

**“A STUDY OF SELF CONCEPT OF HIGH ACHIEVERS AND
LOW ACHIEVERS OF SECONDARY SCHOOL STUDENTS OF
LUCKNOW”**



DISSERTATION SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD
OF THE DEGREE OF
MASTER OF EDUCATION

UNDER THE SUPERVISION OF
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DECLARATION

I hereby declare that the dissertation entitled “**A STUDY OF SELF CONCEPT OF HIGH AND LOW ACHIEVERS OF SECONDARY SCHOOL STUDENTS OF LUCKNOW**” is the record of work done by me under the supervision of **Dr. Md. Ali Imam** Department of Education, Integral University, Lucknow. It is solely my research work.

This is being submitted to Integral University for the degree of Master of Education.

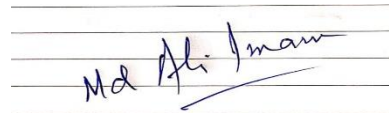
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CERTIFICATE

I certify that **ASIFA SIDDIQUI** has worked for her dissertation entitled “**A STUDY OF SELF-CONCEPT OF HIGH ACHIEVERS AND LOW ACHIEVERS OF SECONDARY SCHOOL STUDENTS OF LUCKNOW**” under my supervision and guidance. This dissertation is genuinely her own work and is fit for submission.

Date: 27/7/2020

A handwritten signature in black ink, reading "Md. Ali Imam", is written across four horizontal lines. The signature is cursive and includes a long horizontal stroke at the end.

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ACKNOWLEDGEMENT

First of all I thank Almighty Allah who bestowed His blessing upon me and due to His blessing I have completed my dissertation successfully.

I would like to thank my supervisor, Dr. Md. Ali Imam, Professor, Department of Education, Integral University, Lucknow. He has been a constant source of support and encouragement for me throughout the research work. Without his support and guidance this work might not have been accomplished. I feel truly honored and privileged to have worked with him.

I am grateful to Professor, Dr. Adnan Khan Lodi, the Head of Department, Department of Education, Integral University, Lucknow, for his support and encouragement. I also thank all my teachers as well as non-teaching staff of the department for their support. I owe a great sense of gratitude to my parents for their constant support and encouragement throughout my research work. Without their prayers and proper advice this work would have not been accomplished. I dedicate this dissertation to my parents. Last but not the least, I thank my family members and friends for their advice and support.

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CHAPTER: 1

INTRODUCTION

Education helps an individuals to transform them into problem solver and capable of using gained knowledge to provide many solutions to the wide range of problems. Modern education system is now more career oriented than knowledge oriented. So, now the main focus of the today's students is to gain higher marks in their examinations to achieve their desired goals rather than gaining knowledge. A good level of education benefits students to corresponding high level of metacognitive skills which in turn helps the students to have a good level of knowledge of himself. Sometimes some students with high level of education and metacognitive skills to fail to exhibit the knowledge they have acquired during teaching and learning process.

Education is like a weapon which can change the world. It is a life-long process. It transmits the knowledge and culture of one generation to another generation. It make us more civilized, cultured and increases our fame, and combination of new thoughts and ideas with old.

Education is very important for life. It opens our mind and make us broadminded and it is defined as the modification of behavior of an individual and makes a good person. Globalization and advancement in all fields including technology and science are made easy through education.

Education is like an effective tool. It transforms cultural heritage, spiritual and moral values and moral thought and ideas from one generation to another generation. It is important source for developments of human being and development of a country. It enhances the mental ability and provides a path develops different values. Educated person are found to

have higher self -concept. Their lives are well organized and planned and have well direction. They have good equipment and good problem skills to handle the daily life decision.

“Education is the development of all those capacities in individual which will enable him to control his environment and fulfill his possibilities.”

John Dewey

“Education means all round drawing out of the best from men and child (body, mind and spirit).”

Mahatma Gandhi

It is broadly held that self- concept is mainly involved in the teaching learning process. Low achieving students frequently judged in relation to high achievers, lack of motivation, feeling of inferiority, and inter personal hostility often result.

1.2 Meaning of high and low achievers:

High Achievers: A person who achieves more than the average person in their work is called high achiever. Students whose intellectual functioning are of the average grade assessed by a standardized intelligence test and who have secured an average of 60% and above in each of the three consecutive terminal examinations as considered as high achievers.

The term high achieving is used by researcher to refer to students who stand out in terms of their academic abilities (e.g. Kotinek et al. 2010; Winston, Miller, Ender& Grites, 1984).

Low Achievers: Low achievers: students whose intellectual abilities are in the average range on a standardized intelligence test but who nevertheless have more difficulty in achieving pass marks in all the subjects are considered as low achievers.

1.3 SELF-CONCEPT:

The self-concept is possibly the most essential and unique concept of psychology. As a theoretical construct, the self has been an article of interest since 17th century, when Rene Descartes first discussed the cogito, or self, as thinking substance. Throughout the eras, theories of Sigmund Freud, Carl Rogers, Abraham Maslow and other have been directed towards considerate the conduct of human beings by investigative the feelings and beliefs that individuals hold themselves.

William James (1980), was the first psychologist who started to work on development of self-concept.

Though we each possess a self- concept, the content of this schema can be organized in various ways. For example, “self-conceptions” can be relatively “central” or relatively “peripheral” (Sedikides, 1995). Out of these two, the central self- conception are more extreme (positive or negative) than peripheral self-conception

In a simple words self- concept is perception of one about herself or himself. In other words Self-Concept is the perception of us involving our abilities, attitudes, and knowledge about our skills, feelings, social acceptability and appearance.

Self –Concept also known as one’s self concept or self-construction or self-perspective— academic performance and collection of believes about oneself.

Self- concept is a dominant element in personality pattern, therefore, the measurement of self-concept becomes essentials. A various methods and techniques have been developed to measure self-concept. There are several terms that are virtually synonymous with self-concept among them are “Phenomenal-Self, Self-Perception, Self-Image, Self-Understanding,”

Self- concept believes about oneself— “Who am I”. The self- concept is the information that we have ourselves— what we think we are like. It includes ones past, present and future selves.

“Self –concept is a person’s perception of himself formed through experience with and Interpretation of the environment. These perceptions are influenced by a number of factors Such as evaluations of significant others, reinforcement and attributes of behavior.”

Shavelson et al, (1976)

“Self- concept may be defined as the totality of a complex, organized and dynamic system of learning beliefs, attitudes and opinion that each person holds to be true about his or her person existence.”

Purkey, (1988)

“Self- concept is a multidimensional and context-dependent learned behavioral pattern that reflects an individual’s evaluation of past behaviors and experiences, influences an individual’s current behaviors and predicts an individual’s future behaviors.”

Bracken, (1992)

“An individual assessment of his/her status on a single trait or on many human dimension using societal or personal norms or criteria.”

Stedman’s Medical Dictionary, (2004)

“It is the set of perceptions or reference points that the subject has about himself: the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationship that the subject knows to be descriptive of himself and which he perceives as data concerning his identity.”

Sanchez and Roda, (2007)

The self-concept includes three main elements:-

1. The identity of the self- image, referred to as the perception of herself/himself;
2. Self-esteem, which is linked to the value individuals attach to the particular manner in which they see themselves;
3. A behaviour component, reflecting how self-concept influences and formulates the individual's (Machargo, 1997; Mc Clun & Marrell, 1998; Zogal, 2001 and Tuttel & Tuttel, 2004).

Self- concept is defined as the value that an individual places on his/her own characteristics, qualities, abilities, and actions (Woolfolk, 2001).

Self- concept is a dynamic in its efforts to maintain its individuality.it may be defined as totality of a complex, organized, attitudes and opinions, and dynamic system of learned beliefs that each person holds to be true about her/his personal existence. In addition children's self- concept is more differentiated and integrated. They start to see links between their past, present and future selves. As children become more introspective with age, they become more self-critical and self- conscious.

It is commonly to say there is some confusion between self-esteem and self-concept but they are totally different from each other. Self-concept is a descriptive or cognitive component of one's self and self-esteem is a motivational component of human knowledge. Self-esteem is the addition of feelings whereas self-concept is simply the informational side of things. It is the main difference between self-concept and self-esteem. Self-concept is made up of one's self-schema, and interact with self-knowledge, self-esteem, and the social self to form the self as whole.

The psychological effect of the self-concept is essentially private even though it is in part translated into action by the beliefs we express. In 1987, Sidhu defined self-concept as those perception, beliefs, feelings attitude, and values which the individual views on describing himself.

Self- concept is a developmental process and is formed by the bio-social interaction and experience gained by the individual; hence it is influenced by number of social-psychological factors. Adolescence is a complex developmental period that involves a number of aspects of the self (Harter, 1998, 1999, 2006; Nurmi, 2004). They might create different selves developing on their ethnic and cultural background and experiences.

We can say that self- concept is our thought or idea or image/ picture of us, often in relation to others. This is because how we communicate and act with other closely related to this. If you have high level of self-concept, we will need to have a positive view of yourself and vice versa. A low or negative self-view will lower our self-concept because we will focus on insecurities, failing, and leading to low level of self-confidence.

1.4 Components of Self-Concept:

As we discussed above that, self- concept is how we see ourselves, how we fell about ourselves. Self- concept can be described as “an image shaped by the person holding the image”. There are seven basic components of self- concept to develop as perception that we have of ourselves.

1. Actual self-concept
2. Ideal self-concept
3. Private self-concept
4. Social self-concept

5. Extended-self

6. Personal identity

7. Self-esteem

Actual self-concept:

It is the perception of “who I am now”. It is authentic perception of one’s self-concept. For example, I am a M. Ed student. This is a real perception of myself and real perception to others. It’s includes gender, age, social status etc.

Ideal self-concept:

Ideal self-concept is one’s perception of “who they would like to be”. Creation of ideal self begins in childhood and is influenced by important other who place convinced demands or experience on the child. With time the child internalizes expectations and they form the basis of his own ideal-self. Ideal- self is affected by numerous factors_ such as cultural influences, one’s ambitions and the desire to excel and succeed.

Private self-concept:

This component of self-concept can be how you trusts that you act as a creature such as imaginative, welcoming, or themselves as health conscious individuals.

Social self-concept:

We are all social beings whose conduct is formed to some conduct by the roles we play. Such roles as member of football team, teacher not only help others to identify us but also help us to know what is predictable of us in various circumstances.

Extended self:

It has been described as a way that we define ourselves through our belongings. These belongings are very important aspects of our presence and misplacing these belongings would change who we are.

Personal identity:

Identity is the cognizance of being oneself as derived from self- awareness of being one' self as derived from self-observation and judgment. It is the combination of all self- representations into a systematized whole and is not related with any one achievement, thing, attributer or role. **Saraswat and Gaur (1981)** described self- concept as “the individual’s way of looking at himself”.

Self-Esteem:

It is the individual’s personal judgment of his own value obtained by analyzing how well his behavior conforms to his deal. The orderliness with which his objectives are achieved will directly result in feelings of superiority (high self-esteem) or inferiority (low self-esteem).

Self-Esteem increases age and is most intimidating during adolescence.

1.5 Need and significance of the study:

Most of the earlier studies show that the student’s self- concept is commonly affected during her/his school years .Students with high level of self-concept have been shown to have higher academic achievement. These students have a positive attitudes towards life. Students with low level of self-concept have been shown to have lower level of academic achievement. These students are dissatisfied with their success. Positive school environment helps in maintaining a confident level of self-concept among students. The present study intends to

measure the self- concept of high achievers and low achievers of secondary school students and to find out whether they are differ from each other on the measures significantly or not.

