

Comparative Study of Personality Factors of High and Low Achievers

BY

Anujohn

A DISSERTATION SUBMITTED TO AVINASHILINGAM INSTITUTE FOR
HOMESCIENCE AND HIGHER EDUCATION FOR WOMEN
(DEEMED UNIVERSITY) COIMBATORE 641 043.
(ERSTWHILE AVINASHILINGAM HOMESCIENCE COLLEGE
AFFILIATED TO BHARATHIAR UNIVERSITY)
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE

MAY 1989

UN VI
73614
A 57 V

Acknowledgement

ACKNOWLEDGEMENT

The author is most profoundly indebted to express her deep sense of gratitude and heartfelt thanks to Tmt. R. AMIRTHAGOWRI, M.Sc., M.Phil. (Madras), Assistant Professor of Child Development, Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore-43 for her inspiring guidance, constant encouragement and timely help rendered throughout the study.

She records her sincere thanks to Dr.(Tmt.) RAJAMMAL P. DEVADAS, M.A., M.Sc., Ph.D. (Ohio State), D.Sc. (Madras), Vice Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women and to Dr. (Tmt.) N. JAYA, M.Sc., Ph.D. (Madras), PG Professor and Head of Child Development Department, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for their help in selecting the topic.

She expresses her sincere thanks to Dr.(Mrs.) LAKSHMI SANTA RAJAGOPAL, M.S. (Tennessee), Ph.D. (Madras), Dean of Home Science, Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore for giving permission to conduct the study.

The investigator is also grateful to the school authorities and the students for their kind cooperation in furnishing the required information for the study.

LIST OF CONTENTS

CHAPTER	Page No.
LIST OF TABLES	
LIST OF FIGURES	
LIST OF APPENDICES	
I INTRODUCTION	.. 1
II REVIEW OF LITERATURE	.. 7
A. DEFINITION OF PERSONALITY	.. 7
B. TYPES AND TRAITS OF PERSONALITY	.. 8
C. FACTORS INFLUENCING PERSONALITY	.. 10
D. PERSONALITY AND ACHIEVEMENT	.. 14
E. PERSONALITY OF HIGH AND LOW ACHIEVERS	.. 16
III EXPERIMENTAL PROCEDURE	.. 21
A. SELECTION OF THE AREA	.. 21
B. SELECTION OF THE SAMPLE	.. 22
C. SELECTION OF THE TOOL	.. 23
D. COLLECTION OF DATA AND	.. 25
E. ANALYSIS OF DATA	.. 25
IV RESULTS AND DISCUSSION	.. 26
A. FAMILY BACKGROUND INFORMATION OF THE SELECTED SAMPLE	.. 26
B. PERSONALITY FACTORS OF HIGH AND LOW ACHIEVERS	.. 32
V SUMMARY AND CONCLUSION	.. 65
BIBLIOGRAPHY	.. 71
APPENDICES	

LIST OF TABLES

TABLE	Page No.
I FAMILY BACKGROUND OF THE SELECTED SAMPLE ..	27
II PERSONALITY FACTORS OF THE SELECTED SAMPLE ..	29
1. INFORMATION REGARDING PERSONALITY FACTOR A	33
2. INFORMATION REGARDING PERSONALITY FACTOR B	35
3. INFORMATION REGARDING PERSONALITY FACTOR C	37
4. INFORMATION REGARDING PERSONALITY FACTOR E	39
5. INFORMATION REGARDING PERSONALITY FACTOR F	41
6. INFORMATION REGARDING PERSONALITY FACTOR G	43
7. INFORMATION REGARDING PERSONALITY FACTOR H	45
8. INFORMATION REGARDING PERSONALITY FACTOR I	47
9. INFORMATION REGARDING PERSONALITY FACTOR L	49
10. INFORMATION REGARDING PERSONALITY FACTOR M	51
11. INFORMATION REGARDING PERSONALITY FACTOR N	53
12. INFORMATION REGARDING PERSONALITY FACTOR O	55
13. INFORMATION REGARDING PERSONALITY FACTOR Q ₁	57
14. INFORMATION REGARDING PERSONALITY FACTOR Q ₂	59
15. INFORMATION REGARDING PERSONALITY FACTOR Q ₃	61
16. INFORMATION REGARDING PERSONALITY FACTOR Q ₄	63

LIST OF FIGURES

FIGURE		
I	INFORMATION REGARDING FACTOR A	34·A
II	INFORMATION REGARDING FACTOR B	36·A
III	INFORMATION REGARDING FACTOR C	38·A
IV	INFORMATION REGARDING FACTOR G	44·A
V	INFORMATION REGARDING FACTOR L	50·A
VI	INFORMATION REGARDING FACTOR O	56·A
VII	INFORMATION REGARDING FACTOR Q_2	60·A

LIST OF APPENDICES

APPENDIX

- I SCHEDULE TO ELICIT THE BACKGROUND
INFORMATION OF THE SELECTED SAMPLE
- II 16PF QUESTIONNAIRE
- III SCORING KEY FOR 16 PF TEST
- IV STEN SCORES FOR 16 PF TEST
- V STEN SCORES OBTAINED BY THE SELECTED
SAMPLE
- VI STATISTICAL ANALYSIS

Introduction

I INTRODUCTION

"She has a good personality"

"He has no personality"

"Well, she has a good personality"

"She has personality"

"He has personality plus"

"He has too much personality"

"She is a personality"

"He was a personality now he's on Hollywood square's

"He's got personality, plus a brand new car"

"It's just her personality"

"She has her mother's personality"

"He and I have a personality conflict"

"Personality has no simple or single meaning"

- (Peterson, 1988)

Personality is dynamic, always changing. Personality is organised, its components are coherently related to each other (Brace, 1988). Personality may be conceived of as one's identity (Discaprio, 1978). According to Scroggs (1985) personality refers to whatever it is that makes a person his or her personness or personhood. It is the combination of all the traits, sentiments, aptitude, prejudice, emotions, attitude, moods, self-perception, abilities, interest, skills, recollection, desires, ambitions and manner which make up the individual (Heins, 1970).

Chaube (1983) regards that an individual's personality is reflected in all his activities and it differs from individual to individual. Especially in the stage of adolescence, revolutionary changes in one's experience and character, take place from the very beginning of this stage (Munn, 1973).

Atkinson (1987) puts forth that adolescence is a period of stress and storm, a gradual transition to adult. It gives the young person a longer period in which he develops skills and prepares for the future, but also it leads to produce a period of conflict and vacillation between dependence and independence.

According to Garbarina (1985) a number of biological changes occur in the period of adolescence. The significance of puberty for the individual adolescent arises from the interaction of biological changes, psychological development and social rates that operate within a broad cultural context which improve the personality of the individual.

Adolescents intergrate many influences in their life (personal desires, peers and family) they will achieve a sense of identity and will find as themselves. If they cannot intergrate the parts of their personality, they feel a sense of role diffusion (Bakan, 1971). According to

Agbu (1981) adolescents must be taught and acquired by its going to adapt and survive in the larger, often hostile environment with limited access to quality, education, job and other resources.

Garrison (1975) views that adolescents have strong aspiration on performance in educational field. But they may resort to minor infraction of rules in order to gain attention of their teachers and to raise their status with their peers by daring acts of courage (Watson, 1977).

Seimeca (1980) found that involvement in co-curricular activities, going out for the social contest, and allowing for the group discussion and avoiding too much of pamperism improve the achievement of the individual.

Academic achievement is a central concept in the area of education. Promotional examination measurements and evaluation of academic achievement is important. Achievement motivation play an important role in education (Kaur, 1981).

