STATUS OF PERSONALITY, PSYCHOSOCIAL PROBLEMS AND COPING MECHANISM AMONG II PUC ACHIEVERS AND FAILURES

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1. INTRODUCTION

Students of II pre-university courses (II PUC) are in the age range of 17-19 years. These students are in middle or late adolescence period of development. The students experience a transition from restricted and guided life of high school to environmental freedom and unrestricted style of college. These students are in adolescence stage. They experience many changes in their physical, psychological, and social growth. Changes in physiological structures, self-image, self-esteem, mood, need for independence, intellectual development and skills, setting goals and ambitions, social relationships, risky behavior and sexual desire are predominant. Most of the students are more concerned with their physical appearance. Many girls and boys are very critical about their body structure and colour. Many of them are dissatisfied about their physical appearance (Siegel and Lane, 1982). Wang and Ko (1999) pointed out that girls feel more upset more easily than boys mainly because of their concerns about physical appearance. The students are more urgent to develop a relationship with opposite sex; many of them usually do not know what to do when in face of the opposite sex. Besides, during this period, students often experience stress and problems induced by "sense of insecurity", when they are dating someone secretly and also worried by feeling that they are deceiving their parents and friends. They develop conflicting views of their dating. So developing a heterosexual relationship is a challenge and also a stress for adolescents (Wang and Ko, 1999).

This period is considered as the most stressful time, where the students are confronted by a multitude of stressors arising from physical and cognitive development, social and emotional changes along with academic pressures and expectations. These students are required to develop a sense of identity to fulfill social roles with peers and members of opposite sex, complete the requirements of college, fulfill the expectations of parents and society and make decisions regarding a career. Adequate coping skills, adaptable cognitive and behavioural styles are vital for effective transition and adjustment to adulthood (Frydenberg and Lewis, 1993).

The period of 'Sophomore' is considered as 'Awkward age', 'Clumsy age', 'Stromy period of life', 'Crisis of youth', 'Stress and strain', 'Difficult age' and Problematic age. Anees, *et al.* (2007) stressed that adolescents suffer from psychosocial problems at one time or the other during their development. Many of these problems are of transient nature and are often not noticed. In general, prevalence rates for psychosocial problems in children from 5-18 years of age vary between 7 per cent and 20 per cent. With most studies indicating rates in the 15 per cent to 18 per cent range (Cicchetti and Toth, 1991). There have been many studies that examined family factors, stress, behavioral/emotional symptoms, and adjustment problems in freshmen college students (Compas *et al.,* 1986; Lopez *et al.,* 1989). Typically, freshmen tend to show more dependency on parents and poorer social and emotional adjustment to college than do upperclassmen because of the important transitional period they are in (Lapsley *et al.,* 1989; Wong *et al.,* 1993). Most of the epidemiological survey on school going children and adolescents has reported a wide variation (20-33%) in the prevalence of psychosocial problems (Anita *et al.* 2003). Individual studies illustrated the prevalence of psychosocial problems ranging between 10-40 per cent (Jellinek *et al*, 1988; Sood, 1995; Gupta *et al.*, 1997). Anees, *et al.* (2007) found that the overall prevalence of psychosocial problems was 17.9 per cent.

Further adolescents exhibit these problems in one setting and not in other (e.g. home, school). Several key transitional periods (moving from early elementary to middle school, moving from middle school to high school or moving from high school to college) can present new challenges for these adolescents and symptoms of dysfunction may occur. Psychosocial problems reflect both the undercontrolled, externalizing or behavioral problems such as conduct disorders, educational difficulties, substance abuse, hyperactivity and the overcontrolled, internalizing or emotional problems like anxiety and depression.

In the past two decades, students externalizing and internalizing behavioral problems have received substantial attention from researchers in the field of developmental psychopathology (Cicchetti and Cohen, 1995; Rutter and Garmezy, 1983). It has been found that externalizing problems such as aggression and disruption are associated with and predictive of a variety of social and life adjustment difficulties including school failure and

juvenile delinquency (Coie *et al.,* 1995; Rubin *et al.,* 1995). In contrast, students who display behaviors of an internalizing nature such as social withdrawal tend to have maladaptive emotional outcomes such as negative perceptions of self-worth, feelings of loneliness and depression (Boivin *et al.,* 1995; Rubin *et al.*, 1995). Furthermore, it has been demonstrated, in Western cultures, that both externalizing and internalizing problems may lead to difficulties in social relationships; students who display externalizing or internalizing behaviors are likely to be disliked or rejected by peers and adults (Rubin *et al.,* 1998). Externalizing and internalizing behaviors comprise the most common of adolescents' reactions to the experience of stress (Achenbach and Edelbrock, 1981; Rutter and Garmezy, 1983). Whereas externalizing behaviors are reactions that are directed toward others, internalizing behaviors, such as anxiety, withdrawal, and somatic complaints are mainly directed toward the self. Behavioral patterns that reflect constructs of externalizing and internalizing functioning have been found in many cultures (Auerbach *et al.,* 1996; Weisz *et al.*, 1988). However, the prevalence of externalizing and internalizing symptoms may vary across different societies.

It is generally agreed that internalizing symptoms include anxiety, depression, and withdrawal, whereas externalizing symptoms are marked by aggressive and delinquent behaviors, conduct disorders, anti-social behaviors, and/or acting out behaviors (Achenbach and Edelbrock, 1978, 1987).

Mood disruption is major characteristic of middle adolescents (Arnett, 1999). The claim of link between adolescence and extremes of emotions (especially negative) is perhaps the most ancient and enduring part of the storm-and-stress view. Hall (1904) viewed adolescent as the 'age of rapid fluctuation of moods', with extreme of both elation and depressed mood. The studies have assessed mood at different intervals have found that adolescent do indeed report greater extremes of mood and more frequent changes of mood compared with pre-adolescents or adults (Buchanan *et al.*, 1992).

Larson and Richards (1994) saw increase in mood disruption as due to cognitive and environmental factors rather than pubertal changes. They noted that there is little relationship in their data between pubertal stage and mood disruption. Rather, adolescent's newly developed capacities for abstract thinking 'allow them to see beneath the surface of situation and envision hidden and more long lasting threats to their well-being. Larson and Richards also argued that the experiences of multiple life changes and personal transitions during adolescence (such as the onset of puberty changes, changing to colleges and beginning to date) contribute to adolescents mood disruptions. However, Larson and Richards emphasized that it is not just without adolescents experience potential stressful events, but how they experience and interpret them, that underlies their mood disruptions.

Mood disruption is the emotional reactions to significant events and objects which serve the preparation and adaptive organization of subsequent perception, cognition and action (Lewis and Haviland-Jones, 2000). Emotion includes affective, cognitive, physiological, motivational and expressive components.

Two lines of evidence suggest that students' emotions profoundly affect their learning and performance. The first line of evidence originates in experimental mood research and the second in situated field studies directly analyzing students' emotions. Experimental mood research has shown that mood and emotions facilitate mood congruent memory processes. Such that positive self related information is more easily stored and retrieved when in a positive mood and negative information when in a negative mood (Olafson and Ferraro, 2001). By implication a positive mood can enhance students' motivation to approach learning task, whereas a negative mood can trigger mood-congruent avoidance motivation. Furthermore the findings indicated that positive verses negative mood can promote different styles of information processing, whereas creative, flexible and holistic ways of thinking are facilitated by a positive mood, more analytical, rigid and detailed ways of processing information can be enhanced by a negative mood (Lewis and Haviland Jones, 2000). Negative emotions such as depression, anxiety, boredom and helplessness exerted negative affect on cognitive resources, motivation, information processing and any kind of academic performance (Pekrun *et al.*, 2002).

Margarita (2010) stresses that depression and anxiety are prevalent emotional problems in colleges across the country. "There is no question that all of the national surveys show a distinct rise in the number of mental health problems. Indeed, in the past 15 years,

depression has doubled and suicide tripled. The average age of onset for many mental health conditions is the typical college age range of 18 to 24 years old. In fact, according to the National Institute of Mental Health, 75 percent of all individuals with an anxiety disorder will experience symptoms before age 22 and other students, who might not have clinical anxiety or depression, still suffer.

The strength of the relationship between anxiety and performance varies from study to study with correlations from extreme negative to positive values. In order to reveal the sources of this inconsistency, a series of meta-analyses was conducted by using one hundred and twenty-six studies published from 1975 to 1988. Anxiety stability (state/trait) failed to unveil the expected moderator impact. However, analyses with the anxiety components worry and emotionality, kinds of anxiety such as general and test anxiety, and the anxiety measurement point in time yielded systematic differences: the more cognitively determined and the more specific the anxiety measure, the closer was its association with academic performance. A closer relationship was also found if anxiety was measured after the performance situation compared to being measured before (Eric (2009). Jaee (2003) reviewed several studies which have documented the debilitative effects of generalized anxiety on performance in various domains. Anxiety has been consistently and negatively correlated to academic performance, several theories of test anxiety have been proposed to account for this relationship.

Depression has a concurrent and longitudinal influence on academic achievement – higher levels of depression are associated with lower scores on measures of academic achievement. Students with depression score lower on measures of academic achievement than those without depression (Eric *et al.*, 2009). Variable prevalence rates for depression among medical students and residents have been reported ranging from 2 per cent to 35 per cent, with the highest rates among residents (Clark *et al.*, 1984; Mosley*et al.*1994; Rosal *et al.*1997; Hendrie *et al.*; 1990). Despite this range, there is more evidence to support that medical students and residents experience depression at higher rates than graduate students or young adults in the general public that is 8 per cent-15 per cent (Katz *et al.*2006; Center *et al.*2003; Kessler *et al.* 2003). Furthermore, in a recent study of medical students at three medical schools, levels of depressive symptoms varied by year of training, with the highest reported during the second year (Dyrbye *et al.*2006). Suicidal ideation among medical trainees has been investigated less often and only periodically. Clark and colleagues (1984) reported that 25 per cent of interns have had suicidal ideation at one time. The National College Health Assessment Survey found that 9.5 per cent of students preparing for health-related fields reported that they had experienced suicidal ideation or at risk (Kisch *et al.,* 2005).

A significant number of adolescents are at-risk for or are currently experiencing emotional and behavioral problems (Ringel and Sturm, 2001). The consequences are clear such that emotional and behavioral problems have been well-documented to be significant barriers to learning (Catalano *et al.,* 2004). Adolescents with an early onset of behavior problems are at elevated risk for academic failure, peer rejection, substance abuse, and delinquency (Reinke *et al.,* 2008). Furthermore, national longitudinal studies show that more than half of the students identified with emotional or behavioral problems drop out of school, 75 per cent achieve below expected grade levels in reading, and 97 per cent achieve below expected grade levels in math (Bradley *et al.*, 2008). Such findings overwhelmingly indicate that emotional and behavioral problems are associated with deleterious outcomes in adolescence.

Adolescents have higher rates of reckless, norm-breaking, and antisocial behavior than either children or adults. Adolescents are more likely to cause disruptions of the social order and to engage in behavior that carries the potential for harm to themselves and/or the people around them. Externalizing of risk behaviour is major characteristic of late adolescents (Arnett, 1999). Late adolescence has long been associated with heightened rates of antisocial, norm-breaking, criminal behaviour, particularly for boys. Hall (1904) agrees that adolescence a period of semi criminality and it is normal for healthy boys. Contemporary research confirms that the adolescents are in the peek of a variety of risk behaviour such as substance abuse, risky automobile driving, breaking of loss and risky sexual behaviour (Arnett, 1992; Noffitt, 1993). The rate of risk behaviours rise in the teens until peaking at age 18, then drop steeply (Gottfredson and Hirschi, 1990). Although not all adolescents engage in

risk behaviour but the majority of adolescents take part occasionally in risk behaviour of one kind or another (Arnett, 1992; Moffitt, 1993). The risk behaviours are problem behaviours. Recent studies indicate that behavioural problems frequently lead to poor academic performance to dropping out of college. There is an ample weight of evidence suggesting that a range of risk behaviours that adversely affect academic performance (Robert, 2004).

Adolescents have problem and will learn, at their own rate, to struggle and deal with them. Adolescents' predispositions, stressors and behaviours weave together to form a composite picture of a youth at high risk for depression and self destructive behaviour. Symptoms such as personnel drug and alcohol use, thoughts of running away from home, prolonged sadness and crying, unusual impulsivity, recklessness, dramatic changes in personal habits are intertwined with the family and personal history, the individual personality and the emotional-social events taking place in the life of adolescents. Adolescents experience different difficulties and also adopt different strategies. Hence coping strategy could vary as per the personality of the individual, family set up and extra familial relations outside the home which as student develops. Adolescents can cope with a difficulty in many ways such as direct conflict, cognitive reappraisal, withdrawal, emotional diffusing or focusing on the positive events. Coping responses that work for one adolescent may not work best for another. But the effective coping strategies like identifying, appraising the stressful situations effectively responding and managing ones emotions leads to the development of a balanced personality (Cobb, 1992). Godwin (2003) identified that the students attempt to try to face a difficult life situation in an ambivalent manner and to withdraw from problems they encounter in their life as most typical response. The males occasionally withdraw from the problems by taking alcohol, drugs or joining cults and females by praying and hoping for the better. It is also more typical of females to get emotionally upset as compared to males who confront the problem and try to solve it. Seeking help, advice were very important at this stage and parents, friends, grandparents and siblings are the people they mostly turn to and rely most on (Godwin, 2003). Mathew (2006) stated that both boys and girls are experiencing same kind of stress and they are using similar types of coping mechanism such as minimization, suppression, seeking succorance, replacement, blame, substitution, mapping and reversal to deal with their academic stress.

Various studies attempted to explain work and academic performance from deterministic perspective of personality tendencies, emotional problems, coping strategies, academic problems and behavioural problems. These are the situational outcomes. Goh and Moore (1977) examined the relationship between personality fitness and academic achievement and confirmed that personality dimension of introversion had the highest correlation with academic performance and personality dimensions of neuroticism and psychoticism correlated negatively to the academic performance. A meta-analysis of Big Five Factors of personality and academic achievement revealed conscientiousness in particular to be most strongly and consistently related with academic success of students. In addition, openness to exposure was sometimes positively associated with scholastic achievement, whereas extraversion was sometimes negatively related to academic achievement (Poropt, 2005). Neftle and Robins (2007) reaffirmed that personality traits have independent and incremental effects on academic outcomes.

Students of II PUC have the tendency to be rebellious and to resist adult authorities; consequently they express conflict behaviour with siblings, parents, elderly relatives, teachers, administrators and advisors. They experience more extremes of moods and emotions. They also experience more frequent episodes of anxiety and depression. They also express higher rates of recklessness, norm breaking, antisocial behaviour and other behaviour problems (Arnett, 1999). Cole (1954) has grouped sophomore psychological problems into eight interest and activity areas i.e. emotional maturity, establishment of heterosexual interest, general social maturity, beginning of academic independence, adequate use of leisure time and establishment of an interest in general principles of conduct. Moser and Moser (1963) enumerated general problems of personal nature in college and university students besides academic difficulties, lack of social aptitudes, romantic relations, problems of finance, undesirable habits, home sickness and lack of self efficiency. According to Ausubel *et al.* (1977) psychological problems of freshman include personality and personality difficulties like those of irritability, restlessness, swings of temperament, shyness, hesitancy, negativism, self-conscientiousness, feeling and embarrassment and inadequacy.

The review of literature reveals that there is negative relationship between emotional problems, behavioural problem, negative coping mechanisms, academic difficulty and negative characteristics of personality and academic performance. Very few studies have compared the status of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem in relation to academic achievement. There is a need to study status of personality and psychological problems among students of II PUC because decades of the results of pre university board imply the fact that the passing rate in II PUC examination is below 50 per cent. Therefore, the present study is undertaken with the following objectives:

1. To develop scale of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
2. To study status of Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem among II PUC achievers and failures.
3. Relationship between Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression, behavioural problem and selected demographic variables.

The above objectives are explained by accepting or rejecting the following hypotheses.

1. There is no significant association between achievers and failures of II PUC on status of Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
2. There is no significant difference between achievers and failures of II PUC on personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
3. There is no significant relation between Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression, behavioural problems and selected demographic variables.

2. REVIEW OF LITERATURE

The purpose of the present study was to assess the status of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem among the students of II Pre-University course.

For the purpose of the study an extension review of literature in order to understand the concepts and studies presented by various investigators in dealing with the concepts related to the subject of the present study. This review of literature has provided an adequate theoretical basis for the present study and has helped the researchers to plan the design of the study. In this chapter the review of literature was carried out under the following headings:

2.1 Personality

2.2 Coping mechanism

2.3 Scholastic difficulty

2.4 Anxiety

2.5 Depression

2.6 Behavioural problem

2.1 Personality

The scientists who defined personality have conceptualized in one of the three ways: First, from one's external appearance or behaviour or role or social stimulus, Second, from one's awareness of self as a permanent organizing force, Third, one's particular pattern or organization of measurable traits both inner and outer areas.

Definitions within the frame work of self and traits generally imply that there is consistency and stability in human behaviour patterns.

It has been found that no definitions of personality are completely satisfactory, but the definition of personality given by Allport (1961) is widely accepted. He says: "personality is the dynamic organization within the individual of those psycho-physical systems that determine his characteristics behaviour and thought".

The venture of describing and assessing personality by characteristic descriptions or adjectives was initiated from "Sir Francis Galton's lexical hypothesis"-namely that the most important individual difference in human transactions will come to be excoded as single terms in some or all of the worlds languages (Goldberg, 1993). The process of identifying personality trait-descriptive terms has been continuing through Allport and Odbert (1936), Cattle (1943, 1947), Thurstone (1934, 1951), Tupes and Christal (1958, 1961), Norman (1963, 1967), Borgatta (1964), Smith (1967), Peabody and Goldberg (1989). Presently, Goldberg (1992) investigated "the Big-five factor structure of personality" that has emerged as personality descriptor and assessor with convinced reliability and validity.

Similar five factor structures of personality based on other sets of variables have been reported by a number of investigators (Borgatta, 1964, Digman and Inonye, 1986; McCrae and Costa, 1985, 1987).

Goldberg (1993) says "At present, one could argue that there are two types of five factor models, one developed by McCrae and Costa operationalized in the NEO personality inventory and the other associated with studies based on the lexical hypothesis". These Big five factors have traditionally been numbered and labeled: as Factor I - Surgency (or Extraversion); Factor II-Agreeableness, Factor III-conscientiousness, Factor IV-Emotional Stability vs. Neuroticism and Factor V-Culture. More recently factor V has been reinterpreted as "Intellect" and "Openness to Experience".

Sir Francis Galton was the first scientist to recognize what is now known as the Lexical Hypothesis. This is the idea that the most salient and socially relevant personality differences in people's lives will eventually become encoded into language. The hypothesis

further suggests that by sampling language, it is possible to derive a comprehensive taxonomy of human personality traits.

In 1936, Gordon, Allport and H. S. Odbert put this hypothesis into practice. They worked through two of the most comprehensive dictionaries of the English language available at the time and extracted 17,953 personality-describing words. They then reduced this gigantic list to 4,504 adjectives which they believed were descriptive of observable and relatively permanent traits.

Raymond Cattell obtained the Allport-Odbert list in the 1940s, added terms obtained from psychological research, and then eliminated synonyms to reduce the total to 17. He then asked subjects to rate people whom they knew by the adjectives on the list and analyzed their ratings. Cattell identified 35 major clusters of personality traits which he referred to as the "personality sphere." He and his associates then constructed personality tests for these traits. The data they obtained from these tests were analyzed with the emerging technology of computers combined with the statistical method of factor analysis. This resulted in sixteen major personality factors, which led to the development of the 16PF Personality Questionnaire.

In 1961, two Air Force researchers, Ernest Tupes and Raymond Christal, analyzed personality data from eight large samples. Using Cattell's trait measures, they found five recurring factors, which they named "Surgency", "Agreeableness", "Dependability", "Emotional Stability", and "Culture" (Tupes and Christal, 1961).

Norman (1963) attempted to find adequate taxonomy of personality attributes to explain personality traits. According to Big Five, it was said that “rapid progress has been made toward a consensus on personality structure (Costa & McCrae, 1992). Personality psychologists were asked to accept the specifics of the Big Five orthogonal factors and to use these factor dimensions as the conceptual structure for descriptively representing different personalities. As a result, the five-factor approach (FFA) has achieved appreciable popularity.

Consensus is emerging that a five-factor model of personality, often termed the “Big Five” (Goldberg, 1990), can be used to describe the many salient aspects of personality. The Big Five can be found in virtually any measure of personality including the analysis of trait adjectives in many languages, and decisions made by expert judges based on existing measures (Mount and Barrick, 1995). Evidence indicated that the Big Five is fairly heritable and stable over time, although the environment undoubtedly plays a role. McCrae and John (1992) claimed that “we believe its long history, cross-cultural replication, and empirical validation across many methods and instruments make the five-factor model a basic discovery of personality psychology- core knowledge upon which other findings can be built”

In this investigation, personality is operationalized as “a unique emissary of interactional integration of surgency, agreeablenesss, conscientiousness, emotional stability and intellect factors, which have dynamic influence on psychological processes and behaviour”. It means that each individual has all factors of traits. A factor represents a common nature of some traits, which is the source for predisposing a pattern of behaviour; and also explainatory of the manner of reaction in which the individual has reacted more or less similarly and successfully in the past to similar situations in which one was similarly motivated. The magnitude of development of each trait depends on the hereditary endowment and nurture. Therefore, one individual differs from another on a particular trait.

The factors are dynamic means that a situation may provide an opportunity for characteristics interaction among the factors of the traits to predominately “dominate” other factors of the traits to face the situation.

The definition means “each person has all factors of traits and those traits interact with one another to create a representation of him, resulting in a ‘unique personality’, having one or more of the factors predominant expression and other factors being recessive in their expression. The dominant and recessive factors have interactional influence on individual psychological processes and behaviour depending on the situation”.

Sinha (1999) examined extraversion and neuroticism in relation to academic achievement. Sample consisted of two hundred 10^{th} and 11^{th} standard students. Results revealed that extraversion was negatively related to achievement and that upon extraversion

scores, high and low achievers could be substantially differentiated. Neuroticism was positively related to achievement and also upon neuroticism scores, high and low achievers could be substantially differentiated.

To what extent and which personality traits predict academic performance was investigated in two longitudinal studies of two British university samples. Academic performance was assessed throughout a three years period and via multiple criteria (e.g., exams and final-year project). In addition several indicators of academic behaviour, e.g., absenteeism, essay writing, tutors' exam predictions, were also examined with regard to both academic performance and personality traits. In sample 1 (*N*=70), the Big Five personality factors particularly Neuroticism and Conscientiousness were found to predict overall final exam marks over and above several academic predictors, accounting for more than 10 per cent of unique variance in overall exam marks. Results suggest that Neuroticism may impair academic performance, while Conscientiousness may lead to higher academic achievement. In sample 2 (*N*=75) the Eysenck Personality Questionnaire was used as the personality measure and results showed the three super factors were the most powerful predictor of academic performance, accounting for nearly 17 per cent of unique variance in overall exam results. It is demonstrated that (like Neuroctisim) Psychoticism could limit academic success. The present studies on Big Five factors of personality and academic achievement provide evidence supporting the inclusion of well-established personality measures in academic selection procedures, and run counter to the traditional view of ability measures as the exclusive psychometric correlate of academic performance (Tomas and Furnham, 2003).

Furnham (2003) conducted study on Personality, cognitive ability, and beliefs about intelligence as predictors of academic performance. The study examined the relationship between the Big Five personality traits, cognitive ability, and beliefs about intelligence (BAI) was explored in a longitudinal study using a sample (N = 93) of British university students. These three sets of variables were used to predict academic performance (AP) (i.e., examination grades) as well as seminar performance (i.e., behaviour in class, essay marks, and attendance record) aggregated over a 2-year period. Correlational analyses showed that personality (but not intelligence) was related to BAI (specifically entity vs. incremental beliefs): More conscientious participants were more likely to think that intelligence can be increased throughout the life span; while low conscientious individuals were more likely to believe that intelligence is stable. However, these beliefs were not themselves significantly related to AP; only personality traits (Conscientiousness positively, Extraversion negatively) and gender were significantly correlated with AP. Further, following a series of hierarchical regression, it was shown that the Big Five personality traits are better predictors of AP than cognitive ability, BAI, and gender. When seminar performance indicators were regressed onto these variables, a similar pattern was obtained: Personality was the most powerful predictor of absenteeism, essay marks, and behaviour in seminar classes (as rated by different tutors), with Conscientiousness being the most significant predictor.

Elizabeth (2004) conducted study on self-esteem, personality and achievement in high school. Results indicated that big five personality characteristics were more stable than self-esteem across this transition period. Agreeableness and openness assessed in middle school are related to later academic achievement, behavioural conduct and adjustment in college.

Poropat (2005) remarked that for decades, there has been substantial research showing that ability tests effectively predict what people can do, but it is only in the last fifteen years that it has come to be generally accepted that personality is a useful predictor of what they will do. Much of this change in appreciation of the role of personality in predicting performance has been attributed to the application of the Five-Factor Model (FFM) of personality to personality-performance research. The FFM was developed on the basis of the lexical hypothesis, which states that it is advantageous for people to be able to accurately describe the behaviour of others, and therefore the most important dimensions of personality will be encoded in natural languages. An associated premise is that natural language descriptors refer to an individual's surface appearance or reputation (i.e., their observable behaviours), rather than the underlying processes or genotype of personality (i.e., people's cognitive and affective processing). This reasoning was used as the basis for most of the factor-analytical studies of personality descriptors within the English language, and one of the most robust factor solutions was the FFM. The FFM contains the personality dimensions

Extraversion, Agreeableness, Conscientiousness, Openness to Experience and Emotional Stability. Although the FFM continues to evolve, particularly in response to cross-cultural research, the five basic dimensions appear to be remarkably consistent, and at least the core of each of these has been identified in the first six or seven factors found in every language considered to date. Of the five factors, Conscientiousness has been the one most reliably associated with work performance.

However, these predictors of performance model have previously only been investigated in workplace settings. Yet performance is a relevant construct not only within workplace settings, but also within academic settings. In addition, the FFM dimension of Conscientiousness has been observed to be a reliable predictor of academic performance (Poropat, 2005).

The recent empirical literature on the relations between the Big Five personality dimensions and academic achievement, and found some consistent results. A meta-analysis showed Conscientiousness, in particular, to be most strongly and consistently associated with academic success. In addition, Openness to Experience was sometimes positively associated with scholastic achievement, whereas Extraversion was sometimes negatively related to the same criterion, although the empirical evidence regarding these latter two dimensions was somewhat mixed. Importantly, the literature indicates that the narrow personality traits or facets presumed to underlie the broad Big Five personality factors are generally stronger predictors of academic performance than are the Big Five personality factors themselves. Furthermore, personality predictors can account for variance in academic performance beyond that accounted for by measures of cognitive ability. A template for future research on this topic is proposed, which aims to improve the prediction of scholastic achievement by overcoming identifiable and easily correctable limitations of past studies (O'Connorand and Paunonen, 2007).

Noftle and Robins (2007) conducted study on Personality predictors of academic outcomes: Big Five correlates of Grade-Point Average (GPA) and Scholastic Aptitude Test (SAT) scores. The authors examined relations between the Big Five personality traits and academic outcomes, specifically SAT scores and (GPA). Openness was the strongest predictor of SAT verbal scores, and Conscientiousness was the strongest predictor of both high school and college GPA. These relations replicated across 4 independent samples and across 4 different personality inventories. Further analyses showed that Conscientiousness predicted college GPA, even after controlling for high school GPA and SAT scores, and that the relation between Conscientiousness and college GPA was mediated, both concurrently and longitudinally, by increased academic effort and higher levels of perceived academic ability. The relation between Openness and SAT verbal scores was independent of academic achievement and was mediated, both concurrently and longitudinally, by perceived verbal intelligence. Together, these findings show that personality traits have independent and incremental effects on academic outcomes, even after controlling for traditional predictors of those outcomes.

It is substantial that the Big–Five factors of personality differentially mediate in the academic achievement of students. Correspondingly, findings also show that personality traits have independent and incremental effects on academic outcomes.

2.2 Coping mechanism

Lazarus and Folkman (1984) defined coping as a purposeful effort undertaken by an individual in an attempt to manage or overcome stressful situations and the negative emotions that are associated with them.

Coping can be defined as a response of an individual under stress. People adopt different mechanisms when they encounter difficulties in their daily lives. Hence, coping mechanisms would vary as per the personality make up of the individual, the family set up and extra familial relationships outside the home which an individual develops.

Coping responses that work for one adolescent may not work best for another. The effective coping mechanisms like identifying and appraising the stressful situations, effectively responding and managing ones emotions lead to the development of a balanced personality (Cobb, 1992)

Reviewing research in the area of coping processes in adolescence, Compas (1992) concludes that the skills to manage ones negative emotions under stress follow a predictable developmental paths during childhood and adolescence. However, less is known about the ways in which skills in problem solving and emotion management may continue to develop during adolescence. In general coping behavior reflects a person's mode of responding, actively/passively to environmental demands.

Coping is the effort we make to manage a situation we have appraised as potentially harmful or stressful. There are differences in how individuals cope. But learning coping skills is important for everyone. Coping is the process of managing difficult situations, working to solve personal problems and learning to minimize, reduce or tolerate stress. Distressful situations can be rendered less stressful when we cope with them.

According to Lazarus and Folkman (1984) there are two general forms of coping:

1. Problem Focused Coping
2. Emotion Focused Coping

1. Problem Focused Coping: Problem Focused Coping strategies have to do with facing the trouble squarely and trying to change the situation. That may be accomplished by altering the situation, influencing the behavior of others, changing attitudes and self talk.
2. Emotion Focused Coping: Emotion Focused Coping is oriented toward managing emotional distress. Positive aspects of Emotion Focused Coping strategies include expressing feelings, seeking support, using relaxation technique and doing physical exercise. The negative aspects include the typical patterns of avoidance, denial and rationalization.

People are more likely to use problem focused coping when they feel there is something they can do about the problem. When a problem seems beyond control, they are more inclined to rely on emotion focused coping. In most distressful situations, it is probably best to use a combination of the two strategies. For example, if a conflict occurs with some one at work, it might be important to consider problem solving techniques and plans for compromise, such as finding out what the rules and guidelines are in the area of dispute, as well as using emotion focused coping strategies such as sharing feelings with friends/with your wife. You might also need to be less defensive and focus on staying relaxed while discussing the problem.

Simons *et al.* (1997) categorized coping mechanisms as:

1. Active Cognitive Strategies
2. Active Behavioral Strategies

1. Active Cognitive Strategies: are coping responses in which individuals actively think about a situation in an effort to adjust more effectively. It means using logical reasoning for what has happened and what might need to be done to improve the situation.
2. Active Behavioral Strategies: are coping responses in which individuals take some type of action to improve their problem. That means seeking help, gaining more information or taking a different course of action entirely when the problem arises in the future. Both of these strategies are preferred over avoidance strategies, which often create new problems/ make the original one worse.

There are many coping skills that are applicable to a variety of stressful situations. The following are the general descriptions of coping skills (Kleinke, 1998).

1. Use support system: Research shows that people with good social support system are less depressed and anxious and more optimistic than those with a poor social support system. A social support system satisfies our needs for nurturance and attachment, relieves stress and bolsters our sense of self-worth. It also provides emotional support (someone to confide in), tangible support (help with a job or a lone) and informational support (advise/feedback about a problem).

2. Problem solving: Problem solving is the procedure we follow when developing plans for responding to a challenge. It is a practical coping skill, but it is also useful psychologically. The practice of good problem solving builds confidence. The following steps describe a problem solving approach to a situation that requires coping skill:

* Self perception: Developing a self-perception that includes the ability to problem solve. This means saying to yourself, “I know that I have the ability to remain calm and rely on my problem solving skills to decide on the best possible course of action”.

* Defining the problem: Take some time to figure out the critical issues and conflicts. Then make a list of goals.

* Listing options: Write down every possible plan and allow yourself to be creative. Support people can help brainstorm and prevent you from getting struck on one track.

* Decision making: If an individual has defined the problem and generated many alternatives, he/she are ready to decide on a course of action. Run through the possible responses. Which are the most feasible? Which are most likely to get you what you want without causing other problem? Remember, in most situations, there is not one correct course of action.

* Testing: If individulas first course of action achieves success that is great. If not, it is time to work through the stages of problem solving again. Has the individual defined the problem correctly? Has he consider all possible alternatives?

3. Self relaxation: The relaxation response is made up of three components:

i. Environment: The relaxation response is easiest to learn in a quiet environment. Places individual in a comfortable posture in a place where there aren’t too many distractions. As individual improves his/her skills, he/she will find that they can relax in other places well.

ii. Body: When individual practices relaxation, his/her body slows down. Start with slowing the breathing. Breathe deeply and slowly, hold and exhale. Repeat this process for five minutes. After a few minutes of deep slow breathing, individual will begin to feel more relaxed. Next, teach the body to relax by getting in touch with different muscle groups and then systematically focus the attention on that part of the body and let go of any tension.

iii. Mind: The relaxation response is enhanced when individual distract himself from daily thoughts and move into a relaxing frame of mind as he do deep breathing and muscle relaxation, individual is suppose to imagine as he is in a special place such as by a cool water fall, on a warm beach near the ocean or in a peaceful meadow. Use the mind power to enhance the feelings of peacefulness.

4. Talk yourself through it: Many cognitive therapists believe that cognitive restructuring (changing thought processes) can get people to think more positively and optimistically. Self talk is often helpful in cognitive restructuring. Because self talk often becomes a self fulfilling prophecy unchecked negative thinking can spell trouble. That’s why it is so important to monitor individuals self talk and replace negative self statements with positive ones. Thought stopping is a specific self-control and cognitive restructuring strategy in which the individual says, “stop!” when an unwanted thought occurs and then replaces it with a substitute that is more positive/useful. Make a list of things that would be useful to say to the individual during times of stress and that could help remind individual to think positively. Remember to be easy on individual as he learn new skills. Use challenges as opportunities to test individuals coping skills. Be willing to make mistakes. Don’t force individual to be perfect.

5. Reward individuals accomplishments: If individual is making progress in dealing with difficult situations, make sure he acknowledges that to himself. People are often too hard on themselves. If the world has presented individual with a number of stressful situations to deal with, he certainly do not need to add to the load. Infact, he may be able to lighten the load some if he recognizes that he is improving and reward himself. It is amazing how reluctant many people are to give themselves credit when they do something worthwhile that has required considerable effort. Of course, it is always nice to be acknowledged by others. But positive feed back from others is not always reliable. If individual want to accomplish anything with consistency he may need to reward himself. The reward may

take many forms. Remember, though, that individual is the one who knows best what that reward should be.

6. Keep a sense of humor: Looking at things in a slightly different manner may make it possible to see the humor in the situation. Humor helps us avoid jumping to conclusions and blowing things out of proportion. A sense of humor allows us to make more balanced and objective appraisals of a situation. It also has a favorable impact on the people around us. We receive a lot more cooperation and support from others when we are perceived as pleasant instead of as a grouch. Developing a sense of humor also boots feelings of self- efficacy. A sense of humor encourages a creative rather than passive attitude toward life challenges.

One of the key contributions of Freud's to psychology is that, he has postulated basic ego defenses/defense mechanisms which an individual use to reduce his / her anxiety – arousing threats to the ego.

1. Repression: It is an attempt by the ego to keep undesirable id impulses from reaching consciousness. In the course of analyzing dreams, Freud discovered that certain thoughts were blocked from consciousness-that is repressed- because they were too painful to acknowledge. Repression occurs entirely on an unconscious level and involves unpleasant experiences that are repulsive to the ego.
2. Denial: Denial is the person's refusal to perceive an unpleasant event in the external reality. For example, a loved one dies and the grieved partner may refuse to accept it.
3. Displacement: It is the substitution of acceptable ideas for unacceptable ones. For example, women who feels hostile towards her husband but cannot express her feelings openly to him may become irritable with the children as a result.
4. Sublimation: It is a form of displacement in which an unacceptable impulse is transformed into one that is creative and socially acceptable.
5. Projection: A person protects his ego by attributing his/her undesirable characteristics to others. This is called as projection. For example, a girl who hates her mother may be convinced that it is the mother who hates her.
6. Reaction-formation: It involves the conversion of an undesirable impulses into its opposite. The man who hates his wife and yet is exceedingly kind to her would be a pertinent example. He could be said to be "killing her with kindness".
7. Rationalization: It is the justification of behavior through the use of plausible, but inaccurate, excuses. For example, a person who loses a tennis match and blames it on the inferior quality of the ball/racquet would be rationalizing if, in fact, the ball and racquet were superior in quality.
8. Intellectualization: It is the process that allows individual to protect themselves against undesirable pain. It involves dissociation between ones thoughts and feelings. For example, a man may conjure up an elaborate rationale to explain the death of his wife. By citing reasons and focusing on the logic of his argument, he may avoid, for a while at least, the tremendous pain associated with such a traumatic experience.
9. Undoing: It is a defense mechanism in which a person who thinks/acts upon an undesirable impulse makes amends by performing some action that nullifies the undesirable one. For example, a person who commits murder may wash his hands frequently as a means of cleansing himself.
10. Compromise formation: This involves the use of contradictory behaviors to gain some satisfaction for an undesirable impulse. For example, a person who really hates another person, comments: what a pretty dress. How did you manage to select it?

Attila (1995) studied coping strategies among adolescents: a cross-cultural study. The reaction scales of the inventory measured anxiety intensity and coping strategies (assimilative, accommodative and avoidance). Subjects were 17-18-years-old Indian, Italian, Hungarian, Swedish and Yemenite boys (n = 349) and girls (n = 372). Consistent results in all cultures and for both sexes showed that adolescents at low and medium anxiety level employed constructive and assimilative ways of coping, whereas at high anxiety level they

used avoidance. Across cultures girls reported significantly more accommodative, emotion-focused solutions than boys, whereas boys significantly more often mentioned problem-focused or assimilative strategies. Adolescents in European countries more frequently reported assimilative coping strategies than boys and girls in India and in Yemen, who preferred emotion-focused solutions. Results confirmed that culture as a general background forms the learning of different coping styles in the case of adolescents. However, concrete experiences in connection with the special stressors seem to influence the choice of coping strategies more effectively.

Rapson (1998) examined locus of control and avoidant coping: direct, interactional and mediational effects on maladjustment in adolescents. This study examined the association of locus of control and avoidant coping with anxiety/depression in terms of additive, interactional and mediational models. A total of 468 male and female subjects between 14 and 17 years of age completed questionnaires covering locus of control, avoidant coping and anxiety/depression. Results showed that both locus of control and avoidant coping were directly related to anxiety/depression. Among males, as locus of control increased in externality, the level of anxiety/depression increased for those with low avoidant coping, but decreased for those with high avoidant coping. For females, the interaction between locus of control and avoidant coping did not influence the level of anxiety/depression. Results also showed partial mediation by locus of control on the relation between avoidant coping and anxiety/depression, and partial mediation by avoidant coping on the relation between locus of control and anxiety/depression.

Shahoo (1998) conducted study on the coping mechanisms used by resilient adolescents. The sample consisted of resilient adolescents (15 boys and 10girls) and non-resilient adolescents (11 boys and 9 girls). Their age ranged between 15-17 years. Behavior check list scale for identification of resilient and non resilient adolescents and Projective inventory of stress management was used to identify coping patterns of the resilient and non resilient adolescents. Results revealed that the resilient adolescents and non-resilient adolescents did not differ on confronting, distancing, self control, avoiding responsibility, escape avoidance, planful problem solving, positive appraisal and religion coping dimensions. But they differed positively and significantly on seeking social support coping dimensions.

Purohit and Mehta (1998) conducted study on relationship between perceived parental behavior and ways of coping among school going adolescents. The sample consisted of 240 higher secondary (XI) students (128 boys and 112girls). Age ranged between 16-17 years. Parent Child Relationship Questionnaire and Ways of coping Questionnaire was used. The results revealed that parental behavior influence the way of coping among adolescents. The perceived parental behavior such as protecting, symbolic reward giving, loving and object reward giving reinforce accepting responsibility, playful problem solving and positive reappraisal ways of coping mechanisms. Whereas, adolescents who perceived their parents rejecting and neglecting were less likely to use these wise mechanisms.

Lesely and Imms (1999) examined self-esteem and coping styles of adolescents. The sample consisted of 146 students (90 girls and 56 boys) their age ranged between 14 – 18 years. Eighteen Item Self-Esteem scale (EISES) and Adolescent coping scale were used. Results showed significant correlation between self esteem and problem solving. Those with high self esteem were high users of the productive 'problem solving' coping style.

Igor (2001) examined personality traits, stressful life events, and coping styles in early adolescence, on a sample of 265 subjects, ranging in age from 11 to 14 years. Using the path analysis, the direct and indirect effects of personality traits and perceived intensity and frequency of stressful life events (subjective stress) on three coping styles (problem-focused coping, emotion-focused coping and avoidance coping) were tested. The results obtained demonstrated that extraversion has a direct positive effect on problem and emotion-focused coping style while neuroticism and psychoticism have direct positive effects on avoidance coping style. The indirect effects of personality traits on coping styles through subjective stress are low for all three coping styles. Subjective stress has statistically significant positive effects on all three coping styles and the greatest independent effect is on avoidance coping.

Maureen (2003) conducted study on resilience process on adolescents: personality profiles, self-worth and coping. The sample consisted of 181 11th grade students. The results revealed that, the combination of being extroverted, agreeable and open to new experiences was associated with high self-worth. Positive coping was associated with compensatory mechanisms for adolescents who were high on disagreeableness and emotional instability.

Ugal (2003) conducted study on socio-psychological study of coping strategies in Nigerian adolescents. The sample consisted of 205 adolescents (120 boys and 85 girls).Age ranged between 18-19years. Reactions to Hassels/Coping Strategies were used. Results revealed that adolescents reactions to the problem is basically to run away from the problem like resorting to praying and hoping for the better, to forget about the difficulty and do something else and trying to forget the problem by taking alcohol or drugs.

Manhas (2003) conducted study on coping strategies among Kashmiri migrant adolescents. 40 migrant adolescents (20 boys and 20girls) consisted the sample with the age range of 13-15 years. Semi structured questionnaire was used. The results revealed that the often reported mechanisms were day dreaming, compensation, withdrawal and aggression. The lesser reported mechanisms were positive thinking, negativism and identification. All the adolescents largely used emotion focused coping strategies.

Huge (2004) examined social support, conflict, major life stressors and adaptive coping strategies in Latino middle school students. The sample consisted of 307 6th and 7th grade students (133 boys and 171girls). Their mean age was 12.4 years. Modified version of Junior High Life Experience Survey, Life stressors and social resources inventory, for social conflict: items from the parental stressors, school stressors and friends stressors subscales were used, Coping response inventory and for adolescent mental health: the youth self report was designed to obtain reports of adolescents of their own competencies and problems was used. The results revealed that acute stressors and social conflict were positively associated with psychological symptoms and negatively associated with school competencies. Social support and adaptive strategies were negatively associated with psychological symptoms. Social support was positively associated with school competencies. Support and conflict were associated with psychological symptoms. Adaptive coping was inversely related to school competencies.

Davis *et al*., (2006) examined relationship between religious coping, hopelessness and depression among African American adolescents. Sample consisted of 212 African American adolescents (133 girls and 79 boys). Age ranged between 13–19 years. Hopelessness Scale for Children, Reynolds Adolescent Depression Scale and Religious Coping Scale were used. The results revealed that self directed coping was significantly related to increased hopelessness and depression among African American adolescents.

Mathew and Jayan (2006) examined academic stress and coping styles among pre-university students. Sample consisted of 100 Pre-University students (50 boys and 50girls. Age range: 15-17 years. Students academic stress scale. Albert Einstein College of Medicine (AECOM) coping scales were used. The results revealed that both boys and girls are predominantly using the similar kind of coping styles such as suppression, seeking succourance and blaming to deal with their academic stress. And the coping styles such as replacement, substitution, mapping and reversal are used very minimally compared to other coping styles.

Robert (2008) conducted study on the interrelation of first-year college students' critical thinking disposition, perceived academic control, and academic achievement. The current longitudinal study examined the reciprocal-effects between critical thinking disposition and perceived academic control, and their comparative influences on academic achievement in 1196 first-year college students. Using a two-wave, two-variable cross-lag structural equation model, a reciprocal-effect was found whereby students' perceived academic control predicted their subsequent critical thinking disposition, and students' critical thinking disposition predicted their subsequent perceived academic control. Furthermore, after controlling for high school academic performance, perceived academic control was found to have a stronger impact on students' GPAs than critical thinking disposition.

Crystal (2008) conducted study on correlates of academic procrastination and students' grade goals. This study examined correlates of academic procrastination and students' grade goals in a sample of 226 undergraduates from Singapore. Findings indicated

that self-efficacy for self-regulated learning was significantly and negatively related to procrastination. High self-efficacy for self-regulated learning also predicted students' expectations of doing well and low self-efficacy for self-regulated learning predicted students' expectations of not doing well academically. Additionally, help seeking predicted students' expectations of doing well academically while academic stress predicted students' expectations of not doing well academically.

From the above review of literature it can be concluded accepting parenting style, self-concept, self worth and resilience are associated with positive coping behaviours of students. Whereas, anxiety, depression and stressors are associated with emotion focused or negative coping mechanism and lower academic achievement.

2.3 Scholastic Difficulty

College plays a crucial and formative role in the intellectual, cognitive, emotional, social and moral development of an adolescent. Scholastic backwardness usually engenders feelings of anxiety and inadequacy in adolescents. This in turn can have negative impact on the emotional and social functioning of the adolescents. Hence scholastic problem is an issue of concern not only for students, but also for parents and all the professionals involved in child welfare.

In general, various studies which attempt to explain academic failure do so beginning with the three intervene in education: parents (family causal factors), teachers (academic causal factors) and students (personal causal factors). Among personal variables most studied are motivation and self-concept. Motivation is considered to be the element that initiates the subjects own involvement in learning; when a student is strongly motivated, all his efforts and personality are directed toward the achievement of a specific goal, thus bringing to bear all his or her resources. According to Gonzalez (1997), a consensus exists among the diverse motivational theories and approaches in as much as they conceptualize motivation in terms of conscious beliefs and values. In the arena of motivation there exist all kind of opinions and results; some research claims that motivation maintains a circular relationship with the level of information processing and this in turn with performance (Nuffez, 1998). In other research motivation is found to be one of the elements that most distinguishes those required to repeat a school year from those being promoted (Burgal 1998), the repeaters being those who are most bored in class. Other authors have that subjects themselves attribute low performance to low ability and to luck (Valle Arias 1999), and an improvement in performance to motivation (task goal orientation), to self-regulating behaviours and to competence as a function of task characteristics. In recent research positive correlations were found between the value given to the task and the perception of auto-efficacy and performance. However, in a recent theoretical review De la Fuente (2002) shows how there has been a branching off toward the study of academic goals, to the detriment of those of a social nature, even though these have shown to be especially important in the most disadvantaged social contexts.

The influence of the family educational climate is defined by the amount and the style of help that adolescents receive from the family, this is determined by elements of the family context, like the dynamic of communication and affective relationships, attitudes towards values, expectations etc. Along these same lines, Marchesi (2002) tell us that parental expectations have a notable influence on the academic results, even when controlling for initial knowledge and socio-economic context. Castejon and Perez (1998) find indirect relationships with performance from the students' perceptions of how much importance his or her parents assign to study at home. Other studies show that level of family cohesion and family relationships prove themselves capable of predicting performance. The parenting style (democratic, authoritarian) is also influential both in the students educational process as well as in family-school relations, research such as that by Rodriguez (1986) demonstrate that a positive family climate favors the development of well-adapted, mature, stable and integrated subjects, and an unfavorable family climate promotes non-adaptation, immaturity, lack of balance and insecurity.

Another group of performance-determining factors are the social/family factors. The educational condition attributed to the family is beyond all doubt or discussion, as there is an ever-increasing awareness of the importance of the parents role in the progress and educational development of their children. Adell (2002) consider family background the most

important and most weighty factors in determining the academic performance attained by the student. Among family factors of greatest influence are social class variables and the educational and family environment.

With regard to social class, relevant research tells us that ones results and expectations for the future are better the higher one belongs to the social ladder. One of the latest studies carried out on performance in secondary school in Spain (Marchesi and Martin, 2002) informed that upper-class students show better use of metacognitive strategies than those of lower social class. The influence of social class is mediated by cultural level, which in turn determines family expectations, values and attitudes regarding education. In other words, motivation to achieve depends more on the parent's level of learning than on their level of income. Castejon (1998) find that the child's perception of family support directly affects performance, while the mother's level of studies does so indirectly. Other research indicates that the most influential family components on performance are not socio-economic or cultural, but rather those pertaining to the affective or psychological dimensions, that is, although good academic preparation in the parents, especially the mother and positive cultural environment, favor scholastics performance, it is affective and relational variables which most stand out as factor in performance.

Self-concept results from the subjects' internalization of his social image. It is developed from different interactions with the social context and agents, great importance assigned to acceptance or rejection from others, especially significant others. Marsh (1983) proposes a hierarchical and multifaceted model of self-concept, in which there exists one general factor and several specific ones, the latter including academic self-concept. For Sanchez (2000), academic self-concept is at the base of future school success or failure, having been formed starting in early childhood education from peer contact and teacher attitude and expectations. One interesting study indicates positive self-concept as one risk-reducing factor against academic failure in the case of unfavorable family situations (Fullan, 1995). Studies such as that by Castejon (1998), using a casual-explicative model, emphasize that academic self-concept directly influences the global performance of the pupil. Other research finds that the greater the pupils self-concept, more learning strategies will he use, facilitating deep information processing. In other studies self-concept was found to be better predicting performance than variables such as age, or student gender (Edwards, 2002). Zsolnai (2002) informed that self-concept influences performance indirectly by means of its influence on intrinsic motivation. In other research it was shown, by means of an analysis of structural equations, how self-concept related causally to performance, but not vice-versa (Gonzalez, 2002).

The last group of determining factor is made up of school variables, principally the student's teacher and his peers. Marchesi (2002) propose that the pupil's socio-cultural level and his previous aptitudes indirectly influence the results of learning since they delimit classroom procedures. As for characteristics of the teacher-tutor, this is considered a key element for the pupils personal and academic development, the value given from teachers to pupil and vice-versa are usually reciprocal, highlighting additionally the personal relationship. The same authors find that teacher expectations significantly influence students' results. The teachers assessment is mediated by two variables (1) the students intelligence, that is the greater the intelligence, the better the academic results and the better reciprocal appreciation between teacher and student, (2) family support for study also makes the student value his teacher more highly. Other studies find positive relationship between the teacher's motivation and that of the student. Teacher-pupil relations are also mediated by the teacher's attribution of poor performance to the student. Peer influence on the child's development occurs by similar mechanisms as those used by adult's reinforcement, modeling and direct teaching and skills. Interaction with peers also promotes acquisition of social competencies such as controlling aggressive impulses and the expression of prosocial behaviours. In relation to academic performance, the sociometric status of the student influences performance both directly and indirectly, since it is influenced by intelligence. Other research shows that positive correlations exist between performance and peer relationships (Buote, 2002), demonstrating in another study that students failing in school are those most rejected by their group-class (Montero, 1990).

Okasha *et al.* (1985) compared 178 students with academic problems with 77 academically successful students. Academic difficulty showed highly significant associations with low socio-economic status, over-crowded housing, paternal behaviour problems and a poor relationship between the parents; also significant associations with family history of psychiatric disorder and living away from home. Academic achievement at school was no guide to university performance. Failed students had fewer friendships, especially with women, and more limited recreational activities. They also scored significantly lower on tests of verbal and non-verbal IQ, and worse on the Bender Gestalt and trail-making tests. EPQ results suggested that university students, particularly those with academic difficulties, are more neurotic and introverted than the general Egyptian population.

Judd (1985) studied Community college students who experience academic difficulty as measured by grade point average were compared to students not in academic difficulty on five constructs: reading ability, career decisiveness, learning styles, study habits and attitudes, and motivational factors. The 19 students in academic difficulty and 31 students not in academic difficulty completed the following instruments: the Diagnostic Test for Language Skills, the Career Decision Scale, the Learning Styles Inventory, the Survey of Study Habits and Attitudes, and the Personality Research Form. A locally-developed interview consisting of 28 forced-choice and open-ended questions was also used to gain anecdotal data of the same measures included in the five standardized instruments. The interview also addressed other variables that related to Rockland Community College, including enrollment influences, academic aspirations, use of student services, method of academic advisement, satisfaction with the chosen curriculum, and overall satisfaction with the college. It was found that academic difficulty was most closely associated with reading comprehension skills, expectations for academic success, and study habits and attitudes. In addition to four recommendations for colleges, implementation plans in progress at Rockland Community College are identified (SW).

Gary's (1992) Skipping Class: An Analysis of Absenteeism among First-Year College Students study explored class absenteeism among first-year college students. Author analyzed nine variables to assess possible effects on missing class. The results suggested that disliking a class was associated positively with absenteeism from that class. Further analysis confirmed the following: time spent studying was associated negatively with absenteeism from classes that students liked as well as from those they disliked; frequency of alcohol consumption was associated positively with absenteeism from disliked classes but had no effect on liked classes; being female was associated positively with absenteeism from classes liked as well as disliked; finally, the previous semester's grade point average was associated negatively with absenteeism from classes that students disliked but not from those they liked.

Okasha (1995) studied academic difficulty among male Egyptian university students during the academic year 1979-1980. The results revealed that Almost 6 per cent of students dropped out before graduating and a further 8 per cent required substantial extra time to complete their course of study: these figures were almost identical for both sexes. Psychiatric disorders were diagnosed in 42 per cent of male students with academic problems (compared with 9 per cent among the academically successful), with neuroses accounting for nearly half of the cases and schizophrenia for a quarter. Serious psychiatric illness was nearly four times as frequent among 3rd-year students as among 1st-year students.

David (2004) exploration of the relationship between ethnicity, attention problems and academic achievement revealed that there has been longstanding concern about achievement differences across ethnic groups. Inattention is a significant factor associated with underachievement, and higher ratings of inattention have been found for some minority groups. The present study examined the relationship between inattention and achievement across Caucasian, African American, and Hispanic first graders. Thirty-three teachers rated over 600 students on their academic achievement, inattentive classroom behavior, oppositional behavior, hyperactivity, and anxiety. Only attention problems, and not other behavior problems, were independently associated with diminished academic achievement. Of particular interest is that a substantial portion of the achievement gap between African American and Caucasian students was related to higher rates of attention difficulties among the former, even though attention problems and achievement were more strongly associated among Caucasians. Children from different ethnic backgrounds make up a significant and

increasing percentage of the American public school population, accounting for almost 40 per cent of the national enrollment in the fall of 2000 (National Center for Education Statistics [NCES], 2002). For the past 30 years, significantly fewer minority students have been considered proficient in reading, and minority students score lower on standardized test.

From the above review of literature it can be concluded that scholastic difficulty depends on parental factors (family causal factors), teacher student relationship, in attention, self-concept and study habits.

2.4 Anxiety

Anxiety is a normal human response to stress. The concept of anxiety is differentiated from fear as it is defined as a response to an unidentifiable threat as anticipated danger. Furthermore anxiety responses are often more intense and frequent than is warranted by perceived threat; where as the fear response is proportionate to the objective danger.

The word 'anxiety' has been derived from the Latin word 'Anxietas' which commonly connotes an experience of varying blends of the uncertainty, agitation and dread. Anxiety has been defined as the socio-psycho-physiologic phenomenon experiencing as a foreboding dread or threat to human organism whether the threat is generated by internal, real or imagined dangers, the sources of which may be conscious or unconscious whether the threat is secondary to the actual environmental threats of a biosocial, biophysical or biochemical nature (Keable, 1989). According to Dollard and Miller (1950), anxiety is a sub type of fear and learned drive i.e. considered as a disruption in the organism's homeostasis, ultimately relating to the occurrence of painful stimulation.

Anxiety may be only regarded as a disorder when it occurs in the absence of an appreciable degree or a kind of threat or danger. Anxiety may be a diffuse, free-floating but persistent feeling of unease i.e. generalized anxiety. Anxiety may take the form of a state which in temporary feeling of subjective and physical tension or it may be described as a trait in which it takes the form of relatively permanent personality characteristic.

Anxiety symptoms and disorders are the number one health problem in America, ranging from a simple adjustment disorder to more difficult and debilitating disorders such as panic disorder and post-traumatic stress disorder. According to the most recent data, the lifetime prevalence for anxiety disorders as a whole in adults is about 25 per cent; the frequency in children is unknown, but felt to be significantly underreported and under-diagnosed. More specifically Social Anxiety Disorder has a lifetime risk of 17 per cent, while Panic Disorder occurs in approximately 1-3 per cent of the adult population. Although quite common Anxiety Disorders in children often are overlooked or misjudged, despite them being very treatable conditions with good and persistent medical care. What does seem to be developing in the medical literature is the consensus that many "adult" psychiatric disorders likely have their first (although perhaps subtle or ignored) manifestations in childhood and that if left untreated these anxiety disorders in children likely progress to adult versions.

Hence, anxiety has been conceptualized as an experience or a learned drive or a learned response with drive properties, or a state of physiological arousal or a particular pattern of cortical or endocriniological functioning or a consequence of a person's efforts to sustain his individuality or some combination of these.

Pillay (2001) studied 214 first-year students in an historically Black university, 17.8 per cent scored in the Severe range on the Beck Anxiety Inventory. Sex and rural or urban background were not significant factors.

Shane (2003) presented prevalence of Anxiety Rates of adolescents' of Italy -3.5 per cent , China - 13 per cent , Canada - 25 per cent and Australia-14 per cent at the conference.

There were 252 students in 4th year MBBS to 1st year MBBS. Of these 189 were present during the survey. Using anxiety scale it was found out those 113 (60 per cent) students had anxiety. Prevalence of anxiety in students of 4th year, 3rd year, 2nd year and 1st year was 49 per cent, 47 per cent, 73 per cent and 66 per cent respectively. It was significantly higher in 1st year and 2nd year, as compared to 3rd and 4th year. It was seen that birth order, monthly income, number of siblings and monthly expenditure on education did not affect the prevalence of anxiety (Inam *et al*, 2003).

Jaee (2003) reviewed several studies which have documented the debilitative effects of generalized anxiety on performance in various domains. Anxiety has been consistently and negatively correlated to academic performance, several theories of test anxiety have been proposed to account for this relationship. One line of reasoning attributes poor performance of high test-anxious individuals to the interfering effect of anxiety in evaluative situations. According to this perspective, test anxiety interferes with retrieval of previously learned information in test situations by producing task-irrelevant responses Initially, in 1952 Sarason and Mandler reported that individuals low in test anxiety out performed those who were high in test anxiety on intelligence tests. Furthermore, they suggested that two opposite and incompatible behaviors, specifically, task relevant behavior and self directed task irrelevant behaviors, were responsible for the difference in the performances of the two groups. A number of theorists built upon and expanded these early notions. Alpert suggested that the task directed behaviors were driven by facilitating anxiety and the task irrelevant behaviors were driven by debilitating anxiety. Liebert *et al*. provided a two-factor conceptualization of debilitating anxiety, taking the position that debilitating test anxiety has two primary components namely, emotionality and worry. Emotionality refers to heightened awareness of physiological arousal including feelings of tension and nervousness, which are perceived as unpleasant. Worry, on the other hand, refers to cognitions concerning harmful effects of failure and evaluations such as negative self expectations. Furthermore, in an attempt to explain the process by which test anxiety affects performance, Wine proposed a cognitive attentional interpretation of test anxiety. According to this theory, individuals high on test anxiety divide their attention between worrisome thoughts and task relevant performance whereas those low on test anxiety focus their attention more fully on task relevant behaviors. Subsequently, Sarason proposed a four factor theory (worry, tension, test-irrelevant thinking and bodily symptoms) of test anxiety, wherein, anxiety is manifested as intrusive thoughts and interferes with task-focused thinking. The above-mentioned theories conceptualize an interference model of test anxiety in which test anxiety hinders effective retrieval of previously learned information during test performance as a result of less task-relevant behavior. However, the validity of these theories came into question when treatments designed to reduce test anxiety were successful in reducing anxiety but those reductions failed to have a significant impact on academic performance. In an attempt to explain these contradictory findings, an alternative, deficits model of test anxiety was proposed by a number of researchers, wherein poor performance of high test anxious individuals was attributed to lower ability and deficient study habits. In particular, these studies concluded that less knowledge of the relevant material (owing to poorer ability and study skills) resulted in poor performance, which in turn produced anxiety in high test-anxious individuals. Thus, according to this perspective, test anxiety does not result in poor performance; rather poor performance in the past leads to test anxiety. In contrast to these previous two sets of theories provided support for an information-processing model of test anxiety. This model is a combination of the interference and deficit models. According to this model, poor performance of test anxious students can be attributed to a number of cognitive deficits including encoding and organization deficits reflected in poor study skills, as well as problems with retrieving information (due to interference). The model also proposes that some children may have deficits at all stages of information processing while other may have problems in the retrieval stage of processing only. Finally, on anxiety in children and adolescents attempted to explain the development of anxiety in these populations attributed to unrealistic parental expectations, as well as school factors such as experiences of success and failure. Thus, a host of theories have been put forth to account for the relationship between anxiety and lower performance.

Chapell (2005) investigated the relationship between test anxiety and academic performance in 4,000 undergraduate and 1,414 graduate students and found a significant but small inverse relationship between test anxiety and grade point average (GPA) in both groups. Low-test-anxious undergraduates averaged a B+, whereas high-test-anxious students averaged a B. Low-test-anxious female graduate students had significantly higher GPAs than high-test-anxious female graduate students, but there were no significant GPA differences between low- and high-test-anxious male graduate students. Female undergraduates had significantly higher test anxiety and higher GPAs than male undergraduates, and female graduate students had significantly higher test anxiety and higher GPAs than male graduate students.

In the sample of 562 adolescents, anxiety was present in 16.58 per cent of the subjects. The results showed that there were positive correlations between Palpation Index and anxiety (Bonjardim, 2005).

El-Anzi and Freih (2005) examined the relationship between academic achievement and the following variables: anxiety, self-esteem, optimism, and pessimism. The sample consisted of 400 male and female students in the Basic Education College in Kuwait. The salient findings of the investigation were the significant positive correlation between academic achievement and both optimism and self-esteem - whereas the correlations were negative between academic achievement and both anxiety and pessimism.

