban-tribal group. This may be a tip for

socio-economic planners. In terms of rural-urban divide, 75 per cent of the high SES families belonged to urban group (Table 16).

Other two related classificatory analyses were done for fathers' education (Tables 18 and 19). Majority of the subjects had matriculate fathers followed by those who had seventh graders. Very few had graduate or post-graduate fathers. Maximum number of pupils of urban-non-tribal families belonged to this category.

Also the maximum number of subjects of three groups (except rural-tribal) had their fathers engaged in some kind of service (jobs). 72 per cent of the rural-tribal students had their fathers engaged in cultivation. χ^2 analyses for all these treatments were significant.

In a general way, education goes with service (jobs) as profession. Earlier, it was seen that most subjects had fathers with very low level of education. Yet, most subjects had their fathers doing some jobs (service). On the face of it, this seems contradictory. However, if one also notices the fact that most of the subjects belonged to either low or middle socio-economic class, the contradiction seems to get resolved. That means, most of these fathers might be doing low status jobs. That is, clear relationship, between four variables - low education, low socio-economic status, low monthly income and low level jobs are established. Further analysis on these variables will be taken up later.

Another set of distribution was tested on age parameter (Table 17). The age range of the subjects was very limited. 86.72

per cent of the subjects belonged to 13 to 15 years of age group. Only 3 (out of total 384) were of more than 19 years of age and only about 7.55 per cent belonged to the age group of 17 to 19 years. That means, about 94.27 per cent of the subjects belonged to the age range between 13 and 19 years. Though, the χ^2 was significant, it was not considered very useful to continue with this variable any longer in this research. So this variable was dropped from further analysis.

The above analyses of the sampling distribution indicated that the population was distributed across the various classifications in a rather balanced way.

In the following pages discussion and interpretation of main results have been given:

Initially, eight hypotheses were formulated with reference to demographic variables. χ^2 - tests (Tables 14 and 20 to 26) and inter-correlation matrices (Table 50,55,58,61 and 64) indicated that none of the demographic variables was able to differentiate between high and low achievers. The demographic variables under consideration were; socio-economic status, family's monthly income, father's occupation, father's education, ordinal position and caste. Non-significance of the results meant that hypotheses number 2,3,6 and 7 were not fully supported. The first hypotheses indicating that the four sub-cultural groups would not differ among themselves in the levels of their scholastic achievement was confirmed, precisely because the χ^2 values were not significant in any case (vide Tables 14 and 20, through 26). Similar results

were obtained by Sinha (1966). He also did not find any influence of religion and caste upon academic achievements. There are other findings also (for example, Sandhu, 1986) giving similar results. There have always been some controversy regarding the role of demographic variables in scholastic achievement, For example, several authors such as Jensen (1959), Leninson (1960) and Kerckhoff and Campbell (1977) reported positive correlations between cultural factors and academic attainment, whereas, authors like Sinha (1966) and others (for example, Joshi, 1988, Saur, 1985) could not find any relationship between these two dimensions. So, present researcher is not alone in concluding that the demographic variables may not explain academic achievement. The various kinds of researches supporting or refusing the relationship between demographic variables and scholastic achievements have been cited in Chapter-II (Review of Literature). Since, none of the demographic variables differenciated between high and low achievers, no further explanation or citation is attempted here.

Some inter-correlational analyses between the demographic variables themselves and between the demographic and psychological variables were attempted. The correlations between psychological variables will be dealt with at appropriate place. Here, inter-correlations amongst the demographic variables are taken up. The correlation co-efficients (Table 52) yielded several significant correlations. Maximum number of correlations were obtained for variable of habitation which was significantly correlated with five demographic variables, namely, tribals vs. non-tribals, academic status, monthly income, father's education and caste

(it was negatively correlated with caste). However, when partial correlation were calculated, we could obtain one significant correlation with father's education. The Partial Correlation Table (50) shows the maximum number of significant correlations in case of tribal vs non-tribal treated as variable. It was significantly and positively correlated with social status, father's occupation and ordinal position. It was significantly, but negatively correlated with economic status and caste. These results seem quite possible because in our social set up, tribal or non-tribal status is definitely associated with social status and father's occupation. It is a well known fact that in Indian social systems, occupation is closely associated with caste and sub-cultural background.

