**Status study of psycho-social characteristics and academic achievement of the students of Manipur**

***Mr. N. Rohen Meetei***

*Asst. Professor*

*Department of Education*

*Regional Institute of Education (NCERT), Bhopal*

*e-mail:* *rohan.meetei12@gmail.com*

*(M): +91 9981232436*

***Abstract***

In this paper, effort has been made to study the status of psycho-social characteristics of students of Manipur to reflect upon the possible contribution for sustainable education in the state. Psycho-social variables were delimited to academic anxiety, adjustment level, gender, locality and SES of the parents of class IX students of valley districts only. **Objectives:** 1) To know the status of psycho-social characteristics and their academic achievement. **Methodology:** Survey method has been adopted with tools like academic anxiety scale, by A.K.Sing & Sengupta, adjustment inventory of school students by A.K. P. Sinha & R.P. Singh and Checklist for SES and personal information developed by investigator were used for the collection of data from 700 samples. **Major findings:** 1) Status of academic anxiety was found moderate with respect to locality, gender and SES 2) total adjustment of students of high SES parents was found excellent, others found to be good 2) Similar status was found between boys and girls in academic achievement where urban locality and moderate to high SES group were found high. **Conclusion**: Other than the differences between localities in academic achievement and SES status, the similar status of academic achievement between gender and other variables shows that the state has a positive and progressive education scenario. Such findings may contribute while making the state’s education a sustainable or further progress.

*Key words: Psycho-social, anxiety, adjustment, achievement, and sustainable education etc.*

**INTRODUCTION**

The state of Manipur literally meaning "A jeweled land" nestle deep within a lush green corner of North East India, appeared in the map of India as a state on Jan 21, 1972. Imphal, being the major city and the capital of the state, located in the great valley, is the gateway to the state through air though it has road connectivity to its neighbouring states and bordering country Myanmar. The population of the state is limited to 22, 93,896 (2011 census) having the density of the population as 121.8 per sq.km. There are 33 scheduled Tribes and meager scheduled castes population. There are nine districts in the state. The people of Manipur also reflects the unity in diversity form by Meitei, Naga, Kuki, Meitei Pangal and other colourful communities which have lived together in complete harmony for centuries. These are the people whose folklore, myths and legends, dances, indigenous games and martial arts, exotic handlooms and handicrafts are infested with the mystique of nature. There are 29 different dialects spoken in Manipur.

Socio economic status is mainly based on agriculture and allied activities which form the backbone of the economy of Manipur. Agriculture plays an important role in the development of Manipur’s economy. It engages about 76 percent of the total working population. The size of the cultivated area is only 9.41 percent of the total geographical area of the state. Out of the total cultivated area, 52 percent is confined to the valley. Half of the total valley area, which accommodates 67 percent of the total population, is occupied for agriculture purposes.

**Development of Secondary and Senior Secondary education in Manipur**

 In 1900, there was only one middle school and 17 primary schools. A department for education was set up only in 1910. And before 1906, the provision for secondary education was zero. It was only in 1921 that high school was developed by upgrading the middle school and got affiliation from Calcutta University. However, the school could accommodate only the first and second divisioners. Hence, there were necessities for establishing more high schools and in 1931, a private school was established, which was named as Sir Churchand Singh High school as he donated a large amount of land and money for the development of the school. Another school was established in 1932 in the name of Princess Tombisana Devi, which was renamed as Tombisana School. The progress of secondary education in Manipur got a setback with the outbreak of World War-II (1936-1945). It was only after India achieved independence that the secondary schools expanded. During this era, the Board of Secondary Education Manipur was set up as well. In 1947-48 there were 6 high schools and 13 middle schools in Manipur. And its demand has been climbing drastically after 1949. In 1985-1986, higher secondary schools in the state were a mere eight in number. But, it drastically rose to 22 (twenty two) in 1987-1988. In 1993, the scheme of 1986 Continuous and Comprehensive Evaluation (CCE) was introduced. The syllabus and textbook were revised in every five years.