Jo-Ann (2006) used the Spielberger test attitude inventory to measure anxiety in 150 students. Students completed questionnaires and examinations. Mean examination scores and anxiety levels were compared. Based on questionnaire scores, students were divided into 3 groups: low, moderate, and high anxiety. The scores were analyzed to determine if male/female anxiety-level affected test performance. Anxiety is thought to affect test performance. Studies have shown that students with low levels of test anxiety achieve higher scores on examinations than those with high anxiety levels. Female students have been shown to have higher test anxiety levels than male students.

Scott *et al*. (2007) found that childhood-onset anxiety disorders are among the most common problems affecting children and adolescents, with an estimated prevalence of greater than 10 per cent. Although common, childhood-onset anxiety disorders are not benign. Anxiety in children and adolescents can range from mild worries to incapacitating symptoms, which can significantly interfere with functioning. Children with anxiety disorders are at increased risk for later anxiety, depression, illicit drug dependence, educational underachievement, suicide attempts, and psychiatric hospitalization. Over the past three decades, researchers have investigated a variety of psychopharmacologic agents for the treatment of these disorders.

It is widely believed that anxiety is a common disorder of childhood and adolescence, but epidemiological studies have varied substantially in the prevalence rates that they report. The minimum figure reported was 2.6 per cent and the maximum was 41.2 per cent. Separation Anxiety Disorder appeared to be the most common individual anxiety. Anxiety disorders appear to be more common than depressive disorders, and probably also more common than disorders of behaviour. Anxiety disorders are, at the very least, fairly common in pre-adolescent children (Cartwright *et al*, 2006).

Thomas (2007) stated that anxiety disorders are the most prevalent type of childhood/youth mental disorder with a prevalence range of 15 per cent to 20 per cent

Onset typically occurs in elementary-school age children with equal prevalence among boys and girls. During adolescence, prevalence shifts with a ratio of 2:1 to 3:1 for girls to boys. He emphasized that childhood anxiety disorders are not easily detected by laypersons and even clinicians find it challenging to differentiate between "normal" or typical anxiety and the pathological form of anxiety that needs formal treatment.

Anxiety disorders are the most prevalent disorders among children and adolescents in both community and clinical settings. The high prevalence of anxiety disorders in children and adolescents leads to increased interest in the development and implementation of effective treatments. Anxiety disorders in children and adolescents are often associated with significant psychosocial impairments (eg, poor social relationships, decrease in academic performance, low self-esteem), and untreated anxiety tends to persist through adulthood (Andrea and Gail, 2008).

Hughes (2008) conducted study on somatic complaints in adolescents with anxiety disorders and their unique prediction of poorer academic performance. The sample consisted of 108 children and adolescents (aged 8–14 years) assessed by a structured diagnostic interview: 69 with a principal (i.e., most severe and/or interfering) anxiety disorder diagnosis and 39 nonanxious community controls. Established child and parent report measure of somatic complaints, anxiety, and internalizing symptoms were completed. The participants' primary teacher was used to assess academic performance. Findings indicated that adolescents with anxiety disorders reported more somatic complaints than the non-anxious

community controls. Furthermore, a greater frequency of somatic complaints uniquely predicted poorer academic performance.

Sigfusdottir *et al*. (2008) examined the trends in adolescents depression and anxiety symptoms from 1997 to 2006, using four time-points (1997, 2000, 2003, and 2006), and adolescent mental health service use in the same period, using three time-points (1997, 2000, and 2006). Four cross-sectional population-based samples of 14- and 15-year-old students, attending the compulsory 9th and 10th grades of the Icelandic secondary school system, completed questionnaires relating to mental health. In total, 21,245 students participated in the four studies. The results revealed that Anxiety symptoms increased significantly for both boys and girls, throughout the period from 1997 to 2006. Depressive symptoms increased significantly for girls, while there were no significant changes in depression among boys.

Ellen (2008) remarked that anxiety has been conceptualized in a variety of ways. In Freud's original view, anxiety hysteria was believed to encompass conversion symptoms and phobias, whereas anxiety neurosis was considered to be comprised of severe anxiety states and panic attacks. Freud believed that the former diagnosis resulted from unpleasant emotions that were linked to unacceptable sexual memories, and that the latter disorder occurred when the sexual drive was unfulfilled. Freud eventually reformulated his anxiety theory to incorporate his ideas of the id, ego, and superego, as well as concepts such as the unconscious, the defense mechanisms, and the Oedipus complex. He saw anxiety as a signal of danger, and paid particular attention to castration anxiety, which he believed initiates the formation of the superego. Object relations theorists moved the understanding of anxiety toward a more relational focus, for example, that anxiety resulted when there was danger in one's relationship with the internal maternal object and that it signaled the destruction of parts of one's internal world. For other object relations theorists, such as Fairbairn, Winnicott, and Guntrip, the concept of self became more significant as they distanced themselves from Freud's structured view of the psyche. The degree of anxiety experienced by an individual was believed to reflect how well the self was functioning, and the meaning of danger in a child's life depended upon his or her perception of the maternal object as gratifying or as depriving. Self psychologists such as Kohut believed that healthy narcissism resulted when the relationship with one's early caregivers was successfully internalized and that anxiety occurred as a consequence of the real failures of these 'self objects'. Kernberg focused on the relationship between the primitive self, object representations, and aggression. He felt that anxiety resulted from the interaction between constitutional features manifested by the individual and accidental environmental influences. Contemporary classical conditioning may also be useful in understanding anxiety, and involves external learning rather than intrapersonal experience. In contrast to classical conditioning, it acknowledges that the strength of the association between conditioned and unconditioned stimuli may be influenced by factors other than contiguous pairings of both types of stimuli. For example, an individual's evaluation of the unconditioned stimulus may impact his or her conditioned response. Families provide an important context for learning about threat, and may thus, through specific mechanisms such as social learning and attachment processes, be instrumental in the development of anxiety The degree of anxiety experienced by an individual reflects the degree of anxiety within the family, and an individual's anxiety is not independent of the anxiety of other family members. Operant conditioning also may be viewed as a major mechanism involved in the development and maintenance of childhood anxiety disorders. Operant behaviors are those which occur spontaneously and operate on the environment to create a consequence, and operant factors may lead to the onset of anxiety disorders. For example, fearful verbalizations by significant others may reinforce aspects of anxiety that are operants.

How common are anxiety disorders in adolescence? The Substance Abuse and Mental Health Services Administration (SAMHSA) reports that approximately 13 per cent of children and adolescents aged 9-17 years experience an anxiety disorder. In a study of 1,723 male high school students in Saudi Arabia using an Arabic version of the Depression, Anxiety, and Stress Scale (DASS), nearly 49 per cent were found to have an anxiety disorder. The prevalence rates of specific anxiety disorders are notable, as well. For example, Beeso *et al* studied the prevalence of social anxiety disorder in 3,021 adolescents aged 14-24 years and found it to be 11 per cent . Simple phobia and social phobia were 2 of the 3 most common psychiatric diagnoses in a study of Dutch adolescents. Nutter notes that the prevalence of GAD in children and adolescents ranges from 2.9-4.6 per cent. In addition, GAD occurs more

frequently in adolescents aged 12-19 years than in younger children. In a study examining the incidence of PTSD in a nonclinical adolescent population, Springer reported that a strikingly high 52 per cent of the adolescents were affected. Springer also noted that studies of adolescent populations exposed to violence or trauma revealed prevalence rates of severe PTSD ranging from 14.5-27.1 per cent. The prevalence of separation anxiety disorder is in the range of 4 per cent in children and adolescents. The prevalence of anxiety disorders differs by gender. The data indicate that females have a much higher prevalence of anxiety disorders than males (Stephen, 2008).

The review of literature on anxiety confirms that anxiety is prevalent in childhood and adolescence. Female students have more anxiety than male students. Students having anxiety performance low in academics.

2.5 Depression

Depression is a particular mood associated with a reaction to a (real/potential) loss or failure. Depression of this kind is a normal human reaction clearly related to the events that have produced it, not only in time but also in intensity. Depression is also used to refer to a pathological mood present in many mental disorders and even as a consequence of somatic disease. The simplest distinction between normal and abnormal depressed mood is that the latter is unrelated to external events or out of proportion to them. Depression is also used to signify a syndrome, i.e. a collection of symptoms that constitute a coherent pattern, sometimes called depressive illness. It has an identifiable, usually recurrent course, and distinct intervals between each phase. It is known to have a genetic component, and there is reasonably good evidence of an underlying biochemical disturbance.

Kielholz (1971) defined depression as a syndrome which consists of a sad mood, inhibited thinking and disturbances in psychic and psychosomatic actions. Depression is one of the affective disorders, and Blazer (1994) describes them as follows: The mood or affective disorders are a group of disorders characterized by disturbance of mood and accompanied by a partial or complete change in mood or affect that is either manic (or hypomanic) or depressed (or mildly dysphoric) (Blazer 1994). Depression can be defined as a syndrome of abnormally dejected mood, persistent over time that interferes with daily functioning (Coleman, 1986)

Identification of the causes of depression is not yet established. However, there are a number of models and theories to how depression is developed. These theories are derived from preexisting adult models and include both psychosocial and biological views on depression. The psychosocial models include psychoanalytic, behavioural, cognitive, and socio-environmental views. On the other hand, the biological models include biochemical and genetic views.

The psychoanalytic view is based on Freud's beliefs, which emphasized the unsatisfied libidinal strivings. For example, if a child desired a particular object, but is unable to obtain it, the child will then experience feelings of depression (Schultz and Schultz, 2000). The child's identification with the parent as well as self-criticism and rejection are also an essential part of this particular theory. Furthermore, this view attributes depression to experiences in childhood. Unfortunately, these views are primarily theoretical and lack a great deal of research (Coleman, 1986).

The behavioral view states that symptoms of depression are considered to result from problems in interacting with the environment. Lewison (1974) offered a model of depression in which depression develops when individuals fail to receive positive reinforcement from social interactions with others (Watson and Robinson, 1998). Furthermore, Lewison states that the amount of positive reinforcement received by an individual is based not only on the amount of reinforcement that is available, but the individual's skill at eliciting it. This model also expresses that individuals who receive a low rate of positive reinforcement for their social behaviors, will become increasingly more passive and non responsive. This lack of positive reinforcement will ultimately lead to dysphoric mood (Coleman, 1986).

The next psychosocial model is the cognitive view. The cognitive and behavioral views are often hard to distinguish because they rely on similar constructs and treatment procedures that often overlap ((Watson and Robinson, 1998). The two major theorists that contribute to the cognitive view are Seligman and Beck. Seligman's original model discusses

how people displaying depressive symptoms attribute negative events to internal, stable, and global factors, whereas positive factors are attributed to external and specific factors (Watson and Robinson, 1998). There are also three factors that contribute to this helplessness model: 1. Did the individuals behavior result in an outcome, 2. Will the cause of the outcome always exists, and 3. Did the cause affect all areas of specific outcome (Watson and Robinson, 1998).

On the other hand, Beck's cognitive model of depression is based upon three related concepts: the negative cognitive triad, negative schemata, and cognitive distortions. The negative cognitive triad refers to the depressed persons perception of the self, world, and future. On the other hand, a negative schema refers to an individual's stable thought patterns of these same three elements. Furthermore, the cognitive distortion is based upon the idea that depressed individuals fail to process information that is incongruent with their negative self-schemata (Beck, 1976). In summary, Beck's model states that depression develops as the individual moves from realistic self-appraisal to self-devaluing, to a positive appraisal of the environment to a negative one, and from hopeful appraisal of the future to feelings of hopelessness.

The final view of the psychosocial model is the socio-environmental view. This view focuses on the life events that may influence the emergence of symptoms of depression. Research supports the idea that many individuals expressing depressive symptoms often report that stressful life experiences have lead to these symptoms. For example, many individuals often face feelings of hopelessness and risk suicide after a stressful life event. Research has also been done to show that stressful events appear to preceed the onset of depressive symptoms (Brown, Harris, and Peto, 1973).

The two biological views on depression are the biochemical view and the genetic view. In the biochemical view theorists focus mostly on chemicals in the brain (neurotransmitters) that facilitate transmission of neural impulses. The two most frequently targeted neurotransmitters are nonrepinephrine and serotonin (Coleman, 1986). Many researchers feel these two chemicals affect depressive symptoms in individuals. Believers of this view also feel that affective disorders such as depression are characterized by a deficit due to excess neurotransmitters or an imbalance of neurotransmitters. Furthermore, neurotransmitters such as noradrenaline, serotonin, acetylcholine, which have been implicated in depressive disorders, regulate the sorts of neuroendocrine agents that control pituitary control. Deficiencies in these neurotransmitters would be reflected in deficiencies in hormonal responses. This implies that individuals experiencing these deficiencies might show a change in behavior such as disturbances in mood, sleep and activity.

The genetic view is also an important view because it states that close relatives of persons with major depression are more likely to have the depressive disorder than are unrelated persons (Watson and Robinson, 1998). Research has shown that parents who are depressed are more likely than non depressed parents to have children with depressed symptoms (Brody and Forehand, 1986). Furthermore, researchers Weissman, Fendrich, Warner, and Wickramaratne (1992) found that more than 50 per cent of children of depressed parents were diagnosed with depression before the age of twenty. Studies have also shown that depressed children also regard their families as being more negative and spend less time doing recreational activities when compared with normal individuals their age.

The psychosocial and biological model are only two of the many models that have been developed regarding depression in children and adolescents. There have been many theories that hold very different views than these two models, while other theorist present a more specific view within these particular models. Studies on the characteristics of children and possible etiological models that these characteristics support have only begun to be looked at in the past few decades and still need extensive research before any one model can be accepted.

Research on childhood and adolescent depression has only recently been looked at among individuals of the mental health community. Psychoanalytic views are one of the main reasons for delays in this area of study. The Psychodynamic view is based on the belief that depression as a clinical disorder does not exist in children. According to this theory, depression is a disorder that exists in a well-developed superego in which the real and ideal self are in conflict with one another because it is believed that the superego does not mature

until an individual is well into adolescents, the appearance of full clinical depression in childhood is nonexistent. Other theorists hold the view that depression can exist in children, but that its manifestations differ significantly from adult depression. This particular belief is called masked depression in which depression is manifest in several different ways than that of adults. There is also the belief that depression emerges as a part of normal development. This view states that there are characteristics of depression such as tantrums and fears that are common over the course of childhood. Finally, some theorists believe childhood and adolescent depression is a syndrome or disorder. This position is adopted in current psychiatric diagnosis and criteria for childhood and adolescent depression. There has been overwhelming evidence to support that depression exists in both children and adolescents and is a reason why their daily functioning is affected. Some symptoms might include low self-esteem, decreased energy level, as well as lack of interest in school activities and work. It then becomes essential for educators to have an understanding of what these symptoms are and ways to help these particular individuals (Katie and McLaughlin, 2001).

Depressive symptoms fall under four major categories: emotional and affective symptoms, cognitive symptoms, motivational symptoms, and physical symptoms. Emotional and affective symptoms include dysphoric mood and inability to experience enjoyment in previously pleasing activities (Coleman, 1986). For example, a child would have emotional or affective symptoms if he or she experienced excessive crying or was unable to respond to humor.

Children and adolescents that are identified as having cognitive symptoms are those individuals that negatively evaluate themselves or have feelings of guilt and hopelessness. Negative self-evaluation includes those students who do not like themselves or often blame themselves for things. Guilt can also be linked to one's self-evaluation because depressed children often blame themselves for things they do not do right (Coleman, 1986). Hopelessness characterizes those individuals that see no hope in their future and that things will not look better for them.

Motivational and Physical symptoms are two other categories to describe depressed individuals. Motivational symptoms range from social withdrawal to feelings of suicide. Children who are depressed tend to avoid social interactions and often face feelings of worthlessness. Physical symptoms include chronic fatigue, low energy levels, sleep disorders, changes in appetite, and psychomotor agitation or retardation (Coleman, 1986).

It is often during adolescence that depression first manifests itself in girls, and for the first time girls outnumber boys 2:1 in prevalence of the illness. It is estimated that 4.7 per cent of the teenage population suffers from depression. (Kashani and Sherman 1988) It was long believed that the tumultuous moods of the teenage years were "normal", but we now understand that excessive irritability, moodiness, sleep and appetite change may signal a vulnerability to depression. (Pine, 1999) Common symptoms of adolescent depression are irritability, hopelessness, anhedonia, changes in sleep and appetite, academic decline, reduced energy, reduced social interactions, somatic symptoms, and suicidal ideation. It is also known that more minor symptoms which might not meet full criteria for Major Depressive Disorder (subsyndromal illness) may predispose girls to full blown episodes later in life. Numerous factors may predispose adolescent girls to depression. These include the increase in hormones associated with puberty, changes in body shape and emerging sexual identity, family stressors such as divorce and peer pressure. Separation associated with leaving for college is another stressor which may predispose to depression. Adolescents who develop depression often have recurrences in adulthood and a more severe course. Early detection is essential to minimize recurrences and morbidity from the illness.

Depression is one of the most widely studied mental health conditions because of its large burden on individuals, families, and society and its links to suicide. Depression is the most widely reported disorder, with over a quarter of adolescents affected by at least mild depressive symptoms. Reported prevalence of depression varies, depending on which symptoms and what degree of severity are measured. One of the broadest indicators of depressive symptom. The results indicated that 36.7 per cent of female and 20.4 per cent of male high school students reported this level of sadness; Hispanic students reported higher rates (46.7 per cent of females and 26.0 per cent of males) than their non-Hispanic Black and Whitepeers Depression is more than twice as prevalent among females ages 15-20. Three quarters (76 per cent) of those who fulfilled the criteria for major depression also had

other psychiatric diagnoses. In more than two-thirds of the cases, these other diagnoses preceded the depression. Among those with multiple diagnoses, anxiety disorders were experienced first by 40 per cent , addictive disorders by 12 per cent , and conduct disorders by 25 per cent of the young people between 15 and 20 years of age. Only about one half of the depressed youth had ever told a professional of their depression. Rushton *et al*., using the Center for Epidemiological Studies – Depression Scale (CES-D), identified degrees of depressive symptomatology: minimal, mild, moderate, and severe. Research on adolescents generally combines those with moderate and severe symptoms to identify those who are depressed. Examining Add Health data, Rushton *et al*. found that 9.2 per cent of all students met their criteria for moderate or severe depression within the past week (5.9 per cent of males and 12.6 per cent of the females) (Rushton *et al*., 2002).

Shane (2003) presented that prevalence of Depression Rates of adolescents in Estonia -24 per cent , Turkey-4-8 per cent ,Poland-30 per cent , United States –9.5 per cent / 12 per cent Sweden-10 per cent , Russia -23 per cent , Italy-3.5 per cent , Hong Kong-11 per cent , Germany -12 per cent , China-13 per cent , Canada-10 per cent , Bulgaria-38 per cent , Britain-9 per cent and Australia-14 per cent . International research consistently indicates females have higher prevalence. In a study by the World Health Organization, 11-year-old children in the United States had the highest levels of depressive symptoms when compared with those from 28 other developed nations Recent estimates in the U.S. indicate that by age 19 approximately 28 per cent of youth will have experienced a Major Depressive Episode (Shane,2003).

Nair *et al.* (2004) studied the prevalence and pattern of depression among adolescents. Adolescents of age group was from 13 to 19 belonging to school/college students and school dropouts were assessed using Beck's Depression Inventory (BDI) by a team consisting of a pediatrician, psychologist and PGDCCD (Post Graduate Diploma in Clinical Child Development) students. The results revealed that 11.2 per cent of school dropouts had severe and extreme grades of depression as against 3 per cent among school going and nil among college going adolescents.

In the lifetime prevalence of depression among adolescents is currently estimated to be 14.0 percent. Recent studies have shown associations between adolescent depression and the onset of cigarette smoking, alcohol use, and drug use. The 2004 National Survey on Drug Use and Health (NSDUH) includes questions for adolescents aged 12 to 17 to assess lifetime and past year major depressive episode (MDE). In the survey, MDE is defined using the diagnostic criteria set forth by the 4th edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)*, which specifies a period of 2 weeks or longer during which there is either depressed mood or loss of interest or pleasure and at least four other symptoms that reflect a change in functioning, such as problems with sleep, eating, energy, concentration, and self-image. Adolescents who experienced at least one MDE in the past year were asked whether they had been treated for depression during the 12 months prior to the interview. Treatment for depression is defined as seeing or talking to a medical doctor or other health professional or taking prescription medication for depression (National Survey on Drug Use and Health, 2005).

Dearden *et al.* (2005) studied the prevalence of depression and suicidal tendencies as well as risk factors for attempted suicide among students in Bolivia. Adolescents 13-18 years old (182 females, 394 males) from randomly selected schools in La Paz completed the Youth Risk Behavior Survey. Frequencies and logistic regression were used to identify factors--including academic performance, violence, and sex--associated with suicidal attempts. One fourth (26.9 per cent) of females and one in ten males (8.9 per cent) attempted suicide at least once. Depression was highly correlated with suicidal attempts. Additional risk factors for females included ethnicity, low academic performance, violence (including forced sex), and drinking. Females who experienced forced sex and who drank 20 or more days in their life were 20.1 and 37.3 times more likely respectively than females without these risks to attempt suicide. An additional risk factor for males included being threatened or injured with a weapon. For parents, school administrators, policy makers and program planners this study represents an important step toward identifying risk factors for attempted suicide and for developing prevention programs.

Hysenbegasi *et al.* (2005) viewed that Depression is a common disorder that impacts an individual's ability to perform life activities, including those required by the workplace. Academic performance can be viewed as a direct parallel to workforce performance, with students belonging to a unique set of individuals whose ability to perform can be measured on criteria applied by an observer and by self-report. While the prevalence of depression for this group is high and preparation for entry into the workplace is critical for these individuals, this relationship has not been adequately investigated. This study investigates the relationship between depression and its treatments and the academic performance of undergraduate students. Data regarding academics, health and productivity for students from Western Michigan University were obtained from the University's Registrar's Office, the campus Health Center and a survey delivered to the students. The primary outcomes of interest were the student's grade point average (GPA), an objective, observer generated measure of academic productivity, and the students' self-reported academic performance. Diagnosed depression was associated with a 0.49 point, or half a letter grade, decrease in student GPA, while treatment was associated with a protective effect of approximately 0.44 points. The self-reported data regarding the impact of depression on the performance of academic tasks was consistent with these findings. Depressed students reported a pattern of increasing interference of depression symptoms with academic performance peaking in the month of diagnosis and decreasing thereafter with the lowest levels reported in months 4 through 6 post-diagnosis, each of which is significantly less than the month of diagnosis. The finding of a significant relationship between depression and academic performance was robust to the variety of analyses employed within this study. However, interpretation of the findings must be tempered by a number of facts. The sample was drawn from a subset of students at a single university, those willing to complete a questionnaire regarding their health and productivity. Due to non-availability of the treatment data from other health care providers, the treatment variable used within the regression models represents an imprecise proxy for the totality of treatment methods received by depressed subjects from a variety of on-campus and off-campus health care providers. Another challenge to the interpretation of this data is the interrelatedness of depression and school performance. Because of this, it was not possible to evaluate the extent to which the association between depression and academic performance is driven by causality in either direction. While depression and its effects have been studied in many different population groups and subgroups, the effect of this disease on college students has not been well documented. This research demonstrates the impact of depression and the effectiveness of its treatment on a student sample. From a public health perspective, this analysis highlights the importance of access to mental health treatment facilities among the college aged and the potential value of efforts to educate this population segment on the availability of that resource.

Ayodhya (2007) conducted study on emotional problems in secondary school students and its relation to academic achievement. Results revealed that the students had significantly high rate of emotional problems, and emotionally disturbed students had poorer academic achievement.

Yi-Chun *et al* (2007) aimed to examine the correlations between academic achievement and levels of anxiety and depression in medical students who were experiencing curriculum reform. The differences in academic achievement and the directions of correlations between academic achievement and anxiety and depression among the medical students with different levels of anxiety and depression were also examined. Grade 1 students from graduate-entry program and grade 3 students from undergraduate-entry program in their first semester of the new curriculum were recruited to complete the Zung's Anxiety and Depression Scale twice to examine their levels of anxiety and depression. Their academic achievement ratings in the four blocks of the first semester of the new curriculum were collected. The results indicated that no significant correlation was found between academic achievement and global anxiety and depression. However, by dividing the medical students into low, moderate and high level anxiety or depression groups, those who had poorer academic achievement in the first learning block were more likely to have higher levels of depression in the first psychological assessment. Among the medical students who were in the high anxiety level group in the first psychological assessment, those who had more severe anxiety had poorer academic achievement in the fourth learning block. Among the medical students who were in the low anxiety level group in the second psychological assessment, those who had more severe anxiety had better academic achievement in the

fourth learning block. Among the medical students who were in the moderate anxiety level group in the second psychological assessment, those who had more severe anxiety had poorer academic achievement in the second learning block. Among the medical students who were in the high depression level group in the second psychological assessment, those who had more severe depression had poorer academic achievement in the fourth learning block. The results of this study indicate that there are both positive and negative correlations between academic achievement and anxiety and depression in medical students, regarding differing levels of severity of anxiety or depression.

Thomas (2007) found that depression has a prevalence range of 8 per cent to 10 per cent among children and youth. Among pre-school children, depression occurs in less than 1 per cent . Among elementary-school age children, prevalence is also low and, like anxiety, prevalence is equal among boys and girls. Onset typically occurs between ages 11 and 14 years. Again like anxiety, there is a ratio of 2:1 to 3:1 for girls to boys. Major depression is the most common diagnosis with most depressive episodes having duration of half a year.

Modabber *et al.* (2007) conducted the study to determine the prevalence of depression among high school and pre-university students of Rasht, northern Iran. The sample consisted of 4,020 randomly-selected individuals out of 41,815 high school and pre-university students. Beck's self-administered standard questionnaire and a predetermined form containing some demographic variables were applied to measure variables. The results revealed that 34 per cent subjects suffered from depression. There were significant differences between the prevalence of depression and type of school, educational field, socioeconomic class, and gender. There was no significant difference between the prevalence of depression and city district, school grade, and age of participants. They concluded that depressive symptoms are common in our subjects and they have significant association with low socioeconomic status.

Maharaj *et al.* (2008) conducted a study with the objective to determine the prevalence of depression and psychosocial factors associated with depression in secondary school students in Trinidad. This was a cross-sectional study of a stratified random sample of public secondary schools utilizing a modified pre-tested self-administered Beck Depression Inventory (BDI) to detect depression in students aged 13–19 years in Trinidad. In this study, 1290 students participated, a response rate of 79.6 per cent ; 43 per cent were aged 13–15 years; 53.6 per cent were Indo-Trinidadians; 82.5 per cent were attending co-educational schools and 70.6 per cent lived with both parents. The prevalence of depression was 25.3 per cent ± 2.37 per cent . Chi-square analysis revealed statistically significant associations between depression and the categories of age, gender, living arrangements and school type. Similar findings were observed for respondents who admitted to cigarette and alcohol use or to being afraid of, or being injured by their parent. Logistic regression indicated that females were 1.7 times as likely to be depressed when compared with males; respondents not living with both parents were 1.5 times as likely to be depressed as those who were. Respondents reporting that they were afraid of parents or of being injured by parents were three times as likely to be depressed as respondents who had not had those experiences. They concluded that one out of every four secondary school students in Trinidad was found to have significant depression. There were strong associations between depression and age, gender, school type and family structure. This study identifies that many adolescents experience violence in the home and those who did were more likely to be depressed.

Joelle (2008) conducted study on perceived control and emotions: interactive effects on performance in achievement settings. Perceived academic control (low vs. high) and emotions (course boredom, anxiety, and enjoyment) were examined to determine how they jointly predicted 620 first-year students' achievement and attrition over an entire academic year. It was expected that students' emotions would moderate the effects of high perceived control on achievement (final psychology grade, cumulative GPA) and attrition (overall course credits dropped). Regression results revealed several Perceived Control×Emotion interactions that supported this moderation hypothesis: negative emotions impeded the benefits of high control (i.e., boredom and anxiety predicted worse performance in high-control students); positive emotions enhanced the benefits of high control (i.e., enjoyment predicted better performance in high-control students). Conversely, achievement emotions did not predict performance among low-control students. Together, these findings indicate that for a high level of perceived control to enhance students' academic achievement and inhibit

attrition, “adaptive” levels of emotions (lower boredom, lower anxiety, or higher enjoyment) are required.

David *et al.* (2009) aim was to determine whether depression can explain the negative relationship between academic performance and the belief that intelligence is a fixed trait, i.e., entity belief. A sample of 353 French volunteer adolescents (age 11–16) completed questionnaires assessing entity theory and depressive symptoms (Children Depression Inventory: CDI). Academic performance was assessed by math performance while controlling for baseline level of math ability. Results of this study revealed that entity theory is a significant negative predictor of academic performance and a significant positive predictor of depression. Importantly, our findings also show that depression plays a significant mediating role between entity theory and academic performance. Our findings indicate that individuals who consider their abilities to be non-malleable are more likely to develop depressive symptoms which, in turn, decrease academic performance.

On the basis of above literature it can be concluded that 6 to 25 per cent of adolescents experienced depression. Females experienced more depression compared to males. Depression adversely affected the academic achievement of adolescents.

2.6 Behavioural problem

The behaviour of the child is the product of biological, social and environmental factors. Behavioural problem defined by Verma (1980) is “Deviation from the accepted pattern of behaviour on the part of child when he is exposed to inconsistent social or cultural environment. These are symptoms only or reactions to emotional disturbance or environmental stress.

Developmental processes are not controlled by completely different and independent factors such as nature versus nurture, continuity versus discontinuity, in development, maturation versus learning as seen in traditional approaches to biology and psychology. Principles of development are same for all developing systems, whether it is an organ or organisms; behaviour becomes more versatile and differentiated in all aspects. Growth occurs in hierarchical fashion and in optimal development occurs at certain critical periods. Learning plays an important role, learning can be passive (like habituation) or it can be active for example when reinforcement is offered by self or environment. Learning can also occur by observation.

Each adolescent reacts to his or her environment in his or her own way. When there is a conflict between the two aspects behavioural problem results. Even if it is the same environment, reactions of different adolescents are different. One adolescent may develop a particular deviant behaviour; another might develop still other deviant behaviour, while a third may not have any unusual behaviour. This shows that besides environment, heredity also plays a role.

The behaviour norms in different societies are different. A normal behaviour in one society may be stamped as problem behaviour in another society.

In India, a girl who moves about with her boy friend before marriage is still criticized by the society; where as in western countries, a girl going on dates before marriage is considered very normal. There, a girl or a boy who does not go on date is considered funny.

A behaviour problem is caused by faulty interpersonal reactions between the adolescent and his environment. A given environmental background or a consistent kind of rearing will produce certain behaviour deviations in one adolescent, certain other deviations in another adolescent and no unusual behaviour at all in the third adolescent. This means that heredity and environmental factors are important. To determine why an adolescent behaves as it does, every aspect of his life must be studied. Thus hereditary and constitutional factors like, physique, intelligence, emotional composition should be studied together with environmental factors like family, parents, siblings, school and peer group.

It is clear from various studies that, as human beings we do not inherit any fixed behaviour patterns; what we inherit is only potentiality to certain bahaviour patterns like intellectual behaviour and emotionality and predisposition to certain abnormalities like neurosis and psychosis. The way these abnormalities manifested in behaviour depends on the environment. For example if two identical twins having same hereditary factors are

brought up in radically different families. One may develop behaviour problem. But the other may not. This shows that hereditary directly cannot cause behaviour problem.

Booth and Zhang (1996) study assessed the prevalence of severe aggressive behavior and conduct disorder in a population of runaway and homeless adolescents and examined relationships between aggression, conduct disorder, other problem behaviors, and background characteristics. A total of 219 runaway and homeless youths recruited through a urban drop-in center were surveyed using the Adolescent Health Survey, a questionnaire about background and mental health experiences, and the revised version of the Diagnostic Interview Schedule for Children. The results revealed that more than half of study participants met criteria for conduct disorder, and 62 percent reported a history of severe aggressive behavior. Although these constructs were related to each other, a third of the subjects met criteria for only one. Childhood sexual abuse was associated with conduct disorder, while living in a home where drugs were used was associated with aggression. Severe aggressive behavior was associated with other problem behaviors, including attempted suicide, behavior that precipitated residential psychiatric treatment, pregnancy, arrests, and convictions. The assessment and systematic treatment of conduct disorder and aggression among runaway and homeless youths is urgently needed to reduce the effects of the disorder and associated problem behaviors.

Sophomore is a period marked by significant biological change and psychosocial development. Rapid growth and increased autonomy leave adolescents vulnerable to harmful environmental outcomes (Haugaard, 2001). The broad indicators of maladjustment are externalizing and internalizing behaviours. These forms of maladjustment constitute primary reason for referring youth to mental health services (Reynolds, 1992). Moreover, evidence of problem behaviours during adolescence might foreshadow impaired adult functioning, including poor mental health, substance abuse and problematic social relationships (Capaldi and Stootmiller, 1999; Maughan and Rutter, 1998). Broad based studies of risk indicated that simultaneous exposure to multiple risk factors was particularly harmful to youth's long-term psychological well-being (Sameroff *et al.*, 1998).

Young people can have mental, emotional, and behavioral problems that are real, painful, and costly (National Institute of Health, 2001). These problems, often called "disorders", are sources of stress for children and their families, schools, and communities (WHO, 1977; Cummins Mental Health Center, 2003). Although it is difficult to get accurate estimates of child mental disorders, the few available epidemiological data indicate that 12-51 per cent ; with the average around 29 per cent of the world's children suffer from emotional and other mental problems that warrant mental health treatment (Tuma, 1989). Out of this group, 6-19 per cent is seriously emotionally disturbed children who need intensive psychiatric care (Davis *et al*., 1998). In addition, there are untold numbers of at-risk children who need attention and secondary preventive service (National Mental Health Association, 2003). Recent evidence indicates that emotional and behavioral disorders frequently lead to poor school performance and to dropping-out of school. This wastes educational resources and seriously impairs the economic and social potential of such children (Nikapota *et al*., 1991). Some disorders are more common than others, and conditions range from mild to severe. Often, a child has more than one disorder (SAMHSA's National Mental Health Information Center, 2003). There is an ample weight of evidence suggesting that, several risk factors including child, familial, and environmental risk factors play an important role in the genesis of emotional and behavioral problems in schoolchildren (Cummins Mental Health Center, 2003; American Psychiatric Association, 1994). Many environmental factors can affect mental health, including exposure to violence, extreme stress, and the loss of an important person (SAMHSA's National Mental Health Information Center, 2003).

May (1995) conducted study on emotional and behavioral problems of Asian American adolescents: a comparative study. Social, academic, emotional functioning and social support of 99 ninth-grade Asian American students were investigated using standardized measures. When compared to 404 ninth-grade Caucasian adolescents who had attended the same school, Asian American students exhibited less delinquent behavior and performed better academically.

Kaisa (2000) conducted study on adolescents' achievement strategies, school adjustment, and externalizing and internalizing problem behaviors. The present study investigated the relationships between the achievement strategies adolescents deploy in a

school context, and their self-esteem, school adjustment, and internalizing and externalizing problem behaviors. Sample consisted of 1185 aged between 14 to15 years. The results revealed that low self-esteem was associated with adolescents' use of maladaptive achievement strategies which, in turn, was associated with their maladjustment at school and internalizing and externalizing problem behaviors. Moreover, the association between adolescents' maladaptive strategies and their externalizing problem behavior was partly mediated via their school adjustment. The results suggest that the achievement strategies adolescents deploy were reflected not only in their school adjustment but also in their overall problem behavior.

Susan (2000) conducted study on risk and protective factors influencing adolescent problem behavior: a multivariate latent growth curve analysis. This study examined the dynamic relations between adolescent problem behaviors (alcohol, marijuana, deviance, academic failure) over time and predictors of these behaviors. Data from the National Youth Survey (1) included 1,044 adolescents (53.5 per cent male; mean age at year 1 = 13.20). Dependent measures were adolescent alcohol use, marijuana use, deviance, and academic failure, assessed annually over 4 years. Independent measures included age, gender, marital status, income, family time, family support, time with friends, friend deviance, knowledge of friends, activities, and neighborhood problems. An associative latent growth modeling (LGM) analysis showed significant increases and relations between the four behaviors in both initial status and development. Second-order multivariate LGM analyses indicated that the four behaviors could be modeled by a higher-order problem behavior construct. Significant effects on the common problem behavior intercept or slope included time with friends, deviant friends, age, marital status, family time, and support. Additional effects were found to be specific to the initial status and slopes of individual problem behaviors. Overall, results indicate the importance of assessing the relations between adolescent problem behaviors as they change over time and identifying the risk and protective factors that have both common and individual influences on these behaviors.

Alison (2000) conducted study on understanding the links among school misbehavior, academic achievement, and cigarette use: a national panel study of adolescents. Relations among academic achievement, school bonding, school misbehavior, and cigarette use from 8th to 12th grade were examined in two national panel samples of youth (n = 3056). A series of competing conceptual models developed a priori was tested using structural equation modeling (SEM). The findings suggested that during middle adolescence the predominant direction of influence was from school experiences to cigarette use. School misbehavior and low academic achievement contribute to increased cigarette use over time both directly and indirectly.

Susan (2001) conducted study on Qualitative and Quantitative Shifts in Adolescent Problem Behavior Development: A Cohort-Sequential Multivariate Latent Growth Modeling Approach. Data were from the National Youth Survey and included 770 youth from four cohorts (11, 12, 13, 14 years old), assessed annually for 5 years. Multivariate latent growth curve modeling (LGM) analyses and a cohort-sequential design were employed. Results showed significant growth in problem behavior from ages 11 to 18. Alcohol use and marijuana use contributed most, and academic failure contributed least to the problem behavior latent construct.

Alvaro (2002) conducted study on relationships between problem behaviors and academic achievement in adolescents: the unique role of attention problems. This study addressed the relationships between 8 problem behavior syndromes (withdrawal, somatic complaints, anxiety/depression, social problems, thought problems, attention problems, delinquent behavior, aggressive behavior) and standardized measures of academic achievement (overall, reading, spelling, arithmetic, performance). The sample comprised 41 boys and 17 girls ages 11 to 19 years. Results revealed that withdrawn, somatic complaints, delinquent behavior, and aggressive behavior syndromes exhibited significant correlations with the academic achievement measures; each of these relationships was mediated by attention problems. A post hoc analysis suggested that the observed association between attention problems and academic achievement was primarily due to the inattention component of the syndrome rather than the hyperactivity–impulsivity component.

Moataz *et al.* (2002) studied to determine the prevalence rate of emotional and/or behavioral problems among male Saudi schoolchildren and identifying their possible risk factors. : All male schoolchildren of Al-Abnae schools specialized for the sons of the employees of the Saudi Ministry of Defense (military and civilians) in Taif Governorate, Saudi Arabia were included. This study was conducted through two phases: A screening phase for all schoolchildren and adolescents included in the study through a cross sectional approach to assess their emotional and behavioral problems. A case-control phase to study risk factors. The screening phase was conducted using the Child Behavior Checklist "Parents' form". Among 1313 participated in the study, 109 (8.3 per cent) were emotionally and/or behaviorally disturbed students (according to cut-off score for boys estimated at the 90th percentiles). Among studied socio-demographic variables, educational level (intermediate versus primary) and mother occupation (working versus non-working) were associated with a higher risk higher risk of developing emotional and/or behavioral disturbance.

Robert (2004) viewed emotional/behavioral disturbance (EBD) is characterized by a range of behaviors that adversely affect a child's academic performance and cannot be explained by other sensory or health impairments. This article reports the results of a meta-analysis of the academic status of students with EBD. The overall effect size was –.64, which indicated that students with EBD had significant deficits in academic achievement.

Makwana (2007) conducted study on prevalence of smoking and tobacco chewing among adolescents in rural areas of Jamnagar District, Gujarat State. The study was conducted on 930 adolescents of 10 – 19 years age group. The main observations of the study are, 33.12 per cent of the adolescents were addicted with one or other type of tobacco chewing, majority of addicted adolescents were in the age group of 17- 19 years (36.26 per cent). Tobacco chewing is the most frequent form of using tobacco by adolescents than smoking. Majority of the adolescents were addicted for more than 12 months (57.47 per cent). Main inducing factor for addiction was found to be friends (61.69 per cent).

On the basis of above review of literature it is clear that behaviour problem is related to low academic achievement.

3. METHODOLOGY

The study on “status of personality, psychosocial problems and coping mechanism among II PUC achievers and failures” was conducted in Hubli-Dharwad city of Karnataka state during the year 2008-2009. The materials and methods used to carry out the study are presented under the following subheadings:

3.1 Population for the study

3.2 Selection of the sample

3.3 Research design

3.4 Variables and measurement

3.5 Procedure of data collection

3.6 Statistical analyses

3.7 Hypothesis set for the study

3.1 Population for the study

Population for the study was students of II PUC studying in Pre-University Colleges of Hubli-Dharwad city. There were 26 pre-university colleges in Hubli and 17 pre-university colleges in Dharwad.

3.2 Selection of the sample

Among 43 colleges, 35 per cent of the colleges were selected randomly. At least 2 colleges from arts, commerce and science were selected randomly from Hubli and Dharwad. From Hubli, three Arts, three Science and two Commerce colleges, similarly, from Dharwad, two each colleges from Arts, Science and Commerce discipline were selected. 30 per cent of the students were selected randomly among students present in a class at the time of tests administration. Out of 3416 students of II pre-university courses (PUC) 998 students were selected randomly.

The details of Fig. 1 depicted the size of the sample selected from different classes and colleges for the study.

3.3 Research design

This was an ex-post-facto research aimed to identify status of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem among II pre-university course achievers and failures.

3.4 Variables and measurement

For the present study, selected demographic characteristics, personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem were the variables.

3.4.1 Selected demographic variables

The selected demographic characteristics were gender, education of parents, occupation of parents and number of siblings.

Personal information schedule was used to collect information from the students of II PUC students regarding gender, education of parents, occupation of parents and number of siblings.

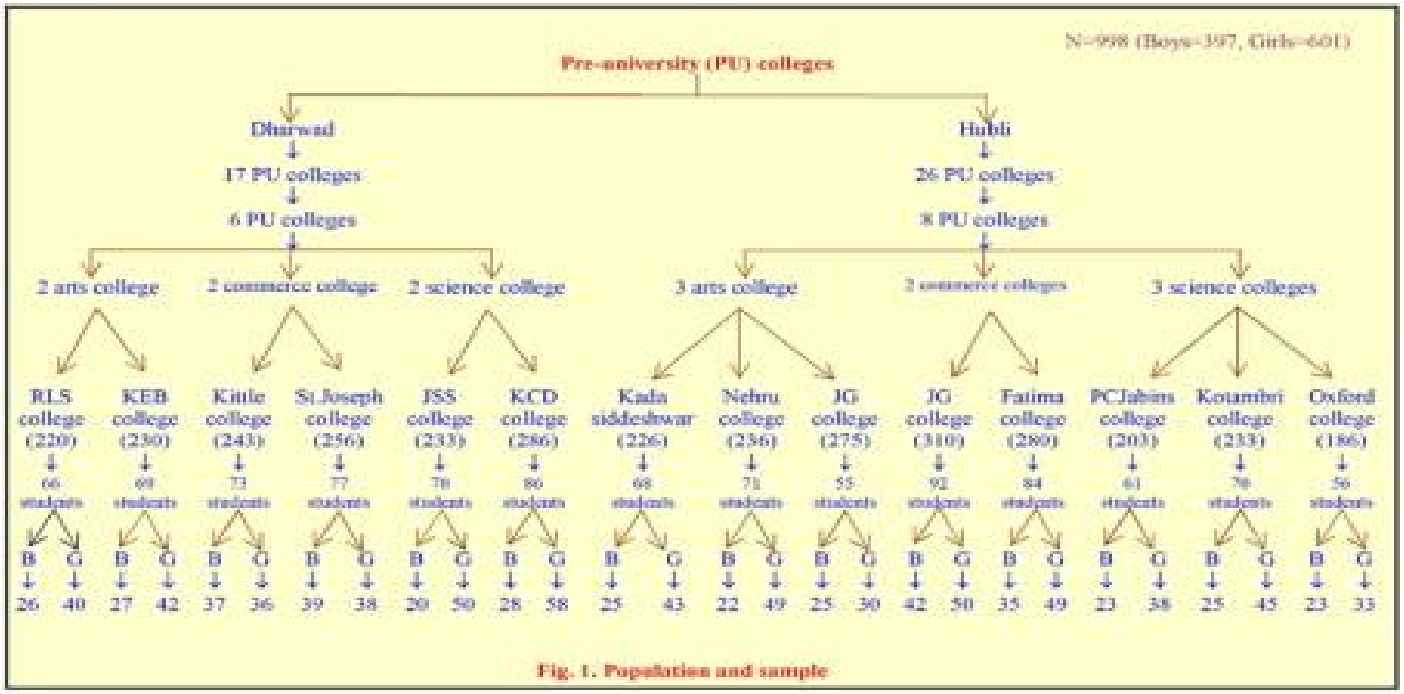


Fig. 1. Population and sample

Fig. 1:Population and sample

3.4.1.1 Gender

Gender is a scheme for classification of the individual based on the biological difference as boys and girls.

Sl.No	Gender	Code
1	Male	1
2	Female	2

3.4.1.2 Education of parent

The students were requested to write his/her parents educational qualification. For the analysis, each standard or year of education of parents was given one score.

3.4.1.3 Occupation of parent

It is the job undertaken by the parents. The score was given as follows:

Sl. No	Occupation	Score
1	Professional	7
2	Administrator	6
3	Teacher	5
4	Business	4
5	Supporting staff	3
6	Farmer	2
7	Laborer/Housewife	1

3.4.1.7 Sibling

Sibling refers to brother and/or sister born to their own parents and scored as follows:

Sl.No	Number of sibling	Score
1	No sibling	1
2	One sibling	2
3	Two siblings	3
4	Three siblings	4
5	Four siblings	5
6	Five siblings	6
7	Six siblings	7

3.4.2.1 Personality

The personality of the respondents was measured by Big-Five Factors Personality Inventory developed by the researcher. The Inventory measures Big-Five factors of personality such as surgency, agreeableness, conscientiousness, emotional stability and intellect.

Personality is operationalized as “a unique emissary of interactional integration of surgency, agreeablenesss, conscientiousness, emotional stability and intellect factors, which have dynamic influence on psychological processes and behaviour”.

Surgency: it is concerned with predisposition for social interaction and lively activity with the disposition of being verbally talkative, assertive, energetic, bold, daring, vigorous, unrestrained and extraverted.

Agreeableness: it refers to the concern for others with the disposition of being kind, cooperative, agreeable, warm, sympathetic, considerate, helpful, generous and trustful.

Conscientiousness: it refers to individual organization and achievement with the disposition of being systematic, careful, practical, neat, efficient, thorough, prompt and steady.

Emotional stability: it refers to reasonable and judiciousness with the disposition of being unemotional, unenvious, independent, placid, imperturbable, objective, undemanding and relaxed.

Intellect: it refers to perception and understanding with disposition of being introspective, imaginative, creative, artistic, innovative, deep, intellectual and philosophical.

The inventory consisted of 50 statements, 10 statements measure each factor. Each statement has 5 alternative answers *viz.,* always, most of the times, sometimes, rarely and never a scoring of 5, 4, 3, 2 and 1 respectively positive statements. There are 15 positive statements. The positive statement numbers are 2, 5, 11, 14, 17, 18, 20, 23, 26, 30, 33, 34, 40, 44 and 46. There are 35 negative statements. The pattern of scoring for negative statements is reverse. The summation of the scores obtained by the respondents on 10 items of each factor indicates each factor score. The total score on each factor ranges from 10 to 50. The classification of each student on each of the Big Five Factors was made on the following criteria:

Category	Score
Low	10-30
High	31-50

Reliability

The reliability of the scale was established by split-half method and test-retest method. The split-half reliability of the scale was 0.702 and which was significant at 0.01 level. The coefficient of correlation of test-retest was 0.62 and which was significant at 0.01 level.

3.4.2.2 Coping mechanism

Coping mechanism is operationally defined as the ‘constantly changing cognitive and behavioural efforts to manage specific external or internal demands that are appraised as taxing or exceeding the resources of the person’.

The coping mechanism of the respondents was measured by Coping Mechanism Scale developed by the researcher. The scale measures positive coping mechanism and negative coping mechanism. The scale consisted of 60 statements. Each statement has 5 alternative answers *viz.,* always, most of the times, sometime, rarely and never with the scoring of 5, 4, 3, 2 and 1 respectively. There are 21 negative coping mechanism statements. The negative statement numbers are 1, 2, 3, 6, 24, 25, 27, 29, 30, 31, 35, 36, 37, 45, 46, 48, 51, 52, 53, 54 and 56. Total score ranges from 21 to 105. There are 39 positive coping mechanism statements. Total score ranges from 39 to 195.

The categorization of the students under each type of coping mechanism is given below:

Negative coping mechanism

Category	Score
Low	21-63
High	64-105

Positive coping mechanism

Category	Score
Low	39-117
High	118-195

Reliability:

The reliability of the scale was established by split-half method and test-retest methods. The split half reliability of the scale was 0.82 and it was significant at 0.01 level. The coefficient correlation of test-retest reliability was 0.70 and it was significant at 0.01 level.

3.4.2.3 Scholastic difficulty

Scholastic difficulty is operationally defined as “the difficulty/difficulties faced by the students pertaining to their academics”.

Scholastic difficulty of respondents was measured by Scholastic Difficulty Scale developed by the researcher. The scale consisted of 66 statements. Each statement has 5 alternative answers *viz.,* always, most of the time, sometime, rarely and never with the scoring of 5, 4, 3, 2 and 1 respectively. All statements are negative. The score ranges from 66 to 330.

The categorization of the students is as given below.

Category	Score
Low	66-198
High	199-330

Reliability

The reliability of the scale was established by split-half method and test-retest method. The split half reliability of the scale was 0.93 and it was significant at 0.01 level. The coefficient of correlation of test-retest reliability was 0.80 and which was significant at 0.01 level.

3.4.2.4 Anxiety

Anxiety is defined as a “State of uneasiness of the organism as a consequence of negative thinking”.

The anxiety of the respondents was measured by Anxiety Scale developed by the researcher. The scale measures 3 dimensions of anxiety such as cognitive, behavioural and physiological. The scale consisted of 60 statements. All statements are negative. There are 19 statements in cognitive dimension, 23 statements in behavioural dimension and 18 statements in physiological dimension. Each statement has 5 alternative answers *viz.,* always, most of the times, sometimes, rarely and never with the scoring of 5, 4, 3, 2 and 1 respectively. The score of cognitive dimension of anxiety ranges from 19 to 95, of behavioural dimension of anxiety ranges from 23 to 115 and of physiological dimension of anxiety ranges from 18 to 90.

The categorization of the students under each dimension of anxiety is as follows:

Anxiety measured by cognitive dimension

Category	Score
Low	19-57
High	58-95

Anxiety measured by behavioural dimension

Category	Score
Low	23-69
High	70-115

Anxiety measured by physiological dimension

Category	Score
Low	18-54
High	55-90

Anxiety

Category	Score
Low	60-180
High	181-300

Reliability:

The reliability of the scale was established by split-half method and test-retest method. The split half reliability of the scale was 0.91 and it was significant at 0.01 level. The coefficient of correlation of test-retest reliability was 0.82 and it was significant at 0.01 level.

3.4.2.5 Depression

Depression is a state of dejection with pervasive negative perspective and deceptive of reality.

The depression of the respondents was measured by Depression Scale developed by the researcher. The scale measures 4 dimensions of depression *viz.,* behavioural, emotional, somatic and cognitive. The scale consisted of 34 statements. All statements are negative. There are 9 statements in behavioural dimension, 10 statements in emotional dimension, 7 statements in somatic dimension and 8 statements in cognitive dimension. Each statement has 5 alternative answers *viz.,* always, most of the time, sometime, rarely and never with the scoring of 5, 4, 3, 2 and 1 respectively. The score ranges from 34 to 170.

The categorization of the students under each dimension of depression is as follows.

Depression measured by behavioural dimension

Category	Score
Low	9-24
High	25-45

Depression measured by emotional dimension

Category	Score
Low	10-30
High	31-50

Depression measured by somatic dimension

Category	Score
Low	7-21
High	22-30

Depression measured by cognitive dimension

Category	Score
Low	8-24
High	25-40

Depression

Category	Score
Low	34-102
High	103-170

Reliability

The reliability of the scale was analyzed by split-half method and test-retest method. The split-half reliability of the scale was 0.84 and it was significant at 0.01 level. The coefficient of correlation of test-retest reliability was 0.70 and was significant at 0.01 level.

3.4.2.5 Behavioural problem

Behavioural problem is operational defined as “the persistent undesirable behaviour to the demand to and responsibility of a situation”.

The behavioural problem of the respondents was measured by Behavioural Problem Scale developed by the researcher. The scale consisted of 27 statements. Each statement has 5 alternative answers *viz.,* always, most of the time, sometime, rarely and never with the scoring of 5, 4, 3, 2 and 1 respectively. There are 3 positive statements and 24 negative statements. The positive statement numbers are 6, 8 and 21. For positive statements, the scoring is reverse. The score ranges from 27 to 135.

The categorization of the students on behavioural problem is as follows:

Behavioural problem

Category	Score
Low	27-81
High	82-135

Reliability

The reliability of the scale was established by split-half method and test-retest method. The split-half reliability of the inventory was 0.878 and was significant at 0.01 level. The coefficient of correlation of test-retest reliability was 0.62 and was significant at 0.01 level.

Achievers and failures

In the present study the selected sample consisted of achievers and failures. The achievers and failures were classified on the basis of academic performance in II PUC examination. The results of the selected students were collected from respective colleges.

1. The category of achievers included the following classes:

i. Distinction: High achievers or distinction students were defined as those students who scored 85 and above per cent of the marks.

ii. First class: First class students were defined as those students who scored 60-84 per cent of the marks.

iii. Second class: Second class students were defined as those students who scored 50-59 per cent of the marks.

iv. Third class: Third class students were defined as those who scored 35-49 per cent of the marks.

2. Failures: Failures were defined as those who scored less than 35 marks in one or more subjects.

3.5 Procedure of data collection

The principals of selected colleges' from Hubli-Dharwad corporation area were contacted and permission was taken for the data collection from the students. The teacher of selected class was requested to spare a class to get responses from the students.

To establish good rapport with the students, introduction was given about the objectives of the study, importance of their cooperation and their sincere responses. Before administration of the questionnaire 30 per cent of the girls and 30 per cent of the boys of the class were selected randomly from boys and girls students present in the class. Each student was encouraged to give response to each item of questionnaire. The questionnaire booklet consisting of personal schedule, personality scale, coping mechanism scale, scholastic difficulty scale, anxiety, depression and behavioural problem scale was administered on the students of each class and discipline separately. The necessary instructions were given to the students on the mode of answering the statements and necessary clarification was made whenever a student raised doubt while answering each item of the questionnaire. The students were given enough time to answer all the questions. The time taken by the students to give responses to all the items of the questionnaire was 45 minutes to 70 minutes. While collecting the questionnaire from each student, the researcher had verified each student questionnaire and requested the student who had not given responses to some of the statements to give the responses. All the selected students had given the responses to all the items of the questionnaire.

3.6 Statistical analysis

The following statistical tests were used to analyse the data:

a. The analysis of frequency and percentage was used to interpret the personal characteristics, status of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem of the respondents.

b. Chi-square was used to know the association between achievers-failures and personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem by using the following formula:

$$\chi^2 = \Sigma \frac{[O_i - E_i]^2}{E_i}$$

Where,

O_i = Observed frequency

E_i = Expected frequency

The χ^2 value was compared with table values for (r-1) (c-1) degrees of freedom (d.f.) 'r' denoting the number of rows, 'e' denoting number of columns in the contingency table.

c. Karl-Pearson's product moment correlation coefficient analysis was carried out to asses the degree of relationship between personality, coping mechanisms, scholastic difficulties, anxiety, depression, behavioural problem and other variables, using the formula:

$$'r' = \frac{N \Sigma xy - \Sigma x \Sigma y}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2\}}}$$

Where,

r = Simple correlation coefficient

x = Independent variable

y = Dependent variable

Σx = Sum of x values

Σy = Sum of y values

Σxy = Sum of xy values

Σx^2 = Sum of squares of x values

Σy^2 = Sum of squares of y values

n = Number of pairs of observations

d. One-way (2 factor) Analysis of Variance technique was carried out to compare between II PUC achievers and failures on personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.

Critical difference (CD) was calculated using 't' test to test the significant difference between mean effects and interactions whatever they found significant using the formula:

$$CD = \sqrt{2 \times S.Em. \times t_e}$$

Where,

S.Em. = Standard error of mean

t_e = Table value of 't' for error degree of freedom

f. Modified Chi-square test of independence was applied to determine the association between dependent and independent variables using the formula.

Modified $\chi^2 = \{1 - 1/n\ (1\text{-}d\text{-}½)\} \times \chi^2$ d 0.05 at 5% level

Where,

χ^2 d 0.05 = Table χ^2 value at 'd' degrees of freedom for 5 per cent level of significance

n = Grand total

e. Criterion groups t-test analysis

27 per cent of the respondents with high score and 27 per cent of respondents with low score were selected. These two groups provided, criterion groups. The critical ratio was calculated by the following formula.

$$t = \frac{|\bar{X}_H - \bar{X}_L|}{\sqrt{\frac{\sum (X_H - \bar{X}_H)^2 + \sum (X_L - \bar{X}_L)^2}{n(n-1)}}}$$

The 't' value is a measure of extent to which a given statement differentiates between high score group and low score group.

f. Factor analysis

To know the highest factor loading of each item of a factor in relation to its factor and relation to other factors.

$\varepsilon (x - \mu) (x - \mu)^1 = \Lambda M \Lambda^1 + \Psi$

$x = \Lambda + \mu + U,$

where f is an m-component vector of (non-observable) factor scores.

μ is a fixed vector of means

U is a vector of (non-observable) errors (or errors plus specific factors); the p x m matrix Λ consists of factor loadings (M<P). When f is random, $\varepsilon f = 0$, $\varepsilon U = 0$, $\varepsilon ff^1 = M$, $\varepsilon UU^2 = \Psi$, diagonal and $\varepsilon fU^1 = 0$.

The scores of 200 students on 50 items of personality scale were subjected to SPSS Version 15 Varimax Rotated factor analysis programme to find out factor loading of each item under each of Big Five Factors of personality.

In the present study the dependent variable was academic performance of the students in PUC examination. Academic performance of the selected students was based on the marks obtained on each subject in II PUC examination. The results of the selected students were collected from respective colleges. The students were classified into 1. achievers and 2. failures.

1. The category of the achievers included the following classes of academic performance:

i. Distinction: High achievers or distinction students all operationally defined as those students who secure 85 percentage and above.

ii. First class: First class students are defined as those students who secure 60-84 percentage.

iii. Second class: Second class students are defined as those students who secure 50-59 percentage.

iv. Third class: Third class students are defined as those who secure 35-49 percentage.

2. Failures: Failures are defined as those who secured less than 35 marks in one or more subject.

4. RESULTS

The results of the study entitled “status of personality, psychosocial problems and coping mechanism among II PUC achievers and failures” are presented under the following sub-headings:

4.1 Development of scale

4.1.1 Development of personality scale

- Selection of item by percentage
- Selection of item by coefficient of correlation
- Selection of item by factor analysis

Selection of item by percentage

The results of the Table – 1a-e clearly denoted frequency and percentage of the students for the alternative answers of each item. There are 4 alternative answers such as always, sometimes, rarely and never to each item. Each student had answered each item by selecting one of the alternative answers. A total of 200 students (108 male and 92 female) had answered each item. The frequency and percentage of responses for each alternative of each item were calculated (Table – 1a-e). At least 5 per cent of the respondents selecting “Always” indicates dominance of a trait of a factor. All the 100 items had 5 or above percentage for the ‘always’ alternative answer. So, all 100 items were selected for coefficient of correlation analysis.

Selection of item by coefficient of correlation

Coefficient of correlation between each item of surgency and surgency

The results of Table – 2 demonstrated coefficient correlation between each item of surgency and surgency. The coefficient of correlation of 15 items viz., 96, 16, 56, 86, 76, 36, 26, 46, 6, 81, 51, 66, 11, 71 and 91 was significant at least at 0.05 level. The coefficient of correlation of these items ranged between -0.47 and 0.34.

Coefficient of correlation between each item of surgency and the scale

The results of Table - 2 signified coefficient of correlation between item of surgency and the scale. The coefficient of correlation of 15 items viz., 96, 16, 56, 86, 76, 36, 26, 41, 6, 81, 51, 66, 11, 71 and 91 were significant at least at 0.05 level. These items coefficient of correlation values ranged between -0.32 to 0.24.

Selection of items

The significant coefficient of correlation of each item with the factor and with the scale were considered for the selection of the item/s. The coefficients of correlation of items with the factor were arranged in the descending order. Correspondingly their coefficient of correlation with the total scale was also considered (Table - 2). The items having significant and highest coefficient of correlation with the factor and significant coefficient of correlation with the total scale were the criteria for the selection of the items. On the basis of above criteria, 10 items such as 96, 16, 56, 86, 76, 36, 66, 11, 71 and 91 were having -0.47, -0.36, -0.35, -0.31, -0.27, -0.26, 0.28, 0.30, 0.33 and 0.34 respectively were selected. Correspondingly, the coefficient of correlation of these statements with the total scale was -0.26, -0.27, -0.32, -0.25, -0.17, -0.14, -0.21, 0.23, 0.15 and 0.18 respectively. So, these 10 items were selected for the surgency factor of personality scale for factor analysis.

Coefficient of correlation between each item of Intellect and Intellect

The results of Table - 3 projected the coefficient of correlation between each item of intellect and intellect. The coefficient of correlation of 16 items viz., 32, 72, 92, 82, 52, 87, 22, 77, 27, 7, 57, 67, 47, 17, 37 and 42 was significant at least at 0.10 level. The coefficient of correlation of these items was between -0.44 and 0.43.

Coefficient of correlation between each item of Intellect and the scale

The results of Table - 3 endorsed coefficient of correlation between each item of intellect and the scale. The coefficient of correlation of 13 items viz., 32, 72, 92, 82, 52, 22, 77, 57, 67, 47, 17, 37 and 42 were significant at least at 0.05 level. The coefficient of correlation of these items ranged between -0.39 and 0.32.

Selection of items

The significant coefficient of correlation of each item with the factor and with the scale were considered for the selection of the item/s. The coefficients of correlation of items with the factors were arranged in the descending order. Correspondingly their coefficient of correlation with the total scale was also considered (Table - 3). The items having significant and highest coefficient of correlation with the factor and significant coefficient of correlation with the total scale were the criterion for the selection of the items. On the basis of above criterion 10 items such as 32, 72, 92, 82, 57, 67, 47, 17, 37 and 42 were having -0.44, -0.41, -0.29, -0.26, 0.27, 0.30, 0.34, -0.35, 0.39 and 0.43 respectively were selected. Correspondingly, the coefficient of correlation of these statements with the total scale was -0.37, -0.36, -0.25, -0.39, 0.28, 0.15, 0.20, 0.17, 0.15 and 0.32 respectively. So, these 10 items were selected for the intellect factor of personality scale for factor analysis.