It is significant to note that tribal vs. non-tribal as a variable was negatively correlated with academic status. Most of the early researches have indicated a positive relationship between tribal vs. non-tribal status and academic status (for example, Bhadra and Girija, 1984). Even Singh (1980) indicated similar results in case of scheduled castes and forward castes. The present result is at variance, but may indicate the possibility that with growing education among the tribals, it is becoming insignificant whether one belongs to tribal or non-tribal group for his academic attainment.

Academic status was significantly correlated with fathers' occupation, number of sibling and with ordinal position. These

results seem to be rather obvious and hardly need any explanation. If one looks at Tables 55 and 61, significantly different trends appeared in kinds of inter-correlations obtained for the two groups of urban-tribals and urban-non-tribals except in case of the variable of father's education. In case of this variable only, the two groups yielded similar kinds of significant correlation values. In case of urban non-tribals (Table 55), father's occupation was significantly correlated with academic status, father's education, ordinal position and family's monthly income. It was also significantly, but negatively, correlated with social status. In case of urban tribal group, no significant relationship was obtained. In other words, it seems that father's occupation is a more important factor for the urban-non-tribal pupils and is not so important a factor for the tribals. No other striking difference in trend was observed.

In case of rural-non-tribals (Table 58) academic status was correlated with family's monthly income and father's education and habitation. The same was true in case of urban-tribal group also (Table 61). However, neither in case of rural-non-tribal nor in case of the urban-non-tribal groups significant correlation was obtained between father's education and academic status of the subjects. In one case, they do influence while in other case they do not matter. Perhaps, one may hypothesize that the non-tribal children are more dependent on their parent's education for their academic performance than the tribal children. Such a hypothesis is justified on the

basis of positive correlation between academic status of these children (non-tribal) and father's education. That means, the hypothesis number 7, wherein it was hypothesized that the high achiever would generally belong to educated parents, has only partially been confirmed because only the non-tribal children seem to conform to this hypothesis.

These results were also approached from a different angle. Pearson's correlation (r) as well as partial correlations were also worked out for the total sample, that is, for all four groups combined (N = 384). The results have been presented in Table 49 through 54. More or less similar trends in results of the two kinds of analysis (correlations and partial correlations) were obtained. In case of demographic variables (Table 50 and 52) all together 13 significant correlations were obtained. Tribal vs. non-tribal status (as a variable) was positively and significantly correlated with social status, father's occupation and ordinal position. On the other hand, it was significantly, but negatively correlated with academic status and caste. Academic status was significantly and positively correlated with father's occupation and number of sibling. Social status was positively and significantly correlated with caste, but was negatively correlated with monthly income and fathers' occupation. Monthly income was positively and significantly correlated with father's education. Father's education was also correlated with habitation.

Many of these results may be easily explained. For example, positive correlation between ordinal position and number of

sibling hardly needs an explanation. Positive correlation of tribal vs. non-tribal status with social status and father's occupations are also obvious because, normally, in our social systems, tribals as counter-part to non-tribals, generally belong to lower social strata. They are mostly engaged in lower grade occupations. However, other two negative correlations with academic status and caste are not easily explainable. Though, significant negative correlation with academic status may, to some extent, explain our other results not showing significant relationship between academic status and the four sub-cultural groups, taken separately. Father's education was significantly correlated with habitation and monthly income. This result is also obvious because people with higher education tend to migrate to cities and are likely to earn better.

Inter-correlations were also worked out for the scores of different psychological variables for the total sample (Tables 49 and 53).

Academic motivation was found to be positively and significantly correlated with four variables of confidence of judgement, academic achievement-orientation, peer-affiliation-orientation and independence-orientation. Whereas these results were in expected direction, present researcher wonders why there should be such a low correlation between academic motivation and task-orientation (see Table 53). It was hypothesized (Hypothesis 12) that academic motivation would be positively and significantly correlated with task-orientation, need for

achievement, academic achievement-orientation, non-conformity orientation and independence-orientation. This hypothesis was only partly confirmed. No significant correlation was obtained either for task orientation or for need for achievement with academic motivation. Contrary to the expectations of Hypothesis 12, significant positive correlation was obtained between academic motivation and peer-affiliation-orientation. However, for similar analyses undertaken for different groups no definite trend was observed (see Tables 56, 59, 62 and 65). As discussed earlier, each group gave different trends. That means, Hypothesis 12 was largely confirmed in case of the total sample, but was not so strongly supported in case of different groups when treated separately.

