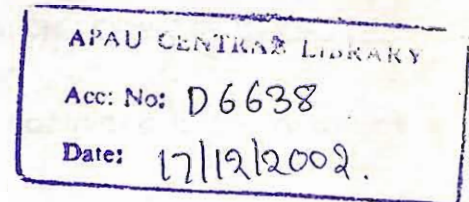


**A STUDY ON FACTORS LEADING TO SCHOLASTIC
BACKWARDNESS AMONG CHILDREN IN SELECTED
PRIVATE SCHOOLS IN HYDERABAD CITY**

By
TUSHARBALA SETHY
B.H.Sc.



THESIS SUBMITTED TO THE
ACHARYA N.G. RANGA AGRICULTURAL UNIVERSITY
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF

MASTER OF SCIENCE IN HOME SCIENCE
(HUMAN DEVELOPMENT AND FAMILY STUDIES)



DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
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CERTIFICATE

Ms. TUSHARBALA SETHY has satisfactorily prosecuted the course of research and that the thesis entitled **“A STUDY ON FACTORS LEADING TO SCHOLASTIC BACKWARDNESS AMONG CHILDREN IN SELECTED PRIVATE SCHOOLS IN HYDERABAD CITY ”** submitted is the result of original research work and is of sufficiently high standard to warrant its presentation to the examination. I also certify the thesis has not been previously submitted by her for a degree of any University.

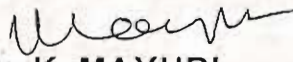
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CERTIFICATE

This is to certify that the thesis entitled "A STUDY ON FACTORS LEADING TO SCHOLASTIC BACKWARDNESS AMONG CHILDREN IN SELECTED PRIVATE SCHOOLS IN HYDERABAD CITY " submitted in partial fulfillment of the requirement for the award of the degree of **MASTER OF SCIENCE IN HOME SCIENCE** of Acharya N.G. Ranga Agricultural University, Hyderabad is a record of the bonafide research work carried out by **Ms. TUSHARBALA SETHY** under our guidance and supervision. The subject of the thesis has been approved by the Student's Advisory Committee.

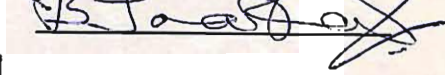
No part of the thesis has been submitted by the student for any other degree of diploma. The published part has been fully acknowledged. All assistance and help received during the course of investigations have been fully acknowledged by the author of the thesis.


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LIST OF CONTENTS

DECLARATION

I, **TUSHARBALA SETHY** hereby declare that the thesis entitled **“A STUDY ON FACTORS LEADING TO SCHOLASTIC BACKWARDNESS AMONG CHILDREN IN SELECTED PRIVATE SCHOOLS IN HYDERABAD CITY ”** is a result of the original research work done by me. It is further declared that the thesis or any part thereof has not been published earlier in any manner.

Date : 26.06.02

Tusharbala Sethy
TUSHARBALA SETHY

LIST OF CONTENTS

<i>Chapter</i>	<i>Title</i>	<i>Page No.</i>
I	INTRODUCTION	1-5
II	REVIEW OF LITERATURE	6
	2.1 Studies Related to Intellectual Factors	6-8
	2.2 Studies Related to Family Contributing Factors	8-14
	2.3 Studies on School Contributing Factors	14-17
	2.4 Studies on Personality Contributing Factors	17-22
III	MATERIALS AND METHODS	26
	3.1 Sampling Procedure	27
	3.1.1 Criteria for Selection of Schools	28-29
	3.1.2 Criteria for Selection of children	28-29
	3.2 Variables and their Empirical Measurement	29
	3.2.1 Dependent Variables	30
	3.2.2 Independent Variables	30
	3.3 Tools and Techniques used in the study	34
	3.3.1 Interview Schedule for the Child	34
	3.3.2 Questionnaires for the Teachers and Parents	34
	3.3.3 Malin's Intelligence scale for Indian Children	34-36
	3.3.4 Study Habit Inventory (SHI)	36-39
	3.3.5 Multi Dimensional Assessment of Personality Inventory Teenage form (MAP - Series - Form T)	39-41
	3.3.6 Achievement Motivation Scale	41-42
	3.3.7 General Anxiety Scale	42
	3.3.8 Locus of Control Scale - Crandall Katvovsky & Grandall.	43

<i>Chapter</i>	<i>Title</i>	<i>Page No.</i>
3.4	Method of Data Collection	43
3.4.1	Pre testing	43
3.4.2	Final Study	44
3.5	Statistical Procedures used for Data Analysis	44-46
IV	RESULTS	47
4.1	Profile of the Respondents	47-48
4.2	Descriptive Analysis of Variables under Study	49-57
4.3	Mean Differences in Scholastic Backwardness based on Age and Gender	58-68
4.4	Relationship of Selected variables with Scholastic Backwardness	68-75
V	DISCUSSION	76
5.1	Profile of the Respondents	76-78
5.2	Descriptive Analysis of variables under Study	78-80
5.3	Mean Differences in Scholastic Backwardness based on Age and Gender	80-82
5.4	Relationship of selected variables with Scholastic Backwardness	82-86
IV	SUMMARY AND CONCLUSIONS	87-92
	LITERATURE CITED	93-102
	APPENDICES	103-105
A	Interview Schedule for the Child	106-112
B	Questionnaire for the Teachers And Parents	113-115
C	Study Habit Inventory	116-120
D	Map Series Teenage Form	121
E	Achievement Motivation Scale	122-123
F	General Anxiety Scale for Children	124-127
G	Locus of Control Scale	

LIST OF TABLES

SI.No	TITLE	PAGE No
1.	Sample Distribution	28-29
2.	Variables and their empirical measurements	31-33
3.	Frequency Distribution on Dimensions of Intelligence	49
4.	Frequency Distribution of Component of Study Habits	50
5.	Frequency Distribution of Selected Personality Dimensions.	52
6.	Frequency Distribution of School Contributing Factors.	54
7.	Frequency Distribution of Measures of Achievement Motivation , General Anxiety and Locus of Control.	56
8.	Frequency Distribution of Scores Family Contributing Factors.	57
9.	Comparison of Mean Scores based on Gender .	58
10.	Comparison of Mean Scores on Academic Measures based on Gender.	59
11.	Comparison of Mean Scores on Dimensions of Study Habits based on Gender.	60
12.	Comparison of Mean Scores on Personality Dimensions based on Gender.	61
13.	Comparison of Mean Scores on Achievement Motivation, General Anxiety and Locus of Control based on Gender.	62

SI.No	TITLE	PAGE No
14.	Comparison of Mean Scores on variables of Family Contributing Factors based on Gender.	63
15.	Comparison of Mean Scores on Dimensions of Intelligence by Age.	63
16.	Comparison of Mean Scores on Academic Measures by Age.	64
17.	Comparison of Mean Scores on Components of Study Habit Inventory by Age.	65
18.	Comparison of Mean Scores on Selected Personality Dimensions by Age.	66
19.	Comparison of Mean Scores on Measures of Achievement Motivation, General Anxiety and Locus of Control by Age.	67
20.	Comparison of Mean Scores on Family Contributing Factors by Age.	67
21.	Correlation between the Dimensions of Intelligence and Scholastic Backwardness.	68
22.	Correlation between the Dimensions of Study Habits and Scholastic Backwardness.	69
23.	Correlation between Selected Dimensions of Personality and Scholastic Backwardness.	70
24.	Correlation between Measures of Achievement Motivation, General Anxiety, Locus of Control and Scholastic Backwardness.	70
25.	Correlation between Family Contributing Factors and Scholastic Backwardness.	71

Sl.No	TITLE	PAGE No
26.	Correlation between School Factors and Scholastic Backwardness.	72
27.	Regression Analysis of Independent Variables With Respect to Performance in Mathematics	73
28.	Regression Analysis of Independent Variables With Respect to Performance in English.	74
29.	Regression Analysis of Independent Variables With Respect to Performance in Science.	75

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ABSTRACT

Education is an unique investment.It determines the level of prosperity of people living any where in the world and also plays an important role in moulding the personality of an individual. Scholastic performance has become the sole yardstick of self worth and success where students are made to feel unworthy and guilty for performing badly at school.Scholastic Backwardness may cause deterioration of personality of the child.

School education lays foundation for educational progress and decides his future performance.Numerous factors lead to Scholastic Backwardness of children basically Intellectual factors ,Personality factors,Family factors and School factors.This study aims at understanding the factors leading to Scholastic Backwardness of students of IX and X classes studying in private schools which are generally considered to be well equipped,employing trained teachers and primarily good co-curricular and extra curricular activities for children.However inspite of these advantages Scholastic Backwardness is common among these children too.So there is a need to identify different factors leading to Scholastic Backwardness. The specific objectives of the study are

1. To study the Family factors leading to Scholastic Backwardness.
2. To study the School factors leading to Scholastic Backwardness.
3. To study the Personality factors leading to Scholastic Backwardness.
4. To study the relative contribution of different factors in child's Scholastic Backwardness.
5. To study the age and gender differences if any, in the factors leading to Scholastic Backwardness.

The study included a sample of 120 children from selected private schools studying in IX and X classes with lowest ranks in the previous year. The devices used for data collection were Malin's Intelligence Scale for Indian Children, Study Habit Inventory, Multi Dimensional Assessment of Personality Inventory (Teen -Form), Interview Schedule for Child, Questionnaires for the teachers and the parents, Achievement Motivation Scale, General Anxiety Scale and Locus of Control Scale. The data obtained was analysed using appropriate statistical procedures.

From the obtained results it can be concluded that factors leading to Scholastic Backwardness were below Intellectual ability, low Maternal Educational Status, poor Teacher Student Interaction, low Comprehension, Interaction, Concentration, Supports, Morality and high Tension. There was significant difference between boys and girls in dimensions of Intelligence, Concentration, Interaction, Recording, Morality, Task Orientation, Competition, Creativity, General Anxiety and Locus of Control. Boys scored higher in dimensions of Intelligence, Concentration, Interaction, Recording, Creativity, General Anxiety and Locus of Control, where as girls scored higher on Competition, Morality and Task Orientation. There was significant difference between the two age groups in the dimensions of IQ, Interaction, Drilling, Supports, Recording, Tension and Language. Higher age group children scored higher in Intelligence and Tension. Lower age group children scored higher in Interaction, Drilling, Supports, Recording and Language dimensions.

Correlation of independent variables with dependent variables showed that Verbal IQ, Supports, Parental Perception and Teacher Student Interaction had highly negative and Co-curricular activities had positive correlation with performance in Mathematics. Performance IQ positively correlated with English. Drilling and Co-curricular activities were positively and Economic Status had negatively correlated with performance in Science. Regression analysis of independent variables with dependent variables showed Verbal IQ and Supports had highest negative contribution towards performance in Mathematics. Performance IQ had high positive contribution towards English and Economic Status had high negative contribution towards performance in Science.

INTRODUCTION

INTRODUCTION

CHAPTER I

INTRODUCTION

Education determines the level of prosperity of people living anywhere in the world and it is a unique investment. Academic achievement is a vital aspect in education. In the modern scientific and technical world education plays a pivotal role. The educational advancement of the country shows its pace of development. Education also plays an important role in moulding the personality of an individual and better comprehension of society. A modern society can not fulfill its aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens, so it becomes the duty of every country to provide maximum educational opportunities to all of its children who are the future of the country. Educationalists thus strive to fully develop the intellectual potential of the students and make effort to see that their potentialities are fully realized and channelized for the benefit of the individuals and that of the society.

The present society is pressurizing individuals for high academic achievement which ultimately brings personal satisfaction and social recognition.

Students performance in class is usually judged by the marks obtained in the examination. This is the main criteria for the promotion to next higher classes. Hence educators are giving more importance to

Academic Achievement. Incidence of drop outs and failures at various levels of education are some of the major problems of educational system. Scholastic Backwardness of children may cause deterioration of personality. They may develop negative self concept and social maladjustment. Low achievers significantly differed in academic motivation, test anxiety and intelligence as compared to their high achieving counter parts (Srivastava, 1987).

Three important factors that influence the child's Scholastic Backwardness are identified as Home, School and child's own Personality.

Family has paramount influence on the child and is an important contributing factor for academic performance. Psychologists, educators and sociologists agree that family is most significant unit with the major responsibility in helping the child in his academic performance. A large number of research studies were undertaken covering home factors correlates of scholastic performance. Family income, occupation and educational level of parents determine the child's scholastic performance (Swell, Hauser & Feather man, 1976). Parental Support, Guidance and Socio-economic Status as well as how parents meet child's needs significantly affect the scholastic performance of the students (Okagani & Sterhbery, 1993; Bandura, et.al, 1996)

To a great extent the development and progress of a nation depends on education of its people. School environment is a powerful force

and helps in all round development of the child. Several researches strengthened this view and attributed positive correlation among school related factors and scholastic performance of the children (Padhi, 1991; Logic, 1992; Verghes & Govinda, 1993).

Personality factors also play an important role in Scholastic Backwardness of children. Personality is composed of many variables such as Study Habits, General Anxiety, Locus of Control, Achievement Motivation and Intelligence. The under achievers differed from other groups in different personality characteristics. Scholastic Backwardness of students depends up on many factors such as Intelligence, Study Habits, General Anxiety, Locus of Control and Achievement Motivation.

RATIONALE FOR THE STUDY

Education is given utmost importance in the present decade. It is one of the important factors in determining the personality of the individual and future success in life. Education is the only media through which one can develop better understanding about the society and adjust to it. At present there is high competition in the educational field. Therefore, most parents have high expectations from their children. School success is attributed to many factors such as intelligence, study habits, school environment and parental support and encouragement apart from the child's own personality such as self control, motivation, anxiety and locus of control. The school achievement mainly depends up on the quality of instruction, climate in the classroom and the educational stimulation at home.

Scholastic Backwardness of the child is determined by the genetic factor (intelligence and memory) and environmental factors (Family Variables, Personality Variables, School Variables). Many parents admit their children in private schools for better educational performance. To fulfill the educational needs a large number of private schools are opening which are generally considered to be well equipped, employing trained teachers and primarily good co-curricular and extra curricular activities for the children.

However inspite of these advantages Scholastic Backwardness is common among these children too. This study is an attempt to investigate what the factors are that lead to Scholastic Backwardness among the children in private schools in Hyderabad city, so that recommendations can be made for strengthening those factors that are found to lead to Scholastic Backwardness and there by help children do better in school.

GENERAL OBJECTIVE :

To study the factors leading to Scholastic Backwardness among IX and X grade children studying in selected private schools in Hyderabad city of Andhra Pradesh.

SPECIFIC OBJECTIVES:

1. To study the Family factors leading to Scholastic Backwardness.
2. To study the School factors leading to Scholastic Backwardness.
3. To study the Personality factors leading to Scholastic Backwardness.
4. To study the relative contribution of different factors in child's Scholastic Backwardness.
5. To study the age and gender differences if any, in the factors leading to Scholastic Backwardness.

LIMITATIONS OF THE STUDY

As in the case of all social science researches this study also has its own limitations.

1. This study is limited to the time and resources available to a single investigator.
2. This study is limited to a sample of 120 students of IX and X classes in the different private schools of Hyderabad city.

**REVIEW
OF
LITERATURE**

CHAPTER II

REVIEW OF LITERATURE

A comprehensive review of literature is essential in any research endeavour. The main function of the review of literature is to make the investigator up to date with research in the field of investigation and to determine the theoretical and empirical framework that has already been done. Research has been going on in the area of scholastic performance for decades. The available literature is presented under the following sub-headings.

2.1. STUDIES RELATED TO INTELLECTUAL FACTORS

2.2. STUDIES RELATED TO FAMILY CONTRIBUTING FACTORS

2.2.1. Studies on Parental Education and Occupation

2.2.2. Studies on Socio - Economic Status

2.2.3. Studies on Caste and Religion

2.2.4. Studies on Home Environment

2.2.5. Studies on Parental Behaviour

2.2.6. Studies on Other Family Factors

2.3. STUDIES ON SCHOOL CONTRIBUTING FACTORS

2.3.1. Studies on School Environment

2.3.2. Studies related to the effect of Teacher's Characteristics

2.4. STUDIES ON PERSONALITY CONTRIBUTING FACTORS

2.4.1. Studies on Gender

2.4.2. Studies on Achievement Motivation

2.4.3. Studies on Self Concept and General Anxiety

2.4.4. Studies on Locus of Control

2.4.5. Studies on other Personality factors

2.4.6. Studies on Study Habits

2.1. STUDIES RELATED TO INTELLECTUAL FACTORS

As intelligence is an important factor affecting academic attainment extensive research has been done to study the effect of intelligence on scholastic performance. Sharma (1987) reported that the scholastic performance of students depends upon their Intelligence. Studies reported significant positive relationship between Intelligence and Scholastic Performance (Yadav & Srivastava, 1989; Chakravarthi, 1988; Verma & Sheikh, 1992).