Coefficient of correlation between each item of Agreeableness and Agreeableness

The results of Table - 4 accounted coefficient of correlation of each item between agreeableness and agreeableness. The coefficient of correlation of 18 items viz., 48, 38, 28, 98, 68, 18, 78, 88, 8, 13, 83, 73, 33, 63, 53, 93, 43 and 3 were significant at least at 0.05 level. These items coefficient of correlation values ranged between -0.39 to 0.36.

Table 1a. Frequency and percentage of each item of surgency

n=200

Sl. No.	Statement	Always	Sometimes	Rarely	Never
S-1	I involve in one or another work	127 (63.50)	65 (32.50)	6 (3.00)	2 (1.00)
S-6	I feel uncomfortable while talking to people	30 (15.00)	50 (25.00)	30 (15.00)	90 (45.00)
S-11	I express my opinion clearly and firmly in discussion	104 (52.00)	44 (22.00)	30 (15.00)	22 (11.00)
S 16	I do not participate in social activities	59 (29.50)	45 (22.50)	37 (16.50)	59 (29.50)
S 21	I express my thoughts boldly in group	90 (45.00)	66 (33.00)	16 (8.00)	28 (14.00)
S 26	I do not like talking with others	24 (12.00)	58 (29.00)	43 (21.50)	75 (37.50)
S 31	I express my feelings clearly in front of elders	91 (45.50)	48 (240)	2 7 (13.50)	34 (170)
S 36	I do not participate in adventurous activities	46 (23.00)	42 (21.00)	50 (25.00)	62 (31.00)
S 41	I work continuously hours together	79 (39.50)	52 (26.00)	39 (29.50)	30 (15.00)
S 46	I will not tell about mistakes of others on their face by thinking of its consequences	105 (52.50)	39 (19.50)	23 (11.50)	33 (16.50)
S 51	I take initiation to talk with any body	58 (29.00)	53 (26.50)	43 (21.50)	46 (23.00)
S 56	I feel shy when I have to speak with elders	82 (41.00)	51 (25.50)	35 (17.50)	32 (16.00)
S 61	I enjoy talking with others	118 (59.00)	59 (29.50)	13 (6.50)	10 (5.00)
S 66	I like to keep my feelings with me	104 (52.00)	36 (18.00)	26 (13.00)	34 (17.00)
S 71	I express my emotions without any hesitation	68 (32.00)	68 (34.00)	37 (18.50)	27 (13.50)
S 76	I talk less	74 (37.00)	62 (31.00)	33 (16.50)	31 (15.50)
S 81	I go on speaking	33 (16.50)	51 (25.50)	42 (21.00)	74 (37.00)
S 86	I do not like to share my feelings with others	56 (28.00)	62 (31.00)	41 (20.50)	41 (20.50)
S 91	I encourage others to express their views freely	128 (64.00)	31 (15.50)	18 (9.00)	25 (12.50)
S 96	I will not enter in the room full of people	67 (33.50)	48 (24.00)	42 (21.00)	43 (21.50)

S-Surgency

Table 1b. Frequency and percentage of each item of intellect

n=200

Sl. No.	Statement	Always	Sometimes	Rarely	Never
I 2	I am not able to understand difficult subjects	42 (21.00)	121 (60.50)	25 (12.50)	12 (6.00)
I 7	I express artistic ability in work	93 (46.50)	69 (39.50)	25 (12.50)	13 (6.50)
I 12	I do not think deeply about any problem	61 (30.50)	67 (33.50)	22 (11.00)	50 (25.00)
I 17	I learn anything easily	98 (49.00)	69 (34.50)	13 (6.50)	20 (10.00)
I 22	I do not understand any new subject quickly	42 (21.00)	105 (52.50)	40 (20.00)	13 (6.50)
I 27	I understand difficult subjects easily	68 (34.00)	80 (40.00)	35 (17.50)	17 (8.50)
I 32	I do not undertake the activity which needs deep thinking	39 (19.50)	55 (27.50)	45 (22.50)	61 (30.50)
I 37	I solve problems in new way	73 (36.50)	82 (41.00)	28 (14.00)	17 (8.50)
I 42	I am interested in understanding about new subjects	96 (48.00)	24 (12.00)	23 (11.50)	57 (28.50)
I 47	I try for deep knowledge about the subject of my interest	178 (89.00)	17 (8.50)	2 (1.00)	3 (1.50)
I 52	I am poor in imagination	55 (27.50)	33 (16.50)	46 (23.00)	66 (33.00)
I 57	I involve in imagination	82 (41.00)	69 (34.50)	33 (16.50)	16 (8.00)
I 62	I do not involve in creative activities	37 (18.50)	61 (30.50)	40 (20.00)	62 (31.00)
I 67	I accept new style of life	137 (68.50)	42 (21.00)	16 (8.00)	5 (2.50)
I 72	I am slow in understanding	76 (38.00)	79 (39.50)	29 (14.50)	16 (8.00)
I 77	I think deeply about any thing to understand it clearly	145 (72.50)	38 (19.00)	15 (7.50)	2 (1.00)
I 82	I am not capable to understand in detail even subjects of my choice	32 (16.00)	74 (37.00)	32 (16.00)	62 (31.00)
I 87	I analyze my thoughts and emotions	99 (49.50)	64 (32.00)	12 (6.00)	25 (12.50)
I 92	I am not interested to see minute details of anything	39 (19.50)	76 (38.00)	38 (19.00)	47 (23.50)
I 97	I follow the morals in life	138 (69.00)	43 (21.50)	10 (5.00)	9 (4.50)

I - Intellect

Table 1c. Frequency and percentage of each item of agreeableness

n=200

Sl. No.	Statement	Always	Sometimes	Rarely	Never
A 3	I listen to others' opinion	112 (56.00)	55 (27.50)	18 (9.00)	15 (7.50)
A 8	I do not bother about others' feelings	36 (18.00)	51 (25.50)	46 (23.00)	67 (33.50)
A 13	I give respect to each individual	182 (91.00)	16 (8.00)	2 (1.00)	0
A 18	I do not excuse if any one deceives me	69 (34.50)	58 (29.00)	34 (17.00)	39 (19.50)
A 23	I work willingly with others in group activities	146 (73.00)	32 (16.00)	14 (7.00)	8 (4.00)
A 28	I do not like to work with others	19 (9.50)	65 (32.50)	39 (19.50)	77 (38.50)
A 33	I help people more than their expectation	105 (52.50)	66 (22.00)	22 (11.00)	7 (3.50)
A 38	I do not contribute money in any situation	33 (16.50)	69 (34.50)	47 (23.50)	51 (25.50)
A 43	I help others even when I am in difficulty	128 (64.00)	54 (27.00)	6 (3.00)	12 (6.00)
A 48	I work for my needs satisfaction	123 (61.50)	39 (19.50)	11 (10.50)	27 (13.50)
A 53	I assist friends in their difficulty	167 (83.50)	28 (14.00)	3 (1.50)	2 (1.00)
A 58	If any body insults me, I also insult him / her	33 (16.50)	45 (22.50)	36 (18.00)	86 (43.00)
A 63	I develop friendship easily	161 (80.50)	18 (9.00)	15 (7.50)	6 (3.00)
A 68	I make comments which hurt others' feelings	44 (22.00)	50 (25.00)	53 (26.50)	53 (26.50)
A 73	I feel others' problem as my own problem	90 (45.00)	59 (29.50)	30 (15.00)	21 (10.5)
A 78	I do not believe people	41 (20.50)	78 (39.00)	39 (19.50)	42 (21.00)
A 83	My friends have faith on me	171 (85.50)	20 (10.00)	7 (3.50)	2 (1.00)
A 88	I expect and insist to others to help	13 (6.50)	46 (23.00)	30 (15.00)	111 (55.50)
A 93	I accept mistakes of others without comments	72 (36.00)	66 (33.00)	34 (17.00)	28 (14.00)
A 98	I do not think about others' problems	33 (16.50)	75 (38.50)	41 (20.50)	51 (25.50)

A - Agreeableness

Table 1d. Frequency and percentage of each item of emotional stability

n=200

Sl. No.	Statement	Always	Sometimes	Rarely	Never
ES 4	I feel jealous when friends achieve success	16 (8.00)	33 (16.50)	23 (11.50)	128 (64.00)
ES 9	I do not worry any problem	56 (28.00)	73 (36.50)	36 (18.00)	35 (17.50)
ES 14	I get angry easily	87 (43.50)	67 (33.50)	22 (11.00)	24 (12.00)
ES 19	I take failure calmly	98 (49.00)	46 (23.00)	19 (9.50)	37 (18.50)
ES 24	I make efforts for failure in the achievement of enemy	36 (18.00)	25 (12.50)	29 (14.50)	110 (55.00)
ES 29	I do not insist others to help me	86 (43.00)	32 (16.00)	24 (12.00)	58 (29.00)
ES 34	I get upset easily	73 (36.50)	55 (27.50)	32 (16.00)	40 (20.00)
ES 39	I do not become emotional	71 (35.50)	69 (34.50)	32 (16.00)	28 (14.00)
ES 44	I experience sudden changes in my feelings	106 (53.00)	56 (28.00)	26 (13.00)	12 (6.00)
ES 49	I feel happy even if my competitor succeeds in competition	141 (70.50)	30 (15.00)	7 (3.50)	22 (11.00)
ES 54	I think too much about my problems	141 (70.50)	43 (21.50)	13 (6.50)	3 (1.50)
ES 59	I do not experience strong feelings of happiness	78 (39.00)	56 (28.00)	50 (25.00)	56 (28.00)
ES 64	I become emotional	67 (33.50)	74 (37.00)	30 (15.00)	29 (14.50)
ES 69	I become anxious	49 (24.50)	97 (48.50)	18 (9.00)	36 (18.00)
ES 74	I experience nervousness	51 (25.50)	84 (42.00)	30 (15.00)	35 (17.50)
ES 79	I afraid to do any new thing	58 (29.00)	74 (37.00)	34 (17.00)	34 (17.00)
ES 84	I experience change of mood for no particular reason	76 (38.00)	57 (28.50)	23 (11.50)	44 (22.00)
ES 89	I worry too much about my life	131 (65.50)	43 (21.50)	12 (6.00)	14 (7.00)
ES 94	I am not confident of my success in examinations / competitions	47 (23.50)	57 (28.50)	32 (16.00)	64 (32.00)
ES 99	I can not control my emotions	68 (34.00)	55 (27.50)	34 (17.00)	43 (21.50)

ES – Emotional stability

Table 1e. Frequency and percentage of each item of conscientiousness

n=200

Sl. No.	Statement	Always	Sometimes	Rarely	Never
C 5	I think carefully from different angles to understand any subject	115 (57.50)	50 (25.00)	17 (6.50)	18 (9.00)
C 10	I am not able to work according to plan	86 (43.00)	52 (26.00)	37 (18.50)	25 (12.50)
C 15	I complete any work with perfection	119 (59.50)	48 (24.00)	21 (10.50)	12 (6.00)
C 20	I will not keep up my words	35 (17.50)	80 (40.00)	34 (17.00)	51 (25.50)
C 25	I start any work immediately and complete it in time	107 (53.50)	53 (26.50)	22 (11.00)	18 (9.00)
C 30	I do not work hard	58 (29.00)	54 (27.00)	19 (19.50)	69 (34.50)
C 35	I keep my materials orderly	144 (72.00)	29 (14.50)	20 (10.00)	7 (3.50)
C 40	I postpone day to day works	110 (55.00)	47 (23.50)	42 (21.00)	60 (30.00)
C 45	I work according to time table	82 (41.00)	52 (26.00)	23 (11.50)	43 (21.50)
C 50	I waste my time and energy	58 (29.00)	59 (29.50)	33 (16.50)	50 (25.00)
C 55	I undertake the work which is possible to complete by me.	148 (74.00)	22 (11.00)	15 (7.50)	15 (7.50)
C 60	I work few days and discontinue some days even though it is necessary to work continuously	63 (31.50)	68 (34.00)	36 (18.00)	33 (16.50)
C 65	I start any work immediately and complete it in time	104 (52.00)	58 (29.00)	24 (12.00)	14 (7.00)
C 70	I take decisions to achieve important goal but I do not make efforts to become successful	75 (37.50)	55 (27.50)	20 (10.00)	50 (25.00)
C 75	I work constantly to achieve goal	139 (69.50)	39 (19.50)	13 (6.50)	9 (4.50)
C 80	I do not follow particular order in studies / works	102 (51.00)	58 (29.00)	20 (10.00)	20 (10.00)
C 85	I do my work according to plan	134 (67.00)	34 (17.00)	18 (9.00)	14 (7.00)
C 90	I search for the materials which I keep	104 (52.00)	60 (30.00)	21 (10.50)	15 (7.50)
C 95	I complete every work very carefully in time	106 (53.00)	63 (31.50)	15 (7.50)	16 (8.00)
C 100	I make mistakes in simple works	75 (37.50)	64 (32.00)	31 (15.50)	15 (15.00)

C – Conscientiousness

Table 2. Coefficient of correlation each item of surgency, with the factor surgency and the scale

n=200

Statement no	Surgency factor	Scale
96+	-0.47**	-0.26**
16+	-0.36**	-0.27**
56+	-0.35**	-0.32**
86+	-0.31**	-0.25**
76+	-0.27**	-0.17*
36+	-0.26**	-0.14*
26	-0.24**	-0.26**
46	-0.23**	-0.12 NS
41	0.01 NS	0.18*
1	0.01 NS	0.02 NS
61	0.08 NS	0.08 NS
31	0.16 NS	0.01 NS
6	0.18*	-0.27**
81	0.22**	0.24**
51	0.25**	-0.14*
66+	0.28**	-0.21**
11+	0.30**	0.23**
71+	0.33**	0.15*
91+	0.34**	0.18**

* Significant at 0.05 level, ** Significant at 0.01 level, NS – Not significant, + selected items

Table 3. Coefficient of correlation each item of intellect, with the factor intellect and the scale

n =200

Statement no	Intellect factor	Scale
32+	-0.44**	-0.37**
72+	-0.41**	-0.36**
92+	-0.29**	-0.25**
82+	-0.26**	-0.39**
52	-0.24**	-0.24**
2	-0.12 NS	-0.01 NS
97	0.11 NS	-0.03 NS
62	0.13 NS	0.04 NS
12	0.18 NS	0.06 NS
87	0.18**	0.06 NS
22	0.20**	-0.20**
77	0.20**	0.21**
27	0.22**	0.07 NS
7	0.27**	0.01 NS
57+	0.27**	0.28**
67+	0.30**	0.15*
47+	0.34**	0.20**
17+	0.35**	0.17*
37+	0.39**	0.15*
42+	0.43**	0.32**

* Significant at 0.05 level, ** Significant at 0.01 level, NS – Not significant, + selected items

Coefficient of correlation between each item of Agreeableness and the scale

The results of Table - 4 endorsed coefficient of correlation of each item of agreeableness and its scale. The coefficient of correlation of 11 items viz., 48, 38, 28, 98, 18, 78, 83, 33, 53, 93 and 43 were significant at least at 0.05 level. The coefficient of correlation of these items ranged between -0.36 and 0.29.

Selection of items

The significant coefficients of correlation of each item with the factor and with the scale were considered for the selection of the items. The coefficients of correlation of items with the factors were arranged in the descending order. Correspondingly their coefficient of correlation with the total scale was also considered (Table - 4). The items having significant and highest coefficient of correlation with the factor and significant coefficient of correlation with the total scale were the criterion for the selection of the items. On the basis of above criterion, 10 items 48, 38, 28, 98, 18, 83, 33, 53, 93 and 43 were having -0.39, -0.31, -0.31, -0.30, -0.23, 0.22, 0.29, 0.30, 0.35 and 0.36 respectively were selected. Correspondingly, the coefficient of correlation of these statements with the total scale was -0.32, -0.13, -0.21, -0.36, -0.24, 0.14, 0.16, 0.17, 0.29 and 0.18 respectively. So, these 10 items were selected for the agreeableness factor of personality scale for factor analysis.

Coefficient of correlation between each item of Emotional stability and Emotional stability

The results of Table 5 displayed coefficient of correlation between each item of emotional stability and emotional stability. The coefficient of correlation of 18 items viz., 34, 64, 54, 74, 44, 14, 89, 69, 94, 79, 99, 24, 4, 59, 9, 84, 29 and 39 were significant at least at 0.05 level. The coefficient of correlation of these items ranged between -0.59 and 0.26.

Coefficient of correlation between each item of Emotional stability and the scale

The results of Table - 5 gesticulated coefficient of correlation between each item of emotional stability and its scale. The coefficient of correlation of 16 items viz., 34, 64, 54, 74, 44, 14, 89, 69, 94, 79, 99, 24, 59, 49, 84 and 29 were significant at least at 0.05 level. The coefficient of correlation of these items ranged between -0.39 and 0.46.

Selection of items

The significant coefficients of correlation of each item with the factor and with the scale were considered for the selection of the items. The coefficients of correlation of items with the factors were arranged in the descending order. Correspondingly their coefficient of correlation with the total scale was also considered (Table - 5). The items having significant and highest coefficient of correlation with the factor and significant coefficient of correlation with the total scale were the criterion for the selection of the items. On the basis of above criterion, 10 items 34, 64, 54, 74, 44, 14, 89, 69, 94 and 79 were having -0.59, -0.56, -0.53, -0.48, -0.48, -0.48, -0.44, -0.44, -0.40 and -0.36 respectively were selected. Correspondingly, the coefficient of correlation of these statements with the total scale was -0.36, -0.39, 0.46, -0.40, -0.38, -0.21, -0.37, -0.26, -0.15 and -0.22 respectively. So, these 10 items were selected for the emotional stability factor of personality scale for further analysis.

Coefficient of correlation between each item of Conscientiousness and conscientiousness

The results of Table - 6 accounted coefficient of correlation between each item of conscientiousness and conscientiousness. The coefficient of correlation of 20 items viz., 40, 20, 70, 50, 80, 30, 60, 90, 10, 55, 65, 100, 75, 45, 35, 85, 95, 5, 25 and 15 were significant at least at 0.05 level. The coefficient of correlation of these items ranged between -0.32 and 0.37.

Coefficient of correlation between each item of Conscientiousness and the scale

The results of Table - 6 deposed coefficient of correlation between each item of conscientiousness and its scale. The coefficient of correlation of 11 items viz., 40, 20, 70, 50, 80, 30, 60, 90, 10, 55 and 100 significant at least at 0.05 level. The coefficient of correlation of these items ranged between- 0.39 and 0.34.

Table 4. Coefficient of correlation each item of agreeableness, with the factor agreeableness and the scale **n=200**

Statement no	Agreeableness factor	Scale
48+	-0.39**	-0.32**
38+	-0.31**	-0.13*
28+	-0.31**	-0.21**
98+	-0.30**	-0.36**
68	-0.29**	-0.07 NS
18+	-0.23**	-0.24**
78	-0.21**	-0.22**
88	-0.14*	-0.09 NS
58	-0.11 NS	-0.09 NS
23	0.07 NS	0.01 NS
8	0.22**	0.12 NS
13	0.22**	0.13 NS
83+	0.22**	0.14*
73	0.29**	0.13 NS
33+	0.29**	0.16*
63	0.29**	0.06 NS
53+	0.30**	0.17*
93+	0.35**	0.29**
43+	0.36**	0.18*
3	0.36**	0.01 NS

* Significant at 0.05 level, ** Significant at 0.01 level, NS – Not significant, + selected items

Table 5. Coefficient of correlation each item of emotional stability, with the factor emotional stability and the scale

n=200

Statement no	Emotional stability factor	Scale
34+	-0.59**	-0.36**
64+	-0.56**	-0.39**
54+	-0.53**	0.46**
74+	-0.48**	-0.40**
44+	-0.48**	-0.38**
14+	-0.48**	-0.21**
89+	-0.44**	-0.37**
69+	-0.44**	-0.26**
94+	-0.40**	-0.15*
79+	-0.36**	-0.22**
99	-0.36**	-0.32**
24	-0.29**	-0.19**
4	-0.18**	0.01 NS
59	-0.17*	-0.16**
19	-0.04 NS	-0.06 NS
49	0.07 NS	0.16*
9	0.14*	0.12 NS
84	0.22**	-0.22**
29	0.22**	0.15*
39	0.26**	0.12 NS

* Significant at 0.05 level, ** Significant at 0.01 level, NS – Not significant, + selected items

Selection of items

The significant coefficients of correlation of items with the factor and with the scale were considered for the selection of the items. The coefficients of correlation of items with the factor were arranged in the descending order. Correspondingly their coefficient of correlation with the total scale was also considered (Table - 6). The items having significant and highest coefficient of correlation with the factor and significant coefficient of correlation with the total scale was the criterion for the selection of the items. On the basis of above criterion 10 items 40, 20, 70, 50, 80, 30, 60, 90, 10 and 100 were having -0.32, -0.29, -0.28, -0.27, -0.24, -0.24, -0.23, -0.15, -0.14 and -0.14 respectively were selected. Correspondingly these statements items coefficient of correlation with the total scale was -0.39, -0.24, -0.38, -0.35, -0.21, -0.19, -0.27, -0.25, -0.14 and -0.23 respectively. So, these 10 items were selected for the conscientiousness factor of personality scale for further analysis.

Selection of items by factor analysis

The selected 50 items on the basis of coefficients of correlation were subjected to Varimax rotated factor analysis. The results of the Varimax rotated factor loading were as follows:

Varimax rotated factor loading for the items of Surgency

The results of the Table - 7 affirmed Varimax rotated factor loading of 96, 16, 56, 91, 71, 86, 11, 76, 66 and 36 items. The comparative analysis of rotated loading of these items under surgency, intellect, agreeableness, emotional stability and conscientiousness indicated that highest factor loading of these items were under surgency factor because these 10 items factor loading ranged between -0.73 and 0.81 under surgency. These items factor loading under intellect ranged from -0.15 to 0.19. These items factor loading under agreeableness ranged from -0.20 to 0.30. The items factor loading under emotional stability ranged from -0.41 to 0.14. The items factor loading under conscientiousness ranged from -0.43 to 0.18. The comparative analysis of these results clearly demonstrated that these 10 items were having highest factor loading under surgency factor.

Varimax rotated factor loading for the items of Intellect

The results of the Table - 8 designated Varimax rotated factor loading of 32, 42, 72, 37, 17, 47, 67, 92, 57 and 82 items. The comparative analysis of rotated loading of these items under intellect, agreeableness, emotional stability conscientiousness and surgency indicated that highest factor loading of these items were under intellect factor because these 10 items factor loading ranged between -0.89 and 0.93 under intellect. These items factor loading under agreeableness ranged from -0.20 to 0.30. These items factor loading under emotional stability ranged from -0.45 to 0.19. The items factor loading under conscientiousness ranged from -0.45 to 0.33. The items factor loading under surgency ranged from -0.28 to 0.16. The comparative analysis of these results clearly demonstrated that these 10 items were having highest factor loading under intellect factor.

Varimax rotated factor loading for the items of Agreeableness

The results of the Table - 9 shown Varimax rotated factor loading of 48, 43, 93, 38, 28, 98, 53, 33, 18 and 83 items. The comparative analysis of rotated loading of these items under agreeableness, emotional stability, conscientiousness, surgency and intellect indicated that highest factor loading of these items were under agreeableness factor because these 10 items factor loading ranged between -0.891 and 0.894 under agreeableness. These items factor loading under emotional stability ranged from -0.28 to 0.11. These items factor loading under conscientiousness ranged from -0.26 to 0.16. The items factor loading under surgency ranged from -0.32 to 0.26. The items factor loading under intellect ranged from -0.32 to 0.29. The comparative analysis of these results clearly demonstrated that these 10 items were having highest factor loading under agreeableness factor.

Varimax rotated factor loading for the items of Emotional stability

The results of the Table - 10 evidenced Varimax rotated factor loading of 34, 64, 54, 74, 44, 14, 89, 69, 94 and 79 items.

Table 6. Coefficient of correlation each item of conscientiousness, with the factor conscientiousness and the scale

n=200

Statement no	Conscientiousness factor	Scale
40+	-0.32**	-0.39**
20+	-0.29**	-0.24**
70+	-0.28**	-0.38**
50+	-0.27**	-0.35**
80+	-0.24**	-0.21**
30+	-0.24**	-0.19**
60+	-0.23**	-0.27**
90+	-0.15*	-0.25**
10+	-0.14*	-0.14*
55	-0.14*	0.34**
65	-0.13*	-0.02NS
100+	0.14*	-0.23**
75	0.18**	0.04 NS
45	0.19**	-0.06 NS
35	0.20**	-0.07 NS
85	0.23**	-0.01 NS
95	0.24**	0.01 NS
5	0.25**	0.07 NS
25	0.32**	0.01 NS
15	0.37**	0.06 NS

* Significant at 0.05 level, ** Significant at 0.01 level, NS – Not significant, + selected items

The comparative analysis of rotated loading of these items under emotional stability, conscientiousness, surgency, intellect and agreeableness indicated that highest factor loading of these items were under emotional stability factor because these 10 items factor loading ranged between -0.59 to -0.86 under emotional stability. These items factor loading conscientiousness ranged from -0.176 to -0.618. The items factor loading under surgency ranged from -0.12 to -0.29. The items factor loading under intellect ranged from -0.10 to -0.30. The items factor loading under agreeableness ranged from -0.10 to -0.28. The comparative analysis of these results clearly demonstrated that these 10 items were having highest factor loading under emotional stability factor.

Varimax rotated factor loading for the items of Conscientiousness

The results of the Table - 11 endorsed Varimax rotated factor loading of 40, 20, 70, 50, 80, 30, 60, 90, 10 and 100 items. The comparative analysis of rotated loading of these items under conscientiousness, surgency, intellect, agreeableness and emotional stability indicated that highest factor loading of these items were under conscientiousness factor because these 10 items factor loading ranged between -0.88 to 0.78 under conscientiousness. The items factor loading under surgency ranged from -0.20 to 0.16. The items factor loading under intellect ranged from -0.07 to -0.31. The items factor loading under agreeableness ranged from -0.21 to 0.10. The items factor loading under emotional stability ranged from -0.14 to -0.56. The comparative results clearly demonstrated that these 10 items were having highest factor loading under conscientiousness factor.

Table 7. Varimax rotated factor loadings for the statements of surgency

Trait		Surgency	Intellect	Agreeableness	Emotional stability	Conscioustiousness
S-96	I will not enter in the room full of people	0.81	-0.03	0.06	0.14	0.09
S-16	I do not participate in social activities	0.73	-0.14	-0.16	-0.16	-0.14
S-56	I feel shy when I have to speak with elders	-0.73	-0.10	-0.12	-0.41	-0.43
S-86	I do not like to share my feelings with others	0.76	0.12	0.30	0.09	-0.12
S-76	I talk less	-0.66	-0.12	-0.13	0.11	0.18
S-36	I do not participate in adventurous activities	-0.67	-0.15	-0.14	-0.11	-0.17
S-66	I like to keep my feelings with me	-0.62	-0.11	-0.20	-0.27	-0.24
S-11	I express my opinion clearly and firmly in discussion	0.57	0.18	0.14	-0.15	-0.20
S-71	I express my emotions without any hesitation	0.61	0.19	0.11	-0.17	-0.14
S-91	I encourage others to express their views freely	0.61	0.12	0.15	-0.11	0.14

Table 8. Varimax rotated factor loadings for the statements of intellect

Traits		Intellect	Agreeableness	Emotional stability	Conscientiousness	Surgency
I-32	I do not undertake the activity which needs deep thinking	-0.80	-0.20	-0.27	-0.32	-0.18
I-72	I am slow in understanding	-0.89	-0.19	-0.45	-0.43	-0.13
I-92	I am not interested to see minute details of anything	-0.85	-0.16	-0.18	-0.22	0.10
I-82	I am not capable to understand in detail even subjects of my interest	-0.89	-0.10	-0.33	-0.45	-0.28
I-57	I involve in imagination	0.76	0.14	-0.25	0.33	-0.14
I-67	I accept new style of life	0.71	0.26	0.14	-0.12	0.16
I-47	I try for deep knowledge about the subject of my interest	-0.84	0.30	-0.15	-0.26	-0.12
I-17	I learn anything easily	0.66	0.15	-0.16	-0.32	0.11
I-37	I solve problems in new way	0.68	0.19	-0.18	-0.23	-0.15
I-42	I am interested in understanding about new subjects	0.93	0.27	0.19	0.19	0.14

Table 9. Varimax rotated factor loadings for the statements of agreeableness

Traits		Agreeableness	Emotional stability	Conscientiousness	Surgency	Intellect
A-48	I work for my needs satisfaction	-0.89	-0.28	-0.26	-0.14	-0.32
A-38	I do not contribute money in any situation	-0.88	-0.19	0.15	-0.11	-0.12
A-28	I do not like to work with others	0.70	-0.11	-0.13	-0.13	-0.21
A-98	I do not think about others problem	-0.62	-0.22	-0.23	-0.32	-0.12
A-18	I do not excuse if any one deceives me	-0.85	-0.27	-0.16	-0.21	-0.13
A-83	My friends have faith on me	0.57	-0.13	-0.18	0.14	0.16
A-33	I help people more than their expectation	-0.65	-0.16	-0.19	0.16	0.12
A-53	I assist friends in their difficulty	-0.68	-0.18	-0.23	-0.14	0.29
A-93	I accept mistakes of others without comments	0.82	0.15	0.16	0.26	0.26
A-43	I help others even when I am in difficulty	0.89	-0.13	-0.22	-0.13	0.18

Table 10. Varimax rotated factor loadings for the statements of emotional stability

Traits		Emotional stability	Conscientiousness	Surgency	Intellect	Agreeableness
ES-34	I get upset easily	-0.83	-0.47	-0.18	-0.11	-0.15
ES-64	I become emotional	-0.86	-0.39	-0.18	-0.13	-0.20
ES-54	I think too much about my problems	-0.77	-0.33	-0.29	-0.25	-0.28
ES-74	I experience nervousness	-0.75	-0.44	-0.12	-0.27	-0.12
ES-44	I experience sudden changes in my feelings	-0.73	-0.25	-0.17	-0.29	-0.18
ES-14	I get angry easily	-0.62	-0.61	-0.13	-0.14	-0.13
ES-89	I worry too much about my life	-0.72	-0.26	-0.17	-0.30	-0.12
ES-69	I become anxious	-0.62	-0.28	-0.12	-0.10	-0.10
ES-94	I am not confident of my success in examinations/ competitions	-0.64	-0.37	-0.13	-0.13	-0.18
ES-79	I afraid to do any new thing	-0.59	-0.17	-0.14	-0.10	-0.10

Table 11. Varimax rotated factor loadings for the statements of conscientiousness

Traits		Conscientiousness	Surgency	Intellect	Agreeableness	Emotional stability
C-40	I postpone day to day works	-0.82	-0.16	-0.22	-0.18	-0.49
C-20	I will not keep up my words	-0.88	-0.14	-0.19	-0.14	-0.14
C-70	I take decisions to achieve important goals but I do not make efforts to become successful	-0.78	-0.20	-0.31	-0.21	-0.54
C-50	I waste my time and energy	-0.62	-0.14	-0.18	-0.15	-0.56
C-80	I do not follow particular order in studies/works	0.57	-0.16	-0.12	-0.11	-0.15
C-30	I do not work hard	-0.64	0.14	-0.07	-0.11	-0.21
C-60	I work few days and discontinue some days even though it is necessary to work continuously	-0.75	-0.20	-0.18	0.15	-0.32
C-90	I search for the materials which I keep	-0.61	-0.10	-0.24	-0.11	-0.35
C-10	I am not able to work according to plan	-0.69	-0.11	-0.11	-0.11	-0.39
C-100	I make mistakes in simple works	0.78	0.16	-0.13	0.10	-0.37

4.1.2 Development of coping mechanism scale

- Selection of item by percentage
- Selection of item by coefficient of correlation
- Selection of item by criterion groups t-value

Selection of item by percentage

The results of Table - 12 evinced frequency and percentage of the students for the alternative answers of each item. There were 4 alternative answers such as always, sometimes, rarely and never. Each student had answered each item by selecting one of the alterative answers. A total of 200 students (108 male and 92 female) had answered each item. The frequency and percentage of responses for the alternatives of each item were calculated (Table - 12). The value of the item numbers 7, 21, 22, 23, 62, 67, 68 and 69 was 4.00, 0, 0, 0 4.50, 3.50, 3.00 and 1.00 respectively was less than 5.00 per cent. These 8 items were deleted among 85 items and 77 items had 5 percentage or above for 'always' alternative answer. Therefore 77 items were selected for coefficient of correlation analysis.

Selection of item by coefficient of correlation

The results of Table - 13 represented coefficient of correlation of each item with the scale. The results of the Table - 13 established that the coefficient of correlation of each item was between 0.22 and 0.496 and was significant at least at 0.05 level. Among 77 items, the coefficient of correlation of 66 items was significant. The coefficient of correlation of item number 14, 15, 16, 17, 24, 53, 54, 58, 75, 63 and 85 was 0.10, 0.10, 0.13, 0.10, 0.06, 0.08, 0.05, 0.06, 0.02, 0.10 and 0.11, respectively. These values were not significant even at 0.05 level of significance. Therefore out of 77 items, 66 items were retained for criterion groups t-test analysis.

Selection of item by criterion groups t-test analysis

The results of Table - 14 notified criterion groups t-values. The results of the Table - 14 denoted that t-value of each statement was between 2.05 and 10.51 and was significant at least at 0.05 level. The t-value of the item number 3, 9, 47, 49, 56, 84 was 1.13, 1.71, 0.97, 1.24, 0.84 and 1.71 respectively. These statements were deleted as their criterion groups t-values were not significant even at 0.05 level of significance. Finally, 60 items were included in the coping mechanism scale.

4.1.3 Development of scholastic difficulty scale

- Selection of item by percentage
- Selection of item by coefficient of correlation
- Selection of item by criterion groups t-value

Selection of item by percentage

The results of Table - 15 featured that frequency and percentage of the students for the alternative answers of each item. There were 4 alternative answers such as always, sometime, rarely and never. Each student had answered each item by selecting one of the alternative answers. A total of 200 students (108 male and 92 female) had answered each item. The frequency and percentage of responses for the alternatives of each item were calculated (Table - 15). Among 68 items 67 items had 5 percentage or above for the 'always' alternative answer. Therefore 67 items were selected for coefficient of correlation analysis. The value of item number 1 was 2.50. This item was deleted.

Selection of item by coefficient of correlation

The results of Table - 16 exhibited coefficient of correlation of each item with the scale. The results of the Table - 16 endorsed that coefficient of correlation of each item was between 0.22 and 0.73 and was significant at least at 0.05 level. Among 67 items, the coefficient of correlation of 66 items was significant.

Table 12. Frequency and percentage of each item of coping mechanism scale

n=200

S. No	Statements	Always	Some times	Rarely	Never
1	I neglect the importance of the problem	35 (17.50)	70 (35.00)	53 (26.50)	42 (21.00)
2	I neglect the importance of solution	20 (10.00)	52 (26.00)	51 (25.50)	77 (38.50)
3	I avoid the problem	78 (39.00)	54 (27.00)	34 (17.00)	34 (17.00)
4	I postpone to find solution	37 (18.50)	56 (28.00)	36 (18.00)	71 (35.50)
5	I ask others for help	36 (18.00)	86 (43.00)	44 (22.00)	34 (17.00)
6	I deal with problem by finding alternative solution	80 (40.00)	70 (35.00)	31 (15.50)	19 (9.50)
7	I blame others for the problem#	8 (4.00)	22 (11.00)	50 (25.00)	120 (60.00)
8	I blame existing system for the problem	22 (11.00)	44 (22.00)	47 (23.50)	87 (43.50)
9	I act the opposite of the way I feel	23 (11.50)	52 (26.00)	41 (20.50)	84 (42.00)
10	I set priorities to solve problem	108 (54.00)	54 (27.00)	28 (14.00)	10 (5.00)
11	I take deep breath	27 (13.50)	60 (30.00)	30 (15.00)	83 (41.50)
12	I drink water	180 (90.00)	16 (8.00)	4 (2.00)	0
13	I take rest	103 (51.50)	75 (37.50)	21 (10.50)	1 (0.50)
14	I eat less	82 (41.00)	70 (35.00)	21 (10.50)	27 (13.50)
15	I consume food many times in small quantities	49 (24.50)	63 (31.50)	36 (18.00)	52 (26.00)
16	I consume more food	38 (19.00)	47 (23.50)	36 (18.00)	79 (39.50)
17	I swim	47 (23.50)	18 (9.00)	13 (6.50)	122 (61.00)
18	I walk very fast	104 (52.00)	60 (30.00)	17 (8.50)	19 (9.50)
19	I play indoor game	68 (34.00)	71 (35.50)	25 (12.50)	36 (18.00)
20	I do yoga	21 (10.50)	31 (15.50)	28 (14.00)	120 (60.00)
21	I take sleeping pills#	0 (0)	7 (3.50)	0	193 (96.50)
22	I smoke#	0 (0)	2 (1.00)	2 (1.00)	196 (98.00)
23	I consume alcohol#	0 (0)	5 (2.50)	4 (2.00)	191 (95.50)
24	I sleep many hours	41 (20.50)	68 (34.00)	53 (26.50)	38 (19.00)
25	I listen to music	131 (65.50)	42 (21.00)	18 (9.00)	9 (4.50)
26	I watch TV	70 (35.00)	89 (44.50)	27 (13.50)	14 (7.00)
27	I do drawing	48 (24.00)	73 (36.50)	32 (16.00)	47 (23.50)
28	I dance	30 (15.00)	42 (21.00)	43 (21.50)	85 (42.50)
29	I discuss with friends	95 (47.50)	88 (44.00)	11 (5.50)	6 (3.00)

Table 12. Contd…..

30	I discuss with mother	98 (49.00)	61 (30.50)	27 (13.50)	14 (7.00)
31	I discuss with father	58 (29.00)	82 (42.00)	34 (17.00)	26 (13.00)
32	I discuss with sister	72 (36.00)	63 (31.50)	17 (8.50)	48 (24.00)
33	I discuss with brother	73 (36.50)	75 (37.50)	10 (5.00)	42 (21.00)
34	I discuss with teachers	57 (28.50)	76 (38.00)	50 (25.00)	17 (8.50)
35	I discuss with relatives	33 (16.50)	67 (33.50)	54 (27.00)	46 (23.00)
36	I postpone the work	51 (25.50)	57 (28.50)	36 (18.00)	56 (28.00)
37	I cry	40 (20.00)	55 (27.50)	36 (18.00)	69 (34.50)
38	I try to calm down	150 (75.00)	35 (17.50)	13 (6.50)	2 (1.00)
39	I shout	24 (12.00)	43 (21.50)	36 (18.00)	97 (48.50)
40	I do prayer	116 (58.00)	54 (27.00)	18 (9.00)	12 (6.00)
41	I try to forget the difficulty	117 (58.50)	57 (28.50)	16 (8.00)	10 (5.00)
42	I think about other activity	46 (23.00)	96 (48.00)	35 (17.50)	23 (11.50)
43	I become sad	35 (17.50)	75 (37.50)	45 (22.50)	45 (22.50)
44	I wait until feelings get better	88 (44.00)	64 (32.00)	22 (11.00)	26 (13.00)
45	I try again and again to solve the problem	125 (62.50)	47 (23.50)	19 (9.50)	9 (4.50)
46	I analyze the situation and solve the problem	106 (53)	69 (34.5)	12 (6)	13 (6.5)
47	I withdraw from the problem	23 (11.50)	49 (24.50)	59 (29.50)	69 (34.50)
48	I day dream	37 (18.50)	44 (22.00)	26 (13.00)	93 (46.50)
49	I keep the problem to oneself	70 (35.00)	52 (26.00)	39 (19.50)	39 (13.50)
50	I blame myself	59 (29.50)	56 (28.00)	29 (14.50)	56 (28.00)
51	I take long bath	40 (20.00)	86 (43.00)	24 (12.00)	50 (25.00)
52	I behave as if not having any problem	80 (40.00)	64 (32.00)	23 (11.50)	33 (16.50)
53	I try to get sympathy from others	41 (20.50)	98 (49.00)	21 (10.50)	40 (20.00)
54	I read a book	153 (76.50)	38 (19.00)	4 (2.00)	5 (2.50)
55	I listen to natural sounds (waves, wind, waterfall, stream *etc.*)	109 (54.50)	59 (29.50)	22 (11.00)	10 (5.00)
56	I injure myself (cutting hand, cutting finger, scratching *etc.*)	11 (5.50)	40 (20.00)	22 (11.00)	127 (63.50)
57	I play computer games	47 (23.50)	57 (28.50)	33 (16.50)	63 (31.50)
58	I do not talk	17 (8.50)	54 (27.00)	39 (19.50)	90 (45.00)
59	I talk about cause of the problem	51 (25.50)	101 (50.50)	34 (17.00)	14 (7.00)
60	I talk about ways to solve the problem	80 (40.00)	96 (48.00)	18 (9.00)	6 (3.00)

Table 12. Contd…..

61	I play outdoor games	74 (37.00)	35 (17.50)	26 (13.00)	65 (32.50)
62	I miss classes#	9 (4.50)	52 (26.00)	25 (12.50)	114 (57.00)
63	I spend time with friends	63 (31.50)	76 (38.00)	39 (19.50)	22 (11.00)
64	I create problems in home	19 (9.50)	41 (20.50)	49 (24.50)	91 (45.50)
65	I try to forget the problem by doing other activity	100 (50.00)	67 (33.50)	15 (7.50)	18 (9.00)
66	I drink more tea/coffee	65 (32.50)	40 (20.00)	33 (16.50)	62 (31.00)
67	I think of suicide#	7 (3.50)	15 (7.50)	21 (10.50)	157 (78.50)
68	I take interest in sex#	6 (3.00)	16 (8.00)	21 (10.50)	157 (78.50)
69	I read sex related books#	2 (1.00)	18 (9.00)	20 (10.00)	160 (80.00)
70	I attend parties/functions	53 (26.50)	85 (42.50)	41 (20.50)	21 (10.50)
71	I involve in performing religious activities	73 (36.50)	65 (32.50)	35 (17.50)	27 (13.50)
72	I watch movie	71 (35.50)	104 (52.00)	20 (10.00)	5 (2.50)
73	I fight	33 (16.50)	81 (40.50)	53 (26.50)	33 (16.50)
74	I will not do anything	16 (8.00)	58 (29.00)	38 (19.00)	86 (43.00)
75	I skip meals	37 (18.50)	78 (39.00)	42 (21.00)	43 (21.50)
76	I think help would come from God	82 (41.00)	62 (31.00)	26 (13.00)	30 (15.00)
77	I think about positive aspects of the situation	91 (45.50)	74 (37.00)	18 (9.00)	17 (8.5.00)
78	I think that putting faith in God can only change the circumstances	93 (46.50)	51 (25.50)	41 (20.50)	15 (7.50)
79	I learn new skills to tackle the problem	82 (41.00)	82 (41.00)	20 (10.00)	16 (8.00)
80	I plan to deal with problem	97 (48.50)	79 (39.50)	15 (7.50)	9 (4.50)
81	I visit holy places	86 (43.00)	87 (43.50)	22 (11.00)	5 (2.50)
82	I readjust the style of daily routine	62 (31.00)	74 (37.00)	42 (21.00)	22 (11.00)
83	I engage in humour talk	73 (36.50)	73 (36.50)	32 (16.00)	22 (11.00)
84	I engage in self-talking	30 (15.00)	62 (31.00)	33 (16.50)	75 (37.50)
85	I stay alone	33 (16.50)	58 (29.00)	41 (20.50)	68 (34.00)

: Deleted statement

Table 13. Coefficient of correlation between each item of coping mechanism and the scale

n=200

S. No.	Statements	r
1	I neglect the importance of the problem	0.28**
2	I neglect the importance of solution	0.25**
3	I avoid the problem	0.21**
4	I postpone to find solution	0.26**
5	I ask others for help	0.21**
6	I deal with problem by finding alternative solution	0.33**
8	I blame existing system for the problem	0.31**
9	I act the opposite of the way I feel	0.19**
10	I set priorities to solve problem	0.20**
11	I take deep breath	0.34**
12	I drink water	0.14**
13	I take rest	0.37**
14	I eat less#	-0.16^{NS}
15	I consume food many times in small quantities#	0.10^{NS}
16	I consume more food#	0.13^{NS}
17	I swim#	0.10^{NS}
18	I walk very fast	0.26**
19	I play indoor game	0.31**
20	I do yoga	0.22**
24	I sleep many hours#	0.06^{NS}
25	I listen to music	0.38**
26	I watch TV	0.37**
27	I do drawing	0.35**
28	I dance	0.31**
29	I discuss with friends	0.33**
30	I discuss with mother	0.48**
31	I discuss with father	0.37**
32	I discuss with sister	0.33**
33	I discuss with brother	0.25**
34	I discuss with teachers	0.14**
35	I discuss with relatives	0.41**
36	I postpone the work	0.24**
37	I cry	0.32**
38	I try to calm down	0.22**
39	I shout	0.25**
40	I do prayer	0.22**
41	I try to forget the difficulty	0.31**
42	I think about other activity	0.43**
43	I become sad	0.35**
44	I wait until feelings get better	0.25**
45	I try again and again to solve the problem	0.27**
46	I analyze the situation and solve the problem	0.28**
47	I withdraw from the problem	0.15**
48	I day dream	0.34**

Table 13. Contd…..

49	I keep the problem to oneself	0.19**
50	I blame myself	0.27**
51	I take long bath	0.22**
52	I behave as if not having any problem	0.22**
53	I try to get sympathy from others#	0.08^{NS}
54	I read a book#	0.05^{NS}
55	I listen to natural sounds (waves, wind, waterfall, stream *etc.*)	0.29**
56	I injure myself (cutting hand, cutting finger, scratching *etc.*)	0.14**
57	I play computer games	0.34**
58	I do not talk	0.06^{NS}
59	I talk about cause of the problem	0.36**
60	I talk about ways to solve the problem	0.27**
61	I play outdoor games	0.32**
63	I spend time with friends	0.32**
64	I create problems in home	0.39**
65	I try to forget the problem by doing other activity	0.25**
66	I drink more tea/coffee	0.26**
70	I attend parties/functions	0.49**
71	I involve in performing religious activities	0.48**
72	I watch movie	0.37**
73	I fight	0.36**
74	I will not do anything	0.17**
75	I skip meals#	0.02NS
76	I think help would come from God	0.27**
77	I think about positive aspects of the situation	0.18*
78	I think that putting faith in God can only change the circumstances	0.38**
79	I learn new skills to tackle the problem	0.38**
80	I plan to deal with problem	0.28**
81	I visit holy places	0.40**
82	I readjust the style of daily routine	0.42**
83	I engage in humour talk#	0.10NS
84	I engage in self-talking	0.20**
85	I stay alone#	0.11NS

: Deleted statement
** Significant at 0.01 level
NS-Not significant

Table 14. Criterion-groups t-value of each item of coping mechanism scale

n=200

S. No	Statements	Gp(1) n=54	Gp(2) n=54	Criterion groups (t-value)
1	I neglect the importance of the problem	2.55 (1.11)	1.98 (0.85)	3.00*
2	I neglect the importance of solution	2.16 (1.27)	1.62 (0.73)	2.69*
3	I avoid the problem#	2.92 (1.47)	2.62 (1.21)	1.13NS
4	I postpone to find solution	2.56 (1.28)	1.92 (1.06)	2.94*
5	I ask others for help	2.98 (1.29)	2.37 (1.03)	2.71*
6	I deal with problem by finding alternative solution	3.70 (1.17)	2.66 (1.13)	4.66*
8	I blame existing system for the problem	2.46 (1.29)	1.74 (0.82)	3.44*
9	I act the opposite of the way I feel#	2.35 (1.23)	1.98 (0.99)	1.71NS
10	I set priorities to solve problem	3.74 (0.87)	3.29 (1.25)	2.05*
11	I take deep breath	2.38 (1.36)	1.85 (1.01)	2.31*
12	I drink water	4.48 (0.77)	4.12 (0.80)	2.32*
13	I take rest	3.94 (1.01)	3.14 (0.97)	4.14*
18	I walk very fast	3.96 (1.13)	3.09 (1.23)	3.82*
19	I play indoor game	3.64 (1.27)	2.46 (1.07)	5.21**
20	I do yoga	2.33 (1.50)	1.40 (0.68)	4.11*
25	I listen to music	4.38 (.94)	3.22 (1.16)	5.74**
26	I watch TV	3.81 (1.08)	2.72 (1.12)	5.14**
27	I do drawing	3.16 (1.46)	2.16 (1.02)	4.11*
28	I dance	2.74 (1.34)	1.40 (0.78)	6.27**
29	I discuss with friends	4.18 (0.97)	3.01 (0.94)	0.63
30	I discuss with mother	4.29 (1.00)	2.72 (1.21)	7.32**
31	I discuss with father	3.66 (1.22)	2.46 (0.88)	5.61**

Table 14. Contd…..

32	I discuss with sister	3.68 (1.27)	2.50 (1.14)	5.09**
33	I discuss with brother	3.74 (1.27)	2.55 (1.23)	4.89*
34	I discuss with teachers	3.55 (1.26)	2.88 (1.11)	2.90*
35	I discuss with relatives	3.14 (1.27)	1.88 (0.83)	6.04**
36	I postpone the work	2.77 (1.51)	2.24 (0.90)	2.23*
37	I cry	3.01 (1.17)	1.72 (1.03)	6.08**
38	I try to calm down	4.27 (0.95)	3.81 (0.87)	2.62*
39	I shout	2.33 (1.21)	1.75 (1.04)	2.63*
40	I do prayer	4.22 (1.09)	3.24 (1.28)	4.27*
41	I try to forget the difficulty	3.88 (1.20)	3.24 (1.08)	2.83*
42	I think about other activity	3.33 (1.06)	2.27 (0.84)	5.46**
43	I become sad	2.92 (1.04)	2.11 (1.04)	4.06*
44	I wait until feelings get better	3.81 (1.24)	2.75 (1.18)	4.52*
45	I try again and again to solve the problem	1.14 (0.93)	3.44 (1.05)	3.65*
46	I analyze the situation and solve the problem	3.81 (0.95)	3.22 (1.11)	2.97*
47	I withdraw from the problem #	2.16 (1.32)	1.96 (0.77)	0.97NS
48	I day dream	2.81 (1.54)	1.74 (1.08)	4.18*
49	I keep the problem to oneself #	3.20 (1.40)	2.88 (1.22)	1.24NS
50	I blame myself	2.94 (1.40)	2.38 (1.08)	2.29*
51	I take long bath	2.88 (1.25)	2.25 (1.03)	1.92*
52	I behave as if not having any problem	3.22 (1.28)	2.59 (1.23)	2.59*
53	I try to get sympathy from others	4.31 (0.90)	3.12 (1.02)	6.34**
56	I injure myself (cutting hand, cutting finger, scratching *etc.*) #	1.77 (1.12)	1.61 (0.89)	0.84NS

Table 14. Contd…..

57	I play computer games	3.38 (1.41)	2.01 (1.10)	5.59**
59	I talk about cause of the problem	3.57 (0.88)	2.64 (0.83)	5.29**
60	I talk about ways to solve the problem	3.81 (1.15)	3.25 (1.10)	2.56*
61	I play outdoor games	3.25 (1.50)	2.29 (1.32)	3.52*
63	I spend time with friends	3.51 (1.22)	2.55 (0.86)	4.72*
64	I create problems in home	2.24 (1.19)	1.51 (0.72)	3.60*
65	I try to forget the problem by doing other activity	3.92 (1.25)	2.85 (1.07)	4.78*
66	I drink more tea/coffee	3.38 (1.54)	2.29 (1.34)	3.92*
70	I attend parties/functions	3.74 (1.23)	2.33 (0.82)	
71	I involve in performing religious activities	4.09 (1.01)	2.16 (0.88)	10.51**
72	I watch movie	3.59 (1.05)	2.85 (0.89)	3.92*
73	I fight	2.83 (1.05)	2.12 (0.93)	3.66*
74	I will not do anything	2.38 (1.18)	1.83 (1.02)	2.60*
76	I think help would come from God	3.62 (1.44)	2.59 (1.05)	4.26*
77	I think about positive aspects of the situation	3.83 (1.25)	3.16 (1.11)	2.92*
78	I think that putting faith in God can only change the circumstances	3.94 (1.29)	2.62 (0.80)	6.33**
79	I learn new skills to tackle the problem	3.90 (1.06)	2.81 (1.08)	5.27**
80	I plan to deal with problem	4.05 (0.87)	3.35 (0.95)	3.98*
81	I visit holy places	4.08 (1.03)	2.87 (0.85)	6.39**
82	I readjust the style of daily routine	3.87 (1.15)	2.20 (0.83)	8.62**
84	I engage in self-talking #	2.38 (1.20)	2.00 (1.11)	1.74NS

: Deleted statement
NS – Not significant

Table 15. Frequency and percentage of each item of scholastic difficulty scale

n=200

Sl. No	Statements	Always	Some times	Rarely	Never
1	I do not attend classes#	5 (2.50)	47 (23.50)	49 (24.50)	99 (49.50)
2	I get confusion in writing the answers in examination	60 (30.00)	85 (42.50)	43 (21.50)	12 (6.00)
3	I lack concentration in studies	78 (39.00)	80 (40.00)	24 (12.00)	18 (9.00)
4	I have problem of English language	40 (20.00)	60 (30.00)	58 (29.00)	42 (21.00)
5	I forget what is learnt	76 (38.00)	77 (38.50)	26 (13.00)	21 (10.50)
6	I am not able to byheart the formulae	27 (13.50)	57 (28.50)	66 (33.00)	50 (25.00)
7	I do not study some chapters in each subjects	28 (14.00)	76 (38.00)	48 (24.00)	48 (24.00)
8	I am afraid to get clarifications from friends	13 (6.50)	54 (27.00)	31 (15.50)	102 (51.00)
9	I have to study many chapters in each subjects	136 (68.00)	28 (14.00)	25 (12.50)	11 (5.50)
10	I have difficulty in understanding biology .	45 (22.50)	79 (39.50)	26 (13.00)	50 (250)
11	I have difficulty in understanding maths	43 (21.50)	71 (35.50)	44 (22.00)	42 (21.00)
12	I have difficulty in understanding chemistry	44 (22.00)	84 (42.00)	39 (19.50)	33 (16.50)
13	I have difficulty in understanding physics	47 (23.50)	80 (40.00)	36 (18.00)	37 (18.50)
14	I have difficulty in understanding English subject	27 (13.50)	31 (15.50)	52 (26.00)	90 (45.00)
15	I am not interest in studying biology	24 (12.00)	62 (31.00)	33 (16.50)	81 (40.50)
16	I am not interested in studying physics	13 (6.50)	40 (20.00)	40 (20.00)	107 (53.50)
17	I am not interested in studying chemistry	11 (5.50)	54 (27.00)	44 (22.00)	91 (45.50)
18	I am not interested in studying maths	16 (8.00)	36 (18.00)	42 (21.00)	106 (53.00)
19	I am not interested in studying English subject	13 (6.50)	45 (22.50)	45 (22.50)	97 (48.50)
20	I have fear of examination	71 (35.50)	53 (26.50)	32 (16.00)	44 (22.00)
21	I do not understand whatever is read	42 (21.00)	78 (39.00)	52 (26.00)	28 (14.00)
22	I am attracted towards TV	80 (40.00)	66 (33.00)	25 (12.50)	29 (14.50)
23	I am attracted towards computers	88 (44.00)	41 (20.50)	19 (9.50)	52 (26.00)
24	I spend time with friends	87 (43.50)	52 (26.00)	44 (22.00)	17 (8.50)

Cont…

25	I am not regular in studies	62 (31.00)	63 (31.50)	46 (32.00)	29 (14.50)
26	I think about opposite sex	15 (7.50)	38 (19.00)	41 (20.50)	106 (53.00)
27	I do not understand lecturers	14 (7.00)	83 (41.50)	51 (25.50)	52 (26.00)
28	I have low confidence	38 (19.00)	64 (32.00)	35 (17.50)	63 (31.50)
29	I have not solved earlier papers	49 (24.50)	45 (22.50)	33 (16.50)	71 (35.50)
30	I hesitate to clarify doubts from lecturers	71 (35.50)	55 (27.50)	36 (18.00)	38 (19.00)
31	I read when examination is near	100 (50.00)	30 (15.00)	22 (11.00)	48 (24.00)
32	I have fear of failure	44 (22.00)	49 (24.50)	40 (20.00)	67 (33.50)
33	I require more time to learn subjects	94 (47.00)	63 (31.50)	28 (14.00)	14 (7.00)
34	I am not able to do day-to-day activities of classes	46 (23.00)	77 (38.50)	35 (17.50)	42 (21.00)
35	I do not work hard	37 (18.50)	61 (30.50)	48 (24.00)	54 (27.00)
36	I do not have the ability to study	12 (6.00)	31 (15.50)	20 (10.00)	137 (68.50)
37	I feel bore to attend the classes	11 (5.50)	41 (20.50)	58 (29.00)	90 (45.00)
38	I feel inferior in studies	25 (12.50)	56 (28.00)	40 (20.00)	79 (39.50)
39	I remember of past events	104 (52.00)	54 (27.00)	29 (14.50)	13 (6.50)
40	I am not able to maintain time-table of studies	55 (27.50)	74 (37.00)	39 (19.50)	32 (16.00)
41	I am unable to complete work within time	61 (30.50)	66 (33.00)	48 (24.00)	25 (12.50)
42	I fear of criticisms by teachers	63 (31.50)	61 (30.50)	32 (16.00)	44 (22.00)
43	I hurry in exam	82 (41.00)	75 (37.50)	23 (11.50)	20 (10.00)
44	I do not understand the lessons	16 (8.00)	78 (39.00)	65 (32.50)	41 (20.50)
45	I lack motivation to read.583	33 (16.50)	47 (32.50)	32 (16.00)	88 (44.00)
46	I am not able to take down notes	29 (14.50)	51 (25.50)	51 (25.50)	69 (34.50)
47	I loss interest to study	21 (10.50)	38 (19.00)	30 (15.00)	111 (55.50)

Cont.…

48	I do not know how to read and write for exam	65 (32.50)	37 (18.50)	40 (20.00)	58 (29.00)
49	I am slow in writing	52 (26.00)	45 (22.50)	47 (23.50)	56 (28.00)
50	I have bad handwriting	30 (15.00)	62 (31.00)	18 (9.00)	90 (45.00)
51	I postpone studies	62 (31.00)	59 (29.50)	45 (22.50)	34 (17.00)
52	It is hard for me to sit for studies	27 (13.50)	60 (30.00)	53 (26.50)	60 (30.00)
53	I am not interested to prepare notes	36 (18.00)	48 (24.00)	51 (25.50)	65 (32.50)
54	I am not interested to write important points while reading	27 (13.50)	33 (16.50)	38 (19.00)	102 (51.00)
55	I am not interested in repetition of same chapter for perfection	41 (20.50)	41 (20.50)	43 (21.50)	75 (37.50)
56	I fear of getting less marks in Physics	24 (12.00)	55 (27.50)	26 (13.00)	55 (27.50)
57	I fear of getting less marks in Chemistry	49 (14.50)	70 (35.00)	30 (15.00)	51 (25.50)
58	I fear of getting less marks in Maths	66 (33.00)	42 (21.00)	35 (17.50)	57 (28.50)
59	I fear of getting less marks in Biology	44 (22.00)	51 (25.50)	25 (12.50)	80 (40.00)
60	I fear of getting less marks in English	23 (11.50)	29 (14.50)	31 (15.50)	117 (58.50)
61	I get bored in reading Physics	14 (7.00)	53 (26.50)	45 (22.50)	88 (44.00)
62	I get bored in reading Chemistry	8 (4.00)	58 (29.00)	58 (29.00)	76 (38.00)
63	I get bored in solving problems of Maths	19 (9.50)	43 (21.50)	27 (13.50)	111 (55.50)
64	I get bored in reading Biology	33 (11.50)	47 (23.50)	34 (17.00)	86 (43.00)
65	I get confused in writing answers of Physics	54 (27.00)	66 (33.00)	39 (19.50)	41 (20.50)
66	I get confused in writing answers of Chemistry	52 (26.00)	80 (40.00)	34 (17.00)	34 (17.00)
67	I get confused in solving problems of Maths	67 (33.50)	55 (27.50)	35 (17.50)	43 (21.50)
68	I get confused in writing answers of Biology	37 (13.50)	74 (37.00)	29 (14.50)	60 (30.00)

: Deleted statement

Table 16. Coefficient of correlation between each item of scholastic difficulty and the scale

n=200

Sl. No	Statements	r
2	I get confusion in writing the answers in examination	0.65**
3	I lack concentration in studies	0.73**
4	I have problem of English language	0.46**
5	I forget what is learnt	0.71**
6	I am not able to by heart the formulae	0.61**
7	I do not study some chapters in each subjects	0.61**
8	I am afraid to get clarifications from friends	0.22**
9	I have to study many chapters in each subjects	0.27**
10	I have difficulty in understanding biology.	0.50**
11	I have difficulty in understanding maths	0.61**
12	I have difficulty in understanding chemistry	0.63**
13	I have difficulty in understanding physics	0.58**
14	I have difficulty in understanding English subject	0.39**
15	I am not interest in studying biology	0.38**
16	I am not interested in studying physics	0.50**
17	I am not interested in studying chemistry	0.52**
18	I am not interested in studying maths	0.43**
19	I am not interested in studying English subject	0.45**
20	I have fear of examination	0.65**
21	I do not understand whatever is read	0.70**
22	I am attracted towards TV	0.46**
23	I am attracted towards computers#	0.09NS
24	I spend time with friends	0.35**
25	I am not regular in studies	0.69**
26	I think about opposite sex	0.28**
27	I do not understand lecturers	0.56**
28	I have low confidence	0.68**
29	I have not solved earlier papers	0.50**
30	I hesitate to clarify doubts from lecturers	0.68**
31	I read when examination is near	0.59**
32	I have fear of failure	0.59**
33	I require more time to learn subjects	0.49**
34	I am not able to do day-to-day activities of classes	0.50**
35	I do not work hard	0.67**
36	I do not have the ability to study	0.48**

Cont…

37	I feel bore to attend the classes	0.40**
38	I feel inferior in studies	0.61**
39	I remember of past events	0.33**
40	I am not able to maintain time-table of studies	0.50**
41	I am unable to complete work within time	0.63**
42	I fear of criticisms by teachers	0.53**
43	I hurry in exam	0.40**
44	I do not understand the lessons	0.62**
45	I lack motivation to read	0.35**
46	I am not able to take down notes	0.58**
47	I loss interest to study	0.52**
48	I do not know how to read and write for exam	0.53**
49	I am slow in writing	0.33**
50	I have bad handwriting	0.26**
51	I postpone studies	0.72**
52	It is hard for me to sit for studies	0.70**
53	I am not interested to prepare notes	0.46**
54	I am not interested to write important points while reading	0.59**
55	I am not interested in repetition of same chapter for perfection	0.59**
56	I fear of getting less marks in Physics	0.59**
57	I fear of getting less marks in Chemistry	0.61**
58	I fear of getting less marks in Maths	0.59**
59	I fear of getting less marks in Biology	0.58**
60	I fear of getting less marks in English	0.40**
61	I get bored in reading Physics	0.59**
62	I get bored in reading Chemistry	0.62**
63	I get bored in solving problems of Maths	0.53**
64	I get bored in reading Biology	0.58**
65	I get confused in writing answers of Physics	0.62**
66	I get confused in writing answers of Chemistry	0.63**
67	I get confused in solving problems of Maths	0.56**
68	I get confused in writing answers of Biology	0.57**

: Deleted statement
NS – Not significant
** Significant at 0.01 level

The coefficient of the item number 23 was 0.90. This value was not significant even at 0.05 level of significance. Therefore out of 67 items, 66 items were retained for criterion groups t-test analysis.