However, the main concern, today, is the widening gap between academic achievements rates of the some of the reputed government Schools. But with the passing of time, the privatization of education has been outperforming their counterpart in every possible ways with the exception of a few of the government schools; the rest has been continuously showing a very poor academic performance for many years.

 As per census 2011, the overall literacy rate is 79.85 percent which is a little more than the national average of 74.04 percent. The literacy rate among the males is 82.14 percent and that of females is 65.46 percent. The following data given in the table 1.3 illustrates more about the related statistics of education in Manipur.

Table 1.3

*Educational Level and Age Group Index of General Caste, Scheduled Castes and Scheduled Tribes*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Age groups | Total population | Literate without educational level | Below primary | Primary | Middle | Metric secondary | Higher secondary | Non-technical diploma | Technical diploma | Graduate and above | Unclassified |
| 1 | All ages | 2,166,788 | 37,486 | 209,287 | 259,393 | 307,529 | 218,159 | 129,602 | 142 | 2,278 | 146,306 | 352 |
| 2 | All ages | 60,037 | 930 | 6,094 | 6,513 | 9,022 | 5711 | 3,986 | 3 | 65 | 4,756 | 8 |
| 3 | All ages | 741,141 | 17,290 | 80,434 | 108,146 | 92,668 | 63,310 | 31,243 | 28 | 249 | 26,177 | 85 |

*1=General cast, 2= SC, 3=ST*

*Source:*http://www.censusindia.gov.in/Census\_Data\_20011/Census\_Data\_Online/Social\_and\_cultural/Educational\_level\_and\_Age\_groups.aspx

Even though the state is very small, still it does have some important institutions of higher education where children can be inspired with such elite higher education facilities.

1. Central Agricultural University, Imphal
2. Central Institute of Plastics Engineering and Technology, Imphal
3. Manipur Central University, Chanchipur
4. Regional Institute of Medical Sciences etc.

Table 1.6 shows the enrolment at secondary level is much higher in the rural areas which means their awareness of getting educational facility is significantly desirable. But in case of schedule tribes, the enrolment is much higher in rural than in urban, it may be due to the state is covered with mostly of hill districts where mostly they inhabited.

Table 1

*Communitywide Enrolment at Secondary Level, Manipur*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | All Communities | SC | ST | OBC |
| Area | Boys | Girls | Total | Boys | Girls | Boys | Girls | Boys | Girls |
| Rural | 61568 | 56322 | 117890 | 1630 | 1374 | 30655 | 26413 | 2606 | 2312 |
| Urban | 30236 | 29828 | 60064 | 2047 | 2048 | 3353 | 2640 | 3223 | 3222 |
| Total | 91804 | 86150 | 177954 | 3677 | 3422 | 34008 | 29053 | 5829 | 5534 |

*http://www.ncert.nic.in/programmes/education\_survey/pdfs/Enrolment\_in\_school.pdf*

Table 2

*Enrolment at Class VI to VIII and IX regarding All Class of community, Manipur*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Rural | Urban | Total |
| Class | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| VI-VIII | 43685 | 40755 | 84440 | 20704 | 19995 | 40699 | 64389 | 60750 | 125139 |
| IX | 10777 | 10024 | 20801 | 6397 | 6126 | 12523 | 17174 | 16150 | 33324 |

*http://www.ncert.nic.in/programmes/education\_survey/pdfs/Enrolment\_in\_school.pdf*

Community wise (rural/urban) scenario is shown in table 1.7. Standards from VI to VIII and IX, the given difference is here quite large i.e., the enrolment in secondary rural only have 20801 where as in urban, it is with only 12523. But, the population density is much larger in urban area.

**Psycho-social Characteristics of Adolescent**

Since the word is composed of psycho and social which involve aspects of social and psychological behavior. Psycho-social is a term referring to the mind's ability to, consciously or unconsciously, adjust and relate the body to its social environment. Psycho-social development as articulated by Erikson (1950) in his most influential work, Childhood and Society, describes eight developmental stages through which a healthily developing human should pass from infancy to late adulthood. In each stage the person confronts, and hopefully masters, new challenges. Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future. For a concept to be psycho-social means it relates to one's psychological development in, and interaction with, a social environment. The individual needs not be fully aware of this relationship with his or her environment, but the individual also develops within a social context.