A study by Vijaya Lakshmi (1995) reported that a significant relationship exists between economic condition of families and intelligence of students. The students from low economic families have low intelligence and perform poorly in school. Other studies by Vijaya Lakshmi (1996), Gupta, Mukerjee and Chatterji (1993) reported that Intellectual levels of tribal and rural students were lower compared to non-tribal children.

Studies reported that introvert girls are less Intelligent and perform lower in class than extrovert adolescent girls (Sharma & Bansal, 1990).

Performance was more highly correlated with field dependence than was verbal measure. On the other hand, some researchers (Helode & Kulkarni, 1981; Chatterjea & Paul, 1981; Rastogi, 1988) reported no significant relationship between Intelligence and field dependence - independence cognitive style. Studies by Verma and Swain (1991), Verma and Sheikh (1991) and Verma and Hmar (1994) reported that a closer relationship exists between cognitive style and scholastic performance. Studies reported significant positive relationship between intelligence and academic performance for rural and urban communities and also for both sexes (Gupta, Mukerjee & Chatterji, 1993).

2.2. STUDIES ON FAMILY CONTRIBUTING FACTORS

2.2.1. Studies on Parental Education and Occupation.

Studies on parental education and occupation in relation to academic performance resulted in various conclusions. Studies indicated positive relationship of parent education and occupation with child's academic performance (Jagannadhan, 1985; Lohani & Mohite, 1990; DeTinku & Chandra, 1994; Audinarayan, 1996; Cherian, 1996; Vijaya Lakshmi, 1995). With regard to effect of parental education large number of studies supported the view that parental education, especially that of mother would have a tremendous effect on child's scholastic performance (Sarma, 1984; Jagannadhan, 1985; Vijaya Lakshmi, 1995). However they also observed that significant positive correlation was found between the educational status of father and academic performance of their children. In the case of

mother's occupation, studies revealed controversial results. Study of Trivedi (1988) noted no significant relationship between mother's occupation and children's academic performance.

The study noted significant effect on mother's occupation in the case of girls and not for boys. In contrast to above results, study of Budhdev (1999) reported better academic performance among the children of working mothers. There is no difference in performance of girls and significant difference in the case of boys due to maternal employment. Budhdev's (1995) earlier study concluded insignificant effect of parental education and occupation on child's academic performance.

The education of father and occupation of mother had no effect on scholastic performance of children in government and public schools. The education of father does not affect the problem solving ability of children. Whereas the educational status of mother affected the problem solving ability of government school children and it was also seen that occupation of father had significant association with problem solving (Kahlon, 1997).

2.2.2. Studies Related to Socio-Economic Status.

Studies on economic status and scholastic performance revealed positive significant relationship between family's economic status and academic performance of children (Jagannadhan, 1996; Mohanty & Das, 1997; Taj, 1999).

Another study designed by Wangoo and Khan (1991) found positive relationship between socio-economic status and scholastic performance.

But it was significant only in the case of government school children. Whereas Mehta (1992) argued that geographical location of the schools had no impact in the child's academic performance.

Socio-economic level is found to be one of the most effective variable influencing child's academic performance. It did not directly affect academic performance (Golda & Bronstein, 1993). Other factors like intelligence (Archana, 1998), Study habits (Singh & Singh, 1995), Creativity (Dhillon & Mehra, 1987; Vijaya Lakshmi, 1995) influenced academic performance too. A study of Budhdev (1995) revealed insignificant effect of parental income on scholastic performance. They concluded that as schools take grants from the government, facilities in schools are similar and hence parental income did not affect child's academic performance.

Socio-economic status of the students influences the relationship between academic performance, school inputs and perceived school process (Kerawalla & Pandya, 1994). Another study found that socio economic status does not affect the performance nor attitude towards science performance (Budhdev, 1995). There is a significant correlation found between educational aspiration of children and parent's economic status (Mishra & Pradhan, 1998). Studies with regard to social status i.e. area of residence (urban, rural & tribal) shows that the children belonging to semi urban localities scored better than rural and urban children as they have less facilities to spend on leisure time activities when compared to

urban children but have better educational facilities than rural children. When IQ level of rural children were assessed they fell in the category of below average and intellectually impaired categories (Uma devi & Radha Kishna, 1996). Intellectual levels of tribal students were lower compared to non-tribal children (Vijaya Lakshmi, 1996).

2.2.3. Studies on Caste and Religion

Studies reported the effect of caste on the school performance. Scheduled Caste students showed significantly lower scholastic performance than non-Scheduled Caste students (Chattopadhyay, 1998; Vijaya Lakshmi, 1995; Reddy & Naidu, 1988; Rai & Prasad, 1990; Panda, 1991; Mehta, 1992; De Tinku & Chandra, 1994).

Scheduled Caste and non Scheduled Caste students significantly differ in achievement motivation. Scheduled Caste students have lower achievement motivation as compared to non-Scheduled Caste students (Bharsakle & Srivastava, 1992). Another study revealed that Scheduled Tribe students had lower educational aspiration than Scheduled Caste students (Mishra & Pradhan, 1998). Lower caste and Scheduled Tribe children are found to be performing poorly in scholastic tasks and have a high rate of school drop outs (Dalal, 1991). Rural adolescent girls perform poorly in academics than urban adolescent girls (Kaur & Mehta, 1997). Where as a study of Sandhu (1986) reported that among rural sample the difference in academic performance of backward and scheduled community is insignificant. High creative tribals were found to be well

adjusted than low creative tribals in their homes, society and educational areas (Pathak, 1990). With regard to effect of religious studies it was reported that Muslims were below in intelligence level and scholastic performance when compared to Hindus and Christians (Archana, 1998 & Radha Mohan, 1998). Another study revealed that Non-Christian tribal students possessed lower intelligence, reasoning ability and achievement motivation than Christian tribal students (Bal Krishna, 1990). The difference among religions may be due to vast difference in their cultural beliefs, customs and social environment.

2.2.4. Studies on Home Environment

Studies reported significant positive relationship between healthy home environment and academic performance (Lohani & Mohite, 1990) supportive, warm and favourable home environment is associated with better performance in school (Ladd & Joseph, 1986 & Khare, 1996).

Over and under controlling family styles were found to be related to an extrinsic motivational orientation and Scholastic Backwardness where as autonomy, supporting family styles were associated with intrinsic motivation and better academic performance (Golda & Bronstein, 1993). Students from families with lower educational environment were found to face Scholastic Backwardness than students from families with medium and better educational environment (Sharmistha, 1988). Children hailing from families where they subscribe to newspapers and magazines progress better in their educational attainment (Jagannadhan, 1986).

2.2.5. Studies on Parental Behaviour

The quality of adolescent relationship with his parents and other family members influenced academic performance (Dornbusch et.al 1987; Stevenson & Baker, 1987; Taj, 1999). Parents involvement was positively related to academic performance (Grolnick & Slowiaczek, 1994; Roy & Basu, 1998). Parents of Scholastic Backward children were found to be less accepting, less encouraging and less democratic which affects scholastic performance of the child (Kang & Sibia, 1997), where as performance is better in children who perceived their parents as loving (Suman & Umapathy, 1997) and parents of high achievers were more loving, trusted their words more, showed tolerance towards them and were more rewarding than parents of low achievers. Parent surveillance of home-work, parental reaction to grades that include negative control, uninvolved or extrinsic reward and over and under controlling family styles were found to be related to extrinsic motivational orientation and Scholastic Backwardness. (Golda & Bronstein, 1993).

2.2.6. Studies on Other Family Factors

The other family factors which have been studied in relation to academic performance are family structure, ordinal position of the child, and number of siblings. With regard to family structure, some studies commented in favour of joint family (Boger & Smith, 1986) some in favour of nuclear family (Audinarayan, 1996). Some studies view significant effect of family structure on IQ level which in turn influenced academic performance. (Mehta, 1995).

Some studies reported that first born child belonging to both genders had scored higher than middle and youngest sibling due to more parental attention and expectations (Bakhteyar, 1990; Lohani & Mohite, 1990; Ahmed, 1998). Children from joint families were found to be competitive than children from nuclear families. Family size and birth order had no significant effect on the competition among high school children which in turn is related to academic performance (Pal, Vasudeva & Verma, 1991). Age, birth order and intelligence had marked effect on the creative ability of the children, while no significant difference was found between the two sexes on their creative ability (Srivastava & Thomas, 1991). No significant difference was found in performance between single female children and female children with siblings (Joby, 1997).

2.3. STUDIES ON SCHOOL CONTRIBUTING FACTORS.

2.3.1. Studies on School Environment and Academic Performance.

The psychological - environment of the class room plays an important role in academic performance of the students (Das, 1996; Gayani & Agarwal, 1998). Preferred class room learning environment can be judged in terms of more satisfaction, more cohesiveness, less friction, less competition and less difficulty (Das, 1996). Effective class room environment would ensure better educational attainment for the child (Pandhi, 1991; Logic, 1992). Listening attentively in class room, relationship between teacher and student, explanation, encouraging pupils, providing corrective feedback, supervising seat work and management of disruptive

behaviour were positively related to pupil's performance (Yadav, 1988). School organisational climate plays an important role in academic performance of children, open school environment is conducive and favourable for the students academic performance (Ahluwalia & Reddy, 1990; Taj, 1999). Students who studied non detention system performed less in school than those who studied under detention system (Reddy & Naidu, 1988).

School effectiveness mainly depends upon teaching, evaluation, planning, Teacher - student relationship than school inputs like school context, infrastructure and activities (Kerawalla & Pandya, 1994). This effect of school factors is evident from the early stage of school life. Children from laboratory nursery school were significantly high in cognitive abilities than government anganwadi children. This difference is due to different methods of teaching. In the laboratory nursery school progressive method of teaching through play which was geared and planned keeping in mind all round development of the child. On the other hand in Government preschools only formal methods of instruction are followed with emphasis on teaching of reading, writing and arithmetic skills (Verma & Hmar, 1994).

Students from urban areas were found to be significantly better than students from rural areas in regard to percentage of marks and students from private schools were found to score better than students from Zilla Parishad Schools (Sharmistha, 1988). Another study revealed that geographical location of schools was not found to make any difference in level of academic performance of Scheduled Caste and non Backward class

boys (Mehta, 1992).Where as school environment and self control have some predictive value for academic performance of Scheduled Caste girls (Dubey & Mishra, 1997).Co-curricular activities out side school hours had positively correlated with child`s academic performance (Yadav, 1988).

2.3.2 Studies related to Effect of Teacher Characteristics

School Heads with higher teaching experience had a positive impact on school achievement and dogmatism had a negative impact on child`s academic performance (Taj,1999). Some studies reported that higher qualification and more administrative experience of heads does not have significant effect on scholastic performance (Mathula, 1986; & George, 1989). It is revealed from a study that pre-school following a progressive method of teaching, had a positive effect on cognitive abilities, interpersonal adjustment of children and help them to gain effective readiness skills to cope with the demands of school (Verma & Hmar, 1994). A study of Singh (1988) reported that apathy shown by teachers and classmates has negative influence on performance. Disengagement among teachers has no significant relationship with school results (Srivastava, 1988). Children who perceived their teacher more attractive had higher scores than those who perceived their teacher less attractive (Ravishankar & Singh, 1988). According to Gayani and Agarwal (1998), high expectations and leadership behaviour on the part of teachers increased academic performance of children. Academic performance seems to increase with increasing teacher`s morale which directly affects academic motivation and

plays role in moulding the personality of children which in turn affects scholastic performance of children (Pandey, 1988 ; & Subramanyam, 1984).

2.4. STUDIES ON PERSONALITY CONTRIBUTING FACTORS

2.4.1. Studies on Gender

There are many studies in the literature in favour of the observation that the scholastic performance and intelligence are considerably affected by gender differences.

Mishra (1997) found that the correlation between intelligence and academic performance is higher in case of girls than boys. Females are significantly superior to males on non-verbal, creativity and intelligence items (Jarial, 1981) and girls scored high in reading comprehension (Subramanyam, 1984). With regard to effect of gender, some studies pointed out no significant difference between academic performance of boys and girls (Reddy & Naidu, 1988; Taj, 1999) and another study reported that boys and girls did not significantly differ in performance and achievement motivation (Uchat, 1987). The achievement motivation of male adolescents is higher than female adolescents (Ahmed, 1998). Studies show that girls performance was significantly better in Mathematics than boys (Gupta, Sharma & Singh, 1999). Studies indicated no gender differences in determinants of academic performance like intelligence (Archana, 1998), achievement motivation (Tripathi, 1989; Suman & Umaphy, 1997; Bharsakle & Srivastava, 1986) and creativity (Dhillon & Mehra, 1987). Some studies indicated that low achieving boys had better self concept than girls

(Pujar, Sharma & Gaonkar, 1997). In contrast to the above results a study of Panda (1991) reported lower self concept among girls, leading to decrease in academic performance. Many studies reported girls as high achievers (Chadha & Ghose, 1985; Verma, 1997; Kahlon, 1997) and some studies represented boys as high achievers (Khare, 1996).

2.4.2. Studies on Achievement Motivation

With regard to achievement motivation on scholastic performance studies inferred significant relationship with academic performance (Grolnick & Slowiaczek, 1994; Verma & Swain, 1991; Rath ,1991, Netasan & Geetha,1990). Some studies reported no significant relationship between achievement motivation and scholastic performance (Katyal & Bindra, 1995; Ray, Lipika & Manjula, 1994). The low achievement motivation pupils tend to achieve lower in Mathematics where as high achievement motivation pupils tend to achieve higher in Mathematics (Singh, 1988). Achievement motivation was found to be significantly related with academic performance on girls and it had no effect on boys (Gupta, Mukerjee & Chatterji,1993).

2.4.3. Studies on Self Concept and General Anxiety

Studies on self concept inferred that self - concept is low in low achievers than high achievers (Pujar, Sharma & Gaonkar,1997; Vijaya Lakshmi, 1995; Singh, 1987; Santhane, 1993; Tiwari & Bansal, 1994). Positive significant correlation exists between self concept and academic performance,low achievers were found to be low on self concept than high

achievers (Saritha & Indu, 1994). Another study reported low self concept among girls which in turn may lead to decrease in scholastic performance of girl children (Panda, 1991).

General Anxiety is an important personality variable which determines individual's scholastic performance. Some studies on anxiety and academic performance reported that there was negative significant relationship between high and low achievers in their manifest anxiety (Asthana, 1993; Katyal & Bindra, 1995; Gupta, 1998). A study by Cole, Joan, Lachlan, Seroczynski and Jonathan (1999) reported that anxiety had negatively associated with academic performance. In contrast to above results some studies reported that anxiety is an insignificant factor in determining academic performance (Verma & Chaturvedi, 1989; Verma & Swain, 1991; Ganguli, 1983). Students belonging to urban areas have more anxiety of school failure than those belonging to rural areas (Yadav, 1991). Another study reported that medium of instruction, location of school and disciplinary methods have a definite effect on children's anxiety. Children from Telugu medium schools have low anxiety and English medium school children belonging to nuclear families have high anxiety (Venkatalakshmi & Bharathi, 1995).

2.4.4. Studies on Locus of Control

Some studies concluded that locus of control had significant correlation with school performance (Rekha & Mishra, 1986; Pandian, 1983;

Murphy, 1988; Wilson, Castle, Cutts & Jackie, 1989). Some other studies indicated no significant relationship between locus of control and scholastic performance (Stipek & Weizz, 1989; Sabita & Basavayya, 1991). Studies conducted by Pandian (1983) and Murphy (1988) reported that there is a significant association between locus of control and learning style. In contrast to the above results studies reported that there is no relationship between learning style and locus of control which affect scholastic performance of the child (Smalarz, 1988; Diskowshi, 1992). Some studies reported that locus of control and self esteem were significantly related to scholastic performance (Hendrix, 1979; Tanwar & Sethi, 1986).

2.4.5. Studies on other personality factors

Studies on other personality factors include studies with reference to Psychotism, Depression, Creativity, Goal discrepancy, Extroversion, Achievement Orientation, Interest, and Values.

Academic performance correlate with psychotism for both boys and girls. Academic performance was positively correlated with extroversion for boys only (Manzurul, Rahman & Mahmud, 1980) and no correlations in the case of the girls (Sundaragan, 1989; Sharma & Bansal, 1990).