Selection of item by criterion groups t-test analysis

The results of Table - 17 explicated criterion groups t-value. The results of Table-17 established that t-value of each statement was between 2.32 and 15.72 and was significant at least at 0.05 level. Therefore all 66 items were included in scholastic difficulty scale.

4.1.4 Development of anxiety scale

- Selection of item by percentage
- Selection of item by coefficient of correlation
- Selection of item by criterion groups t-value

Selection of item by percentage

The results of Table - 18 manifested frequency and percentage of the students for the alternative answers of each item. There were 4 alternative answers such as always, sometime, rarely and never to each item. Each student had answered each item by selecting one of the alternative answers. A total of 200 students (108 male and 92 female) had answered each item. The frequency and percentage of responses for each alternative of each item were calculated (Table - 18). Among 63 items, item number 11, 54 and 55 were deleted as their percentage value was 3.50, 0.50 and 4.50 respectively. Out of 63 items, 60 items had 5 or above percentage for the 'always' alternative answer. Therefore, 60 items were selected for coefficient of correlation analysis.

Selection of item by coefficient of correlation

The results of Table - 19 demonstrated coefficient of correlation of each item with the scale. The results of Table - 19 endorsed that the coefficient of correlation of each item was between 0.21 and 0.64. Each was significant at least at 0.05 level. Therefore all the 60 items were retained for criterion groups t-test analysis.

Selection of item by criterion-groups t-test analysis

The results of Table - 20 projected criterion groups t-values. The results of Table - 20 established that t-value of each statement was between 3.66 and 17.74 and each item was significant at least at 0.05 level. Therefore all the 60 items were included in anxiety scale.

4.1.5 Development of Depression scale

- Selection of item by percentage
- Selection of item by coefficient of correlation
- Selection of item by criterion groups t-value

Selection of item by percentage

The results of Table - 21 pointed out frequency and percentage of the students for the alternative answers of each item. There were 4 alternative answers such as always, sometime, rarely and never to each item. Each student had answered each item by selecting one of the alternative answers. A total of 200 students (108 male and 92 female) had answered each item. The frequency and percentage of responses for each alternative of each item were calculated (Table - 21). Among 40 items, item number 7, 11, 19, 32 and 36 items were deleted as their percentage value was 1.50, 1.00, 4.50, 2.50 and 3.00 respectively. So out of 40 items, 35 items had 5 percentage 5 or above for the 'always' alternative answer. Therefore 35 items were selected for coefficient of correlation analysis.

Selection of item by coefficient of correlation

The results of Table - 22 demonstrated coefficient correlation of each item with the scale. Among 35 items, 34 items were significant with total score of the scale. The coefficient of correlation of the item number 25 was 0.02. This value was not significant even at 0.05 level of significance.

Table 17. Criterion-groups t-value of each item of scholastic difficulty

n=200

Sl. No.	Statements	Gp(1) n=54	Gp(2) n=54	Criterion groups (t-value)
2	I get confusion in writing the answers in examination	3.90 (0.85)	2.28 (0.74)	10.6**
3	I lack concentration in studies	4.24 (0.64)	2.28 (0.81)	13.95**
4	I have problem of English language	3.22 (0.95)	2.02 (0.74)	7.04**
5	I forget what is learnt	4.00 (0.80)	2.09 (0.93)	11.4**
6	I am not able to byheart the formulae	2.98 (0.79)	1.53 (0.60)	10.6**
7	I do not study some chapters in each subjects	3.24 (1.00)	1.59 (0.74)	9.69**
8	I am afraid to get clarifications from friends	2.03 (1.00)	1.59 (0.98)	2.32*
9	I have to study many chapters in each subjects	3.94 (0.95)	3.37 (1.30)	2.6*
10	I have difficulty in understanding biology	3.16 (1.14)	1.83 (1.07)	6.23**
11	I have difficulty in understanding maths	3.59 (0.96)	1.70 (0.76)	11.27**
12	I have difficulty in understanding chemistry	3.44 (0.92)	1.79 (0.87)	9.5**
13	I have difficulty in understanding physics	3.40 (1.00)	1.90 (0.87)	8.29**
14	I have difficulty in understanding English subject	2.51 (1.12)	1.53 (0.92)	4.9*
15	I am not interest in studying biology	2.51 (1.17)	1.57 (0.74)	4.98*
16	I am not interested in studying physics	2.46 (1.12)	1.29 (0.57)	6.78**
17	I am not interested in studying chemistry	2.51 (1.04)	1.35 (0.64)	6.98**
18	I am not interested in studying maths	2.38 (1.21)	1.22 (0.46)	6.5**
19	I am not interested in studying English subject	2.42 (1.14)	1.31 (0.488)	6.61**
20	I have fear of examination	3.78 (1.08)	1.68 (0.88)	11.05**
21	I do not understand whatever is read	3.70 (0.81)	1.82 (0.88)	10.19**
22	I am attracted towards TV	3.72 (1.18)	2.29 (1.25)	6.06**
24	I spend time with friends	3.68 (0.84)	2.61 (1.03)	5.62**

Table 17. Contd…..

25	I am not regular in studies	3.92 (0.88)	1.77 (0.74)	13.63**
26	I think about opposite sex	2.40 (1.07)	1.48 (0.79)	5.09**
27	I do not understand lecturers	2.75 (0.80)	1.55 (0.63)	7.87**
28	I have low confidence	3.40 (0.96)	1.18 (0.38)	15.72**
29	I have not solved earlier papers	3.27 (1.41)	1.64 (0.88)	7.13**
30	I hesitate to clarify doubts from lecturers	3.85 (0.81)	1.64 (0.78)	14.38**
31	I read when examination is near	4.00 (0.81)	1.87 (1.21)	10.31**
32	I have fear of failure	3.50 (0.90)	1.58 (1.12)	9.70**
33	I require more time to learn subjects	4.27 (.81)	2.81 (1.27)	7.11**
34	I am not able to do day-to-day activities of classes	3.57 (1.08)	2.03 (1.02)	7.53**
35	I do not work hard	3.40 (0.98)	1.58 (0.76)	10.71**
36	I do not have the ability to study	2.29 (1.12)	1.03 (0.19)	8.09**
37	I feel bore to attend the classes	2.22 (1.00)	1.18 (0.80)	4.64*
38	I feel inferior in studies	3.33 (0.86)	1.44 (0.74)	12.13**
39	I remember of past events	3.94 (0.87)	3.01 (1.38)	4.16*
40	I am not able to maintain time-table of studies	3.70 (1.20)	2.03 (0.80)	8.45**
41	I am unable to complete work within time	3.75 (0.98)	2.05 (0.89)	9.36**
42	I fear of criticisms by teachers	3.81 (1.04)	1.88 (0.98)	9.84**
43	I hurry in exam .	3.77 (1.00)	2.70 (1.14)	5.19**
44	I do not understand the lessons	3.00 (.75)	1.75 (0.79)	8.30**
45	I lack motivation to read.583	2.83 (1.28)	1.40 (0.87)	6.72**
46	I am not able to take down notes	2.96 (1.22)	1.51 (0.60)	7.75**
47	I loss interest to study	2.98 (1.12)	1.14 (0.49)	10.98**
48	I do not know how to read and write for exam	3.57 (1.12)	1.50 (0.74)	11.38**

Table 17. Contd….

49	I am slow in writing	3.14 (1.44)	1.94 (0.85)	5.26**
50	I have bad handwriting	2.70 (1.46)	1.68 (0.96)	4.26*
51	I postpone studies	3.92 (0.74)	1.68 (0.79)	15.06**
52	It is hard for me to sit for studies	3.5 (1.00)	1.37 (0.55)	13.60**
53	I am not interested to prepare notes	2.85 (1.01)	1.68 (0.92)	6.22**
54	I am not interested to write important points while reading	2.92 (1.37)	1.24 (0.51)	8.45**
55	I am not interested in repetition of same chapter for perfection	3.35 (1.21)	1.46 (0.63)	10.11**
56	I fear of getting less marks in Physics	3.55 (1.05)	1.61 (0.85)	10.49**
57	I fear of getting less marks in Chemistry	3.37 (0.83)	1.50 (0.81)	11.78**
58	I fear of getting less marks in Maths	3.64 (1.10)	1.66 (0.86)	10.37**
59	I fear of getting less marks in Biology	3.16 (1.22)	1.44 (0.81)	8.5**
60	I fear of getting less marks in English	2.27 (1.20)	1.22 (0.53)	5.88**
61	I get bored in reading Physics	2.87 (0.89)	1.24 (0.54)	11.45**
62	I get bored in reading chemistry	0.87 (0.89)	1.24 (0.54)	11.45**
63	I get bored in solving problems of Maths	2.74 (0.97)	1.24 (0.54)	9.86**
64	I get bored in reading Biology	2.96 (1.30)	1.40 (0.63)	7.90**
65	I get confused in writing answers of Physics	3.53 (1.02)	1.79 (0.83)	9.69**
66	I get confused in writing answers of Chemistry	3.68 (0.84)	1.87 (0.86)	10.01**
67	I get confused in solving problems of Maths	3.68 (0.96)	2.00 (1.00)	8.85**
68	I get confused in writing answers of Biology	3.40 (1.14)	1.74 (0.93)	8.30**

Table 18. Frequency and percentage of each item of anxiety scale

n=200

Sl. No.	Statements	Always	Some times	Rarely	Never
AC1	I have the thoughts of being scared	65 (37.50)	72 (36.00)	35 (17.50)	28 (14.00)
AC 2	I get the thoughts of wild animals	27 (13.50)	71 (35.50)	35 (17.50)	67 (33.50)
AC 3	I think that I am inferior	40 (20.00)	47 (32.50)	30 (15.00)	83 (41.50)
AC 4	I think that I am incompetent	38 (19.00)	63 (31.50)	24 (12.00)	75 (37.50)
AC 5	I find it difficult to control excessive worry	76 (38.00)	68 (34.00)	29 (14.50)	27 (13.50)
AC 6	I experience blankness of mind	41 (20.50)	62 (31.00)	31 (15.50)	66 (33.00)
AC 7	I forget even simple things easily	85 (42.50)	43 (21.50)	36 (18.00)	36 (18.00)
AC 8	I get thoughts of bodily injury	19 (9.50)	47 (23.50)	41 (20.50)	93 (46.50)
AC 9	I think that I will die shortly	25 (12.50)	37 (18.50)	22 (11.00)	116 (58.00)
AC 10	I think of becoming mad	10 (5.00)	34 (17.00)	28 (14.00)	128 (64.00)
AC 11	I think that somebody will poison me#	7 (3.50)	8 (4.00)	8 (4.00)	177 (88.50)
AC 12	I get thoughts of being hurt	29 (14.50)	61 (30.50)	39 (19.50)	71 (35.50)
AC 13	I have thoughts of danger	30 (15.00)	49 (24.50)	44 (22.00)	77 (38.50)
AC 14	I find difficult in concentrating	88 (44.00)	62 (31.00)	25 (12.50)	25 (12.50)
AC 15	I find difficult to control anger	67 (33.50)	55 (27.50)	43 (21.50)	37 (18.50)
AC 16	I experience lack of confidence	58 (29.00)	59 (29.50)	26 (13.00)	57 (28.50)
AC 17	I think too much about comments	77 (38.50)	60 (30.00)	27 (13.50)	36 (18.00)
AC 18	I have fear of failure	65 (32.50)	57 (28.50)	36 (12.00)	42 (17.50)
AC 19	I have fear of humiliation	52 (26.00)	32 (16.00)	31 (15.50)	85 (42.50)
AC 20	I have fear of disapproval	39 (19.50)	58 (29.00)	35 (17.50)	68 (34.00)
AB-21	I avoid to face problems	45 (22.50)	64 (32.00)	32 (16.00)	59 (29.50)
AB-22	I cry under tension	67 (33.50)	55 (27.50)	38 (19.00)	40 (20.00)

Contd….

AB-23	I bite nails	55 (27.50)	43 (21.50)	23 (11.50)	79 (39.50)
AB-24	I close eyes to avoid seeing a dangerous scene	65 (32.50)	51 (25.50)	36 (18.00)	48 (24.00)
AB-25	I stammer when talking with teachers	51 (25.50)	67 (33.50)	32 (16.00)	50 (25.00)
AB-26	My lips tremble when talking with elderly persons	36 (18.00)	52 (26.00)	33 (16.50)	79 (39.50)
AB-27	I swallow the words while talking with others	38 (19.00)	46 (23.00)	28 (14.00)	88 (44.00)
AB-28	I am not able to walk as usual when there are students of opposite sex	52 (26.00)	45 (22.50)	27 (13.50)	76 (38.00)
AB-29	I cannot control sudden movement of a part of my body	17 (8.50)	64 (32.00)	33 (16.50)	76 (38.00)
AB-30	I keep objects in my mouth	35 (17.50)	40 (20.00)	29 (14.50)	96 (48.00)
AB-31	I get angry easily	59 (29.50)	52 (26.00)	47 (23.50)	42 (21.00)
AB-32	I want company of someone	84 (42.00)	43 (21.50)	26 (13.00)	47 (32.50)
AB-33	My voice will be trembling while talking	26 (13.00)	49 (24.50)	24 (12.00)	101 (50.50)
AB-34	I scream if anything goes against my expectation	44 (22.00)	53 (26.50)	41 (20.50)	62 (31.00)
AB-35	I pronounce some words repeatedly unknowingly	24 (12.00)	68 (34.00)	43 (21.50)	65 (32.50)
AB-36	I cannot sit comfortably in one place	71 (35.50)	59 (29.50)	32 (16.00)	38 (19.00)
AB-37	I am not able to walk in a relaxed posture	40 (20.00)	64 (32.00)	33 (16.50)	63 (31.50)
AB-38	I feel restless	54 (27.00)	68 (34.00)	46 (23.00)	32 (16.00)
AB-39	I do not tolerate disturbance	67 (33.50)	69 (34.50)	25 (12.50)	39 (19.50)
AB-40	I get nervous in talking with people	26 (13.00)	68 (34.00)	35 (17.50)	71 (35.50)
AB-41	I shake one or the other part of my body unknowingly	54 (27.00)	42 (21.00)	25 (12.50)	79 (39.50)
AB-42	I get upset easily	51 (25.50)	75 (37.50)	40 (20.00)	34 (17.00)
AP-43	I hesitate to speak	30 (15.00)	92 (46.00)	25 (12.50)	53 (26.50)
AP-44	I experience increased heartbeats before examination	118 (59.00)	43 (21.50)	24 (17.00)	15 (7.50)

Contd…

AP-45	I get tired easily	65 (32.50)	69 (34.50)	27 (13.50)	39 (19.50)
AP-46	If I walk a short my respiration increases	32 (16.00)	44 (22.00)	34 (17.00)	90 (45.00)
AP-47	I experience vomiting sensation when I think about my problem	29 (14.50)	39 (19.50)	15 (7.50)	117 (58.50)
AP-48	My stomach will be upset during examination period	28 (14.00)	28 (14.00)	32 (16.00)	112 (56.00)
AP-49	My vision will be blurred when I look down from the top of building	24 (12.00)	38 (19.00)	26 (13.00)	112 (56.00)
AP-50	I experience dryness in mouth when talking with others	27 (13.50)	43 (21.50)	31 (15.50)	99 (49.50)
AP-51	I feel muscle tension in doing important work	28 (14.00)	58 (29.00)	44 (22.00)	70 (35.00)
AP-52	I experience sudden heart trembling	38 (19.00)	55 (27.50)	32 (16.00)	75 (37.50)
AP-53	I sweat when I meet teachers	47 (23.50)	51 (25.50)	31 (15.50)	71 (35.50)
AP-54	I experience vomiting sensation during examination period#	1 (0.50)	21 (10.50)	10 (5.00)	168 (84.00)
AP-55	I experience no sensation of some parts of body#	9 (4.50)	30 (15.00)	31 (15.50)	130 (65.00)
AP-56	I start sweating if I have to explain my problem	32 (16.00)	45 (22.50)	31 (15.50)	92 (46.00)
AP-57	I feel breathlessness if I remember past event	42 (21.00)	50 (25.00)	41 (20.50)	67 (33.50)
AP-58	I experience headaches during examination days	39 (19.50)	35 (17.50)	32 (16.00)	94 (47.00)
AP-59	I experience breathing problem	26 (13.00)	34 (17.00)	23 (11.50)	117 (58.50)
AP-60	I feel as if everything is turning round and that I may fall	21 (10.50)	52 (26.00)	35 (17.50)	92 (46.00)
AP-61	Unknowingly some drops of urination release in me	2 (1.00)	22 (11.00)	31 (15.50)	145 (72.50)
AP-62	I experience chest pain	16 (8.00)	59 (29.50)	30 (15.00)	95 (47.50)
AP-63	My head becomes heavy	27 (13.50)	71 (35.50)	33 (16.50)	69 (34.50)

: Deleted statement
AC: Anxiety measured by cognitive dimension
AB: Anxiety measured by behvioural dimension
AP: Anxiety measured by physiological dimension

Table 19. Coefficient of correlation between each item of anxiety and its component and the scale

N=200

Sl. No.	Statements	Component (r)	Total (r)
AC1	I have the thoughts of being scared	0.60**	0.62**
AC 2	I get the thoughts of wild animals	0.36**	0.35**
AC 3	I think that I am inferior	0.64**	0.58**
AC 4	I think that I am incompetent	0.77**	0.63**
AC 5	I find it difficult to control excessive worry	0.56**	0.56**
AC 6	I experience blankness of mind	0.63**	0.56**
AC 7	I forget even simple things easily	0.35**	0.21**
AC 8	I get thoughts of bodily injury	0.46**	0.44**
AC 9	I think that I will die shortly	0.56**	0.55**
AC 10	I think of becoming mad	0.53**	0.49**
AC 12	I get thoughts of being hurt	0.59**	0.50**
AC 13	I have thoughts of danger	0.59**	0.59**
AC 14	I find difficult in concentrating	0.58**	0.49**
AC 15	I find difficult to control anger	0.41**	0.39**
AC 16	I experience lack of confidence	0.62**	0.50**
AC 17	I think too much about comments	0.53**	0.45**
AC 18	I have fear of failure	0.71**	0.57**
AC 19	I have fear of humiliation	0.79**	0.64**
AC 20	I have fear of disapproval	0.68**	0.64**
AB-21	I avoid to face problems	0.48**	0.42**
AB-22	I cry under tension	0.52**	0.54**
AB-23	I bite nails	0.43**	0.38**
AB-24	I close eyes to avoid seeing a dangerous scene	0.27**	0.23**
AB-25	I stammer when talking with teachers	0.49**	0.42**
AB-26	My lips tremble when talking with elderly persons	0.63**	0.54**
AB-27	I swallow the words while talking with others	0.51**	0.53**
AB-28	I am not able to walk as usual when there are students of opposite sex	0.56**	0.48**
AB-29	I cannot control sudden movement of a part of my body	0.45**	0.37**
AB-30	I keep objects in my mouth	0.50**	0.44**
AB-31	I get angry easily	0.37**	0.30**
AB-32	I want company of someone	0.51**	0.48**
AB-33	My voice will be trembling while talking	0.58**	0.53**

Contd….

AB-34	I scream if anything goes against my expectation	0.42**	0.44**
AB-35	I pronounce some words repeatedly unknowingly	0.36**	0.35**
AB-36	I cannot sit comfortably in one place	0.48**	0.42**
AB-37	I am not able to walk in a relaxed posture	0.55**	0.52**
AB-38	I feel restless	0.49**	0.56**
AB-39	I do not tolerate disturbance	0.40**	0.29**
AB-40	I get nervous in talking with people	0.62**	0.56**
AB-41	I shake one or the other part of my body unknowingly	0.38**	0.25**
AB-42	I get upset easily	0.59**	0.54**
AP-43	I hesitate to speak	0.65**	0.60**
AP-44	I experience increased heartbeats before examination	0.56**	0.56**
AP-45	I get tired easily	0.63**	0.62**
AP-46	If I walk a short my respiration increases	0.58**	0.49**
AP-47	I experience vomiting sensation when I think about my problem	0.66**	0.59**
AP-48	My stomach will be upset during examination period	0.52**	0.48**
AP-49	My vision will be blurred when I look down from the top of building	0.59**	0.58**
AP-50	I experience dryness in mouth when talking with others	0.58**	0.55**
AP-51	I feel muscle tension in doing important work	0.41**	0.42**
AP-52	I experience sudden heart trembling	0.59**	0.52**
AP-53	I sweat when I meet teachers	0.49**	0.51**
AP-56	I start sweating if I have to explain my problem	0.52**	0.53**
AP-57	I feel breathlessness if I remember past event	0.66**	0.64**
AP-58	I experience headaches during examination days	0.59**	0.50**
AP-59	I experience breathing problem	0.54**	0.47**
AP-60	I feel as if everything is turning round and that I may fall	0.52**	0.53**
AP-61	Unknowingly some drops of urination release in me	0.35**	0.32**
AP-62	I experience chest pain	0.53**	0.49**
AP-63	My head becomes heavy	0.55**	0.48**

** Significant at 0.01 level
AC: Anxiety measured by cognitive dimension
AB: Anxiety measured by behvioural dimension
AP: Anxiety measured by physiological dimension

Table 20. Criterion groups t-value of each item of anxiety

n=200

Sl. No.	Statements	Gp(1) n=54	Gp(2) n=54	Criterion groups (t-value)
AC-1	I have the thoughts of being scared	3.90 (1.03)	2.20 (0.99)	8.71**
AC-2	I get the thoughts of wild animals	2.94 (1.07)	1.90 (0.97)	5.25**
AC-3	I think that I am inferior	3.46 (1.36)	1.37 (0.62)	10.21**
AC-4	I think that I am incompetent	3.55 (1.00)	1.31 (0.66)	13.66**
AC-5	I find it difficult to control excessive worry	3.81 (0.99)	2.12 (1.09)	8.36**
AC-6	I experience blankness of mind	3.48 (1.04)	1.42 (0.71)	11.95**
AC-7	I forget even simple things easily	3.82 (1.06)	2.48 (1.25)	6.45**
AC-8	I get thoughts of bodily injury	2.75 (1.14)	1.33 (0.70)	7.79**
AC-9	I think that I will die shortly	2.77 (1.17)	1.22 (0.57)	8.74**
AC-10	I think of becoming mad	2.22 (1.12)	1.11 (0.31)	6.97**
AC-12	I get thoughts of being hurt	2.85 (1.32)	1.37 (0.62)	7.44**
AC-13	I have thoughts of danger	2.90 (1.21)	1.38 (0.73)	7.84**
AC-14	I find difficult in concentrating	4.12 (.99)	2.29 (0.96)	8.74**
AC-15	I find difficult to control anger	3.61 (1.07)	2.03 (1.04)	7.72**
AC-16	I experience lack of confidence	3.68 (1.06)	1.62 (0.78)	11.45**
AC-17	I think too much about comments	3.88 (1.05)	2.18 (1.08)	8.26**
AC-18	I have fear of failure	4.07 (0.90)	1.62 (0.80)	14.77**
AC-19	I have fear of humiliation	3.88 (0.96)	1.22 (0.53)	17.74**
AC-20	I have fear of disapproval	3.46 (0.98)	1.38 (0.65)	12.87**
AB-21	I avoid to face problems	3.24 (1.13)	1.68 (1.04)	7.42**
AB-22	I cry under tension	3.57 (1.20)	1.92 (1.27)	6.90**

Contd…

AB-23	I bite nails	3.37 (1.56)	1.63 (1.19)	5.72**
AB-24	I close eyes to avoid seeing a dangerous scene	3.38 (1.43)	2.38 (1.40)	3.66*
AB-25	I stammer when talking with teachers	3.53 (1.22)	1.90 (1.03)	7.47**
AB-26	My lips tremble when talking with elderly persons	3.29 (1.36)	1.14 (0.45)	10.95**
AB-27	I swallow the words while talking with others	3.12 (1.42)	1.51 (0.88)	7.04**
AB-28	I am not able to walk as usual when there are students of opposite sex	3.69 (1.30)	1.40 (0.81)	10.91**
AB-29	I cannot control sudden movement of a part of my body	2.96 (1.22)	1.51 (0.92)	6.90**
AB-30	I keep objects in my mouth	2.79 (1.29)	1.22 (0.71)	7.81**
AB-31	I get angry easily	3.37 (1.35)	2.09 (1.13)	5.32**
AB-32	I want company of someone	3.90 (1.37)	2.01 (1.18)	7.62**
AB-33	My voice will be trembling while talking	3.09 (1.20)	1.40 (0.98)	7.98**
AB-34	I scream if anything goes against my expectation	3.20 (1.21)	1.94 (1.12)	5.58**
AB-35	I pronounce some words repeatedly unknowingly	2.72 (1.23)	1.70 (0.90)	4.88*
AB-36	I cannot sit comfortably in one place	3.90 (1.20)	2.11 (1.02)	8.36**
AB-37	I am not able to walk in a relaxed posture	3.44 (1.12)	1.62 (0.99)	8.86**
AB-38	I feel restless	3.55 (1.16)	2.00 (0.87)	7.55**
AB-39	I do not tolerate disturbance	3.72 (1.10)	2.38 (1.26)	5.83**
AB-40	I get nervous in talking with people	3.16 (1.07)	1.33 (0.61)	10.86**
AB-41	I shake one or the other part of my body unknowingly	3.01 (1.57)	1.85 (1.23)	4.28*
AB-42	I get upset easily	3.62 (1.03)	1.94 (0.91)	8.95**

Contd…

AB-43	I hesitate to speak	3.46 (1.12)	1.59 (0.81)	9.88**
AP-44	I experience increased heartbeats before examination	4.40 (0.83)	2.72 (1.30)	7.97**
AP-45	I get tired easily	3.94 (0.78)	1.81 (1.10)	11.56**
AP-46	If I walk a short my respiration increases	2.90 (1.40)	1.27 (0.65)	7.72**
AP-47	I experience vomiting sensation when I think about my problem	3.20 (1.30)	1.11 (0.46)	11.08**
AP-48	My stomach will be upset during examination period	2.90 (1.32)	1.09 (0.35)	9.75**
AP-49	My vision will be blurred when I look down from the top of building	3.05 (1.30)	1.05 (0.23)	11.05**
AP-50	I experience dryness in mouth when talking with others	2.77 (1.35)	1.20 (0.49)	8.02**
AP-51	I feel muscle tension in doing important work	2.96 (1.33)	1.46 (0.81)	7.05**
AP-52	I experience sudden heart trembling	3.29 (1.34)	1.40 (0.71)	9.13**
AP-53	I sweat when I meet teachers	3.35 (1.38)	1.59 (0.81)	8.03**
AP-56	I start sweating if I have to explain my problem	3.14 (1.45)	1.35 (0.87)	7.76**
AP-57	I feel breathlessness if I remember past event	3.51 (1.14)	1.35 (0.61)	12.23**
AP-58	I experience headaches during examination days	3.16 (1.43)	1.31 (0.63)	8.65**
AP-59	I experience breathing problem	2.81 (1.42)	1.07 (0.26)	8.80**
AP-60	I feel as if everything is turning round and that I may fall	2.83 (1.32)	1.25 (0.55)	8.03**
AP-61	Unknowingly some drops of urination release in me	1.72 (1.07)	1.03 (0.19)	4.62**
AP-62	I experience chest pain	2.55 (1.34)	1.18 (0.43)	7.13**
AP-63	My head becomes heavy	3.07 (1.16)	1.62 (0.80)	7.49**

AC: Anxiety measured by cognitive dimension
AB: Anxiety measured by behvioural dimension
AP: Anxiety measured by physiological dimension

Table 21. Frequency and percentage of each item of depression scale

n=200

S. No.	Statements	Always	Some times	Rarely	Never
DB-1	I am not interested in speaking with others	21 (10.50)	51 (25.50)	58 (29.00)	70 (35.00)
DE-2	I feel sad	52 (26.00)	81 (40.50)	45 (22.50)	22 (11.00)
DS-3	I suffer from the problem of sleep	35 (17.50)	48 (24.00)	38 (19.00)	79 (39.50)
DC-4	I think negatively about myself	57 (23.50)	53 (26.50)	30 (15.00)	60 (30.00)
DB-5	I like to be alone .	48 (24.00)	57 (28.50)	28 (14.00)	67 (33.50)
DE-6	I feel guilty	29 (14.50)	29 (14.50)	39 (19.50)	103 (51.50)
DS-7	I have indigestion problem #	3 (1.50)	35 (17.50)	34 (17.00)	128 (64.00)
DC-8	I think that every body is against me	15 (7.50)	38 (19.00)	28 (14.00)	119 (59.50)
DB-9	I do not want to be with friends	15 (7.50)	32 (16.00)	32 (16.00)	121 (60.50)
DE-10	I fear about future life	82 (41.00)	44 (22.00)	35 (17.50)	39 (19.50)
DS-11	I suffer from constipation #	2 (1.00)	8 (4.00)	17 (8.50)	173 (86.50)
DC-12	I have no hopes of future life	16 (8.00)	27 (13.50)	36 (18.00)	121 (60.50)
DB-13	I do not like smiling	19 (9.50)	37 (18.50)	44 (22.00)	100 (50.00)
DE-14	I get angry about myself	44 (22.00)	75 (37.50)	31 (15.50)	50 (25.00)
DS-15	I suffer from headache	40 (20.00)	52 (26.00)	36 (18.00)	72 (36.00)
DC-16	I am responsible for my failure	124 (62.00)	44 (22.00)	14 (7.00)	18 (9.00)
DB-17	I speak slowly	47 (23.50)	55 (27.50)	33 (16.50)	65 (32.50)
DE-18	I feel unhappy	39 (19.50)	65 (32.50)	45 (22.50)	51 (25.50)
DS-19	I experience stomach ache #	9 (4.50)	46 (23.00)	55 (27.50)	90 (45.00)
DC-20	I am not interested in making friends	14 (7.00)	28 (14.00)	27 (13.50)	131 (65.50)
DB-21	I like to eat alone	14 (7.00)	26 (13.00)	18 (9.00)	142 (71.00)
DE-22	My future life depends on luck	47 (23.50)	55 (27.50)	29 (14.50)	69 (34.50)

Contd…

DS-23	I eat again and again	38 (19.00)	51 (25.50)	31 (15.50)	80 (40.00)
DC-24	I do not have potentiality to do anything	11 (5.50)	62 (31.00)	49 (24.50)	78 (39.00)
DB-25	I do not trouble others	82 (41.00)	23 (11.50)	19 (9.50)	76 (38.00)
DE-26	I get upset easily	54 (27.00)	68 (34.00)	26 (13.00)	52 (26.00)
DS-27	I do not experience hunger	31 (15.50)	80 (40.00)	38 (19.00)	51 (25.50)
DC-28	I can not take any decision	40 (20.00)	71 (35.50)	46 (23.00)	43 (21.50)
DB-29	I am not interested in dressing	34 (17.00)	46 (23.00)	49 (24.50)	71 (35.50)
DE-30	I am moody	67 (33.50)	66 (33.00)	31 (15.50)	36 (18.00)
DS-31	I do not have strength to do anything	11 (5.50)	45 (22.50)	34 (17.00)	110 (55.00)
DC-32	I think to commit suicide#	5 (2.50)	19 (9.50)	23 (11.50)	153 (76.50)
DB-33	I cry easily	54 (27.00)	51 (25.50)	33 (16.50)	62 (31.00)
DE-34	I am in helpless state	27 (13.50)	52 (26.00)	40 (20.00)	81 (40.50)
DS-35	I suffer from body pain	22 (11.00)	51 (25.50)	28 (14.00)	99 (49.50)
DC-36	I think of leaving home#	6 (3.00)	20 (10.00)	18 (9.00)	156 (78.00)
DB-37	I postpone my work	64 (32.00)	57 (28.50)	30 (15.00)	49 (24.50)
DE-38	I am worthless person	24 (12.00)	31 (15.50)	21 (10.50)	124 (62.00)
DS-39	I do not have definite plan of eating and sleeping	53 (26.50)	27 (13.50)	44 (22.00)	76 (38.00)
DC-40	I can't solve problems	33 (16.50)	80 (40.00)	49 (24.50)	38 (19.00)

Note:

: Deleted statements
DB – Depression measured by behaviour dimension
DE – Depression measured by emotional dimension
DS – Depression measured by somatic dimension
DC – Depression measured by cognitive dimension

Table 22. Coefficient of correlation between each item of depression and its component and the scale

N=200

S. No.	Statements	Component (r)	Overall scale (r)
1	I am not interested in speaking with others	0.59**	0.45**
2	I feel sad	0.62**	0.48**
3	I suffer from the problem of sleep	0.55**	0.49**
4	I think negatively about myself	0.69**	0.68**
5	I like to be alone	0.60**	0.47**
6	I feel guilty	0.62**	0.57**
8	I think that every body is against me	0.55**	0.62**
9	I do not want to be with friends	0.57**	0.46**
10	I fear about future life	0.71**	0.69**
12	I have no hopes of future life	0.45**	0.30**
13	I do not like smiling	0.44**	0.25**
14	I get angry about myself	0.63**	0.48**
15	I suffer from headache	0.61**	0.41**
16	I am responsible for my failure	0.28**	0.18**
17	I speak slowly	0.58**	0.32**
18	I feel unhappy	0.66**	0.61**
20	I am not interested in making friends	0.51**	0.52**
21	I like to eat alone	0.39**	0.38**
22	My future life depends on luck	0.43**	0.36**
23	I eat again and again	0.39**	0.29**
24	I do not have potentiality to do anything	0.70**	0.57**
25	I do not trouble others#	0.28**	0.02NS
26	I get upset easily	0.62**	0.55**
27	I do not experience hunger	0.28**	0.28**
28	I can not take any decision	0.61**	0.48**
29	I am not interested in dressing	0.45**	0.41**
30	I am moody	0.25**	0.19**
31	I do not have strength to do anything	0.41**	0.46**
33	I cry easily	0.49**	0.53**
34	I am in helpless state	0.65**	0.63**
35	I suffer from body pain	0.58**	0.51**
37	I postpone my work	0.31**	0.49**
38	I am worthless person	0.56**	0.55**
39	I do not have definite plan of eating and sleeping	0.50**	0.39**
40	I can't solve problems	0.63**	0.55**

#: Deleted statement
** Significant at 0.01 level
NS-Not significant

The results of the Table - 22 endorsed that the coefficient of correlation of remaining item was between 0.25 and 0.69 and was significant at least at 0.05 level. Therefore out of 35 items, 34 items were retained for criterion groups t-test analysis.

Selection of item by criterion groups t-test analysis

The results of Table - 23 explicated criterion groups t-values. The results of Table - 23 established that t-value of each statement was between 2.14 and 20.21 and each item t-value was significant at least at 0.05 level. Therefore all 34 items were included in depression scale.

4.1.6 Development of behavioural problem scale

- Selection of item by percentage
- Selection of item by coefficient of correlation
- Selection of item by criterion groups t-value

Selection of item by percentage

The results of Table - 24 indicated frequency and percentage of the students for the alternative answers of each item. There were 4 alternative answers such as always, sometime, rarely and never. Each student had answered each item by selecting one of the alternative answers. A total of 200 students (108 male and 92 female) had answered each item. The frequency and percentage of responses for the alternatives of each item were calculated (Table - 24). Among 45 items, 32 items had 5 percentage or above for the 'always' alternative answer. So, 32 items were selected for coefficient of correlation analysis. The value of item number 8, 10, 11, 21, 24, 25, 26, 29, 30, 35, 38, 39 and 45 was 1.50, 4.50, 1.00, 4.50, 2.00, 0, 0, 0, 3.50, 4.00, 2.00, 1.00 and 2.00 respectively. These 13 items were deleted.

Selection of item by coefficient of correlation

The results of Table - 25 notified coefficient of correlation of each item with the scale. The results of the Table - 25 endorsed that the coefficient of correlation of each item was between 0.18 and 0.64. Among 32 items, the coefficient of correlation of 27 items was significant. The coefficient of correlation of the item number 2, 4, 6, 9 and 14 was 0.04, -0.10, 0.08, 0.06, and 0.03 respectively. These values were not significant even at 0.05 level of significance. Therefore out of 32 items, 27 items were retained for criterion groups t-test analysis.

Selection of item by criterion groups t-test analysis

The results of Table - 26 denoted criterion groups t-value. The results of the Table - 26 established that the t-value of each statement was between 2.10 and 12.80 and each value was significant at least at 0.05 level. Therefore all the 27 items were included in the behavioural problem scale.

4.2 Demographic characteristics of the respondents

The results of the Table - 27 indicated the demographic characteristics of the respondents. Among the respondents 40.0 per cent were boys and 60.0 per cent were girls.

Among the respondents 26.70 per cent were from joint family and 73.30 per cent were from nuclear family.

Regarding caste, 48.10 per cent belonged to general category, 6.60 per cent belonged to schedule caste, 4.60 per cent belonged to schedule tribe and 40.70 per cent belonged to other backward community.

Among the respondents 33.00 per cent were from arts discipline, 32.60 per cent were from commerce discipline and 34.40 per cent were from science discipline.

Regarding schooling, 78.40 per cent of the respondents had completed their schooling in urban area and 21.6 per cent of the respondents had completed their schooling in rural area.

Table 23. Criterion-groups t-value of each item of depression

n=200

Sl. No.	Statements	Gp(1) n=54	Gp(2) n=54	Criterion groups (t-value)
DB1	I am not interested in speaking with others	3.12 (0.91)	1.42 (0.66)	11.11**
DE2	I feel sad	3.70 (0.90)	2.07 (0.84)	9.68**
DS3	I suffer from the problem of sleep	3.38 (1.79)	1.40 (0.56)	7.99**
DC4	I think negatively about myself	3.81 (0.70)	1.31 (0.57)	20.21**
DB5	I like to be alone	3.55 (1.16)	1.33 (0.67)	12.17 **
DE6	I feel guilty	3.00 (1.28)	1.33 (0.64)	8.50**
DC8	I think that every body is against me	2.50 (1.14)	1.12 (0.58)	7.83**
DB9	I do not want to be with friends	2.64 (1.23)	1.12 (0.43)	8.54**
DE10	I fear about future life	4.27 (0.87)	1.72 (0.78)	15.92**
DC12	I have no hopes of future life	2.27 (1.17)	1.11 (0.97)	6.97**
DB13	I do not like smiling	2.46 (1.19)	1.18 (0.51)	7.22**
DE14	I get angry about myself	3.61 (1.08)	1.62 (0.85)	10.52**
DS15	I suffer from headache	3.38 (1.03)	1.64 (0.85)	9.54**
DC16	I am responsible for my failure	0.20 (0.89)	3.22 (1.39)	4.34*
DB17	I speak slowly	3.57 (1.29)	1.75 (1.08)	7.89**
DE18	I feel unhappy	3.38 (1.01)	1.44 (0.63)	11.91**
DC20	I am not interested in making friends	2.24 (1.35)	1.07 (0.38)	6.07**
DB21	I like to eat alone	2.12 (1.25)	1.07 (0.38)	5.89**
DE22	My future life depends on luck	3.31 (1.17)	1.57 (0.88)	8.69**
DS23	I eat again and again	2.81 (1.22)	1.59 (0.83)	6.04**

Contd…

DC24	I do not have potentiality to do anything	2.94 (0.89)	1.20 (0.40)	12.96**
DE26	I get upset easily	3.88 (.98)	1.94 (0.95)	10.39**
DS27	I do not experience hunger	2.92 (1.19)	2.01 (1.05)	4.18*
DC28	I can not take any decision	3.61 (.78)	1.75 (0.75)	12.51**
DB29	I am not interested in dressing	3.03 (1.34)	1.77 (.92)	5.66**
DE30	I am moody	3.24 (1.22)	2.70 (1.36)	2.14*
DS31	I do not have strength to do anything	2.50 (1.11)	1.31 (0.72)	6.57**
DB33	I cry easily	3.55 (1.29)	1.83 (0.96)	8.05**
DE34	I am in helpless state	3.14 (1.01)	1.29 (0.57)	11.66**
DS35	I suffer from body pain	2.81 (1.26)	1.31 (0.60)	7.87**
DB37	I postpone my work	3.18 (1.30)	2.99 (1.22)	3.49*
DE38	I am worthless person	2.83 (1.20)	1.20 (0.78)	8.30**
DS39	I do not have definite plan of eating and sleeping	3.12 (1.48)	1.42 (0.63)	7.77**
DC40	I can't solve problems	3.46 (0.71)	1.79 (0.85)	10.96**

DB – Depression measured by behaviour dimension
DE – Depression measured by emotional dimension
DS – Depression measured by somatic dimension
DC – Depression measured by cognitive dimension

Table 24. Frequency and percentage between each item of behavioural problem scale

n=200

Sl. No.	Statements	Always	Some times	Rarely	Never
1	I try to get the attention of others	41 (20.50)	73 (36.50)	31 (15.50)	45 (22.50)
2	I enjoy by solving others problem	118 (59.00)	58 (29.00)	12 (6.00)	12 (6.00)
3	I take money without the permission of my parents	28 (14.00)	4 (2.00)	20 (10.00)	148 (74.00)
4	I have friendship with the students who are hard workers (deleted)	160 (80.00)	25 (12.50)	9 (4.50)	6 (3.00)
5	I enjoy by creating problems to the students who are top scorers	10 (5.00)	6 (3.00)	15 (7.50)	169 (84.50)
6	I am attentive to what others say	155 (77.50)	36 (18.00)	4 (2.00)	5 (2.50)
7	I quarrel with my mother	13 (6.50)	44 (22.00)	34 (17.00)	109 (54.50)
8	I quarrel with my father #	3 (1.50)	31 (15.50)	24 (12.00)	142 (71.00)
9	I do not quarrel with my siblings	52 (26.00)	42 (21.00)	36 (18.00)	70 (35.00)
10	I stop talking with mother intentionally#	9 (4.50)	23 (11.50)	27 (13.50)	141 (70.50)
11	I stop talking with father intentionally #	2 (1.00)	17 (8.50)	32 (16.00)	149 (74.50)
12	I stop talking with brother/sister intentionally	14 (7.00)	39 (19.50)	26 (13.00)	121 (60.50)
13	I enjoy attending all classes	154 (77.00)	27 (13.50)	9 (4.50)	10 (5.00)
14	I behave politely in home	123 (61.50)	58 (29.00)	4 (2.00)	15 (7.50)
15	I will not listen to the advise of my parents	26 (13.00)	34 (17.00)	26 (13.00)	114 (57.00)
16	I co-operate willingly in house hold activities	134 (67.00)	43 (21.50)	19 (9.50)	4 (2.00)
17	I am easily diverted from the work at hand	54 (27.00)	80 (40.00)	37 (18.50)	29 (14.50)
18	I postpone my works	48 (24.00)	44 (22.00)	43 (26.50)	65 (32.50)
19	I will not work according to the expectation of my parents	35 (7.50)	54 (27.00)	32 (16.00)	79 (39.50)
20	I talk back to my mother	18 (9.00)	43 (21.50)	29 (14.50)	110 (55.00)
21	I talk back to my father#	9 (4.50)	22 (11.00)	19 (8.50)	150 (75.00)

Contd…

22	I am short tempered	52 (26.00)	60 (30.00)	35 (17.50)	53 (26.50)
23	I argue with friends	61 (30.50)	67 (33.50)	32 (16.00)	40 (20.00)
24	I chew gutaka#	4 (2.00)	4 (2.00)	3 (1.50)	189 (94.50)
25	I smoke#	0	2 (1.00)	0	198 (99.00)
26	I use drug with friends#	0	3 (1.50)	0	197 (98.50)
27	I am impulsive	41 (20.50)	75 (37.50)	40 (20.00)	43 (21.50)
28	I dominate others	14 (7.00)	54 (27.00)	41 (20.50)	91 (45.50)
29	I steal important items from others#	0	2 (1.00)	10 (5.00)	188 (94.00)
30	I cheat to become successful#	7 (3.50)	18 (9.00)	22 (11.00)	153 (76.50)
31	I tease others	13 (6.50)	44 (22.00)	38 (19.00)	105 (52.50)
32	I lie to protect myself	16 (8.00)	60 (30.00)	50 (25.50)	74 (37.00)
33	I take biggest piece while sharing	25 (12.50)	76 (38.00)	22 (11.00)	77 (38.50)
34	I want immediately whatever I want	66 (33.00)	66 (33.00)	34 (17.00)	34 (17.00)
35	I refuse to take directions of others#	8 (4.00)	85 (42.50)	45 (22.50)	62 (31.00)
36	I accept my mistakes	147 (73.50)	44 (22.00)	9 (4.50)	0
37	Punishment does not change my behaviour	50 (25.00)	36 (18.00)	36 (18.00)	78 (39.00)
38	I deliberately create problems to others#	4 (2.00)	16 (8.00)	23 (11.50)	157 (78.50)
39	I criticize others when they advise#	2 (1.00)	21 (10.50)	38 (19.00)	139 (69.50)
40	I spend more than pocket money	18 (9.00)	31 (15.50)	36 (18.00)	115 (57.50)
41	I go out without informing parents	18 (9.00)	31 (15.50)	27 (13.50)	124 (62.00)
42	I do not have affectionate relationship with family members	20 (10.00)	28 (14.00)	28 (14.00)	124 (62.00)
43	I do not complete any work	35 (17.50)	66 (33.00)	45 (22.50)	54 (27.00)
44	I give up work if even it is little difficult	30 (15.00)	55 (27.50)	44 (22.00)	71 (35.50)
45	I hate people#	4 (2.00)	35 (17.50)	30 (15.00)	131 (65.50)

: Deleted statement

Table 25. Coefficient of correlation between each item of behavioural problem and the scale

n=200

S.No.	Statements	Overall score (r)
1	I try to get the attention of others	0.34**
2	I enjoy by solving others problem#	0.04NS
3	I take money without the permission of my parents	0.18**
4	I have friendship with the students who are hard workers#	-0.10 NS
5	I enjoy by creating problems to the students who are top scorers	0.28**
6	I am attentive to what others say#	0.08NS
7	I quarrel with my mother	0.48**
9	I do not quarrel with my siblings#	0.06**
12	I stop talking with brother/sister intentionally	0.24**
13	I enjoy attending all classes	-0.22**
14	I behave politely in home#	0.03NS
15	I will not listen to the advise of my parents	0.25**
16	I co-operate willingly in house hold activities	-0.22**
17	I am easily diverted from the work at hand	0.34**
18	I postpone my works	0.46**
19	I will not work according to the expectation of my parents	0.51**
20	I talk back to my mother	0.53**
22	I am short tempered	0.45**
23	I argue with friends	0.42**
27	I am impulsive	0.49**
28	I dominate others	0.59**
31	I tease others	0.64**
32	I lie to protect myself	0.45**
33	I take biggest piece while sharing	0.43**
34	I want immediately whatever I want	0.49**
36	I accept my mistakes	-0.28**
37	Punishment does not change my behaviour	0.25**
40	I spend more than pocket money	0.44**
41	I go out without informing parents	0.34**
42	I do not have affectionate relationship with family members	0.19**
43	I do not complete any work	0.53**
44	I give up work if even it is little difficult	0.36**

: Deleted statement
** Significant at 0.01 level
NS-Not significant

Table 26. Criterion-groups t-values of each item of behavioural problem

n=200

S. No.	Statements	Gp(1) n=54	Gp(2) n=54	Criterion groups (t-value)
1	I try to get the attention of others	3.31 (1.30)	2.20 (0.83)	5.28**
3	I take money without the permission of my parents	2.16 (1.63)	1.31 (1.06)	3.21*
5	I enjoy by creating problems to the students who are top scorers	1.55 (1.04)	1.07 (0.54)	3.01*
7	I quarrel with my mother	2.44 (1.20)	1.09 (0.35)	7.89**
12	I stop talking with brother/sister intentionally	1.88 (1.05)	1.38 (0.73)	2.84*
13	I enjoy attending all classes	3.51 (1.47)	4.62 (0.65)	-5.05*
15	I will not listen to the advise of my parents	2.33 (1.09)	1.53 (1.20)	3.58**
16	I co-operate willingly in house hold activities	3.66 (1.18)	4.11 (0.98)	-2.12*
17	I am easily diverted from the work at hand	3.40 (1.12)	2.48 (1.19)	4.14*
18	I postpone my works	3.40 (1.32)	1.75 (1.04)	7.17**
19	I will not work according to the expectation of my parents	3.25 (1.08)	1.42 (0.74)	10.24**
20	I talk back to my mother	2.72 (1.01)	1.07 (0.92)	11.33**
22	I am short tempered	3.64 (1.34)	2.09 (1.15)	6.44**
23	I argue with friends	3.59 (.98)	2.09 (1.23)	6.99**
27	I am impulsive	3.37 (1.06)	1.77 (0.94)	8.20**
28	I dominate others	2.74 (1.21)	1.29 (0.63)	7.74**
31	I tease others	2.68 (1.07)	1.14 (0.45)	9.66**
32	I lie to protect myself	2.94 (1.01)	1.62 (0.80)	7.43**
33	I take biggest piece while sharing	2.75 (1.00)	1.50 (0.90)	6.82**
34	I want immediately whatever I want	3.61 (1.10)	2.25 (1.13)	6.26**
36	I accept my mistakes	3.88 (0.92)	4.44 (0.69)	-3.53*
37	Punishment does not change my behaviour	2.87 (1.31)	1.77 (1.34)	4.27*
40	I spend more than pocket money	2.38 (1.36)	1.18 (0.89)	6.22**
41	I go out without informing parents	2.31 (1.35)	1.46 (0.81)	3.85*
42	I do not have affectionate relationship with family members	2.03 (1.28)	1.16 (0.42)	4.71*
43	I do not complete any work	3.42 (0.86)	1.50 (0.69)	12.80**
44	I give up work if even it is little difficult	2.68 (1.22)	1.64 (0.78)	5.24**

Table 27. Frequency and percentage of the respondents demographic characteristics

n=998

Demographic characteristics	Frequency
Gender	
Boys	399 (40.00)
Girls	599 (60.00)
Family	
Joint	266 (26.70)
Nuclear	732 (73.30)
Caste	
General category	480 (48.10)
Schedule caste	66 (6.60)
Schedule tribe	46 (4.60)
Other backward caste	406 (40.70)
Class	
Arts	329 (33.00)
Commerce	325 (32.60)
Science	344 (34.40)
Schooling	
Urban	782 (78.40)
Rural	216 (21.60)
Qualification of father	
Illiterates	99 (9.90)
7^{th} standard	173 (17.30)
10^{th} standard	171 (17.10)
II PUC	222 (22.20)
Graduates	264 (26.50)
Post-graduates	54 (5.40)
Doctorates	15 (1.60)
Occupation of father	
Labourers	40 (4.00)

Contd…

Farmers	298 (29.90)
Supporting staff	448 (44.90)
Business	103 (10.30)
Teachers	40 (4.00)
Administrator	10 (1.00)
Professionals	59 (5.90)
Qualification of mother	
Illiterate	177 (17.70)
7^{th} standard	224 (22.50)
10^{th} standard	278 (27.90)
II PUC	148 (14.80)
Graduate	137 (13.70)
Post-graduate	34 (3.40)
Occupation of mother	
Housewife	906 (90.80)
Farmers	19 (1.90)
Supporting staff	27 (2.70)
Business	5 (1.50)
Teachers	39 (3.90)
Professionals	2 (1.20)
Siblings	
No siblings	84 (8.40)
One sibling	327 (32.80)
Two siblings	386 (38.70)
Three siblings	201 (20.10)

Regarding qualification of the father, 9.90 per cent of the respondents' fathers were illiterate. 17.30 per cent of the respondents' fathers had studied up to 7th standard. 17.10 per cent of them had studied up to 10th standard. 22.20 per cent of them had completed II PUC, 26.50 per cent of them were graduates, 5.40 per cent of them were post-graduates and 1.60 per cent of them were doctorates.

Regarding occupation of fathers, 4.00 per cent, 29.90 per cent, 44.90 per cent, 10.30 per cent, 4.00 per cent, 1.00 per cent, and 5.90 per cent of the respondents fathers were labourers, farmers, supporting staff, businessmen, teachers, administrators and professionals respectively.

Regarding qualification of the mother, 17.70 per cent of the respondents' mothers were illiterate. 22.50 per cent of them had studied upto 7th standard, 27.90 per cent of them had studied upto 10th standard, 14.80 per cent of them had completed II PUC, 13.70 per cent of them were graduates and 3.40 per cent of them were post graduates.

With regard to occupation of mother of the respondents, 90.80 per cent were housewives, 1.90 per cent, 2.70 per cent, 0.50 per cent, 3.90 per cent and 0.20 per cent of them were farmers, supporting staff, business women, teachers and professionals respectively.

Regarding siblings, 8.40 per cent of the respondents had no sibling/s. 32.80 per cent, 38.70 per cent and 20.11 per cent of the respondents had one, two and three siblings respectively.

4.3 Level of factors of personality among the respondents

The respondents were classified on their academic achievement into distinction, first class, second class, third class and failures. The respondents of each group were categorized into low and high on surgency.

Level of surgency and academic performance among the respondents

The results of the Table – 28 and Fig. 2 indicated the frequency and percentage of the respondents on the levels of surgency and academic performance. Among the students of distinction, 30.2 per cent were low and 69.8 were high on surgency. Among the students of first class, 35.5 per cent were low and 64.5 per cent were high on surgency. Regarding students of second class, 39.4 per cent were low and 60.6 per cent were high on surgency. With regard to students of third class, 43.8 per cent were low and 56.2 per cent were high on surgency. Among failures, 53.1 per cent were high on surgency factor of personality. It is very clear that the status of surgency was very high among distinction and first class achievers compared to failures.

The results of the frequency and classification were subjected to chi-square analysis. The chi-square value, 26.15, indicated that there was a significant association between levels of surgency and levels of academic achievement at 0.01 level of significance.

Comparison among achievers and failures on surgency

The results of the Table - 29 accounted that the mean value of the students of fail class, third class, second class, first class and distinction was 30.37, 30.94, 31.49, 32.57 and 33.22 respectively. The value of critical difference was 1.78. The difference of the mean of failures with third class, second class, first class, distinction was 0.57, 1.12, 2.20 and 2.85 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of first class and distinction with failures differed significantly at 0.01 level. Similarly the difference of mean of third class with second class, first class and distinction was 0.55, 1.63 and 2.28 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of mean of second class with first class and distinction was 1.08 and 1.73 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of first class and distinction with second class differed significantly at 0.01 level. Finally the difference of mean of first class and distinction was 0.65. The comparison of mean difference with critical difference exposed that the difference value of the students of distinction with first class did not differ significantly even at 0.05 level.

Table 28. Percentage and chi-square values of the respondents on levels of surgency and academic achievement

n=998

Surgency factor	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	16 (30.20)	128 (35.50)	69 (39.40)	39 (43.80)	170 (53.10)	26.15**
High	37 (69.80)	233 (64.50)	106 (60.60)	50 (56.20)	150 (46.90)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 29. Analysis of variance for surgency among achievers and failures

n=998

Class	n	Mean (SD)	F-value	Standard error	Critical difference
Fail	320	30.37[a] (5.52)	8.267**	0.49	1.78
Third class	89	30.94[a] (5.27)			
Second class	175	31.49[abc] (5.27)			
First class	361	32.57[bc] (5.52)			
Distinction	53	33.22[c] (6.50)			

** Significant at 0.01 level
SD-Standard deviation

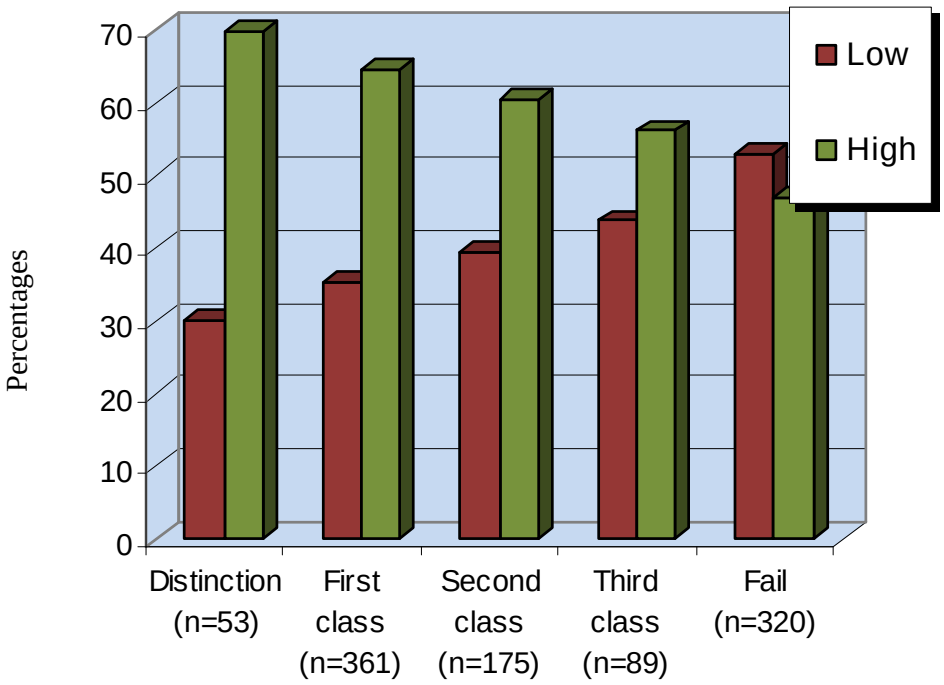


Fig. 2. Status of surgency among achievers and failures

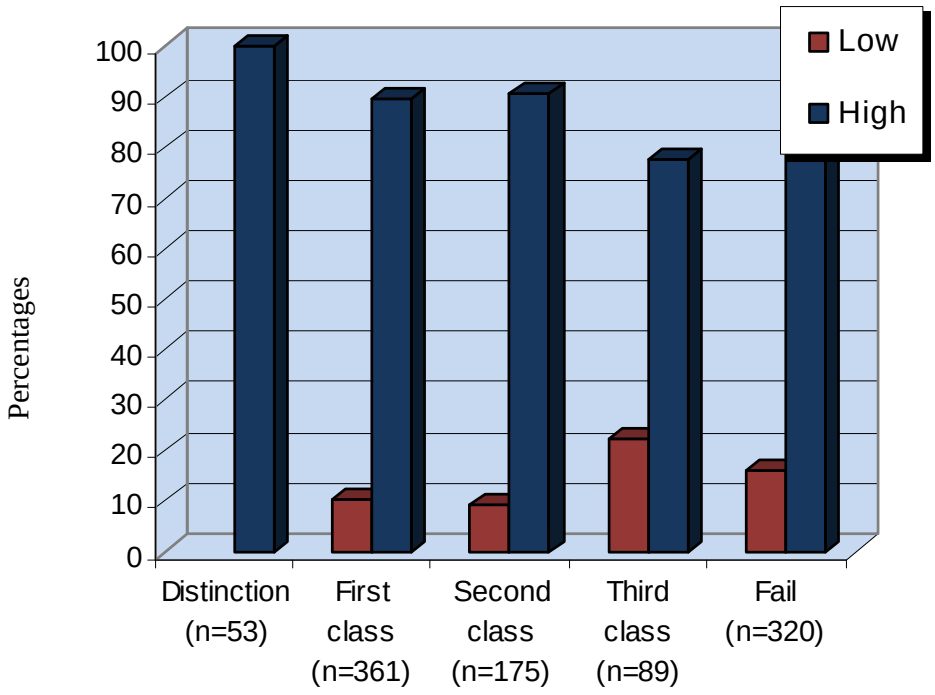


Fig. 3. Status of intellect among achievers and failures

Level of intellect and academic performance among the respondents

The results of the Table – 30 and Fig. 3 denoted frequency and percentage of the respondents on the levels of intellect and academic performance. Among the students of distinction none of them were low on intellect and 100 per cent were high on intellect factor of personality. Among the students of first class, 10.20 per cent were low and 89.8 per cent were high on intellect. Regarding students of second class, 9.10 per cent were low and 90.90 per cent were high on intellect. With regard to students of third class, 22.50 per cent were low and 77.50 per cent were high on intellect. Among failures, 15.90 per cent were low and 84.10 per cent were high on intellect factor of personality. It is very clear that the status of intellect was very high among distinction, first class and second class achievers compared to failures.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 22.70 indicated that there was significant association between levels of intellect and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on intellect

The results of the Table - 31 indicated that the mean value of the students of fail, third class, second class, first class and distinction was 35.27, 34.66, 36.10, 36.57 and 39.16 respectively. The value of critical difference was 1.23. The difference of the mean of failures with third class, second class, first class and distinction was -0.61, 0.83, 1.3 and 3.89 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of first class and distinction with failures differed significantly at 0.01 level. Similarly the difference of mean of third class with second class, first class and distinction was 1.44, 1.91 and 4.50 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of second class, first class and distinction with third class differed significantly at 0.01 level. Correspondingly the difference of mean of second class with first class and distinction was 0.47 and 3.06 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of mean of first class and distinction was 2.59. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with first class differed significantly at 0.01 level.