Sigh and Grewal (1987) state that achievement motivation as how well a pupil does in comparison with a given baseline. According to Zander (1980) the sum of

what an individual learned is his achievement. Motivation for accomplishment, masterings, manipulating and organising the physical and social environment are all stimulating factors of achievement (Lindgren, 1979).

But all are not equal in achieving. Some are good and some poor in abilities and intelligence. Many factors influence their learning abilities and personality pattern also differ according to their achievement (Lewin, 1970).

High achievers are those who show High I.Q. level (Natesan and Seetha, 1980). Over achievers are characterised by positive self-value, optimism, self-confidence, self-acceptance, high self esteem, acceptance, authority, good interpersonal relationship, little independence - dependence, conflicts, academic orientation, better control over anxiety (Sherman, 1979).

According to Mohamohopadhya (1980) high achievers are usually socially well adjusted, more matured, active, energetic, confident, happy, cheerful, alert and possess good logical thinking.

Under achievement refers to a student performing academically below his capacity (Thornburg, 1978) and is associated with a large number of cognitive variables.

According to Rice (1981) five traits have been identified as common among adolescent under achievers - Negativism, inferiority, high anxiety, boredom and over protectiveness. Sherman (1979) enumerates the traits of under achievers as more difficulty in self-regulation, more impulsive, uninhibited, pleasure seeking and interested in immediate rewards.

Achievement has been found to be dependent on several psychological, sociological and environment factors which interact learning process (Subrahmanyam, 1980). Striving for success and internal standards of excellence is important for achievement (Kaplan, 1984).

Teachers become an important source for under achievement, when they are more attentive to over achievers and expect much from them (Barret, 1971). Benz (1981) even regard that teachers classifying the students as high and low achievers tends to affect the personality development of low achievers.

Also, over excitement of the parents beyond the capacity of the individual, authoritarian discipline, over protectiveness, less attentive to the individual satisfaction, leads to the under achievement of the adolescents (Brophy and Good, 1974).

Bronfenbrenner (1979) opines that since the last two decades there has been a breakdown of ties between home and school resulting in increased stress on adolescents which is evident of increasingly disturbed personality functioning.

According to Daniel (1983) counselling in school environment, free discussion can improve self confidence, help form his own ideas, decision making, problem solving. Selter (1982) stresses that greater recognition should be given to adolescents.

Physical fitness, exercise, mental improvement, health adjustment and more supporting hands lead to more achievement. Teachers and parents can use similar techniques with both achievers like similar directiveness, monitoring techniques, and responding equally to students (Rossi and Merrifield, 1977).

Hence the study was undertaken to find out the personality factors of the adolescents.

Review of Literature

II REVIEW OF LITERATURE

The literature pertaining to the study on "Comparative study of personality of high and low achievers are reviewed under the following headings.

1. Definition of personality
2. Types and traits of personality
3. Factors influencing personality
4. Personality and achievement
5. Personality factors of high and low achievers

1. Definition of personality

Personality is the ability to get along in adult situations, it is the person's type of action, reaction, opinion and mood, a set of physical and social traits (Fehr, 1983).

Personality refers to a set of relatively enduring behavioural characteristics which describe how a person react to the environment. Personality is the way a person behave over a long period of time under a variety of situation (Bacon and Allyn, 1979).

According to Sherman (1979) personality is the characteristic pattern of behaviour, cognition and emotion which may be experienced by the individual and/or manifest

to other, it includes behaviour (action), cognition (thought) and emotion (feeling) as the basic content of personality. Personality can be defined as the total pattern of characteristic ways of thinking, feeling and behaving that constitute the individual's distinctive method of relating to his environment (Kagan and Haveman, 1972).

Personality refers to the whole individual viewing a person as he goes about the various activities of everyday life, a total impression of his personality as agreeable, disagreeable, dominating, submissive or the like (Munn, 1973).

According to Gilmer (1970) personality is the whole person, his external appearance and behaviour, his inner awareness of self, and his unique pattern of measurable traits which are fairly permanent.

2. Types and traits of personality

One's behaviour is controlled not by the type of person one is, but mainly by personality traits (Bourne, 1980). Personality trait is one particular characteristic of a person. It can be a broad characteristic such as the person's attitude about locus of control, a medium range

characteristic such as social distress or narrowly focussed character such as stage fright (Watson, 1970). Personality trait is a generalised and dependable way of thinking, feeling and otherwise reacting. Examples of personality traits are extra-version and permissiveness (Sartin and North, 1967). An important distinction among traits are surface traits and source traits. Surface traits are expressive of behaviour, source traits on the other hand, express an association among behaviour (Perwin, 1972).

When talking about traits, Hogan and Solans (1977) view that cluster traits are cardinal traits that dominate one's life and central traits are major characteristics of a person. Secondary traits as tendencies that are of limited importance in behaviour.

Traits like stinginess, curiosity, assertiveness or laziness are virtually perfect examples of personality and traits of psychological properties are sociability, loyalty, humour, musical ability, and respects for his parents (Peterson, 1988). Need for achievement and manifest anxiety can also be considered as traits (Dullehaj, 1978). Intelligence, interest and aptitude are regarded as traits (Munn, 1973).

Smith (1982) observes that personality traits exist in clusters and are not directly observable as

they are not active all times. Some traits are clearly motivational such as interest, ambitions, complex and sentiments.

Latane and Darley (1970) view that since individuals differ in conscience development it is often assumed that honesty is a trait. Hogan (1977) points out that individual differences can be said to vary along as utmost unlimited number of dimension that are called traits.

Mischel (1981) has grouped people into extroverts and introverts. Introverts tend to withdraw, be alone, feel shy and avoid people and extroverts respond to stress by trying himself to be active, tend to be in occupation and deal with many people. He further categorised people as choleric (irritable), melancholic (depressed), Sanguine (optimistic) and phlegmatic (calm).

Byrne (1980) classified people according to body built (1) endomozphy - soft and rounded appearance (2) Mesomozphy - strong and muscular anatomy (3) ectomozphy - person with thin flat clustured and delicate.

3. Factors influencing personality

Personality development may be viewed as a continuous process involving the interaction of biological

organism with its physical, psychological, social and cultural environment (Gallerman, 1970).

a. Age

According to Hurlock (1974) the early adolescents are in the period of instability state of ambiguous critical stage and changing period whereas attitude and pattern of behaviour found in late adolescence are different such as increased stability, increased emotional calmness, changes in method of meeting problem. Rama (1936) says early adolescents are more shrewd, experimental and self-sufficient than late adolescents.

Sharma(1980) administered 16 PF to early and late adolescents and found that late adolescents were more intelligent, warm hearted and tender minded whereas early adolescents were reserved, touch minded and less intelligent.

b. Sex

Rama (1983) conducted a study to find out the personality of male and female adolescents. There were marked differences in total and personal adjustment score. Female adolescents were found to have mal adjusted personalities whereas male adolescents were found to have good adjustment with others.

c. Birth order

Looy (1980) found that first born have better high school and scored high grade average. Most first borns became National Merit Scholar medical students and graduate students.

Number of children in the family, their sex, age difference and age of parents, can modify the personality effects (Belmond and Marolla, 1973).

d. Intelligence

Sukumara (1983) has said that cognitive factors are responsible for alround development of a person and it is considered to be the primary factor in turning the wheel of personality development.

Ram (1980) found out that high intelligent adolescents were enthusiastic, happy go lucky, talkative, frank, expressive, quick, socially alert, insightful, ambitious and expedient in comparison to low intelligent adolescents.

Chhaya (1974) compared the attitude and emotional stability of effective students with respect to personality

adjustment. Effective students had significantly better personality adjustments, emotionally stable, more authoritarian and extrovert than uneffecting students.

e. Family size

Pants (1978) viewed more family members in the family leads to frustration, emotional instability, avoiding from others and one of the leading cause of unwholesome personality traits in variation in the abilities of sibling.