1.6 Statement of the problem:

The problem selected for the study reads as follows:

“A study of self- concept of high achievers and low achievers of secondary school students of Lucknow.”

1.7 Operational definition of key terms:

Self-concept: Self –concept is distinguishable from self- awareness, which refers to the extent to which self- knowledge is defined, consistent, and currently applicable to one’s attitude and disposition.

High Achievers: A high achievers is someone who is successful in their studies or their work, usually as a result of their efforts.

Low Achievers: A low achievers is someone who achieves less than those around them.

1.8 Objectives of the study:

1. To study the self-concept of high achievers and low achievers of secondary school students.
2. To compare the self –concept of male and female of secondary school students.
3. To compare the self- concept of rural and urban of secondary school students.
4. To compare the self- concept of government and private secondary school students.

1.9 Hypotheses of the study:

1. There is no significant difference between the self-concept of high achievers and low achievers of secondary school students.
2. There is no significant difference between the self -concept of male and female students of secondary school.
3. There is no significant difference between the self -concept of rural and urban students of secondary school.
4. There is no significant difference between the self- concept of government and private secondary school students.

1.10 Delimitation of the study:

1. This study was limited only to the secondary school students of Lucknow district.
2. This study was limited only to the class 9th
3. This study was limited only to the 200 students of secondary school.

CHAPTER: 2

REVIEW OF RELATED LITERATURE

A literature review is a “critical analysis of a segment of published body of knowledge through summary, classification and comparison of prior research studies, reviews of literature, and theoretical articles”(University of Wisconsin Writing Center).

A literature review is a comprehensive summary of previous research on a topic .The literature review surveys scholarly articles, books and other sources relevant to a particular area of research.

Research takes advantage of the knowledge which has undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by researcher. A careful review of research journal, books, dissertations, these are other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. A review of the related literature must precede any well planned research study.

The review should enumerate, precise, describe, objectively evaluated and make clear this previous research. It should give a theoretical base for the research and help the investigator determine the nature of investigator research. Thus the related literature besides forming one of the early chapters in the research report for orienting the readers, also serves some other purpose which are given by **Good, Barr and Scates** as follows;

1. To provide ideas, theories, explanation or hypotheses / hunches valuable in formulating the problem.
2. To suggest method of research appropriate to the problem.
3. To know whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.
4. To contribute to the general scholarship of the investigator.
5. To locate comparative data useful in the interpretation of results.

The researcher has tried to find out the needed studies in the area of self-concept of high and low achievers during his search for related literature. It was found that out of available studies, no studies was parallel to the present study. All studies had other different combination of variables or were taken at different levels and on different sample.

Byrne (1984) in their study have found that nearly all studies report that self-concept is positively correlated with achievements and many find achievement to be more strongly correlated with academic self-concept than with general self-concept.

Pathani, R. S (1985) designed to study the effect of identity versus role confusion, self-concept and need (self- actualization) on academic achievement of adolescents. The finding revealed that self-concept was a significant predictor of academic achievement.

Sontakey (1986) in their study have found that high achiever and low achievers did not differ significantly in achievement motivation.

Eitan et al. (1992), examined academic and social self-concept of 594 Israeli 7th grade children. The finding revealed that low achieving students of Middle Eastern background only in the comparison group sustained a significant negative change in their social and academic self-concepts.

Sen (1992) in his study revealed that study habits and achievement of high achievers and low achievers were significant and positively related.

Manocha's (1993) in their study reveals a consistent relationship between self-concept and subject achievement of adolescent students.

Trusty, Peak; and Mathew (1994) in their study the relationship among achievement, SES and self-concept in 392 fourth graders. Findings reveals that low SES student generally had negative social and emotional self -perception whereas low achieving higher SES students had more negative school related self-perception.

Tiwari and Bansal (1994) in their study have found that high achievers present superiors self-concept as compared to the self- concepts shown by low achievers.

Hoge (1995) in his study conducted that influence of self-concept on grades were weak, but grade had modest influence on self-concept.

Klein and Zehms (1996) in their study focused on a cross sectional study of intellectually gifted females in relation to self –concept. They found self-concept of 104 gifted and 30 non gifted females in grades 3th, 5thand 8th explore whether their self-concept deteriorated by grade level.

Pujar & Gaonkar (1997) in their study worked on the influenced of age and types of family on self-concept of 142 high and 142 low achieving adolescents. The study revealed that with the advancement of age, the level of self-concept was increased among high achievers and low achievers.

Marsh and Carven (1997) and Marsh, Hua and Kong (2000) in their study reported a positive reciprocal relationship between academic achievement and academic self –concept. They found that students who have strong achievement record tend to have a stronger

academic self-concept. In addition, they revealed that students who have a strong sense of competence academically have higher achievement scores.

Desmukh, N. H. (2000) in their study to compare high and low self-concept group of junior college students with anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement. Result concluded that high and low self-concept groups of junior college students differed significantly on anxiety and intelligence. These group did not differ significantly on goal academic achievement and discrepancy.

Kalyani Devi T. (2001) in their study indicated that ordinal position had significant influence on self -concept of adolescents. Self- concept of first born was higher than that of the third child born. Significant age difference was found. Self-concept increased with age progression.

McCoach D. Betsy (2001) in their study to find out that high achievers and low achievers differ in both their motivational patterns and academic self- perception.

Ashistha K. C. (2004) in their study analyzed that visually challenged children with low self-concept have low academic achievement.

Valentine, DuBois &Cooper (2004), mostly learners founded recent meta- analysis that considered longitudinal studies of general self- concept and academic achievement. They founded that there was support for the relationship between these variables. Specifically, they contended that the most accurate assessment of this correlation occurred when specific academic domains were considered. Math's academic self-concept was more strongly correlated to math achievement.

Sood (2006), studied the educational choice in relation to academic streets, achievement motivation and academic self-concept. The finding reveals that

Subject who had high achievement motivation had high academic self-concept.

Michael (2007) has found that there exists significant difference between high and low achievers study strategies.

Franzis et al. (2008) in their study found that boys earned significantly higher score than girls and girls scored lower on measures of academic self-concept motivation and interest.

Muhammad Sarwar and Muhammad Bashir (2009) in their study found that the high achievers had better study orientation, attitude and study habits than the low achievers.

Asdul R. K. (2011) conducted a study on "Self-concept of high and low achieving adolescents" the result shows that there is no significant difference between high and low achievers on self-concepts namely physical, social, emotional, and moral and educational self-concept.

Hiralal D. Parmar (2012) reveals in their study self-concept of urban group of students was found significantly higher and more positive than rural group of students.

Khan Mahmood Ahmad (2013) in their study focused on the creative thinking abilities and self-concept of high and low achievers of 9th class students. The result of the study highlights that in comparison to low achievers high achievers possess significantly high creativity potential, in comparison to low achievers, high achievers are significantly high in different areas of creativity, viz fluency, originality and flexibility and also in comparison to low achievers high achievers possess significantly high self-concept. The study also revealed that there is a positive and significant relationship between creativity and academic achievement and self-concept and academic achievement of high and low achievers groups.

Behera, S. K. & Gayen, R. (2018) in their study found that there is no significant difference exists between genders and locality with regards to self-concept of students.

CHAPTER: 3

METHODOLOGY AND RESEARCH DESIGN

3.1 Research Design:

The research design is the detailed plan and layout comprising a consideration of how to work is to be executed. The research plan may defined sequence of those step taken ahead of time to ensure that the relevant data will be collected in a way that permits objectives analysis, of the different hypotheses formulated with respect to the problems.so the research design helps the researcher in testing the hypotheses formulated by reaching valid and objectives conclusion regarding the relationship between independent dependent variables. The selection of any research design is obviously not based upon whims of researcher, rather it is based upon the purpose of the investigation, types of variables and conditions in which the research is to be conducted.

According to Lastruecil “The function of a research to organize the procedure of the study so that the error is minimized effort is economized and relevant evidence is gathered efficiency.”

3.2 Methodology:

The method adopted for the present study can be categorized as descriptive statistical in nature. Descriptive research describes and interprets the current problem. It is concerned with conditions or relationship that exists, practices that prevail, beliefs, point of view or attitudes that are held, processes that are going on, effects that are being left or trends that are developing. The process of description as employed in this research study goes beyond mere gathering and tabulation of

data. It involves an element of interpretation of meaning or significance of what is described.

Thus description is combined with comparison or contrast involving measurement, classification, interpretation and evaluation.

The use of inferential statistics has been made in deducing results from different statistical techniques employed for investigating the self-concept of high achievers and low achievers of secondary school students with the above mentioned goals to be achieved. The study was designed to be executed in different steps given below:

POPULATION AND SAMPLE OF THE STUDY:

3.3 Population: A population is a group of individuals with at least common characteristics which distinguishes that group from other individuals. It refers to any collection of specific group of human- beings or non- human units such as objects, educational institutions, time units, geographical areas or salaries drawn by individuals. The present study holds the population of the secondary school students of Lucknow district. It includes government and private school of Lucknow.

3.4 Sample: A sample is a small proportion of population that is selected for observation and analysis. The process of sampling makes reachable to draw simplification or implications on the basis of careful observation of variables within a relative small proportion of the population.

According to Franek Yeates, “The terms sample should be reserved for a search for a set of units or portion of an aggregate of material which had been selected in the belief of that it will be representative of the whole aggregate.”

Researcher has used the simple random technique to draw the sample of the study. The sample of the present study was comprise of 200 students of 9th class selected from five different secondary school of Lucknow District. Out of these, two schools were government and three schools were private.

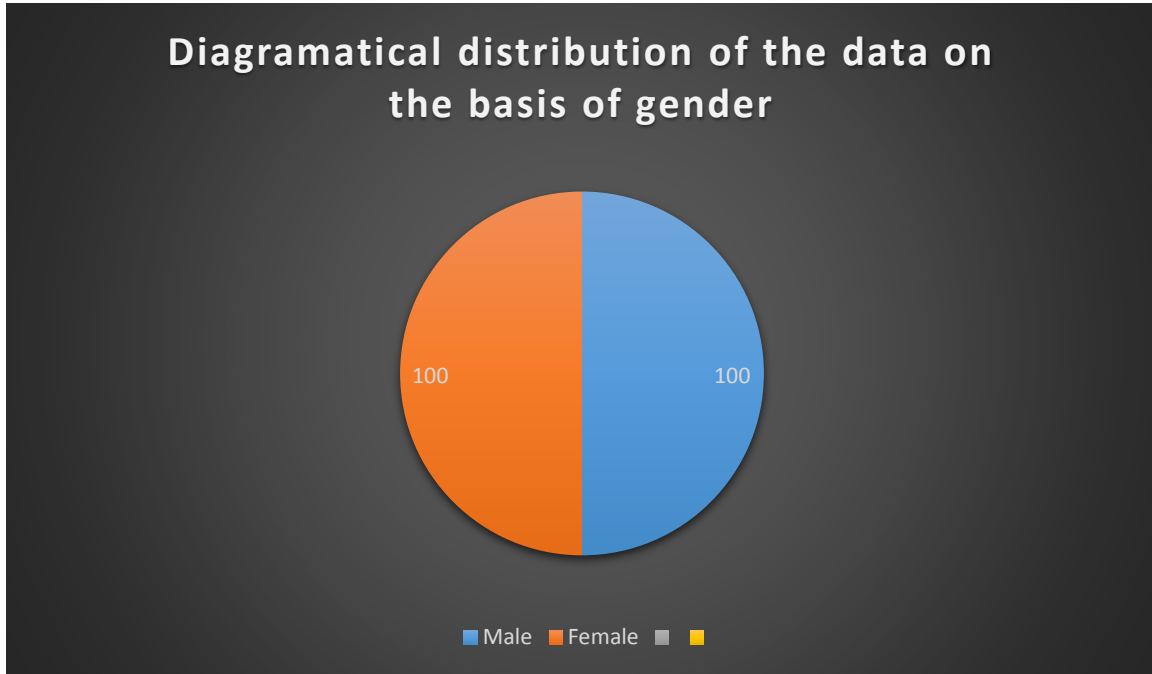
Distribution of sample on the basis of gender

TABLE 3.1

| GENDER | FREQUENCY | PERCENTAGE % |
|---------------|------------------|---------------------|
| Male | 100 | 50.00 |
| Female | 100 | 50.00 |
| Total | 200 | 100.00 |

The above table shows that on the basis of gender, male sample size is 100 which is 50% of total sample whereas female sample size is 100 which is 50% of the total sample. Total sample is 200.