### The inability to settle on a school or occupational identity is disturbing. Main question asked at this stage. Certain changes reflect both physical and cognitive maturation. Peer group, cliques, strong group identity, ready to plan for the future, loyalty, ability to freely pledge and sustain loyalty to others, physical maturation, emotional development, membership in peer group, sexual relationships are major psycho-social characteristics. Therefore, specifically, the psycho-social characteristics of school going adolescents such as academic anxiety, adjustment, achievement motivation which affects their performance are taken into consideration.

Biologically, anxiety has a prime function in adapting to, or avoiding, threatening situations. Coming to academic anxiety, it interferes with school functioning only when an abnormal level is reached, where as within normal range, being anxious does not automatically imply worst school functioning and indeed may to a certain extent be motivating and enhancing to academic performance (Mazzone, Ducci, Scoto, Passaniti, D’Arrigo, Vitiello, 2007), (Erica 2010). Basically there are four levels academic anxiety: mild, moderate, severe and panic anxiety.

Adjustment is the core constituent of every human life and many of psychologists had defined that adjustment is the interaction between the individual and his environment. Adjustment is the most important key of mental health associated with emotional, educational and social dimensions and could be, accordingly, examined from educational, emotional, and social perspectives (Hamidi & Hosseini, 2010). Abtahi and Nadri (2012) stated that an individual adapts according to the needs of his culture or society may be described as adjustment and the person then feels that his needs have been or will be fulfilled. In the words of Shaffer (1991) adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. According to Newman and Newman (1981) the concept of adjustment may be understood as active, creative efforts to live efficiently.

Academic adjustment has been often defined as the adjustment of the students as measured through their scholastic success. This is only a narrow view. A students success thus, depends on the understanding how to develop their capacities a bringing them to maximum use. Adjustment patterns in schools involve the students’ healthy adjustments to school or college. Their emotional maturity, sound mental and physical health, their personal and social relationships with teachers, their associates are factors that are likely to help or hinder the efficient pursuit of their goals.

The socio-economic reforms in the country have nurtured a universal culture of emotional adjustment and achievement motivation in the adolescents. However, still the educational and social adjustment in adolescents bear the pangs of societal discrepancies highlighting the dilemma of identity or hierarchy. Thus, it can be concluded that appropriate psycho-social nurturebe provided to all the categories that have been socio-economically demarcated. It is only then that the discrepancy between institutional as well as social levels can be streamlined.

**EMERGENCE OF THE STUDY**

In this paper, effort has been made to study the status of psycho-social characteristics of students of Manipur to reflect upon the possible contribution for sustainable education in the state. It’s commonly observed that even in Manipur, when schools implement common educational policies and had similar infrastructure facilities, they tended to create diverse environment due to differences in psycho-social background of students. The main purpose of this emergence is to investigate the psycho-social factors and their status so that the investigator could draw a line of psycho-social characteristics considering academic achievement of secondary school students as a part of reflection of the status differences. The findings of this study should be of great significance to related responsible persons who expect them to perform well in their life psychologically and socially.

**Objectives of the Study**

To find out the

1. status of academic anxiety, adjustment and academic achievement of students of Manipur
2. difference between the urban and rural students with respect to academic anxiety, adjustment, and academic achievement of the students of Manipur
3. difference between boys and girls students with respect to academic anxiety, adjustment, and academic achievement of the students of Manipur
4. difference between students of different levels of parents’ socioeconomic status (SES) with respect to academic anxiety, adjustment, and academic achievement of the students of Manipur