Level of agreeableness and academic performance among the respondents

The results of the Table – 32 and Fig. 4 projected frequency and percentage of the respondents on the levels of agreeableness. Among the students of distinction, 7.50 per cent were low, 64.15 and 92.50 per cent were high on agreeableness. Regarding the students of first class, 17.20 per cent were low and 82.8 per cent were high on agreeableness. Among the students of second class, 18.90 per cent were low and 81.10 per cent were high on agreeableness. With regard to students of third class, 19.10 per cent were low and 80.90 per cent were high on agreeableness. Among failures, 20.01 per cent were low and 80.00 per cent were high on agreeableness factor of personality. It was very clear that the status of agreeableness was very high among distinction, first class and second class achievers compared to failures.

The results of frequency and classifications were subjected to chi-square analysis. The chi-square value, 5.10, indicated that there was no significant association between levels of agreeableness and levels of academic achievement.

Comparison among achievers and failures on agreeableness

The results of the Table - 33 indicated the mean value of the students of fail class, third class, second class, first class and distinction was 34.11, 34.69, 34.26, 34.57 and 35.50 respectively. The value of critical difference on agreeableness was 1.08. The difference of the mean of failures with third class, second class, first class and distinction was 0.58, 0.15, 0.46 and 1.39 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with failures differed significantly at 0.01 level. Similarly the difference between second class, first class, distinction and third class was -0.43, -0.12 and 0.81 respectively.

Table 30. Percentage and chi-square values of the respondents on levels of intellect

n=998

Intellect factor	Academic achievement					Modified χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	0	37 (10.20)	16 (9.10)	20 (22.50)	51 (15.90)	22.70**
High	53 (100.00)	324 (89.80)	159 (90.90)	69 (77.50)	269 (84.10)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 31. Analysis of variance for intellect among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	35.27^{ac} (4.78)	12.25**	0.34	1.23
Third class	89	34.66^{ab} (4.50)			
Second class	175	36.10^{cd} (4.13)			
First class	361	36.57^{d} (4.68)			
Distinction	53	39.16^{e} (2.91)			

** Significant at 0.01 level

Table 32. Percentage and chi-square values of the respondents on levels of agreeableness

n=998

Agreeableness factor	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	4 (7.50)	62 (17.20)	33 (18.90)	17 (19.10)	64 (20.00)	5.10NS
High	49 (92.50)	299 (82.80)	142 (81.10)	72 (80.90)	256 (80.00)	

NS-Not-significant
Figures in parenthesis indicates percentage

Table 33. Analysis of variance for agreeableness among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	34.11^{a} (4.60)	1.365^{NS}	0.39	1.08
Third class	89	34.69^{abe} (4.55)			
Second class	175	34.26^{ac} (4.48)			
First class	361	34.57^{ad} (4.51)			
Distinction	53	35.50^{de} (4.67)			

NS=Not-significant

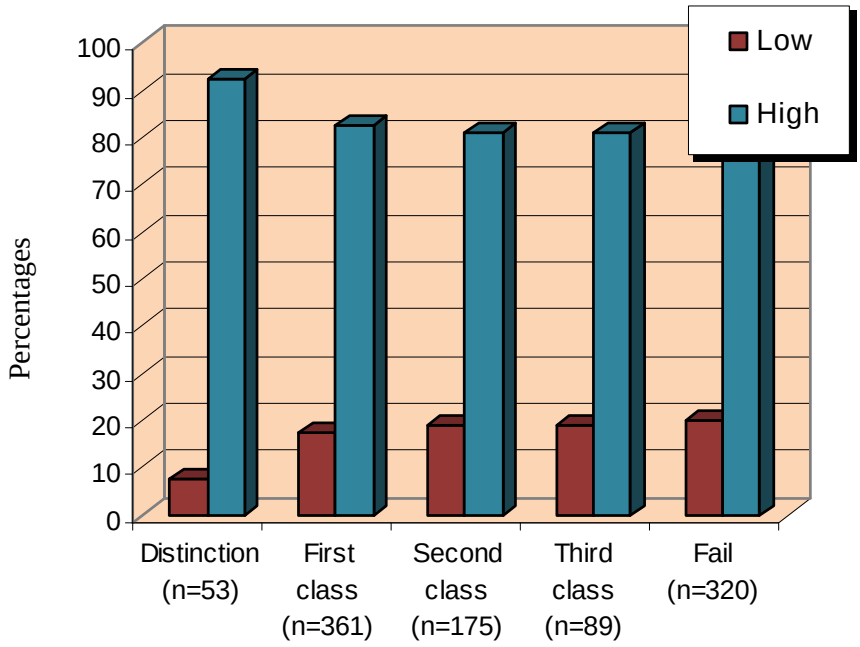


Fig. 4. Status of agreeableness among achievers and failures

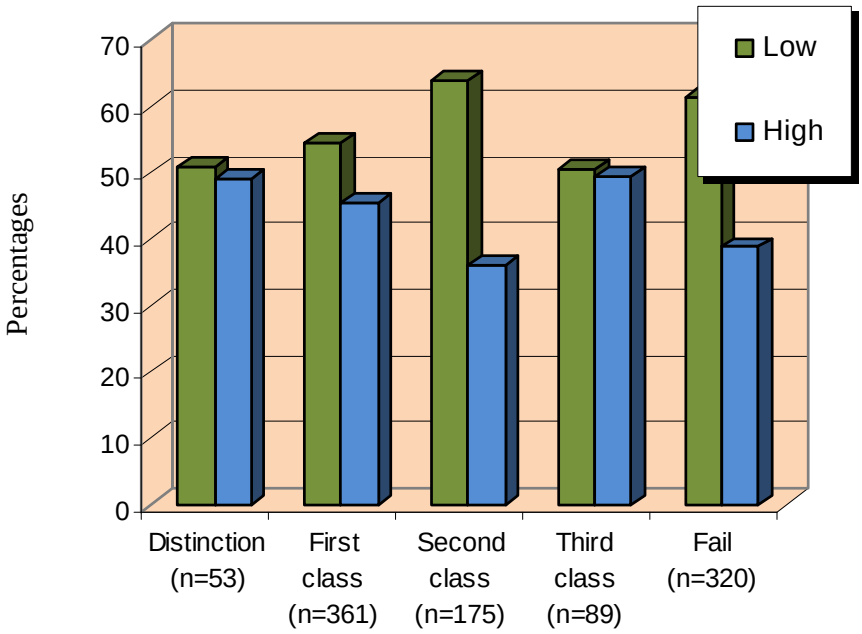


Fig. 5. Status of emotional stability among achievers and failures

The comparison of mean differences with critical difference explicated that the difference value of the students of second class, third class and distinction with third class did not differ significantly even at 0.05 level. Correspondingly the difference of mean of second class with first class, distinction was 0.31 and 1.24 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of mean of first class and distinction was 0.93. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with first class did not differ significantly even at 0.05 level.

Level of emotional stability and academic performance among the respondents

The results of the Table - 34 and Fig. 5 connoted frequency and percentage of the respondents on the levels of emotional stability and academic performance. Among the students of distinction 50.90 per cent were low and 49.1 per cent were high on emotional stability. Among the students of first class, 54.60 per cent and 45.40 per cent were low and high respectively on emotional stability. Regarding students of second class, 64.00 per cent were low and 36.00 per cent were high on emotional stability. With regard to students of third class, 50.60 per cent were low and 49.4 per cent were high on emotional stability. Among failures, 61.30 per cent were low and 38.80 per cent were high on emotional stability factor of personality. It is very clear that the status of emotional stability was very high among high achievers compared to failures.

The results of frequency and classifications were subjected to chi-square analysis. The chi-square value, 11.79, indicated that there was significant association between levels of emotional stability and levels of academic achievement at 0.05 level.

Comparison among achievers and failures on emotional stability

The results of the Table - 35 evidenced the mean value of the students of fail class, third class, second class, first class and distinction was 28.30, 30.02, 28.75, 29.95 and 31.47 respectively. The value of critical difference on emotional stability was 1.96. The difference of the mean of the failures with third class, second class, first class and distinction was 1.72, 0.45, 1.65 and 3.17 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with failures differed significantly at 0.01 level. Similarly the difference of mean of third class with second class, first class and distinction was -1.27, -0.07 and 1.45 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of second class, first class and distinction with third class did not differ significantly even at 0.05 level. Correspondingly the difference of mean of second class with first class and distinction was 1.20 and 2.72 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of mean of first class and distinction was 1.52. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with first class did not differ significantly even at 0.05 level.

Level of conscientiousness and academic performance among the respondents

The results of Table - 36 and Fig. 6 designated frequency and percentage of the respondents on the levels of conscientiousness and academic achievement. Among the students of distinction, 26.40 per cent were low and 73.60 per cent were high on conscientiousness. Among the students of first class, 38.20 per cent were low and 61.80 per cent were high on conscientiousness. Among the students of second class, 52.00 per cent were low and 48.00 per cent were high on conscientiousness. With regard to students of third class, 51.70 per cent were low and 48.3 per cent were high on conscientiousness. Regarding failures, 55.30 per cent were low and 44.70 per cent were high on conscientiousness. These results clearly mean that conscientiousness was very high among distinction, first class and second class achievers compared to failures.

The results of frequency and classifications were subjected to chi-square analysis. The chi-square value was 31.57 which indicated that there was a significant association between levels of conscientiousness and levels of academic achievement at 0.01 level of significance.

Table 34. Percentage and chi-square values of the respondents on levels of emotional stability

n=998

Emotional stability factor	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	27 (50.90)	197 (54.60)	112 (64.00)	45 (50.60)	196 (61.30)	11.79*
High	26 (49.10)	164 (45.40)	63 (36.00)	44 (49.40)	124 (38.80)	

* Significant at 0.05 level
Figures in parenthesis indicates percentage

Table 35. Analysis of variance for emotional stability among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	28.30[a] (6.66)	5.12**	0.54	1.96
Third class	89	30.02[ab] (5.64)			
Second class	175	28.75[a] (6.08)			
First class	361	29.95[ab] (6.22)			
Distinction	53	31.47[b] (6.87)			

** Significant at 0.01 level

Comparison among achievers and failures on conscientiousness

The results of the Table - 37 evidenced the mean value of the students of fail class, third class, second class, first class and distinction was 30.09, 30.93, 30.46, 32.37 and 34.58 respectively. The value of critical difference on conscientiousness was 2.14. The difference of the mean of failures with third class, second class, first class and distinction was 0.84, 0.37, 2.28 and 4.49 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of first class and distinction with failures differed significantly at 0.01 level. Similarly the difference of mean of third class with second class, first class and distinction was -0.47, 1.44 and 3.65 respectively. The comparison of mean difference with critical difference explicated that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of mean of second class with first class and distinction was 1.91 and 4.12 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of mean of first class and distinction was 2.21. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with first class differed significantly at 0.01 level.

4.4 Level of coping mechanism and academic performance among the respondents

The respondents were classified on their academic achievement into distinction, first class, second class, third class and failures. The respondents of each group were categorized into low and high on coping mechanisms.

Level of negative coping mechanisms and academic performance among the respondents

The results of Table – 38 and Fig. 7 projected frequency and percentage of respondents on levels of negative coping mechanism and academic performance. Among the students of distinction, 81.10 per cent were low and 18.90 per cent were high on negative coping mechanism. Among students of first class, 59.60 per cent were low and 40.40 per cent were high on negative coping mechanism. Regarding second class students 69.10 per cent were low and 30.90 per cent were high on negative coping mechanism. With regard to students of third class 70.80 per cent were low and 29.20 per cent were high on negative coping mechanism. Among failures, 55.30 per cent were low and 44.70 per cent were high on negative coping mechanism. It is very clear that the status of negative coping mechanism was very high among failures compared to high achievers.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 21.93, indicated significant association between levels of negative coping mechanism and levels of academic achievement at 0.05 level.

Comparison among achievers and failures on negative coping mechanisms

The results of Table - 39 endorsed the mean value of the students of fail, third class, second class, first class and distinction was 62.36, 57.48, 59.89, 60.58 and 56.58 respectively. The value of the critical difference on negative coping mechanism was 3.01. The difference of the mean of the failures with third class, second class, first class and distinction was -4.88, -2.47, -1.78 and -5.78 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of third class and distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of the third class with second class, first class and distinction was 2.00, 3.10 and -0.90 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of first class with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of the second class with first class and distinction was 0.69 and -3.31 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of first class and distinction was -4.00. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with first class differed significantly at 0.01 level.

Table 36. Percentage and chi-square values of the respondents on levels of conscientiousness

n=998

Conscientiousness factor	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	14 (26.40)	138 (38.20)	91 (52.00)	46 (51.70)	177 (55.30)	31.57**
High	39 (73.60)	223 (61.80)	84 (48.00)	43 (48.30)	143 (44.70)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 37. Analysis of variance for conscientiousness among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	30.09[a] (6.98)	8.006**	0.599	2.14
Third class	89	30.93[ab] (5.42)			
Second class	175	30.46[ab] (7.47)			
First class	361	32.37[b] (7.06)			
Distinction	53	34.58[c] (7.98)			

** Significant at 0.01 level

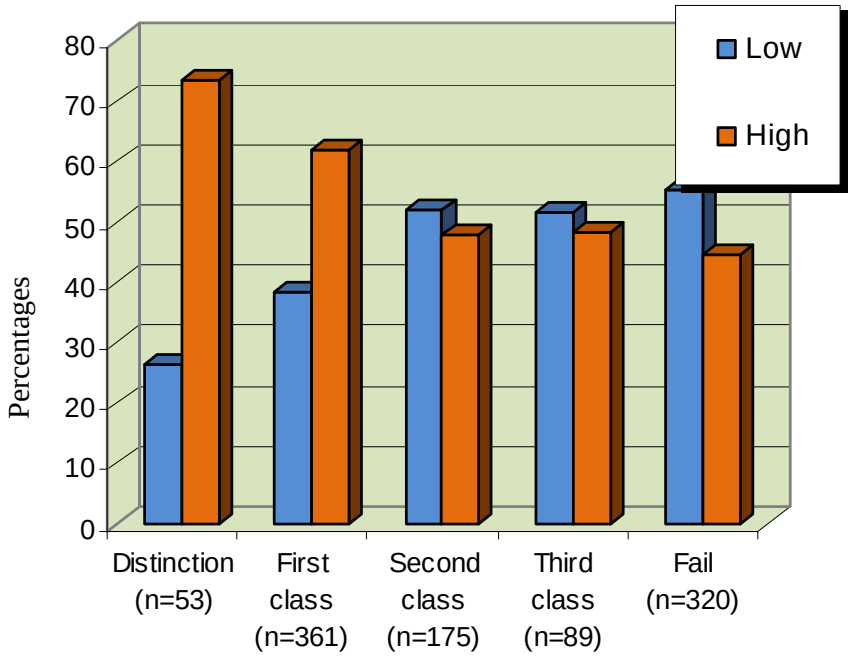


Fig. 6. Status of conscientiousness among achievers and failures

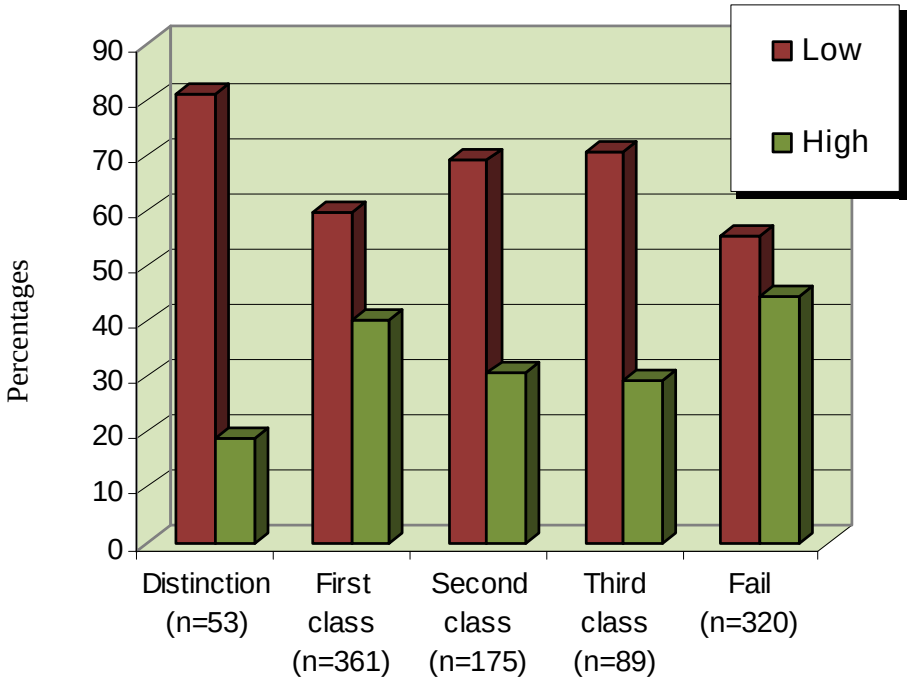


Fig. 7. Status of negative coping mechanism among achievers and failures

Table 38. Percentage and chi-square values of the respondents on levels of negative coping mechanism

n=998

Negative coping mechanism	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	43 (81.10)	215 (59.60)	121 (69.10)	63 (70.80)	177 (55.30)	21.93**
High	10 (18.90)	146 (40.40)	54 (30.90)	26 (29.20)	143 (44.70)	

* Significant at 0.05 level
Figures in parenthesis indicates percentage

Table 39. Analysis of variance for negative coping mechanism among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	62.36[a] (11.21)	5.98**	0.83	3.01
Third class	89	57.48[be] (9.52)			
Second class	175	59.89[abc] (11.10)			
First class	361	60.58[ad] (10.94)			
Distinction	53	56.58[e] (8.23)			

** Significant at 0.01 level

Level of positive coping mechanisms and academic achievement among the respondents

The results of Table – 40 and Fig. 8 indicated frequency and percentage of respondents on levels of positive coping mechanisms. Among the students of distinction, 15.10 per cent were low and 84.90 per cent were high on positive coping mechanisms. Among the students of first class 16.60 per cent were low and 83.40 per cent were high on positive coping mechanism. Regarding the students of second class, 26.00 per cent were low and 74.00 per cent were high on positive coping mechanism. With regard to students of third class, 37.10 per cent were low and 62.90 per cent were high on positive coping mechanism. Among failures, 23.8 per cent were low and 76.30 per cent were high on positive coping mechanism. It is very clear that the status of positive coping mechanism was very high among achievers compared to failures.

The results of frequency and classifications were subjected to chi-square analysis. The chi-square value, 21.29, indicated significant association between levels of positive coping mechanism and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on positive coping mechanisms

The results of the Table - 41 established the mean value of the students of fail, third class, second class, first class and distinction was 131.02, 119.86, 128.14, 132.93 and 133.86 respectively. The value of the critical difference on positive coping mechanism was 6.43. The difference of the mean of the failure with third class, second class, first class and distinction was -11.16, -2.88, 1.91 and 2.84 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of third class with failures differed significantly at 0.01 level. Similarly the difference of mean of the third class with second class, first class and distinction was 8.28, 13.07 and 14.0 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of second class, first class and distinction with third class differed significantly even at 0.05 level. Correspondingly the difference of the mean of the second class with first class and distinction was 4.79 and 5.72 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class did not differ significantly even at 0.05 level. Finally the difference of the mean of the first class and distinction was 0.93. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with first class did not differ significantly even at 0.05 level.

4.5 Level of scholastic difficulty and academic performance among the respondents

The respondents were classified on their academic achievement into distinction, first class, second class, third class and failures. The respondents of each group were categorized into low and high on scholastic difficulty.

The results of Table – 42 and Fig. 9 revealed frequency and percentage of respondents on levels of scholastic difficulties. Among students of distinction, 94.30 per cent were low and 5.70 per cent of the distinction students were high on scholastic difficulties. Among students of first class, 86.40 per cent were low and 13.60 per cent were high on scholastic difficulties. Regarding the students of second class, 78.90 per cent were low and 21.70 per cent were high on scholastic difficulties. With regard to students of third class, 84.30 per cent were low and 15.70 per cent were high on scholastic difficulties. Among failures, 72.50 per cent were low and 27.50 per cent were high on scholastic difficulties. It is very clear that the status of scholastic difficulty was very high among failures compared to high achievers.

The results of frequency of classifications were subjected to chi-square analysis. The chi-square value, 29.02, indicated significant association between level of scholastic difficulty and levels of scholastic achievement at 0.01 level.

Table 40. Percentage and chi-square values of the respondents on levels of positive coping mechanism

n=998

Positive coping mechanism	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	8 (15.10)	60 (16.60)	45 (26.00)	33 (37.10)	76 (23.80)	21.29**
High	45 (84.90)	301 (83.40)	130 (74.00)	56 (62.90)	244 (76.30)	

* Significant at 0.05 level
Figures in parenthesis indicates percentage

Table 41. Analysis of variance for positive coping mechanism among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	131.02[ae] (19.21)	8.86**	1.77	6.43
Third class	89	119.86[b] (21.16)			
Second class	175	128.14[ac] (20.89)			
First class	361	132.93[ad] (18.96)			
Distinction	53	133.86[de] (21.79)			

** Significant at 0.01 level

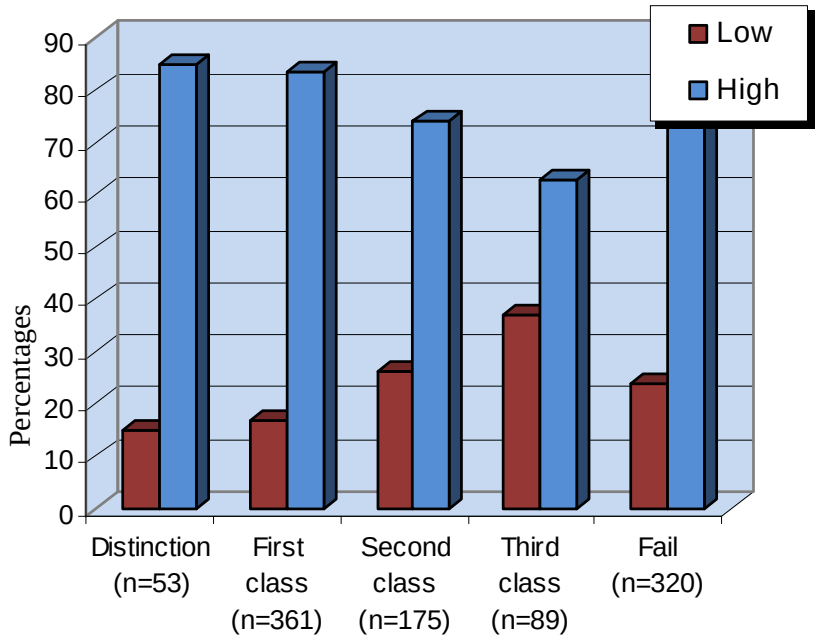


Fig. 8. Status of positive coping mechanism among achievers and failures

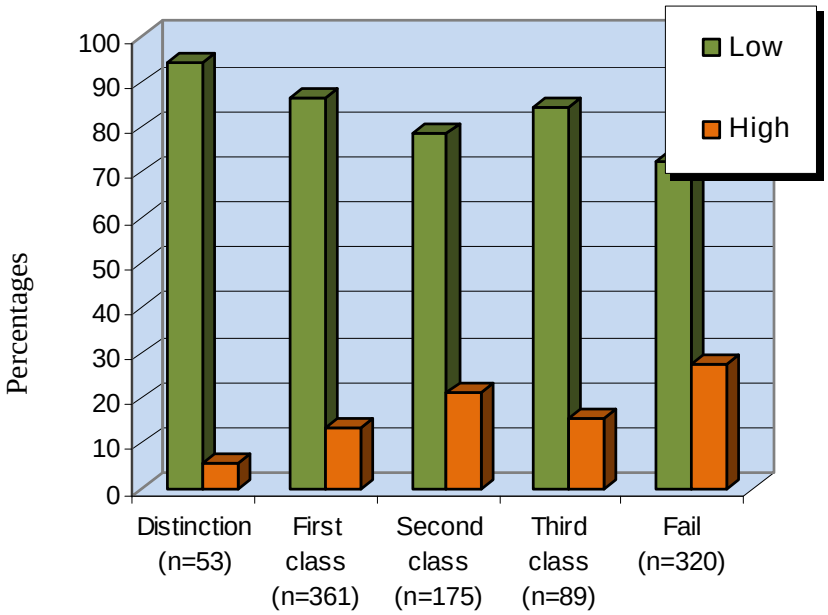


Fig. 9. Status of scholastic difficulty among achievers and failures

Table 42. Percentage and chi-square values of the respondents on levels of scholastic difficulty

n=998

Scholastic difficulty	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	50 (94.30)	312 (86.40)	138 (78.90)	75 (84.30)	232 (72.50)	29.02**
High	3 (5.70)	49 (13.60)	37 (21.10)	14 (15.70)	88 (27.50)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 43. Analysis of variance for scholastic difficulty among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	174.71[a] (38.53)	14.39**	3.23	11.75
Third class	89	163.74[ab] (37.92)			
Second class	175	170.26[ac] (42.85)			
First class	361	158.99[bcd] (41.03)			
Distinction	53	136.28[e] (33.60)			

** Significant at 0.01 level

Comparison among achievers and failures on scholastic difficulty

The results of the Table - 43 indicated the mean value of the students of fail, third class, second class, first class and distinction was 174.71, 163.74, 170.26, 158.99 and 136.28 respectively. The value of the critical difference on scholastic difficulty was 11.75. The difference of the mean of the failures with third class, second class, first class and distinction was -10.97, -4.45, -15.72 and -38.43. The comparison of mean differences with critical difference exposed that the difference value of the students of first class and distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of the third class with second class, first class and distinction was 6.52, -4.75 and -27.46 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of the second class with first class and distinction was -11.27 and -33.98 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean first class and distinction was -22.71. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with first class differed significantly at 0.01 level.

4.6 Level of anxiety and academic performance among the respondents

The respondents were classified on their academic achievement into distinction, first class, second class, third class and failures. The respondents of each group were categorized into low, high on anxiety.

Level of anxiety from cognitive dimension among the respondents

The results of Table - 44 and Fig. 10 endorsed the frequency and percentage of respondents on levels of anxiety measured by cognitive dimension. Among the students of distinction, 100 per cent were low and none of the distinction students were high on anxiety. Among the students of first class, 83.90 per cent were low and 16.10 per cent were high on anxiety. Regarding the students of second class, 78.90 per cent were low and 21.10 per cent were high on the anxiety. With regard to students of third class, 86.50 per cent were low and 13.50 per cent were high on anxiety. Among failures, 78.80 per cent were low and 21.30 per cent were high on anxiety. It is very clear that the status of high anxiety measured by cognitive dimension was very high among failures compared to distinction achievers.

The results of frequency and classifications were subjected to chi-square analysis. The chi-square value, 17.44, indicated that there was significant association between levels of anxiety as measured by cognitive dimension and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on anxiety from cognitive dimension

The results of the Table - 45 indicated the mean value of the students of fail class, third class, second class, first class and distinction were 46.96, 44.73, 46.66, 44.46 and 37.86 respectively. The value of critical difference on anxiety was 3.31. The difference of mean of failures with third class, second class, distinction was -2.23, -0.30, -2.50 and -9.10 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with failures differed significantly at 0.01 level. Similarly the difference of mean of third class with second class, first class and distinction was 1.93, -0.27 and -6.87 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of mean of second class with first class and distinction was -2.20 and -8.80 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of mean of first class and distinction was -6.60. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with first class differed significantly at 0.01 level.

Table 44. Percentage and chi-square values of the respondents on levels of anxiety measured by cognitive dimensions

n=998

Cognitive dimension	Academic achievement					Modified χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	5 (100.00)	303 (83.90)	138 (78.90)	77 (86.50)	252 (78.80)	17.44** (.002)
High	0	58 (16.10)	37 (21.10)	12 (13.50)	68 (21.30)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 45. Analysis of variance for anxiety measured by cognitive dimension among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	46.96[a] (12.80)	7.43**	0.91	3.31
Third class	89	44.73[ab] (11.81)			
Second class	175	46.66[ac] (11.60)			
First class	361	44.46[ad] (12.50)			
Distinction	53	37.86[e] (7.82)			

** Significant at 0.01 level

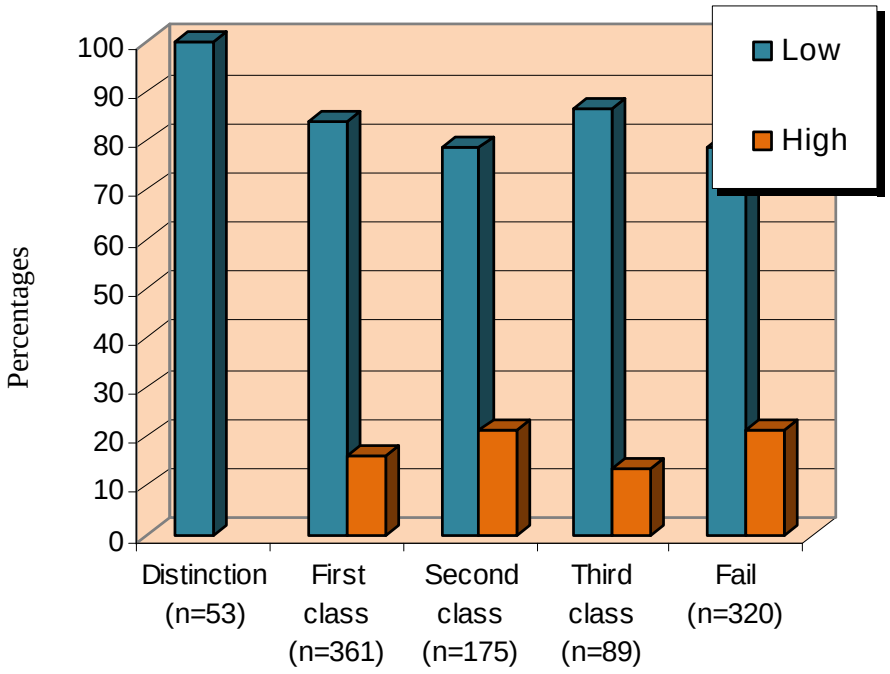


Fig. 10. Status of anxiety by cognitive dimension among achievers and failures

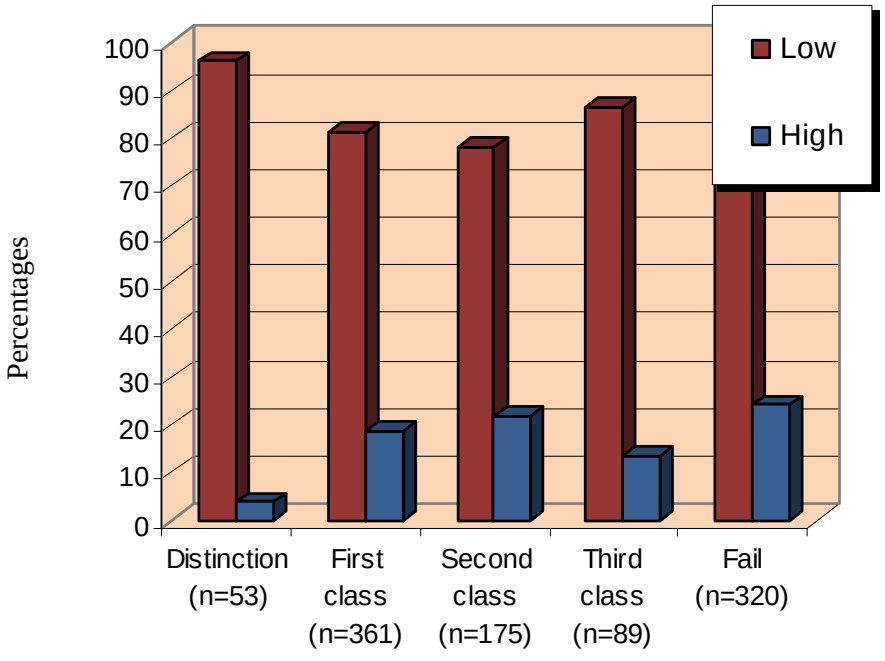


Fig. 11. Status of anxiety by behaviour dimension among achievers and failures

Level of anxiety from behavioural dimension and academic performance among the respondents

The results of the Table – 46 and Fig. 11 endorsed the frequency and percentage of respondents on levels of anxiety as measured by behavioural dimension. Among the students of distinction 96.20 per cent were low and 3.80 per cent of the distinction students were high on anxiety. Among students of first class, 81.20 per cent were low and 18.80 per cent were high on anxiety. Regarding the students of second class, 78.30 per cent were low and 21.70 per cent were high on anxiety. With regard to students of third class, 86.50 per cent were low and 13.50 per cent were high on anxiety. Among failures, 75.90 per cent were low and 24.00 per cent were high on anxiety. It is very clear that the status of anxiety as measured by behaviour dimension was very high among failures compared to distinction, first class and second class achievers.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 15.11, indicated that there was significant association between levels of anxiety as measured by behavioural dimension and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on anxiety from behavioural dimension

The results of the Table - 47 evidenced the mean value of the students of fail class, third class, second class, first class and distinction were 59.41, 56.91, 58.97, 57.14 and 50.01 respectively. The value of critical difference on anxiety was 3.52. The difference of the mean of failures with third class, second class, first class, distinction was -2.50, -0.44, -2.27 and -9.40 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with failures differed significantly at 0.01 level. Similarly, the difference of the mean of third class with second class, first class and distinction was 2.06, 0.23 and -6.90 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of second class with first class and distinction was -1.83 and -8.96 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of first class and distinction was -7.13. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with first class differed significantly at 0.01 level.

Level of anxiety from physiological dimension and academic performance among the respondents

The results of Table – 48 and Fig. 12 signified the frequency and percentage of respondents on levels of anxiety as measured by physiological dimension. Among students of distinction, 100 per cent were low and none of the distinction students were high on anxiety. Among the students of first class, 89.20 per cent were low and 10.80 per cent were high on anxiety. Regarding the students of second class, 91.40 per cent were low and 8.60 per cent were high on anxiety. With regard to students of third class, 96.60 per cent were low and 3.40 per cent were high on anxiety. Among failures, 84.10 per cent were low and 15.90 per cent were high on anxiety. It is very clear that the status of anxiety measured by physiological dimension was very high among failures compared to distinction, first class and second class achievers.

The results and frequency of classification were subjected to chi-square analysis. The chi-square value, 21.24, indicated that there was significant association between levels of anxiety as measured by physiological dimension and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on anxiety from physiological dimension

The results of the Table - 49 established the mean value of the students of fail class, third class, second class, first class and distinction were 41.42, 39.68, 39.32, 37.72 and 31.94 respectively. The value of critical difference on anxiety was 2.94. The difference of the mean of failures with third class, second class, first class and distinction was -1.74, -2.10, -3.70 and -9.48 respectively.

Table 46. Percentage and chi-square values of the respondents on levels of anxiety measured by behaviour dimension

n=998

Behaviour dimension	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	51 (96.20)	293 (81.20)	137 (78.30)	77 (86.50)	243 (75.90)	15.11* (.004)
High	2 (3.80)	68 (18.80)	38 (21.70)	12 (13.50)	77 (24.10)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 47. Analysis of variance for anxiety measured by behavioural dimension among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	59.41[a] (14.20)	6.33**	0.97	3.52
Third class	89	56.91[ab] (11.85)			
Second class	175	58.97[ac] (12.87)			
First class	361	57.14[ad] (13.68)			
Distinction	53	50.01[e] (8.41)			

** Significant at 0.01 level

Table 48. Percentage and chi-square values of the respondents on levels of anxiety measured by physiological dimension

n=998

Physiological dimension	Academic achievement					Modified χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	53 (100.00)	322 (89.20)	160 (91.40)	86 (96.60)	269 (84.10)	21.14**
High	0	39 (10.80)	15 (8.60)	3 (3.40)	51 (15.90)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 49. Analysis of variance for anxiety measured by physiological dimension among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	41.42[a] (12.28)	10.45**	0.81	2.94
Third class	89	39.68[ab] (9.62)			
Second class	175	39.32[ac] (10.09)			
First class	361	37.72[bcd] (11.24)			
Distinction	53	31.94[e] (7.49)			

** Significant at 0.01 level

Fig. 12. Status of anxiety by physiological dimension among achievers and failures

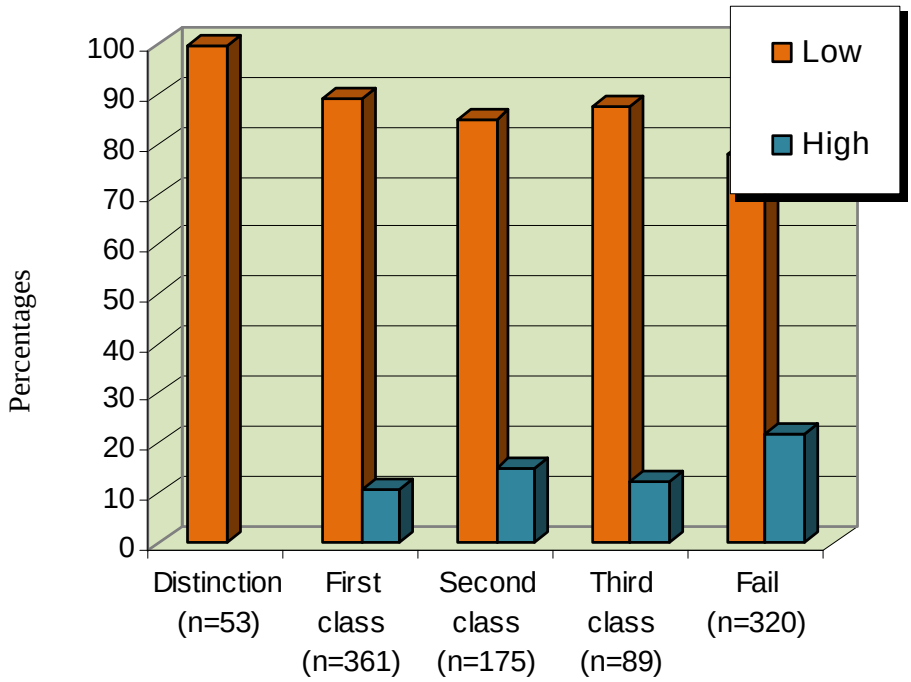


Fig. 13. Status of anxiety among achievers and failures

The comparison of mean differences with critical difference accounted that the difference value of the students of first class and distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of third class with second class, first class and distinction was -0.36, -1.96 and -7.74 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of second class with first class and distinction was -1.60 and -7.38 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of first class and distinction was -5.78. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with first class differed significantly at 0.01 level.

Level of anxiety and academic performance among the respondents

The results of the Table – 50 and Fig. 13 indicated the frequency and percentage of respondents on levels of anxiety. Among the students of distinction 100 per cent were low and none of the distinction students were high on anxiety. Among the students of first class, 89.20 per cent were low and 10.80 per cent were high on anxiety. Among the students of second class, 85.10 per cent were low and 14.90 per cent were high on anxiety. Regarding students of third class 87.60 per cent were low and 12.40 per cent were high on anxiety. With regard to failures, 12.40 were low and 21.90 per cent were high on anxiety. It is very clear that the status of high anxiety was very high among failures compared to distinction, first class, second class and third class achievers.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 27.14, indicated that there was significant association between level of anxiety and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on anxiety

The results of the Table - 51 endorsed the mean value of the students of fail class, third class, second class, first class and distinction were 147.79, 141.32, 144.95, 139.32 and 119.83 respectively. The value of critical difference on anxiety was 8.91. The difference of the mean of failures with third class, second class, first class and distinction was -6.47, -2.84, -8.47 and -27.96 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of third class with second class, first class and distinction was 3.63, -2.00 and -21.49 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of second class with first class and distinction was -5.63 and -25.12 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of mean of first class and distinction was -19.49. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with first class differed significantly at 0.01 level.

4.7 Level of depression and academic performance among achievers and failures

The respondents were classified on their academic achievement into distinction, first class, second class, third class and failures. The respondents of each group were categorized into low, and high on depression.

Level of depression from behavioural dimension academic performance among the respondents

The results of the Table - 52 and Fig. 14 revealed the frequency and percentage of respondents on levels of depression as measured by behavioural dimension. Among students of distinction, 86.80 per cent were low and 13.20 per cent were high on depression. Among the students of first class 75.10 per cent were low and 24.90 per cent were high on depression.

Table 50. Percentage and chi-square values of the respondents on levels of anxiety

n=998

Anxiety	Academic achievement					Modified χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	53 (100.00)	322 (89.20)	149 (85.10)	78 (87.60)	250 (78.10)	27.14**
High	0	39 (10.80)	26 (14.90)	11 (12.40)	70 (21.90)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 51. Analysis of variance for anxiety among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	147.79[a] (35.95)	9.08**	2.45	8.91
Third class	89	141.32[ab] (29.72)			
Second class	175	144.95[ac] (31.94)			
First class	361	139.32[bcd] (34.45)			
Distinction	53	119.83[e] (20.87)			

** Significant at 0.01 level

Table 52. Percentage and chi-square values of the respondents on levels of depression measured by behavioural dimension

n=998

Behavioural dimension	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	46 (86.80)	271 (75.10)	117 (66.90)	74 (83.10)	195 (60.90)	32.37**
High	7 (13.20)	90 (24.90)	58 (33.10)	15 (16.90)	125 (39.10)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 53. Analysis of variance for depression measured by behavioural dimension among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	22.68[a] (6.30)	7.54**	0.46	1.67
Third class	89	20.86[b] (4.40)			
Second class	175	22.09[abc] (5.82)			
First class	361	20.83[bd] (5.62)			
Distinction	53	19.07[e] (6.58)			

** Significant at 0.01 level

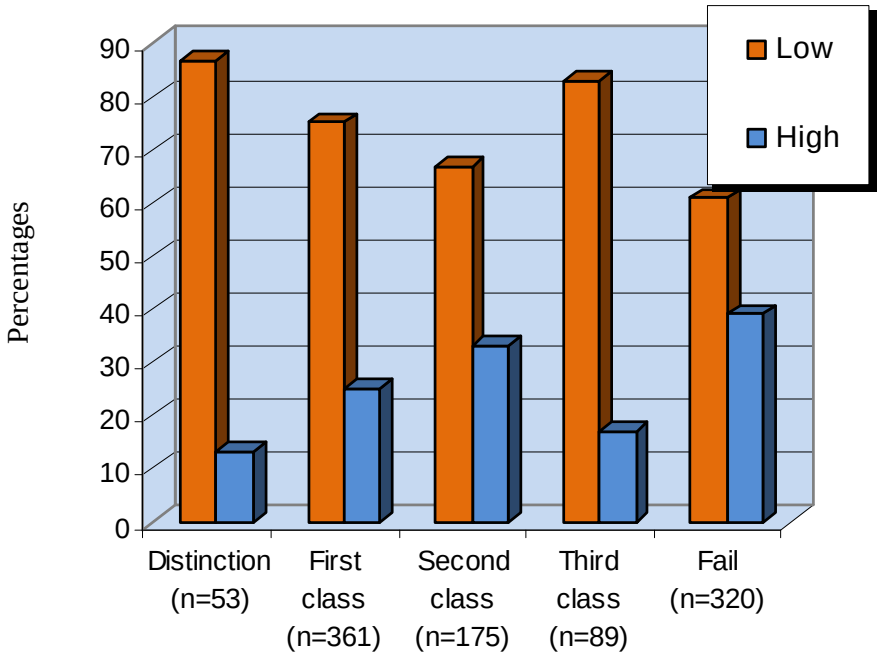


Fig. 14. Status of depression by behavioural dimension among achievers and failures

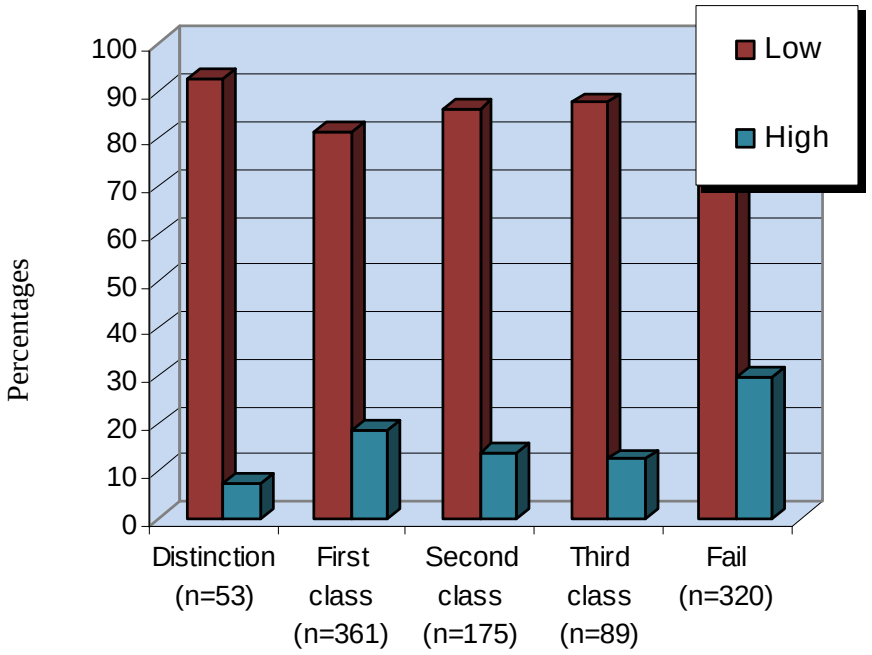


Fig. 15. Status of depression by emotional dimension among achievers and failures

Regarding the students of second class, 66.90 per cent were low and 33.10 per cent were high on depression. With regard to students of third class 83.10 per cent were low and 16.90 per cent were high on depression. Among failures, 60.90 per cent were low and 39.10 per cent were high on depression. It is very clear that the status of depression measured by behavioural dimension was very high among failures compared to distinction and first class achievers.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 32.57 indicated that there was significant association between level of depression as measured by behavioural dimension and level of academic achievement at 0.01 level.

Comparison among achievers and failures on depression from behavioural dimension

The results of the Table - 53 established the mean value of the students of fail class, third class, second class, first class and distinction was 22.68, 20.86, 22.09, 20.83 and 19.07 respectively. The value of critical difference on depression was 1.67. The difference of the mean of failures with third class, second class, first class and distinction was -1.82, -0.59, -1.85 and -3.61 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of third class, first class and distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of third class with second class, first class and distinction was 1.23, -0.03 and -1.79 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of second class with first class and distinction was -1.26 and -3.02 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of first class and distinction was -1.76. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with first class differed significantly at 0.01 level.

Level of depression from emotional dimension and academic performance among the respondents

The results of Table - 54 and Fig. 15 endorsed the frequency and percentage of respondents on levels of depression as measured by emotional dimension. Among students of distinction, 92.50 per cent were low and 7.50 per cent were high on depression. Among the students of first class 81.40 per cent were low and 18.60 per cent were high on depression. Regarding the students of second class, 86.30 per cent were low and 13.70 per cent were high on depression. With regard to students of third class, 87.60 per cent were low and 12.40 per cent were high on depression. Among failures 70.30 per cent were low and 29.70 per cent were high on depression. It is very clear that the status of depression measured by emotional dimension was very high among failures compared to achievers.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 31.76 indicated that there was significant association between levels of depression measured by emotional dimension and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on depression from emotional dimension

The results of the Table - 55 signified the mean value of the students of fail class, third class, second class, first class and distinction was 26.10, 24.23, 24.78, 24.77 and 22.13 respectively. The value of critical difference on depression was 1.92. The difference of the mean of the failures with third class, second class, first class and distinction was -1.87, -1.32, -1.33 and -3.97 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of the third class with second class, first class and distinction was 0.55, 0.54 and -2.10 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of the second class with first class and distinction was -0.01 and -2.65 respectively.

Table 54. Percentage and chi-square values of the respondents on levels of depression measured by emotional dimension

n=998

Emotional dimension	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	49 (92.50)	294 (81.40)	151 (86.30)	78 (87.60)	225 (70.30)	31.76**
High	4 (7.50)	67 (18.60)	24 (13.70)	11 (12.40)	95 (29.70)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 55. Analysis of variance for depression measured by emotional dimension among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	26.10^{a} (6.63)	5.41**	0.53	1.92
Third class	89	24.23^{ab} (5.88)			
Second class	175	24.78^{ac} (5.79)			
First class	361	24.77^{ad} (6.74)			
Distinction	53	22.13^{e} (6.32)			

** Significant at 0.01 level

The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of the first class and distinction was -2.64. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with first class differed significantly at 0.01 level.

Level of depression from somatic dimension and academic performance among the respondents

The results of the Table - 56 and Fig. 16 revealed frequency and percentage of respondents on levels of depression measured by somatic dimension. Among students of distinction, 90.60 per cent were low and 9.40 per cent were high on depression. Among students of first class, 88.60 per cent were low and 11.40 per cent were high on depression. Regarding the students of second class, 84.60 per cent were low and 15.40 per cent were high on depression. With regard to students of third class, 88.80 per cent were low and 11.20 per cent were high on depression. Among failures 84.70 per cent were low and 15.30 per cent were high on depression. It is very clear that the status of depression measured by somatic dimension was very high among failures compared to distinction and first class achievers.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 4.02, indicated that there was no significant association between levels of depression measured by somatic dimension and levels of academic achievement even at 0.05 level.

Comparison among achievers and failures on depression from somatic dimension

The results of the Table - 57 designated the mean value of the students of fail class, third class, second class, first class and distinction was 16.79, 15.30, 16.35, 16.89 and 15.22 respectively. The value of critical difference on depression was 1.07. The difference of the mean of failures with third class, second class, first class and distinction was -1.49, -0.44, 0.10 and -1.57 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of third class and distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of third class with second class, first class and distinction was 1.05, 1.59 and -0.08 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of first class with third class differed significantly at 0.01 level. Correspondingly, the difference of the mean of second class with first class and distinction was 0.54 and -1.13 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of first class and distinction was -1.67. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with first class differed significantly at 0.01 level.

Level of depression from cognitive dimension and academic performance among the respondents

The results of Table - 58 and Fig. 17 indicated the frequency and percentage of respondents on levels of depression measured by cognitive dimension. Among the students of distinction, 90.60 per cent were low and 9.40 per cent were high on depression. Among the students of first class, 86.70 per cent were low and 13.30 per cent were high on depression. Regarding the students of second class, 79.40 per cent were low and 20.60 per cent were high on depression. With regard to the students of third class, 84.30 per cent were low and 15.70 per cent were high on depression. Among failures, 73.80 per cent were low and 26.30 per cent were high on depression. It is very clear that the status of depression measured by cognitive dimension was very high among failures compared to achievers.

The results of frequency and classifications were subjected to chi-square analysis. The chi-square value, 22.80, indicated that there was significant association between levels of depression measured by cognitive dimension and levels of academic achievement at 0.01 level.

Table 56. Percentage and chi-square values of the respondents on levels of depression measured by somatic dimension

n=998

Somatic dimension	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	48 (90.60)	320 (88.60)	148 (84.60)	79 (88.80)	271 (84.70)	4.02NS
High	5 (9.40)	41 (11.40)	27 (15.40)	10 (11.20)	49 (15.30)	

NS-Not-significant
Figures in parenthesis indicates percentage

Table 57. Analysis of variance for depression measured by somatic dimension among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	16.79[a] (4.88)	3.08*	0.39	1.07
Third class	89	15.30[be] (4.35)			
Second class	175	16.35[abc] (4.70)			
First class	361	16.89[ad] (4.61)			
Distinction	53	15.22[e] (4.50)			

* Significant at 0.05 level

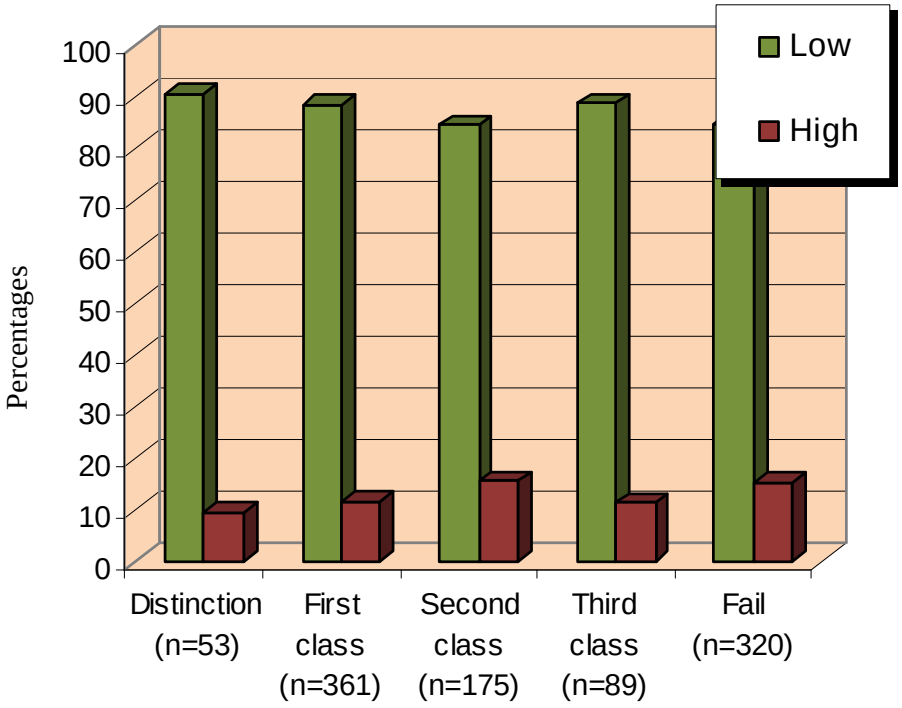


Fig. 16. Status of depression by somatic dimension among achievers and failures

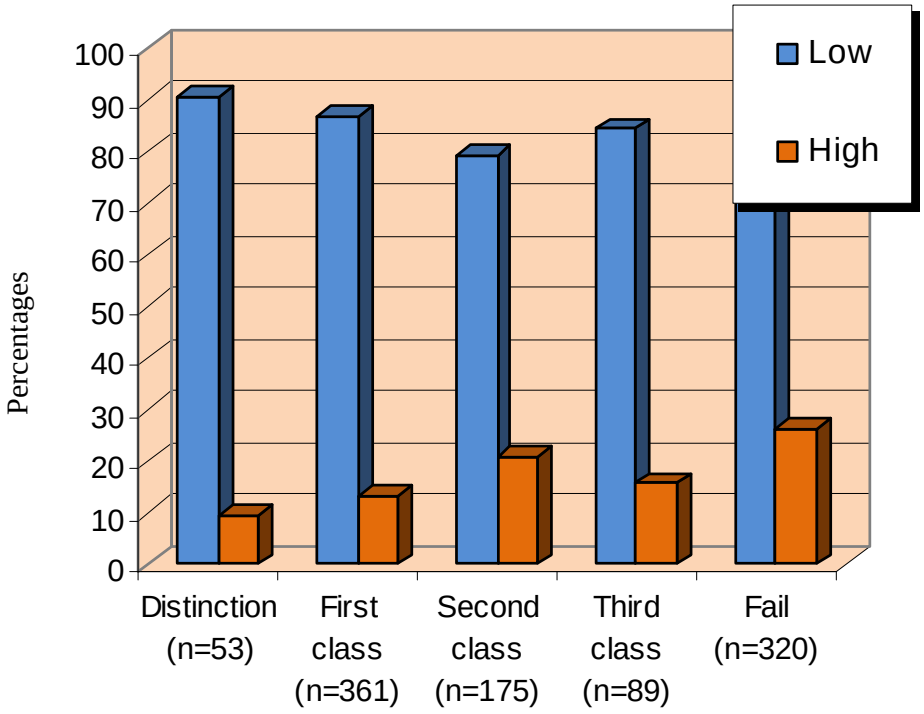


Fig. 17. Status of depression by cognitive dimension among achievers and failures

Table 58. Percentage and chi-square values of the respondents on levels of depression measured by cognitive dimension

n=998

Cognitive dimension	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	48 (90.60)	313 (86.70)	139 (79.40)	75 (84.30)	236 (73.80)	22.80**
High	5 (9.40)	48 (13.30)	36 (20.60)	14 (15.70)	84 (26.30)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 59. Analysis of variance for depression measured by cognitive dimension among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	20.47^{ad} (5.49)	7.95**	0.45	1.63
Third class	89	19.86^{ab} (4.45)			
Second class	175	20.51^{ac} (5.01)			
First class	361	18.87^{bd} (6.18)			
Distinction	53	17.32^{e} (4.82)			

** Significant at 0.01 level

Comparison among achievers and failures on depression from cognitive dimension

The results of the Table - 59 endorsed the mean value of the students of fail class, third class, second class, first class and distinction was 20.47, 19.86, 20.51, 18.87 and 17.32 respectively. The value of the critical difference on depression was 1.63. The difference of the mean of the failures with third class, second class, distinction was -0.61, 0.04, -1.60 and -3.15 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of the third class with second class, first class and distinction was 0.65, -0.99 and -2.54 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of the second class with first class and distinction was -1.64 and -3.19 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of first class and distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of the first class and distinction was -1.55. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with first class did not differ significantly even at 0.05 level.

Level of depression and academic performance among the respondents

The results of Table - 60 and Fig. 18 evidenced the frequency and percentage of respondents on levels of depression. Among the students of distinction, 92.50 per cent were low and 7.50 per cent were high on depression. Among the students of first class, 86.70 per cent were low and 13.30 per cent were high on depression. Regarding the students of second class, 88.00 per cent were low and 12.00 per cent were high on depression. With regard to students of third class, 93.30 per cent were low and 6.70 per cent were high on depression. Among failures 77.20 per cent were low and 22.80 per cent were high on depression. It is very clear that the status of depression was very high among failures compared to achievers.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 24.10, indicated that there was significant association between level of depression and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on depression

The results of the Table - 61 indicated that the mean value of the students of fail class, third class, second class, first class and distinction was 86.06, 80.26, 83.75, 80.37 and 73.75 respectively. The value of the critical difference on depression was 5.23. The difference of the mean of the failures with third class, second class, first class and distinction was -5.80, -2.31, -5.69 and -12.31 respectively. The comparison of mean differences with critical difference disclosed that the difference value of the students of third class, first class and distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of the third class with second class, first class and distinction was 3.49, 0.11 and -6.51 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of the second class with first class and distinction was -3.38 and -10.0 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of the first class and distinction was -6.62. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with first class differed significantly at 0.01 level.

4.8 Level of behavioural problem among the respondents

The respondents were classified on their academic achievement into distinction, first class, second class, third class and failures. The respondents of each group were categorized into low and high on behavioural problem.

The results of Table - 62 and Fig. 19 demonstrated the frequency and percentage of respondents on levels of behavioural problem. Among students of distinction, 96.20 were low and 3.80 per cent were high on behavioural problem. Among the students of first class 93.40 per cent were low and 6.60 per cent were high on behavioural problem.

Table 60. Percentage and chi-square values of the respondents on levels of depression

n=998

Depression	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	49 (92.50)	313 (86.70)	154 (88.00)	83 (93.30)	247 (77.20)	24.10**
High	4 (7.50)	48 (13.30)	21 (12.00)	6 (6.70)	73 (22.80)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 61. Analysis of variance for depression among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	86.06[a] (19.14)	7.98**	1.44	5.23
Third class	89	80.26[b] (15.18)			
Second class	175	83.75[abc] (17.32)			
First class	361	80.37[bd] (18.30)			
Distinction	53	73.75[e] (16.62)			

** Significant at 0.01 level

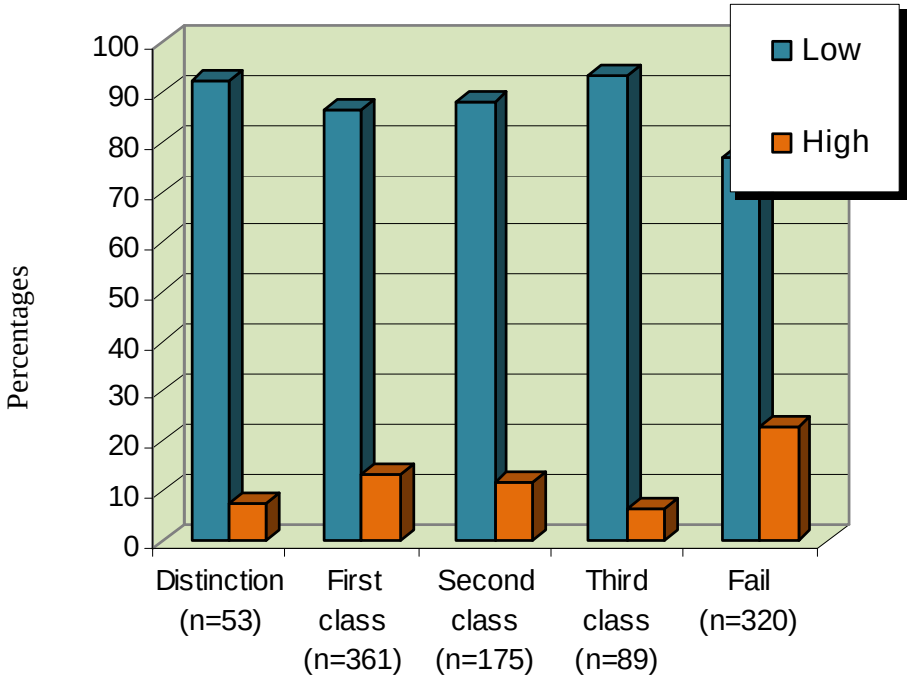


Fig. 18. Status of depression among achievers and failures

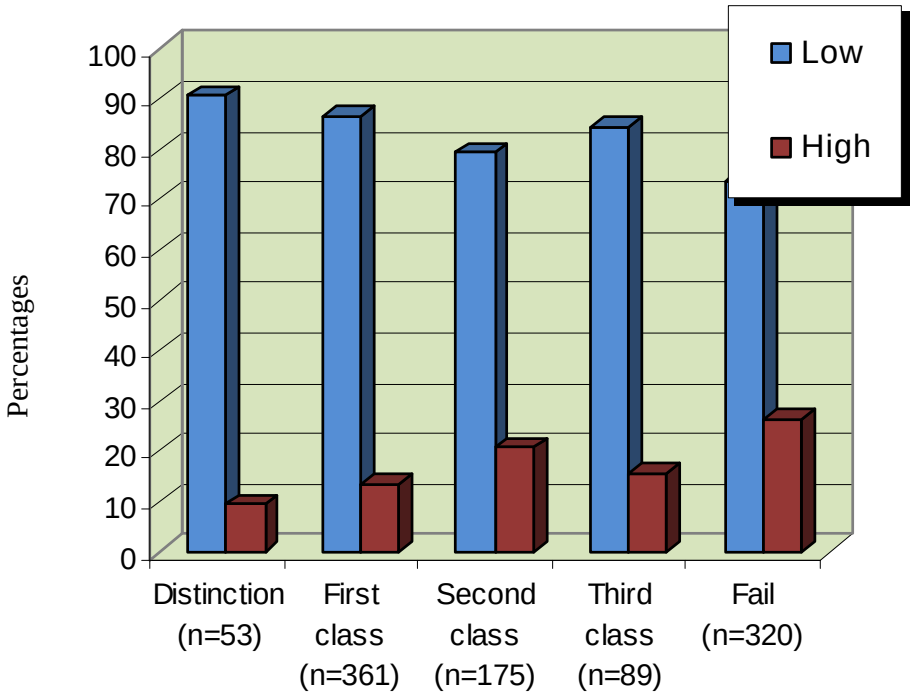


Fig. 19. Status of behavioural problem among achievers and failures

Table 62. Percentage and chi-square values of the respondents on levels of behavioural problem

n=998

Behavioural problem	Academic achievement					χ^2
	Distinction (n=53)	First class (n=361)	Second class (n=175)	Third class (n=89)	Fail (n=320)	
Low	48 (90.60)	313 (86.70)	139 (79.40)	75 (84.30)	236 (73.80)	22.80**
High	5 (9.40)	48 (13.30)	36 (20.60)	14 (15.70)	84 (26.30)	

** Significant at 0.01 level
Figures in parenthesis indicates percentage

Table 63. Analysis of variance for behavioural problem among achievers and failures

n=998

Class	n	Mean	F-value	Standard error	Critical difference
Fail	320	63.26[a] (15.33)	12.18**	1.19	4.32
Third class	89	64.35[ab] (14.19)			
Second class	175	62.32[ac] (14.05)			
First class	361	58.19[cd] (14.60)			
Distinction	53	51.56[e] (13.00)			

** Significant at 0.01 level

Regarding the students of second class, 89.70 per cent were low and 10.30 per cent were high on behavioural problem. With regard to students of third class, 94.40 per cent were low and 5.60 per cent were high on behavioural problem. Among failures, 86.90 per cent were low and 13.10 per cent were high on behavioural problem. It is very clear that the status of behavioural problem was very high among failures compared to achievers.