Pandey (1981) who reported that extrovertism and introvertism do not significantly relate to academic performance where as Sundaragan (1989) found that there is no significant relationship between performance of introvert and extrovert students. Academic performance had negative correlation with psychotism and there is lack of correlation between

neuroticism and academic performance. Less psychotic female students were superior in academic performance (Manzurul, Rahman & Mahmud, 1986).

Prolonged deprivation had negatively correlated with scholastic performance (Cole, Joan, Lachlan, Seroczynski & Jonathan, 1999; Gupta, Mukerjee & Chatterji, 1993).

Studies on creativity showed positive correlation with academic performance (Pathak & Verma, 1995; Singh, 1987; Chowdhury & Ghosh, 1996; Verma & Sheikh, 1992). Low achieving students were less creative than high achieving students (Panda, 1991).

Goal discrepancy was inversely related to academic performance. High goal discrepancy scores were associated with low academic performance.

Achievement Orientation and academic performance were significantly and positively related (Dornbusch et al 1987; Stevenson & Baker, 1987). Interest of the students act as determining factors of academic performance (Agarwal, 1998).

With regard to values, low achievers were significantly higher on economic, social and political values. High achievers were significantly higher on theoretical, religious, moral and aesthetic values (Singh, 1992).

2.4.6. Studies on Study Habits

Low level of study habits lead to low academic performance (Katyal & Bindra, 1995). Study involvement is low in low achievers than high achievers (Pujar, Sharma & Gaonkar, 1997).

Over and under achieving students differed significantly from each other with regard to their study approaches namely disorganised study, negative attitude, syllabus bound, fear of failure (Swain & Das, 1994). More systematic regular study were associated with high academic achievement (Mishra, 1992; Singh & Singh, 1995; Kaur & Mehta, 1997). Lower reading ability leads to lower academic achievement (Roy & Veeraraghavan, 1990).

From the above discussion it is obvious that factors which led positive contribution to Scholastic Backwardness were low intellectual ability, Low Achievement Motivation, high Tension, less Creativity, low Parental Educational status and low Socio Economic status. Scholastic Backward children are low adjustment in home, social and emotional aspects. Over and under controlling family styles were found to be related to an extrinsic motivational orientation and lower performance and parents of low achievers were found to be less accepting, less encouraging and less democratic which led to Scholastic Backwardness. High anxiety, emotional malfunctioning such as psychotism, prolonged deprivation had positive correlation with Scholastic Backwardness.

In School factors the psychosocial environment of a class room which involved more satisfaction, more cohesiveness, less friction, less competition and quality in educational process showed positive correlation with scholastic performance where as dogmatism and apathy shown by teachers and classmates had negative influence on scholastic performance.

Methods Followed by Researchers for Studying Scholastic Backwardness.

Sample Selected

It has been seen from the review of literature that few of researchers had randomly selected the schools while others selected it based upon some criteria like Missionary Schools, Govt. Schools and Private Schools. Similarly samples were selected randomly from the class X and IX with different sizes but some comparison studies between under and higher achievers showed that the samples were selected on the basis of highest and lowest rank in the class and marks obtained by the students at the secondary school examination and half yearly examination.

Tools used

The researchers prepared questionnaire or personal data sheet to know the child's family background factors such as educational qualification of the parents, occupation, income, child's rank in the family etc. in some studies the information regarding the socio cultural factors was received with help of an information sheet developed by investigator and by interview method.

School effectiveness which is measured through school innovatives and school results, the methods follow is the survey and interview method. In some studies the researchers randomly selected different schools and questionnaire were administered to teachers for collecting information about school.

Different types of personality test were used to know the Personality Factors of the child like Singh's Academic Inventory which measures Academic Motivation, Self Concept and Academic Ability of the child, Indiresan's (1978) Study Inventory was used to assess the study involvement of adolescents. Achievement Motivation Test (Rao, 1974), Approaches to Study Inventory (Entwistle et-al 1979), Group

Test Mental Ability (English version, Jolota's 1977) for testing the mental ability. B.N. Mukherjee's Sentence Completion Test (SCT) was used to secure Measures of Achievement Motivation, Ravan's Progressive matrices was used to provide global measure of intelligence (general mental efficiency). The intelligence was measured by individually administering Wechsler Intelligence Scale (1967) for preschool and primary school children. Torrance Test of Creative Thinking (TTCT) verbal and figural test form A and B were used for testing creative thinking of the children. All activities were scored according to instructions laid down by the author on scoring guide. A standardised Bangladesh version of the Eysenck's Personality Questionnaire EPQ (Rahman A and Eusenck S.B.G, 1981) was employed to measure personality dimensions.

Statistical Measures used

The data were analysed, employing statistical technique. Different study used different types of technique like mean and standard deviations for calculating scores of academic failure and achievement (Radha Mohan, 1998). The linear correlation, coefficient, 't' test and 'f' test were computed among all variable (Singh, 1988, Chowdhury & Basu, 1998), The Study Involvement Inventory were administered and 'z' test was applied for analysis of the data (Pujar, Sharma & Gaonkar 1997), The 't' test was applied to find out the significance difference in the man scores of learning styles in respect to external and internal Locus of Control in a group of students (Verma, 1994) Identification of over and under achievers was made with the help of Regression equation by establishing the relationship between intelligence and actual achievement and for testing the significance of mean differences in study approaches of over and under achievers 't' test was used (Swain & Das, 1994).

Present study included a sample of 120 children from selected private schools studying in IX and X classes with lowest ranks in the previous year. The devices used for data collection were Malin's Intelligence Scale for Indian Children, Study Habit Inventory (Sansanwal and Mukhopadhaya 1983), Multidimensional Assessment of Personality Inventory (Teen-Form), Interview Schedule for Child, Questionnaires for the Teachers and Parents, Achievement Motivation Scale (Shah, B 1986), General Anxiety Scale (Sarason, 1960) and Locus of Control (Crandall, Katvosky and Grandall 1966). The data obtained was analysed using Mean, Standard Deviations, Correlation and Multiple Linear Regression.

MATERIALS AND METHODS

CHAPTER - III

MATERIALS AND METHODS

The study was carried out with an objective to investigate factors leading to Scholastic Backwardness of the private school children. This chapter describes the materials and methods used for the investigation.

3.1. SAMPLING PROCEDURE

3.1.1. Criteria for selection of schools

3.1.2. Criteria for selection of children

3.2. VARIABLES AND THEIR EMPIRICAL MEASUREMENT

3.2.1 Dependent Variables

3.2.2 Independent Variables

3.3. TOOLS AND TECHNIQUES USED

3.3.1. Interview Schedule for the Child

3.3.2. Questionnaires for the Teachers and the Parents

3.3.3 Malin's Intelligence Scale for Indian Children (MISIC)

3.3.4. Study Habit Inventory (SHI)

3.3.5 Multi Dimensional Assesment of Personality Inventory Teenage form (MAP - Series - Form - T)

3.3.6. Achievement Motivation Scale

3.3.7. General Anxiety Scale

3.3.8. Locus of Control Scale

3.4. METHOD OF DATA COLLECTION

3.4.1. Pretesting

3.4.2. Final study

3.5. STATISTICAL PROCEDURES USED FOR DATA ANALYSIS

3.5.1. Percentage

3.5.2. Arithmetic Mean

3.5.3. Standard Deviation

3.5.4. Two Sample Z test

3.5.5. Correlation

3.5.6. Multiple Linear Regression

3.1. Sampling Procedure

The total sample comprised of 120 children belonging to IX and X classes of present academic year studying in selected private schools of Hyderabad city.

3.1.1 Criteria for selection of schools

Private schools were selected from six zones covering nine ranges of schools in Hyderabad city. Total 20 schools were selected.

3.1.2. Criteria for Selection of children

Children studying in private schools in IX and X classes with lowest ranks in previous year and poor marks in current year quarterly examination in Mathematics, Science and English were selected. Marks obtained in the Mathematics and Science subjects were taken into consideration since these subjects need logical thinking, reasoning, comprehension of subject matter on the part of the children. English language has the advantage of being the most often used language in work place and competence in that language is viewed critically important for success in both higher education and job. Total sample comprised of 120 children.

TABLE -1

LIST OF SELECTED PRIVATE SCHOOLS FOR THE STUDY

Sl. No	Name of the school	Location	Range	Zone	No. of Students
1.	Loyola High School	V.N. Colony	Nampally	Nampally	6
2.	Vani High School	V.N. Colony	Nampally	Nampally	6
3.	Jubilee High School	V.N. Colony	Nampally	Nampally	6
4.	Nampally Vyamasala HighSchool	Nampally	Nampally	Nampally	6
5.	Covells High School	Sanathnagar	Sanathnagar	Sanathnagar	6
6.	Rose buds High School	Sanathnagar	Sanathnagar	Sanathnagar	6

Table -1 Cont

Sl. No	Name of the school	Location	Range	Zone	No. of Students
7.	Jaibharathi High School	S.R. Nagar	S.R.Nagar	Sanathnagar	6
8.	Sunshine High School	Sanathnagar	Sanathnagar	Sanathnagar	6
9.	Dayanand High School	Anand Colony	Khairatabad	Khairatabad	6
10.	Mark's High School	Khairatabad	Khairatabad	Khairatabad	6
11.	Nirmala High School	Jubilee Hills	Khairatabad	Khairatabad	6
12.	Vijay Public School	Dilsukhnagar	Barkatpura	Tilakroad	6
13.	Harrow High School	Ramkote	Mesheerabad	Tilakroad	6
14.	Santiniketan High School	Kachiguda	Mesheerabad	Tilakroad	6
15.	Peace High School	Edibazar	Sanathnagar	Charminar	6
16.	Vikash High School	Edibazar	Santhoshnagar	Charminar	6
17.	Vidyadayani High School	Santhoshnagar	Mogalpura	Charminar	6
18.	R.M.High School	S.D. Road	Sec'bad	Sec'bad	6
19.	B.R.J.C. Parsi High School	Parklane, 119	Sec'bad	Sec'bad	6
20.	Kotha Yellaiah Memorial High School	Somasundaram	Sec'bad	Sec'bad	6
				Total - 120	

3.2. VARIABLES AND THEIR EMPIRICAL MEASUREMENT

This part deals with variables studied in the investigation and the tools that were used to measure them.

3.2.1. Dependent Variable

The dependent variable is the factor which is measured to determine the effect of Independent variable. In the present investigation, Scholastic Backwardness of school children was considered to be the dependent variable.

Thus Scholastic Backwardness is operationally defined as "the marks obtained by the student in the previous annual year examination besides considering the marks of three subjects (English, Mathematics and Science) obtained in the unit test of present year".

3.2.2. Independent variable

The Independent variable is the factor which is measured, manipulated or selected by the researcher to determine its relationship with observed phenomenon. For the present investigation, the Independent variables selected were categorised into three groups.

3.2.2.1. Family Related Variables

This includes variables like Age and Gender of the child, Socio Economic Status of the Family i.e., Education and Occupation of both parents, Annual income, Parental contributions, Aspirations and Perceptions, Sibling Assistance and guidance.

3.2.2.2. School Related Variables

The variables like Teacher's Qualification, Physical Set-up of the

school, Classroom Organisation, Method of Teaching, Co-curricular activities in School, Teacher-Student Interaction were considered under this category.

3.2.2.3. Personality Variables

Selected personality dimensions, Study Habits and also dimension of Intelligence Quotient (IQ) of the children were taken into account for the study.

The selected dependent and independent variables and their empirical measurements are presented in Table 2.

TABLE- 2

VARIABLES AND THEIR EMPIRICAL MEASUREMENT

Variable	Empirical Measurement
I. Dependent variable	
Scholastic Backwardness	Children with low ranks in the previous year annual examinations taken from the school records and also marks obtained in Mathematics, Science and English in quarterly examinations.
II. Independent variables	
1. Family Related Variables	Interview Schedule
a. Age and gender	for the children and
b. Socio-Economic status	questionnaire for the parents
c. Parental Contribution	developed by the investigator

d. Parental Aspirations and Expectations e. Sibling Relationships and Assistance	
2. School Related Variables	
1. Qualification of Teachers 2. Physical Setup 3. Class room Organisation 4. Curriculum & Subject Matter 5. Method of Teaching and Teacher's Evaluation 6. Co-Curricular activities 7. Teacher Student Interaction 8. Teacher's Characteristics	Questionnaire developed by Mayuri, K (1980)
3. Personality Related Variables of the child	
A. Intelligence a. Verbal IQ b. Performance IQ c. Total IQ	Malin's Intelligence Scale for Indian Children (MISIC) by Arthur J Malin, (1962).
B. Study Habits a. Comprehension b. Concentration c. Task Orientation d. Sets e. Interaction f. Drilling g. Supports h. Recording	Study Habit Inventory by Sansanwal and Mukhopadyaya, (1983).

C. Other Personality Variables	
<ul style="list-style-type: none"> a. Adaptability b. Creativity c. Morality d. Competition e. Self Control f. Self Sufficiency g. Tension 	<p>Selected sub-scales of Multi Dimensional Assessment of Personality Inventory (MAP - SERIES - FORM - T) by Psy - Com services (1993)</p>
D. Achievement Motivation	<p>Achievement Motivation Scale by Shah B,(1986)</p>
E. General Anxiety	<p>General Anxiety Scale by Sarason (1960)</p>
F. Locus of Control	<p>Locus of Control Scale by Crandall, Katvosky and Grandall (1966)</p>

3.3. TOOLS AND TECHNIQUES USED

3.3.1. Interview schedule for the child

Interview schedule was prepared and administered to children to know their perception about family contributing factors. It contained information on parental contributions, perceptions and expectations, sibling relationship and assistance of their family members along with general information about the child.

3.3.2. Questionnaires for the teachers and parents

Separate questionnaires were prepared and given to teachers and parents to provide necessary information regarding various contributing factors for the child's Scholastic Backwardness along with the general information about the child, his family and the school.

Teachers questionnaire contained information on eight important school factors namely, qualification of teacher, physical set up of the school, curriculum and subject matter, co-curricular activities, class room organisation, method of teaching and teacher's evaluation, characteristics of teacher and teacher - student interaction. Parent questionnaire contained information on parental perceptions, parental contributions, aspirations and expectations.

3.3.3. Malin's Intelligence Scale for Indian Children (MISIC)

Malin's intelligence scale for Indian children is an Indian adaptation of Wechsler's Intelligence scale for children. It was constructed and developed by Arthur J Malin of Nagpur and the test embraces all the advantages of the original scale along with several improvements that minimise cultural biases.

3.3.3.1 General Description

Malin's intelligence scale for Indian children was developed for the Indian children of 6 to 15 age groups. The scale comprises 11 sub sets divided into verbal and performance groups.

Verbal	Performance
1. Information	7. Picture completion
2. Comprehension	8. Block design
3. Arithmetic	9. Object assembly.
4. Similarities	10. Coding
5. Vocabulary	11. Mazes
6. Digit Span	

It omits picture arrangement in the performance scale of WISC.

3.3.3.2. Administration

The sub tests may be administered in any order of convenience for rapport. Only ten tests, five from each group are required for complete scoring. Thus the verbal group has an alternate in the Digit Span.

3.3.3.3 Scoring

The original Wechsler's Intelligence Scale for children as well as Malin's Intelligence Scale for Indian children are point scales and **all** items of given type are grouped together and arranged in the increasing order of difficulty. The raw scores of each test are totalled and converted into test quotients with the help of tables. The test quotients are actual IQs and all these test quotients are added and group averaged and the total or full scale of both groups are similarly obtained without the use of tables.

3.3.3.4. Standardization

The MISIC was standardized over 1200 children during the past six years and over 3000 were sampled in sub test trial runs. Age norms were based on a 12 months interval, 4 months before and 7 months after a birthday.

3.3.3.5. Reliability and Validity

The Malin's Intelligence Scale for Indian children established its reliability with the test - retest method and yielded a Pearson's Product Moment Correlation Co-efficient of 0.91 for the full scale IQ results. Malin's intelligence scale for Indian children also established a concurrent validity of 0.61 obtained from school ranking and congruent validity of 0.63 obtained from an adopted version of California short form test of mental maturity for upper age levels and from the Good Enough Draw-a-man test for the lower age levels. Because of its high reliability, validity and simplicity in administration and scoring pattern Malin's Intelligence Scale for Indian Children was selected for the present study.