**Hypothesis of the Study**

1. The status of academic anxiety of a) urban students would be moderate and rural students would be high, b) boys would be moderate and girls would be low, c) with respect to socioeconomic status (SES) level of parents, above average students would be moderate, average would be high and below average would be low
2. The status of adjustment a) urban students would be average and rural students would be unsatisfactory, b) boys would be good and girls would be average and c) with respect to socioeconomic status (SES) level of parents, above average students would be good, average SES would be average and below average would be unsatisfactory.
3. The status of academic achievement a) urban students would be high and rural students would be low, b) boys would be high and girls would be low, and c) with respect to socioeconomic status (SES) level of parents, above average students would be high, average would be moderate and below average would be low.
4. The urban students would have significant higher academic anxiety, higher adjustment, and higher academic achievement than rural.
5. The boys would have significant higher academic anxiety, better adjustment, and higher academic achievement than girls.
6. The students with higher socioeconomic status (SES) parents would have significant lower academic anxiety, better adjustment, and higher academic achievement than students with average and below average socio economic status (SES) of parents.

**Delimitations of the Study**

The study was confined to students of the age group of 13+ (Class IX) from CBSE and State Board Schoolsdrawn only from four valley districts of Manipur.

**METHODOLOGY**

Survey method has been adopted with tools like academic anxiety scale, by A.K.Sing & Sengupta (1984), adjustment inventory of school students by A.K. P. Sinha & R.P. Singh (2005) and SES by Sabharwal and Sharma (2007) were used for the collection of data from 700 samples of 30 secondary school from four valley districts.

**DATA ANALYSIS AND INTERPRETATION**

**Status of academic anxiety, adjustment and academic achievement of students of Manipur**

In order to test the above stated hypotheses, the minimum and maximum scores of academic anxiety were taken into account. The minimum score of academic anxiety was zero (0) and maximum was 20. Keeping in mind the range of minimum and maximum scores of academic anxiety, a classification of the status was made. The classification was based on equal range such as: very low, low, moderate, high, and very high.

The means of urban and rural studentsare ***M*=11.992** and **11.375** respectively. It shows that in cases urban and rural students is moderate. *Thus, the hypothesis 1(c) that the status academic anxiety of urban would be moderate is accepted and rural students would be high is rejected.*

The means of boys and girls students are ***M*=11.82** and **11.81** respectively. It shows that in both cases the statuses are moderate. *Thus, the hypothesis 1(d) that the status academic anxiety of boys would be moderate is accepted and girls would be low is rejected.*

The means of students with regards to below average, average and above average socioeconomic status (SES) of parentsare ***M*=11.82, 11.94** and **11.69** respectively. It shows that the statuses of students with regards to below average, average and above average socioeconomic status of parents are moderate. *Thus, the hypothesis 1(e) that the status of academic anxiety with respect to socioeconomic status (SES) level of parents, above average students would be moderate is accepted, average would be high is rejected and below average would be low is also rejected.*

**Status of adjustment of the students of Manipur**

In order to test the above stated hypothesis, the minimum and maximum scores of adjustment were taken into account for three areas of adjustment i.e., social, emotional, educational and total adjustment. The minimum score was 0 and maximum was 20 for each areas i.e., social, emotional and educational adjustment and 60 for total adjustment. Keeping in mind the range of minimum and maximum scores of all the three areas and total adjustment, a classification of the status was made. The classification was based on equal range i.e., excellent, good, average, unsatisfactory and very unsatisfactory.

The mean of urban students for social, emotional, educational, and total adjustment are ***M*=2.10, 1.82, 2.25,** and **6.15**. The mean of rural students are ***M*=2.11, 1.80, 2.29**, and **6.21** respectively. It reveals that the status of urban and rural students were found samei.e., for social, emotional and educational status of both are excellent and for total, it is good. *Thus, the hypothesis 2(c) that the status of adjustment of urban students would be average and rural students would be unsatisfactory is rejected.*

The mean of boys for social, emotional, educational, and total adjustment are ***M*=2.13, 1.87, 2.25,** and **6.24** and the mean of girls are ***M*=2.07, 1.76, 2.27, and 6.17** respectively. It reveals that the status of boys and girls students was found to be excellent for all the three areas of adjustment. In case total adjustment both boys and girls are good. *Thus, the hypothesis 2(d) that the status of adjustment of boys would be good is accepted and girl would be average is rejected.*