McCal and Johnson (1972) concluded that there was no significant relationship between birth order and family size, and the correlation was practically zero.

Tessor (1980) concluded that children from small family performed better in their activities than those of large family.

g. Cultural demands

Sharma (1980) states that cultural uniqueness in personality is to be a great extent obtained through the cultural pattern. Cultural standards of approved behaviour which differ according to age and sex, and become internalised by the child as a yard stick for self approval are seen to play an important role in determining personality development.

McCall (1980) found that children of parents who gave more importance for the cultural demands, improved a better way of personality and cooperativeness in the Society.

f. Importance of peers

One of the most important needs of adolescents is to establish secure emotional and social ties with others, beyond the family or home to have a dependable anchor for a consistent and patterned self-picture which is essential for personal consistency (Garrison, 1975).

Brazer and Brazer (1980) viewed that adolescents who mingled with peers were more happy, easy going, stable, carefree than the adolescents who were isolated. Seiden (1969) found that adolescents who moved frequently with their peers were significant in particular hobbies and interests in which they become involved.

4. Personality and achievement

Achievement would be significantly related to adjustment to academic work and there is a significant relationship between one's self-confidence and academic achievement (Reddy, 1983). Hansforthhathe (1982)

found a positive significant relationship between self-perception and academic success.

Burat (1975) maintains that a concern in personal area frequently interfere with productive learning. Lavin (1972) views that ability is the sole basis for achievement. Mohan et al (1980) in their study, have found the neuroticism affect academic achievement.

Bhanot (1980) Pandey (1981) regard that neurotism or high emotionality has a negative effect on academic achievement. Chandra and Kundu (1981), Mohan et al (1981) and Gulati (1984) suggest that low accumulation of reactive inhibition and its faster dissapiation ought to be advantagious to the extroverts during examination which result in better achievement. As controversial to this Mohan et al (1981) are of the opinion that there exists a negative of significant co-relation between extroversion and academic achievement. Humphrey and Revelle (1984) report that introversion and extroversion are related to arousal level and achievement.

Freedberg and Payne (1982) have found that parental willingness to spend time with the child and to interact with him in a variety of situations had great effect on achievement. Narmada (1970) feels that equal opportunities

must be provided to all children to make better adjustment at later stages.

5. Personality factors of high and low achievers.

Pal and Saxena (1970) found that under achievers had high problem level. They revealed that better study habits, better health status, better parental income, positive attitude to the subject and better parents education characterised the over-achievers.

Menon (1973) on his comparative study of personality characteristics of over achievers and under-achievers of high ability found the following:

- i. there is a significant difference between the superior ability of over and under achieving group in personality characteristics, motivational traits and interest pattern.
- ii. There is significant difference between two groups in socio economic status and other variables selected.

Desai (1978) from his study concluded that high abilities of high school achievers (i) had less favourable attitude to the subject (ii) came from families with very strict standard of discipline (iii) kept very busy in

domestic work and well informed (iv) did not receive any outside help for studies and (v) described themselves as regular in work.

Morrow and Williamson (1961) while analysing the background of family factor responsible for higher achievement of school children, found higher that more congenial home environment and less parent encouragement have all been found to be responsible for the achievement of children.

Bin (1981) investigated the reason for difference in academic performance between successful and unsuccessful students. High self-confidence and good study habits were the two factors that were primarily responsible for academic performance.

Broderick and Sewell (1985) found that both lower and middle class students attributed success to similar factors. However, middle class students were more likely to attribute failure to unstable external factors and lower class students were less prone to attribute failure to external factors.

Renter (1973) reported that children of educated parents had high achievement in academic environment, had

a greater sense of responsibility, and social conscience than did the children of uneducated parents.

First born male showed a higher achievement (McCall, 1980). Female students experienced low achievement because of little support from the family and less orientation manner in school (Bank, 1972). The maternal employment was found to be unrelated to academic achievement levels in daughters as well as in sons (Etaugh, 1974). Pathatz (1972) found that teens who were rated as popular with their peers were achieving at a higher level when compared with those who had been neglected as rejected by their peers or who were isolated from their peer.

Marcus (1983) found that boys and girls of urban area performed a high level of academic achievement, and in athlete and had a greater social contact and free movement in the society than the lower class students.

a. Personality factor of high achievers

Anand (1980) concluded that high achievers are always in a mood to undergo abstract learning and showed extraordinary mental capacity to understand, comprehend and learn from surroundings. They also show consistently remarkable performance in one or the other area of their engagement and are alright in the rest of their activities.

Jean (1980) is of the opinion that self actualisation, is high among high achievers. Manson (1985) maintain that high achievers are proud and happy about their achievement and high ability. Annamalai and Venkatasubramaniam (1986) have found that high achievers have high level of aspiration.

Biswal (1985) states that high achievers have greater self esteem. Jeiral (1981) in his study found that high achievers are intelligent and more creatives. Shah (1984) observed among high achievers emotional happiness is more.

Mohan and Virdi (1985) report that persistence is a significant factor in high achievers. Weiner (1972) found that high achievers got high grade and were active in school organisation.

b. Personality factors of low achievers

Jerome(1984) reports that under achievers are deficient in attention concentration. Whalm and Joam (1980) indicate that depression and pessimism is a prevalent symptom among under achievement.

Rao and Parthasarathy (1985) found that under achievers are less happy, moody and low achievement occurs

not because of inefficiency but due to lack of healthy study habit. According to Deshpande and Lodhi (1981) low achievers score less in intelligence, have poor study habits and are not adjusted.

Rice (1981) found out under achievers are characterised by pessimism, distrust, anxiety, low egocentricity and resentment. Vohal (1987) found under achievers are associated with large number of cognitive variables.

Desai (1979) concluded that low achievers had less favourable attitude to the subject (ii) came from families with very strict standard of discipline (iii) kept very busy in domestic work (iv) described themselves as less regular in work.

Mueller (1979) found out under achieving students required expenditure of school funds for remedial reading and other corrective activities.

Experimental Procedure

III EXPERIMENTAL PROCEDURE

The methodology for the study on "Comparative study of personality of high and low achievers included the following steps.

1. Selection of the Area
2. Selection of the Sample
3. Selection of the tool
4. Collection of Data and
5. Analysis of the Data

1. Selection of the Area

Both urban and rural area were selected to conduct the study. The following schools were selected from urban areas and rural area.

Urban area

1. Ranganathapuram Higher Secondary School - Coimbatore.
2. Sarvajana Higher Secondary School - Peelamedu.
3. Government Higher Secondary School - Kuniyamuthur.

Rural area

4. Government Higher Secondary School - Karamadai
5. Government Higher Secondary School - Asokapuram
6. Immaculate Heart Mary's Matriculation School - Jothipuram.

2. Selection of the Sample

The sample of the study comprised of two hundred adolescents belonging to the age 15-17 years studying in X, XI, and XII Class. The sample were equally distributed area wise and sex wise. From each area and sex, equal number of high achievers and low achievers were also selected, thus the distribution of the sample is shown in Table I.

TABLE I
DISTRIBUTION OF THE SAMPLE

Particulars	Urban		Rural	
	Boys	Girls	Boys	Girls
High achievers	25	25	25	25
Low achievers	25	25	25	25

The sample were selected with the help of the teachers of the selected schools. From each class five high achievers and five low achievers according to their ranks of marks obtained in half yearly examination were selected.

A schedule to elicit the background information of the sample was distributed to know more details about their family background (APPENDIX I).

3. Selection of the tool

Cattell's 16PF Questionnaire was selected as a tool for data collection. This tool has 187 questions of yes or no type with 16 primary traits (Appendix II). The tool which covered the following traits are given in Table II.