GRAPHICAL REPRESENTATION OF THE DATA TABLE- 3.1



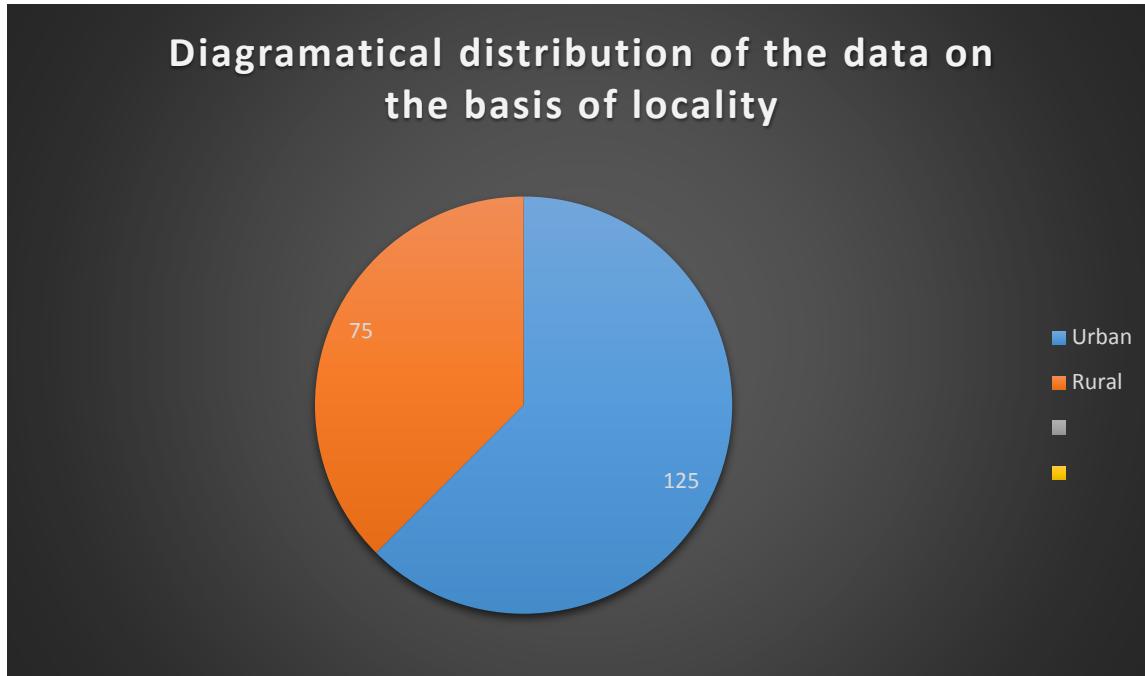
Distribution of samples on the basis of Locality:

TABLE 3.2

| LOCALITY | FREQUENCY | PERCENTAGE% |
|----------|-----------|-------------|
| Rural | 75 | 37.5 |
| Urban | 125 | 62.5 |
| Total | 200 | 100.00 |

The above table shows that the samples are distributed among students residing in rural and urban area in Lucknow city. 75 students are taken from rural area which is 37.5% whereas 125 students are from urban area which is 62.5% of the total sample. Total sample is 200.

GRAPHICAL REPRESENTATION OF THE DATA: TABLE- 3.2



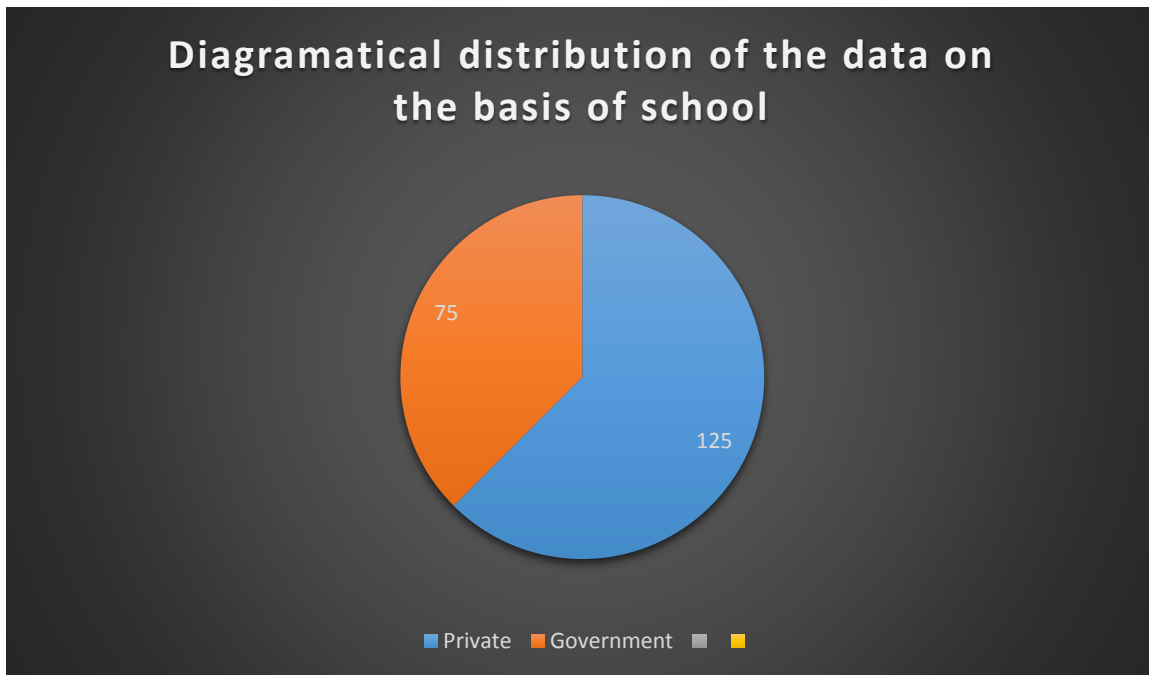
Distribution of sample on the basis of School:

TABLE- 3.3

| SCHOOL | FREQUENCY | PERCENTAGE% |
|------------|-----------|-------------|
| Government | 75 | 37.5 |
| Private | 125 | 62.5 |
| Total | 200 | 100.00 |

The above table shows the total number of students on the basis of secondary school are 200. 75 students are taken from government school which is 37.5% whereas 125 students are from private school which is 62.5%.

GRAPHICAL REPRESENTATION OF THE DATA: TABLE 3.3



3.6 METHOD OF DATA COLLECTION:

First and leading permission was taken from the Head of Education Department of Integral University. After that investigator noted down various school and went there to order to taken permission for data collection. Data was collected from various schools. 125 students are selected from urban and area whereas other 75 samples are taken from rural area. Before collecting data, investigator in every school make good rapport with the students and distributed the booklet. Students were also asked to complete the whole booklet without leaving any off the colum. After the completion the test, booklet were taken back from the students. The investigator

took the survey whether all students filled the whole booklet or not then investigator allowed the students to leave after thanking them for their cooperation.

3.5 TOOL USED FOR DATA COLLECTION:

In the present study **standardized tool, self- concept questionnaire** is used for data collection.

Self-concept questionnaire developed by Dr. R.K. Saraswat.

Description of Self-Concept Inventory: The self-concept inventory provides six separate dimensions of self-concept, viz., Physical, Social, Intellectual, Moral, Educational and Temperamental Self-concept. It also gives a total self-concept score. The operational definitions of self-concept dimensions measured by this inventory are:

1. **Physical** - Individuals' view of their body, health, physical appearance and strength.
2. **Social**—Individual's sense of worth in social interactions.
3. **Temperamental**—Individuals view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
4. **Educational**—Individual's view of themselves in relation to school teachers and extracurricular activities.
5. **Moral**—Individual's estimation of their moral worth; right and wrong activities.
6. **Intellectual**- Individuals' awareness of their intelligence and capacity of problem solving and judgments

Questionnaire (inventory) contains 48 items. Each dimension contains 8 items. Each items is provided with 5 alternatives. Responses are obtained on the test booklet. The time given to student's for responding the items is 20 minutes.

3.8 Scoring Method:

The respondent is provided with five alternatives to give his responses ranging from most acceptable to least acceptable description of his self-concept. The alternatives or responses are arranged in such a way that the scoring system for all the items will remain the same 1 whether the items are positive or negative. If the respondent put (V) mark for first alternative the score is 5, for second alternative the score is 4, for third alternative score is 3, for the fourth it is 2 and for the fifth and last alternative the score is one. The sum score of all the 48 items provide the total self- concept score of an individual. A high score on this inventory shows a higher self-concept, while a low score shows low self-concept of the candidate.

| | | | | | |
|------------------------|----------|----------|----------|----------|----------|
| Alternative No. | 1 | 2 | 3 | 4 | 5 |
| Score | 5 | 4 | 3 | 2 | 1 |

Reliability:

Reliability of the inventory was found by test-retest method, and it was found to be .91 for the total self-concept measurement. Reliability coefficients of its various dimensions varies from .67 to .88. The following table shows the test-retest reliability for each dimensions.

| Code No. | Self-Concept Dimension | No. of Items | Reliability Coefficients |
|-----------------|-------------------------------|---------------------|---------------------------------|
| A | Physical | 8 | .77 |

| | | | |
|----------|---------------------------|-----------|------------|
| B | Social | 8 | .83 |
| C | Temperamental | 8 | .79 |
| D | Educational | 8 | .88 |
| E | Moral | 8 | .67 |
| F | Intellectual | 8 | .79 |
| | Total Self-Concept | 48 | .91 |

Validity:

The scale has content validity since at every stage of its development. Specialist opinion were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. 6Items of highest agreement and not less 80% of agreement were selected. Thus the content and construct validity were established.

3.9 STATISTICAL TECHNIQUES USED:

For the analysis of data researcher used descriptive and inferential statistics. Researcher used central tendency (Mean), Standard Deviation, Standard error of mean, and t-test.

Formulas used in the present study:

MEAN:

The mean of distribution is generally unstated as the arithmetic average. It is possibly the most frequently used and well understood average.

Mean of Grouped Data:

$$\bar{x} = \frac{\sum fx}{n}$$

where: \bar{x} = mean

f = frequency of each class

x = mid-interval value of each class

n = total frequency

$\sum fx$ = sum of the product of
mid - interval values and
their corresponding frequency

STANDARD DEVIATION:

The average of the squared deviation of the measure or scores from their mean is known as variance.

$$SD = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

Where **S** = the standard deviation of a sample, Σ means “sum of”,

X = each value in the data set,

-X = mean of all values in the data set,

N = number of values in the data set.