Hypothesis 13 envisaged that academic motivation should be significantly and positively correlated with some of the demographic variables, like, father's education, father's occupation and academic status. This hypothesis was rejected because academic motivation was not found to be significantly correlated with any of the demographic variables (including the above three variables).

Hypothesis 19 dealt with the possible trends in correlations of confidence of judgement variable with other psychological and demographic variables. It was predicted that confidence of judgement would be positively correlated with risk-taking, task-orientation, need for achievement, non-conformity-orientation, independence-orientation, academic status social status and

ordinal position. The hypothesis also predicted negative correlation with self-orientation, interaction-orientation and peer-affiliation-orientation. This hypothesis was again only partially successful in predicting the results. Confidence of judgement yielded significant positive correlation with academic motivation, non-conformity orientation and independence-orientation, but no significant correlation was obtained either with risk-taking or with task-orientation or for need for achievements. Positive correlation with academic motivation was obtained which was not predicted. This might have happened because overall academic motivation may lead to confidence of all kinds including that of confidence of judgement. Or, there may be a reverse relationship between the two variables. With the present state of data and data-analysis, it is not possible to predict the exact direction of relationship between confidence of judgement and academic motivation. Significant positive correlations of independence-orientation and non-conformity-orientation with confidence of judgement are very obvious. One can assume that those who are confident of their judgement may be more independent in their approach and non-conformist in their beliefs and behaviour. This line of argument is further corroborated by the fact that non-conformity orientation was also positively and significantly correlated with independence-orientation. In matter of demographic variables, confidence of judgement was predicted to be positively correlated with academic status, social status and ordinal position. This prediction also proved to be

only partially correct in the sense that it was found to be significantly correlated with ordinal position only and not with either academic status or social status. A positive correlation with ordinal position may mean that those who are older among the children (the earlier born) are likely to be more confident about their judgement.

There are some contradictory findings in these analyses as well. For example, confidence of judgement was positively correlated with academic motivation, but was not correlated either with academic achievement or with academic status. It is very difficult to explain there contrddictions, but an attempt may be made by concluding that academic achievement and academic motivation were themselves not correlated with academic status. That means, it may be that these three education related variables are independent of each other. So, the common sense argument that if a variable (for example, confidence of judgement in the present case) is correlated with academic motivation, it should also be correlated with other academic related variables (like academic achievement-orientation and academic status in this case), does not hold good.

An associated hypothesis (18) predicted that pupils having more confidence in their own judgement should be high achievers in scholastic grades. The above, results as well as the results presented in Tables 29 and 30 rejected such an assumption. In Table 29, F - values for all, except for interaction, were insignificant. Table 30 showed only one

significant t - value between urban-non-tribal high achiever and urban-non-tribal low-achiever. All other t - values were non-significant indicating that confidence of judgement has no bearing on academic achievement or vice-versa. Such a result is supported by all three analyses (Tables 29,30 and 54). On the face of it, in lay man's approach, this looks like unbelieveable. But if one looks around to see our I.A.S. and other highly educated people, managers and top bureaucrats, the results do not appear to be so surprising.

Hypotheses 17 and 20 were related to risk-taking variable. The hypothesis 17 predicted that high risk-takers would be high achievers in school. Hypothesis 20 predicted that the risk-taking quality of a person will be correlated with academic status, social status, habitation, confidence of judgement, self-orientation, academic achievement-orientation and independence-orientation. As far as the total sample is concerned. Hypothesis 17 was rejected by the results (see Tables 39 and 40). F - value for high and low achievers was not significant. None of the t - values was significant. Similarly, Hypothesis 20 was also rejected. As indicated in Tables 53 and 54 (showing results related to total sample) the risk-taking variable was not significantly correlated with any of the psychological or demographic variables. However, when the results related to individual groups were analysed and taken into consideration, certain positive correlations were obtained (see Tables 56, 57, 59, 60, 62 and 65). That means, while the Hypotheses 17 and 20 do not hold good in case of the total sample, they have some validity for some individual groups.

For example, in case of urban non-tribal group (Table 56), risk-taking was positively and significantly correlated with task-orientation and academic status (Table 57). In case of rural non-tribal group it was significantly correlated with academic motivation (Table 59) and with ordinal position (Table 60). In case of urban tribal group, it was positively and significantly correlated with self-orientation, but was significantly and negatively correlated with task-orientation (Table 62). The maximum number of significant correlations were obtained in case of rural tribal group (Table 65). In this case it was positively and significantly correlated with confidence of judgement and task-orientation, but was significantly and negatively correlate with self-orientation.