TABLE II

=====		
S.No.	Factors	Scores
	(Low) 1-3	(High) 8-10

1.	A. Reserved	Outgoing
2.	B. Less intelligent	More intelligent
3.	C. Affected by feeling	emotional stability
4.	E. Submissive	Dominant
5.	F. Serious	Happy go lucky
6.	G. Expedient	Conscientious
7.	H Timid	Venturesome
8.	I Tough minded	Sensitive
9.	L Trusting	Suspicious
10.	M Practical	Imaginative
11.	N Forth right	Shrewd
12.	O Self-assured	Apprehensive
13.	Q ₁ Conservative	Experimenting
14.	Q ₂ Group - dependent	Self - Sufficient
15.	Q ₃ Uncontrolled	Controlled
16.	Q ₄ Relaxed	Tense
=====		

4. Collection of Data

The tool consisted of 187 questions of yes or no type. The samples were made to assemble in a class room with the help of their teachers. Instructions were given to them. Good rapport was established and the purpose of the study was explained to them and they were informed that their answers would be strictly kept confidential. Then the 16 PF questionnaire was distributed to them it was a group performance test and the time set to answer these questions was 45-60 minutes and they were asked to tick the answers which come to their mind first in the choice of ABC - A - Yes, B - inbetween, C - No and they were asked to fall away from uncertain answers. After completion, the questionnaire were collected and consolidated.

5. Analysis of the Data

The responses of the subject were scored with regard to the 16 PF based on the scoring key provided by the author (Appendix III). The total number of scores under each personality factor was taken as the raw scores. The raw scores were then converted into sten scores (Appendix IV) by referring to the norms. Based on the sten scores the subjects were classified as high or low achievers on each 16 PF (Appendix V). Those who got 1-3 and 8-10 sten scores were termed as low achievers high achievers respectively. The personality factor of high and low achievers were then analysed statistically using 't' test in relation to area and sex.

Results and Discussion

IV RESULTS AND DISCUSSIONS

The result of the study on "Comparative study of personality factor of high and low achievers are discussed under the following headings.

III. The family background information of the selected sample.

IV. The personality factors of the selected sample.

III. The family background of the selected sample

The family background information of the selected sample such as the type of family, family size, educational status of the parents, occupational status of the parents and family income are shown in Table III.

TABLE III

FAMILY BACKGROUND INFORMATION OF THE SELECTED SAMPLE

(In Percentage) N = 25

S.No.	Particulars	URBAN				RURAL			
		Boys		Girls		Boys		Girls	
		H.A.	L.A.	H.A.	L.A.	H.A.	L.A.	H.A.	L.A.
		-----		-----		-----		-----	
a) Type of Family									
1.	Nuclear	88	80	60	64	52	88	28	32
2.	Joint	12	20	40	36	48	12	72	68
b) Family size									
1.	Small (1-3 chn.)	100	92	96	88	84	68	88	76
2.	Large (above 3)	-	8	4	12	16	32	12	24
c) Educational Status of Father									
1.	Primary	4	-	-	-	4	12	-	04
2.	Secondary	12	8	20	32	24	-	40	40
3.	Higher Secondary	8	32	20	44	12	24	20	12
4.	Graduate	20	12	48	16	24	8	32	28
5.	Post Graduate	32	12	4	8	16	28	8	8
6.	Professional & Others	24	36	08	-	20	28	-	08

S.No.	Particulars	URBAN				RURAL			
		Boys		Girls		Boys		Girls	
		H.A.	L.A.	H.A.	L.A.	H.A.	L.A.	HA	L
d) Educational Status of mother									
1.	Primary	00	00	02	16	02	48	12	
2.	Secondary	20	28	44	64	60	36	60	
3.	Higher Secondary	24	24	32	08	12	12	08	
4.	Graduate	52	32	16	12	12	04	08	
5.	Post Graduate	04	16	04	00	12	00	08	
6.	Professional and others	-	-	-	-	-	-	04	-
e) Occupational Status of Father									
1.	Clerk	24	32	20	20	12	12	16	2
2.	Teacher	32	02	02	-	16	-	04	1
3.	Mill worker	02	02	08	02	20	24	04	2
4.	Professional	28	40	12	12	02	08	16	0
5.	Business	02	16	48	56	12	28	52	1
6.	Agriculture	08	04	04	-	20	28	04	0
7.	Others	16	-	-	08	26	-	-	3
f) Occupational status of Mother									
1.	Clerk	04	-	-	-	04	-	-	-
2.	Teacher	24	04	-	-	12	16	16	0
g) Income of Family									
1.	Low	-	-	-	-	32	12	48	4
2.	Middle	04	24	08	20	36	80	40	4
3.	High	96	76	92	80	32	08	12	0

With regard to type of family, irrespective of sex and achievement, majority of the urban sample and rural boys belong to nuclear family whereas above 68 per cent of rural girls were from joint family. In the case of the size of the family, majority of the sample (68 - 100 percent) irrespective of sex, achievement and area belong to small family.

With regard to the educational status of father, the fathers of urban sample of high achievers had better education (graduation) compared to those of rural area, where the parents of boys irrespective of achievement had better education. Among rural girls, majority of their fathers had education only upto secondary level, followed by graduation.

When the education of mothers was considered it is just the opposite of the fathers. Only half of the mothers of urban boys had college level education. Majority of the mothers had only secondary level of education irrespective of sex and achievement.

Coming to the occupational status of fathers, fathers of urban boys were better in their occupational status such as professional. About 32 percent of the parents of high achiever boys were found to be teachers whereas among girls irrespective of area and achievement

the fathers were business people. Agriculture and mill work were found to be the other predominant occupations among the fathers in rural area. Only very few mothers were employed that for majority of them were in teaching profession irrespective of area, sex and achievement. It is significant that no mothers of urban girls were employed.

With regard to family income urban sample came from high income group whereas majority of the rural families of boys were from middle income group and that of girls were from low income. Thus a difference is seen in this regard between the families in both the areas.

IV. The personality factors of the selected sample

The details regarding the personality factors of the selected sample on low score (1-3) and high score (8-10) are discussed under the following simple headings:

1. Information regarding personality factor A
(Reserved Vs Outgoing)
2. Information regarding personality factor B
(Less Intelligent Vs More Intelligent)
3. Information regarding personality factor C
(Affected by feelings Vs Emotional stability)

4. Information regarding personality factor E
(Submissive Vs Dominant)
5. Information regarding personality factor F
(Serious Vs Happy Go Lucky)
6. Information regarding personality factor G
(Expedient Vs Conscientious)
7. Information regarding personality factor H
(Timid Vs Venture some)
8. Information regarding personality factor I
(Tough minded Vs Sensitive)
9. Information regarding personality factor L
(Trusting Vs Suspicious)
10. Information regarding personality factor M
(Practical Vs Imaginative)
11. Information regarding personality factor
(Forthright Vs Shrewd)
12. Information regarding personality factor O
(Self-assured Vs Apprehensive)
13. Information regarding personality factor Q₁
(Conservative Vs Experimenting)
14. Information regarding personality factor Q₂
(Group-dependent Vs Self-sufficient)
15. Information regarding personality factor Q₃
(Uncontrolled Vs Controlled)
16. Information regarding personality factor Q₄
(Relaxed Vs Tensed)

The marks from 1-3 obtained by the sample were termed as low score (1-3) and the marks from 8-10 were termed as high score (8-10). The following tables show the low score and high score obtained by the sample in relation to area, achievement and sex.

IV. Personality Factor 'A' of The Selected Sample

Information regarding the personality factor 'A' low score (Reserved) and high score (Outgoing) of the selected sample is shown in Table I.