Where,

f = Frequency

d = Deviation from assumed mean

N = Number of sample

C.I = Class Interval

STANDARD ERROR OF MEAN:

$$\text{Standard Error } (\sigma_{\mu}) = \frac{\sigma}{\sqrt{n}}$$

Where,

O = Standard deviation of total population

N = Number of samples

THE t- test':

The t- test is defined as the ratio of the deviation from the mean or other parameter in a distribution of sample statistics error of that distribution (Guilford, 1973).

$$t = \frac{(X_1 - X_2)}{\sqrt{\frac{(S_1)^2}{n_1} + \frac{(S_2)^2}{n_2}}}$$

Where,

X_1 = Mean of the first group

X_2 = Mean of the second group

O_m = Standard error of mean

DEGREE OF FREEDOM:

The number of degree of freedom in a distribution is the number of observations or values that are independent to each other and cannot be reduced. It is denoted by the symbol (df).

Statistical Equation for df :

$$df = (N1-1) + (N2 -1)$$

N1 = Total number of sample in group 1

N2 = Total number of sample in group 2

3.10 LEVEL OF SIGNIFICANCE:

Level of significance is the predetermined level, which is used to identify real difference between the parameters of population. A difference is marked significance when the gap between the parameters of populations from which the sample were drawn if $P > 0.5$ then the value are taken significant, if $t < 0.5$ then the values are not significant.

CHAPTER: 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis, discussion and interpretation of data. In this study data were critically analyzed and responded through textual discussion tabular and graphical devices.

Tables and figures are used to significant relationship. They are so constructed that they are self-explanatory. Table's discussion used to point out generation so significant interpretation textual figures samples and point out only one relationship.

The data collected on the basis of self-concept of high achievers and low achievers of secondary school students and scores are systematically analyzed with the help of suitable statistical techniques in order to find out the answers to the questions raised in this study.

1. Objective:

To study the self- concept of high achievers and low achievers of secondary school students.

Hypotheses:

There is no significant difference between the self-concept of high achievers and low achievers of secondary school students.

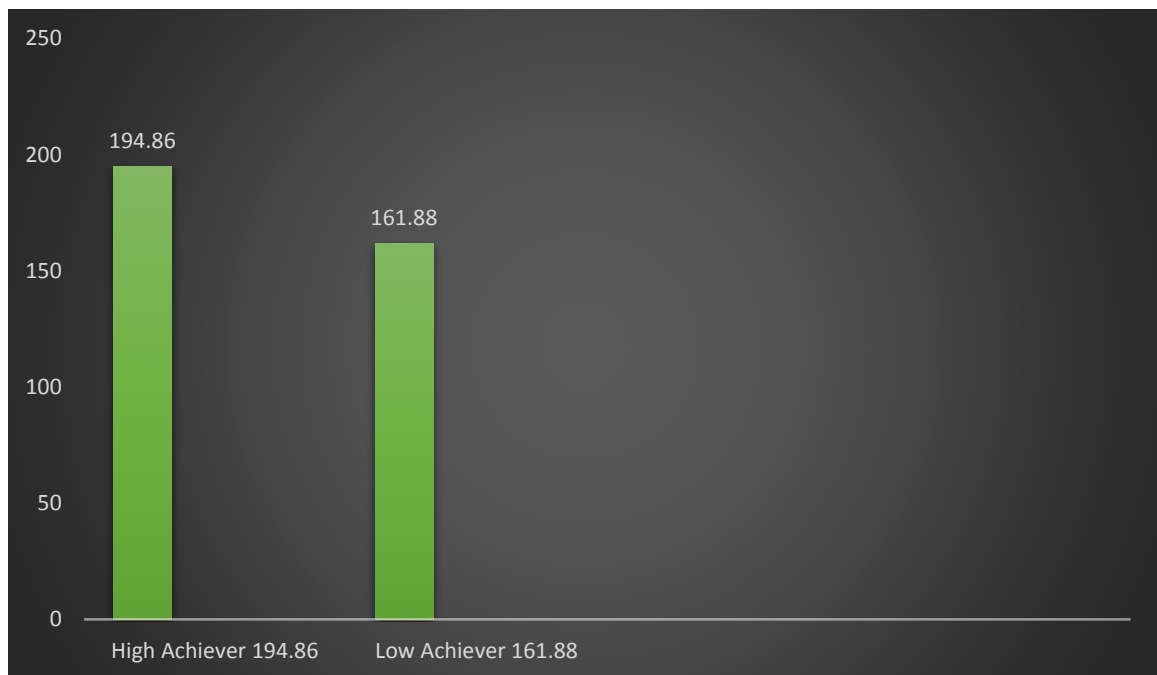
Table 4.1: Mean difference in score of self-concept on the basis of High and low achievers students.

| Level of Achiever | N | Mean | Std. Deviation | Std. Error Mean | t-Value df=198 | Level of significance |
|--------------------------|------------|---------------|-----------------------|------------------------|-----------------------|--------------------------------|
| High Achiever | 100 | 194.86 | 14.054 | 1.405 | 14.337 | Significance difference |
| Low Achiever | 100 | 161.88 | 18.212 | 1.821 | | |

Table 4.1 shows that the total number of high achievers is 100, the mean score is 194.86, standard deviation (S.D) is 14.054 and standard error mean is 1.405. The total number of low achievers is 100, the mean score is 161.88, and standard deviation (S.D) is 18.212 and standard error mean is 1.821. The 't' value between high and low achievers 14.337 at the degree of freedom is 198. The tabulated value is 1.96 at 0.5 level of significance.

Here is calculated value is greater than tabulated value at 0.05 level. So the null hypotheses is rejected. So, there is significance difference between high achievers and low achievers of secondary school students on the measure of self-concept.

Table 4.1: Graphical presentation of mean difference in score of self-concept on the basis of high and low achievers students



2. Objective:

To compare the self-concept of male and female of secondary school students.

Hypotheses:

There is no significant difference between the self-concept of male and female students of secondary school.

Table 4.2: Mean difference in score of self-concept of high and Low achievers students on the basis of Gender

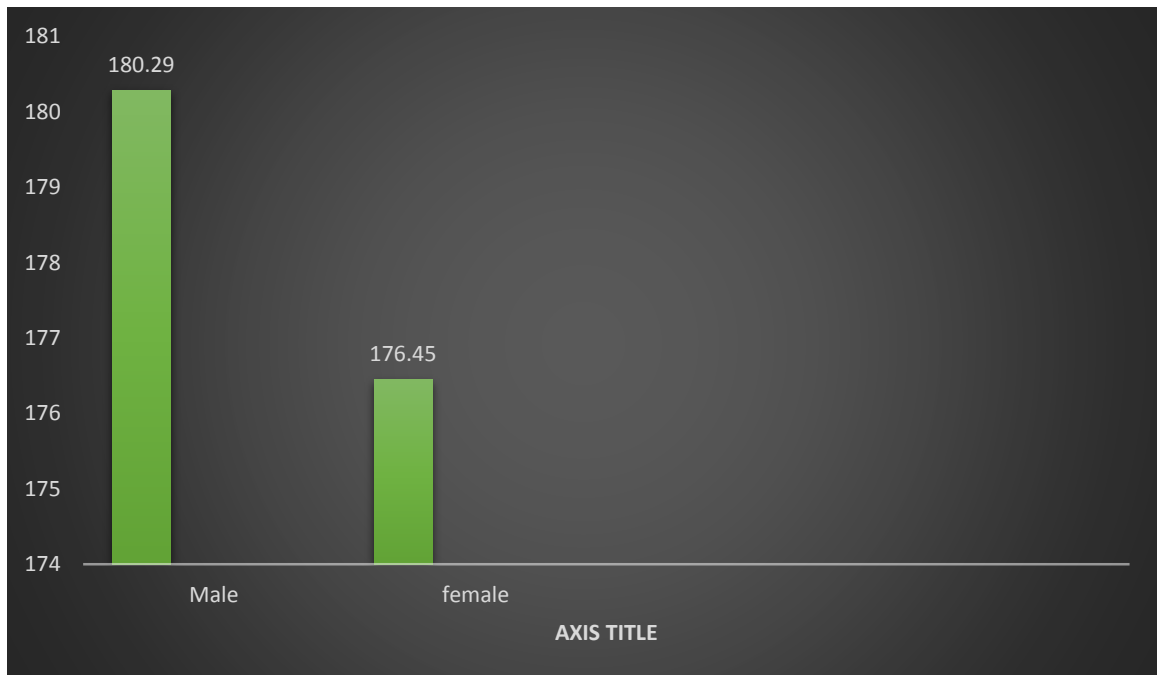
| Gender | N | Mean | Std. Deviation | Std. Error Mean | t-Value df=198 | Level of significance |
|---------------|------------|---------------|-----------------------|------------------------|-----------------------|----------------------------------|
| Male | 100 | 180.29 | 23.534 | 2.353 | 1.173 | No significant difference |
| Female | 100 | 176.45 | 22.742 | 2.274 | | |

Table 4.2 shows that the total number of female is 100, the mean score is 176.45, Standard deviation (S. D) is 22.742 and standard error of mean is 2.274. The total number of male is 100, the mean score is 180.29 standard deviation (S.D) is 23.534 and standard

error of mean is 2.353. The 't' value between females and males is 1.173 at degree of freedom 198. The tabulated value is 1.96 at 0.05 level of significance.

Here is calculated value is less than tabulated value at 0.05 level. So the null hypotheses is accepted. So, there is no significance difference between the self-concept of high achievers and low achievers of secondary school students.

Table 4.2: Graphical presentation of mean difference in score of self-concept of high and low achievers students on the basis of Gender



3. Objective:

To compare the self- concept of rural and urban of secondary school students.

Hypotheses:

There is no significant difference between the self- concept of rural and urban students of secondary school.

Table 4.3: Mean difference in score of self –concept of high and low achievers students on the basis of locality.

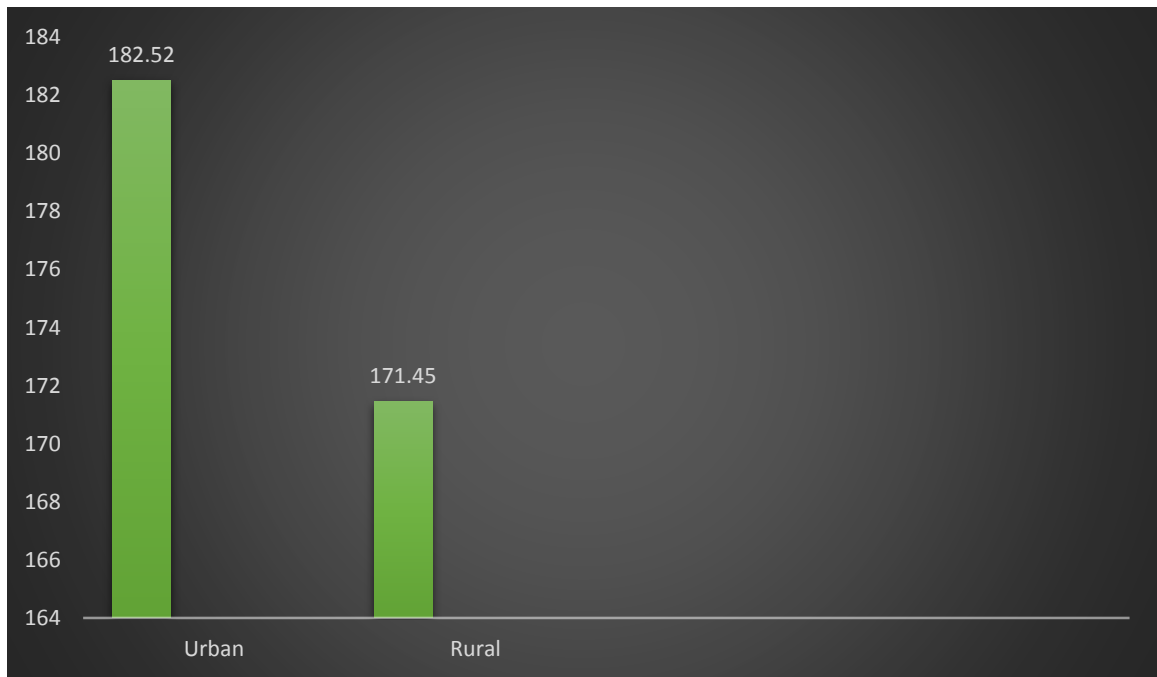
| Locality | N | Mean | Std. Deviation | Std. Error Mean | t-Value df=198 | Level of significance |
|-----------------|------------|---------------|-----------------------|------------------------|-----------------------|-------------------------------|
| Urban | 125 | 182.52 | 21.502 | 1.923 | 3.253 | Significant difference |
| Rural | 75 | 171.45 | 24.302 | 2.806 | | |

Table 4.3 shows that the total number of students in urban school is 125, the mean score is 182.52, standard deviation (S.D) is 21.502 and standard error of mean is 1.923. The total number of students in rural school is 75, the mean score is 171.45, standard

deviation (S.D) is 24.302 and standard error of mean is 2.806. The 't' value between urban and rural school student is 3.253 at degree of freedom 198. The tabulated value is 1.96 at 0.5 level of significance.