It appears that in the case of non-tribal groups, both urban and rural, risk-taking ability affects academic related variables like academic status and academic motivation. On the other hand, in case of tribal groups risk-taking was more generally correlated with non-academic variables like interaction-orientation, confidence of judgement and task-orientation. It also gave two significant negative correlations with self-orientation and (in case of urban tribal group) with task-orientation. These two different trends in results indicated the possibility of making a generalisation that the non-tribal groups' risk-taking behaviour relates to academic performance, whereas in tribal groups, risk-taking behaviour influences certain personality

characteristics only. The reason might be in the possibility that the non-tribal people, because of their being not so traditional and their urban culture, have become more pragmatic and use their risk-taking quality for academic advancement. After all, being still students, academic achievement and advancement have to be the main factors in their lives. The tribals, on the other hand, being more tradition-bound and more deeply rooted in their traditional culture, have not yet been able to differentiate one personality factor (risk-taking) from others (self-orientation, etc) and are still unable to relate it to more pragmatically useful factors in life like academic motivation, academic status, etc. In short, tribal and rural people (both tribal and non-tribal) are more emotional. This line of argument is further corroborated, though indirectly, by the fact that the rural subjects scored higher on risk-taking scale than the urban subjects. This may mean that the urban population are more realistic and take more moderate risk. Also, non-tribal, high achievers scored higher ($\bar{X}$ -29.59) on risk-taking scale than those scored by the non-tribals ($\bar{X}$ - 26.58), (see Table 40). However, why risk-taking should be significantly and positively correlated with task-orientation in case of rural-tribals and significantly, but negatively correlated in case of urban-tribal group can not be easily explained. One can only make guesses. For example, one possibility is that there may be something inbuilt in the rural culture which facilitates positive correlation, between risk-taking and task-orientation, whereas in urban culture it seems that task-oriented people are

low or moderate risk-takers. The above suggestion that urban tribal and rural (both tribals and non-tribals) are likely to be more emotional, might explain results of the rural pupils scoring high on risk-taking. In other words, it is being hypothesized that the inbuilt emotionality of rural and tribal people might be leading to high risk taking ability. However, this assumption needs further testing and is left here for future researchers.

The generalised hypothesis (Hypothesis 20) envisaged that the high and low achievers of the four groups of the sample when taken together would differ among themselves in their capacity to take risks and in the levels of confidence in their judgement. Results presented in Table 30 rejected the assumption related to confidence of judgement, but results in Table 40 confirmed the expectation related to risk-taking behaviour. Even the rural and urban sample (high and low achievers taken together) significantly differed among themselves ($t=2.65$, $P \leq 0.01$). As mentioned above, rural sample scored higher on risk-taking scale. On confidence of judgement scale, rural sample and high achievers of four groups combined, scored higher. The different trends obtained in these two variables should not sound surprising because it was seen earlier also that risk-taking and confidence of judgement were not correlated (see Tables 56, 59, 62 and 65). The question of why rural sample should be high risk-takers has already been explained above. Only thing remains to be explained here is about the high achievers scoring high on risk-taking scale. It was seen earlier also that high achievers of all the four groups, separately, had scored

higher on risk-taking behaviour. However, none of the differences was significant. The difference between high and low achievers become significant only when all the four groups were combined. There are two possibilities : one, high achievers tend to be high risk-takers and, two, this trend becomes pronounced only when the sample is bigger. The second possibility needs further testing with bigger sample.

In Hypothesis 22, it was hypothesized that peer-affiliation-orientation will be positively correlated with interaction orientation, social status, ordinal position and number of sibling. This hypothesis was rejected. For the total sample, none of the correlations with these variables was significant. Even in different individual groups, none of these demographic variables was significantly correlated with peer-affiliation. Though, in case of rural-non-tribals, two other demographic variables (father's education and ordinal position) were significant. No other demographic variable was found to be significantly correlated (in any other group) with peer-affiliation-orientation. Same was the fate of relationship between peer-affiliation-orientation and interaction-orientation. Although the predicted relationships tend to be non-significant, there were some other positive correlations, both in case of total sample as well as in several other groups.