3.3.4. Study Habit Inventory (SHI)

Construction : The Study Habit Inventory consisted of nine different kinds of study behaviours namely

a. Comprehension

Comprehension involves the process of subsuming new learning with previous knowledge i.e. the student before reading a subject may intensively think about what it is or may try to establish mental state for

studying a particular content or may relate a material learnt in one subject with those learnt with another subject.

b. Concentration

Concentration is a very important predictor of effective Study Habits as its level and duration differs from child to child which play a considerable role in academic success.

c. Task Orientation

Students orientation and behaviour towards accomplishment of the tasks in predicted time frame is task orientation.

d. Sets

Sets include the physical and situational characteristics which a student adopts for study.

e. Interaction

Interaction of a student with his teachers, parents or his friends contributes positively towards better learning. So it is also an important factor in Study Habits.

f. Drilling

Drilling means practising for particular learning over and over again. Since drilling is almost essential for effective learning in Mathematics, Chemistry, Engineering, it is another important component of Study Habits.

g. Supports

A student's habit of studying different types of books other than school books or newspapers or magazines may be helpful in widening his knowledge and learning.

h. Recording

For a good performance of the students it is necessary to read a number of books and recording the studied information in the form of text. Class notes or preparing one's own study notes are very important for better performance of the students.

i. Language

As it affects the student's Concentration, Comprehension and duration of study, Language is another important component of Study Habits.

3.3.4.2. Weightage

The nine sub-components of Study Habits were identified and subsequently validated by several experts on different age groups ranging from school age through adolescence.

3.3.4.3. Scoring pattern

The test contains both positive as well as negative items and the scoring pattern is as follows

For positive items 4,3,2,1,0

For negative items 0,1,2,3,4

Internal consistency is evident, all the co-efficients are significant at 0.01 level and the range between a minimum of 0.49 to a maximum of 0.87.

3.3.4.4. Reliability

The reliability of the whole inventory was worked out by using split half - method. The reliability co-efficient is 0.91 which is fairly high and indicates that inventory is reliable.

3.3.4.5. Standardization

It is standardized on 500 Polytechnic and Engineering college students of Bhopal.

3.3.5. Multi Dimensional Assessment of Personality Inventory Teenage form T (MAP series FormT)

The MAP series - Form T was basically constructed to measure the teenagers personality.

3.3.5.1. Descriptions of the Tool

The MAP Form T covers as many as 20 dimensions of personality which are objectively determined through factor analytical method. For the purpose of present study only seven dimensions which are likely to affect Scholastic Backwardness were selected which include

a. Adaptability

It refers to the ability to make appropriate responses to changed or changing circumstance. Those teenagers who score high on Adaptability readily accept any beneficial change to meet the environmental demands are said to be highly adaptable.

b. Competition

High scores on Competition indicate that the teenager is self assertive, dominant and aggressive.

c. Morality

Teenagers who score high on this dimension tend to be more persistent, more respectful of authority and more conforming to the standards of the group.

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b. Competition

High scores on Competition indicate that the teenager is self assertive, dominant and aggressive.

c. Morality

Teenagers who score high on this dimension tend to be more persistent, more respectful of authority and more conforming to the standards of the group.

d. Self Control

High scoring teenagers generally have strong control on emotional life and behaviour in general.

e. Self Sufficiency

High scoring individuals in this dimension prefer to be alone and do not need the support of groups.

f. Tension

High scorers on this dimension are irritated by small things are short tempered and may suffer from sleep disturbances.

3.5.2. Administration

The scale contains 8 pages booklet. The front page contains instructions for answering questions with few examples and pages 2 to 8 contain questions. Since it is a power test there is no time limit and the average subject takes approximately 25 to 30 minutes to complete it. MAP- T can be administered both individually and in groups.

3.3.5.3. Scoring

After checking and confirming whether all the questions are answered by the respondents or not, scoring for each question is given with the help of the scoring key. All the raw scores for each dimension are added and converted into sten scores by using the tables given in the manual. The standardization of MAP - form T is based on more than 2000 protocols tested at more than ten locations through out the country. The samples included both boys and girls in the age group 12 - 18 years.

3.3.5.4. Reliability

Reliability of MAP Form T was calculated by using split - half method (Reliability value ranged from 0.65 to 0.73) and test - retest method (Reliability value ranged from 0.64 to 0.74)

3.3.6. Achievement Motivation Scale (Shah, B. 1986)

Achievement Motivation is defined as a competition with a standard of excellence thus the need for achievement is characterised by a desire to attain a high standard of excellence and to accomplish the unique objective. In such a situation a subject shows concern with competition with a standard of excellence. The self imposed requirement for good performance or accomplishment of some unique work may be called as need to accomplish something worthwhile, unique or excellent or need for mastery. Thus only 40 items were retained in the final format of the scale. These items were related to different domains.

1. Need for Academic success
2. Need for Vocational Achievement
3. Need for Social Achievement
4. Need for skill Achievement

It can be given in both individual or group situation.

3.3.6.1. Scoring

It is a three point scale. Each statement is followed by three alternative responses. The alternatives are arranged in order of inclination towards achievement in the areas Academic, Vocational and Social

context and skills 1,2 and 3 are respectively awarded for alternative (a), (b) and (c). Thus the scale value lies between 10 to 40 for each section.

3.3.6.2. Reliability

The reliability of Achievement Motivation was calculated by using Test - retest method. The reliability co-efficient with varying time interval is 0.91 which indicates that the scale is reliable.

3.3.7 General Anxiety Scale (Sarasan, 1960)

The General Anxiety Scale for children consists of 45 items including eleven lie items scattered through out the scale. The scale includes items like the thoughts and feelings of children to different anxiety prone situations such as health problems, personal adequacy, safety of family members and so on.

3.3.7.1. Administration and scoring

The total score can be obtained by counting the number of items encircled 'yes'. If the score lies between 18-25 the child is average anxious. If it is below 18 low anxious and if it is above 25 it means that the child is highly anxious.

3.3.7.2. Reliability

The scale was found psychometrically sound to measure general anxiety of children specifically in a reliable and valid way with Oriya primary school children. The reliability co-efficient is 0.76 which indicates that the scale is reliable.

Due to it's satisfactory reliability and ease in administration and scoring, this tool was selected for the investigation.

3.3.8. Locus of Control Scale (Crandall, Katvosky and Grandall,1966)

This scale was developed by Crandall, Katvosky and Grandall in 1966 for children up to 14 years age group. The scale consists of 34 items which had external and internal oriented responses.

3.3.8.1. Administration and scoring

The scale is administered by asking the children to answer it '2' score is given for internal responses and '1' score is given for external responses. After totaling, a score of 17 and below indicates, "External Orientation" and a score above 17 indicates "Internal Orientation" of individuals.

3.4. Method of Data Collection

3.4.1 Pre-testing

In order to find out the suitability of selected tools, pretesting was done on 15 students. The total time required for the administration of each tool on the child and teachers was as follows.

Tool	Time Taken
MISIC	90 minutes
Study Habit Inventory	40 minutes
MAP - series form T	30 minutes
Achievement Motivation Scale	10 minutes
General Anxiety Scale for children	25 minutes
Interview Schedule for the child	20 minutes
Locus of Control Scale	15 minutes

Final Study

A preliminary visit was made to the selected private high schools and the students were selected with the help of the school academic records. After giving clear instructions the tests were administered to the selected children. The data was then scored, coded, tabulated and analyzed by using appropriate statistical procedures.

3.5. STATISTICAL PROCEDURES USED FOR THE DATA ANALYSIS

3.5.1. Percentages

Percentages were computed for the profile of the respondents which includes information on education and occupation of parents and socio - economic status.

3.5.2. Arithmetic mean

Arithmetic means were calculated for all variables using formulae.

$$\text{Arithmetic mean } X = \sum x/n$$

Where, $\sum x$ = Summation of individual scores

n = Total number of observations

3.5.3. Standard Deviation

The formula used for calculating standard Deviation is given

$$by = \sqrt{\frac{1}{n} \sum (x - \bar{x})^2}$$

X = Individual Scores

\bar{X} = Arithmetic Mean

n = Number of Observations

\sum = Summation

Two Sample z - Test

Two sample Z test was used to find out the gender and age differences among variables of MAP - Series, Intelligence, Study Habits, Achievement Motivation, General Anxiety and Family related variables.

The formula employed is given by

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

Where,

X_1 = Mean of first variable

X_2 = Mean of Second variable

S_1^2 = Unbiased variance of n_1 observations of X_1

S_2^2 = Unbiased variance of n_2 observations of X_2

n_1 = Number of observation of X_1

n_2 = Number of observation of X_2

3.5.5. Correlation

To find out the relationship between independent and dependent variables pearson's Product Moment Correlation was employed and the formula used is given by $(x,y) / \sqrt{\text{Variance X} \cdot \text{Variance Y}}$

Correlation (r) = Covariance

$$r = \frac{1/n \sum (x - \bar{x})(y - \bar{y})}{1/n \sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

Where, n = Number of Observation

x, y = variable

\bar{x} = Arithmetic Mean of X

\bar{y} = Arithmetic Mean of Y

\sum = Summation

3.5.6. Multiple Linear Regression

Multiple Linear regression was used to find out the relative contribution of the significantly correlated variables on the child's Scholastic Backwardness. The equation used is given by

$$y = b_0 + b_1x_1 + b_2x_2 + \dots + b_{34}x_{34}$$

Where,

y = Dependent Variable

x_1 to x_{15} = Independent of Variables

b_0 = Intercept of y - axis

b_1 to b_{34} = Regression Co-efficients

RESULTS

The data reported in this section are presented in a tabular form. The first column shows the variable name, the second column shows the mean value, the third column shows the standard deviation, and the fourth column shows the range of the variable.

MEAN VALUES OF THE VARIABLES

The mean values of the variables are presented in Table 1. The mean values of the variables are as follows: Variable 1, 12.5; Variable 2, 15.0; Variable 3, 18.0; Variable 4, 20.0; Variable 5, 22.0; Variable 6, 25.0; Variable 7, 28.0; Variable 8, 30.0; Variable 9, 32.0; Variable 10, 35.0.

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The data reported in this section are presented in a tabular form. The first column shows the variable name, the second column shows the mean value, the third column shows the standard deviation, and the fourth column shows the range of the variable.

CHAPTER - IV

RESULTS

This chapter presents the findings of the study under investigation. The raw data obtained were coded, tabulated and analysed statistically and interpreted under the following sections.

4.1. PROFILE OF THE RESPONDENTS

4.2. DESCRIPTIVE ANALYSIS OF THE VARIABLES UNDER STUDY

4.3. MEAN DIFFERENCES IN SCHOLASTIC BACKWARDNESS BASED ON AGE AND GENDER

4.4. RELATIONSHIP OF SELECTED VARIABLES WITH SCHOLASTIC BACKWARDNESS

4.1. PROFILE OF THE RESPONDENTS

The profile of the respondents based on the general information of the child, about his family demographic factors and information about the school background.

From the data given by selected respondents it was observed that more than half of the sample belonged to the joint families (65%) with an average family size of 8 members and the remaining (35%) belonged to nuclear families with an average family size of 5 members. All these families were from middle to upper middle income groups with an approximate family income ranging between 10000 to 20000 per month.

The literacy status of the parents showed that 70 percent of the

mothers studied up to 10th standard, 25 percent studied up to Intermediate and 5 percent of the mothers were Graduates. Coming to father's educational status 46.6 percent completed school, 16.6 percent Intermediate, 16.6 percent were Graduates and 3.33% were Post Graduates.

The parental occupational status indicated that more than half of the mothers were working. Among these 75 percent were engaged in jobs and 25 percent were housewives. The father's occupational status indicated that 40 percent were in business and 60 percent were job holders.

Coming to the school background all the selected schools were located in Hyderabad city in different zones and were managed by private bodies. All the schools catered to both boys and girls. Schools were running in their own spacious buildings and also had good physical facilities. Strength of the class room ranged from 40 to 45 and the teacher pupil ratio is 1:40. The teacher's educational qualification is good, more than half (53.3%) of the teachers were Graduates, 30 percent were Post Graduates and 16.6 percent were Intermediate pass. All the teachers had higher training experiences.

4.2 DESCRIPTIVE ANALYSIS OF THE VARIABLES UNDER STUDY

This section contains information of scores that are categorised and tabulated in to frequency distribution tables and their interpretations

TABLE - 3

**Frequency Distribution on Dimensions of Intelligence
(N = 120)**

Dimension	IQ Ranges				
	Below 70	70 - 80	81 - 90	91 -100	101 - 110
Verbal IQ	17 (14.1)	68 (56.7)	27 (22.5)	8 (6.7)	-
Performance IQ	8 (6.7)	28 (23.3)	63 (52.5)	21 (17.5)	-
Total IQ	3 (2.5)	64 (53.4)	49 (40.8)	4 (3.3)	-

(Percentages in Parenthesis)

It is clear from the table - 3 that most of the children fell in the below average group on Verbal IQ and Total IQ i.e. 70 percent in Verbal IQ and 55 percent in Total IQ. where as almost half of the children fell i.e. about 52.5 percent in average group in Performance IQ and only 30 percent in below average group. Few children were in average group i.e. about 22.5 in Verbal IQ and 40.8 in Total IQ. Very few children scored above average score i.e. 6.7 percent in Verbal IQ, 17.5 percent in Performance IQ and 3.3. percent in Total IQ.



TABLE - 4

Frequency Distribution of Components of Study Habit Inventory
(N=120)

Dimension (Score range)	Categories of scores obtained								
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44
Comprehension (0-48)	-	-	-	4 (3.4)	20 (16.6)	43 (35.8)	37 (30.8)	15 (12.5)	1 (.83)
Concentration (0-40)	-	-	5 (4.16)	15 (12.5)	39 (32.5)	36 (30)	23 (19.1)	2 (1.66)	-
Task Orientation (0-36)	-	1 (.83)	9 (7.5)	21 (17.5)	55 (45.8)	30 (25)	4 (3.4)	-	-
Sets (0-28)	6 (5)	9 (7.5)	62 (51.6)	38 (31.6)	5 (5)	-	-	-	-
Interactions (0-12)	20 (16.7)	85 (70.8)	5 (12.5)	-	-	-	-	-	-
Drilling (0-12)	6 (5)	78 (65)	36 (30)	-	-	-	-	-	-
Supports (0-12)	41 (34.1)	79 (65.8)	-	-	-	-	-	-	-
Recording (0-8)	25 (20.8)	95 (79.2)	-	-	-	-	-	-	-
Language (0-8)	20 (26.6)	100 (83.4)	-	-	-	-	-	-	-

(Percentages in Parenthesis)

The Table - 4 shows frequency distribution of scores obtained in the component of Study Habits. On the dimension of Comprehension 56 percent of the children scored below average, and remaining 44 percent

were in average group. On the Concentration dimension there were less number of children in average group (49%) than below average (51%) group which shows poor Concentration ability of the children. On the Task Orientation dimension 28 percent of the children were in above average and 72 percent were in average group. In the dimension Sets 12 percent were in below average, 83 percent were in average and 5 percent of children were in above average group. On the dimension of Interaction 71 percent children scored below average scores, 12 percent were in above average and 17 percent were in average. In Drilling dimension 65 percent were in average, 30 percent were in above average and 5 percent were in below average group. In Supports dimension 66 percent were in average and 34 percent were in below average group. In recording 79 percent scored above average and 21 percent scored average. In Language dimension 83 percent were in above average and 17 percent were in average which shows both good recording ability and language ability of the children.

TABLE- 5**Frequency Distribution of Selected Personality Dimensions (N =120)**

Dimension (Score range)	Categories of scores obtained				
	0-3	4-6	7-9	10 -12	13-15
Adaptability (0-14)	3 (2.5)	41 (34.1)	70 (58.4)	6 (5)	-
Creativity (0 - 14)	7 (5.84)	65 (54.17)	48 (40)	-	-
Morality (0-14)	20 (16.7)	45 (37.5)	43 (35.8)	10 (8.3)	2 (1.7)
Competition (0-14)	-	34 (28.4)	53 (44.1)	19 (15.8)	14 (11.7)
Self Control (0-14)	9 (7.5)	28 (23.3)	82 (68.3)	1 (.83)	-
Self Sufficiency (0-14)	-	13 (10.8)	92 (76.7)	15 (12.5)	-
Tension (0-14)	5 (4.1)	20 (16.7)	81 (67.5)	14 (11.7)	-

(Percentages in Parenthesis)

The above table shows different categories of children's scores on selected Personality dimensions. On the Adapability dimension 63.4 percent of the children scored above average and 34.1 percent scored average and only 2.5 percent scored below average. In creativity dimension 40 percent children scored average scores and rest of them scored below average which shows poor Creativity among children. On Morality dimension 54.2 percent

scored below average score, 35.8 percent scored average score and only 10 percent scored above average. On the Competition dimension 44.1 percent scored average, 28.4 percent below average and 27.5 percent above average. On Self Control, Self Sufficiency and Tension dimensions higher number of children had average scores (68.3%, 76.7%, 67.5%) respectively. There was negligible percent (.83%) children in the above average group on Self Control dimension. There was less number of children in above average category for Self Sufficiency (12.5%) and Tension dimension (11.6%).