Here is calculated value is greater than tabulated value at 0.05 level. So the null hypotheses is rejected. So, there is significance difference between the self-concept of high achievers and low achievers of urban and rural secondary school students.

Table 4.3: Graphical presentation of mean difference in score of self-concept of high and low achievers students on the basis of Locality



4. Objective:

To compare the self-concept of government and private secondary school students.

Hypotheses:

There is no significant difference between the self- concept of government and private secondary school students.

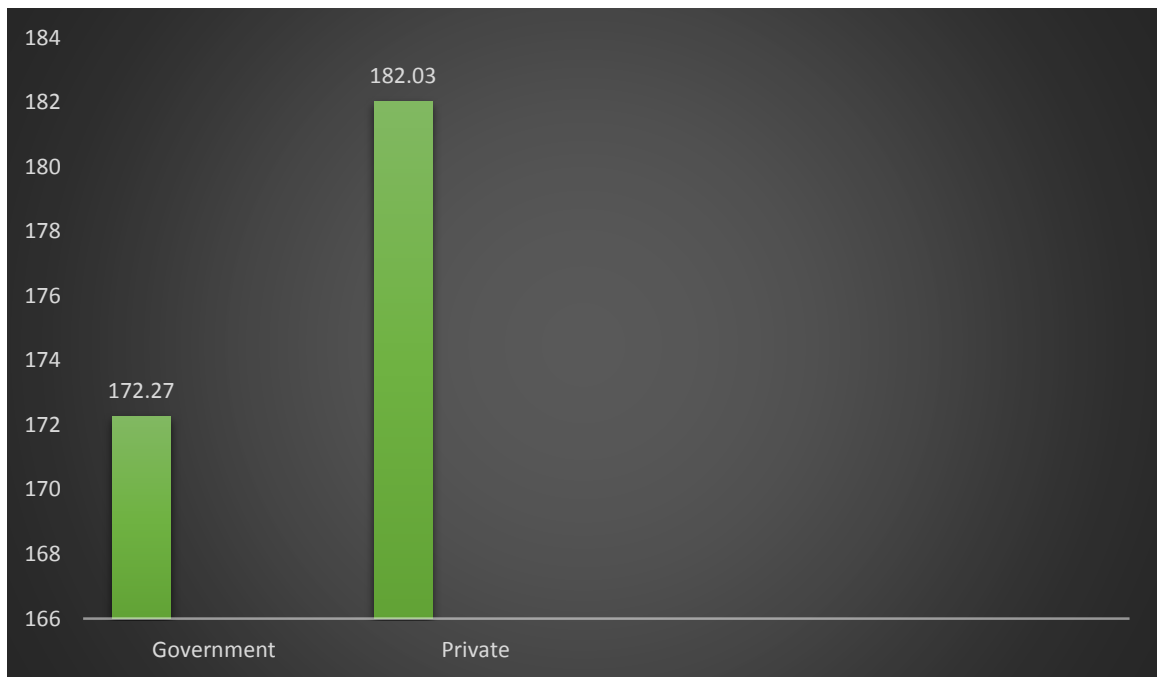
Table 4.4: Mean difference in score of self –concept of high and low achievers students on the basis of School.

| School | N | Mean | Std. Deviation | Std. Error Mean | t- Value df=198 | Level of significance |
|-------------------|------------|---------------|-----------------------|------------------------|------------------------|--------------------------------|
| Government | 75 | 172.27 | 24.170 | 2.791 | -2.941 | Significance difference |
| Private | 125 | 182.03 | 21.827 | 1.952 | | |

Table 6.4 shows that the total number of students in private school is 125, the mean score is 182.03 standard deviation (S.D) is 21.827 and standard error of mean is 1.952. The total number of students in government school is 75, the mean score is 172.27 standard deviation (S.D) is 24.170 and standard error of mean is 2.791. The 't' value between government and private school students -2.941 at degree of freedom 198. Tabulated value is 1.96 at 0.05 level of significance.

Here calculated value is greater than tabulated value at 0.05 level. So the null hypotheses is rejected. So, there is significance difference between the self-concept of high achievers and low achievers of private and government secondary school students

Table 4.4: Graphical presentation of mean difference in score of Self-concept of high and low achievers students on the basis of School



4.2 Interpretation of the data:

In the present study researcher divided the data into fourth categories like gender, locality and school which are calculated on self- concept.

From the above result it is concluded that in the first category level of achievers is divided into two sub categories high achievers and low achievers. From the first finding it is found level of achievers does affect the self-concept of students.

From the above finding it is concluded that in the second category gender is divided into two sub categories male and female. From the second finding it is found that gender does not affect the self-concept of students.

From the above finding it is concluded that in the third category locality is divided into two sub categories urban and rural. From the third finding it is found that locality does affect the self-concept of high achievers and low achievers of secondary school students.

From the above finding it is concluded that in the fourth category school is divided into two sub categories government and private school. From the fourth it is found that school does affect the self-concept of high achievers. Some of the low achievers of government and private school students have also high self-concept but their academic achievement is not good. Some of the high achievers of private and government school students also have low self-concept while both school students have better academic achievement

Self-concept is one of the major which is effect personality and values of individual. Result of the study shows that there is significant relationship of self-concept of high and low achievers personality. Personality can be develop by improving self-concept among the students.

CHAPTER: 5

SUMMARY, FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATION AND SUGGESTION FOR THE FURTHER RESEARCH

5.1 SUMMARY:

INTRODUCTION:

The self-concept is possibly the most essential and unique concept of psychology. As a theoretical construct, the self has been an article of interest since 17th century, when Rene Descartes first discussed the cogito, or self, as thinking substance. Throughout the eras, theories of Sigmund Freud, Carl Rogers, Abraham Maslow and other have been directed towards considerate the conduct of human beings by investigative the feelings and beliefs that individuals hold themselves. William James (1980), was the first psychologist who started to work on development of self-concept.

Self –Concept also known as one’s self concept or self-construction or self-perspective— academic performance and collection of believes about oneself. Self- concept is a dominant element in personality pattern, therefore, the measurement of self-concept becomes essentials. A various methods and techniques have been developed to measure self-concept. There are several terms that are virtually synonymous with self- concept among them are “Phenomenal-Self, Self-Perception, Self-Image, Self-Understanding.”

Self- concept believes about oneself— “Who am I”. The self- concept is the information that we have ourselves— what we think we are like. It includes one’s past, present and future.

Self- concept is defined as the value that an individual places on his/her own characteristics, qualities, abilities, and actions (Woolfolk, 2001).

Self- concept is a dynamic in its efforts to maintain its individuality.it may be defined as totality of a complex, organized, attitudes and opinions, and dynamic system of learned beliefs that each person holds to be true about her/his personal existence. In addition children's self- concept is more differentiated and integrated. They start to see links between their past, present and future selves. As children become more introspective with age, they become more self-critical and self- conscious. Self- concept is a developmental process and is formed by the bio-social interaction and experience gained by the individual; hence it is influenced by number of social- psychological factors. Adolescence is a complex developmental period that involves a number of aspects of the self (Harter, 1998, 1999, 2006; Nurmi, 2004). They might create different selves developing on their ethnic and cultural background and experiences.

We can say that self- concept is our thought or idea or image/ picture of us, often in relation to others. This is because how we communicate and act with other closely related to this. If you have high level of self-concept, we will need to have a positive view of yourself and vice versa. A low or negative self-view will lower our self-concept because we will focus on insecurities, failing, and leading to low level of self-confidence.

Need and significance of the study:

Most of the earlier studies show that the student's self- concept is commonly affected during her/his school years .Students with high level of self-concept have been shown to have higher academic achievement. These students have a positive attitudes towards life. Students with low level of self-concept have been shown to have lower level of academic achievement. These students are dissatisfied with their success. Positive school environment helps in maintaining a confident level of self-concept among students. The present study intends to

measure the self- concept of high achievers and low achievers of secondary school students and to find out whether they are differ from each other on the measures significantly or not.

Statement of the problem:

The problem selected for the study reads as follows:

“A study of self- concept of high achievers and low achievers of secondary school students of Lucknow.”

Operational definition of key terms:

Self-concept: Self –concept is distinguishable from self- awareness, which refers to the extent to which self- knowledge is defined, consistent, and currently applicable to one’s attitude and disposition.

High Achievers: A high achievers is someone who is successful in their studies or their work, usually as a result of their efforts.

Low Achievers: A low achievers is someone who achieves less than those around them.

Objectives of the study:

1. To study the self-concept of high achievers and low achievers of secondary school students.
2. To compare the self –concept of male and female of secondary school students.
3. To compare the self- concept of rural and urban of secondary school students.
4. To compare the self- concept of government and private secondary school students.

Hypotheses of the study:

1. There is no significant difference between the self-concept of high achievers and low achievers of secondary school students.
2. There is no significant difference between the self -concept of male and female students of secondary school.
3. There is no significant difference between the self -concept of rural and urban students of secondary school.
4. There is no significant difference between the self- concept of government and private secondary school students.

Delimitation of the study:

1. This study was limited only to the secondary school students of Lucknow district.
2. This study was limited only to the class 9th
3. This study was limited only to the 200 students of secondary school.

REVIEW OF RELATED LITERATURE:

A literature review is a “critical analysis of a segment of published body of knowledge through summary, classification and comparison of prior research studies, reviews of literature, and theoretical articles”(University of Wisconsin Writing Center).

A literature review is a comprehensive summary of previous research on a topic .The literature review surveys scholarly articles, books and other sources relevant to a particular area of research. The review should enumerate, precise, describe, objectively evaluated and

make clear this previous research. It should give a theoretical base for the research and help the investigator determine the nature of investigator research.

Thus the related literature besides forming one of the early chapters in the research report for orienting the readers, also serves some other purpose which are given by **Good, Barr and Scates** as follows;

1. To provide ideas, theories, explanation or hypotheses / hunches valuable in formulating the problem.
2. To suggest method of research appropriate to the problem.
3. To know whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.
4. To contribute to the general scholarship of the investigator.

METHODOLOGY:

The method adopted for the present study can be categorized as descriptive statistical in nature. Descriptive research describes and interprets the current problem. It is concerned with conditions or relationship that exists, practices that prevail, beliefs, point of view or attitudes that are held, processes that are going on, effects that are being left or trends that are developing. The process of description as employed in this research study goes beyond mere gathering and tabulation of data. It involves an element of interpretation of meaning or significance of what is described. Thus description is combined with comparison or contrast involving measurement, classification, interpretation.