FACTOR 'A'

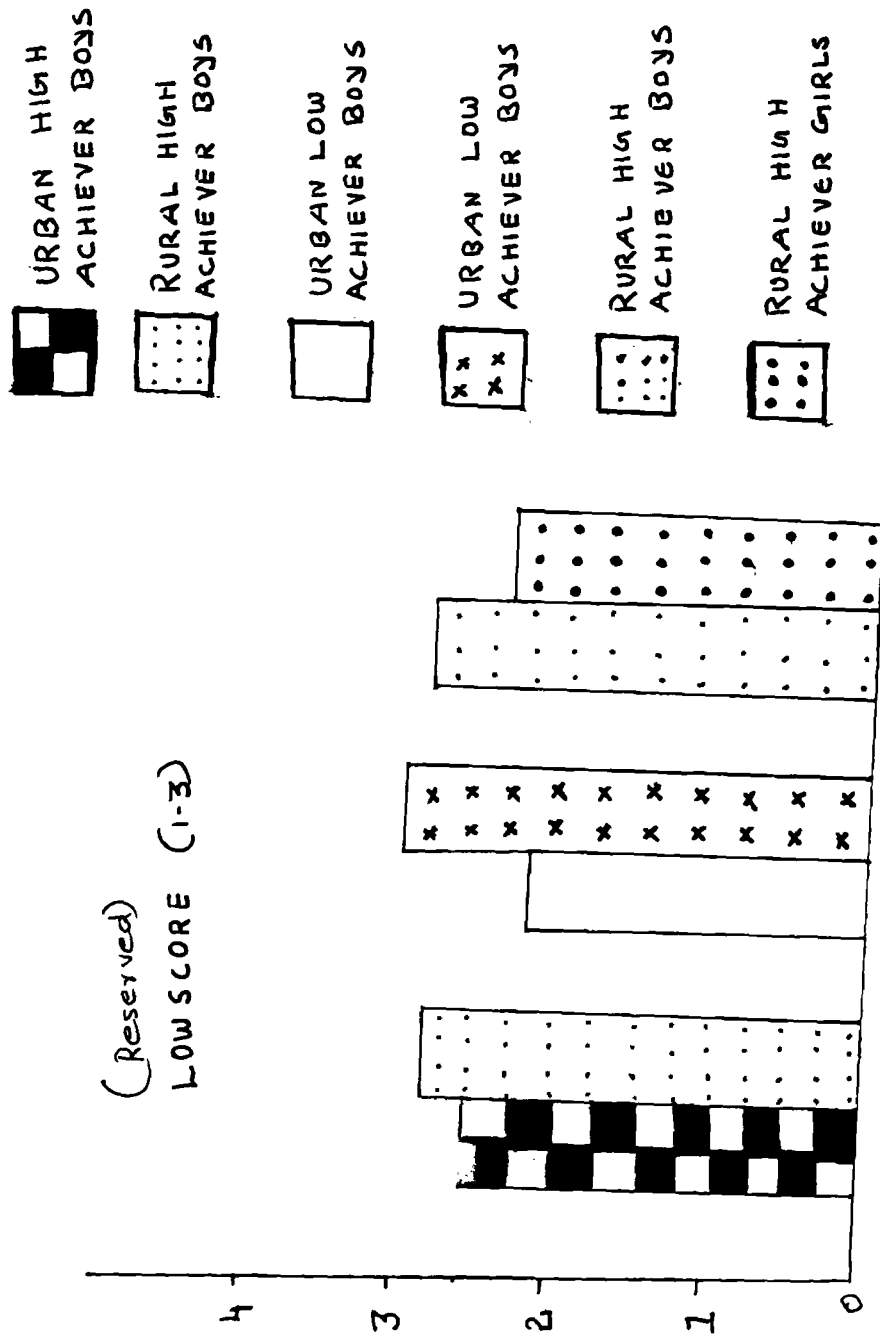


FIGURE I

INFORMATION REGARDING FACTOR A

It is observed from the table that no sample scored high score in factor A (outgoing, warm hearted, caring, going, participating). But when the mean was compared urban low achiever girls were slightly warm hearted and easy going than rural low achiever girls.

With regard to the low score (reserved, detained) a significant difference is seen between the high achievers of urban and rural area. But the mean score reveals that there is a slight difference between urban low achiever boys and rural low achiever boys. This is in line with the study of Boron (1980) that under achievers tend to be rigid, critical, stiff, cool and reserved. Rural low achiever girls are reserved than their counterparts from urban area. Difference is also seen between high achiever boys and girls of rural area. Boys were found to be better in out going tendencies, warm heartness, and participating than girls. Similarly statistical difference at 5 per cent was found between the low achiever boys and girls of urban area.

2. Personality factor 'B' of the selected sample

Information regarding the personality factor 'B' low score (Less intelligent) and high score (More intelligent) of the selected sample is shown in Table II.

FACTOR B

- URBAN HIGH ACHIEVER BOYS
- RURAL HIGH ACHIEVER BOYS
- URBAN HIGH ACHIEVER BOYS
- URBAN LOW ACHIEVER BOYS
- URBAN HIGH ACHIEVER GIRLS
- RURAL LOW ACHIEVER BOYS

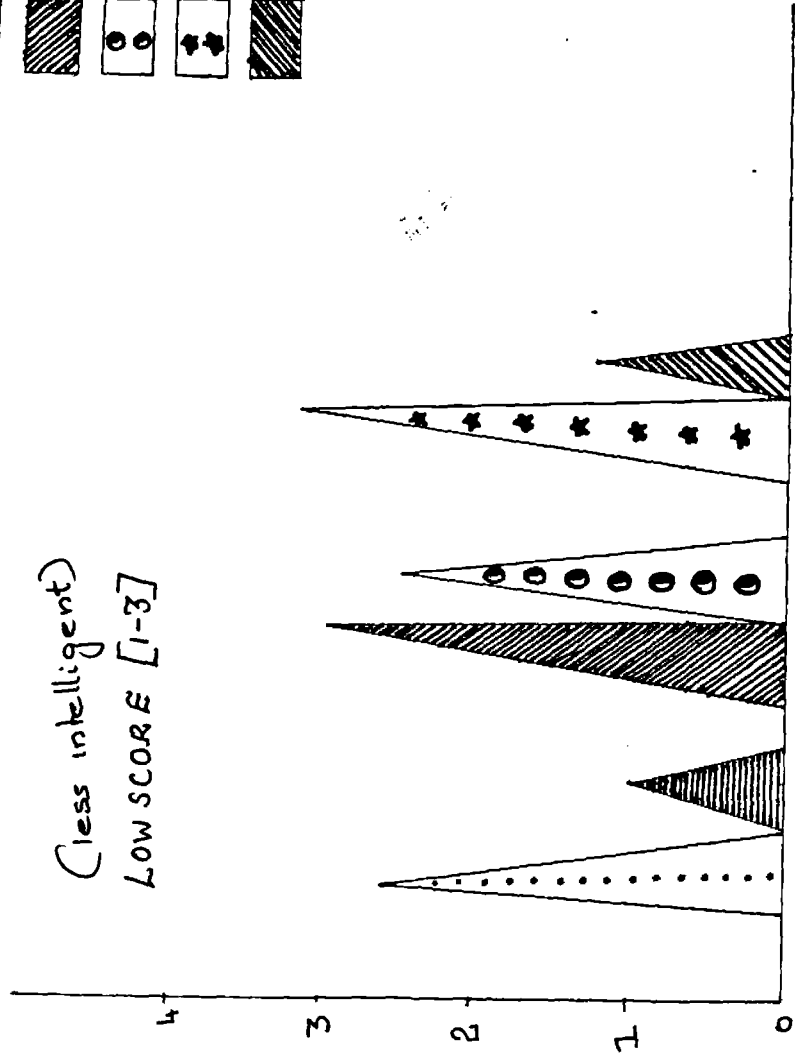


FIGURE II

INFORMATION REGARDING FACTOR B

For the low score, the test of significance proved that there is a significant difference in factor B (less intelligent, less thinking, dull) between high achiever boys of urban and rural area. Even though the 't' value did not show any significant difference, the mean value showed that rural high achiever girls are less thinking, dull than those of urban area. Rural high achiever girls are more dull than rural high achiever boys. This in accordance with the finding of (Despande and Lodhi, 1931) rural sample are found to show the symptoms of dullness, concrete thinking, and took considerable amount of time for perception.