The mean of students with respect to below average, average and above average socioeconomic status (SES) level of parents for social are ***M*=2.15, 2.18,** and **1.99,** for emotional adjustment are ***M*= 2.02, 1.98** and **1.25** and for educational adjustment are ***M*=2.67, 2.24** and **2.05** respectively. The mean of total adjustment of below average, average and above average are ***M*=6.71, 6.34** and **5.61** respectively. It reveals that the status of students of below average, average and above average SES background were found to be *excellent* for all the three areas of adjustment. However, students with below average, average and above average SES background were *good* in total adjustment. *Thus, the hypothesis 2(e) that the status of adjustment with respect to socioeconomic status (SES) level of parents, above average students would be good, average would be average and below average would be unsatisfactory are rejected.*

**Status of academic achievement of the students of Manipur**

In order to test the above stated hypotheses, the minimum and maximum scores of academic achievement were taken into account. The minimum score of academic achievement was 0 and maximum was 100. Keeping in mind the range of minimum and maximum scores of academic achievement, a classification of the status was made. The classification was based on equal range such as: very low, low, average, high, and very high.

The means of urban and rural are ***M*= 67.91** and **64.20** respectively. It shows that the status of academic achievement of urban was found to be high and rural schools was found to be average. The result shows that the urban students have higher than rural in academic achievement. *Thus, the hypothesis 4(c) that the status of academic achievement of urban students would be high is accepted and rural students would be low is rejected*.

The means of boys and girlsare ***M*=66.67** and **67.04** respectively. It shows that both

boys and girls were found to have high status in academic achievement. *Thus, the*

*hypothesis 4(d) that the status of academic achievement of boys would be high is*

*accepted and girl would be low is rejected.*

The mean of students with respect to below average, average and above average socioeconomic status(SES)of parents for are ***M*=62.28, 66.94,** and **70.10** respectively. It indicates that the status of the students with below average socioeconomic status(SES) backgroundof parents was found to be in average status. In case of students with average and above average SES background, they were found to be high. It can be concluded that students with respect to SES of parents, below average are average achievers whereas, average and above average students are high academic achievers. *Thus, the hypothesis 4(d) that the status of academic achievement with respect to socioeconomic status (SES) level of parents, above average students would be high is accepted, average would be average is rejected and below average would be low is rejected.*

Table 3

*A summary index of the status analysis*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | AAnx | Adjustment | AA |
|  |  |  | SA | EmA | EA | TA |  |
| Locality | Urban | H | E | G +++ | E | G | H |
| Rural | M | E | G +++ | E | G | A |
| Gender | Boys  | M +++ | E | G - - | E  | G | H |
| Girls | M +++ | E | G + | E  | G +++ | H+ |
| SES of Parents | BA | M ++ | E - | G | G | G | A |
| A | M +++++ | E - | E - | E | G | H |
| AA | M | E ++ | E | E | E | H+++ |

**Analysis of difference in academic anxiety, adjustment, and academic achievement between the students of urban and rural schools**

**Comparison of academic anxiety between the students of urban and rural schools**

It is observed that the mean 11.99 of urban students and 3.04 of rural for academic anxiety. This shows that urban students show higher level of academic anxiety than rural**.** Further the obtained t-value 2.433 of academic anxiety is found to be significant at .05 level (p<.05). *Thus, the hypothesis that the urban students have significant higher academic anxiety than rural students is accepted.*

**Comparison of adjustment between the students of urban and rural schools**

The mean of three areas of adjustment and total adjustment urban and rural students are shown in above table 4.37. The mean 2.10, 1.82, 2.25, and 6.15 of urban students and 2.11, 1.80, 2.29, and 6.21 of rural students for social, emotional, educational and total adjustment respectively are reveals that urban and rural students are similar in all form of areas of adjustment. Further, the obtained t- values – 0.050, 0.218, -0.326 and -0.225 for social, emotional, educational and total adjustment respectively are found to be not significant at .05 level (p>.05). In brief, it may be concluded that urban and rural students do not differ significantly over the adjustment areas. *Thus, the hypothesis that urban students would have significant higher adjustment ability than rural students is rejected.*