TABLE- 6

Frequency Distribution of School Contributing Factors (N=120)

Dimension	Categories of Scores Obtained									
	HPS	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-95
Teacher's qualification	12	-	33 (55)	27 (45)	-	-	-	-	-	-
Physical setup	57	-	-	-	-	-	3 (5)	27 (45)	27 (45)	3 (5)
Classroom Organisation	27	-	-	-	10 (16.6)	44 (73.4)	6 (10)	-	-	-
Curriculum and Subject matter	38	-	-	-	-	-	19 (31.7)	40 (66.6)	1 (1.7)	-
Method of Teaching	32	-	-	-	-	3 (5)	38 (63.4)	17 (28.3)	2 (3.3)	-
Co-curricular Activities	28	-	-	7 (11.7)	27 (45)	26 (43.6)	-	-	-	-
Characteristics of teacher	39	-	-	-	-	-	12 (20)	42 (70)	6 (10)	-
Teacher-Student Interaction	41	-	-	-	1 (1.7)	7 (11.6)	14 (23.3)	26 (43.3)	11 (18.4)	1 (1.7)

(percentages in paranthesis)

HPS : Highest Possible score

Table 6 illustrates teacher's perception about contribution of school factors towards child's academic performance. Fifty five percent of teachers had average educational qualification and 45 percent were above average. The Physical setup of the schools indicates that about 95 percent schools had average material resources and only 5 percent of schools had more than average physical facilities.

In the Class room Organization 17 percent schools were in average category and 83 percent schools were in above average category. Curriculum and Subject Matter scored 100% above average scores. In Co-curricular activities 12 percent of schools scored average and 88 percent scored above average. In Teaching Methods 95 percent were in above average category. The dimension of Teacher's Characteristics scored above average (80%) and average scores (20%). The scores of Teacher Student Interaction were average (37%) and above average (63%).

From the above results it can be stated that in School contributing factors Physical Setup, Curriculum and Subject Matter, Class room Organisation, Co-curricular activities and Teaching methods were above average in the schools studied.

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TABLE- 7

Frequency Distribution on Measures of Achievement Motivation, General Anxiety and Locus of Control(N=120)

Dimension	Categories of scores obtained		
	Below 70	Moderate (up to 23)	High (24 above)
Achievement Motivation	3 (2.5)	99 (82.5)	18 (15)
General Anxiety	9 (7.5)	48 (40)	63 (52.5)
Locus of Control	External (0-17)		Internal (17-34)
	12 (10)		108 (90)

(Percentages in Parenthesis)

The above table indicates that 82.5 percent were in moderate Achievement Motivation category, 52.5 percent were in high General Anxiety category and a vast majority were in internal Locus of Control (90%) category.

TABLE-8

**Frequency Distribution of Scores on Family Contributing Factors
(N=120)**

Dimension	categories of scores obtained									
	HPS	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45
Parental Contribution	45	-	-	-	2 (1.7)	1 (.83)	27 (22.5)	52 (43.3)	31 (25.8)	7 (5.8)
Parental asperation and expectations	31	-	-	-	30 (25)	70 (58.3)	20 (16.7)	-	-	-
Sibling relation-ship and assistance of other family members	15	10 (8.4)	17 (14.1)	93 (77.5)	-	-	-	-	-	-
Parental perception	10	14 (11.7)	106 (88.3)	-	-	-	-	-	-	-

(Percentages in Parenthesis)

HPS=Highest possible score

It can be inferred from the table 8 that 97.4 percent of the children perceived above average Parental Contribution and only 2.53 percent perceived average Parental Contribution towards their academic performance. Twenty five percent of the children perceived their parents as average and 75 percent as high in their Aspiration and Expectations towards academics. Coming to the Sibling Relationship and Assistance of other Family Members 8.4 percent of them had low perception, 14.1 percent average and 77.5 percent had high perception with regard to Sibling Assistance and Relationship. With regard to Parental Perception about their children`s academic performance 88 percent of children scored 6-10 range, while the highest possible score is 10. That is children scored high on this dimension.

4.3 MEAN DIFFERENCES IN SCHOLASTIC BACKWARDNESS BASED ON AGE AND GENDER

4.3.1 Comparison of mean scores based on gender differences

The obtained raw scores of different independent variables were analysed using Z test to study the mean differences by gender and age on scholastic backwardness

Table - 9

Comparison of mean scores on dimension of intelligence by Gender (N=120)

Dimension	Boys (n=79)		Girls (n=41)		z Value
	Mean	Standard de	Mean	Standard de	
Verbal IQ	78.285	8.4305	76.844	7.2288	.9772
Performance IQ	87.5081	7.8104	81.359	8.0045	2.0575 *
Total IQ	81.394	5.472	79.101	4.8911	2.3367 *

* P < 0.05

** P < 0.01

It is evident from the table 9 that there was significant difference in two dimensions of IQ i.e. Performance and Total IQ. Boys scored higher than girls in Performance IQ and Total IQ. There was no significant difference found in Verbal IQ.

TABLE -10

Comparison of Mean Scores on Academic Measures based on Gender (N=120)

Dimension	Boys (n=79)		Girls (n=41)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
English	18.203	2.0152	18.463	1.7335	0.7388
Mathematics	17.962	1.5644	18.024	1.5081	.2121
Science	18.013	2.4832	18.701	1.8842	1.7104

* P < 0.05

** P < 0.01

It is evident from table 10 that there was no significant difference in performance of boys and girls in all three subjects.

TABLE -11

Comparison of Mean Scores on Dimensions of Study Habits Based on Gender (N=120)

Dimension	Boys (n=79)		Girls (n=41)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Comprehension	29.519	4.4832	28.244	5.9194	1.2108
Concentration	25.418	5.0955	23.244	5.5081	2.1028*
Tax Orientation	21.544	4.3642	22.439	4.5445	1.0367
Sets	18	3.7107	17.707	4.2026	0.3767
Interaction	7.1139	1.9545	6.2439	2.2224	2.1175*
Drilling	8.0886	2.4971	7.561	2.2366	1.177
Supports	2.6076	1.5394	2.2439	1.4795	1.2595
Recording	6.1266	1.4708	5.5122	1.5186	2.1245*
Language	6.3038	1.4966	6.122	1.5842	0.6176

* P < 0.05

** P < 0.01

Table 11 reveals that there was significant difference between boys and girls in Concentration, Interaction, Recording at 5 percent probability level. Boys scored higher than girls on these dimensions.

TABLE -12

Comparison of Mean Scores on Personality Dimensions based on Gender (N=120)

Dimension	Boys (n=79)		Girls (n=41)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Adaptability	7.038	1.5396	6.5854	1.5965	1.4908
Creativity	6.3038	1.6821	5.6341	1.7714	1.9979*
Morality	5.519	1.7087	6.1707	1.7306	1.965*
Competition	4.2405	1.4954	7.878	1.7492	1.9871*
Self Control	6.5443	1.8243	6.6098	1.8423	0.1871
Self Sufficiency	7.7342	1.4025	7.8293	1.228	0.3839
Tension	7.7595	1.763	7.5366	1.8452	0.6372

* P < 0.05

** P < 0.01

Table 12 indicates significant gender difference in Creativity, Morality and Competition dimensions of personality factors. On the Creativity dimension boys scored higher than girls whereas on Morality and Competition dimensions girls scored higher than boys. It was also found that boys scored higher than girls in Adaptability dimension but this difference was not found to be statistically significant.

TABLE -13

Comparison of Mean Scores on Achievement Motivation, General Anxiety and Locus of Control based on Gender(N=120)

Dimension	Boys (n=79)		Girls (n=41)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Achievement Motivation	21.3544	2.254	20.9512	2.7834	0.8012
General Anxiety	68.329	4.1067	66.707	4.2558	2.0035*
Locus of Control	56.304	3.3717	54.634	4.0728	2.2545*

* P < 0.05

** P < 0.01

It is evident from the table 13 that there was significant gender difference in General Anxiety and Locus of Control between the respondent children. Boys scored higher than girls in General Anxiety and Locus of Control measures.

TABLE -14

Comparison of Mean Scores on Variables of Family Contributing Factors by gender(N=120)

Dimension	Boys (n=79)		Girls (n=41)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Parental Contribution	33.443	4.443	33.390	4.365	0.063
Parental Aspiration & Expectation	22.304	3.073	22.683	2.9448	0.658
Sibling relationship & Assitance of other Family Member	12.544	8.430	12.643	1.8316	0.234
Economic Status	14460.75	8368.90	14000	3939.31	0.408
Parental Perception	7.0127	1.2351	6.928	1.5555	0.3067

* P < 0.05

** P < 0.01

It is evident from the table 14 that both the boys and girls had similar perception about their Family contributing factors since the z-value did not indicate significant difference.

4.3.2. COMPARISON OF MEAN SCORES BASED ON AGE GROUPS

TABLE - 15

Comparison of Mean Scores on Dimensions of Intelligence by Age (N=120)

Dimension	14 years (n=69)		15 Years (n=51)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Verbal IQ	75.56	7.281	83.24	7.651	3.656*
Performance IQ	83.56	8.259	83.24	7.651	0.218
Total IQ	79.56	4.789	82.02	5.825	2.464*

* P < 0.05

** P < 0.01

It can be inferred from the above table that there was significant difference between the two ages in Verbal IQ at 1 percent probability level and Total IQ at 5 percent probability level. Higher age group children scored significantly high scores than low age group in Verbal IQ and Total IQ.

TABLE- 16

Comparison of Mean Scores on Academic measures by Age (N=120)

Dimension	14 years (n=69)		15 Years (n=51)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
English	18.42	1.958	18.11	1.872	0.858
Mathematics	18.05	1.423	17.88	1.692	0.600
Science	18.08	2.530	18.97	1.983	0.931

* P < 0.05

** P < 0.01

It is evident from the table that there was no significant difference between the two age groups but 14 years age group performed better in Mathematics than 15 years age group.

TABLE - 17

Comparison of Mean Scores on Components of Study Habits Inventory by Age (N=120)

Dimension	Boys (n=79)		Girls (n=41)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Comprehension	18.27	1.931	18.04	1.843	0.652
Concentration	18.07	1.396	17.65	1.667	1.439
Task Orientation	18.07	2.688	18.51	1.675	1.102
Sets	21.69	3.835	21.51	3.340	0.279
Interaction	34.14	4.489	27.39	11.57	3.949**
Drilling	22.72	2.994	19.07	7.827	3.165**
Supports	12.78	1.607	10.91	4.385	2.903**
Recording	76.04	7.487	67.31	30.32	2.012*
Language	83.09	7.855	69.97	29.27	3.117**

* P < 0.05

** P < 0.01

It is evident from the table 17 that there was significant difference between two age groups in Interaction, Drilling, Supports, Recording and Language components of Study Habits. 14 years age group children scored higher in all these dimensions than 15 years group children.

TABLE-18

Comparison of Mean Scores on Selected Personality Dimension by Age (N=120)

Dimension	14 years (n=79)		15 years (n=51)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Adaptability	6.956	1.648	6.784	1.640	0.604
Creativity	6.101	1.519	6.039	1.928	0.188
Morality	5.942	1.789	5.470	1.641	1.497
Competition	7.594	1.620	7.274	1.588	1.080
Self Control	6.652	1.764	6.450	1.911	0.598
Self Sufficiency	7.855	1.353	7.647	1.323	0.843
Tension	7.434	1.981	8.019	1.435	1.875

* P < 0.05

** P < 0.01

It is evident from the table that there was no significant difference between the two age groups in all selected personality dimensions. 14 years children scored higher in all selected dimensions of personality except Tension dimension. But difference is not statistically significant.

TABLE- 19

Comparison of Mean Scores on Measures of Achievement Motivation ,General Anxiety and Locus of Control by Age (N=120)

Dimension	14 years (n=79)		15 years (n=51)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Achievement Motivation	79.13	4.779	77.33	20.30	0.619
General Anxiety	22.49	2.893	21.15	5.921	1.482
Locus of Control	55.73	3.767	55.72	3.633	0.020

* P < 0.05

** P < 0.01

It is observed from the table19 that there was no significant difference between the two age groups in their Locus of Control, Achievement Motivation and General Anxiety.

TABLE - 20

Comparison of Mean Scores on Family Contributing Factors by Age (N=120)

Dimension	14 years (n=79)		15 years (n=51)		z Value
	Mean	Standard deviation	Mean	Standard deviation	
Parental Contribution	33.62	4.084	33.15	4.738	0.566
Parental Aspiration and expectation	22.53	2.997	22.29	3.080	0.430
Sibling relationship and assistance of other family members	12.65	1.713	12.33	1.785	0.984
Economic status	14518.84	8820.73	14011.76	3997.97	0.4224

* P < 0.05

** P < 0.01

It is observed from the Table 20 that there was no significant difference between the two age groups in their perception about their family contributing factors.

4.4. RELATIONSHIP OF SELECTED VARIABLES WITH SCHOLASTIC BACKWARDNESS.

To find out the relationship between different independent variables with Scholastic Backwardness correlation analysis was used. The results obtained are presented in the following tables

TABLE- 21

Correlation between the Dimensions of Intelligence and Scholastic Backwardness(N=120)

Dimension	English	Mathematics	Science
Verbal IQ	-.1748	-.2564**	-.0855
Performance IQ	-.2903*	0.245*	-.1383
Total IQ	.0860	-.1746	-.1679

* P < 0.05

** P < 0.01

Table 21 shows correlation between the three dimensions of Intelligence and Scholastic Backwardness. It can be interpreted from the table that there was highly significant negative correlation between Verbal IQ and Mathematics marks, significant negative correlation between Performance IQ and English marks and significant positive correlation between Performance IQ and Mathematics marks. None of the IQ variables were significant for performance in Science.

TABLE-22

Correlation Between Dimensions of Study Habits and Scholastic Backwardness (N=120)

Dimension	English	Mathematics	Science
Comprehension	-.0678	-.1268	-.0863
Concentration	-.0227	.1258	-.0615
Task Orientation	-.0195	-.0645	.0185
Sets	.0141	-.0398	-.0169
Interaction	.0251	-.0655	.0312
Drilling	-.0612	.0584	.1937*
Supports	-.1262	-0.2439**	-.1467
Recording	.0253	.0329	.0285
Language	-.1019	-.0054	-.0268

* P < 0.05

** P < 0.01

Table 22 shows highly significant negative correlation of Supports dimension with Mathematics, significant positive correlation of Drilling dimension with Science. There was no significant correlation between any dimension of Study Habits with English. Most of the study habits were not significantly correlated with marks in the three subjects.

TABLE- 23

Correlation Between Selected Dimensions of Personality and Scholastic Backwardness(N=120)

Dimension	English	Mathematics	Science
Adaptability	0.0589	-0.0182	-0.0800
Creativity	0.0980	0.1368	0.1348
Morality	-0.0346	-0.0570	0.1060
Competition	0.0030	0.0277	0.0517
Self Control	0.0244	0.0303	0.1296
Self Sufficiency	-0.0125	0.0144	-0.0760
Tension	0.0368	-0.0783	-0.0458

* P < 0.05

** P < 0.01

From the above table it can be inferred that personality dimensions were not found to be related to marks in English, Mathematics and Science.

TABLE-24

Correlation Between Measures of Achievement Motivation, General Anxiety, Locus of Control and Scholastic Backwardness(N=120)

Dimension	English	Mathematics	Science
Achievement Motivation	-.0422	-.0393	.1272
General Anxiety	-.0043	-.0795	-.0966
Locus of control	-.0819	.1408	-.0867

* P < 0.05

** P < 0.01

Achievement Motivation, General Anxiety and Locus of Control were not found to be significantly related to marks in the three subjects.

TABLE - 25

Correlation Between Family Contributing Factors and Scholastic Backwardness(N=120)

Dimension	English	Mathematics	Science
Parental Contribution	-.1366	-.0475	-.0603
Parental Aspiration and expectations	0.415	.0170	.0600
Sibling relationship and assistance of other family members	-.0479	.1691	-.1365
Economic status	.0527	-0.0791	-.5554**

* P < 0.05

** P < 0.01

The above table shows that among the Family contributing factors only Economic status was significantly related to marks in Science. Economic status had significant high negative correlation with Scholastic Backwardness with regard to Science. That is as economic status increased marks in Science reduced.