Even though the value did not show any significance in high score (more intelligent) the mean score showed that urban low achiever boys are abstract thinkers than rural low achiever boys.

3. Personality factor 'C' of the selected sample

Information regarding the personality factor 'C' low score (Affected by feeling) and high score (Emotional stability) of the selected sample is shown in Table III.

FACTOR 'C'

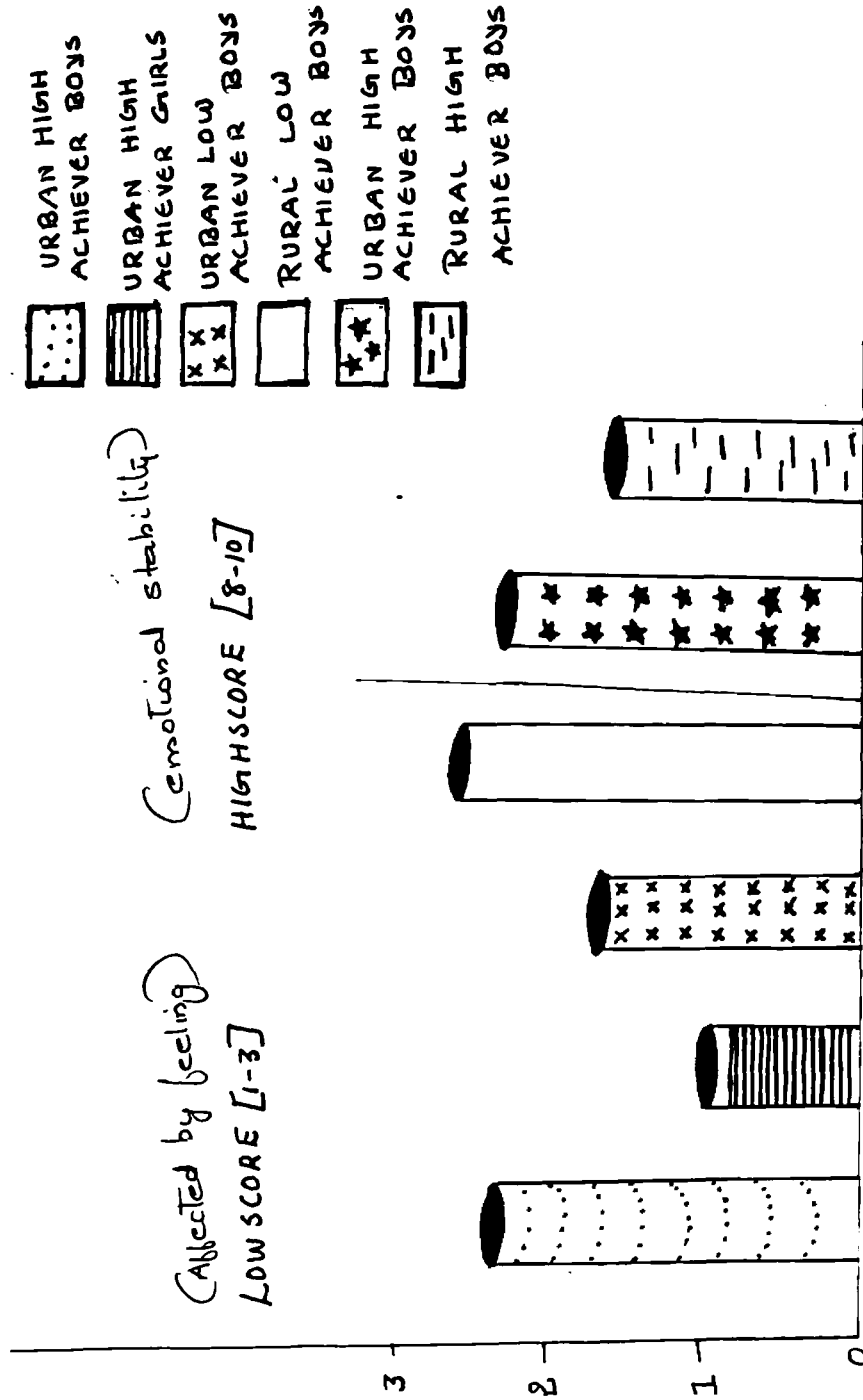


FIGURE II
INFORMATION REGARDING FACTOR 'C'

Table IV brings forth a high significant difference in factor 'C' low score that is (affected by feeling, less stable, easily upset) between low achiever boys of urban and rural area and between high achiever boys and girls of urban area. But the mean value proved that rural high achiever girls are more affected by feelings and easily upset than urban high achiever girls and this finding is in accordance to Hogan and Salano (1972) rural sample are affected soon by external influence.

In high score (emotionally stable, faces reality, calm, mature) it reflects that there is a significant difference between high achiever boys of urban and rural area. Shah (1984) also found that emotional happiness is more among high achievers. In contrast to this the mean score show that urban low achiever boys and girls are emotionally stable than rural low achiever boys and girls.

4. Personality factor 'E' of the selected sample

Information regarding the personality factor 'E' low score (Submissive) and high score (Dominant) of the selected sample is shown in Table IV.

The above table reveals that none of the sample scored low score in factor 'E' (Humble, mild, accomodating, submissive). But the mean score reflect that rural low achiever boys are humble, mild and submissive than urban low achiever boys, and urban low achiever girls are more humble, mild than rural low achiever girls and urban low achiever boys.

When high score was observed (Assertiveness, independent, aggressiveness Dominant) there is a significant difference among high achiever boys and girls of rural area. Urban high achiever boys are more dominant, than those of rural area. The mean value show that rural high achiever girls were found to be more assertive, independent, aggressive and dominant than those of urban area.

5. Personality Factor 'F' of the selected sample

Information regarding the personality factor 'F' low score (Serious) and high score (Happy go lucky) of the selected sample is shown in Table V.

There is a significant difference between urban and rural high achiever girls and urban low achiever boys and girls. This finding is in accordance with Rice (1981) that underachievers are characterised by pessimisms, distrust anxiety, egocentric and they seem to be aloof in low score (Desurgency sober, prudent, serious, pessimistic). The mean score proved that the rural high achiever boys are pessimistic than urban high achiever boys and also rural low achiever girls are serious than those of boys.

It is seen that the sample showed no significant difference in factor F, high score (Surgency, talkative, impulsive). But the mean value bring out that urban high achiever boys seemed to be surgency and impulsive than rural high achiever boys and rural high achiever girls are found more to be talkative than urban high achiever girls and urban and rural low achievers.

6. Personality Factor 'G' of the selected sample

Information regarding the personality factor 'G' low score (Expedient) and the high score (Conscientious) of the selected sample is shown in Table VI.