**Comparison of academic achievement between the students of urban and rural schools**

The mean 67.904 of urban students and mean 64.200 of rural students for academic achievement. The obtained t-value 3.61 for academic achievement is found significant at 0.05 level. It is thus concluded that urban students have significant higher academic achievement than their rural counterparts. *Thus, the hypothesis that the urban students would have significant higher academic achievement than rural students is accepted.*

**Analysis of difference in academic anxiety, adjustment, and academic achievement between the Boys and Girls Students**

**Comparison of academic anxiety between the students of boys and girls**

The mean 11.82 and 11.81 of academic anxiety of boys and girls respectively and found almost no difference between them. This discloses that academic anxiety of boys students is same as to girls. The obtained t-value 0.029 for academic anxiety is found no significance since at .05 level. It can be concluded that boys do not have significant higher academic anxiety than girl*.* *Thus, the hypothesis that the boys would have significant higher academic anxiety than girls is rejected.*

**Comparison of adjustment between the boys and girls**

The mean 2.13, 1.86, 2.25 and 6.24 of boysand 2.07, 1.76, 2.27 and 6.09 of girls for social, emotional, educational and total adjustment respectively. It indicates there is no differences between boys and girls in social, emotional, educational and total adjustment.

Furtherthe obtained t-value 0.665, 1.142, -0.167 and 0.621 for social, emotional, educational and total adjustment areas respectively between boys and girls, reveals that the obtained t values for social, emotional, educational and total adjustment areas are not significant at 0.05 level (p>.05). It can be concluded that boys do not have significant higher adjustment level than girls*.* *Hence, the hypothesis that the boys would have significant higher adjustment level than girls is rejected.*

**Comparison of academic achievement****between the boys and girls**

Academic achievement mean of boys and girls were 66.674 and 67.039 respectively. The obtained t-value for academic achievement of both boys and girls were not found significant at .05 level (*p* > .05). *Thus, the hypothesis that the boys would have significant higher academic achievement than girl is rejected.*

**Analysis of comparison among the students with reference to socioeconomic status of parents**

**Comparison of academic anxiety between and within the students of below average, average and above average with respect to socioeconomic status (SES) level of parents**

The mean of students in different categories such as below average, average and above average of SES of parents were 11.819, 11.942 and 11.697 respectively. It also indicates that the result of one-way analysis of variance, used to test the differences among students of below average, average and above average with respect to socioeconomic status level of the parents for academic anxiety. The table shows that F- value 0.411 for the degree of freedom 2, 697 is not significant at .05 level (p > .05). *Thus, the hypothesis that the students of parents with above average socioeconomic status (SES) level of parents would have significant lower academic anxiety than the students with average and below average socioeconomic status (SES) of parents is rejected.*

**Comparison of adjustment between the students of below average, average and above average with respect to socioeconomic status (SES) of parents**

The mean of students in different categories such as below average, average and above average of SES of parents. For social adjustment, emotional adjustment, educational and total adjustment were 2.145, 2.015, 2.569 and 6.709 respectively for below average SES; 2.181, 1.897, 2.238, and 6.341 respectively for average SES and 1.996, 1.594, 2.045 and 5.609 respectively for above average SES of parent. This table indicates that one-way analysis of variance according to SES of parents. The results from above table illustrate that F- values for social, emotional, educational and total adjustment of below average, average and above average with respect to socioeconomic status level of parents are 1.706, 7.780, 7.694, and 7.335 respectively. Except the F-value of academic anxiety (P> .05) other areas of adjustment were significant at .05 level (p<.05). The above result of ANOVA shows that there is significant difference in emotional, educational and total adjustment abilities among students with their different socioeconomic backgroundsand there is no significance difference in social adjustment. *Hence, the hypothesis that the students with above average socioeconomic status (SES) level of parents would have significant better adjustment than students with average and below average socioeconomic status (SES) of parents is accepted but in case of social adjustment, it is rejected.*