The results of frequency and classification were subjected to chi-square analysis. The chi-square value, 12.28, indicated that there was significant association between levels of emotional problems and levels of academic achievement at 0.01 level.

Comparison among achievers and failures on behavioural problem

The results of the Table – 63 signified the mean value of the students of fail, third class, second class, first class and distinction were 63.26, 64.35, 62.32, 58.19 and 51.56 respectively. The value of the critical difference on behavioural problem was 4.32. The difference of the mean of the failures with third class, second class, first class and distinction was 1.09, -0.94, -5.07 and -11.7 respectively. The comparison of mean differences with critical difference accounted that the difference value of the students of first class and distinction with failures differed significantly at 0.01 level. Similarly the difference of the mean of the third class with second class, first class and distinction was -2.03, -6.16 and -12.79 respectively. The comparison of mean differences with critical difference explicated that the difference value of the students of first class and distinction with third class differed significantly at 0.01 level. Correspondingly the difference of the mean of the second class with first class and distinction was -4.13 and -10.76 respectively. The comparison of mean differences with critical difference exposed that the difference value of the students of distinction with second class differed significantly at 0.01 level. Finally the difference of the mean of the first class and distinction was -6.63. The comparison of mean differences with critical difference accounted that the difference value of the students of distinction with first class differed significantly at 0.01 level.

4.9 Relationship between selected demographic characteristics and personality

Relationship between selected demographic characteristics and surgency

The results of the Table – 64 and Fig. 20 indicated coefficient of correlation between selected demographic characteristics and surgency of the respondents. The coefficient of correlation between qualification of father, occupation of the father, qualification of mother, occupation of mother, siblings and surgency was 0.22, 0.12, 0.24, 0.12 and -0.18, respectively. These results indicated that there was significant positive relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and surgency at 0.01 level of significance. But there was significant negative relationship between siblings and surgency at 0.01 level.

Relationship between selected demographic characteristics and intellect

The results of the Table – 64 and Fig. 20 established coefficient of correlation between selected demographic characteristics and intellect of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and intellect was 0.13, 0.05, 0.10, 0.10 and 0.07, respectively. These results indicated that there was significant positive relationship between qualification of father, qualification of mother, occupation of mother and intellect at 0.01 level of significance.

Relationship between selected demographic characteristics and agreeableness

The results of the Table - 64 and Fig. 20 endorsed the coefficient of correlation between the selected demographic characteristics and agreeableness of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and agreeableness was 0.18, 0.04, 0.10, 0.03 and -0.01, respectively. These results indicated that there was significant positive relationship between qualification of father, qualification of mother and agreeableness at 0.01 level of significance.

Table 64. Coefficient of correlation between Big Five Factors of personality and selected demographic variables

n=998

Demographic characteristics	Surgency	Intellect	Agreeableness	Emotional stability	Conscientiousness
Qualification of father	0.22**	0.13**	0.18**	0.24**	0.14**
Occupation of father	0.12**	0.05NS	0.04NS	0.02NS	0.03NS
Qualification of mother	0.24**	0.10**	0.10**	0.17**	0.13**
Occupation of mother	0.12**	0.10**	0.03NS	0.01NS	0.05NS
Siblings	-0.18**	0. 07 NS	-0.01NS	-0.18**	-0.18**

** Significant at 0.01 level, NS – Not-significant

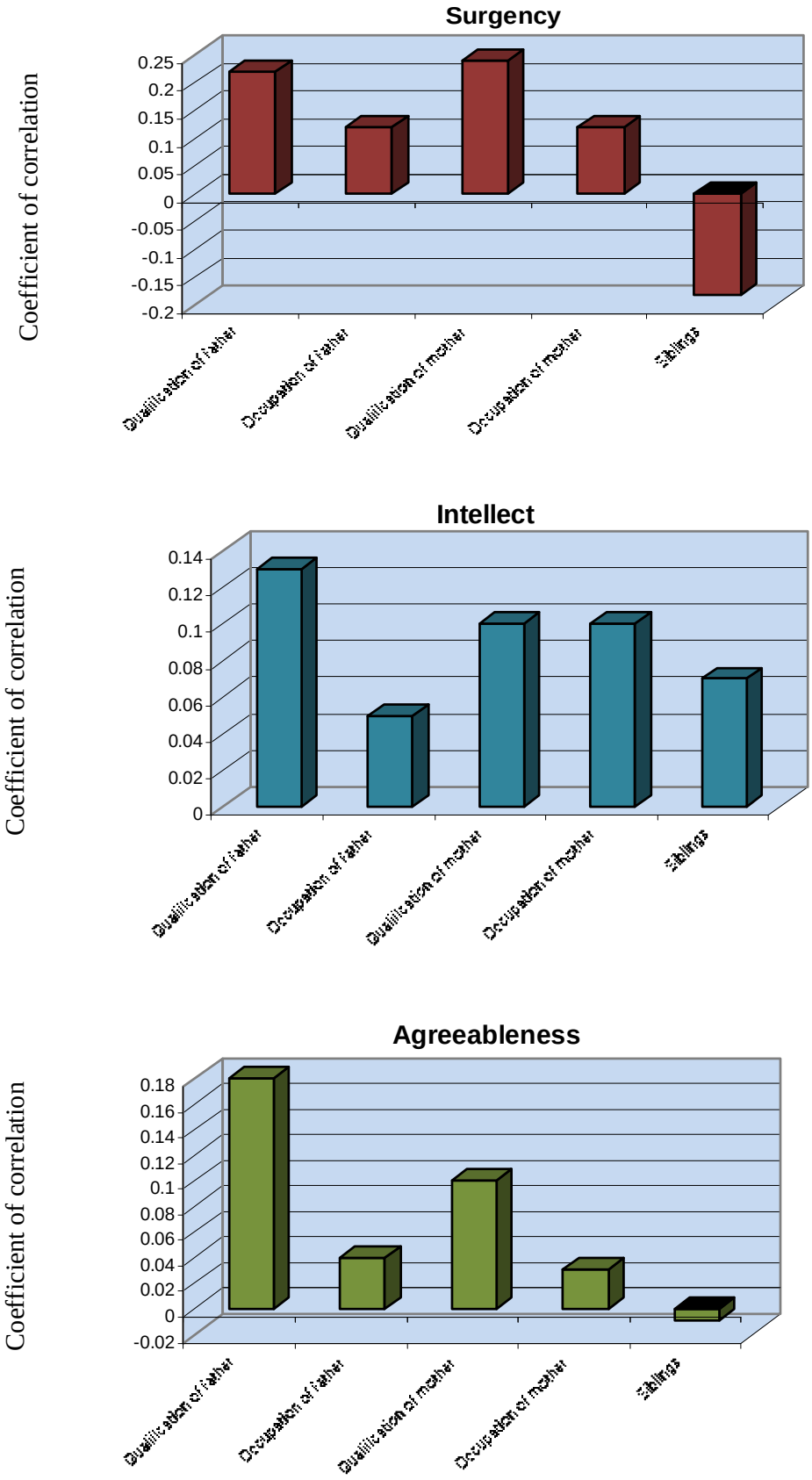


Fig. 20. Relationship between selected demographic characteristics and personality

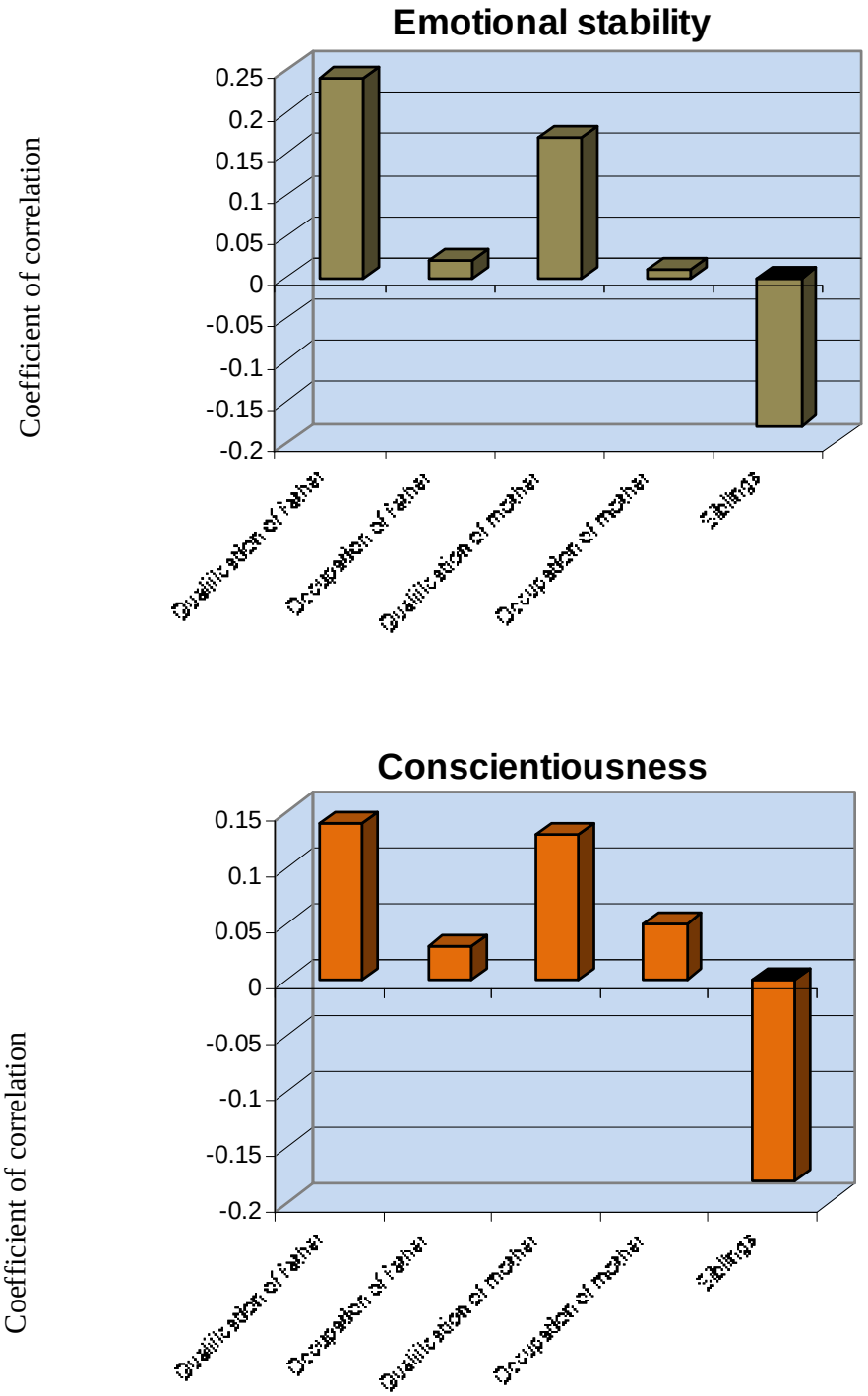


Fig. 20 (Contd….). Relationship between selected demographic characteristics and personality

Relationship between selected demographic characteristics and emotional stability

The results of the Table - 64 and Fig. 20 designated the coefficient of correlation between selected demographic characteristics and emotional stability of the respondents. The coefficient of correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and emotional stability was 0.24, 0.02, 0.17, 0.01 and -0.18, respectively. These results indicated that there was significant positive relationship between qualification of father, qualification of mother and emotional stability at 0.01 level respectively. But there was negative relationship between siblings and emotional stability at 0.01 level of significance.

Relationship between selected demographic characteristics and conscientiousness

The results of the Table - 64 and Fig. 20 demonstrated the coefficient of correlation between the selected demographic characteristics and conscientiousness of the respondents. The coefficient of correlation between qualification of father, occupation of the father, qualification of mother, occupation of mother, siblings and conscientiousness was 0.14, 0.03, 0.13, 0.05 and -0.18, respectively. The results indicated that number of siblings and conscientiousness were negatively and significantly related at 0.01 level. The results also indicated that qualification of father, mother and conscientiousness were positively and significantly related at 0.01 level.

Relationship between selected demographic characteristics and personality

The results of the Table – 64 and Fig. 20 explicated the coefficient of correlation between demographic characteristics and personality of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and personality was 0.21, 0.18, 0.20, 0.10 and -0.19 respectively. These results indicated that there was significant positive relationship between qualification of father, occupation of father, qualification of mother, occupation of mother, and personality at 0.01 level. Also there was significant and negative relationship between siblings and personality at 0.01 level of significance.

4.10 Relationship between selected demographic characteristics and coping mechanism

Relationship between selected demographic characteristics and negative coping mechanism

The results of the Table - 65 and Fig. 21 revealed coefficient of correlation between selected demographic characteristics and negative coping mechanism of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and negative coping mechanism was -0.17, -0.06, -0.05, 0.05 and 0.01 respectively. There was a significant negative relationship between qualification of father and negative coping mechanisms of the respondents at 0.01 level.

Relationship between selected demographic characteristics and positive coping mechanisms

The results of the Table - 65 and Fig. 21 indicated coefficient of correlation between selected demographic characteristics and positive coping mechanisms of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and positive coping mechanisms was 0.17, 0.05, 0.17, 0.168 and -0.04 respectively. These results indicated that there was a significant positive relationship between qualification of father, qualification of mother, occupation of mother and positive coping mechanisms of the respondents at 0.01 level.

4.11 Relationship between selected demographic characteristics and scholastic difficulty

The results of the Table - 66 and Fig. 22 indicated coefficient of correlation between selected demographic characteristics and scholastic difficulty of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and scholastic difficulty was -0.16, -0.11, -0.19, -0.02 and 0.05 respectively. These results indicated that there was a significant negative

relationship between qualification of father, occupation of father, qualification of mother and academic difficulties of the respondents at 0.01 level.

4.12 Relationship between selected demographic characteristics and anxiety

Relationship between selected demographic characteristics and anxiety by cognitive dimension

The results of the Table - 67 and Fig. 23 endorsed coefficient of correlation between selected demographic characteristics and anxiety as measured by cognitive aspect of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and anxiety as measured by cognitive aspect was -0.17, -0.08, -0.13, -0.16 and 0.10 respectively. These results indicated that there was significant positive relationship between siblings and anxiety as measured by cognition at 0.01 level. There was also significant and negative relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety as measured by cognitive aspect at 0.01 level of significance.

Relationship between selected demographic characteristics and anxiety by behaviour dimension

The results of the Table - 67 and Fig. 23 signified coefficient of correlation between selected demographic characteristics and anxiety as measured by behavioural aspect of the respondents. The coefficient of correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and anxiety as measured by behavioural dimension was -0.13, -0.09, -0.12, -0.09 and 0.09 respectively. These results indicated that there was significant positive relationship between siblings and anxiety as measured by behavioural dimension at 0.05 level. Also there was significant negative relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety as measured by behavioural dimension at 0.05 and 0.01 level.

Relationship between selected demographic characteristics and anxiety by physiological dimension

The results of the Table - 67 and Fig. 23 established coefficient of correlation between selected demographic characteristics and anxiety as measured by physiological dimension of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and anxiety as measured by physiological dimension was -0.17, -0.16, -0.13, -0.03 and 0.19 respectively. These results indicated that there was significant positive relationship between siblings and anxiety as measured by physiological dimension at 0.05 level. Also there was significant negative relationship between qualification of father, occupation of father, qualification of mother and anxiety as measured by physiological dimension at 0.01 level.

Relationship between selected demographic characteristics and anxiety

The results of the Table - 67 and Fig. 23 projected that coefficient of correlation between selected demographic characteristics and anxiety of the respondents. The coefficient of correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and anxiety was -0.17, -0.19, -0.14, -0.09 and 0.10 respectively. These results indicated significant positive relationship between siblings and anxiety at 0.01 level. Also there was a significant negative relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety at 0.01 and 0.05 level.

4.13 Relationship between selected demographic characteristics and depression

Relationship between selected demographic characteristics and depression by behavioural dimension.

Table 65. Coefficient of correlation between selected demographic characteristics and coping mechanism

Demographic characteristics	Negative coping mechanism	Positive coping mechanism
Qualification of father	-0.17**	0.17**
Occupation of father	-0.06NS	0.05NS
Qualification of mother	-0.05NS	0.17**
Occupation of mother	0.05NS	0.16**
Siblings	0.01NS	-0.04NS

** Significant at 0.01 level, NS – Not-significant

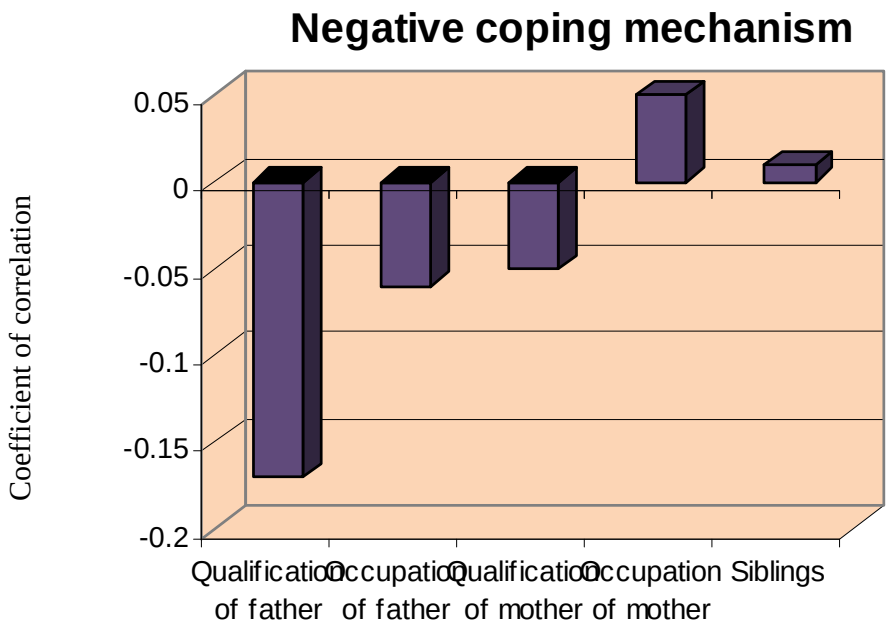
The results of the Table - 68 and Fig. 24 revealed coefficient of correlation between selected demographic characteristics and depression as measured by behavioural dimension of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and depression as measured by behaviour dimension was -0.15, -0.09, -0.16, -0.09 and 0.19 respectively. The results indicated that there was significant positive relationship between siblings and depression as measured by behaviour dimension at 0.01 level. Also there was significant negative relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and depression as measured by behaviour dimension at 0.05 and 0.01 level.

Relationship between selected demographic characteristics and depression by emotional dimension

The results of the Table - 68 and Fig. 24 designated coefficient of correlation between selected demographic characteristics and depression as measured by emotional dimension of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and depression as measured by emotional dimension was -0.15, -0.18, -0.16, -0.02 and 0.03 respectively. The results indicated that there was significant negative relationship between qualification of father, occupation of father, qualification of mother and depression as measured by emotional dimension at 0.01 level.

Relationship between selected demographic characteristics and depression by somatic dimension

The results of the Table - 68 and Fig. 24 revealed coefficient of correlation between selected demographic characteristics and depression as measured by somatic dimension of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and depression as measured by somatic dimension was -0.09, -0.03, -0.04, -0.01 and 0.09 respectively. The results indicated that there was a significant positive relationship between siblings and depression as measured by somatic dimension at 0.05 level. Also there was significant negative relationship between qualification of father and depression as measured by somatic dimension at 0.05 level.



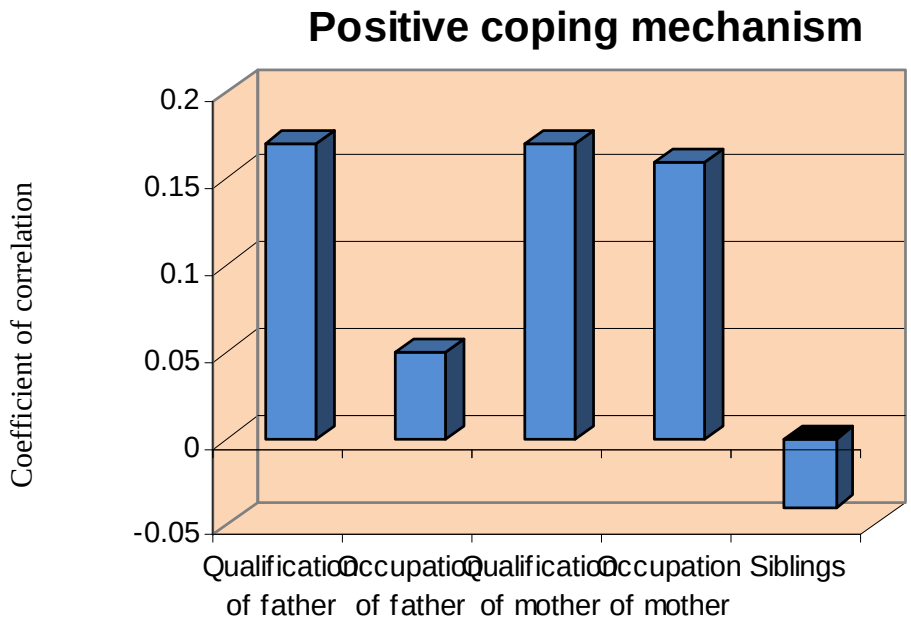


Fig. 21. Relationship between selected demographic characteristics coping mechanism

Table 66. Coefficient of correlation between selected demographic characteristics and scholastic difficulty

Demographic characteristics	Scholastic difficulty
Qualification of father	-0.16**
Occupation of father	-0.11**
Qualification of mother	-0.19**
Occupation of mother	-0.02NS
Siblings	0.05NS

** Significant at 0.01 level, NS – Not-significant

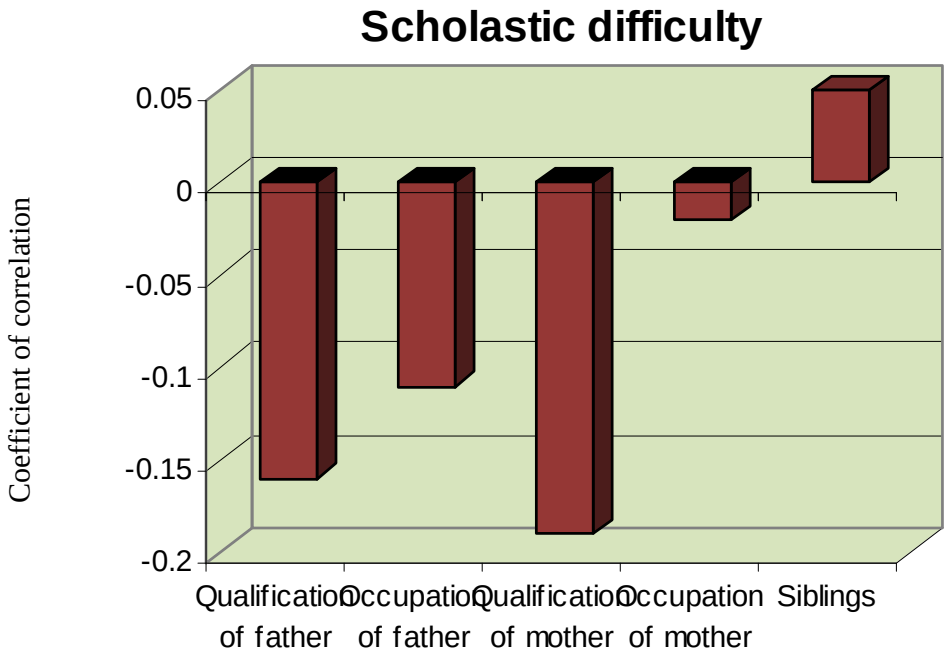


Fig. 22. Relationship between selected demographic characteristics and scholastic difficulty

Table 67. Coefficient of correlation between selected demographic characteristics and anxiety

n=998

Demographic characteristics	Cognitive	Behavioural	Physiological	Anxiety
Qualification of father	-0.17**	-0.13**	-0.17**	-0.17**
Occupation of father	-0.08**	-0.09*	-0.16**	-0.19**
Qualification of mother	-0.13**	-0.12**	-0.13**	-0.14**
Occupation of mother	-0.16**	-0.09*	-0.03NS	-0.09*
Siblings	0.10**	0.09*	0.19**	0.10**

** Significant at 0.01 level, * Significant at 0.05 level, NS – Not-significant

Table 68. Coefficient of correlation between selected demographic characteristics and depression

n=998

Demographic characteristics	Behavioural	Emotional	Somatic	Cognitive	Depression
Qualification of father	-0.15**	-0.15**	-0.091*	-0.21**	-0.18**
Occupation of father	-0.09*	-0.18**	-0.03NS	-0.12**	-0.19**
Qualification of mother	-0.16**	-0.16**	-0.04NS	-0.18**	-0.17**
Occupation of mother	-0.09*	-0.02 NS	-0.01NS	-0.05NS	-0.04NS
Siblings	0.19**	0.03NS	0.09*	0.11**	0.16**

** Significant at 0.01 level, * Significant at 0.05 level, NS – Not-significant

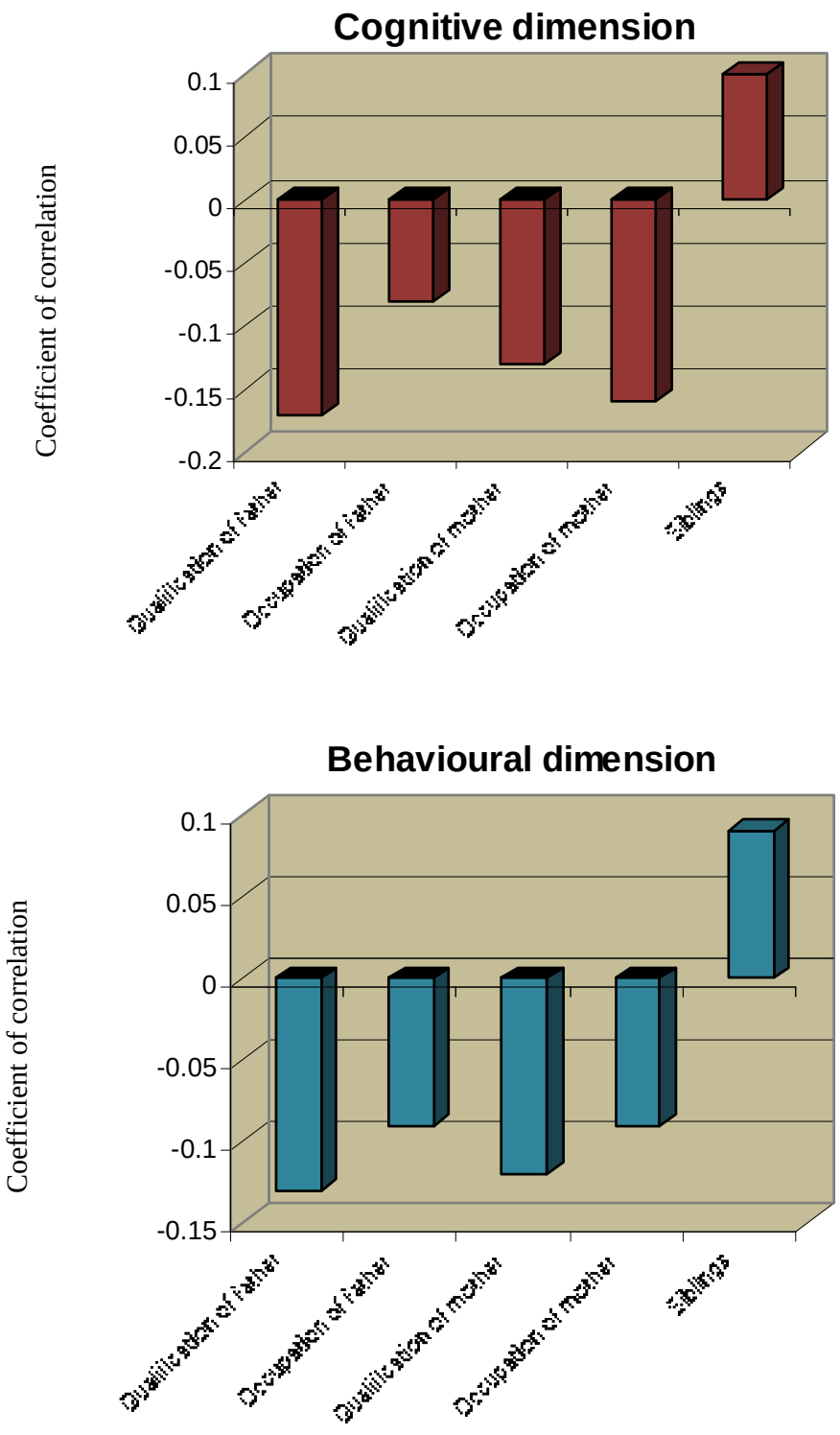


Fig. 23. Relationship between selected demographic characteristics and anxiety

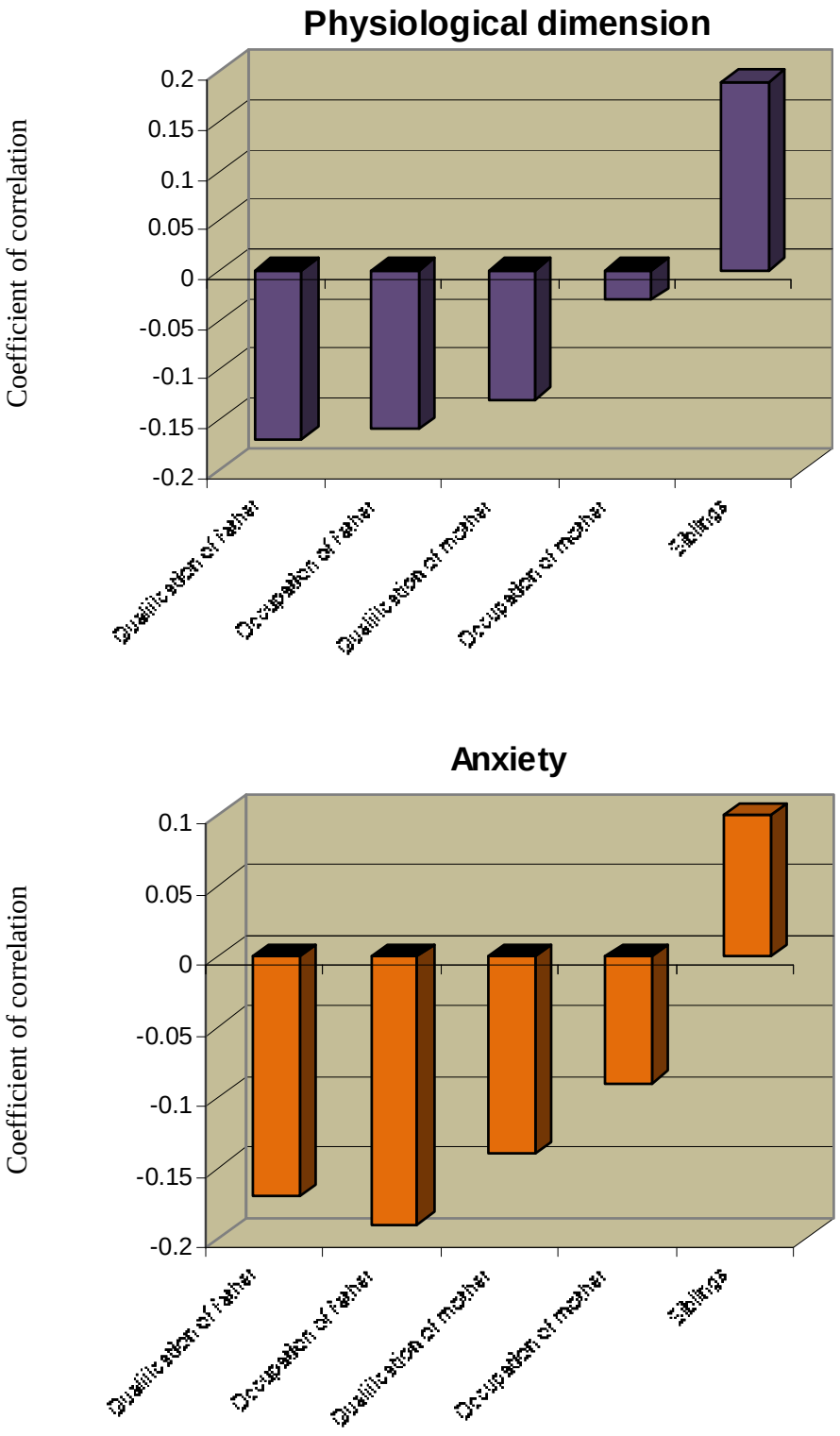


Fig. 23 (Contd…). Relationship between selected demographic characteristics and anxiety

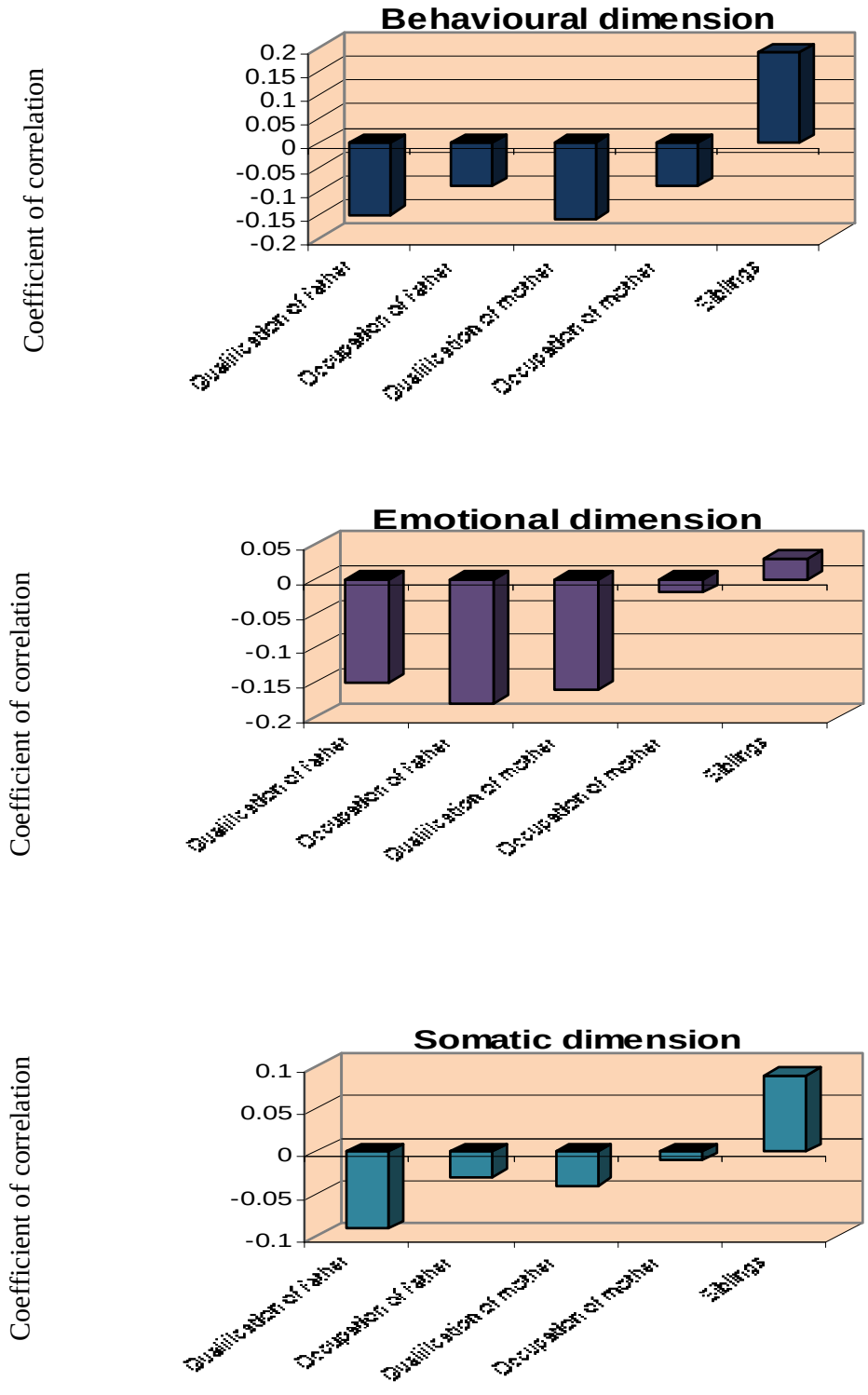


Fig. 24. Relationship between selected demographic characteristics and depression

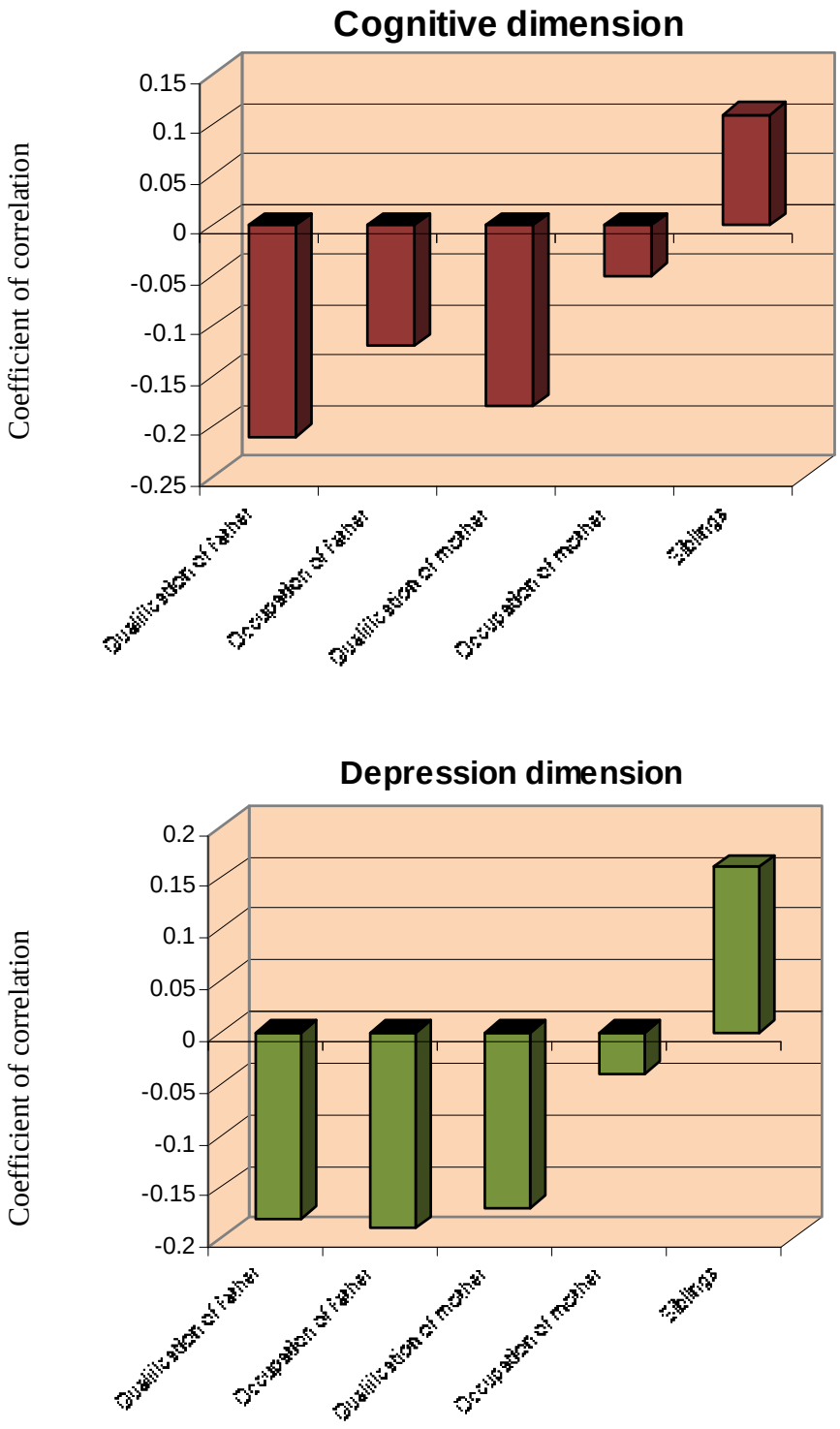


Fig. 24 (Contd….) Relationship between selected demographic characteristics and depression

Relationship between selected demographic characteristics and depression by cognitive dimension

The results of the Table - 68 and Fig. 24 indicated coefficient of correlation between selected demographic characteristics and depression as measured by cognitive dimension of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and depression as measured by cognitive dimension was -0.21, -0.12, -0.18, -0.05 and 0.11 respectively. The results indicated that there was a significant positive relationship between siblings and depression as measured by cognitive dimension at 0.01 level. There was also a significant negative relationship between qualification of father, occupation of father, qualification of mother and depression as measured by cognitive dimension at 0.01 level.

Relationship between selected demographic characteristics and depression

The results of the Table - 68 and Fig. 24 signified coefficient of correlation between selected demographic characteristics and depression of the respondents. The coefficients of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and depression was -0.18, -0.19, -0.17, -0.04 and 0.16 respectively. The results indicated that there was a significant positive relationship between siblings and depression at 0.01 level. There was also a significant negative relationship between qualification of father, occupation of father, qualification of mother and depression of the respondents at 0.01 level.

Table 69. Coefficient of correlation between selected demographic characteristics and behavioural problem

Demographic characteristics	Behaviour problem
Qualification of father	-0.160**
Occupation of father	-0.16**
Qualification of mother	-0.12**
Occupation of mother	-0.02NS
Siblings	0.11**

** Significant at 0.01 level, NS – Not-significant

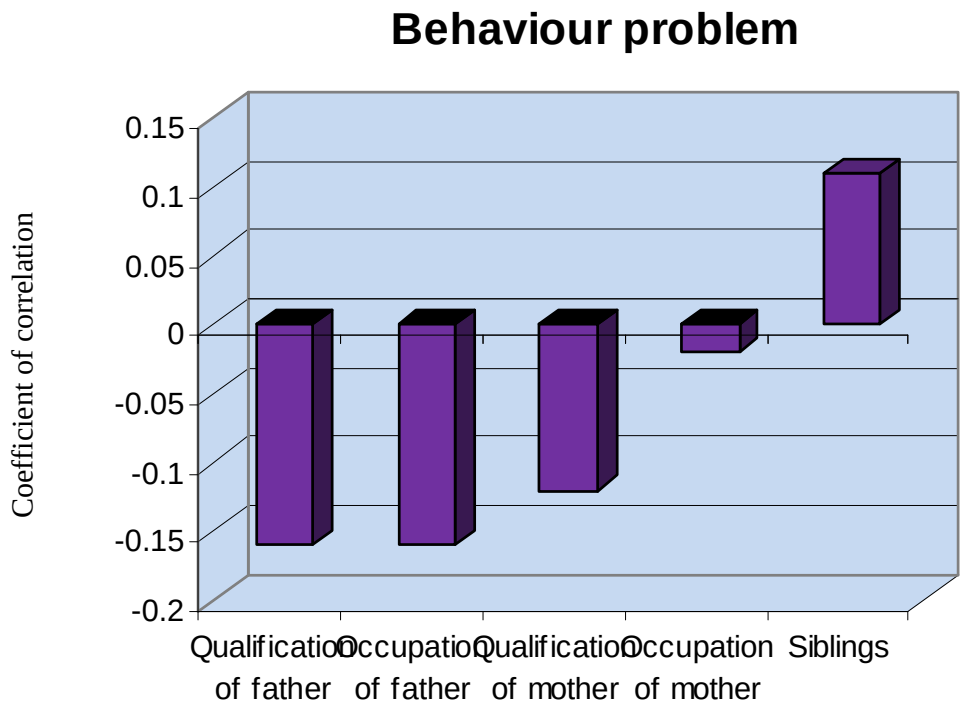


Fig. 25. Relationship between selected demographic characteristics and behavioural problem

4.14 Relationship between selected demographic characteristics and behavioural problem

The results of the Table - 69 and Fig. 25 revealed coefficient of correlation between selected demographic characteristics and behavioural problem of the respondents. The coefficient of the correlation between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and behavioural problem was -0.16, -0.16, -0.12, -0.029 and 0.11 respectively. These results indicated that there was a significant positive relationship between siblings and behavioural problem of the respondents at 0.01 level. Also there was a significant negative relationship between qualification of father, occupation of father, qualification of mother and behavioural problem at 0.01 level.

5. DISCUSSION

The results of the present study are discussed and interpreted under the following sub-headings.

5.1 Development of scale

5.1.1 Development of personality scale

Sir Francis Galton was the first scientist to recognize what is now known as the Lexical Hypothesis. This is the idea that the most salient and socially relevant personality differences in people's lives will eventually become encoded into language and it is possible to derive a comprehensive taxonomy of human personality traits. In 1936, Gordon Allport and H. S. Odbert put this hypothesis into practice and extracted 17,953 personality-describing words. They then reduced this gigantic list to 4,504 adjectives believed were descriptive of observable and relatively permanent traits.

Raymond Cattell (1957) obtained the Allport-Odbert list in the 1940s, added terms obtained from psychological research, and then eliminated synonyms to reduce the total to 171. Cattell identified 35 major clusters of personality traits which he referred to as the "personality sphere". He and his associates then constructed personality tests for these traits. The data they obtained from these tests were analyzed and resulted in sixteen major personality factors, which led to the development of the 16 personality factors.

In 1961, Tupes and Christal (1961) found five recurring factors. This work was replicated by Warren Norman, he said that five major factors were sufficient to account for a large set of personality data. Norman (1963) named these factors as Surgency, Agreeableness, Conscientiousness, Emotional Stability and Culture.

Lewis Goldberg's lexical results sensitized attention of psychologists (1981). He coined the term "Big-Five" as a label for the above five factors. In a 1981 symposium in Honolulu, four prominent researchers - Lewis Goldberg, Naomi Takemoto-Chock, Andrew Comrey, and John M. Digman, reviewed and concluded that the five factors are common in most of personality tests. The Big Five are now viewed as indicators of personality.

The Big Five Inventory (BFI) is a self-report measure designed to assess the high-order personality traits of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. As part of the International Sexuality Description Project, the BFI was translated from English into 28 languages and administered to 17,837 individuals from 56 nations. The resulting cross-cultural data set was used to address three main questions: Does the factor structure of the English BFI fully replicate across cultures? How valid are the BFI trait profiles of individual nations? And how are personality traits distributed throughout the world? Answers to the above questions the five-dimensional structure was robust across major regions of the world. Trait levels were related in predictable ways to self-esteem, socio-sexuality and national personality profiles. People from the geographic regions of South America and East Asia were significantly different in openness from those inhabiting other world regions (Schmitt, 2007).

Goldberg (1992) conducted the studies to satisfy the need in personality research for factorial univocal measures of each of the Big Five domains that subsume most English-Language terms for personality traits, new sets of Big-Five factor makers were investigated. In the studies of adjective-anchored bipolar rating scales, a transparent format was found to produce factor makers that were more univocal than the same scales administered in the traditional format. Nonetheless, even the transparent bipolar scales proved less robust as factor makers than did parallel sets of adjectives administered in the unipolar format. A set of 100 unipolar terms proved to be highly robust across quite diverse samples of self and peers descriptions. These new makers were compared with previously developed ones based on far larger sets of trait adjectives, as well as with the scales from the NEO and Hogan personality inventories.

In present study, Goldberg's 100 unipolar adjectives were adopted to develop the Big Five Factors personality scale in administering the unipolar adjectives, it was observed that our adolescents were not clearly conceptualiting some of the unipolar adjectives from the perspective of personality, but, when they were explained unipolar adjectives with behavioural statements, then only they were able to give their responses objectively. Correspondingly Goldberg's 100 unipolar adjectives are too general term to be understood by adolescents in India. Therefore in the present study an attempt was made to develop "The Big Five Factors Personality Scale" by behavioural perspective. Each adjective is expressed in behavioural statement. 100 adjectives were bases to develop 200 statements.

Content validity

The 100 unipolar markers of the Big Five Factor (Goldberg, 1992) were the basis for the development of Personality Scale. The Big Five Factors were surgency, intellect, agreeableness, emotional stability and conscientiousness. Each factor was measured by 20 traits. Each trait was expressed in behavioural statement both in positive and negative dimensions. Initially, 200 statements were constructed. Each behavioural statement was judged by 115 experts. The level of relevancy of each item and percentage of each item confirm the content validity of the scale. The judges were requested first to read each adjective and corresponding one behavioural negative statement and one behavioural positive statement of that adjective and then to evaluate each statement on three alternative answers *viz.,* irrelevant, relevant and most relevant.

The degree of relevancy of each statement was calculated and it was between 79 to 92. One statement of each trait was selected on the basis of its highest degree of relevancy. So, 100 statements were selected on the criterion of the highest perceived relevancy. The degree of relevancy of each of the selected statement was between 89 to 92. The selected statements were administered on a randomly selected 200 II PUC science students to identify the behavioural expression in criterion group. If a behavioural statement was accepted as 'always' by at least 5 per cent of the respondents was considered as valid statement to measure that particular trait. On the basis of this criterion, all the 100 statements were selected (Table - 1). These results mean that each of the 20 statements measures a specific

trait of a personality factor. Further the validity of the scale was established by correlation analysis and factor analysis.

Surgency

Internal validity

Each item of surgency was correlated with surgency factor and the scale. 10 items which were highly significant with surgency factor and the scale were selected. Internal validity of 10 items of surgency factor was established by coefficient of correlation analysis (Table 2). It means that selected 10 items were highly correlated with surgency factor. Correspondingly each of the 10 items was correlated with personality scale. These two correlation analysis justify that the selected 10 items such as 96, 16, 56, 86, 76, 36, 66, 11, 71 and 91 were significantly and highly correlated. Therefore the items selected to measure surgency factor of personality were having internal validity.

Factor analysis:

The raw data of 200 students on 10 selected items of surgency were subjected to Varimax-rotated factor analysis in relation to 10 selected items of other 4 factors. 10 items had highest factor loadings between -0.735 to 0.813 (Table - 7) in relation to surgency compared to other four factors. Therefore, these statements are valid to measure surgency factor.

Intellect

Internal validity

Each item of intellect was correlated with intellect factor and the scale. 10 items which were highly significant with intellect factor and the scale were selected. Internal validity of 10 items of intellect factor was established by coefficient of correlation analysis (Table 3). It means that selected 10 items were highly correlated with intellect factor. Correspondingly each of the 10 items was correlated with personality scale. These two correlation analysis justify that the selected 10 items such as 32, 72, 92, 82, 57, 67, 47, 17, 37 and 42 were significantly and highly correlated. Therefore the items selected to measure intellect factor of personality were having internal validity.

Factor analysis:

The raw data of 200 students on 10 selected items of intellect were subjected to Varimax-rotated factor analysis in relation to 10 selected items of other 4 factors. 10 items had factor loadings between -0.898 to 0.934 (Table - 8) in relation to intellect compared to other four factors. Therefore, these statements are valid to measure intellect factor.

Agreeableness

Internal validity

Each item of agreeableness was correlated with agreeableness factor and the scale. 10 items which were highly significant with agreeableness factor and the scale were selected. Internal validity of 10 items of agreeableness factor was established by coefficient of correlation analysis (Table 4). It means that selected 10 items were highly correlated with agreeableness factor. Correspondingly each of the 10 items was correlated with personality scale. These two correlation analysis justify that the selected 10 items such as 48, 38, 28, 98, 18, 83, 33, 53, 93 and 43 were significantly and highly correlated. Therefore the items selected to measure agreeableness factor of personality were having internal validity.

Factor analysis:

The raw data of 200 students on 10 selected items of agreeableness were subjected to Varimax-rotated factor analysis in relation to 10 selected items of other 4 factors. 10 items had factor loadings between -0.891 to 0.894 (Table - 9) in relation to agreeableness compared to other four factors. Therefore, these statements are valid to measure agreeableness factor.

Emotional stability

Internal validity

Each item of emotional stability was correlated with emotional stability factor and the scale. 10 items which were highly significant with emotional stability factor and the scale were selected. Internal validity of 10 items of emotional stability factor was established by coefficient of correlation analysis (Table 5). It means that selected 10 items were highly correlated with emotional stability factor. Correspondingly each of the 10 items was correlated with personality scale. These two correlation analysis justify that the selected 10 items such as 34, 64, 54, 74, 44, 14, 89, 69, 94 and 79 were significantly and highly correlated. Therefore the items selected to measure emotional stability factor of personality were having internal validity.

Factor analysis:

The raw data of 200 students on 10 selected items of emotional stability were subjected to Varimax-rotated factor analysis in relation to 10 selected items of other 4 factors. 10 items had factor loadings between -0.862 to -0.595 (Table - 10) in relation to emotional stability compared to other four factors. Therefore, these statements are valid to measure emotional stability factor.

Conscientiousness

Internal validity

Each item of conscientiousness was correlated with conscientiousness factor and the scale. 10 items which were highly significant with conscientiousness factor and the scale were selected. Internal validity of 10 items of conscientiousness factor was established by coefficient of correlation analysis (Table 6). It means that selected 10 items were highly correlated with conscientiousness factor. Correspondingly each of the 10 items was correlated with personality scale. These two correlation analysis justify that the selected 10 items such as 40, 20, 70, 50, 80, 30, 60, 90, 10 and 100 were significantly and highly correlated. Therefore the items selected to measure conscientiousness factor of personality were having internal validity.

Factor analysis:

The raw data of 200 students on 10 selected items of conscientiousness were subjected to Varimax-rotated factor analysis in relation to 10 selected items of other 4 factors. 10 items had factor loadings between -0.862 to -0.595 (Table - 11) in relation to conscientiousness compared to other four factors. Therefore, these statements are valid to measure conscientiousness factor.

Reliability

1. Split-half reliability: The Big-Five Factors personality scale consisting of 50 items with 5 alternative answers such as always, most of the times, sometime, rarely and never was administered on a sample of 150 II PUC science students. The data of 150 pre-university students was subjected to split-half reliability test and applied Spearman Brown formula to find out the coefficient of correlation. The coefficient of correlation of split-half reliability was 0.82, which was significant at 0.01 level of significance.
2. Test-retest reliability: Test-retest reliability of the Big-Five Factors of Personality scale was undertaken. The scale was administered on a sample of 35 students of I year B.H.Sc. twice with an interval of 10 days. The coefficient of correlation of test and retest scores was 0.620 which was significant at 0.00 level of significance.

5.1.2 Development of coping mechanism scale

Coping mechanisms is operationally defined as the ‘constantly changing cognitive and behavioural efforts to manage specific external or internal demands that are appraised as taxing or exceeding the resources of the person’.

The students of II pre-university courses (PUC) were the real and objective source to identify different behaviours of coping. So, randomly selected 140 students of II PUC science were contacted. Each student was asked a question “What are the behaviours you use to

reduce your tension / stress or to solve your problems?" Each student was requested to write down different ways of behaviour adopted to adjust to problematic and demanding situations. The information given by 140 students were pooled and different behaviours were identified. 85 different behaviours were adopted by the students. These behaviours were considered as coping mechanisms. Each of the behaviour was expressed in a statement form. Initially, there were 85 statements. These statements with "Always, Sometimes, Rarely and Never" alternative answers were administered on 200 II PUC science students (108 male and 92 female). The data of these students were subjected to percentage, correlation and t-test analysis. If 5 percentage or above of the students had answered each item by selecting 'Always' alternative answer, than only it was considered statistically indicative that the item had potentially to measure coping mechanism.

Validity of the scale

Content validity

140 science students of II PUC were the judges to identify 85 most common behaviours of coping mechanism. The selected 85 statements were administered on a randomly selected 200 II PUC science students to identify the coping mechanism in criterion group. If a coping mechanism statement was accepted as 'always' by at least 5 per cent of the respondents was considered as valid statement to measure a particular coping mechanism, on the basis of this criterion 77 statements were selected (Table 12). These results mean that the selected 77 statements had the potentiality to measure the specific coping mechanism.

Internal validity

The data of 77 statements of 200 II PUC science students were subjected to analysis of coefficient of correlation between item and the scale. The results of Table - 13 proved that the 66 statements were having significant relation with the item and the scale. So the scale of coping mechanism consisting of 66 statements was having significant correlation. Which mean that each item was having internal validity.

Discriminative validity

The data of 200 students on 66 items was subjected to the criterion groups t-value analysis (Table - 14). The results confirmed that 60 item out of 66 had discriminative potentiality which means that each item discriminate between the group of the individuals who had developed coping mechanism to the maximum level and also who had developed coping mechanism to the minimum level. So the scale had discriminative validity.

Reliability

3. Split-half reliability: Coping mechanism scale consisting of 60 items with 5 alternative answers such as always, most of the times, sometime, rarely and never was administered on a random sample of 150 II PUC science students. The data of 150 pre-university students was subjected to split-half reliability test and applied Spearman-Brown formula to find out the coefficient of correlation. The coefficient correlation of split-half reliability was 0.82, which was significant at 0.01 level of significance.

4. Test-retest reliability: Test-retest reliability of coping mechanism scale was undertaken. The scale was administered on a sample of 35 students of I year B.H.Sc. twice with an interval of 10 days. The coefficient of test and retest scores was 0.700, which was significant at 0.00 level of significance. So the coping mechanism scale was valid and reliable.

5.1.3 Development of scholastic difficulty scale

Scholastic difficulty is operationally defined as "the difficulties faced by the students pertaining to their academics".

The students of II pre-university courses were the real and objective source to identify different scholastic difficulty. So, 140 science students of pre-university course were contacted. Each student was asked a question "What are your difficulties/ problems related to the subjects and studies?" Each student was requested to write down their scholastic difficulty which they are facing in their academics or studies. The information given by 140 students

were pooled. Identification of the scholastic difficulty resulted 68 different studies difficulty faced by the students. These difficulties were considered as scholastic difficulty. Each scholastic difficulty was expressed in a statement form. Initially, there were 85 statements. These statements with "Always, Sometimes, Rarely and Never" alternatives were administered on 200 science students of II PUC (108 male and 92 female). The data of these students were subjected to percentage, correlation and criterion group's t-test analysis. If 5 percentage or above of the students had answered each item by selecting 'Always' alternative answer, than only it was statistically indicative that the item had potentially to measure scholastic difficulty.

Validity of the scale

Content validity

140 science students of II PUC were the judges to identify 68 most common scholastic difficulties. The selected 68 statements were administered on randomly selected 200 II PUC science students to identify the scholastic difficulty in the criterion group. If a scholastic difficulty statement was accepted as 'always' by atleast 5 per cent of the respondents was considered as valid statement to measure a particular scholastic difficulty. On the basis of this criterion 67 statements were selected (Table 15). These results mean that the selected 67 statements had the potentiality to measure the specific scholastic difficulty.

Internal validity

The data of 67 statements of 200 II pre-university students were subjected to analysis of coefficient of correlation. The results of Table - 16 proved that the 66 statements were having significant relation with the item and the scale. Which mean that the scale was having internal validity. The scale of scholastic difficulty consisted of 66 statements.

Discriminative validity

The data of 200 students on 66 items was subjected to the criterion group's t-value analysis (Table -17). The results confirmed that 66 item of the scale had discriminative potentiality which means that each item discriminate between the group of the individuals who had developed scholastic difficulty to the maximum level and also who had developed scholastic difficulty to the minimum level.

Reliability

1. Split-half reliability: Scholastic difficulty scale consisting of 66 items with 5 alternative answers such as always, most of the times, sometime, rarely and was administered on a random sample of 150 II PUC science students. The data of 150 pre-university students was subjected to split-half reliability test and applied Spearman-Brown formula to find out the coefficient of correlation. The coefficient of correlation of split-half reliability was 0.93, which was significant at 0.01 level of significance.

2. Test-Retest reliability: Test-retest reliability of scholastic difficulty scale was undertaken. The scale consisted of 66 items was administered on a sample of 35 students of I year B.H.Sc. twice with on interval of 10 days. The coefficient of correlation of test and retest scores was 0.800 which was significant at 0.00 level of significance. So the scholastic difficulty scale was valid and reliable.

5.1.4 Development of anxiety scale

Anxiety is a state of uneasiness accompanied by unique variation in psychosomatic processes during normal environment. It means anxiety is the negative emotional state with specific symptoms of cognitive, somatic and behavioural manifestation. At present there are many scales and questionnaires to measure anxiety unidimensionally. In this present study an attempt is made to develop anxiety scale from three dimensions such as cognitive, behavioural and physiological. So in this study anxiety of students of II PUC was studied from cognitive, behavioural and physiological dimension.

Under cognitive dimension, thoughts of being scared, wild animals, self depreciation, self critical, incompetence, inadequacy, thought racing, blanking out, forgetfulness, bodily injury, thoughts of death, thoughts of going crazy, thoughts of contamination, thoughts of being hurt, thoughts of danger, thoughts of appearing foolish, difficulty in concentrating,

thoughts of harming to loved ones were included as symptoms. These symptoms were framed into statements form. Totally 30 statements were framed.