TABLE -26

Correlation Between School Factors and Scholastic Backwardness(N=120)

Dimension	English	Mathematics	Science
Teacher's qualification	0.1106	-0.0149	0.1163
Physical Set up	-0.0123	-0.0980	0.1161
Class Room Organisation	-0.1350	-0.1629	0.0378
Curriculum and Subject Matter	0.1049	0.0631	0.0781
Method of teaching	0.0369	-0.0783	-0.0458
Teachers evaluation and Reinforcement	-0.1043	-0.0979	0.0039
Co-Curricular activities	0.0478	0.2576**	0.2255*
Characterstics of Teacher	0.0915	-0.1453	0.1027
Teacher Student Interation	0.0604	-0.2029*	-0.1688

* P < 0.05

** P < 0.01

The above table illustrates that among school factors, Teacher Student Interaction had shown significant negative correlation with performance in Mathematics. Co-curricular activities were significantly related to Mathematics and Science.

TABLE - 27

Regression Analysis of Independent Variable with respect to Performance in Mathematics(N=120)

Variable	b	SE	T-value	r ²
Verbal IQ	-0.3659	0.0174	-2.092*	0.0657
Performance IQ	0.0053	0.0172	0.312	0.0005
Drilling	0.2639	0.0572	0.461	0.0042
Supports	0.2170	0.0892	-2.431*	0.0340
Parental Perception	0.1542	0.1028	1.499	0.0346
Economic Status	-0.6144	1.960	-0.082	0.0062
Co-Curricular Activities	0.0669	0.0540	1.240	0.0663
Teacher-Student Interaction	-0.0251	0.3386	-0.741	0.0411

$$R^2 = .17846 \quad F_{cal} = 3.0140$$

Table 27 Shows regression analysis of 8 variables with performance in Mathematics. Verbal IQ, Supports had significant high negative contribution towards performance in Mathematics. Parental Perception and Co-curricular activities had positive contribution towards performance in Mathematics and Supports had highest negative contribution followed by Verbal IQ. The overall R² was not significant, indicating that the 8 variables did not significantly contribute to the marks in this subject

TABLE-28

Regression Analysis of Independent Variables with respect to Performance in English (N = 120)

Variable	b	SE	T-value	r ²
Verbal IQ	-0.0414	0.0222	-1.862	0.0305
Performance IQ	0.0632	0.0219	2.883**	0.0842
Drilling	0.0346	0.0728	-0.476	0.0037
Supports	-0.1496	0.1135	-1.813	0.0159
Parental Perception	-0.1496	0.1308	-1.143	0.0053
Economic Status	1.917	2.493	0.769	0.0027
Co-Curricular Activities	0.0143	0.0687	0.208	0.0022
Teacher-Student Interaction	-0.2273	0.0430	0.528	0.003

$$R^2 = .14589 \quad F_{cal} = 2.36989$$

Table 28 Shows that Performance IQ had significant high positive contribution to performance in English, whereas Verbal IQ, Supports, Parental Perception, Drilling had negatively contributed towards performance in English. Verbal IQ had highest negative contribution followed by Supports and Parental Perception towards performance in English. The overall R^2 was not significant, indicating that the 8 variables did not significantly contribute to the marks in this subject.

TABLE -29

Regression Analysis of Independent Variables with respect to Performance in Science(N = 120)

Variable	b	SE	T-value	r ²
Verbal IQ	0.0089	0.0233	0.384	0.0073
Performance IQ	-0.0164	0.0230	-0.713	0.0191
Drilling	0.0980	0.0765	1.281	0.0375
Supports	-0.0652	0.1193	-0.546	0.0215
Parental Perception	0.1014	0.1376	0.737	0.0001
Economic Status	1.650	2.622	-6.296*	0.3085
Co-Curricular Activities	0.1023	0.0722	1.416	0.0508
Teacher-Student Interaction	-0.0097	0.0452	-0.216	0.0284

$$R^2 = .34912 \quad F_{cal} = 7.44240$$

Table 29 shows contribution of 8 variables to performance in Science. Economic status showed highly negative contribution towards performance in Science. Co-curricular activities and Drilling had positive contribution towards performance in Science. The overall R² was not significant indicating that the 8 variables did not significantly contribute to the marks in Science subject.

DISCUSSIONS

CHAPTER V

DISCUSSION

This chapter deals with detailed discussion about results presented in previous chapter under following heads.

- 5.1. PROFILE OF THE RESPONDENTS**
- 5.2. DESCRIPTIVE ANALYSIS OF VARIABLES UNDER STUDY**
- 5.3. MEAN DIFFERENCES IN SCHOLASTIC BACKWARDNESS
BASED ON AGE AND GENDER**
- 5.4. RELATIONSHIP OF SELECTED VARIABLES WITH
SCHOLASTIC BACKWARDNESS**
- 5.1 PROFILE OF THE RESPONDENTS**

The family size to a certain extent determines the distribution of materials and financial resources of the family. All the respondents were financially secure as they were all from middle to upper middle class families. Involvement of parents determines the educational attainment of their children. When the size of the family increases, the facilities available decreases and also the parents can not give enough time and attention to their children. The present study revealed that low achievers had large family size which leads to Scholastic Backwardness.

Educated mothers have knowledge of how one can progress through the educational system and they will be more effectively involved in the school career of the child. They are more likely to take action when necessary to manage their child's Academic Achievement. Maternal education would have a tremendous effect on child's scholastic success. In this study more than half of the mothers of the respondents had low educational status. Therefore mothers were not able to involve themselves in the academic work of the child. So from this study it could be concluded that low education of mother was associated with child's Scholastic Backwardness. The findings are in conformity with the findings of Stevenson and Baker (1987) who stated low maternal education as a factor leading to poor performance.

Physical facilities like separate room, undisturbed environment provides a congenial atmosphere to study. In the present study it was found that respondents had low physical facilities. Therefore it can be concluded that low facilities lead to Scholastic Backwardness. Children spend more of their precious and active time in schools. The influence of class - room environment on academic performance of children would therefore be very important. It was observed in the study that for majority schools the class strength was 40-45. So that teachers were not able to concentrate on all which resulted in lack of individual attention and children were prone to Scholastic Backwardness. The findings are in conformity with findings of Uma Devi and Radhakrishna (1996) who had attributed high teacher pupil

ratio and poor techniques of teaching as factors leading to poor performance. From the study it was observed that all children had good physical facilities in school except for play ground and all the school related variables were positively related to academic performance. Even though teacher's educational qualification is good and they possessed good experience it did not have significant effect on the student's scholastic performance. This finding is supported by Mathula (1986) who stated that higher qualification and more administrative experience of heads had no significant effect on child's scholastic performance.

5.2. DESCRIPTIVE ANALYSIS OF VARIABLES UNDER STUDY

It can be described from the results that 70.8 percent of the children in Verbal IQ, 30 percent in Performance IQ and 56 percent in Total IQ were in below average group, 22.5 percent in Verbal IQ, 52.5 percent in Performance IQ and 40.8 percent in Total IQ were in average group and 6.7 percent in Verbal IQ, 17.5 percent in Performance and only 3.3 percent in Total IQ scored in above average group. From this it can be stated that poor intelligence is one of the leading factors of Scholastic Backwardness. As almost all selected children were below average in intelligence and they had scored low marks.

Study Habits play a major role in the scholastic performance. In the present study different components of Study Habits like Comprehension, Task Orientation, Concentration, Interaction, Drilling, Supports, Recording and Language were studied. It was observed from the table 4 that the poor

scores in Comprehension and Concentration led to Scholastic Backwardness. When students do not concentrate on studies, they will not be able to learn and understand the subject quickly. As a result it affects their success at school and it was also seen that Scholastically Backward children had poor interaction with friends, parents and teachers which affects their academic performance. From the above discussion it was concluded that poor Study Habits led to Scholastic Backwardness. These results can be strengthened from findings of Katyal and Bindra (1995).

It was observed from the frequency distribution (Table - 5) that majority of the respondents scored low on Creativity, Morality and scored more in Tension dimension therefore it could be concluded from the study that low achievers had less Creativity, low Morality and high Tension which led to Scholastic Backwardness. These results are supported by Panda (1991) and Pathak and Verma (1995) who reported that low achievers had less creativity and become tensed for small things.

Coming to the school contributing factors, inspite of good Physical facilities, Teachers characteristics, Co-curricular activities, Curriculum and Subject matter, students were performing low which could be due to less Teacher - Student Interaction. Decreased Teacher- Student Interaction led to increase the Scholastic Backwardness or lower performance in class. On the other hand class room organisation seemed to be comparatively less consistent as some of the students viewed their classes as crowded, noisy and susceptible to out side disturbances.

Table - 7 shows that personality factors like low Achievement Motivation and high General Anxiety causes Scholastic Backwardness. These results can be strengthened from findings of Singh (1988) , Asthana (1993) and Katyal and Bindra (1993) who found positive correlation between Anxiety and Scholastic Backwardness. It was also found that Scholastically Backward children had Internally oriented Locus of Control.

With regard to Family contributing factors it can be described from the results that high Parental Expectations and Aspirations led to Scholastic Backwardness. It may be due to the fact that high Parental Expectations and Aspirations may lead to high psychological demand on children. When children are not able to fulfill the demands it leads to inferiority complex and guilt feelings which in turn lead to lower performance in class.

5.3. MEAN DIFFERENCE IN SCHOLASTIC BACKWARDNESS BASED ON AGE AND GENDER

Table - 9 illustrates significant gender differences found between boys and girls with regard to IQ. The mean scores of boys were better than girls on Performance IQ and Total IQ. Therefore a significant gender difference in Scholastic Backwardness was found between boys and girls.

It is found from the Table - 10 that boys scored better when compared to girls on dimensions of school subjects (English and Science) where as girls scored better in Mathematics. These findings are supported

by Radha Mohan (1998) who found that male students show better academic performance than female students. Similarly Gupta, Sharma, and Singh (1999) reported that girls scored higher in Mathematics than boys.

Table - 11 indicated significant gender differences in some dimensions of study habits. These were Concentration, Interaction and Recording. Boys scored significantly higher mean scores on all these three dimensions. Where as girls scored high in Task Orientation. Less mean scores in the dimension of Task Orientation in case of boys and less mean scores in the dimension of Concentration, Interaction and Recording in case of girls led to Scholastic Backwardness. Therefore a significant difference was found in Scholastic Backwardness between boys and girls.

Table - 12 showed significant difference between boys and girls only in Creativity, Morality and Competition dimensions among all selected personality dimensions. Boys scored higher in Creativity dimension and Girls scored higher in Morality and Competition dimensions.

Table - 13 indicated that boys and girls showed significant difference in General Anxiety and Locus of Control dimensions. Both General Anxiety and Locus of Control dimensions were higher in the case of boys. No gender differences found in the case of Achievement Motivation. Tripathi (1989), Suman and Umapathy (1997) and Bharsakle and Srivastava (1986) too found that boys showed high General Anxiety than girls.

Table - 14 reveals no significant difference between boys and girls on dimensions of Family factors. Hence it can be concluded that gender

does not play any role in the case of Family factors as cause of Scholastic Backwardness.

It is obvious from table - 15 that the two age groups differed significantly in their intelligence. Higher age group children scored significantly higher scores than lower age group.

Table - 16 reported that 15 years age group scored higher in Mathematics than 14 years age group. No significant difference was found in the two age groups in performance in English and Science. This indicates that scoring marks in Mathematics is related to age factor.

It is evident from table - 17 that there was highly significant difference between two age groups in Interaction, Drilling, Supports, Recording and Language components of study habits. Lower age group children scored higher in all these dimensions.

Table -18 indicated no significant difference between two age groups but lower age group children scored higher in all selected dimensions of personality except Tension dimension. Higher age group children scored higher in Tension dimension.

It is obvious from the table -19 that there was no significant difference between the two age groups in their Achievement Motivation, General Anxiety and Locus of Control.

Table - 20 shows that children of both the age groups perceived nearly equal Parental Contribution, Aspiration and Expectations, Sibling relationship and Assistance of other family members.

5.4. RELATIONSHIP OF SELECTED VARIABLES WITH SCHOLASTIC BACKWARDNESS

5.4.1. Correlation of variables with performance in English.

It is obvious from the findings that marks in English were negatively correlated with Performance IQ. These results give the inference that higher performance scores coincided with low scores on English Language.

5.4.2. Correlation of variables with performance in Mathematics.

It is inferred from the results that marks in Mathematics were significantly negatively correlated with Verbal IQ. Regarding the effect of Study Habits dimensions on Scholastics Backwardness, it is quite clear from the results that only Supports dimension had high significant negative correlation with performance in Mathematics. Teacher-Student Interaction of School factors had negative correlation with Mathematics. Only Co-curricular activities is positively correlated with performance in Mathematics. i.e. in spite of good supports, children fared poorly in Mathematics.

5.4.3. Correlation of variables with performance in Science.

From the results it can be inferred that there was high negative significant correlation between performance in Science subject with Economic Status. Lower economic status increases failure in Science. Drilling and Co-curricular activities were positively correlated with performance in Science.

5.4.4. Relative contribution of the related variables with performance in Mathematics.

It is clear from the regression table that Verbal IQ and Supports had significant negative contribution towards performance in Mathematics. Where as performance IQ, Drilling, Parental Perception and Co-curricular activities had positive contribution towards performance in Mathematics. But these are not statistically significant. Supports had highest negative contribution followed by Verbal IQ. Among family contributing factors Parental Perception had highest positive contribution towards performance in Mathematics.

5.4.5. Relative contribution of the related variables with performance in English.

The regression analysis indicates that only performance IQ had significantly positive contribution towards performance in English. Where as Verbal IQ, Supports and Drilling had negatively contributed towards performance in English. Verbal IQ had highest negative contribution. Decreases in Verbal IQ surprisingly increased marks in English.

5.4.6. Relative contribution of the related variables with performance in Science.

From the regression analysis it can be concluded that only Economic Status had high negative contribution to performance in Science and Co-curricular activities and Drilling had positive contribution towards performance in Science.

Larger number of children with Scholastic Backwardness came from family of large size and low levels of mother's education. All the respondents were from middle to upper middle income group. All the schools had good infrastructure, good teaching methods, curriculum and subject matter but due to outside disturbances and class strength teachers could not concentrate on all, which resulted on lack of individual attention which in turn led to Scholastic Backwardness. The IQ levels of the children were below average. Among study habits children scored low in Comprehension, Concentration and Interaction. From this it can be concluded that poor Study Habits was one of the major factors responsible for Scholastic Backwardness. Personality factors like less Creativity, Morality and high Tension of the respondents led to lower performance in class. Low Achievement Motivation and high General Anxiety caused Scholastic Backwardness. With regard to intelligence boys scored higher than girls. In Study Habits scores of boys were high in dimensions of Concentration, Interaction and Recording where as girls scored high in Task Orientation. With regard to selected personality dimensions, boys' scores were higher in dimensions of Creativity and Adaptability where as girls' scores were higher in Morality and Competition dimensions. Boys' scores were higher in General Anxiety and Locus of Control dimension.

When the mean differences of two age groups were compared higher age group children scored significantly high in Intelligence. Lower age group children scored higher in Mathematics subject, Drilling, Supports, Recording

and Language dimensions and higher age group children scored higher in Tension dimension. Verbal IQ, Supports, Parental Perception and Teacher Student Interaction had negative correlation with performance in Mathematics, performance IQ positively correlated with performance in English and Economic status had negative correlation with Performance in Science.

These results indicated that both intellectual and non-intellectual factors were found to be leading to Scholastic Backwardness of private school children.

**SUMMARY
AND
CONCLUSIONS**

CHAPTER VI

SUMMARY AND CONCLUSIONS

Human excellence and the measure of achievement are two vital aspects of education. Education consists of preparing young people not only as adults but also to be different adults with differing roles, status and power. Now a days academic success has become the sole yardstick of self - worth and success and where students are made to feel unworthy and guilty for performing badly.

One of the developmental tasks of the adolescents is selecting and preparing for occupation and assurance of economic independence. In modern society the best way of fulfilling the task is doing well at school. But due to some factors children are performing badly at school. The present investigation focuses on identifying different factors leading to Scholastic Backwardness of private school children. So that it will help in necessary improvement in needy areas. Objectives of present investigation are:

GENERAL OBJECTIVE

To study the factors leading to Scholastic Backwardness among IX and X grade children studying in selected private schools in Hyderabad city of Andhra Pradesh.

SPECIFIC OBJECTIVES

1. To study the Family factors leading to Scholastic Backwardness.
2. To study the School factors leading to Scholastic Backwardness.
3. To study the Personality factors leading to Scholastic Backwardness.

4. To study the relative contribution of different factors in child's Scholastic Backwardness.
5. To study the age and gender differences if any in the factors leading to Scholastic Backwardness.