**Comparison of academic achievement between and within the students of below average, average and above average with respect to socioeconomic (SES) status of parents**

The summary of difference in one-way analysis of variance (ANOVA) which was used to test the difference in academic achievement for different categories of SES of parents. It is seen from the table that the mean of students with below average, average and above average SES level of parents were 62.276, 66.936 and 70.104 respectively and the difference among the mean with F value at *df(2,697),* 23.721were found significant at .05 level (p< .05) for academic achievement. *Thus, the hypothesis that the students with above average socioeconomic status (SES) level of parents would have significant better academic achievement than the students of average and below average socioeconomic status (SES) of parents is accepted.*

Table 4 *Summary of the analysis of status of comparison*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | AAnx | Adjustment | AA |
|  |  |  | SA | EmA | EA | TA |  |
| Locality | Urban | \* |  |  |  |  | \* |
| Rural |
| Gender | Boys  |  |  |  |  |  |  |
| Girls |
| SES of Parents | BA |  |  | \*BA & AA\*A & AA\*\* | \*BA & A\*\*BA & A\* | \*BA & AA\*A & AA\*\* | \*BA & A\*BA & AA\*A & AA\*\* |
| A |
| AA |

**Major Findings of the Study**

The statuses of the students of Manipur with regards to academic anxiety were moderate for urban and rural, both boys and girls, below average, average and above average students with respect to SES of parents respectively i.e., irrespective of type of schools, locality, sex, and SES level of parents, the status of academic anxiety of the students are moderate.

The statuses of students of Manipur with regards to adjustment were good for both urban and rural students, good for both boys and girls, good for below average and average and excellent for above average students with respect to SES of parents respectively i.e., irrespective of type of schools, locality, sex, and SES level of parents, the status of adjustment of the students are either excellent or good.

The statuses of students of Manipur with regards to academic achievement were high for urban and average for rural, high for both boys and girls. For different level of SES of parents, average for below average, high for both average and above average students.

There was no significant difference between urban and rural students with respect to adjustment. In case of academic anxiety the urban students had significant higher than rural, for academic achievement, urban students were significantly better than rural students. There was no significant difference between boys and girls with respect academic anxiety, adjustment, and academic achievement.

With respect to SES of parents, for academic anxiety, there was no significant difference between below average, average and above average students. For adjustment, and academic achievement, the above average students were significantly better than below average and average students. But, with respect to only social adjustment, the differences between below average, average and above average were not significant.

**Conclusions**

As expected the status of academic anxiety, adjustment, and academic achievement for the type of locality, sexes, and SES of parents, it was found mostly at the moderate and average status. The situation is not in a bad state even if lots of disturbances such as terrorism, strikes, road blockages, etc happens always at Manipur. It may be due to certain strong positive aspects of the state i.e. its rich cultural heritage which includes minimum gender discrimination, respect for elders, friendly nature of the people, calm and stable families etc. If parents and teachers plan together for the improvement of the situation at home, classroom and school, the status of variables could be easily enhanced which could also increase the students’ performance. Therefore, policymaker should make provision of the personal and educational counselling in schools, compulsory parent teachers meeting and acceptance of parents, teachers and principals to the decisions of these meetings and bringing change in classroom and schools accordingly. In another way, the positive aspects of current psycho-social characteristics of the students could be accepted as a better situation and more sports, games cultural activities etc. could be planned in schools. Children should be provided with good role models to change their psycho-social behavior, improve their self-confidence, aspirations etc.

Hence, the results of psycho-social characteristics could be effectively implemented specifically in secondary schools of Manipur. It is a fact that the teacher’s role is the most crucial input in the field of education. Whatever policies are laid down, changes are brought in, ultimately they have to be interpreted and implemented by the teachers. If the teachers are passive, all innovative efforts, new methods etc. will be futile and meaningless. They are said to be facilitators and this facilitation can be made by planning, developing and conducting various activities in the classes. The findings of the present study could be relevant for the teachers to understand the need of the students better. Teachers can be more child-centered while giving attention and reinforcement with novelty in teaching learning situations for improving the behavior and academic performances of their students.