From behaviour dimension, behaviours of avoidance, crying, nailbitting, shutting eyes, stuttering, trembling lips, swallowing, immobility, keeping objects in mouth, avoidance of eye contact, physical proximity, fidgidity, trembling voice, screaming, rigid posture, clenched jaw, flushing, movement of parts of body were included as symptoms. These symptoms were framed into statements. Totally 33 statements were framed.

From physiological dimension, the symptoms of increased heartbeat, fatigue, increased respiration, nausea, stomach upset, defecation, blurred vision, dry mouth, muscle tension, heart palpitation, blushing, vomiting, numbness, sweating, flushing, breathlessness, headache, urination, laboured breathing and dizziness were included as symptoms. These symptoms were framed into statements. Totally 30 statements were framed.

The items of anxiety scale were selected on the basis of percentage, coefficient of correlation and criterion-groups t-values.

Validity of the scale

Content validity

The construction of items for the anxiety scale was the "Rational-Empirical Approach". The items were generated from review of literature and review of existing anxiety scales. The 30, 33 and 30 symptoms of cognitive, behavioural and physiological dimensions of the individual during anxiety were enlisted respectively. Five psychiatrists judged most common symptoms of cognitive, behavioural and physiological symptoms during anxiety state. On the basis of 100 percent agreement among five psychiatrists 20 cognitive, 20 behavioural and 23 physiological symptoms were selected as indicators of anxiety. These indicators were expressed in the statement form. Five psychiatrists judged that 63 statements express the indicators of anxiety. These 63 statements were administered on a sample of 200 II pre-university courses students. 5 percent of experience of symptoms as 'always' by the students was considered as cut off point to select a statement. On the basis of this criterion 60 statements were selected from percentage analysis (Table - 18).

Internal validity

The data of 60 statements of 200 II pre-university courses science students were subjected to analysis of coefficient of correlation. The results of Table - 19 proved that each of the 60 statements was having significant relation with component and the scale. Which mean that the scale was having internal validity. The scale of anxiety consisted of 60 statements.

Discriminative validity

The data of 200 students on 60 items was subjected to the criterion groups t-value analysis (Table - 20). The results confirmed that 60 item of the scale had discriminative potentiality which means that each item discriminates between the group of the individuals who had developed anxiety to the maximum level and also who had developed anxiety to the minimum level. Anxiety scale consisted of 60 statements.

Reliability

1. Split-half reliability: Anxiety scale consisting of 60 items with 5 alternative answers such as always, most of the time, sometime, rarely and never was administered on a random sample of 150 II PUC science students. The data of 150 pre-university students was subjected to split-half reliability test and applied Spearman-Brown formula to find out the coefficient of correlation. The coefficient of correlation of split-half reliability was 0.91, which was significant at 0.01 level of significance.

2. Test-retest reliability: Test-retest reliability of the scale was undertaken. The scale was administered on a sample of 35 students of 1st year B.H.Sc. twice with an interval of 10 days. The coefficient of test-retest was 0.82 which was significant at 0.00 level of significance. So the anxiety scale was reliable and valid.

5.1.5 Development of depression scale

Depression refers to a common emotional problem that presents with depressed mood, loss of interest or pleasure, feelings of low self-worth, disturbed sleep, or appetite, low energy and poor concentration. It also refers to the psychological problems which affects a person's mood, physical functions and social interactions.

At present there are many scales and questionnaires to measure depression unidimensionally. In this present study an attempt is made to develop depression scale from four dimensions such as behavioural, emotional, somatic and cognitive so in this study depression of students of II PUC was studied from behavioural, emotional, somatic and cognitive dimension.

Based on review of literature, the symptoms of behaviour, emotional, somatic and cognitive dimension of depression were identified.

The depression was measured from four dimension such as behaviour, emotional, somatic and cognitive. In behaviour dimension, symptoms of soft speaking, slow in speech, withdrawal, engaging in few pleasurable activities, seldom smiles, aloofness, not willing to talk, avoids group, reduced involvement in sports, careless in dressing, easily crying and procrastination were included. Totally, 20 symptoms were listed.

From emotional dimension, symptoms of tension, guilt, anger, fear, unhappiness, pessimism, mood variation, helplessness and worthless were included. Totally, 20 symptoms were listed.

From somatic dimension, symptoms of fatigue, sleep disorders, eating disorders, dyspepsia, constipation, poor identifying, aches, menstrual irregularity, high pulse rate, headaches and stomach aches were included. These symptoms were framed into statements form. Totally 20 symptoms were listed.

From cognitive dimension, symptoms of negative self concept, negative view of world, negative expectation of future, self-blame, self-criticism, loss of interest, inability to concentrate, poverty of thought, ambivalence and indecisiveness were included. Totally, 20 symptoms were listed.

Content validity

The construction of item for the depression scale was the "Rational Empirical Approach". The symptoms were enlisted from review of literature and review of existing anxiety scale. Five psychiatrists judged most common symptoms of behaviour, emotional, somatic and cognitive dimensions during depression state. On the basis of 100 percent agreement among five psychiatrists 10 behaviour, 10 emotional, 10 somatic and 10 cognitive symptoms were considered as indicators of depression. These indicators were expressed in the statement form. Five psychiatrists judged that 40 statements express the indicators of depression. These 40 statements were administered on a sample of 200 II pre-university courses science students. 5 percent of experience of symptoms as 'always' by the students was considered as cut off point to select a statement. On the basis of this criterion 35 statements were selected from percentage analysis (Table - 21).

Internal validity

The data of 35 statements of 200 II pre-university courses science students were subjected to analysis of coefficient of correlation between item and total score of scale and also item and total score of the dimension. The results of Table - 22 proved that each of the 34 statements was having significant relation with the component and the scale. Which mean that the scale was having internal validity. The scale of depression consisted of 34 statements.

Discriminative validity

The data of 200 students on 34 statements was subjected to the criterion groups t-value analysis (Table - 23). The results confirmed that 34 items of the scale had discriminative potentiality which means that each item discriminates between the group of the individuals who had developed depression to the maximum level and also who had developed depression to the minimum level.

Reliability

1. Split-half reliability: Depression scale consisting of 34 items with 5 alternative answers such as always, most of the time, sometime, rarely and never was administered on a random sample of 150 II PUC science students. The data of 150 pre-university students was subjected to split-half reliability test and applied Spearman-Brown formula to find out the coefficient of correlation. The coefficient of correlation of split-half reliability was 0.84, which was significant at 0.01 level of significance.

2. Test-retest reliability: Test-retest reliability of the scale was undertaken. The scale was administered on a sample of 35 students of I year B.H.Sc. twice with an interval of 10 days. The coefficient of test-retest was 0.70 which was significant at 0.00 level of significance.

The value of split half and test retest clearly implied that depression scale was reliable.

5.1.6 Development of behavioural problem scale

Behavioural problem is deviation from the accepted pattern of behaviour on the part of the student when he/she is exposed to inconsistent and consistent stressors of social or cultural environment. These are not to be equated with presence of psychiatric illness in the youth. These are the symptoms only or reactions to emotional disturbance or environmental stress (Verma, 1980). At present most of the behavioural problems scales or questionnaire were developed by western researchers. The behavioural problem of Indian adolescents are entirely different from the adolescents of western countries. Therefore in this study as attempt was made to develop behavioural problem scale and identify the behavioural problem among the students of II PUC.

To identify behavioural problem among the students, items were based upon review of literature and judgment of 5 psychiatrist. Identification of the behavioural problem resulted 45 different behaviour symptoms. Each symptom of behavioural problem was expressed in the statement form. So 27 items of behavioural problem were framed with 5 alternative answers such as always, most of the times, sometimes, rarely and never.

Validity of the scale

Content validity

The construction of item for the behavioural problem scale was the “Rational Empirical Approach”. The items were generated from review of literature and review of existing behavioural problem scale. The exhaustive symptom of behavioural problems of the individual was prepared. Five psychiatrists judged most common symptoms of behavioural problem. On the basis of 100 percent agreement among five psychiatrists 45 symptoms were considered as indicators of behavioural problem. These indicators were expressed in the statement form. Five psychiatrists judged 45 statements which express the indicators of behavioural problem. These 45 statements were administered on a sample of 200 II pre-university science students. 5 percent of experience of symptoms as ‘always’ by the students was considered as cut off point to select a statement. On the basis of this criterion 32 statements were selected from percentage analysis (Table - 24).

Internal validity

The data of 32 statements of 200 II pre-university science students were subjected to analysis of coefficient of correlation. The results of Table - 25 proved that each of the 27 statements was having significant relation with item and the scale. Which mean that the scale was having internal validity. So the scale of behavioural problem consisted of 27 statements.

Discriminative validity

The criterion groups t-value analysis of 200 II pre-university science students (Table - 26) confirmed that 27 item of the scale had discriminative potentiality which means that each item discriminates between the group of the individuals who had developed behavioural problem to the maximum level and also who had developed behavioural problem to the minimum level.

Reliability

1. Split-half reliability: The behavioural problem scale consisting of 27 items with 5 alternative answers such as always, most of the times, sometime, rarely and never was administered on a sample of 150 II pre-university science students. The data of 150 students was subjected to split-half reliability test and applied Spearman-Brown formula to find out the coefficient of correlation. The coefficient of correlation of split-half reliability was 0.78, which was significant at 0.01 level of significance.

2. Test-Retest reliability: Test-retest reliability of the behavioural problem scale was undertaken. The scale was administered on a sample of 35 students of I year B.H.Sc. twice with an interval of 10 days. The coefficient of correlation of test-retest was 0.620 which was significant at 0.01 level of significance. So the behavioural problem scale was reliable and valid.

5.2 Demographic characteristics of the respondents

The results (Table - 27) regarding demographic characteristics of the respondents revealed that majority of the respondents (60.0%) were girls and 40 per cent of the respondents were boys.

Among the respondents, majority (73.30%) of the respondents were from nuclear family and some of them (26.70%) were from joint family.

Regarding caste, equal percentage (40.00%) respondents belonged to general group backward caste. A very few belonged to schedule caste (6.60%) and schedule tribe (4.60%).

With regard to the respondents disciplines, more or less equal number (33.00%) of the respondents were from arts, commerce and science.

Regarding schooling, majority (78.40%) of the respondents had completed their schooling in urban area and some (22.60%) of them had completed their schooling in rural area.

The results of the Table - 27 revealed that many (26.50%) of the respondents' fathers were graduates (26.50%) and II PUC (22.20%). Some of them had studied upto 7^{th} standard (17.30) and 10^{th} standard (17.10). Few of them were illiterates (9.90%). A very few of them were post graduates (5.40%) and doctorates (1.6%).

Regarding occupation of father, many (44.90%) of them were working as supporting staff. Some of them were farmers (29.90%). Few of them were businessmen (10.30%) and professionals (5.90%). A very few of them were labourers (4.00%), teachers (4.00%) and administrators (1.00%).

The results also revealed that many of the respondents' mothers had completed X standard (27.90%) and 7^{th} standard (22.50%). Some of them were illiterates (17.70%) and had completed, II PUC (14.80%) and graduation (13.70%). Very few of them were had completed post graduation (3.40%).

Regarding occupation of mothers, majority of them were housewives (90.80%). Few of them were teachers (3.90%), supporting staff (2.70%) and farmers (1.90%). A very few of them were business women (0.50%) and professionals (0.20%).

Many of the respondents had 2 siblings (38.70%) followed by one sibling (31.80%). Few of them had three siblings (20.10%). A very few of them had no siblings (8.40%).

5.3 Status of factors of personality among achievers and failures

Status of surgency among achievers and failures

The results of Table - 28 connoted that the status of high surgency was between 61 per cent to 70 per cent among the students of distinction, first class and second class. Whereas, the status of high surgency was 56 per cent in case of third class and in case of failures it was 47 per cent. It is very clear that the status of surgency was very high among distinction and first class achievers compared to failures.

The chi-square value revealed that there was association between achievers, failures and level of surgency. The percentage of failures was less on high level and more on low level of surgency. But the percentage of distinction and first class students was more on high level and less on low level of surgency. These results evinced that high level of surgency was associated with high achievers and low level of surgency was associated with failures. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university courses on surgency is rejected.

Correspondingly, the results of analysis of variance confirmed (Table - 29) that the students of first class and distinction differed significantly from the failures on surgency. These results clearly justified that distinction and first class achievers had developed higher level of surgency characters compared to failures. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses on surgency was rejected.

The results of the analysis of status, chi-square and variance evinced that the high achievers i.e. distinction and first class students had developed high level of spontaneity, unrestrained, extraverted, assertive, active, demonstrative, talkative, vigorous and adventurous characteristics compared to failures.

These results are in accordance with the result of the study conducted by Vilu (2008), Noftle and Robins (2007), Thomas and Furnham (2003), Furnham (2003) and O'Connor and Paunonen (2007). They reported that surgency was a significant contributor to academic success and also to predict academic achievement of college students.

Status of intellect among achievers and failures

The results of Table - 30 signified that the status of intellect was between 90 per cent to 100 per cent among the students of distinction, first class and second class. Whereas, the status of intellect was around 77 per cent in case of third class students and 84 per cent in failures. It is very clear that the status of intellect was very high among distinction, first class and second class achievers compared to failures.

The chi-square value revealed that there was association between achievers, failures and level of intellect. The percentage of failures was less on high level and more on low level of intellect. But the percentage of distinction and first class. students was more on high level and less on low level of intellect. These results evidenced that high level of intellect was associated with high achievers and low level of intellect was associated with failures. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university on intellect is rejected.

Correspondingly, the results of analysis of variance (Table - 31) confirms that the students of distinction and first class differed significantly from the failures on intellect. These results clearly revealed that distinction and first class achievers had developed higher level of intellect characteristics compared to failures. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses on intellect is rejected.

The results of the analysis of status, chi-square and variance confirmed that the achievers i.e. distinction, first class and second class students had developed high level of intelligent, curious, simple, creative, bright, deep, innovative, imperceptive and imaginative characteristics compared to failures.

These results are in line with the results of study conducted by Vilu (2008) and Paunonen and Ashton (2001), Noftle and Robins (2007), Thomas and Furnham (2003), Furnham (2003) and O'Connor and Paunonen (2007). They reported that intellect was a significant predictor of academic achievement of college students.

Status of agreeableness among achievers and failures

The results of Table - 32 connoted that the status of high agreeableness was around 81 per cent to 93 per cent among the students of distinction, first class and second class. Whereas, the status of high agreeableness was around 81 per cent in the case of students of third class. But in the case of failures it was around 80 per cent It was very clear that the status of agreeableness was very high among distinction, first class and second class achievers compared to failures.

The chi square value revealed that there was no association between achievers and failures and level of agreeableness. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university students on agreeableness is accepted.

The results of analysis of variance (Table - 33) confirms that the students of distinctions did not differ significantly from the failures on agreeableness. These results clearly revealed that achievers and failures had developed similar level of agreeableness, helpfulness, warm, generous, kind, sympathetic compared to failures. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university students on agreeableness is accepted.

The results of the analysis of status and variance justified that the high achievers i.e. distinction and first class students had developed high level of unselfish, helpful, warm, charitable, co-operative, kind, generous, sympathetic and trustful characteristics compared to failures.

In contrast to the above results, Vilu (2008) reported significant negative relation between agreeableness and academic achievement.

But Noftle and Robins (2007), Thomas and Furnham (2003), Furnham (2003) and O'Connor and Paunonen (2007) reported significant positive relation between agreeableness and academic achievement.

Status of emotional stability among achievers and failures

The results of Table - 34 connoted that the status of high emotional stability was between 36 per cent to 49 per cent among the students of distinction, first class and second class. Whereas, the status of high emotional stability was around 49 per cent in third class students. But in case of failures it was around 39 per cent. It is very clear that the status of emotional stability was very high among high achievers compared to failures.

The chi-square value revealed that there was association between level of achievers, failures and level of emotional stability. The percentage of failures was less on high level and more on low level of emotional stability. But the percentage of distinction and first class students was more on high level and less on low level of emotional stability. These results evinced that high level of emotional stability was associated with high achievers and low level of emotional stability was associated with failures. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university students on emotional stability is rejected.

Correspondingly, the results of analysis of variance (Table - 35) confirmed that the students of distinction differed significantly from the failures on emotional stability. These results clearly revealed that distinction achievers had developed higher level emotional stability characteristics compared to failures. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses on emotional stability is rejected.

The results of the analysis of status, chi-square and variance confirmed that the achievers i.e. distinction, first class and second class students had developed high level of unemotional, relaxed, placid, secure and unihibited characteristics compared to failures.

Status of conscientiousness among achievers and failures

The results of Table - 36 connoted that the status of high conscientiousness was between 48 per cent and 74 among the students of distinction, first class, second class and third class students. Whereas in the case of failures it was around 45 per cent. These results clearly mean that conscientiousness was very high among distinction, first class and second class achievers compared to failures.

The chi-square value revealed that there was association between level of achievers, failures and level of conscientiousness. The percentage of failures was less on high level and more on low level of conscientiousness. But the percentage of distinction and first class students was more on high level and less on low level of conscientiousness. These results evinced that high level of conscientiousness was associated with high achievers and low level of conscientiousness was associated with failures. The proposed hypothesis, there is no

significant association between achievers and failures of II pre-university students on conscientiousness is rejected.

Correspondingly, the results of analysis of variance (Table - 37) confirms that the students of first class and distinction differ significantly from the failures on conscientiousness. These results clearly revealed that first class and distinction achievers had developed higher level of conscientiousness characteristics compared to failures. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university students on conscientiousness is rejected.

The results of the analysis of status, chi-square and variance justified that the achievers i.e. distinction, first class and second class students had developed high level of conscientious, dependable, practical, efficient, neat, consistent, organized, systematic and thorough characteristics compared to failures.

These results are in accordance with the results of the study conducted by Paunonen and Ashton (2001), Wagermanand (2007) and Chamorra-Premuzic and Furnham (2003). They concluded that conscientiousness was a valid and unique predictor of scholastic achievement.

5.4 Status of coping mechanism among achievers and failures

Status of negative coping mechanism among achievers and failures

The results of Table - 38 connoted that among the students of distinction, first class and second class, the status of high negative coping mechanism was between 19 per cent to 31 per cent. Whereas in the case of third class it was around 29 per cent. But in the case of failures its status was about 45 per cent. It is very clear that the status of negative coping mechanism was very high among failures compared to high achievers.

The chi-square value revealed that there was association between level of negative coping mechanism and achievers and failures. The percentage of failures was high on high level and less on low level of negative coping mechanism. But the percentage of distinction and first class students was low on high level and less on low level of negative coping mechanism. These results evinced that high level of negative coping mechanism was associated with failures and low level of negative coping mechanism was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university students on negative coping mechanism is rejected.

Correspondingly, the results of analysis of variance (Table - 39) confirmed that the students of third class and distinction differ significantly from the failures on level of negative coping mechanism. These results clearly revealed that failures had developed higher level of negative coping mechanism compared to third class and distinction achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses students on negative coping mechanism is rejected.

The results of status, chi-square and analysis of variance estimated that the failures had developed high level of negative coping mechanisms such as neglecting importance of problem, neglecting importance of solution, postponing to find solution, asking others for help, blaming existing system for problem, postponing work, crying, shouting, trying to forget the difficulty, becoming sad, self-blaming, behaving as if not having any problem, creating problems at home, attending parties or functions, watching movie and thinking that help would come from god, compared to high achievers i.e. distinction and first class students.

These results are in line with the result of the study conducted by Clary and Thieman (1998), Crystal (2008), Robert (2008) and Mathew and Jayan (2006). They reported that students who made use of negative coping mechanisms had lower grade point averages.

Status of positive coping mechanism among achievers and failures

The results of Table - 40 connoted that among the students of distinction, first class and second class the status of high positive coping mechanism was between 85 per cent to 74 per cent. Whereas, in the case of third class students it was around 63 per cent. But in the case of failures its status was about 76 per cent. It is very clear that the status of positive coping mechanism was very high among achievers compared to failures. But the status of

high positive coping mechanism was less among the students of third class compared to failures.

The chi-square value revealed that there was association between level of positive coping mechanism and achievers and failures. The percentage of failures was low on high level and high on low level of positive coping mechanism. But the percentage of distinction and first class students was high on high level and less on low level of positive coping mechanism. These results evinced that high level of positive coping mechanism was associated with distinction and first class and low level of positive coping mechanism was associated with failures. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university students on positive coping mechanism is rejected.

The results of analysis of variance (Table - 41) denoted that the students of first class and distinction did not differ from failures on level of positive coping mechanism. These results revealed that high achievers and failures had developed similar level of positive coping mechanisms. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university students on positive coping mechanism is accepted.

The results of analysis of variance clearly implies that the achievers and failures are similar in the behavioural dimension of positive coping mechanisms. It means that the failures and achievers had developed similar level of the behavioural characteristics such as finding solutions to deal with the problem, setting priorities to solve the problem, taking deep breath, drinking water, taking rest, walking very fast, playing indoor games, doing yoga, listening music, drawing, dancing, discussing with friends, mother, father, sister, brother, teachers and relatives, trying again and again to solve the problem, analyzing the situation to solve the problem, listening to natural sounds (waves, wind and waterfall), talking about cause of problem, playing out door games, learning new skills to tackle the problem, planning to deal with problem and readjusting the style of daily life.

The above results are in line with the results of the study conducted by Huge (2004), Manhas (2003) and Ugal (2003). They reported that positive coping was related to school competencies.

5.5 Status of scholastic difficulty among achievers and failures

The results of Table - 42 connoted that among the students of distinction, first class and second class students the status of high scholastic difficulty was between 6-21 per cent. In third class students the status of high scholastic difficulty was 16 per cent. But in the case of failures the status of high scholastic difficulty was 28 per cent. It is very clear that the status of scholastic difficulty was very high among failures compared to high achievers. But, the status of high academic difficulty was high in second class students compared to third class students.

The chi-square value revealed that there was association between level of scholastic difficulty and achievers and failures. The percentage of failures was high on high level and low on low level of scholastic difficulty. But the percentage of distinction and first class students was low on high level and high on low level of scholastic difficulty. These results evinced that high level of scholastic difficulty was associated with failures and low level of scholastic difficulty was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university on scholastic difficulty is rejected.

Correspondingly, the results of analysis of variance (Table - 43) confirms that the students of first class and distinction differ significantly from the failures on academic difficulty. These results clearly revealed that failures had developed higher level of scholastic difficulty compared to achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university students on scholastic difficulty is rejected.

The results of analysis of status, chi-square and variance justified that the failures had developed high level of scholastic difficulty such as confusion in writing answers in examination, lack of concentration in studies, problem with English language, forgetting what is learnt, by hearting formulae, not studying some chapters in each subjects, difficulty in understanding English subject, fear of examination, not understanding what is read, spending time with friends, irregular in studies, thinking of opposite sex, not understanding lectures, low

confidence, not solving earlier papers, hesitating to clarify doubts from lecturers, reading when examination is near, fear of failure, unable to do day-to-day activities of classes, not working hard, feeling bore to attend the classes, feeling inferior in studies, remembering past events not able to maintain time-table of studies, unable to complete work within time, fear of criticisms by teachers, hurrying in writing the answers in exam, not understanding the lessons, lack of motivation to read, not able to take down notes, lost interest in studies, slow in writing, bad handwriting, postponing studies, not interested in preparing notes, not interested to write important points while reading and not interested in studying selected subjects compared to high achievers i.e. distinction and first class students.

The above results are in line with the results of the study conducted by Okasha (1995), Okasha *et al*. (1985), (Burgal 1998), and Judd (1985). They reported that academic problems were found to be higher in low achievers.

5.6 Status of anxiety among achievers and failures

Status of anxiety by cognitive dimension among achievers and failures

The results of Table - 44 connoted that the status of high anxiety measured through cognitive dimension was between 0 – 21 per cent among the students of distinction, first class and second class students. But in the case of students of third class its status was about 13 per cent. In case of failures it was around 21 per cent. It is very clear that the status of high anxiety measured by cognitive dimension was very high among failures compared to distinction achievers. But the status of anxiety as measured by cognitive dimension was high among the students of first class, second class compared to third class.

The chi-square value revealed that there was association between achievers, failures and level of anxiety measured by cognitive dimension. The percentage of failures was high on high level and low on low level of cognitive dimension. But the percentage of distinction and first class students was low on high level and high on low level of cognitive dimension. These results evinced that high level of anxiety was associated with failures and low level of anxiety was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university students on anxiety by cognitive dimension is rejected.

Correspondingly, the results of analysis of variance (Table - 45) confirmed that the students of distinction differ significantly from the failures on anxiety as measured by cognitive dimension. These results clearly revealed that failures had developed higher level of symptoms of anxiety compared to distinction achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university students on anxiety by cognitive dimension is rejected.

The results of the analysis of status, chi-square and variance justified that the failures had expressed high level of symptoms of anxiety such as thoughts of being scared, thoughts of wild animals, inferiority, incompetency, difficulty in controlling excessive worry, blankness of mind, forgetting simple things easily, thoughts of bodily injury, thinking dying shortly, thinking of becoming mad, thoughts of being hurt, thoughts of danger, difficulty in concentrating, difficulty in controlling anger, experiencing lack of confidence, thinking too much about comments, fear of failure, fear of humiliation and fear of disapproval compared to high achievers i.e. distinction and first class students.

Status of anxiety by behaviour dimension among achievers and failures

The results of Table - 46 connoted that the status of high anxiety measured by behaviour dimension was around 4-22 per cent among the students of distinction, first class and second class. Whereas, the status of high anxiety measured by behaviour dimension was around 24 per cent in the case of failures. But in the case of students of third class its status was 13 per cent. It is very clear that the status of anxiety as measured by behaviour dimension was very high among failures compared to distinction, first class and second class achievers.

The chi-square value revealed that there was association between achievers, failures and level of anxiety measured by behaviour dimension. The percentage of failures was high on high level and low on low level of behaviour dimension. But the percentage of distinction and first class students was low on high level and high on low level of behaviour dimension.

These results evinced that high level of anxiety was associated with failures and low level of anxiety was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university courses students on anxiety by behaviour dimension is rejected.

Correspondingly, the results of analysis of variance (Table - 47) confirmed that the students of distinction differed significantly from the failures on anxiety measured by behaviour dimension. These results clearly revealed that failures had developed higher level of symptoms of anxiety compared to distinction students. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses students on anxiety by behaviour dimension is rejected.

The results of the analysis of status, chi-square and variance confirmed that the failures had developed high level of symptoms of anxiety such as avoiding to face problems, crying under tension, bitting nails, closing eyes to avoid seeing dangerous scene, stammering when talking with teacher, trembling tips when talking with elderly persons, swallowing words while talking with others, unable to walk as usual when there are students of opposite sex, unable to control sudden movement of a part of body, keeping objects in mouth, getting angry easily, longing for company of some one, trembling of voice while talking, screaming if anything goes against ones expectation, unknowingly pronouncing some words in repetition, unable to sit comfortably in one place, unable to walk in a relaxed posture, feeling restless, unable to tolerate disturbance, getting nervous in talking with people, unknowingly shaking one or the other part of the body, getting upset easily and hesitant to speak compared to high achievers i.e. distinction and first class students.

Status of anxiety by physiological dimension among achievers and failures

The results of Table - 48 connoted that the status of high anxiety measured by physiological dimension was around 0-11 per cent among the students of distinction, first class and second class. Whereas in the case of failures its status was around 16 per cent. But in the case of students of third class its status was about 3 per cent. It is very clear that the status of anxiety measured by physiological dimension was very high among failures compared to distinction, first class and second class achievers.

The chi-square value revealed that there was association between achievers, failures and level of anxiety measured by physical dimension. The percentage of failures was high on high level and low on low level of physiological dimension. But the percentage of distinction and first class students was low on high level and high on low level of physiological dimension. These results evinced that high level of anxiety was associated with failures and low level of anxiety was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university students on anxiety by physiological dimension is rejected.

Correspondingly, the results of analysis of variance (Table - 49) confirmed that the students of first class and distinction differed significantly from the failures on anxiety measured by physiological dimension. These results clearly revealed that failures had developed higher level of symptoms of anxiety compared to distinction and first class achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses students on anxiety by physiological dimension is rejected.

The results of the analysis of status, chi-square and variance justified that the failures had developed high level of symptoms of anxiety such as increased heart beat before examination, getting tired easily, increased respiration while walking, vomiting sensation when thinking about the problem, stomach upset during examination blurred vision while looking down from top of the building, experiencing dryness in mouth when talking with others, muscle tension when doing important work, experiencing sudden heart trembling, sweating, breathlessness remembering past event, headache during examination period and chest pain, compared to high achievers i.e. distinction and first class students.

Status of anxiety among achievers and failures

The results of Table - 50 connoted that the status of high anxiety was upto 0-15 per cent among the students of distinction, first class and second class. Whereas, in the case of failures it was about 22 per cent. But in the case of students of third class its status was about

12 per cent. It is very clear that the status of high anxiety was very high among failures compared to distinction, first class, second class and third class achievers.

The chi-square value revealed that there was association between achievers, failures and level of anxiety. The percentage of failures was high on high level and low on low level of anxiety. But the percentage of distinction and first class students was low on high level and high on low level of anxiety. These results evinced that high level of anxiety was associated with failures and low level of anxiety was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university courses on anxiety is rejected.

Correspondingly, the results of analysis of variance (Table - 51) confirmed that the students of first class and distinction differed significantly from the failures on anxiety. These results clearly revealed that failures had developed higher level symptoms of anxiety compared to distinction and first class achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses students on anxiety is rejected.

The results of the analysis of status, chi-square and variance confirmed that the failures had developed high level of symptoms of anxiety such as thoughts of being scared, thoughts of wild animals, inferiority, incompetency, difficulty in controlling excessive worry, blankness of mind, forgetting simple things easily, thoughts of bodily injury, thinking of dying shortly thinking of becoming mad, avoiding to face problems, crying under tension, bitting nails, closing, eyes to avoid seeing dangerous scene, stammering, trembling lips, swallowing words, getting angry easily, longing for company of some, trembling voice, increased heart beat, getting tired easily, vomiting sensation, stomach upset, blurred vision, muscle tension in doing important work, sudden heart trembling, sweating when meeting teachers and headaches during examination days compared to high achievers i.e. distinction and first class students.

These results are in line with the results of the study conducted by Jaee (2003), Chapell (2005), Jo-Ann (2006) and Hughes (2008). They reported that anxiety had been consistently and negatively correlated to academic performance. They say poor performance in academics attributes to high anxiety and high performance attributes to low anxiety.

El Anzi and Freih (2005) also reported negative relationship between anxiety and academic performance.

5.7 Status of depression among achievers and failures

Status of depression by behaviour dimension

The results of Table - 52 connoted that the status of high depression measured by behaviour dimension was between 13 per cent per cent to 33 per cent among the students of distinction, first class and second class. Whereas in the case of failures, it was around 39 per cent. But in the case of students of third class its status was about 17 per cent. It is very clear that the status of depression measured by behavioural dimension was very high among failures compared to distinction and first class achievers.

The chi-square value revealed that there was association between achievers, failures and level of depression measured by behavioural dimension. The percentage of failures was high on high level and low on low level of behaviour dimension. But the percentage of distinction and first class students was low on high level and high on low level of behaivour dimension. These results evinced that high level of depression was associated with failures and low level of depression was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university courses on depression by behaviour dimension is rejected.

Correspondingly, the results of analysis of variance (Table - 53) confirmed that the students of third class, first class and distinction differed significantly from the failures on depression measured by behaviour dimension. These results clearly revealed that failures had developed higher level of symptoms of depression compared to distinction, first class and third class achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses on depression by behaviour dimension is rejected.

The results of the analysis of status, chi-square and variance confirmed that the failures had developed high level of symptoms of depression such as not interested in speaking with others, liking to be alone, not wanting to be with friends, not smiling, speaking slowly, liking to eat alone, not interested in dressing, crying and postponing works compared to achievers i.e. distinction, first class and second class students.

Status of depression by emotional dimension among achievers and failures

The results of Table - 54 connoted that the status of high depression measured by emotional dimension was from 8 per cent to 19 per cent among the students of distinction, first class and second class. Whereas, the status of high depression measured by emotional dimension was around 30 per cent in the case of failures. But in case of students of third class its status was about 12 per cent. It is very clear that the status of depression measured by emotional dimension was very high among failures compared to achievers.

The chi-square value revealed that there was association between achievers, failures and level of depression measured by emotional dimension. The percentage of failures was high on high level and low on low level of emotional dimension. But the percentage of distinction and first class students was low on high level and high on low level of emotional dimension. These results evinced that high level of depression was associated with failures and low level of depression was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university courses on depression by emotional dimension is rejected.

Correspondingly, the results of analysis of variance (Table - 55) confirmed that the students of distinction differed significantly from the failures on depression measured by emotional dimension. These results clearly revealed that failures had developed higher level of symptoms of depression compared to distinction achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university on depression by emotional dimension is rejected.

The results of analysis of status, chi-square and variance justified that the failures had developed high level of symptoms of depression such as feeling sad, feeling guilty, fear about future life, getting angry on oneself, feeling unhappy, getting upset easily, moody and thinking oneself as worthless person compared to achievers i.e. distinction, first class and second class students.

Status of depression by somatic dimension among achievers and failures

The results of Table - 56 connoted that the status of high depression measured by somatic dimension was from 9 per cent to 15 per cent among the students of distinction, first class and second class. Whereas, the status of high depression measured by somatic dimension was around 11 per cent in the case of third class. But in case of failures its status was about 15 per cent. It is very clear that the status of depression measured by somatic dimension was very high among failures compared to distinction and first class achievers.

The chi-square value revealed that there was no association between achievers, failures and level of depression measured by somatic dimension. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university on depression by somatic dimension is accepted.

The results of analysis of variance (Table - 57) confirmed that the students of distinction differ significantly from the failures on depression measured by somatic dimension. These results clearly revealed that failures had developed higher level of symptoms of depression compared to distinction students. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses on depression by somatic dimension is rejected.

The results of status and analysis of variance justified that the failures had developed high level of symptoms of depression such as suffering from the problem of sleep, suffering from headache, binge eating, not experiencing hunger, not having strength to do anything, suffering from body pain and not having definite plan of eating and sleeping compared to high achievers i.e. distinction students.

Status of depression by cognitive dimension among achievers and failures

The results of Table - 58 connoted that among the students of distinction, first class and second class the status of high depression measured by cognitive dimension was from 9 per cent to 21 per cent. Whereas in the case of third class it was around 16 per cent. But in the case of failures its status was about 26 per cent. It is very clear that the status of depression measured by cognitive dimension was very high among failures compared to achievers.

The chi-square value revealed that there was association between level of depression measured by cognitive dimension and achievers and failures. The percentage of failures was high on high level and low on low level of cognitive dimension. But the percentage of distinction and first class students was low on high level and high on low level of cognitive dimension. These results evinced that high level of depression was associated with failures and low level of depression was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university courses on depression by cognitive dimension is rejected.

Correspondingly, the results of analysis of variance confirmed (Table - 59) that the students of distinction differ significantly from the failures on depression measured by cognitive dimension. These results clearly revealed that failures had developed higher level of depression compared to distinction achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university on depression by cognitive dimension is rejected.

The results of status, chi-square and analysis of variance analyzed that the failures had developed high level of symptoms of depression such as thinking negatively about oneself, having no hopes of future life, not interested in making friends, not having potentiality to do anything, unable to take any decision and unable to solve problems compare to high achievers i.e. distinction and first class students.

Status of depression among achievers and failures

The results of Table – 60 connoted that among the students of distinction, first class and second class the status of high depression was from 8 per cent to 13 per cent. Whereas in the case of third class students it was around 7 per cent. But in the case of failures it was around 23 per cent. It is very clear that the status of depression was very high among failures compared to achievers.

The chi-square value revealed that there was association between level of depression and achievers and failures. The percentage of failures was high on high level and low on low level of depression. But the percentage of distinction and first class students was low on high level and high on low level of depression. These results evinced that high level of depression was associated with failures and low level of depression was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university courses on depression is rejected.

Correspondingly, the results of analysis of variance (Table - 61) confirmed that the students of third class, first class and distinction differ significantly from the failures on depression. These results clearly revealed that failures had developed higher level of symptoms of depression compared to third class, first class and distinction achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university courses on depression is rejected.

The results of status, chi-square and analysis of variance confirmed that the failures had developed high level of symptoms of depression such as not interested in speaking with others, liking to be alone, not wanting to be with friends, not smiling, speaking slowly, feeling sad, feeling guilty, fear about future life, feeling unhappy, getting upset easily, thinking negative about oneself, having no hopes of future life, not interested in making friends, suffering from problem of sleep, suffering from headache, binge eating and not experiencing hunger compared to high achievers i.e. distinction and first class students.

These results are in line with the results of the study conducted by Nair *et al.* (2004), Dearden *et al.* (2005), Hysenbegasi *et al.* (2005), Ayodhya (2007), David *et al.* (2009) and Yi-

Chun *et al* (2007). They reported that depression adversely affected the academic achievement of the students.

5.8 Status of behavioural problem among achievers and failures

The results of Table - 62 connoted that among the students of distinction and first class the status of high behavioural problem was from 9 per cent to 13 per cent. Whereas, in the case of second class students, the status was 21 per cent. But in case of third class students the status was 16 per cent. Whereas, failures status of high behaviour problem was around 26 per cent. It is very clear that the status of behavioural problem was very high among failures compared to achievers. But the status of high behavioural problem was high among the students of second class compared to third class.

The chi-square value revealed that there was association between level of behavioural problem and achievers and failures. The percentage of failures was high on high level and low on low level of behavioural problem. But the percentage of distinction and first class students was low on high level and high on low level of behaivour problem. These results evinced that high level of behavioural problem was associated with failures and low level of behavioural problem was associated with distinction and first class. The proposed hypothesis, there is no significant association between achievers and failures of II pre-university on behavioural problem is rejected.

Correspondingly, the results of analysis of variance (Table - 63) confirmed that the students of first class and distinction differ significantly from the failures on behavioural problem. These results clearly revealed that failures had developed higher level of symptoms of behavioural problem compared to achievers. The proposed hypothesis, there is no significant difference between achievers and failures of II pre-university on behavioural problem is rejected.

The results of status, chi-square and analysis of variance confirmed that the failures and developed high level of symptoms of behavioural problem such as taking money without permission, creating problems for top scorer students, quarreling with mother, not listening to the advice of the parents, easily get diverted by the work at hand, postponing work, short tempered, arguing, dominating, teasing, lieying, spending more pocket money, not having affectionate relationship with family members, not completing any work and giving up work even if it is of little difficulty compared to high achievers i.e. distinction and first class students.

The results are in line with the results of the studies conducted by Alvaro (2002), Susan (2001), Alison (2000), May (1995), and Kaisa (2000). They reported that behavioural problem was negatively related to academic achievement.

5.9 Relationship between selected demographic characteristics and personality

Relationship between selected demographic characteristics and surgency

The results of Table - 64 revealed that the relationship between siblings and surgency were negatively related. It means that increase in number of siblings discourages the development of characteristics of spontaneity, vigorous, unrestrained, extroverted, assertive, active, demonstrative, talkative and adventurous.

Whereas, relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and surgency was positively related. It means that as there is increase in qualification of father, higher level of occupation of father, qualification of mother, higher level of occupation of mother encourage the development of characteristics of spontaneity, vigorous, unrestrained, extroverted, assertive, active, demonstrative, talkative and adventurous.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, occupation of mother, siblings and surgency was rejected.

Relationship between selected demographic characteristics and intellect

The results of Table - 64 revealed that the relationship between qualification of father, qualification of mother, occupation of mother and intellect was positively related. It means that as there is increase in qualification of father, qualification of mother, occupation of mother, encourage the development of characteristics of intellectual, curious, simple, creative, bright, deep, innovative, imperceptive and imaginative.

The proposed hypothesis that there is no significant relationship between qualification of father, qualification of mother, occupation of mother and intellect is rejected.

Relationship between selected demographic characteristics and agreeableness

The results of Table - 64 revealed that the relationship between qualification of father, qualification of mother and agreeableness was positively related. It means that as there is increase in qualification of father, qualification of mother encourage the development of the characteristics of agreeableness, unselfish, helpful, warm, charitable, cooperative, kind, generous, sympathetic and trustful.

The proposed hypothesis that there is no significant relationship between qualification of father, qualification of mother and agreeableness is rejected.

Relationship between selected demographic characteristics and emotional stability

The results of Table - 64 revealed that the relationship between siblings and emotional stability was negatively related. It means that as there is increase in number of siblings discourage the characteristics of unemotional, relaxed, placid, secure and unihibited.

Whereas, relationship between qualification of father, qualification of mother and emotional stability was positively related. It means that as there is increase in qualification of father, qualification of mother encourage the characteristics of unemotional, relaxed, placid, secure and unihibited.

The proposed hypothesis that there is no significant relationship between qualification of father, qualification of mother, number of sibilings and emotional stability is rejected.

Relationship between selected demographic characteristics and conscientiousness

The results of the Table - 64 revealed that the relationship between number of siblings and conscientiousness was negatively related. It means that the increase in the number of siblings decreased the characteristics of conscientious, dependable, practical, efficient, neat, consistent, organized, systematic and thorough. Whereas, relationship between qualification of father, qualification of mother and conscientiousness was positively related. It means that as there is increase in qualification of father, qualification of mother, increased the characteristics of conscientious, dependable, practical, efficient, neat, consistent, organized, systematic and thorough.

The proposed hypothesis that there is no significant relationship between qualification of father, qualification of mother, number of siblings and conscientiousness is rejected.

5.10 Relationship between selected demographic characteristics coping mechanism

Relationship between selected demographic characteristics and negative coping mechanism

The results of Table - 65 revealed that the relationship between qualification of father and negative coping mechanism was negatively related. It means that as there is increase in qualification of father discourage or diminish the behaviour of neglecting the importance of the problem, postponing the work, crying, shouting, becoming sad, behaving as if not having any problem, creating problems at home, drinking more coffee or tea, not doing anything, thinking that putting faith in god can only change the circumstances.

The proposed hypothesis that there is no significant relationship between qualification of father and negative coping mechanism is rejected.

Relationship between selected demographic characteristics and positive coping mechanism

The results of the Table - 65 revealed that the relationship between qualification of father, qualification of mother, occupation of mother and positive coping mechanism were positively related. It means that as there is increase in qualification of father, qualification of mother and occupation of mother increases the behaviour of using asking others for help, dealing with problem by finding alternative solution, setting priorities to solve the problem, drinking water, taking rest, walking very fast, playing indoor game, listening to music, drawing, dancing, discussing with friends, discussing with mother, discussing with father, discussing with sister, doing prayer, waiting until feelings get better, trying again and again to solve the problem, playing computer games, talking about ways to solve the problem, attending parties/function and learning new skills to tackle the problem.

The proposed hypothesis that there is no significant relationship between qualification of father, qualification of mother, occupation of mother and positive coping mechanism is rejected.

5.11 Relationship between selected demographic characteristics and scholastic difficulty

The results of the Table - 66 revealed that the relationship between qualification of father, occupation of father, qualification of mother and scholastic difficulty was negatively related. It means that as there is increase in qualification of father, occupation of father and qualification of mother discourage or diminish lack of concentration in studies, difficulty in studying many chapters, attraction towards TV, hesitation to clarify doubts, reading when examination is near, fear of failure, requiring more time to learn subjects, remembering past events, not maintaining time table of studies, fear of criticisms by teachers, slow in writing and bad hand writing.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mothers and scholastic difficulty is rejected.

These above results were in contradiction with the results of the study conducted by Gonzales (1996). She reported that family related variables *viz.,* family income, parental education, occupation and siblings were not related with scholastic difficulty.

Lozano (2000) reported the education of father was a significant predictor of academic success. He says that, students whose father has higher level of education are those who least fail.

5.12 Relationship between selected demographic characteristics and anxiety

Relationship between demographic characteristics and anxiety by cognitive dimension

The results of Table - 67 revealed that the relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety as measured by cognitive dimension was negatively related. It means that as there was increase in qualification of father, occupation of father, qualification of mother and occupation of mother decreased the characteristics of thoughts of being scared, thoughts or images of wild animals, self depreciation, self critical thoughts, thoughts of incompetence, inadequacy, though racing, blanking out, forgetfulness, thoughts, of bodily injury, thoughts of death, thoughts of going crazy, thoughts of danger, thoughts of appearing foolish, difficulty in concentrating and thoughts of harming to loved ones.

Whereas, relationship between siblings and anxiety was positively related. It means that as there was increase in number of siblings increases the symptoms of thoughts of being scared, thoughts or images of wild animals, self depreciation, self critical thoughts, thoughts of incompetence, inadequacy, though racing, blanking out, forgetfulness, thoughts, of bodily injury, thoughts of death, thoughts of going crazy, thoughts danger, thoughts of appearing foolish, difficulty in concentrating and thoughts of harming to loved ones.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, occupation of mother, number of siblings and anxiety measured by cognitive dimension is rejected.

Relationship between selected demographic characteristics and anxiety by behaviour dimension

The results of Table - 67 revealed that the relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety as measured by behaviour dimension was negatively related. It means that as there was increase in qualification of father, occupation of father, qualification of mother, occupation of mother discourage or diminish the symptoms of avoidance, crying, nailbitting, shutting eyes, stuttering, trembling lips, swallowing, immobility, keeping objects in mouth, avoidance of eye contact, physical proximity, fidgidity, trembling voice, screaming, rigid posture, clenched jaw, flushing and movement of parts of body.

Whereas, the relationship between siblings and anxiety as measured by behaviour dimension was positively related. It means that as there was increase in number of siblings increased the symptoms of avoidance, crying, nailbitting, shutting eyes, stuttering, trembling lips, swallowing, immobility, keeping objects in mouth, avoidance of eye contact, physical proximity, fidgidity, trembling voice, screaming, rigid posture, clenched jaw, flushing and movement of parts of body.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, occupation of mother, number of siblings and anxiety by behaviour dimension is rejected.

Relationship between selected demographic characteristics and anxiety by physiological dimension

The results of Table - 67 revealed that the relationship between qualification of father, occupation of father, qualification of mother and anxiety as measured by physiological dimension was negatively related. It means that as there was increase in qualification of father, occupation of father and qualification of mother discourage or diminish the symptoms of increased heartbeat, fatigue, increased respiration, nausea, stomach upset, defecation, blurred vision, dry mouth, muscle tension, heart palpitation, blushing, vomiting, numbness, sweating, flushing, breathlessness, headache, urination, vigorous breathing and dizziness.

Whereas, relationship between number of siblings and anxiety as measured by physiological dimension was positively related. It means that as there was increase in number of siblings increases the symptoms of increased heartbeat, fatigue, increased respiration, nausea, stomach upset, defecation, blurred vision, dry mouth, muscle tension, heart palpitation, blushing, vomiting, numbness, sweating, flushing, breathlessness, headache, urination, vigorous breathing and dizziness..

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, number of siblings and anxiety by physiological dimension is rejected.

Relationship between selected demographic characteristics and anxiety

The results of the Table – 67 revealed that the relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety was negatively related. It means that as there was increase in qualification of father, occupation of father, qualification of mother and occupation of mother discourage or diminish the symptoms of self-depreciation, inadequacy, forgetfulness, avoidance, immobility, fatigue and sweating..

Whereas, relationship between siblings and anxiety was positively related. It means that as there was increase in number of siblings increase the symptoms of self-depreciation, inadequacy, forgetfulness, avoidance, immobility, fatigue and sweating.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, occupation of mother, number of siblings and anxiety is rejected.

The above results are in contradiction with the results of the study conducted by Inam *et al.* (2003). They reported that birth order, monthly income, number of siblings and monthly expenditure on education did not affect the prevalence of anxiety.

5.13 Relationship between selected demographic characteristics and depression

Relationship between selected demographic characteristics and depression by behaviour dimension

The results of Table - 68 revealed that the relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and depression as measured by behaviour dimension was negatively related. It means that as there was increase in qualification of father, occupation of father, qualification of mother and occupation of mother discouraged or diminish the symptoms of soft spoken, slow in speech, withdrawal, engaging in few pleasurable activities, seldom smiles, aloofness, not willing to talk, avoiding group, reduced involvement in sports, careless in dressing, crying and procrastination.

Whereas, relationship between number of sibling and depression as measured by behaviour dimension was positively related. It means that as there was increase in number of siblings increased the symptoms of soft spoken, slow in speech, withdrawal, engaging in few pleasurable activities, seldom smiles, aloofness, not willing to talk, avoiding group, reduced involvement in sports, careless in dressing, crying and procrastination..

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, occupation of mother, number of siblings is rejected.

Relationship between selected demographic characteristics and depression by emotional dimension

The results of Table - 68 revealed that the relationship between qualification of father, occupation of father, qualification of mother and depression as measured by emotional dimension was negatively related. It means that as there was increase in qualification of father, occupation of father, qualification of mother discourage or diminish the symptoms of sadness, anxiety, guilt, anger, fear, unhappiness, pessimism, mood variation, helplessness and worthless.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother and depression by emotional dimension is rejected.

Relationship between selected demographic characteristics and depression by somatic dimension

The results of Table - 68 revealed that relationship between qualification of father and depression as measured by somatic component was negatively related. It means that as there was increase in qualification of father discourage or diminish the symptoms of fatigue, sleep disorders, eating disorders, dyspepsia, constipation, poor identifying, aches, menstrual irregularity, high pulse rate, headaches and stomach aches.

Whereas, relationship between number of siblings and depression as measured by somatic dimension was positively related. It means that as there was increase in number of sibling increases the symptoms of fatigue, sleep disorders, eating disorders, dyspepsia, constipation, poor identifying, aches, menstrual irregularity, high pulse rate, headaches and stomach aches.

The proposed hypothesis that there is no significant relationship between qualification of father, number of siblings and depression by somatic dimension is rejected.

Relationship between selected demographic characteristics and depression by cognitive dimension

The results of Table - 68 revealed that relationship between qualification of father, occupation of father, qualification of mother and depression as measured by cognitive dimension was negatively related. It means that as there was increase in qualification of

father, occupation of father and qualification of mother discourage or diminish the symptoms of negative self-concept, negative view of world, negative expectation of future, self blame, self criticism, loss of interest, inability to concentrate, poverty of thought, ambivalence and indecisiveness.

Whereas, relationship between siblings and depression as measured by cognitive dimension was positively related. It means that as there was increase in number of siblings increased the symptoms of negative self-concept, negative view of world, negative expectation of future, self blame, self criticism, loss of interest, inability to concentrate, poverty of thought, ambivalence and indecisiveness.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, number of siblings and depression by cognitive dimension is rejected.

Relationship between demographic characteristics and depression

The results of Table 68 revealed that relationship between qualification of father, occupation of father, qualification of mother and depression were negatively related. It means that as there was increase in qualification of father, occupation of father and qualification of mother discourage or diminish the symptoms of withdrawal, procrastination, sadness, anxiety, guilt, unhappiness, fatigue, negative self concept and loss of interest.

Whereas, relationship between siblings and depression was positively related. It means that as there was increase in number of siblings increase the symptoms of withdrawal, procrastination, sadness, anxiety, guilt, unhappiness, fatigue, negative self concept and loss of interest.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, number of siblings and depression is rejected.

These results were supported by the results of the study conducted by Huurre and Rohkonen (2005), Thalia (2004) and Goodmand *et al.* (2004). They reported that low class job and lower education of parents were responsible for depression.

5.14 Relationship between selected demographic characteristics and behavioural problem

The results of Table – 69 revealed that the relationship between qualification of father, occupation of father, qualification of mother and behavioural problem was negatively related. It means that as there is increase in qualification of father, occupation of father and qualification of mother discourage or diminish the tendency of seeking attention of others, quarreling with mother, stop talking with brother/s or sister/s intentionally, not enjoying attending classes, not co-operating willingly in household activities, postponing work, not working according to the expectation of parents, short tempered, arguing with friends, want immediately whatever is want, do not complete work and giving up work even if it is of little difficulty.

Whereas, relationship between number of siblings and behavioural problem was positively related. It means that as there is increase in number of siblings increases the tendencies of seeking attention of others, quarreling with mother, stop talking with brother/s or sister/s intentionally, not enjoying attending classes, not co-operating willingly in household activities, postponing work, not working according to the expectation of parents, short tempered, arguing with friends, want immediately whatever is want, do not complete work and giving up work even if it is of little difficulty.

The proposed hypothesis that there is no significant relationship between qualification of father, occupation of father, qualification of mother, number of siblings and behavioural problem is rejected.

The above result is in line with the result of the study conducted by Hill and Castellino (2004), Fagah (2005). They reported that higher parental education and parent occupation was negatively related to behavioural problems of the study. Tyas reported that behavioural problems were positively related to siblings.

6. SUMMARY AND CONCLUSIONS

The present study was undertaken to know the status of personality, psychosocial problems and coping mechanism among II PUC achievers and failures with the following objectives:

1. To develop scale of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
2. To study status of Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem among II PUC achievers and failures.
3. Relationship between Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression, behavioural problem and selected demographic variables.

The above objectives are explained by accepting or rejecting the following hypotheses.

1. There is no significant association between achievers and failures of II PUC on status of Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
2. There is no significant difference between achievers and failures of II PUC on personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
3. There is no significant relation between Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression, behavioural problems and selected demographic variables.

The study was conducted in Hubli-Dharwad city of Karnataka state during the year 2008-2009. The research design followed was ex-post facto design. The population for the study was the students of II PUC studying in PU Colleges of Hubli-Dharwad city. There were 26 pre-university colleges in Hubli and 17 pre-university colleges in Dharwad. Among the colleges around 35 per cent of the colleges with at least 2 colleges from arts, commerce and science groups were selected randomly. So out of 26 colleges situated in Hubli area three arts, three science and two commerce colleges were selected randomly from each group of colleges. Similarly from Dharwad, two each colleges from arts, science and commerce were selected randomly from each group of colleges. 30 per cent of boys and 30 per cent of girls students of the class were selected randomly from the boys and girls students present at the time of administration of the test. So 177 boys and 264 girls were selected randomly from 6 colleges situated in Dharwad area. Correspondingly, 220 boys and 339 girls were selected randomly from 8 colleges situated in Hubli area. So the selected sample consisted of 397 boys and 601 girls. The total sample comprised of 998 students. The sample consisted of 329, 326 and 343 students of arts, commerce and science discipline respectively. The questionnaire booklet comprised of personal schedule, personality scale, coping mechanism scale, scholastic difficulty scale, anxiety scale,, depression scale and behavioural problem scale was administered on the students of each class and discipline separately. The necessary instructions were given to the students on the mode of answering the statements and clarifications were made whenever the students raised doubts while answering to each item of the questionnaire. They were given enough time to answer all the items. The time-taken by the students to give the responses to all the items of the questionnaires was 45 minutes to 70 minutes. The data was subjected to frequency, percentage, Carl Pearson correlation, criterion group's t-test, factor analysis, chi-square and analysis of variance to select the items; to know the status, relation between personality, coping mechanism, scholastic difficulty, anxiety, depression, behavioural problem and selected demographic variables; to know the association between levels of Big Five Factors of personality, coping mechanism, scholastic difficulty, anxiety, depression, behavioural problem on levels of academic performance; and to make comparison between achievers and failure on personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.

The major general inferences drawn from the study were as follows:

Development of scales

Personality scale

The personality scale consisted of Big Five Factors of personality - viz surgency, intellect, agreeableness, emotional stability and conscientiousness composed of 10 statements on each factor. Selection of statements was based on percentage, coefficient of correlation and varimax rotated factor analysis. The split-half reliability of the scale was 0.702 which was significant at 0.01 level. Test-retest reliability was 0.620 which was significant at 0.01 level. The scale had content validity and internal validity.

Coping mechanism scale

Coping mechanism scale consisted of 60 statements. Selection of statements was based on percentage, coefficient of correlation and t-test analysis. The split-half reliability of the scale was 0.820 which was significant at 0.01 level. Test-retest reliability was 0.700 which was significant at 0.01 level. The scale had content validity, internal validity and discriminative validity.

Scholastic difficulty scale

Scholastic difficulty scale consisted of 66 statements. Selection of statements was based on percentage, coefficient of correlation and criterion groups t-test analysis. The split-half reliability of the scale was 0.930 which was significant at 0.01 level. Test-retest reliability was 0.800 which was significant at 0.01 level. The scale had content validity, internal validity and discriminative validity.

Anxiety scale

The anxiety scale was developed on the basis of 3 perspectives such as cognitive, behavioural and physiological. There are 19 statements in cognitive dimension, 23 statements in behavioural dimension and 18 statements in physiological dimension. The scale consisted of 60 statements. Selection of statements was based on percentage, coefficient of correlation and criterion group,s t-test analysis. The split-half reliability of the scale was 0.910 which was significant at 0.01 level. Test-retest reliability was 0.820 which was significant at 0.01 level. The scale had content validity, internal validity and discriminative validity.

Depression scale

The depression scale was developed on the basis of 4 perspectives such as behavioural, emotional, somatic and cognitive. There are 9 statements in behavioural dimension, 10 statements in emotional dimension, 7 statements in somatic dimension and 8 statements in cognitive dimension. The scale consisted of 34 statements. Selection of statements was based on percentage, coefficient of correlation and criterion group's t-test analysis. The split-half reliability of the scale was 0.840 which was significant at 0.01 level. Test-retest reliability was 0.700 which was significant at 0.01 level. The scale had content validity, internal validity and discriminative validity.

Behavioural problem scale

Behavioural problem scale consisted of 27 statements. Selection of statements was based percentage, coefficient of correlation and criterion group's t-test analysis. The split-half reliability of the scale was 0.878 which was significant at 0.01 level. Test-retest reliability was 0.620 which was significant at 0.01 level. The scale had content validity, internal validity and discriminative validity.

Demographic characteristics of the respondents

- The sample consisted of 60.0 per cent girls and 40 per cent boys.
- Around 75 per cent of the respondents were from nuclear family and about 25 per cent were from joint family. Nearly, 40 per cent of the respondents belonged to general group category, 40 per cent of the respondents belong to backward caste. 6.60 per cent belonged to schedule caste and 4.60 per cent belonged to schedule tribe.

- More or less equal numbers (33%) of the respondents were from arts, commerce and science discipline.
- 78 per cent of the respondents had completed their schooling in urban area and 22 per cent of them had completed their schooling in rural area.
- Among the fathers of the respondents, 26.50 per cent were graduates, 22.20 per cent had completed II PUC, 17.3 per cent had studied up to 7^{th} standard, 17.1 per cent had completed 10^{th} standard, 9.9 per cent were illiterates, 5.4 per cent had completed post graduation and 1.6 per cent were doctorates.
- 44.9 per cent of the respondents' fathers were working as supporting staff. 29.90 per cent were farmers. 10.3 per cent were businessmen, and 5.9 per cent were professionals. 4.0 per cent were labourers and 1 per cent each was teachers and administrators.
- 27.9 per cent of the respondents' mothers had completed X standard, 22.5 per cent 7^{th} standard. 17.7 per cent were illiterates, and 14.8 per cent had completed II PUC, 13.70 per cent graduation, 3.4 per cent had completed post graduation.
- 90.8 per cent of the respondents mothers were housewives, 3.90 per cent were teachers, 2.70 per cent were supporting staff, 1.9 per cent were farmers, 0.50 per cent were business women and 0.20 were professionals.
- 38.7 per cent of the respondents had 2 siblings, 31.80 per cent had one sibling, 32.80 per cent had three siblings and 8.40 per cent had no siblings.

Status of Big Five Factors personality among achievers and failures

- The students of distinction and first class had developed high level of spontaneity, unrestrained, extraverted, assertive, active, demonstrative, talkative, vigorous and adventurous characteristics of surgency compared to failures.
- The students of distinction, first class and second class had developed high level of intelligent, curiosity, simplicity, creativity, apprehension, innovativeness, perceptive and imaginative characteristics of intellect compared to failures.
- The students of distinction and first class had developed high level of unselfish, helpful, warm, charitable, co-operative, kind, generous, sympathetic and trustful characteristics of agreeableness compared to failures.
- The students of distinction, first class and second class students had developed high level of unemotional, relaxed, placid, secure and unihibited characteristics of emotional stability compared to failures.
- The students of distinction, first class and second class students had developed high level of precision, dependable, practical, efficient, neat, consistent, organized, systematic and thorough characteristics of conscientiousness compared to failures.

Status of coping mechanism among achievers and failures

- The failures had developed high level of negative coping mechanism compared to high achievers i.e. distinction and first class students.
- Achievers and failures were similar in the behavioural aspect of positive coping mechanisms.

Status of scholastic difficulty among achievers and failures

- The failures had developed high level of scholastic difficulty compared to achievers.

Status of anxiety among achievers and failures

- The failures had expressed high level of symptoms of anxiety measured by cognitive aspect compared to high achievers i.e. distinction and first class students.
- The failures had developed high level of symptoms of anxiety measured from behaviour dimension compared to high achievers i.e. distinction and first class students.

- The failures had developed high level of symptoms of anxiety measured from physical dimension compared to high achievers i.e. distinction and first class students.
- The failures had developed high level of symptoms of anxiety compared to high achievers i.e. distinction and first class students.

Status of depression among achievers and failures

- The failures had developed high level of symptoms of depression measured by behaviour dimension compared to achievers i.e. distinction, first class and second class students.
- The failures had developed high level of symptoms of depression measured by emotional dimension compared to achievers i.e. distinction, first class and second class students.
- The failures had developed high level of symptoms of depression measured by somatic dimension compared to distinction students.
- The failures had developed high level of symptoms of depression measured by cognitive dimension compared to high achievers i.e. distinction and first class students.
- The failures had developed high level of symptoms of depression compared to high achievers i.e. distinction and first class students.

Status of behaviour problem among achievers and failures

- The failures had developed high level of symptoms of behavioural problem compared to high achievers i.e. distinction and first class students.

Relationship between selected demographic characteristics and personality

- The relationship between siblings and surgency was significantly and negatively related. Whereas, the relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and surgency was significantly and positively related.
- The relationship between qualification of father, qualification of mother, occupation of mother and intellect was significant and positively related.
- The relationship between qualification of father, qualification of mother and agreeableness was significantly and positively related.
- The relationship between siblings and emotional stability was significantly and negatively related. Whereas, the relationship between qualification of father, qualification of mother and emotional stability was significantly and positively related.
- The relationship between qualification of father, qualification of mother and conscientiousness was significantly and positively related.