SIZE OF THE SAMPLE:

A sample is a small proportion of population that is selected for observation and analysis. The process of sampling makes reachable to draw simplification or implications on the basis of careful observation of variables within a relative small proportion of the population.

The sample of the present study was comprise of 200 students of secondary school students and all the schools were co-educational institution. All the students participated in the present study studied in class 9th. Researcher has used the simple random technique to draw the sample of the study.

RESEARCH TOOL USED:

In the present study standardized tool, self- concept questionnaire is used for data collection. Self-concept questionnaire developed by Dr. R. K. Sara swat. The self-concept questionnaire provides six separate dimensions of self-concept, viz., Physical, Social, Intellectual, Moral, Educational and Temperamental Self-concept. The sum score of all the 48 items provide the total self- concept score of an individual. A high score on this inventory shows a higher self-concept, while a low score shows low self-concept of the candidate.

STATISTICAL TECHNIQUES:

Qualitative analysis techniques was used by the researcher. After organization of data, it was analyzed by the application of the following statistical techniques:

1. Mean
2. Standard Deviation
3. Standard error of mean
4. t-test
5. Degree of freedom

5.2 FINDINGS OF THE STUDY:

The major findings of the present study are mention below:

- The result includes that there is significant difference between the self-concept of high achievers and low achievers of secondary school students.
- The result includes that there is no significant difference between the male and female students of secondary school.
- The result concludes that there is significant difference the self- concept of rural and urban students of secondary school.
- The result concludes that here is significant difference between the self-concept of government and private secondary school students.

5.3 CONCLUSION:

The outcome of the present study determines whether there is any significant difference between self-concept of high achievers and low achievers at secondary level or not. From the above result investigator finds out the conclusion that there is significant difference between rural and urban, private and government secondary school students self-concept of high

achievers and low achievers. There is no significant difference found in self-concept of high achievers and low achievers of secondary school students on the basis of gender. Gender does not affect the self-concept of high and low achievers of secondary school students.

5.4 EDUCATIONAL IMPLICATION OF THE STUDY:

It is the aim of all educational system, parents and indeed all teachers at every level, to seek to improve the self-concept with their students. A much more important aim in all education at every levels to seek understanding in the achievers or learners. Understanding can be describe operationally as knowing in such way that the achievers or leaners can apply the knowledge in a different condition with a responsible prospect of success. The best way to seek greater understanding is to teach and asses for understanding. Positive academic self-concept will follow as a day follows night. However, there is a deeper meaning here. If positive academic self-concept arises in situation where students are successful in examination, how do we manage to set examinations and tests so that all succeed and none fail?.

Whenever possible, student should be encouraged so that they develop self-confidence in their studies. No matters how a low achievers or poor student's performance may be the aim must be to find those features which seems successful and build on them. However, students are not stupid: they will quickly detect when supposedly positive comments from teachers are not really deserved. One of the areas where students lose confidence is when they compare themselves to their peers who may have performed better. This is difficult to avoid for students are very self-aware in this regard. However, where possible, comparison between the students should avoided. Competition is natural and with examination marks, it is almost impossible to stop the students comparing themselves with each other even when no

comparisons made by teacher. The greatest challenge of all is to enable all students to find some success for success seems to relate to positive self –concept. This is very difficult with conventional examinations where some ‘pass’ and some ‘fail’. The goal is to try to develop examinations where it is possible to gain some success in some parts rather than global ‘fails’. It’s very important for developing positive self-concept in both achievers (high and low). Parent’s encouragement had a positive effect on self-concept of high and low achievers.

5.5 SUGGESTION FOR THE FURTHER RESEARCH:

Suggestion for the further studies are:

1. This geographical area which has been taken for research purpose is very limited. The area for this research work is limited to Lucknow district. Similar studies can be conducted in other district.
2. Present study is limited to 200 secondary school students. Similar studies can be conducted on more samples.
3. Present study limited from only class 9th. Similar study may be undertaken to self-concept of high achievers and low achievers of intermediates or college level or university level.
4. Present study is limited from high and low achievers. Similar study may be conducted to self-concept of high, medium and low achievers.
5. Similar studies may be undertaken to identify relationship between self-concept and academic achievement among adolescent.
6. Similar studies may be undertaken to comparison of high and low achievers attitude and motivation.

7. Similar studies may be undertaken to self-perception and self- esteem of high and low achievers in adolescent.
8. The present study is conducted on the base of gender and locality. Similar studies may be conducted on the base of religion and stream.
9. Similar study can be conducted between two countries.

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APPENDIX

SCORESHEET

| S.N. | Gender | S.C. Score | level of S.C | level of achiever | Locality | Nature of School |
|------|--------|------------|--------------|-------------------|----------|------------------|
| 1 | M | 178 | low s. c. | H achiever | R | G |
| 2 | F | 134 | low s. c. | low achiever | R | G |
| 3 | F | 183 | low s. c | low achiever | R | G |
| 4 | F | 175 | low s. c | H achiever | R | G |
| 5 | F | 154 | low s. c | low achiever | R | G |
| 6 | F | 104 | low s. c | low achiever | R | G |
| 7 | M | 134 | low s. c | low achiever | R | G |
| 8 | F | 154 | low s. c | low achiever | R | G |
| 9 | F | 166 | low s. c | low achiever | R | G |
| 10 | F | 187 | low s. c | H achiever | R | P |
| 11 | F | 194 | H.s. c | H achiever | U | P |
| 12 | F | 145 | low s. c | low achiever | U | G |
| 13 | M | 211 | H.s. c | H achiever | U | P |
| 14 | F | 198 | H.s. c | H achiever | U | P |
| 15 | F | 165 | low s. c | low achiever | U | P |
| 16 | F | 199 | H.s. c | H achiever | U | P |
| 17 | F | 167 | low s. c | low achiever | U | P |
| 18 | M | 187 | low s. c | low achiever | U | P |
| 19 | F | 164 | low s. c | low achiever | U | G |
| 20 | F | 123 | low s. c | low achiever | U | P |
| 21 | M | 192 | H.s. c | H achiever | R | G |
| 22 | M | 173 | low s. c | low achiever | R | P |
| 23 | M | 160 | H.s. c | H achiever | R | G |
| 24 | M | 191 | H.s. c | H achiever | R | G |
| 25 | M | 193 | H.s. c | H achiever | R | G |
| 26 | F | 140 | low s. c | low achiever | R | G |
| 27 | F | 154 | low s. c | low achiever | R | P |
| 28 | F | 162 | low s. c | low achiever | R | P |
| 29 | M | 130 | low s. c | low achiever | R | P |
| 30 | F | 197 | H.s. c | H achiever | R | P |
| 31 | F | 176 | low s. c | H achiever | U | P |
| 32 | F | 195 | H.s. c | H achiever | U | P |
| 33 | M | 169 | low s. c | low achiever | U | P |
| 34 | M | 200 | H.s. c | H achiever | U | G |
| 35 | M | 211 | H.s. c | H achiever | U | G |
| 36 | M | 220 | H.s. c | H achiever | U | P |
| 37 | M | 204 | H.s. c. | H achiever | U | P |
| 38 | F | 189 | low s. c | H achiever | R | P |
| 39 | F | 177 | low s. c | H achiever | R | G |

| | | | | | | |
|----|---|-----|----------|--------------|---|---|
| 40 | F | 165 | low s. c | low achiever | R | G |
| 41 | F | 189 | low s. c | low achiever | R | G |
| 42 | M | 192 | H.s. c | H achiever | R | G |
| 43 | F | 145 | low s. c | low achiever | R | P |
| 44 | F | 174 | low s. c | H achiever | R | G |
| 45 | F | 186 | low s. c | H achiever | R | P |
| 46 | M | 139 | low s. c | low achiever | R | P |
| 47 | M | 150 | low s. c | low achiever | R | G |
| 48 | F | 159 | low s.c | low achiever | U | G |
| 49 | F | 201 | H.s.c | H achiever | U | G |
| 50 | M | 212 | H.s.c | H achiever | U | P |
| 51 | M | 157 | low s.c | low achiever | U | P |
| 52 | M | 176 | low s.c | low achiever | U | P |
| 53 | F | 178 | low s.c | low achiever | U | G |
| 54 | F | 198 | H.s.c | H achiever | U | P |
| 55 | M | 168 | low s.c | H achiever | U | P |
| 56 | M | 195 | H.s.c | H achiever | U | G |
| 57 | M | 149 | low s.c | low achiever | R | P |
| 58 | M | 192 | H.s.c | H achiever | U | P |
| 59 | M | 167 | low s.c | low achiever | U | P |
| 60 | M | 198 | H.s.c | H achiever | U | G |
| 61 | M | 176 | low s.c | low achiever | U | P |
| 62 | F | 167 | low s.c | low achiever | U | P |
| 53 | F | 198 | H.s.c | H achiever | U | G |
| 64 | F | 157 | low s.c | low achiever | R | G |
| 65 | M | 210 | H.s.c | H achiever | U | P |
| 66 | M | 177 | low s.c | H achiever | U | P |
| 67 | M | 209 | H.s.c | H achiever | U | P |
| 68 | M | 169 | low s.c | H achiever | U | G |
| 69 | M | 172 | low s.c | low achiever | R | G |
| 70 | F | 214 | H.s.c | H achiever | U | P |
| 71 | M | 178 | low s.c | H achiever | U | G |
| 72 | M | 207 | H.s.c | H achiever | U | P |
| 73 | M | 197 | H.s.c | H achiever | U | P |
| 74 | F | 218 | H.s.c | H achiever | R | P |
| 75 | F | 190 | low s.c | low achiever | U | P |
| 76 | F | 217 | H.s.c | H achiever | U | G |
| 77 | M | 145 | low s.c | low achiever | U | P |
| 78 | F | 130 | low s.c | low achiever | U | G |
| 79 | F | 143 | low s.c | low achiever | U | P |
| 80 | M | 180 | low s.c | H achiever | U | G |
| 81 | F | 193 | H.s.c | H achiever | U | P |
| 82 | F | 176 | low s.c | low achiever | U | P |
| 83 | M | 209 | H.s.c | H achiever | U | P |
| 84 | F | 201 | H.s.c | H achiever | U | P |
| 85 | M | 198 | H.s.c | H achiever | U | P |