The Total sample of the study comprised of 120 children of IX and X grades from six zones of Hyderabad city purposively drawn, keeping their Scholastic Backwardness as a criteria from the private high schools of Hyderabad city, Andhra Pradesh. Devices used for data collection were Malin's Intelligence Scale for Indian children, Study Habit Inventory, Selected subscales of Multidimensional Assessment of Personality series Form - T, Achievement Motivation Scale, General Anxiety Scale for children, Locus of Control Scale and Interview Schedule for the child, Questionnaires for the teachers and the parents. The collected data were scored, coded, tabulated, analysed and interpreted using appropriate statistical procedures.

MAJOR FINDINGS OF THE STUDY.

1. In the family demographic factors, Joint family and poor parental education, specifically that of the mother led to Scholastic Backwardness . Parental occupation and income did not show any effect on Scholastic Backwardness of the children.
2. Among School Factors poor Teacher Student Interaction led to children's Scholastic Backwardness.

3. There were more number of boys than girls among low academic achievers.
4. Almost all the children were below average in intelligence according to the MISIC average scores.
5. Among the Study Habits, low scores on Comprehension, Interaction Concentration and Supports led to Scholastic Backwardness in children.
6. In selected personality factors low scores on Morality and low Creativity and high scores on Tension led to Scholastic Backwardness.
7. Low achievers were moderate on Achievement Motivation and high in General Anxiety and Internally Oriented on locus of control measures.
8. Boys and girls differed significantly on dimensions of Intelligence. Girls scored higher in Performance IQ and boys scored higher in Total IQ.
9. Boys and girls differed significantly on some dimensions of Study Habits. Boys scored high on Concentration, Interaction and Recording dimensions.
10. Girls scored significantly high scores in Morality and Competition dimensions of Personality and boys scored high in Creativity dimension. In other personality factors there was no significant difference between boys and girls.

3. There were more number of boys than girls among low academic achievers.
4. Almost all the children were below average in intelligence according to the MISIC average scores.
5. Among the Study Habits, low scores on Comprehension, Interaction Concentration and Supports led to Scholastic Backwardness in children.
6. In selected personality factors low scores on Morality and low Creativity and high scores on Tension led to Scholastic Backwardness.
7. Low achievers were moderate on Achievement Motivation and high in General Anxiety and Internally Oriented on locus of control measures.
8. Boys and girls differed significantly on dimensions of Intelligence. Girls scored higher in Performance IQ and boys scored higher in Total IQ.
9. Boys and girls differed significantly on some dimensions of Study Habits. Boys scored high on Concentration, Interaction and Recording dimensions.
10. Girls scored significantly high scores in Morality and Competition dimensions of Personality and boys scored high in Creativity dimension. In other personality factors there was no significant difference between boys and girls.

11. There was significant gender differences found between boys and girls. Boys scored high on General Anxiety and Locus of Control dimensions.
12. Boys and girls both were similar in their perceptions about family contributing factors.
13. Higher age group children scored higher scores on Intelligence than lower age group.
14. There was no significant difference between the two age groups in their performance in English, Mathematics and Science.
15. Boys scored significantly high on interaction,Drilling, Supports, Recording and Language dimensions of Study Habits.
16. Two age groups did not differ significantly in selected personality dimensions.
17. There was no significant age differences in the measures of Achievement Motivation, General Anxiety and Locus of Control.
18. Children from both the age groups perceived similar kind of Parental Contribution, Aspiration and Expectations and Sibling Assistance.
19. Verbal IQ, Supports, Parental Perception and Teacher- Student Interaction had highly negative correlation with performance in Mathematics.
20. Among all the school related variables Co-Curricular activities had positive correlation with performance in Mathematics.

21. Performance IQ had negative correlation with performance in English.
22. Drilling and Co-curricular activities were positively correlated with performance in Science where as Economic Status negatively correlated with performance in science.
23. Regression analysis of independent variables with dependent variable showed that Verbal IQ and Supports had highest negative contribution towards performance in Mathematics. Performance IQ had high positive contribution towards Performance in English and Economic Status had high negative contribution towards performance in Science.

Educational implications

1. As the study aimed at schools it would be helpful in determining the negative factors that lead to the Scholastic Backwardness of school children. It also helps in tracing out negative factors that degrade the progress of education in the private schools. So the effort can be made to strengthen the positive factors and reduce the negative factors for improving education system in private schools.
2. This study provides awareness to the parents, teachers, researches, and policy makers about the factors which make positive and negative contribution towards Scholastic Backwardness. So that it will help in planning special programmes and to concentrate more on the factors that lead to low academic performance thereby improving upon the factors for better education especially in private schools.

Suggestions for further research

1. The same study can be conducted on a large sample including more number of schools with more independent variables which could be relevant for Scholastic Backwardness.
2. The study can be extended to rural children since education among rural children too is very poor.
3. The downward extension of the study can be taken up to study the primary and upper primary children's Scholastic Backwardness.
4. Children from government schools,unaided and aided schools can be studied.

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LITERATURE CITED

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APPENDICES

APPENDIX – A

INTERVIEWS SCHEDULE FOR THE CHILD ABOUT THE FAMILY CONTRIBUTING FACTORS

GENERAL INFORMATION

Name of the child :
Age :
Address :
Name of the Parent : Father Mother
Educational status :
Occupation :
Annual Income :
Type of the Family :
Family size :
Number of Siblings : Male Joint/Nuclear Female
Educational status of the sibling :
Name of the school where the Respondent is studying :
The class in which the Respondent is studying :

I. PARENTAL CONTRIBUTION

1. Do your parent buy all the required materials for studies. []
a) Most of them b) Some important materials only
c) Few only d) None at all
2. Do they strictly enforce study timings []
a) Yes, always b) Sometimes only c) Rarely d) Never
3. Do they guide and assist you when you ask for help. []
a) Always b) Many times c) Some times d) Rarely
4. Do they make provisions for tuition? []
a) Always b) Many times c) Some times d) Rarely e) Never
5. Do they monitor your own chosen study hours? []
a) Always b) Many times c) Some times d) Rarely

Note : Write one of the following four options for the questions below.
a) Always b) Some times c) Rarely d) None

6. What type of atmosphere do your parents create for your studies? []
- i) Do they make provisions for separate reading room?
 - ii) Do they provide writing and reading tables for your study?
 - iii) Do they provide sufficient lighting arrangements for your study?
 - iv) Do they maintain quite atmosphere for your study?
 - v) Do they remove cable T.V. or reduce the timings of watching T.V. that hampers or disturbs your study?
 - vi) Do they provide special food and diet while you are studying for a long time?

II. PARENTAL ASPIRATIONS AND EXPECTATIONS

1. Which mark your parents expect from you? []
- a) I-II b) III-V c) V-X d) Do not bother about the rank
2. If you get I – III rank your parents will []
- a) give material reward to you
 - b) express their satisfaction verbally
 - c) compare with the higher rank holders and scold you to get still better rank.
3. If you express your future educational plans, your parents will []
- a) encourage you by explaining the means to achieve it
 - b) encourage sometimes
 - c) insist you to do something that they want you to become
 - d) neither encourage nor insist
4. Whose help do you receive more in your studies? []
- a) Mother/ Father/ Siblings b) Both parents
 - c) All of them d) None
5. If you can not understand any subject regarding studies, your parents will []
- a) make you to understand immediately
 - b) ask your elder siblings to make you to understand
 - c) not help in any way
6. If you do a mistake regarding Academic work, your parents will []
- a) punish you immediately
 - b) scold you
 - c) do not care
 - d) explain and make you to realise the mistake
7. If you want to do combined studies with your friends, your parents will []
- a) allow you to do always
 - b) allow you to do sometimes
 - c) allow you to do occasionally
 - d) never allow
8. Do your parents contact with teachers from time to time regarding your

Academic success / failure []
 a) Yes, always b) Sometimes only c) Rarely d) Never

III. SIBLING RELATIONSHIP AND ASSISTANCE OF OTHER FAMILY MEMBERS

1. Do your siblings help/ guide/ assist you in your studies? []
 a) Yes, always b) Sometimes c) Rarely d) Never

2. Do your siblings encourage you when you express your future plans to them? []
 a) Yes, always b) Sometimes c) Rarely d) Do not care at all

3. Does your sibling's good rank in studies helps you as a motivating factor for your studies? []
 a) Yes, always b) Sometimes c) Rarely d) Do not affect at all

4. Do you consider any other family member playing prominent role in your studies other than your parents and siblings? []
 a) Yes b) Perhaps c) No

If yes, Who are they? a) b) c)

How they are helping / guiding?
 a)
 b)
 c)

APPENDIX - B

QUESTIONNAIRE FOR THE TEACHER

GENERAL INFORMATION

- a) Name of the class teacher :
- b) The class to which she is class teacher :
- c) Name of the school :
For boys only / For girls only
- d) Type of management :
- e) Year of establishment :
- f) Academic year :
- g) School working hours :
- h) Type of building : old / New (or)
Owned/Rented/Donated
- i) Class in which the child is studying :
- j) Teacher-Pupil ratio :
- k) Class strength : Boys : ___ Girls : ___ Total : ___

A. QUALIFICATION OF THE TEACHER

- I. 1. Teacher's educational qualification: PG/Degree/Intermediate/SSC
 2. Teacher's training : M.Ed./B.Ed./TTC/Untrained
 3. Teacher's educational experience: 10 yrs / 5-10 yrs / 2-5 yrs / 2 yrs /
 less than 2 yrs.
- II. Subjects taught by the teacher : a) b)
 c) d)

B. PHYSICAL SET UP

1. Size of the class room in Sq.ft :
 2. Number of doors / windows :

Note : Write one of the following three options against each column from 3 to 10 (a) Good (b) Fair (c) Poor

3. Class room ventilation []
4. Class room privacy []
5. Water and electricity facilities []
6. Is the class free from outside distractions? []
7. Sufficient toilet facilities []
8. Basic health and transport []
9. Adequate library facilities []
10. Laboratory facilities for practicals []
11. General appearance of the class room is []
- a) Spacious b) Congested c) Normal
12. The furniture used in the class room is []
- a) Desks and chairs b) Benches
- c) Mats and carpets d) Floor
13. Do you think class room equipment is sufficient and suitable to the children []
- a) Yes b) Perhaps
- b) No
14. Do you consider that indoor and outdoor space is adequate to the children? []
- c) Yes b) Perhaps
- d) No
15. Tick the teaching materials used in the class []
- a) Black board b) Flannel board
- c) Bulletin board d) Maps, Charts and Posters
- e) Models f) Specimens
- g) Flash cards and Picture books h) Any other
16. Tick the material used by the student []
- a) Note books b) Text books
- c) Workbooks d) Drawing books
- e) Papers f) Maps

g) Models

h) Lab equipment

i) Computers

j) Any other

17. Name the type of play equipment present in the school []

a)

b)

b)

d)

e)

f)

18. Do you think that the play equipment is sufficient and suitable to the age groups of children. []

a) Yes

b) Perhaps

c) No

C. CLASS ROOM ORGANISATION

1. What type of seating arrangement is followed in the classroom? []

a) students facing the teacher in rows

b) seated in small groups

c) semi-circular seating arrangement

Note : Write one of the following four options for the questions 2 to 7

[a] Always

[b] Sometimes

[c] Rarely

[d] Never

2. Are dull students given separate seats?

3. Are children allowed to choose their own seats?

4. Are children allowed to take and use the equipment freely?

5. Are children allowed to consult each other during the class?

6. Are children given responsibilities in maintaining the class room order?

7. Are children divided into groups for class work and co-curricular activities?

D. CURRICULUM AND SUBJECT MATTER

Note : Write one of the following three options for the questions 1 to 11

[a] Yes, always

[b] Sometimes

[c] No, never

1. Do you follow the general prescribed syllabus? []
2. Do you divide syllabus into convenient smaller units? []
3. Do you arrange subject matter in the order of difficulty so that student understands it better? []
4. Do you continue with the same lesson until all the students learn it? []
5. Do you pay special attention to dull students while teaching? []
6. Do you continue yourself to the information given in the textbooks? []
7. Do you omit subject matter if you feel it will not be understood by the student? []
8. Do you pay attention to each student with special interest? []
9. Do you allow children to work longer on a particular subject if they show special interest? []
10. Do you change activity when children become restless or disinterested? []
11. Does your curriculum include field trips and field-visits, if necessary? []
12. How frequently do you give homework? []
a) Daily b) Weekly c) Twice a week d) Monthly e) None at all

E. METHOD OF TEACHING AND TEACHER'S EVALUATION AND REINFORCEMENT

1. Teaching method followed by you? []
a) Discussion b) Lecture cum Demonstration
c) Question-answer panel d) Reading from text
2. How frequently do you conduct exams/tests? []
a) Weekly b) Fortnightly
c) Monthly d) Term-wise
d) Annually

Note : Write one of the following four options for the questions 3 to 8

[a] Always [b] Sometimes [c] Rarely [d] Never

3. Do you use audio-visual aids during teaching? []
4. Do you evaluate the classwork of the students regularly? []
5. Do you use written appreciation? []
6. Do you use verbal reinforcement? []

7. Will you announce / give prizes for good rankers? []
8. Do you maintain charts for students indicating the number of stars, black marks etc. that each requires? []
9. What type of following punishment do you find for children with poor work? []
- Repeat the same work until they learn
 - Gives a blackmark
 - Beat or shout
 - Exempt them from play activities
 - Give them additional home work
 - Ignore

F. CO – CURRICULAR ACTIVITIES

1. How important do you consider are co-curricular activities []
- Very
 - Quite
 - Not very
 - Not at all important
2. What are the types of co-curricular activities that you take up for the students? []
- In-door games
 - Out-door games
 - Drama and Drawings
 - Music and poetry
 - Creative arts
 - Field trips and excursions
 - Any other
 - Not interested in co-curricular activities at all.
3. Approximately how much time is allowed for co-curricular activities in a day? []
- 1 hr
 - 2 hrs
 - 3-4 hrs
 - More than 4 hrs
4. Do you relate the core subject matter with co-curricular activities? []
- Yes, always
 - Sometimes
 - Rarely
 - Never
5. Do you insist that all children participate in co-curricular activities []
- Yes, always
 - Sometimes
 - Rarely
 - Never
6. Do you conduct competitions and give rewards for good performances? []
- Yes, always
 - Sometimes
 - Rarely
 - Never

G. CHARACTERISTICS OF TEACHER (OBSERVATION)

Note : Write one of the following three options against each column from 1 to 13

1. Knows the subject matter well and presents he information in an organised manner []

2. Prepares and implements teaching plan []
3. Enthusiastic and interesting while delivering the information in an organised manner []
4. Speaks so loud so that all children can hear []
5. Is fluent in delivering speech []
6. Clear in pronunciation []
7. Explains the subject matter thoroughly until maximum number of students understand []
8. Reaches the students level while explaining the subject []
9. Encourages learners participation in the learning situation []
10. Skilful in use of teaching material and equipment []
11. Democratic in his/her leadership []
12. Friendly, courteous while talking to students []
13. Very informative, gives additional information over and above the textural information []

H. TEACHER – STUDENT INTERACTION (OBSERVATION)

1. Specify the time you spend in explaining the lessons to the students, in a day. []
a) 1-3 hrs b) 3-4 hrs c) 4-5 hrs d) More than 5 hrs

Note : Write one of the following three options against for the questions 2 to 10.
[a] Always [b] Sometimes [c] Rarely [d] Never

2. Are children allowed to ask questions when subject is being explained to them? []
3. Are children allowed to give information or express their opinions when teaching is going on? []
4. Are children's Academic problems are found out and attempted to solve? []
5. Does the teacher listen to children when they come to express their ideas? []
6. Are children's ideas accepted if they are worth while? []

7. Are children given choice to select their own activity once in a while? []
8. Are questions asked about the subject matter? []
9. Are children given guidelines or directions during a particular activity? []
10. Does the teacher laugh or joke with children when such situations arise? []
11. When noise and confusion occurs in class what does the teacher do? []
- a) Shout at them b) Changes the activity
- c) Send them out d) Ignore

APPENDIX – C
STUDY HABIT INVENTORY

NOTE: Write one of the following five options against each column from 1 to 49.