FACTOR 'G'

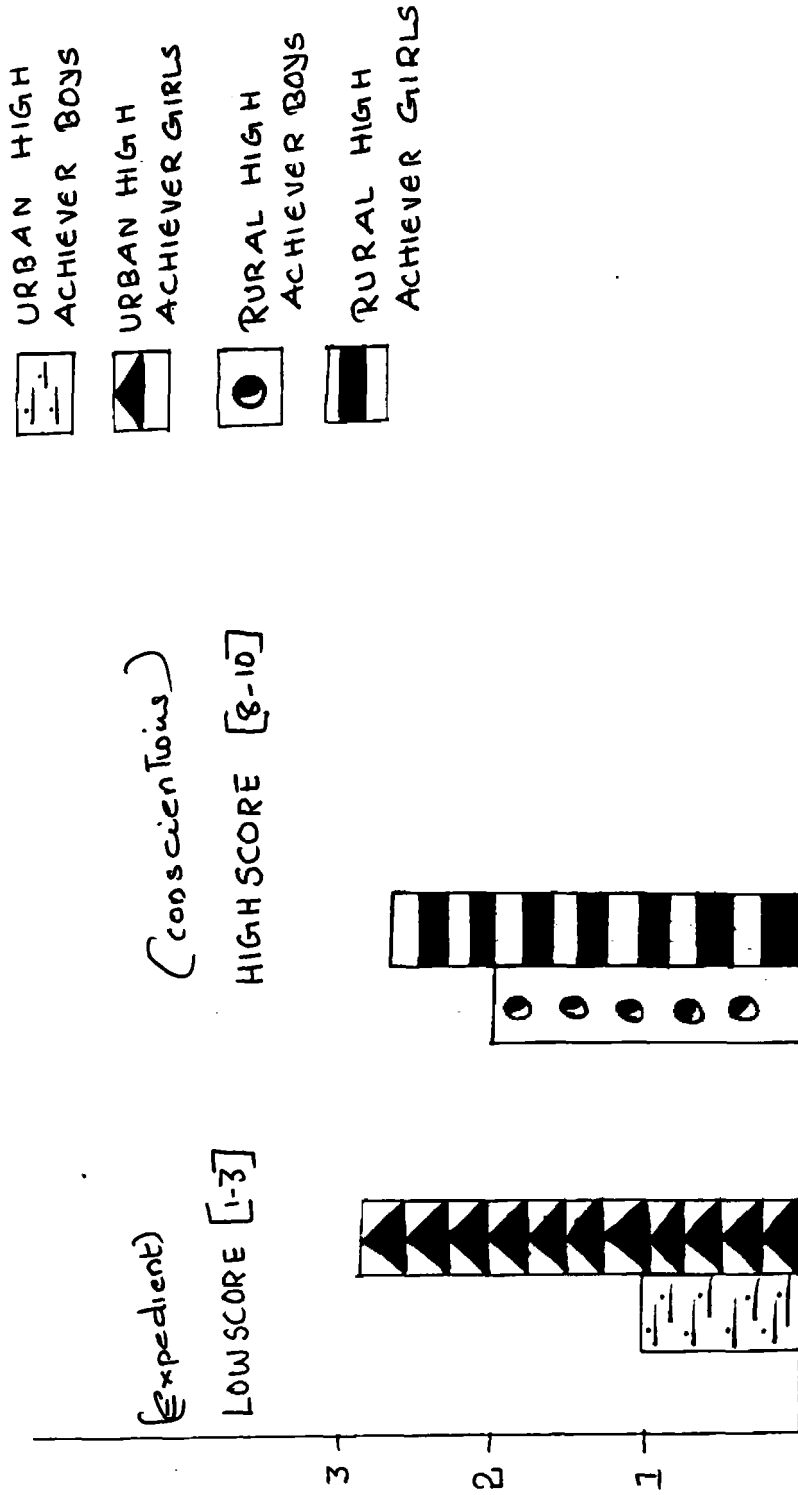


FIGURE IV

INFORMATION REGARDING FACTOR G

It is very interesting to note that there is a high significant difference in factor 'G' low score (Expedient, weaker super ego strength) between urban high achiever boys and girls and other variables seemed to be non significant in ('t') value. But the mean value reflects that urban high achiever boys are weaker in super ego strength than rural high achiever boys and the rural low achiever boys are expedient than their urban counterparts.

When observed in high score (conscientious, preserving, dominating by duty) there is a difference between rural high achiever boys and girls. The finding of Carmical (1964) depicts that over achievers are to be dominant and active in class room situations and they are free from anxiety. And the mean value depict that the urban low achiever girls and urban high achiever boys are less dominant than urban high achiever girls.

7. Personality Factor 'H' of the selected sample

Information regarding the personality factor 'H' low score (Timid) and high score (Venturesome) of the selected sample is shown in Table VII..

Irrespective of the area, achievement and sex, no significant difference was observed with regard to factor 'H' in both the low score (shy, restrained, timid) and high score (venturesome, socially bold, inhibited) sample. But the mean score brings out that rural low achiever girls feel shy and are timid than urban low achiever girls. This is in line with the finding of Menon (1978) who found that rural girls are more restricted by cultural demands and they tend to be more shy and withdraw from other communities.

8. Personality Factor 'I' of the selected sample

Information regarding the personality factor 'I' low score (Tough minded) and high score (Sensitive) of the selected sample is shown in Table VIII.

A high significant difference was observed in factor 'I' low score (tough minded, realistic) between high achiever boys of urban and rural area, and difference was found between urban low achiever boys were tend to be realistic and tough minded than those of girls.

And when the high score was viewed (tender minded, over protected) non significant different in the test of significance was observed among the sample of different variables. But the mean score valued that rural low achiever girls seemed to be tenderminded and over protective than their counterparts in urban area and also low achiever boys of rural and urban area.

9. Personality Factor 'L' of the selected sample

Information regarding the personality factor 'L' low score (Trusting) and high score (Suspicious) of the selected sample is shown in Table IX

FACTOR 'L'