| | | | | | | |
|-----|---|-----|---------|--------------|---|---|
| 86 | F | 149 | low s.c | low achiever | U | P |
| 87 | F | 162 | low s.c | low achiever | U | P |
| 88 | M | 147 | low s.c | low achiever | R | P |
| 89 | M | 215 | H.s.c | H achiever | U | G |
| 90 | M | 215 | H.s.c | H achiever | U | P |
| 91 | F | 219 | H.s.c | H achiever | U | P |
| 92 | F | 187 | low s.c | H achiever | U | P |
| 93 | F | 194 | H.s.c | H achiever | U | P |
| 94 | M | 190 | H.s.c | H achiever | U | G |
| 95 | M | 194 | H.s.c | H achiever | U | P |
| 96 | M | 198 | H.s.c | H achiever | U | P |
| 97 | F | 176 | low s.c | low achiever | U | G |
| 98 | M | 187 | low s.c | H achiever | U | P |
| 99 | M | 156 | low s.c | low achiever | U | G |
| 100 | M | 173 | low s.c | low achiever | U | P |
| 101 | M | 193 | H.s.c | H achiever | U | P |
| 102 | F | 154 | low s.c | low achiever | U | P |
| 103 | F | 163 | low s.c | low achiever | U | P |
| 104 | F | 186 | low s.c | H achiever | U | P |
| 105 | M | 194 | H.s.c | H achiever | U | G |
| 106 | F | 178 | low s.c | H achiever | U | P |
| 107 | M | 195 | H.s.c | H achiever | U | P |
| 108 | M | 167 | low s.c | low achiever | U | G |
| 109 | F | 204 | H.s.c | H achiever | U | P |
| 110 | M | 216 | H.s.c | H achiever | U | P |
| 111 | M | 178 | low s.c | H achiever | U | P |
| 112 | M | 111 | low s.c | low achiever | R | G |
| 113 | M | 187 | low s.c | H achiever | U | P |
| 115 | M | 145 | low s.c | low achiever | U | G |
| 116 | M | 189 | low s.c | H achiever | U | P |
| 117 | F | 164 | low s.c | low achiever | U | P |
| 118 | F | 142 | low s.c | low achiever | U | P |
| 119 | M | 205 | H.s.c | H achiever | U | P |
| 120 | F | 200 | H.s.c | H achiever | R | P |
| 121 | M | 213 | H.s.c | H achiever | U | P |
| 122 | M | 157 | low s.c | low achiever | R | G |
| 123 | M | 176 | low s.c | low achiever | R | P |
| 124 | M | 185 | low s.c | H achiever | R | G |
| 125 | M | 191 | low s.c | H achiever | U | P |
| 126 | M | 115 | low s.c | low achiever | R | G |
| 127 | F | 166 | low s.c | low achiever | U | P |
| 128 | M | 176 | low s.c | H achiever | U | P |
| 129 | M | 197 | H.s.c | H achiever | R | G |
| 130 | M | 147 | low s.c | low achiever | U | G |
| 131 | M | 153 | low s.c | low achiever | R | G |
| 132 | M | 179 | low s.c | low achiever | R | P |

| | | | | | | |
|-----|---|-----|---------|--------------|---|---|
| 133 | M | 156 | low s.c | low achiever | U | P |
| 134 | M | 149 | low s.c | low achiever | U | P |
| 135 | M | 155 | low s.c | low achiever | R | G |
| 136 | M | 196 | H.s.c | H achiever | U | G |
| 137 | M | 183 | low s.c | H achiever | U | P |
| 138 | F | 177 | low s.c | low achiever | R | P |
| 139 | F | 183 | low s.c | H achiever | R | P |
| 140 | F | 172 | low s.c | low achiever | U | P |
| 141 | F | 195 | H.s.c | H achiever | U | P |
| 142 | F | 158 | low s.c | low achiever | U | G |
| 143 | F | 165 | low s.c | low achiever | R | G |
| 144 | F | 193 | H.s.c | H achiever | U | P |
| 145 | M | 166 | low s.c | low achiever | R | P |
| 146 | M | 178 | low s.c | H achiever | R | G |
| 147 | M | 201 | H.s.c | H achiever | U | P |
| 148 | F | 178 | low s.c | low achiever | U | P |
| 149 | F | 205 | H.s.c | H achiever | U | P |
| 150 | M | 199 | H.s.c | H achiever | U | P |
| 151 | M | 209 | H.s.c | H achiever | R | G |
| 152 | M | 161 | low s.c | low achiever | R | G |
| 153 | M | 194 | H.s.c | H achiever | R | P |
| 154 | F | 209 | H.s.c | H achiever | U | P |
| 155 | F | 221 | H.s.c | H achiever | R | P |
| 156 | F | 140 | low s.c | low achiever | R | G |
| 157 | M | 145 | low s.c | low achiever | U | P |
| 158 | F | 187 | low s.c | low achiever | U | G |
| 159 | M | 156 | low s.c | low achiever | R | P |
| 160 | M | 173 | low s.c | low achiever | R | G |
| 161 | M | 205 | H.s.c | H achiever | U | P |
| 162 | F | 200 | H.s.c | H achiever | U | G |
| 163 | F | 209 | H.s.c | H achiever | R | G |
| 164 | F | 189 | low s.c | low achiever | U | P |
| 165 | F | 165 | low s.c | low achiever | U | P |
| 166 | F | 146 | low s.c | low achiever | U | P |
| 167 | F | 185 | low s.c | low achiever | R | G |
| 168 | F | 194 | H.s.c | H achiever | R | P |
| 169 | F | 189 | low s.c | H achiever | U | P |
| 170 | F | 154 | low s.c | low achiever | U | G |
| 171 | M | 187 | low s.c | low achiever | U | P |
| 172 | F | 204 | H.s.c | H achiever | U | P |
| 173 | M | 219 | H.s.c | H achiever | R | P |
| 174 | M | 176 | low s.c | low achiever | R | G |
| 175 | F | 169 | low s.c | H achiever | U | P |
| 176 | M | 151 | low s.c | low achiever | R | P |
| 177 | F | 161 | low s.c | low achiever | U | G |
| 178 | F | 174 | low s.c | low achiever | U | G |

| | | | | | | |
|-----|---|-----|---------|--------------|---|---|
| 179 | F | 192 | low s.c | low achiever | U | P |
| 180 | F | 157 | low s.c | low achiever | U | P |
| 181 | F | 175 | low s.c | H achiever | R | G |
| 182 | M | 176 | low s.c | low achiever | R | G |
| 183 | F | 165 | low s.c | low achiever | U | P |
| 184 | F | 191 | low s.c | low achiever | U | P |
| 185 | M | 197 | H.s.c | H achiever | R | G |
| 186 | F | 161 | low s.c | low achiever | R | G |
| 187 | M | 170 | low s.c | low achiever | U | P |
| 188 | M | 203 | H.s.c | H achiever | U | P |
| 189 | M | 189 | low s.c | low achiever | R | P |
| 190 | F | 188 | low s.c | low achiever | U | P |
| 191 | F | 145 | low s.c | H achiever | U | P |
| 192 | M | 167 | low s.c | low achiever | R | P |
| 193 | F | 187 | low s.c | low achiever | U | P |
| 194 | F | 196 | H.s.c | H achiever | R | P |
| 195 | M | 174 | low s.c | low achiever | U | P |
| 196 | F | 161 | low s.c | low achiever | R | P |
| 197 | M | 177 | low s.c | low achiever | R | P |
| 198 | M | 198 | H.s.c | H achiever | R | G |
| 198 | F | 178 | low s.c | low achiever | R | G |
| 199 | F | 189 | low s.c | low achiever | R | G |
| 200 | F | 193 | H.s.c | H achiever | U | P |

Dr. R.K. Saraswat (New Delhi)

Please fill up the following blanks :-

Name Age..... Sex.....
 Religion..... Caste.....Rural/Urban.....
 Father's name..... Father's occupation.....
 Monthly Income..... School.....
 Class..... Section.....Roll No.....Date.....

SCORING TABLE (Area-Wise)

| Item No. | A | Item No. | B | Item No. | C | Item No. | D | Item No. | E | Item No. | F |
|---------------------|---|----------|---|----------|---|----------|---|----------|---|----------|---|
| 2 | | 1 | | 4 | | 5 | | 6 | | 7 | |
| 3 | | 8 | | 10 | | 13 | | 34 | | 11 | |
| 9 | | 21 | | 14 | | 15 | | 35 | | 12 | |
| 20 | | 37 | | 16 | | 17 | | 41 | | 18 | |
| 22 | | 40 | | 19 | | 25 | | 42 | | 33 | |
| 27 | | 43 | | 23 | | 26 | | 44 | | 36 | |
| 29 | | 46 | | 24 | | 30 | | 45 | | 38 | |
| 31 | | 48 | | 28 | | 32 | | 47 | | 39 | |
| Total | | | | | | | | | | | |
| Inter- Pretation | | | | | | | | | | | |

Sum of all areas.....

National Psychological Corporation
4/230, KACHERI GHAT,AGRA-282004 (U.P.)

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 Concept Questionnaire (English Version)

OBJECTIVES

All persons are not equal. Every person has some characteristics which differentiate him from others. These characteristics form the basis of different nature of person Here are some questions regarding these characteristics. You might have these qualities in varying quantities. I want to know how these qualities affect different aspects of your life. The success of this objective depends on your cooperation. I assure you that your answers would be kept secret. I request you to answer unhesitatingly.

INSTRUCTIONS

On the following pages there are some questions and their probable answers given against them. You read them carefully and whichever suits, you put a tick (√) in the blank space given against it. You have to mark only one answer. An illustration is given below. There is no time limit for it but you should answer it as soon as possible.

ILLUSTRATION

- **What type of teeth do you have?**

If you think that you have beautiful teeth, you tick (√) in the space given below the word 'Beautiful'.

| | | | | |
|-----------------------|------------------|----------------|-------------------|--------------------------|
| Very Beautiful | Beautiful | Average | Beautiless | Beautiless at all |
| () | () | () | () | () |

1. Do your friends come to you for advice?
- | | | | | | |
|---------------|----------------|------------------|--------------------|--------------|----------------------|
| Always () | Usually () | Sometimes () | Usually not () | Never () | Obtained R.S. [] |
|---------------|----------------|------------------|--------------------|--------------|----------------------|
2. What do you think about your appearance?
- | | | | | | |
|--------------------|------------------|---------------------|-------------------------|-------------|-----|
| V.beautiful () | Beautiful () | Satisfactory () | Not satisfactory () | Ugly () | [] |
|--------------------|------------------|---------------------|-------------------------|-------------|-----|
3. How do you find yourself in doing physical work?
- | | | | | | |
|--------------------|---------------|----------------|-----------------|----------------------|-----|
| Very strong () | Strong () | Average () | Delicate () | Very Delicate () | [] |
|--------------------|---------------|----------------|-----------------|----------------------|-----|
4. How do you find your temperament?
- | | | | | | |
|------------------------|-----------------|---------------|--------------------------|-----------------------|-----|
| Always cheerful () | Cheerful () | Normal () | Sometimes unhappy () | Always unhappy () | [] |
|------------------------|-----------------|---------------|--------------------------|-----------------------|-----|
5. How do you like school studies?
- | | | | | | |
|------------------|-------------|----------------|-----------------|------------------------|-----|
| Very good () | Good () | Average () | Not good () | Not good at all () | [] |
|------------------|-------------|----------------|-----------------|------------------------|-----|
6. Do you believe in religious customs and traditions?
- | | | | | | |
|------------------|----------------|-----------------|------------------|--------------|-----|
| Very much () | Usually () | Normally () | Sometimes () | Never () | [] |
|------------------|----------------|-----------------|------------------|--------------|-----|
7. Do you participate in criticising others?
- | | | | | | |
|---------------|---------------|------------------|--------------------|--------------|-----|
| Always () | Mostly () | Generally () | Not usually () | Never () | [] |
|---------------|---------------|------------------|--------------------|--------------|-----|
8. Do you express your ideas frankly in the presence of other?
- | | | | | | |
|---------------|---------------|-----------------|------------------|--------------|-----|
| Always () | Mostly () | Normally () | Sometimes () | Never () | [] |
|---------------|---------------|-----------------|------------------|--------------|-----|
9. How do you like your complexion?
- | | | | | | |
|--------------------|------------------|---------------|-------------------------|-------------|-----|
| V.beautiful () | Beautiful () | Normal () | Not so beautiful () | Ugly () | [] |
|--------------------|------------------|---------------|-------------------------|-------------|-----|
10. Do you think yourself one of the cheerful persons?
- | | | | | | |
|---------------|---------------|-----------------|-----------|--------------|-----|
| Always () | Mostly () | Normally () | No () | Never () | [] |
|---------------|---------------|-----------------|-----------|--------------|-----|
11. Do you behave abnormally also?
- | | | | | | |
|---------------|---------------|------------------|---------------|--------------|-----|
| Always () | Mostly () | Sometimes () | Seldom () | Never () | [] |
|---------------|---------------|------------------|---------------|--------------|-----|
12. Do you think yourself an experienced person?
- | | | | | | |
|---------------|----------------|----------------|-------------------------|-------------------------------|-----|
| Highly () | Usually () | Average () | Less experienced () | Without any experience () | [] |
|---------------|----------------|----------------|-------------------------|-------------------------------|-----|
13. Do you think about your teachers?
- | | | | | | |
|---------------|---------------|-----------------|--------------------|--------------|-----|
| Always () | Mostly () | Normally () | Usually not () | Never () | [] |
|---------------|---------------|-----------------|--------------------|--------------|-----|