Relationship between selected demographic characteristics and coping mechanism

- The relationship between qualification of father and negative coping mechanism was significantly and negatively related.
- The relationship between qualification of father, qualification of mother, occupation of mother and positive coping mechanism was significantly and positively related.

Relationship between selected demographic characteristics and scholastic difficulty

- The relationship between qualification of father, occupation of father, qualification of mother and scholastic difficulty was negatively related.

Relationship between selected demographic characteristics and anxiety

- The relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety measured by cognitive dimension was

significantly and negatively related. Whereas, the relationship between siblings and anxiety was significantly and positively related.

- The relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety measured by behaviour dimension was negatively related. Whereas, the relationship between siblings and anxiety was significantly and positively related.
- The relationship between qualification of father, occupation of father, qualification of mother and anxiety measured by physical dimension was significantly and negatively related. Whereas, the relationship between siblings and anxiety was significantly and positively related.
- The relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and anxiety was significantly and negatively related. Whereas, the relationship between siblings and anxiety was significantly positively related.

Relationship between selected demographic characteristics and depression

- The relationship between qualification of father, occupation of father, qualification of mother, occupation of mother and depression measured by behaviour dimension was significantly and negatively related. Whereas, the relationship between sibling and depression was significantly and positively related.
- The relationship between qualification of father, occupation of father, qualification of mother and depression measured by emotional dimension was significantly and negatively related.
- The relationship between qualification of father and depression measured by somatic dimension was significantly and negatively related. Whereas, the relationship between siblings and depression measured by somatic dimension was significantly and positively related.
- The relationship between qualification of father, occupation of father, qualification of mother and depression measured by cognitive dimension was negatively related. Whereas, the relationship between siblings and depression was positively related.
- The relationship between qualification of father, occupation of father, qualification of mother and depression was significantly and negatively related. Whereas, the relationship between siblings and depression was significantly and positively related.

Relationship between selected demographic characteristics and behavioural problem

- The relationship between qualification of father, occupation of father, qualification of mother and behavioural problem was significantly and negatively related. Whereas, the relationship between sibling and behavioural problem was significantly and positively related.

Implications of the present study

- The study's results implied that achievers of II Pre-University Courses had developed higher level of positive traits of Big Five Factors of personality compared to failures.
- Failures of II Pre-University Courses had developed higher level of negative coping mechanism compared to achievers.
- Achiever of II Pre-University Courses had developed lower level of scholastic difficulty compared to failures.
- Failures of II Pre-University Courses had developed higher level of anxiety, depression and behavioural problem compared to achievers.
- Overall, study's results implied that achievers of II Pre-University Courses had developed higher level of positive traits of personality and lower level of negative coping mechanisms, scholastic difficulty, anxiety, depression, and behavioural problem.

Recommendations

- The study creates awareness among parents, educators, administrators and counsellors about status of positive traits of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem among achievers and failures.
- There is a need for the intervention programmes for the failures to develop high status of positive traits of personality, positive coping mechanism and resolve scholastic difficulty, anxiety, depression and behavioural problem.

Suggestion for future research

- The present study can be tested under different cultural settings to assess the status of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem of different classes.
- Differential effects of religion on personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
- The impact of rural back ground on personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
- A study on intervention can be taken up to improve the status of failures on positive traits of personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.
- The study can be tested under different academic levels and courses.
- The impact of gender on personality, coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem.

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APPENDIX

Questionnaire

Personal Information Schedule

1	Name	:	
2	Roll No	:	
3	Gender	:	
4	Family	:	Joint / Nuclear
5	Caste	:	
6	Class	:	
7	Schooling	:	Urban / Rural
8	SSLC (%)	:	
9	PUC – I (%)	:	
10	SSLC Medium	:	
11	PUC – Medium	:	
12	Attended tuition classes	:	VIII / IX / X / XI / XII
13	Qualification of father	:	
14	Occupation of father	:	
15	Qualification of mother	:	
16	Occupation of mother	:	
17	No. of younger brothers	:	
18	No. of elder brothers	:	
19	No. of younger sisters	:	
20	No. of elder sisters	:	
21	Staying in	:	Hostel / Room / with Parents
22	Facilities at home	:	Radio / TV/ VCR/ VCP/ Computer / Two wheeler / Car / Phone / Mobile Phone / Cooking Gas / Solar water heater / Solar lighting / Fridge

PERSONALITY SCALE

Instruction
¸ÆZ£U¼Å

1. There are 50 statements related to your thinking, feeling and behaviour.
   E° ¤ªÄ D¯ÆÃZ£U¼Å, ¨Ãª£U¼Å ªÄvÅ ªvð£U ¸A¨A¢¹z 50 ªÁP¦U½ª.
2. Read each statement very carefully.
   ¥æAiÆAzÄ ªÁP¦ª£Ä CwÃ eÁUgÄPv¬ÄAz N¢.
3. Each statement has five alternative answers namely Always (A), Most of the times (MT), Sometimes (ST), Rarely (R) and Never (N).
   ¥æ ªÁP¦ LzÄ ¥gÁ¦AiÄ GvgU¼£Ä ºÆA¢z C ª¦U¼Ã: AiiÁªÁU®Ä (A), ºZÁV (MT), P®ªÇªÄ (ST), Pav (R) ªÄvÄ E®ªÃE® (N).
4. You decide which alternative answer more or less represents your character or problem.
   ¤ªÄ UÁt Cxª ¸ª¸¦AiÄ ¥æiÁt AiiÁª ¥gÁ¦AiÄ Gvg ºZÄ Prª ¥æ©A©¸ÅvzAzÄ ¤zðj¹.
5. Write your answer by writing A or MT or ST or R or N against the serial number in the answer sheet.
   GvgU¼ ¥Ä l z° ¤ªÄ Gvgª£Ä ¥æ ªÁP¦z ¸AS¦AiÄ JzÄgÄ §g¬Äj.
6. Please give honest answer which is most important to understand your personality and problems.
   zAiÄ« lÄ ¤Ãª¦ ¥ÁæiÁtP Gvgª£Ä ¤Ãr EzÄ ¤ªÄ ª¦Qv ªÄvÄ ¸ª¸¦U¼£Ä w½zÄPÆ¼®Ä Cv¦ª±¦P.
7. Kindly give your answer to each statement
   zAiÄ« lÄ ¤Ãª¦ ¥æAiÆAzÄ ªÁP¦PÆ Gvj¹.

Sl. No.	Statements	A	MT	ST	R	N
1	I am not able to work according to plan AiÆÄd£AiÄ ¥æg ££U P®¸ ªiÁq¯ÁUÄª¦¢®					
2*	I express my opinion clearly and firmly in discussion £Á£Å ZZðAiÃ° ££ C©¥ÁæÄª£Ä ¸µªÁV ºÁUÆ z¦qªÁV ª¦P¥r¸ÄvÃ£					
3	I get angry easily ££U ¨ÅU ¹lÄ §gÁvz					
4	I do not participate in social activities £Á£Ä ¸Áªi Á f P PÁAiÄðPæU¼° ¨ÁUª»¸Äª¦¢®					
5*	I learn anything easily K£Å DVg°, £Á£Å ¸Å®¨ªÁV P°AiÄÄvÃ£					
6	I do not excuse if any one deceives me AiiÁgÁzgÆ ££U ªÆÃ¸ ªiÁrzg £Á£Å P«Ä¸Äª¦¢®					
7	I will not keep up my words PÆl ªiÁw£Av £Á£Ä £qzÅPÆ¼Äª¦¢®					
8	I do not like to work with others ¨ÅgAiÄªg eÆvU P®¸ ªiÁq®Ä ££U Eµ«®					
9	I do not work hard £Á£Ä Pµ¥lÄ P®¸ ªiÁqÄª¦¢®					
10	I do not undertake the activity which needs deep thinking D¼ªÁq AiÆÄZ£AiÄ C ª±¦Pv EgÅª P®¸ £Á£Å ªiÁqÅª¦¢®					
11*	I help people more than their expectation £Á£Å d£jU Cªg ¤jÃPVAv ºZÁV ¸ºÁAiÄ ªiÁqÄvÃ£					
12	I get upset easily ££U ¨ÅU ¨Ä¸gªÁUÄvz					
13	I do not partiicpate in adventurous activites £Á£Ä ¸Áº¸ PÁAiÄðU¼° ¥Á¯ÆÄ¼ª¦¢®					

Sl. No.	Statements	A	MT	ST	R	N
14*	I solve problems in new way £Á£Ä ¸ªÄ¸¡U¼£Á ºÆ¸ jÄwAiÄ°§Uºj¸ÄvÃ£.					
15	I do not contribute money in any situation AiiÁªÀ¸zÄ ¸Az¨ðz°AiÄÆ £Á£Ä º t ª£Á zÄ tUAiiÁV ¤ÃqÄªÀ¸¢®					
16	I postpone day to day works £Á£Ä ¢£¤vÀz P®¸U¼£Á ªÄÄAzÆqÄvÃ£					
17*	I am interested in understanding about new subjects ºÆ¸ «µAiÄU¼ §Uï w½zÁPÆ¼ÄªÀ¸zg° ££U D¸Q Ez.					
18*	I help others even when I am in difficulty £Á£Ä Pµz°z¦gÆ, ¨ÃgAiÄª jU ¸ºÁG ªiÁqÄvÃ£					
19	I experience sudden changes in my feelings ££Á ¨Áª£AiÄ° vvïPt z° §z ÁªuAiÄUÄª¦z£Á £Á£Ä C£Ä¨«¸ÄvÃ£					
20*	I try for deep knowledge about the subject of my interest ££VµªÁz «µAiÄU¼ §Uï D¼ªÁz eÁ£PÁV £Á£Ä ¥æÀw¸ÄvÃ£					
21	I work for my needs satisfaction ££Á D¸U¼ v¦¸UÁV P®¸ ªiÁqÄvÃ£					
22	I waste my time and energy ££Á ªÄ¼ ªÄvÄ ±QAiÄ£Á ª¦xðªÁV ºÁ¼ÄªiÁrPÆ¼ÄvÃ£					
23*	I assist friends in their difficulty ¸ÍÄ¬ÄvgÄ vÆAzgAiÄ°zÁU £gªÁUÄvÃ£					
24	I think too much about my problems ££Á ¸ªÄ¸¡U¼ §Uï £Á£Ä vÄA¨Ä aAv ªiÁqÄvÃ£					
25	I feel shy when I have to speak with elders »jAiÄg eÆv ªiÁvÄ£Áq¨ÃPÁzÁU £Á£Ä ¸APÆÃZ¥lÄPÆ¼ÄvÃ£					
26*	I involve in imagination £Á£Ä P®£Aiª ªÄÄ¼ÄVgÄvÃ£					
27	I work few days and discontinue some days even though it is necessary to work continuously ¸vvªÁV P®¸ ªiÁqÄª¦zÄ Cª±ÏPªÄvz¦gÆ £Á£Ä P®ª¦¢ª¸ P®¸ ªiÁqÄvÃ£ ºÁUÆ º®ª¦¢ª¸ P®¸ ªiÁqÄª¦¢®					
28	I become emotional £Á£Ä ¨ÁªÇÃzÀÆvU M¼UÁUÄvÃ£					
29	I like to keep my feelings with me ££Á ¨Áª£U¼£Á ££Á°AiÄÄ ElÄPÆ¼®Ä Eµ¥qÄvÃ£					
30*	I accept new style of life £Á£Ä ºÆ¸ fÄª£ ±¦°AiÄ£Á ¹ÃPj¸ÄvÃ£					
31	I become anxious £Á£Ä PÆÃ¨UÆ¼UÁUÄvÃ£					
32	I take decision to achieve improtant goal but I do not make efforts to become successful £Á£Ä ªÄºvz UÄj ¸Á¢¸Äª ¤zÁðgU¼£Á vUzÄPÆ¼ÄvÃ£, Dzg ¸Á¢¸®Ä ±æÀ ¥qÄª¦¢®					
33*	I express my emotions without any hesitation £Á£Ä AiiÁª¦zÄ »Adjv«®zÄ ££Á ¨ÁªÇÃzÀÆª£Á ª¦P¥r¸ÄvÃ£					

Sl. No.	Statements	A	MT	ST	R	N
34*	I am slow in understanding £Á£Ä Cxðªi Á rPÆ¼Äª¦zg° ¤zÁ£					
35	I experience nervousness £Á£Ä C¸¸¦vAiÄ£Ä C£Ä¨«¸ÄvÃ£					
36	I talk less £Á£Ä ªiÁv£ÁqÄª¦zÄ Prª Ä					
37	I afraid to do any new thing £Á£Ä K£ÁzgÆ ºÆ¸z£Ä ªiÁq®Ä ºzgÄvÃ£					
38	I do not follow particular order in studies/works C¨Ä¸z° Cxª Á P®¸z° DU° ¤¢ðµªÁz C£ÄPæª£Ä C£Ä¸j¸Äª¦¢®					
39	I am not capable to understand in detail even subjects of my choice £££U Eµª Áz «µAiÄU¼£Ä PÆqÁ £Á£Ä «ªgª ÁV w½zÄPÆ¼¯Ág					
40*	My friends have faith on me ££Ä U¼AiÄjU ££Ä ªÄÃ¯ £A©P¬Äz					
41	I do not like to share my feelings with others £Á£Ä ¨ÃgAiÄªgÆA¢U ££Ä ¨Áª£U¼£Ä ºAaPÆ¼®Ä Eµ¥qÄª¦¢®					
42	I worry too much about my life £££Ä fÅª£z §Uì £Á£Ä vÄA¨Á aAvªiÁqÄvÃ£					
43	I search for the materials which I keep £Á¤ Iì ª¸ÄU½UÁV £Á£Ä ºÄqÄPÁqÄvÃ£					
44*	I encourage others to express their views freely £Á£Ä ¨ÃgAiÄªjU Cªg «ZÁgU¼£Ä ª¦P¥r¸®Ä ¥Æâ¢Á»¸ÄvÃ£					
45	I am not interested to see minute details of anything AiiÁª¦zÄ ª¸Ä«£ §Uì PÆ®APÄµªÁV £ÆÄqÄª¦zg° ££U D¸Q¬Ä®					
46*	I accept mistakes of others without comments £Á£Ä ¨ÃgAiÄªg v¥ÄU¼£Ä nÃQ¸zÃ M¦PÆ¼ÄvÃ£					
47	I am not confident of my success in examinations/competitions ¥jÁPU¼° :¸zðU¼° ££Ä AiÄ±¹AiÄ §Uì ££U «±Ä¸«®					
48	I will not enter in the room full of people d£jAz vÄA©z PÆÄuAiÄ° £Á£Ä ¥æÄ± ªiÁqÄª¦¢®					
49	I do not think about others problems £Á£Ä ¨ÃgAiÄªg ¸ªÄ¸¦U¼ §Uì AiÆÄZ£ ªiÁqÄª¦¢®					
50	I make mistakes in simple works £Á£Ä ¸Ä®¨ªÁz P®¸U¼°ÀiÄÆ v¥ÄU¼£Ä ªiÁqÄvÃ£					

* Positive statements

COPING MECHANISM SCALE

Instruction

1. The following are the statements related to different types of adjusting behaviours you express in a problematic situation.
   F PÉ¼V£ º®ªÀ ªÁPÀåUÀ¼À ¸ªÀ¸ÁåvÀäP ¸¤ßªÃ±zº ºÆA¢PÆ¼À®Ä ¤ÃªÀ ªÀPÀ¥r¹gÀª ««z ªvð£U ¸A§A¢¹gÀvª.
2. Read each statement very carefully.
   ¥æwAiÆAzÀ ªÁPÀåª£Ä CwÀ eÁUgÀPv¬ÀÄz N¢.
3. Each statement has five alternative answers namely Always (A), Most of the times (MT), Sometimes (ST), Rarely (R) and Never (N).
   ¥æw ªÁPÀå LzÀ ¥gÀåAiÀ GvgÀU¼£Ä ºÆA¢z CªÀUÀ¼À: AiiÁªÁU®Ä (A), ºZÁV (MT), P®ªÇªÄ (ST), Pav (R) ªÀvÀ E®ªÃE® (N).
4. You decide the frequency of the problem you undergo.
   ¤ÃªÀ C£Ä¨«¸ÀwgÀª ¸ªÀ¸ÀåAiÀ ¥ææiÁtz §UÉ ¤zðj¹.
5. You select any one of the above five alternative answers which more or less represents the frequency adjusting behaviour.
   ªÄÃ°£ LzÀ ¥gÀåAiÀ GvgÀU¼° AiiÁª ¥ææiÁtªÀ ¤ªÄ ºÆAzÁtP ªvð£AiÀ£Ä ºZÀ- PrªÄAiÀ£Ä ¸Æa¸ÀvzAiÆ Cz£Ä ¤ÃªÀ Dj¹.
6. Mark your answer by writing A or MT or ST or R or N against the serial number in the answer sheet.
   GvgÀU¼ ¥ÀIzº ¤ªÄ Gvgª£Ä ¥æwªÁPÀz ¸ASÀåAiÀ JzÀgÀ §g¬Äj
7. Please give honest answer which is most important to assess your academic difficulties.
   zAiÀ«IÀ ¥ÁæiÁtPªÁV Gvj¹j. EzjAz ¤ªÄ C¨Á¸z ¸ªÀ¸ÀU¼ §UÉ w½zÀPÆ¼®Ä ¸ÁzÀåªÁUÀvz.

Sl. No.	Statements	A	MT	ST	R	N
1*	I neglect the importance of the problem £Á£À ¸ªÀ¸ÀåAiÀ ¥ÁææÀRåvU UªÀ£ PÆqÀªÀ¢®					
2*	I neglect the importance of solution £Á£À ¥jºÁgz ¥ÁææÀRåvU UªÀ£ PÆqÀªÀ¢®					
3*	I postpone to find solution of the problem £Á£À ¸ªÀ¸ÀU ¥jºÁg ªiÁqÀªÀzÀ£Ä ªÄÄAzÀqÀvÃ£					
4	I ask others for help £Á£À ¨ÃgAiÀªg ¸ºÁAiÀ PÃ¼ÀvÃ£					
5	I deal with problem by finding alternative solution £Á£À ¥gÀåAiÀ ¥jºÁg ºÀqÀPÀªÀzjAz ¸ªÀ¸ÀåAiÀ£Ä §Uºj¸ÀvÃ£					
6*	I blame existing system for the problem £Á£À ¸ªÀ¸ÀUÁV EgÀª ªÀåª¸ÀåAiÀ£Ä zÆ¶¸ÀvÃ£					
7	I set priorities to solve problem £Á£À ¸ªÀ¸À ¥jºÁgP Pææªª£Ä ¤zðj¸Àv£					
8	I take deep breath £Á£À eÆÃgÀV G¹gÁqÀvÃ£					
9	I drink water £Á£À ¤ÃgÀ PÀrAiÀÄvÃ£					
10	I take rest £Á£À «gÀªÀ vUzPÆ¼ÀvÃ£					
11	I walk very fast £Á£À ªÃUªÁV £qAiÀÄvÃ£					
12	I play indoor game £Á£À M¼ÁAUt DIªÁqÀvÃ£					
13	I do yoga					

Sl. No.	Statements	A	MT	ST	R	N
	£Á£Ä AiÆÃUÁ¸£ ªiÁqÄvÃ£					
14	I listen to music £Á£Ä ¸AVÃvªÉÃ PÃ¼ÄvÃ£					
15	I watch TV £Á£Ä zÆgz±ð£ £ÆÃqÄvÃ£					
16	I do drawing £Á£Ä avævÜÀiÄÄvÃ£					
17	I dance £Á£Ä £Ãv¦ ªiÁqÄvÃ£					
18	I discuss with friends £Á£Ä ¸»vgÆA¢U Zað¸ÄvÃ£					
19	I discuss with mother £Á£Ä vÁ¬ÄAiÄ eÆv Zað¸ÄvÃ£					
20	I discuss with father £Á£Ä vAzAiÄ eÆv Zað¸ÄvÃ£					
21	I discuss with sister £Á£Ä ¸ÆÅz jAiÆA¢U Zað¸ÄvÃ£					
22	I discuss with brother £Á£Ä ¸ÆÅzg£ÆA¢U Zað¸ÄvÃ£					
23	I discuss with thers £Á£Ä ²PPgÆA¢U Zað¸ÄvÃ£					
24*	I discuss with relatives £Á£Ä ¸A§A¢PgÆA¢U Zað¸ÄvÃ£					
25*	I postpone the work £Á£Ä P®¸ ªÄÄAzÅqÁvÃ£					
26	I cry £Á£Ä C¼ÄvÃ£					
27*	I try to calm down £Á£Ä ¸ªiÁzÁ£¢A¢g®Ä ¥ÆæÄw¸ÄvÃ£					
28	I shout £Á£Ä aÅgÁqÄvÃ£					
29*	I do prayer £Á£Ä ¥ÁæðÐ£ ªiÁqÄvÃ£					
30*	I try to forget the difficulty £Á£Ä Pµª£Ä ªÅgAiÄ®Ä ¥ÆæÄw¸ÄvÃ£					
31*	I think about other activity £Á£Ä ¨Åg ZlÄªnPAiÄ §U¦ AiÆÃZ£ ªiÁqÄvÃ£					
32	I become sad £Á£Ä zÀBT¸ÅvÃ£					
33	I wait until feelings get better £Á£Ä ¸ªiÀzÁ£ªÁUÀªªgU PÁAiÄÄvÃ£					
34	I try again and again to solve the problem £Á£Ä ¸ªÄ¸¦Ai£Ä¼ ¥jºj¸®Ä ªÄv ªÄv ¥ÆæÄw¸ÄvÃ£					

Sl. No.	Statements	A	MT	ST	R	N
35*	I analyze the situation and solve the problem £Á£Ä ¸¤ªÄ±ªÉ« ±Ä¶¹, ¸ªÄ¸¡AiÄ£Ä¥ j º j ¸ÄvÃ£					
36*	I day dream £Á£Ä ºU®ÄU£¸Ä PÁ t ÄvÃ£					
37	I blame myself £Á£Ä ££Ä£Ä ¤A¢¹PÆÃ¼ÄvÃ£					
38*	I take long bath £Á£Ä §º¼ ¸ªÄAiÄzªgU ¸Á£ ªiÁqÄvÃ£					
39	I behave as if not having the problem £Á£Ä ¸ªÄ¸¡AiÄ E®zAv ªwð¸ÄvÃ£					
40	I listen to natural sounds (waves, wind, waterfall, stream *etc.*) £Á£Ä £¸VðP ±§U¼£Ä PÄ¼ÄvÃ£ (vgU¼Ä, ºª, d®¥Áv, ¸gÆÄªg, EvÁ¢)					
41	I play computer games £Á£Ä U t PAiÄAvæ° D l U¼£Ä DqÄvÃ£					
42	I talk about cause of the problem £Á£Ä ¸ªÄ¸¡AiÄ PÁg t z §Uª iÁv£ÁqÄvÃ£					
43	I talk about ways to solve the problem £Á£Ä ¸ªÄ¸¡AiÄ£Ä¥ j º j ¸Äª jÃwÙ¼ §Uª iÁv£ÁqÄvÃ£					
44	I play outdoor games £Á£Ä ºÆgÁAU t D l ª£Ä DqÄvÃ£					
45*	I spend time with friends £Á£Ä ¸Ä»vg eÆv ¸ªÄAiÄ P¼AiÄÄvÃ£					
46*	I create problems in home £Á£Ä ªÄ£AiÄ° ¸ªÄ¸¡U¼£ÄA l Äªi Áq ÄvÃ£					
47	I try to forget the problem by doing other activity £Á£Ä ¨Äg Ž l Äª nPAiÄ£Ä ªiÁqÄª¦z jÄz ¸ªÄ¸¡AiÄ£Ä ªÄgAiÄ®Ä ¥æÄw¸ÄvÃ£					
48*	I drink more tea/coffee £Á£Ä §º¼ ZºÁ Cxª Á PÁ¦AiÄ£Ä PÄr AiÄÄvÃ£					
49	I attend parties/functions £Á£Ä ¸ªiÁgA¨U½U ºÆÄUÄvÃ£					
50	I involve in performing religious activities £Á£Ä zÁ«ÄðP Z l Äª nPU¼° ¨ÁUª» ¸ÄvÃ£					
51*	I watch movie £Á£Ä Z®£avæ£ÆqÄv£					
52*	I fight £Á£Ä dU¼ªiÁqÄvÃ£					
53*	I will not do anything £Á£Ä AiiÁª¦zÃ P®¸ ªiÁqÄª¦¢®					
54*	I think help would come from God £Á£Ä zÄª jAz ¸ºÁAiÄ §gÄvzAiÄAzÄ AiÆÃa ¸ÄvÃ£					
55	I think about positive aspects of the situation £Á£Ä ¸Az§ðz ¸PgÁvPvU¼£Ä AiÆÃa ¸ÄvÃ£					

Sl. No.	Statements	A	MT	ST	R	N
56*	I think that putting faith in God can only change the circumstances £Á£Ä zÃªgÀ° £ÀA©PÉ EqÀªÀzjAz ¸¤ªÃ± §z¯ÁU§ºÀzAzÀ AiÆÃa¸ÀvÃ£					
57	I learn new skills to tackle the problem £Á£Ä ¸ªÀ¸ÀAiÀ ¤¨Á¬À¸®Ä ºÆ¸ vAvæ¼£ÀÅ PÀ°AiÀÄvÃ£					
58	I plan to deal with problem £Á£Ä ¸ªÀ¸À §Uºj¸®Ä ¸ÆP AiÆÃd£ ºÁPÀvÃ£					
59	I visit holy places £Á£Ä ¥«væÀ¼U½U ¨Ãn ¤ÃqÀvÃ£					
60	I readjust the style of daily routine £Á£Ä ¢£ZjAiÀ° ªÀgÀºÆAzÁtP ªiÁrPÆ¼ÀvÃ£					

* Negative statements

SCHOLASTIC DIFFICULTY SCALE

Instruction
¸ÆZ£U¼Å

1. The following are the statements related to different types of academic difficulties and problem you experience.
   F P¼V£ º®ª¦ ªÁP¦U¼Ä ¤Ãª¦ C£Ä¨«¸Äª ¸ªÄ¸¦U½U ¸A§A¢¹ª
2. Read each statement very carefully.
   ¥æÆiÆAzÀ ªÁP¦ª£Ä CwÃ eÁUgÄPv¬ÄAz N¢.
3. Each statement has five alternative answers namely Always (A), Most of the times (MT), Sometimes (ST), Rarely (R) and Never (N).
   ¥æÆ ªÁP¦ LzÄ ¥gÁ¦AiÄ GvgU¼£Ä º ÆA¢z C ª¦U¼Ä: AiiÁªÁU®Ä (A), ºZÁV (MT), P®ªÇªÄ (ST), Pav (R) ªÄvÄ E®ªÃE® (N).
4. You decide the frequency of the problem you undergo.
   ¤Ãª¦ C£Ä¨«¸ÅwgÄª ¸ªÄ¸¦ÂiÄ ¥ÆæiÁtz §U¦ ¤zðj¹.
5. You select any one of the above five alternative answers which more or less represents the frequency of the problem you experience.
   ¤Ãª¦ ªÄÃ°£ LzÄ ¥gÁ¦AiÄ GvgU¼° AiiÁª ¥ÆæiÁtª¦ ¤ªÄ C¨Á¸z ¸ªÄ¸¦AiÄ£Ä ºZÄ-Prª Ä ¸Æa¸ÄvzAiÆ Cz£Ä Dj¹j.
6. Mark your answer by writing A or MT or ST or R or N against the serial number in the answer sheet.
   GvgU¼ ¥Ál z° ¤ªÄ Gvgª£Ä ¥æªÁP¦z ¸AS¦AiÄ JzÄgÄ §g¬Äj
7. Please give honest answer which is most important to assess your academic difficulties.
   zAiÄ« lÄ ¥ÁÆæiÁtPªÁV Gvj¹j. EzjAz ¤ªÄ C¨Á¸z ¸ªÄ¸¦U¼ §U¦ w½zÄPÆ¼®Å ¸Áz¦ªÁUÅvz.

Sl. No.	Statements	A	MT	ST	R	N
1	I get confusion in writing the answers in examination £££U ¥jÃPAiÄ° Gvg §gAiÅ®Ä UÆAz®ªÁUÄvz					
2	I lack concentration in studies £££U C¨Á¸z° KPÁUæÆiÄ PÆgv					
3	I have problem of English language £££U DAU ¨ÁµAiÅ ¸ªÄ¸¦					
4	I forget what is learnt £Á£Ä P°wz¦£Ä ªÄgAiÄÄvÃ£					
5	I am not able to byheart the formulae ¸Ævæ¼£Ä ¨Á¬Ä¥Áo ªiÁq®Ä £¤¦AzÁUªª¦¢®					
6	I do not study some chapters in each subjects £Á£Ä ¥æÆiÆAzÀ «µAiÅz° P®ª¦ CzÁÆAiÄU¼£Ä C¨Á¸ ªiÁqÄª¦¢®					
7	I am afraid to get clarifications from friends £££U ¸º¥ÁnU½Äz ¸¶ÃPgt ªiÁr¹PÆ¼®Ä CAfPAiiÁUÄvz					
8	I have to study many chapters in each subjects ¥æÆiÆAzÄ «µÁiÄU¼° §º¼ CzÁÆAiÄU½ª					
9	I have difficulty in understanding English subject £££U DAU ¨Áµ «µAiÄª£Ä Cxðª¦ÁrPÆ¼®Ä Ppt ª¤¸Ävz					
10	I am not interested in studying English subject £££U DAU ¨Áµ «µAiÄª£Ä Nz®Ä D¸Q E®					
11	I have fear of examination £££U ¥jÃPAiÄ ¨AiÄ Ez					
12	I do not understand whatever is read £££U N¢zÄ Cxðª ÁUÄª¦¢®					
13	I watch TV £Á£Ä zÆgz±ð£ «Q¸ÄvÃ£.					
14	I spend time with friends £Á£Ä U¼AiÄgÆA¢U ¸ªÅAiÄ P¼AiÄÄvÃ£					

Sl. No.	Statements	A	MT	ST	R	N
15	I am not regular in studies £Á£Ä ¤AiÄ«ÅvªÁV NzÄªÀ¢®					
16	I think about opposite sex £Á£Ä «gÀz› °AUzªg §U¦ AiÆÃa¸ÄvÃ£					
17	I do not understand lectures ££U G¥£Á¸U¼Å w½AiÄÄªÀ¢®					
18	I have low confidence ££U Dv«±Á¸ PrªÄ					
19	I have not solved earlier papers £Á£Ä »A¢£ ¥æ¥wæPÀiÄ£Ä© ©r¸ÄªÀ¢®					
20	I hesitate to clarify doubts from lecturers G¥£Á¸PjAz ±APU¼£Ä© ¸µªiÁrPÆ¼®Ä »AdjAiÄÄvÃ£					
21	I read when examination is near £Á£Ä ¥jÅP ºwg §AzÁU NzÄvÃ£					
22	I have fear of failure ££U ¸ÆÃ°£ ¨AiÄ Ez.					
23	I require more time to learn subjects ££U P°AiÄ®Ä §º¼ ¸ªÄAiÄ ¨ÄPÁUÄvz.					
24	I am not able to do day-to-day activities of classes ££U ¢£¤vÀz vgÙwU¼ ZlÄªnPU¼£Ä© ªiÁq®Ä DUÄªÀ¢®					
25	I do not work hard £Á£Ä ¥j±æÀ ¥qÄªÀ¢®					
26	I do not have the ability to study ££U C¨Á¸ªiÁqÄª ¸ÁªÄxð E®					
27	I feel bore to attend the classes ££U vgÙwU ºÁdgÁU®Ä ¨Ã¸gª¤¸Ävz					
28	I feel inferior in studies C¨Á¸z° £Á£Ä QÃ¼Ä JAz¤¸Ävz.					
29	I remember of past events £Á£Ä º¼AiÄ WlÉU¼£Ä© ££¥ÄªiÁrPÆ¼ÄvÃ£					
30	I am not able to maintain time-table of studies ££U C¨Á¸z ªÃ¼Á¥nAiÄ£Ä© C£Ä¸j¸¯ÁUzÄ					
31	I am unable to complete work within time ££U ¤U¢v CªÀ¢AiÄ° PÁAiÄð ªÄÄV¸¯ÁUzÄ					
32	I fear of criticisms by thers ££U ²PPg nÁPAiÄ ¨AiÄ					
33	I hurry in exam ¥jÄPAiÄ° £Á£Ä Cª¸g ªiÁqÄvÃ£					
34	I do not understand the lessons ££U ¥ÁoU¼Å w½AiÄÄªÀ¢®					
35	I lack motivation to read Nz®Ä ££U ¥ægu E®					
36	I am not able to take down notes ££U n¥tAiÄ£Ä© §gzÄPÆ¼¯ÁUÄªÀ¢®					
37	I have lost interest to study £Á£Ä C¨Á¸z° D¸Q P¼zÄPÆArgÄª£Ä					
38	I do not know how to read and write for exam ¥jÄPU ºÃU Nz¨ÄPÄ ªÅvÄ §gAiÄ¨ÄPAzÄ ££U UÆw®					

Sl. No.	Statements	A	MT	ST	R	N
39	I am slow in writing £Á£Ä ¤zÁ£ªÁV §gÄiÄÄvÃ£					
40	I have bad handwriting ££Ì §gª tU Z£ÁÌV®					
41	I postpone studies £Á£Ä C¨¦¹¸Äª¦z£Ä ªÄÄAzÄqÄvÃ£					
42	It is hard for me to sit for studies ££U Nz®Ä Pµª ÁUÄvz					
43	I am not interested to prepare notes n¥ tAiÄ£Ä ¹z¦ªiÁq®Ä ££U ¤gÁ¸Q					
44	I am not interested to write important points while reading NzÄªÁU ªÄºvz CA±U¼£Ä §gzÁPÆ¼®Ä ££U ¤gÁ¸Q					
45	I am not interested in repetition of same chapter for perfection N¢z ¥Áoª£Ä Z£ÁÌV ªÄ££ ªiÁrPÆ¼®Ä ªÄv Nz®Ä ££U ¤gÁ¸Q.					
46	I fear of getting less marks in Physics/Sociology/Business studies ££U ¨Ëv±Á¸¦z° PrªÄ CAPU¼£Ä U½¸Äª ¨AiÄ					
47	I fear of getting less marks in Chemistry/Political Science/ Accounts ££U g¸ÁAiÄ£±Á¸¦z° PrªÄ CAPU¼£Ä U½¸Äª ¨AiÄ					
48	I fear of getting less marks in Maths/Economics ££U Utvz° PrªÄ CAPU¼£Ä U½¸Äª ¨AiÄ					
49	I fear of getting less marks in Biology/History/Statistics ££U fÄª±Á¸¦z° PrªÄ CAPU¼£Ä U½¸Äª ¨AiÄ					
50	I fear of getting less marks in English ££U DAU¨Áµ «µAiÄz° PrªÄ CAPU¼£Ä U½¸Äª ¨AiÄ					
51	I get bored in reading Physics/Sociology/Business studies ££U ¨Ëv±Á¸¦ Nz®Ä ¨ÄeÁgÁUÄvz					
52	I get bored in solving problems of Maths/Economics ££U ¯PU¼£Ä ©r¸®Ä ¨ÄeÁgÁUÄvz					
53	I get bored in reading Biology/History/Statistics ££U fÃª±Á¸¦ Nz®Ä ¨ÄeÁgÁUÄvz					
54	I get bored in reading Chemistry/Political Science/Accounts ££U g¸ÁAiÄ£±Á¸¦ Nz®Ä ¨ÄeÁgÁUÄvz					
55	I get confused in writing answers of Physics/Sociology/Business studies ££U ¨Ëv±Á¸¦ «µAiÄz GvgU¼£Ä §gAiÄ®Ä UÆAz®ªÁUÄvz					
56	I get confused in writing answers of Chemistry/Political Science/Accounts ££U g¸ÁAiÄ£±Á¸¦ «µAiÄz GvgU¼£Ä §gAiÄ®Ä UÆAz®ªÁUÄvz					
57	I get confused in solving problems of Maths/Economics ££U Utv «µAiÄz ¯PU¼£Ä ©r¸®Ä UÆAz®ªÁUÄvz					
58	I get confused in writing answers of Biology/History/Statistics ££U fÄª±Á¸¦ «µAiÄz GvgU¼£Ä §gAiÄ®Ä UÆAz®ªÁUÄvz					
59	I have difficulty in understanding Biology/History/Statistics ££U fÃª±Á¸¦ «µAiÄª£Ä CxðªiÁrPÆ¼®Ä Pptª¤¸Ävz					
60	I have difficulty in understanding Maths/Economics ££U Utv «µAiÄª£Ä CxðªiÁrPÆ¼®Ä Pptª¤¸Ävz					
61	I have difficulty in understanding Chemistry/Political Science/Accounts ££U g¸ÁAiÄ£±Á¸¦ «µAiÄª£Ä CxðªiÁrPÆ¼®Ä Pptª¤¸Ävz					
62	I have difficulty in understanding Physics/Sociology/Business studies ££U ¨Ëv±Á¸¦ «µAiÄª£Ä CxðªiÁrPÆ¼®Ä Pptª¤¸Ävz.					

Sl. No.	Statements	A	MT	ST	R	N
63	I am not interest in studying Biology/History/Statistics ££U fÄª±Á¸ï «µAiÄª£Ä Nz®Ä D¸Q E®					
64	I am not interested in studying Physics/Sociology/Business studies ££U ¨Ëv±Á¸ï «µAiÄª£Ä Nz®Ä D¸Q E®					
65	I am not interested in studying Chemistry/Political Science/Accounts ££U g¸ÁAiÄ£±Á¸ï «µAiÄª£Ä Nz®Ä D¸Q E®					
66	I am not interested in studying Maths/Economics ££U Utv «µAiÄª£Ä Nz®Ä D¸Q E®					

ANXIETY SCALE

Instruction
¸ÆZ£U¼Ä

1. There are 60 statements related to your thinking, feeling and behaviour.
   E° ¤ªÄ D¯ÆÃZ£U¼Ä, ¨Áª£U¼Ä ªÄvÄ ªvð£U ¸A¨A¢¹z 60 ªÁP¦U½ª.
2. Read each statement very carefully.
   ¥æAiÆAzÄ ªÁP¦ª£Ä CwÃ eÁUgÄPv¬ÄAz N¢.
3. Each statement has five alternative answers namely Always (A), Most of the times (MT), Sometimes (ST), Rarely (R) and Never (N).
   ¥æ ªÁP¦ LzÄ ¥gÁ¦AiÄ GvgU¼£Ä ºÆA¢z C ª¦U¼Ä: AiiÁªÁU®Ä (A), ºZÁV (MT), P®ªÇªÄ (ST), Pav (R) ªÄvÄ E®ªÃE® (N).
4. You decide which alternative answer more or less represents your character or problem.
   ¤ªÄ UÁt Cxª ¸ª¸¦AiÄ ¥ææiÁt AiiÁª ¥gÁ¦AiÄ Gvg ºZÄ Prª ¥æ©A©¸ÅvzAzÄ ¤zðj¹.
5. Write your answer by writing A or MT or ST or R or N against the serial number in the answer sheet.
   GvgU¼ ¥Äl z° ¤ªÄ Gvgª£Ä ¥æ ªÁP¦z ¸AS¦AiÄ JzÄgÄ §g¬Äj.
6. Please give honest answer which is most important to understand your thinking, feeling and behaviour.
   zAiÄ«lÄ ¤ÃªÅ¦ ¥ÁæiÁtP Gvgª£Ä ¤Ãr EzÄ ¤ªÄ D¯ÆÃZ£U¼Ä, ¨Áª£U¼Ä ªÄvÄ ªvð£U¼Ä w½zÄPÆ¼®Ä Cv¦ª±¦P.
7. Kindly give your answer to each statement
   zAiÄ«lÄ ¤ÃªÅ¦ ¥æAiÆAzÄ ªÁP¦PÆ Gvj¹.

Sl. No.	Statements	A	MT	ST	R	N
1	I have the thoughts of being scared £U ºzj¦PAiÄ «ZÁgU¼Ä §gÄvª					
2	I avoid to face problems £Á£Ä ¸ª¸¦U¼£Ä JzÄj¸Äª¦zjAz v¦¹P Æ¼ÄvÃ£					
3	I experience increased heartbeats before examination ££° ¥j¦PÄAiÄ ªÄÄ£ º¦zAiÄ §rv ºZÁUÄvz					
4	I get the thoughts of wild animals £ÊU PÆge¥ÁæU¼ «ZÁgU¼Ä §gÄvª					
5	I cry under tension £Á£Ä GzÃUz°zÁU C¼ÄvÃ£					
6	I get tired easily £Á£Ä ¨ÃU DAiiÄ¸UÆ¼ÄvÃ£					
7	I think that I am inferior £Á£Ä QÃ¼Ä JAz¤¸Ävz					
8	I bite nails £Á£Ä GUÄgÄU¼£Ä PrAiÄÄvÃ£					
9	If I walk a short my respiration increases £Á£Ä ¸® £qzgÆ ££ G¹gÁl ºZÁUÄvz					
10	I think that I am incompetent £Á£Ä C¸ªÄxð JAz¤¸Åvz					
11	I close eyes to avoid seeing a dangerous scene £Á£Ä C¥ÁAiÁPÁj z±¦U¼£Ä £ÆÄqÁª¦z£Ä v¦¹P Æ¼®Ä PtªÄÄaPÆ¼ÄvÃ£					
12	I experience vomiting sensation when I think about my problem ££ ¸ª¸¦AiÄ §U¦ AiÆÄa¹zg ££U ªÁPjP §AzAvÁUÄvz					

13	I find it difficult to control excessive worry £€U ºZÁV aAv ªiÁqÄªÁzÉÃ¤AiÄAwæªÁzÄ Pµª¤¸Ävz					
14	I stammer when talking with thers ¥ÁæÁ¥PgÆq£ ªiÁv£ÁqÄªÁU £Á£Ä vÆz®ÄvÃ£					
15	My stomach will be upset during examination period ¥jÃPAiÄ Cª¢Aiħ °£É ºÆm ¸j ËgÄªÁ¢®					
16	I experience blankness of mind £€U v¯ SÁ°JAz¤¸Ävz					
17	My lips tremble when talking with elderly persons »jAiÄgÆA¢U ªiÁv£ÁqÄªÁU £É vÄnU¼Ä £qÄÜÄvÃ£					
18	My vision will be blurred when I look down from the top of building £Á£Ä Plq ªÄÃ°¤Az P¼U £ÆÄrzg £É z¦¶ ªÄAeÁUÄvz					
19	I forget even simple things easily £Á£Ä PÀ®P «µAiÄU¼Ä ¨ÄU ªÄgAiÄÄv£					
20	I swallow the words while talking with others £Á£Ä ¨ÃgAiÄªgÆq£ ªiÁv£ÁqÄªÁU ±§U¼£É £ÄAUÄvÃ£					
21	I experience dryness in mouth when talking with others £Á£Ä ¨ÄgAiÄªgÆq£ ªiÁv£ÁqÄªÁU ¨Á¬Ä MtVzAvÁUÄvz					
22	I get thoughts of bodily injury £€U zÃºz UÁAiÄªÁUÄª «ZÁgU¼Ä §gÄvª					
23	I am not able to walk as usual when there are students of opposite sex «gÅz¦°AUz «zÁ¼yðU½zÁU £€U ¸ºdªÁV £qAiÄ¯ÁUÄª¼¢®					
24	I feel muscle tension in doing important work ªÄºvz P®¸ ªiÁqÄªÁU £Á£Ä ¸ÀÄAiÄÄ«£ G¢ÜvÃ C£Ä¨«¸ÄvÃ£					
25	I think that I will die shortly £Á£Ä ¸z¼z°AiÄÃ ¸ÁAiÄÄvÃ£ JAz¤¸Ävz					
26	I cannot control sudden movement of a part of my body £É zÄºz°£ vvPtz CAUZÄµ ¤AiÄAwæ¯ÁUÄª¼¢®					
27	I experience sudden heart trembling vvPt º¦zAiÄz £qÄPª£Ä £Á£Ä C£Ä¨«¸Äv£					
28	I think of becoming mad £Á£Ä ºÅZ£ÁUÄvÃ£ JAz¤¸Ävz.					
29	I keep objects in my mouth £Á£Ä ¨Á¬ÄAiħ ª¸ÄU¼£Ä EIÄPÆ¼ÄvÃ£					
30	I sweat when I meet thers £Á£Ä ²PPjU ¨Ãn ªiÁqÄªÁU £Á£Ä ¨ªgÄvÃ£					
31	I get thoughts of being hurt £€U WÁ¹UÆ¼Äª «ZÁgU¼Ä §gÄvª					
32	I get angry easily £Á£Ä ¨ÃU ¹mÁUÄvÃ£					
33	I start sweating if I have to explain my problem £É ¸ªÄ¸¡Ai£Ä «ªj¸¨ÄPAzg £Á£Ä ¨«AiÄÄv£.					
34	I have thoughts of danger £€U UAqÁAvgz «ZÁgU¼Ä §gÄvª					

35	I want company of someone ££U AiiÁgÁzgÆ§g eÆv ¨ÄPÁUÄvz					
36	I feel breathlessness if I remember past event P¼z Wl£ ££¦¹PÆAqg ££U G¹gÅ PnzAvÁUÄvz.					
37	My voice will be trembling while talking £Á£Ä ªiÁv£ÁqÄªÁU ££Ã z¤ £qÄUÄvz					
38	I experience headaches during examination days ¥jÅPAiÄ ¢£U¼° £Á£Ä v¯£ÆÅª£Ã C£Ä¨«¸ÄvÅ£					
39	I find difficult in concentrating ££U KPÁUæ¬ÄA¢gÄª¦zÄ Pµª¤¸Ävz					
40	I scream if anything goes against my expectation K£ÁzgÄ ££Ã ¤jÅPU «gÄz¦ªÁzg £Á£Ä aÃgÁqÄvÅ£					
41	I experience breathing problem £Á£Ä G¹gÁl z vÆAzgÄi£Ã C£Ä¨«¸ÄvÃ£					
42	I find difficult to control anger ££U ¹l£Ã ¤AiÄAwgæª¦zÄ Pµª¤¸Ävz					
43	I pronounce some words repeatedly unknowingly £Á£Ä ££Uj«®z P®ª¦ ¥zU¼£Ã GZj¸ÄvÃ£					
44	I feel as if everything is turning round and that I may fall ££U v¯¸ÄwzAv ªÄv ©z¦Av¤¸Ävz.					
45	I experience lack of confidence ££U Dv«±Á¸z PÆgv J¤¸Åvz					
46	I cannot sit comfortably in one place ££U MAzÄ eÁUz° ¸ªiÁzÁ£¢Az PÆq®Ä DUÄª¦¢®					
47	Unknowingly some drops of urination release in me ££U UÆvÁUzAv ªÄÆvæP®ª¦ º¤U¼Ä ºÆg§gÅvÃª.					
48	I think too much about comments £Á£Ä nÅPU¼ §Ul vÅA¨Á AiÆÃZ£ ªiÅqÄvÅ£					
49	I am not able to walk in a relaxed posture ££U ¸ªiÁzÁ£ ¨AVAiÄ° £qAiÄ¯ÁUÄª¦¢®					
50	I experience chest pain £Á£Ä Jz £ÆÅª£Ã C£Ä¨«¸ÄvÃ£					
51	I have fear of failure ££U «¥®vAiÄ ºzjP Ez					
52	I feel restless ££U ¸ªiÁzÁ£«gÄª¦¢®					
53	My head becomes heavy £Ã v¯¨Ágª ÁUÄvz.					
54	I have fear of humiliation ££U ªiÁ£¹P »A¸AiÄ ¨AiÄ«z					
55	I do not tolerate disturbance £Á£Ä «Pµðu vqzÅPÆ¼¯Ág					
56	I have fear of disapproval ££U C¸ªÄwAiÄ ¨AiÄ«z					
57	I get nervous in talking with people £Á£Ä d£gÆA¢U ªiÁv£ÁqÄªÁU ¤¸Åd£ÁUÄvÃ£					

58	I shake one or the other part of my body unknowingly ££Ì zÃºz MA¢® MAzÅ ¨ÄUª£Ì C®ÄUÁr¸ÃvÀ£					
59	I get upset easily £Á£Å ¨ÄU PÆÁ¨UÆ¼UÁUÄvÃ£					
60	I hesitate to speak £Á£Å ªiÁv£Åq®Å »Adj AiÄÄvÃ£					

DEPRESSION SCALE

Instruction
¸ÆZ£U¼Ä

1. There are 34 statements related to your thinking, feeling and behaviour.
   E° ¤ªÄ D¯ÆÃZ£U¼Ä, ¨Áª£U¼Ä ªÄvÅ ªvð£U ¸A¨A¢¹z 34 ªÁP¦U½ª.
2. Read each statement very carefully.
   ¥æAiÆAzÄ ªÁP¦ª£Ä CwÃ eÁUgÄPv¬ÄAz N¢.
3. Each statement has five alternative answers namely Always (A), Most of the times (MT), Sometimes (ST), Rarely (R) and Never (N).
   ¥æ ªÁP¦ LzÄ ¥gÁ¦AiÄ GvgU¼£Ä ºÆA¢z C ª¦U¼A: AiiÁªÁU®Ä (A), ºZÁV (MT), P®ªÇªÄ (ST), Pav (R) ªÄvÄ E®ªÃE® (N).
4. You decide which alternative answer more or less represents your character or problem.
   ¤ªÄ UÁt Cxª ¸ª¸¦AiÄ ¥ææiÁt AiiÁª ¥gÁ¦AiÄ Gvg ºZÄ Prª ¥æ©A©¸ÅvzAzÄ ¤zðj¹.
5. Write your answer by writing A or MT or ST or R or N against the serial number in the answer sheet.
   GvgU¼ ¥Ä l z° ¤ªÄ Gvgª£Ä ¥æ ªÁP¦z ¸AS¦AiÄ JzÄgÄ §g¬Äj.
6. Please give honest answer which is most important to understand your thinking, feeling and behaviour.
   zAiÄ« lÄ ¤ÃªÅ¦ ¥ÁæiÁtP Gvgª£Ä ¤Ãr Ezà ¤ªÄ D¯ÆÃZ£U¼Ä, ¨Áª£U¼Ä ªÄvÄ ªvð£U¼Ä w½zÄPÆ¼®Ä Cv¦ª±¦P.
7. Kindly give your answer to each statement
   zAiÄ« lÄ ¤ÃªÅ¦ ¥æAiÆAzÄ ªÁP¦PÆ¦ Gvj¹.

Sl. No.	Statements	A	MT	ST	R	N
1	I am not interested in speaking with others £££U ¨ÅgAiÄªgÆq£ ªiÁv£Áq®Ä D¸Q E®					
2	I feel sad £££U zÄBRªÁUÄvz					
3	I suffer from the problem of sleep £Á£Ä ¤z¦AiÄ vÆAzg¬ÄAz §¼®ÅvÃ£					
4	I think negatively about myself ££¦ §U¦ £Ã£Ä £PgÁv¦PªÁV AiÆÃa¸ÄvÃ£					
5	I like to be alone ££U MAnAiiÁVg®Ä EµªÁUÄvz.					
6	I feel guilty ££U C¥gÁ¢ ¨Áª£ PÁqÄvz					
7	I think that every body is against me ¥æAiÆ§gÅ ££¦ «gÆÃ¢ JAzÄ £Á£Ä AiÆÃa¸ÄvÃ£					
8	I do not want to be with friends £Á£Ä ¸º¥ÁnU¼ÆA¢U Eg®Ä Eµ¥qÄª¦¢®					
9	I fear about future life ££U ¨«µ¦ fÅª£z §U¦ ¨AiÄªÁUÄvz					
10	I have no hopes of future life ¨«µ¦ fÄª£z §U¦ £Á£Ä ¤jÅPU¼£Ä ºÆA¢®					
11	I do not like smiling £UÄª¦zÄ £££U EµªÁUÅª¦¢®					
12	I get angry about myself £££U ££¦ ªÄÃ¯ PÆÃ¥ §gÅvz					
13	I suffer from headache £Á£Ä v¯£Æ«¤Az §¼®ÅvÃ£					
14	I am responsible for my failure ££¦ «¥®vU £Á£Ã dªÁ¨Äj					
15	I speak slowly £Á£Ä ¤zÁ£ªÁV ªiÁv£ÁqÄvÃ£					
16	I feel unhappy £££U C¸AvÆÄµª¤¸Ävz					

17	I am not interested in making friends ¸ÏÃ»vg£ÁÏV¸ÄPÆ¼Ä¦zg° ££U D¸Q E®					
18	I like to eat alone ££U M§£ w£Ï®Ä Eµ					
19	My future life depends on luck ££Ï ¨«µ¦z fÃª£ Cz¦µª£Ä Cª®A©¹z					
20	I eat again and again £Á£Ä ¥z ¥z w£ÄÏvÃ£					
21	I do not have potentiality to do anything K£ÁzgÆ ªiÁqÁª¦zP Ï ££Ï° ¸Áª Åxð«®					
22	I get upset easily £Á£Ä ¨ÄU PÆÃ¨UÆ¼ÄvÃ£					
23	I do not experience hunger ££U º¹ªAiiÁUÄª¦¢®					
24	I can not take any decision K£ÁzgÆ ¤zÁðg vUzÄPÆ¼®Ä £¤ÏAzÁUÄª¦¢®.					
25	I am not interested in dressing ££U ±¦AUj¹PÆ¼Äª C©gÅa¬Å®					
26	I am moody £Á£ÆÏ§ ¨Åª£Á ª¦Q					
27	I do not have strength to do anything ££U AiiÁª¦zÃ P®¸ ªiÁq®Ä ±Q¬Å®					
28	I cry easily £Á£Ä ¨ÄU C¼ÄvÃ£					
29	I am in helpless state £Á£Ä C¸ºÅAiÅP ¹ÏwAi¦Å° zÏÃ£					
30	I suffer from body pain £Á£Ä ªÄ¦£ÆÅ«¤Az §¼®ÅvÃ£					
31	I postpone my work £Á£Ä ££Ï P®¸Ú¼£Ä ªÄÄAzÆqÄvÃ£.					
32	I am worthless person £Á£Ä CAiÆÃUª¦Q					
33	I do not have definite plan of eating and sleeping £Á£Ä H tÅª ºÁUÆ ªÄ®UÄª Ravª Áz ¥j¥Áo ºÆA¢®.					
34	I can't solve problems ¸ªÅ¸¦U¼£Ä §Ùºj¸®Ä £¤ÏAzÁUÄª¦¢®					

BEHAVIOURAL PROBLEM SCALE

Instruction
¸ÆZ£U¼Ä

1. There are 27 statements related to your behaviour in different situations.
   E° ¤ªÄ ¨g ¨g ¸¤ªÄ±U¼° ªvð£U ¸A¨A¢¹z 27 ªÁP¦U½ª.
2. Read each statement very carefully.
   ¥æAiÆAzÄ ªÁP¦ª£Ä CwÃ eÁUgÄPv¬ÄAz N¢.
3. Each statement has five alternative answers namely Always (A), Most of the times (MT), Sometimes (ST), Rarely (R) and Never (N).
   ¥æ ªÁP¦ LzÄ ¥gÁ¦AiÄ GvgU¼£Ä ºÆA¢z C ª¦U¼A: AiiÁªÁU®Ä (A), ºZÁV (MT), P®ªÇªÄ (ST), Pav (R) ªÄvÄ E®ªÃE® (N).
4. You decide which alternative answer more or less represents your character or problem.
   ¤ªÄ UÁt Cxª Á ¸ª Ä¸¦AiÄ ¥æäiÁt AiiÁª ¥gÁ¦AiÄ Gvg ºZÄ Prª Ä ¥æ©A©¸ÅvzAzÄ ¤zðj¹.
5. Write your answer by writing A or MT or ST or R or N against the serial number in the answer sheet.
   GvgU¼ ¥Ä l z° ¤ªÄ Gvgª£Ä ¥æ ªÁP¦z ¸AS¦AiÄ JzÄgÄ §g¬Äj.
6. Please give honest answer which is most important to understand your behaviour and problems.
   zAiÄ« lÄ ¤Ãª¦ ¥ÁæäiÁtP Gvgª£Ä ¤Ãr Ezà ¤ªÄ ªvð£ ªÄvÄ ¸ª Ä¸¦U¼£Ä w½zÄPÆ¼®Ä Cv¦ª±P.
7. Kindly give your answer to each statement
   zAiÄ« lÄ ¤Ãª¦ ¥æAiÆAzÄ ªÁP¦PÆ Gvj¹.

Sl. No.	Statements	A	MT	ST	R	N
1	I try to get the attention of others £Á£Ä ¨ÄgAiÄªg UªÄ£ ¸¼AiÄ®Ä ¥æäÄw¸ÄvÃ£					
2	I take money without the permission of my parents vAz/vÁ¬Ä C£ÄªÄw ¥qAiÄzÄ £Á£Ä º t ª£Ä vUzÄPÆ¼ÄvÃ£					
3	I enjoy by creating problems to the students who are top scorers ºZÄ CAP ¥qAiÄÄª «zÁyðU½U vÆAzg PÆqÄª¦zjAz £Á£Ä R¶¥qÄvÃ£					
4	I quarrel with my mother ££ vÁ¬ÄAiÄ eÆv dU¼ªÁqÄvÃ£					
5	I stop talking with brother/sister intentionally ¨ÄPAv¯Ä ¸ºÆzg/¸ºÆzjAiÄg eÆv ªiÁv£ÁqÄª¦z£Ä ¤°¸ÄvÃ£					
6*	I enjoy attending all classes ¥æAiÆAzÄ vgUwU¼£Ä ºÁdgÁUÄª¦zg° £Á£Ä R¶ ¥qÄvÃ£					
7	I will not listen to the advise of my parents ££ vAz/vÁ¬ÄAiÄ ªiÁUðz±ð£ £Á£Ä PÄ¼Äª¦¢®					
8*	I co-operate willingly in house hold activities £Á£Ä ªÄ£AiÄ P®¸U¼° Eµ¥ lÄ ¸ºÁAiÄ ªiÁqÄvÃ£					
9	I am easily diverted from the work at hand £Á£Ä ªiÁqÄwgÄª P®¸¢Az ¸Ä®¨ªÁV «PµðuUÆ¼UÁUÄvÃ£					
10	I postpone my works ££ dªÄ¨Ä¦jU¼£Ä £Á£Ä ªÄÄAzÄqÄvÃ£					
11	I will not work according to the expectation of my parents ££ vAz/vÁ¬ÄAiÄ ¤jÃPU¼Av £Á£Ä P®¸ ªiÁqÄª¦¢®.					
12	I talk back to my mother ££ vÁ¬ÄU wgÄV ªiÁv£ÁqÄvÃ£					
13	I am short tempered £££U ¨ÃU ¹lÄ §gÁvz					
14	I argue with friends £Á£Ä U¼AiÄgeÆv ªÁz ªiÁqÄvÃ£					
15	I am impulsive £Á£Ä CwÄ Cª¸g ªiÁqÄvÃ£					
16	I dominate others £Á£Ä ºÃ½zAv ¨ÄgAiÄªgÄ PÃ¼¨ÃPÄ					

17	I tease others £Á£Ä ¨ÄgAiÄª jU PÁr¸ÄvÃ£					
18	I lie to protect myself £££Ä£Ä£Ä gQ¹PÆ¼®Ä ¸Ä¼Ä ºÃ¼ÄvÃ£					
19	I take biggest piece while sharing ºAaPÆ¼Ä¤zg° £Ä£Ä CwÅ zÆq ¨ÄU vUzÄPÆ¼ÄvÃ£					
20	I want immediately whatever I want ££U EµªÄzzÄ ££U vPtz° ¨ÄP£ÄvÃ£					
21*	I accept my mistakes ££ v¥ÄU¼£Ä£Ä£Ä M¦PÆ¼ÄvÃ£					
22	Punishment does not change my behaviour ²P ££ ªvð£AiÄ£Ä §z¯Á¬Ä¸Ä¤¢®					
23	I spend more than pocket money RaðUÁV PÆqÄª ºtQAv®Æ £Á£Ä ºaU ºtª£Ä RZÄð ªiÁqÄvÃ£					
24	I go out without informing parents £Ä£Ä vAz/vÁ¬ÄU ºÃ¼z ºÆgU ºÆÄUÄvÃ£					
25	I do not have affectionate relationship with family members £Á£Ä PÄlÅA§z ¸z¸¤g eÆv DwÅAiÄ ¸A§Azª£Ä ºÆÄ¢®					
26	I do not complete any work £Á£Ä AiiÁ¤zÄ P®¸ ¥ÆwðAiiÁV ªiÁqÄ¤¢®					
27	I give up work if even it is little difficult P®¸ ¸® Pµª¤¹zgÆ £Á£Ä D P®¸ ªiÁqÄ¤z£Ä ©qÅvÃ£					

* Positive statements

STATUS OF PERSONALITY, PSYCHOSOCIAL PROBLEMS AND COPING MECHANISM AMONG II PUC ACHIEVERS AND FAILURES

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ABSTRACT

The present study attempted to investigate the status of personality, psychosocial problems and coping mechanism among II PUC achievers and failures. The sample consisted of 998 II PUC students, selected from 14 colleges of Hubli - Dharwad city, Karnataka state. The researcher had developed 6 scales viz., personality scale, coping mechanism scale, scholastic difficulty scale, anxiety scale, depression scale and behavioural problem scale. The results revealed that 70 per cent, 100 percent, 92 percent, 49 per cent and 73 per cent of distinction students had developed high level of Big Five factors of personality respectively. And 47 percent, 84 percent, 80 percent, 39 per cent and 45 per cent of the failures had developed high level of Big Five factors of personality respectively. There was significant association between surgency, intellect, emotional stability, conscientiousness, coping mechanism, scholastic difficulty, anxiety, depression, behavioural problem and academic performance. Distinction students had developed low level of negative coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem compared to failures. There was significant difference between distinction students and failures on surgency, intellect, emotional stability, conscientiousness, negative coping mechanism, scholastic difficulty, anxiety, depression and behavioural problem

Number of siblings were significantly and negatively related with surgency emotional stability, anxiety, depression and behavioural problem. Qualification and occupation of parents was significantly and positively related with surgency. Qualification of parents, occupation of mother was significantly and positively related with intellect. Qualification of parents and agreeableness was significantly and positively related with agreeableness, emotional stability and conscientiousness.

Negative coping mechanism was significantly and negatively related with qualification of father. Qualification of parents, occupation of mother and positive coping mechanism was significantly and positively related. Qualification of parents and occupation of father was significantly and negatively related with scholastic difficulty, depression and behavioural problem. Qualification and occupation of parents was significantly and negatively related with anxiety.