a) Always b) Frequently c) Sometimes d) Rarely e) Never

- | | | |
|---|---|---|
| 1. I read the books written in English several times to understand them | [|] |
| 2. Before reading a lesson intensively, I try to catch on what the lesson is about | [|] |
| 3. I prepare my own notes from the books | [|] |
| 4. I underline the important points that I read in the books | [|] |
| 5. I consult the dictionary whenever I feel it necessary while studying | [|] |
| 6. I try to relate materials learnt in one subject to those learnt in other | [|] |
| 7. I read slowly | [|] |
| 8. I check my reading for comprehension of facts, by telling myself what I have read | [|] |
| 9. I check my reading by solving exercises and problems given in text books | [|] |
| 10. I try to cram passages that I do not understand | [|] |
| 11. I read aloud | [|] |
| 12. I try to learn passages that I understand, while studying | [|] |
| 13. While studying I try to understand a few facts fully well instead of acquiring a superficial acquaintance with more material. | [|] |
| 14. I read with full concentration | [|] |
| 15. I read while the radio is on , playing a music. | [|] |
| 16. While reading I begin to day dreaming | [|] |
| 17. I read only when I am in a good mood | [|] |
| 18. It takes me sometimes to concentrate | [|] |
| 19. I fall asleep while reading | [|] |
| 20. I get easily distracted by noise in the surrounding | [|] |
| 21. I am worried at the time of the study | [|] |

22. I read different subjects each day according to a fixed routine []
23. I go to bed early during night and get up early in the morning to study []
24. I read one subject continuously for several hours []
25. I prefer reading at night rather during day time []
26. Reading along with friends is not beneficial to me []
27. I force myself to finish a particular task within a certain time []
28. I spend most of my time in completing the term work assigned to me []
29. I read the lessons before they are taught in the class rooms []
30. I study again the lessons taught by the teacher as early as possible []
31. I practice a lot of sketching of diagrams []
32. After the lessons are taught by the teacher I study them again after
3 or more days []
33. I copy from others while writing my Journals and home work,
because of the pressure of work []
34. I study for my laboratory work also []
35. I read too much at the time of examination without caring for
food, rest or sleep []
36. I read for a few hours for fear of my guardians []
37. I take tea, coffee or smoke at the time of reading []
38. I try to understand the doubtful points at the end of the general reading []
39. I revise topics more than once []
40. I loose hours of study because of sports, gymkhana activities,
dancing clubs and/or movie pictures []
41. I read while I am laying on the bed []
42. I sing in a low tone or whistle a song while reading []
43. If I do not understand while reading, I immediately run to my
friends for discussion or solution []
44. I note the points I do not understand and discuss with friends
or teachers later on []
45. I find studying uninteresting and boring []
46. I prefer to read books written by Indian authors []

47. I prefer to read guides to text books []
48. I read because the teachers nag me in classes []
49. I glance back over the line of print which I already read to pick a word or phrase that I think I have missed []
50. What is your total number of study hours a day (besides school / college hours) []
51. What percentage of time do you devote in reading of the following materials frequently []
- Supplementary reading to course.
 - Journals and Magazines as supplementary reading
 - Novels and fictions
 - Short stories
 - Literary criticisms
 - Books on General science/ Technology/ Scientific fiction/ Economics/ Management/ Politics/ History etc.
52. I read the following parts of newspapers. []
- | | | |
|---------------------|-----------------------------------|---------------------------|
| a) Front-page | b) Editorial | c) Sports |
| d) Advertisements | e) Economics section | f) Children's section |
| g) Cinema section | h) Cross words | l) Astrological forecasts |
| j) Special articles | k) Science, Technology and others | |

APPENDIX – D

MAP SERIES – TEENAGE FORM

I. ADAPTABILITY

1. If I find another person in my seat, I will []
 a) Ask the person to get up
 b) Take another seat and do nothing
 c) Uncertain
2. I think it is worthwhile to try to do a task even if I do not have the right tools []
 a) Yes, often b) No, never c) Sometimes
3. When I accidentally hurt someone's feelings I []
 a) Say I did not mean it and then forget about it
 b) Feel troubled about it c) Uncertain
4. When some I knew and trust does not keep a promise, I []
 a) Forget it b) Feel unhappy c) Uncertain
5. When I grow up, I would prefer to be []
 a) A Public Relation Officer b) Scientist c) Not yet decided
6. I think my teachers understand me quite well []
 a) Yes b) No c) Sometimes

II. CREATIVITY

1. In spare time I prefer to be []
 a) With a group of friends b) By myself c) Uncertain
2. Seema is about as pretty as Anu, but better looking than Jaya. Anu is not as good looking as Naina bt prettier than Jaya. Who is the best looking girl. []
 a) Anu b) Seema c) Naina
3. I feel sure that people respect me and pay attention to me as much as they do to others. []
 a) Yes b) No c) Perhaps
4. I prefer to []
 a) Keep people guessing about my plans
 b) Open my plans to every one
 c) Discuss my plans with few friends

5. When I start to do a job, every one knows that I will finish it and do it right []
 a) Yes b) No c) Uncertain
6. If my teacher ignores me in the class when I know the answer, I []
 a) Do not bother b) Feel badly treated c) Uncertain
7. In making decisions, I consider everything, even the smallest facts []
 a) Yes b) No c) Perhaps

III. MORALITY

- When a school has rules and regulations, do you feel these should be followed []
 a) Yes b) No c) Uncertain
1. I am easily led into doing things that are wrong []
 a) Yes b) No c) Sometimes
2. I am careful not to break school rule, atleast not more than once or twice a year []
 a) Yes b) No c) Perhaps
3. If I suddenly got a large amount of money, I would []
 a) Spend it and have a great time
 b) Save most of it for future c) Uncertain
4. Which of these describes you better []
 a) A dependable leader
 b) A charming and good looking person
 c) None of the above
5. If everyone is doing something which do you think as wrong, would you []
 a) Go along with them
 b) Do what you think is right
 c) Uncertain
6. In school, I never have trouble with teachers because of misbehavior []
 a) True b) False c) Uncertain

IV. COMPETITION

1. On a picnic. I would prefer []
 a) To lead an exploring expedition
 b) To participate in group game

c) Not to participate

2. I usually keep others from knowing how I really feel about them []
 a) Yes b) Hardly ever c) Sometimes
3. I think there are not many students in my class who will do better than me after we leave school []
 a) Yes b) No c) Uncertain
4. In a class, I believe in keep on asking questions, until I am myself satisfied []
 a) Yes b) No c) Perhaps
5. If I were to disagree with my elders, I would probably []
 a) Keep it to myself b) Come out and say so c) Uncertain
6. I make things tough for people who disagree with me []
 a) Often b) Never c) Sometimes
7. If I am having trouble with a task, I []
 a) Try to find someone to help me
 b) Try to finish it by myself c) Uncertain

V. SELF CONTROL

1. I usually keep my things neat and tidy
 a) Often b) Never c) Sometimes
2. While choosing a career, I would prefer to be a []
 a) actor b) Medical officer c) Uncertain
3. When listening to music, I generally like []
 a) Light and soft music b) Fast and loud music
 c) Nothing in particular
4. I worry about things that are not really important []
 a) Yes b) No c) It depends
5. People say no matter what happens I stay calm and self – controlled []
 a) Quite often b) Never c) Occasionally
6. When I have work to do, I usually []
 a) Work steadily until the job is finished
 b) Work hard for a while, then relax and comeback later
 c) Uncertain

7. If an adult scolds me, I am []
 a) bother for long time b) not bother at all c) Uncertain

VI. SELF SUFFICIENCY

1. Do people sometimes tease you for doing things just in your own way []
 a) Yes, but I ignore them b) No, not at all c) Sometimes
2. While going on a group trip, I would rather remain []
 a) Alone b) With the group c) Uncertain
3. When I do what I want, I find I am generally []
 a) Understood only by close friends
 b) Doing what most people think O.K. c) Undecided
4. I think it is silly to keep up with the latest styles []
 a) Yes b) No c) Uncertain
5. I tend to be quite, when I go out with a group of friends []
 a) Yes b) No c) Sometimes
6. I like to socialise even if I am not a prominent figure in the group []
 a) True b) False c) Not always
7. I would rather enjoy to have friends who like to be []
 a) Jolly b) Serious c) Uncertain

VII. TENSION

1. When I want something very badly, but do not get it, I []
 a) Accept the fact calmly
 b) Feel that the world is all wrong c) Uncertain
2. There are times that I get so mad at someone, that I really feel hitting []
 a) Yes, often b) No, never c) Sometimes
3. While playing a game, it does not irritate me if others pass their []
 comments
 a) True, it does not b) False, it does c) Sometimes
4. I can keep working even when there are things happening all []
 around me
 a) Yes b) No c) Sometimes
5. When something important is coming up, such as a test or a big []

game, I

a) Stay very calm

b) Get very tensed and worried

c) Cannot decide

6. When I do poorly in an important game, I []
a) Say myself "this is just a game"
b) Get angry and kick myself c) Uncertain
7. When there is a big delay in something, I usually get jittery and decide to leave rather than wait []
a) Often b) Rarely c) Occasionally
8. The rank you got in the last annual examination is []
a) I b) II c) III d) IV e) V
9. How many marks did you secure in the following subjects in your 1 Unit test
a) In English b) In Mathematics c) In Science

APPENDIX – F

SARASON'S GENERAL ANXIETY SCALE FOR CHILDREN (GASC)

- | | |
|---|----------|
| 1. When you are away from home, do you worry about what might be happening at home. | YES / NO |
| 2. Do you sometimes worry about whether other children are better looking than you are. | YES / NO |
| 3. Are you afraid about noise or rates. | YES / NO |
| 4. Do you ever worry about knowing your lessons. | YES / NO |
| 5. If you were to climb a ladder would you worry about falling of it. | YES / NO |
| 6. Do you worry about whether your mother is going to get sick. | YES / NO |
| 7. Do you get scared when you have to walk home alone at night. | YES / NO |
| 8. Do you ever worry about what other people think of you. | YES / NO |
| 9. Do you get a funny feeling when you see blood. | YES / NO |
| 10. When your father is away from home do you worry about whether he is going to come back. | YES / NO |
| 11. Are you frightened by lighting and thunderstorm. | YES / NO |
| 12. Do you ever worry that you would not be able to do something you want to do. | YES / NO |
| 13. When you go to the doctor for an injection, do you worry that he may hurt you. | YES / NO |
| 14. Are you afraid of things like snake. | YES / NO |
| 15. When you are in bed at night trying to go to the sleep do you often find that you are worrying about something. | YES / NO |
| 16. When you were younger, were you ever scared of anything. | YES / NO |
| 17. Are you sometimes frightened when looking down from a high place. | YES / NO |
| 18. Do you see worried when you have to go to doctor's office. | YES / NO |
| 19. Do you get scared after listening to some stories. | YES / NO |
| 20. Have you ever been afraid of getting hurt. | YES / NO |
| 21. When you are in home alone and someone knocks at the door, | |

- do you get worried feeling. YES / NO
22. Do you get a scary feeling when you see a dead animal. YES / NO
23. Do you think you worry more than other boys and girls. YES / NO
24. Do you worry that you might get hurt in some accident. YES / NO
25. How many one ever been after to scare you. YES / NO
26. Are you afraid about things like guns. YES / NO
27. Without knowing why, do you sometimes get a funny feeling in you. YES / NO
28. Are you afraid of being hitten or hurt by a dog. YES / NO
29. Do you ever worry about something had happening to some one you know. YES / NO
30. Do you worry that you are going to get sick. YES / NO
31. Do you worry when you are at home alone at nights. YES / NO
32. Are you afraid of being too near fire works because of their exploding. YES / NO
33. Are you ever unhappy. YES / NO
34. When your mother is away from home, do you worry about whether she is going to come back. YES / NO
35. Are you afraid to dive into water because you might get hurt. YES / NO
36. Do you get a funny feeling when you touch something that has a real sharp edge. YES / NO
37. Do you ever worry about what is going to happen. YES / NO
38. Do you get scared when you have to go into a dark room. YES / NO
39. Do you dislike getting into fights because you worry about getting hurt in them. YES / NO
40. Do you worry about whether your father is going to get sick. YES / NO
41. Have you ever had a scary dream. YES / NO
42. Are you afraid of spiders. YES / NO
43. Do you sometimes get the feeling that something bad is going to happen to you. YES / NO
44. When you are alone in a room and you hear a strange noise, do you get a frightened feeling. YES / NO
45. Do you ever worry. YES / NO

APPENDIX – G

LOCUS OF CONTROL

Crandall, Katvoksky & Grandall 1966

Name :
Age :
Residential Address:

Here are some statements followed by two answers (a) and (b). Read them carefully and decide which one is more true of you. Put the letter of that answer in the box provided for.

1. If a teacher passes you to the next grade, would it probably be ()
a) because she liked you, or
b) because of the work you did
2. When you do well on a test at school, it is more likely to be ()
a) because you studied for it, or
b) because the test was especially easy
3. When you have trouble understanding something in school, it is usually ()
a) because the teacher didn't explain it clearly, or
b) because you didn't listen carefully
4. When you read a story and can't remember much of it, it is usually ()
a) because the story was not well written, or
b) because you weren't interested in the story
5. Suppose your parents say you are doing well in the school, is this likely to happen ()
a) because your work is good, or
b) because they are in a good mood
6. Suppose you did better than usual in a subject at school, would it probably happen ()
a) because you tried harder, or
b) because someone helped you
7. When you lose at a game of cards or checkers, does it usually happen ()
a) because the other player is good at the game, or
b) because you didn't play well
8. Suppose a person didn't think you are very bright or clever ()
a) can you make him change his mind if you try to, or
b) Are there some people who still think that you are not very bright no matter what you do.

9. If you solve a puzzle quickly, is it ()
a) because it was not a very hard puzzle, or
b) because you worked on it carefully
10. If a boy or girl tells you that you are not intelligent. It is more likely that they say that ()
a) because they are angry with you, or
b) because what you did really wasn't very bright.
11. Suppose you study to become a teacher, a scientist or doctor and you fail. Do you think this would happen ()
a) because you didn't work hard enough, or
b) because you needed some help and other people didn't give it to you
12. When you learn quickly in school, is it usually ()
a) because you paid close attention, or
b) because the teacher explained it clearly
13. If a teacher says to you " your work is fine", is it ()
a) something teacher's usually say to encourage pupils, or
b) because you did a good job
14. When you find it hard to work arithmetic or mathematics problems at school, it is ()
a) because you didn't study well enough before you tried them, or
b) because the teacher gave problems that were too hard.
15. When you forget something you heard in class, is it ()
a) because the teacher didn't explain it very well, or
b) because you didn't try very hard to remember.
16. Suppose you weren't sure about the answer to any question your teacher asked you, but your answer turned out to be right. Is it likely to happen ()
a) because she wasn't as particular as usual, or
b) because you gave the best answer you could think of
17. When you read a story and remember most of it, is it usually ()
a) because you were interested in the study, or
b) because the story was well written
18. If your parents tell you are acting silly and not thinking clearly, is it more likely to be ()
a) because of something you did, or
b) because they happen to be feeling irritated or angry.

19. When you don't do well on a test at school, is it ()
a) because the test was especially hard, or
b) because you didn't study for it
20. When you win at a game, does it happen ()
a) because you play really well, or
b) because the other person doesn't play well
21. If people think you're bright or clever, is it ()
a) because they happen to like you, or
b) because you usually act that way
22. If a teacher didn't pass you to the next grade, would it probably be ()
a) because she dislikes you
b) because your school work wasn't good enough
23. Suppose you don't do well as usual in a subject at school, would it probably happen ()
a) because you weren't careful as usual, or
b) because somebody bothered you and kept you from working
24. If a boy or girl tells you that you are bright. It is usually ()
a) because you thought up a good idea, or
b) because they like you
25. Suppose you become a famous teacher, scientist or doctor. Do you think this would happen ()
a) because other people helped you when you need it, or
b) because you worked very hard
26. Suppose your parents say you aren't doing well in the school, is this likely to happen more ()
a) because your work isn't very good, or
b) because they are feeling irritated or angry
27. Suppose you are showing a friend how to play a game and he has trouble with it. ()
a) because he wasn't able to understand how to play, or
b) you couldn't explain it well.
28. When you find it easy to work arithmetic or mathematics problems at school, it is usually ()
a) because the teacher gave you easy problems, or
b) because you studied your book well before you tried them

29. When you remember something you heard in class, is it usually ()
a) because you tried hard to remember, or
b) because the teacher explained it well.
30. If you can't solve a puzzle quickly, is it more likely to happen ()
a) because you are not especially good at working puzzles, or
b) because the instructions weren't written clearly enough
31. If your parents tell you that you are bright and clever, is it more likely ()
a) because they are feeling good, or
b) because of something you did
32. Suppose you are explaining how to play a game to a friend and ()
he learns quickly.
a) because you explained it well, or
b) because he was able to understand it.
33. Suppose you weren't sure about the answer to a question your ()
teacher asked you and the answer you give turns out to be wrong.
Is it likely to happen
a) because she was more particular than usual, or
b) because you answered too quickly.
34. If a teacher says to you " Try to do better ", would it be ()
a) because this is something she might say to pupils to try harder, or
b) because your work wasn't as good as usual

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