14. Do you think yourself to be a cool-tempered man?

| | | | | | |
|----------------|----------------|----------------|-----------------------|-----------------------|----------------------|
| V. much () | Usually () | Average () | Some disturbed () | Much disturbed () | Obtained R.S. [] |
|----------------|----------------|----------------|-----------------------|-----------------------|----------------------|

15. Are you regular in doing your home-work assignments?

| | | | | | |
|---------------|---------------|-----------------|------------------|--------------|-----|
| Always () | Mostly () | Normally () | Sometimes () | Never () | [] |
|---------------|---------------|-----------------|------------------|--------------|-----|

16. Do you insult others?

| | | | | | |
|--------------|------------------|----------------|--------------|---------------|-----|
| Never () | Not often () | Usually () | Mosly () | Always () | [] |
|--------------|------------------|----------------|--------------|---------------|-----|

17. Do you have difficulty in understanding something when the teacher explains in the class?

| | | | | | |
|--------------|----------------|------------------|------------------------------|--------------------------------|-----|
| Never () | Usually () | Generally () | Often feel difficulty () | Usually feel difficulty () | [] |
|--------------|----------------|------------------|------------------------------|--------------------------------|-----|

18. Do you think if you get an opportunity you can discover something new?

| | | | | | |
|-------------------|----------------------|-----------------|--------------|-------------------|-----|
| Definitely () | Most probably () | Doubtful () | Mosly () | Not at all () | [] |
|-------------------|----------------------|-----------------|--------------|-------------------|-----|

19. Do you feel irriated if somebody finds fault with your work?

| | | | | | |
|--------------|--------------------|------------------|----------------|---------------|-----|
| Never () | Usually not () | Sometimes () | Usually () | Always () | [] |
|--------------|--------------------|------------------|----------------|---------------|-----|

20. How do you find your personality?

| | | | | | |
|------------------------|-------------------|---------------|---------------------|-----------------------------|-----|
| Most attractive () | Attractive () | Normal () | Unattractive () | Totally unattractive () | [] |
|------------------------|-------------------|---------------|---------------------|-----------------------------|-----|

21. How do you like the company of others?

| | | | | | |
|--------------------|--------------------|---------------------|--------------------------|-------------------|-----|
| Always good () | Mostly good () | Usually good () | Sometimes dislike () | Never like () | [] |
|--------------------|--------------------|---------------------|--------------------------|-------------------|-----|

22. How much are you satisfied with your weight?

| | | | | | |
|------------------------|------------------|--------------------------|-------------------------|--------------------|-----|
| Fully satisfied () | Satisfied () | Usually satisfied () | Not so satisfied () | Unsatisfied () | [] |
|------------------------|------------------|--------------------------|-------------------------|--------------------|-----|

23. Do you feel irriated while you face petty difficulties?

| | | | | | |
|--------------|-------------------|------------------|------------------|---------------|-----|
| Never () | Mostly not () | Generally () | Sometimes () | Always () | [] |
|--------------|-------------------|------------------|------------------|---------------|-----|

24. Are you coward by nature?

| | | | | | |
|-------------------|-----------------|---------------|----------------|------------------|-----|
| Not at all () | Not much () | Normal () | Usually () | Very much () | [] |
|-------------------|-----------------|---------------|----------------|------------------|-----|

- | | | | | | | |
|--|-----------------------------|---------------------------|----------------|-------------------------------|-----------------------------|----------------------|
| 25. How much are you satisfied with the present position of your studies in class? | Completely satisfied () | Somewhat satisfied () | Average () | Some what dissatisfied () | Totally dissatisfied () | Obtained R.S. [] |
|--|-----------------------------|---------------------------|----------------|-------------------------------|-----------------------------|----------------------|
- | | | | | | | |
|---|-----------------------|--------------------|-----------------------|--------------------|-------------------|-----|
| 26. How do you like school examination? | Like very much () | Mostly like () | Generally like () | Seldom like () | Never like () | [] |
|---|-----------------------|--------------------|-----------------------|--------------------|-------------------|-----|
- | | | | | | | |
|------------------------|------------------|-------------|---------------|-----------------|-----------------------|-----|
| 27. How is your voice? | Very good () | Good () | Normal () | Not good () | Unsatisfactory () | [] |
|------------------------|------------------|-------------|---------------|-----------------|-----------------------|-----|
- | | | | | | | |
|--|---------------|----------------|-----------------|-----------|--------------------|-----|
| 28. Are you curious to know the end while reading a novel or seeing a movie? | Always () | Usually () | Normally () | No () | Not all all () | [] |
|--|---------------|----------------|-----------------|-----------|--------------------|-----|
- | | | | | | | |
|----------------------------------|------------------|-------------|----------------|-------------|---------------|-----|
| 29. How do you find your health? | Very good () | Good () | Average () | Weak () | Feeble () | [] |
|----------------------------------|------------------|-------------|----------------|-------------|---------------|-----|
- | | | | | | | |
|--|-----------------------|------------------------|----------------|-------------------------|-----------------------|-----|
| 30. How is your attendance in the class? | Always present () | Usually present () | Average () | Generally absent () | Usually absent () | [] |
|--|-----------------------|------------------------|----------------|-------------------------|-----------------------|-----|
- | | | | | | | |
|--|------------------------|------------------|---------------|------------------------------|---------------------------|-----|
| 31. How much are you satisfied with your height? | Fully satisfied () | Satisfied () | Normal () | Somewhat dissatisfied () | Fully dissatisfied () | [] |
|--|------------------------|------------------|---------------|------------------------------|---------------------------|-----|
- | | | | | | | |
|---|---------------|----------------|------------------|------------------|--------------|-----|
| 32. Do you try to get first position in the tests given in the class? | Always () | Usually () | Generally () | Often not () | Never () | [] |
|---|---------------|----------------|------------------|------------------|--------------|-----|
- | | | | | | | |
|--|---------------|----------------|------------------|--------------------|--------------|-----|
| 33. Do you take care of the merits and demerits of a work before doing it? | Always () | Usually () | Generally () | Usually not () | Never () | [] |
|--|---------------|----------------|------------------|--------------------|--------------|-----|
- | | | | | | | |
|--|---------------------------|----------------------------|------------------------------|---|---|-----|
| 34. Where do you place your self while speaking truth? | Always speak truth () | Usually speak truth () | Generally speak truth () | Usually hesitate in speaking truth () | Always have to resort to falsehood () | [] |
|--|---------------------------|----------------------------|------------------------------|---|---|-----|
- | | | | | | | |
|---|--------------------------|---------------------------|-----------------------------|----------------------------------|-----------------------------|-----|
| 35. Where do you place your self in obeying public rules e.g. rules pertaining to public places, like road, park, railway station etc.? | Always obey rules () | Usually obey rules () | Generally obey rules () | Usually do not obey rules () | Never care for rules () | [] |
|---|--------------------------|---------------------------|-----------------------------|----------------------------------|-----------------------------|-----|

36. Are you more intelligent than your colleagues?

| | | | | | |
|-----------------------|----------------|------------------|-------------|-------------------|----------------------|
| Certainly more () | Usually () | Generally () | Less () | Not at all () | Obtained R.S. [] |
|-----------------------|----------------|------------------|-------------|-------------------|----------------------|

37. Do you take part in organizing it when your classmates go to picnic etc.?

| | | | | | |
|---------------|----------------|------------------|--------------------|--------------|-----|
| Always () | Usually () | Generally () | Usually not () | Never () | [] |
|---------------|----------------|------------------|--------------------|--------------|-----|

38. Do you solve yourself the difficulties and problems of your studies?

| | | | | | |
|---------------------|----------------------|------------------------|----------------------------|------------------------------|-----|
| Always solve () | Usually solve () | Generally Solve () | Usually can't solve () | Always help to others () | [] |
|---------------------|----------------------|------------------------|----------------------------|------------------------------|-----|

39. How much do you attend to artistic aspect of the photograph while seeing or making it?

| | | | | | |
|---------------------------------|------------------|-------------------------------|----------------------------|----------------------------------|-----|
| Give very much attention () | Give much () | Give Average attention () | Give some attention () | Do not give any attention () | [] |
|---------------------------------|------------------|-------------------------------|----------------------------|----------------------------------|-----|

40. What will you do if you are doing some important work and your friends ask you to accompany them for a walk?

Obtained Raw Score

- Will start immediately ()
- Will go after thinking for sometime ()
- Will keep silent ()
- Will not go after thinking for sometime ()
- Will refuse at once () []

41. While taking the examination you are not able to answer some questions and a book of the same subject is lying near you, will you help of the book?

- Will never do such thing ()
- Do not have the courage to do inspite of will ()
- Generally do not do this ()
- Will use the book if get an opportunity ()
- Will immediately use the book () []

42. If you get an opportunity to drink water in the house of so called low caste persons, what will you do?

- Shall take water ()
- Will take water after some consideration ()
- Will care for cleanliness ()
- Will take water but would tell nobody ()
- Will not take water () []

43. Do you hesitate in mixing with persons of opposite sex?

Obtained

Raw Score

Do not hesitate at all ()

Sometimes hesitate ()

Generally do not hesitate ()

Usually hesitate ()

Always hesitate () []

44. You are standing in the bus que for a long time when bus comes, the conductor takes some passengers and stops at your turn because there is no space in the bus, what will you do in these circumstances?

Will wait for the next bus ()

Will request the conductor ()

Will run and try to board the bus ()

Will push the other passengers and try to board the bus ()

Will make a noise () []

45. What will you do if you come to know of immoral character of your friend?

Will completely break the friendship ()

Will lessen the friendship ()

Will continue friendship but will try to make him understand ()

Will continue friendship as it was ()

Will strengthen the friendship () []

46. You have to do four tasks-(a) you have to call the doctor to show your sick brother(b) you have to do the preparation for going out the next day(c) you have to read novel(d) the friend is going away, you have to go to see him. What will you do in the first place?

Will call the doctor to show the sick brother ()

Will prepare for goin out ()

Will read novel ()

Will go to see the friend ()

Will not do any of the above mentioned work () []

- | | Obtained | |
|--|-----------------|------------------|
| | | Raw Score |
| 47. Your friend gives you one thousand rupees to keep and when you count they are eleven hundred what will you do? | | |
| Will return one hundred rupees to the friend at once | () | |
| Will tell the friend at once | () | |
| Will return 1100 rupees while returning them | () | |
| If the friend does not come to know, will take out one hundred rupees if possible | () | [] |
| Shall take out one hundred rupees | | |
| 48. Do you like to do the work keeping in mind the desire of other? | | |
| Always do the work keeping in mind the desire of others | () | |
| Usually do the work keeping in mind the desires of others | () | |
| Generally do the work keeping in mind the desires of others | () | |
| Sometimes do not care for the liking of other | () | |
| Always do according to one's own will | () | [] |