Most of these significant correlations were obtained with

some other psychological variables. For example, academic motivation and peer-affiliation orientation were significantly correlated among themselves in case of total sample (Table 53) as well as in cases of four other groups (urban-non-tribal, rural non-tribal, urban-tribal and rural tribal; Tables 56, 59, 62 and 65 respectively). Similarly, it was positively and significantly correlated with academic achievement orientation in case of total sample (Table 53) as well as in three groups (urban-tribal, urban-non-tribal and rural-tribal, Tables 52, 56 and 65 respectively). Next, significant positive relationship emerged between peer-affiliation-orientation and independence-orientation. In this case also, significant correlations were obtained in case of total sample and for urban-non-tribals (Table 56), rural non tribals (Table 59) and rural tribals (Table 65). Peer-affiliation orientation was also significantly and positively correlated with non-conformity-orientation in case of total sample (Table 53) and for rural tribal group (Table 65). Rest of the relationships were sporadic. For example, significant positive correlations were obtained with self-orientation and task-orientation in case of rural-non-tribals (Table 59) and with confidence of judgement and need for achievement in case of urban tribal group (Table 62). In summary, only four variables of academic motivation, academic achievement-orientation, independence-orientation and non-conformity-orientation emerged as variables of some consequence. Only these variables were significantly correlated with peer-affiliation orientation not only in case of total sample, but, also in case of at least three other groups.

Hypotheses 23 and 24 predicted certain negative relationships of peer-affiliation orientation with academic achievement (Hypothesis 23), independence-orientation, non-conformity orientation, academic achievement-orientation, academic motivation, need for achievement and risk-taking (Hypotheses 24). The main argument behind these two hypotheses was that the peer-affiliation orientation should be negatively correlated with these variables because peer-affiliation-orientation is a basically socially oriented motivation. A socially oriented motivation or behaviour is most likely to hinder any kind of personal achievements including academic achievement. Also, such variables as independence orientation, non-conformity orientation, academic achievement orientation, academic motivation, achievement motivation and risk taking are generally related to personal achievement and hence are not likely to go with a socially oriented behaviour like peer-affiliation. So, it was predicted that peer-affiliation-orientation would be negatively correlated with these variables. However, both of these hypotheses were rejected (see Tables, 43, 44, 49 and 53). To top it, not only these hypotheses were rejected, but most of the variables mentioned in hypotheses 24 (independence-orientation, non-conformity orientation, academic achievement orientation, academic motivation, need for achievement and risk-taking) were positively and significantly correlated with peer-affi-liation orientation. These positive correlations have been high lighted and described above.

Peer-affiliation-orientation was predicted to be negatively correlated with academic achievement. Table 43 shows non-significant F-value for this analysis. All the t-values for this different groups were also non-significant (Table 44). No significant correlation was obtained for any of the group analysed. That means all that can be said with confidence is that there is no relationship, positive or negative, between the peer-affiliation-orientation and scholastic achievement. However, when all the urban groups were taken together and compared with all the rural groups combined, the difference turned out to be significant ($t=1.98$, $p = < 0.05$). Urban groups scored significantly higher ($\bar{X} = 28.08$), than rural groups ($\bar{X} = 26.98$). Similarly, when all groups were combined, high achievers scored significantly higher ($\bar{X} = 29.33$) than all the low achievers ($\bar{X} = 27.23$) taken together.

It was seen earlier also, in case of interaction-orientation, that the high- and low achievers were not significantly different on interaction-orientation scores (see Tables 35 and 36). So, the present result conforms to the trend earlier seen in case of interaction-orientation.

The entire results related to the three hypotheses (22, 23 and 24) and also related to Hypothesis-14 indicated a general trend. That is, contrary to the general expectations laid down in the above mentioned four hypotheses, it seems that in our set-up, socially oriented behaviour (for example, peer-affiliation-orientation) may not necessarily lead to non-achievement-orientation.

That is, our students seem to be comfortable in association with their peers and this might help them in nurturing achievement related behaviour, motivations and orientations along with peer-orientations. Hence, these unexpected positive correlations.

Hypotheses 25 through 27 predicted that high achievers would be high on non-conformity-orientation, independence-orientation and on achievement-orientation dimensions. Hypothesis 25 related to non-conformity, was confirmed, other two hypotheses (26 and 27) related to independence-orientation and achievement-orientation were rejected (see Tables 41, 42, 45, 46, 47 and 48). Having seen the earlier results given above, this is not surprising. It has already been seen that in our situations, the high achievers may not necessarily be independence oriented. Rather, it was earlier observed that peer-affiliation-orientation was more likely to be associated with achievement related behaviour like academic motivation, academic achievement-orientation, etc. The same argument holds true in case of achievement orientation as well (Hypothesis 27). Only consolation in the whole exercise was related to non-conformity dimension on which all the three F-values were significant. However, when t-tests were worked out, ~~along~~ only one ~~are~~ significant difference between the high and low achievers of the rural non-tribals was significant. Other three comparisons were non-significant, though high achievers scored higher on non-conformity scale in all the four cases (groups).

In all the three analyses, one consistant trend has emerged. All rural-urban comparisons, for all these variables, were significant and also, on all these variables, urban groups scored higher than their rural counterparts. The only exception was the variable of the non-conformity-orientation where in rural sample scored significantly higher than the urban sample.

Another general trend seen was that when all the four groups were combined, in all these variables, high achievers scored higher. This indicated the possibility that when the groups became larger, mean differences tend to became significant. When all the groups are combined, the high achievers tend to score significantly higher on non-conformity-orientation, independence-orientation, peer-affiliation-orientation and academic achievement orientation. In short, high achievers scored higher on all the four orientations and all the differences were significant.

Of all these results, the most complex is that shown in Table 46. It is regarding the rural groups scoring higher on non-conformity-orientation. This is quite contrary to the common expectations. Normally, are would expect the rural sample to be more conformist than the urban groups. This becomes much more confusing when are notices that urban groups were more independence-oriented than the rural groups. Earlier it was observed that independence-orientation and non-conformity-orientation were significantly correlated in only one case of rural tribal groups. Significant partial correlation was also obtained in case of the

total sample. That means, by and large, the two variables are independent of each other. But, this goes only to a very limited extent in explaining these results. Much still remain, undxplained. The present set of data does not help much in this matter. May be some future research, with larger sample, will be able to resolve the issue. The only thing that comes to mind is that the process of everyday government and other agencies introducing new changes in village lives and system might have made the present generation there more conformist than the urban pupils who have very little to see anything new happening in their surroundings particularly in small urban centres in relatively backward state of Bihar (where the present data were collected).

Urban subjects also scored significantly higher on ppeer-affiliation scale in comparison to the rural sample. This might have happened because these two groups of students belonged to two different kinds of habitat. For example, the urban subjects reading in an urban school may also be dwelling in the same town or in same cases, may be in the same locality. Hence, it may be possible for them to meet, interact or play together even after the school hours. On the other hand, it is quite common that students reading in a rural school may belong to different villages and instead of meeting, interacting or playing with their peers they must be going back to their respective homes in different villages as soon as their school hours are over. It is argued here that this kind of situation can result into the rural subjects becoming less peer-affiliation oriented.

Hypothesis 28 predicted for positive correlations among the three variables of academic achievement-orientation, non-conformity-orientation and independence-orientation. This hypothesis was only partially supported. Independence-orientation was positively and significantly correlated with other two variables. Academic achievement-orientation was not correlated with non-conformity-orientation. Much has already been said about these relationships. It has been observed earlier also that non-conformity-orientation was not related to academic achievement and hence academic achievement-orientation and independence-orientation should naturally be positively correlated among themselves. Independent minded people are more likely to be achievement oriented.

In the earlier pages, an attempt has been made to discuss the results of Chapter V with reference to 28 hypotheses framed earlier in chapter III. Some very unexpected results were obtained and a number of hypotheses were rejected. Several other hypotheses were supported as well. Wherever unexpected results were obtained attempts have been made to give adequate explanation. Yet, it was not possible to explain such results adequately in a few cases within the present set of data. It is suggested that these unexplained results may be explored in some future researches.

In short, it may be concluded that hypotheses number 1, 5, 8, 11, 15, 16 and 25 were supported by the data; hypotheses numbers 7, 14, 19 and 28 were partially confirmed, but hypotheses numbers

2, 3, 4, 6, 9, 10, 12, 13, 17, 18, 20, 21 to 24, 26 and 27 were rejected. Some hypotheses which were otherwise rejected, were confirmed in cases of comparison between rural and urban groups.

In the next chapter (VII) a summary of the entire work, including the main conclusions of the present research along with suggestions for future research, will be given.