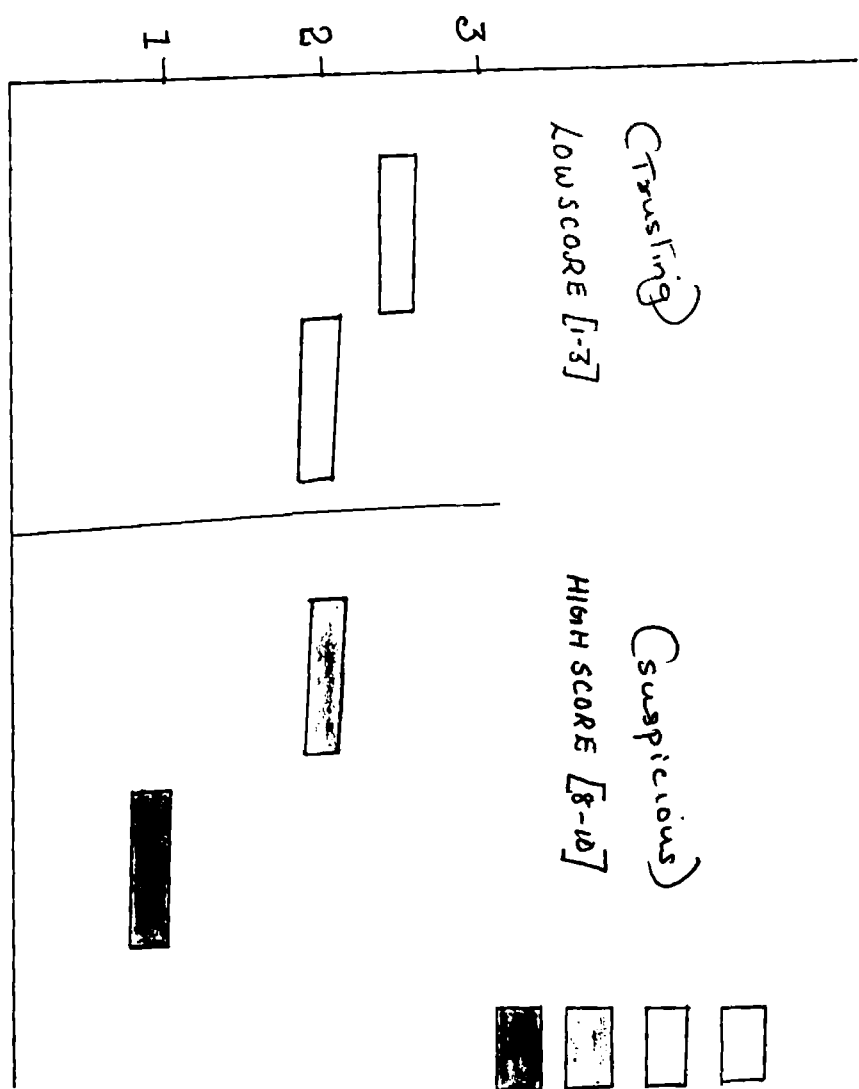


FIGURE N
REGARDING FACTOR L
INFORMATION

- URBAN HIGH ACHIEVER BOYS
- URBAN HIGH ACHIEVER GIRLS
- URBAN LOW ACHIEVER BOYS
- RURAL LOW ACHIEVER BOYS

With regard to the factor 'L' low score (trusting, adaptable, free of jealousy, easy to get on with) significant difference was seen only among urban high achiever boys and girls. When the mean score was taken into consideration urban low tend to be more adaptable than their counterparts in rural and urban area respectively, and rural low achiever boys are more easy going than rural low achiever girls.

When the high score was observed (suspicious, mistrusting and doubtful) the only significant difference that was observed here was between low achiever boys of urban and rural area. The urban low achiever boys were no more mistrusting than the rural low achiever boys and the rural low achiever girls were more suspicious and doubtful in their activities than urban low achiever girls.

10. Personality Factor 'M' of the selected sample

Information recording the personality factor 'M' low score (10 Practical) and high score (Imaginative) of the selected samples show in Table X.

The 't' value shows a non significant difference with regard to the low score (practical, careful, conventional, regulated by external realities) among the different variables. But when the mean value was considered urban high achiever boys are practical, conventional, and careful than their counterparts in rural area.

But when viewed in the high score (imaginative, wrapped up in minor urgencies, careless of practical matter absent minded), the 't' value shows significant difference only between rural low achiever boys and girls. This is in line with the finding of Mohan and Kumar (1979), that low achievers are imaginative, came to be rejected in group and self motivated. But the mean value brings out the fact that urban high achiever boys are more imaginative than rural boys and also rural low achiever boys are imaginative than those of the rural low achiever girls.

11. Personality factor 'N' of the selected sample

Information regarding the personality factor 'N' low score (Fprth right) and high score (Sorewd) of the selected sample is shown in Table XI.

When the different variables were taken into statistical analysis with regard to factor 'N' low score (forth right, natural, artless, sentimental) significant difference was seen only between high achiever boys of urban and rural area and also rural low achiever boys and girls at 5 percent level. This finding is in lines with Kumar (1975) that high achievers are sentimental, easily pleased and contend with what he comes with.

It is surprising that the 't' value shows no significant difference between the variable for high score (Shrewd, Calculating). But the mean value reveals that rural low achiever boys are more shrewd than urban low achiever boys and rural low achiever boys are more calculative than rural low achiever girls.

12. Personality factor 'O' of the selected sample

Information regarding the personality factor 'O' low score (Self-assured) and high score (Apprehensive) of the selected sample is shown in Table XII.

FACTOR 'O'

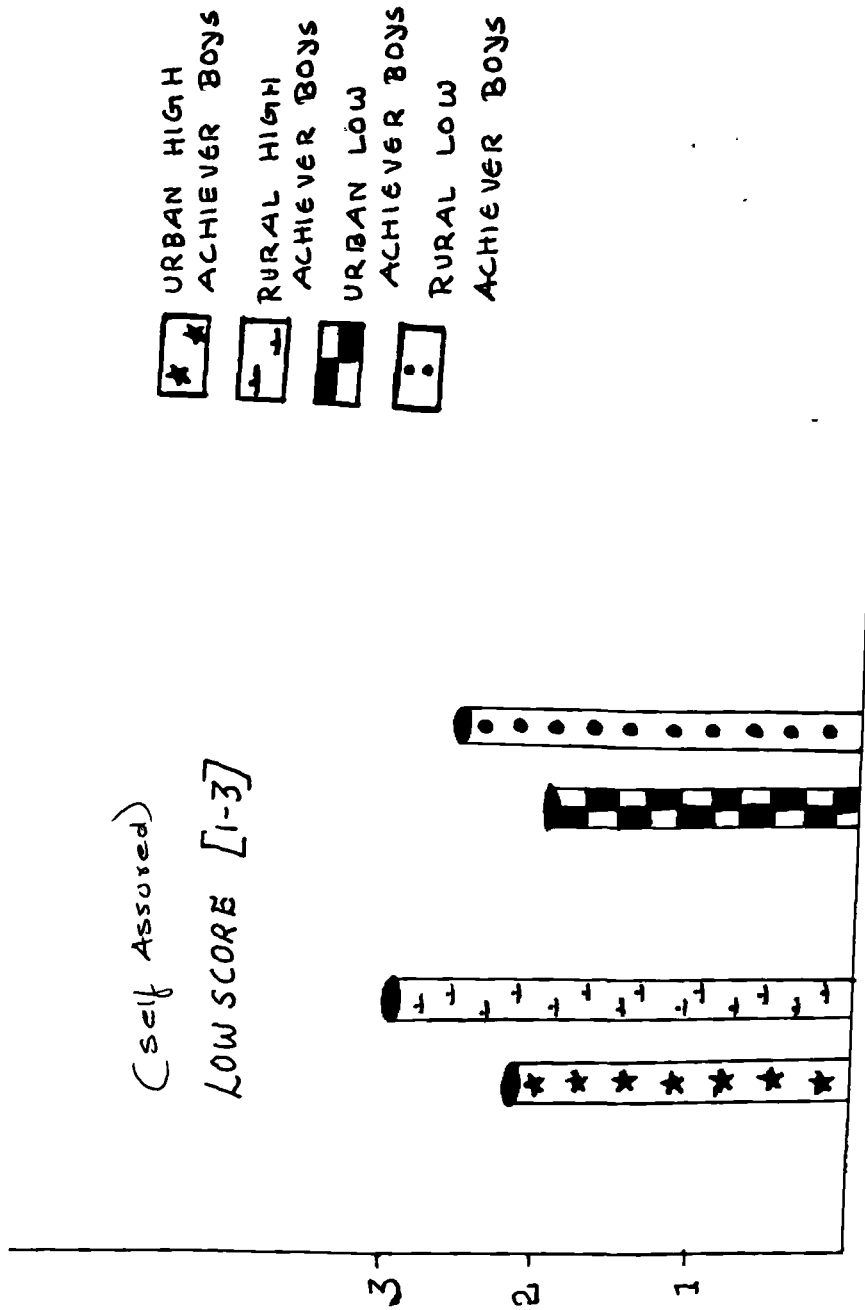


FIGURE VI

INFORMATION REGARDING FACTOR O

Table XII for factor 'O' low score (Untroubled adequacy, placid, self assured), the test of significance shows a high significant difference between high achiever boys, and low achiever boys of urban and rural area. This finding is similar to that of Bin (1980) who found that low achievers are self assured, distrusted, unanxious, confidence in himself. The mean score valued that urban low achiever girls are more self assured than rural low achiever girls. Where as in high score (Apprehensive, worrying, depressed, moody) none of the variable selected were found to have significant relationship when analysed with test of significance.

13. Personality factor 'Q₁' of the selected sample

Information regarding the personality factor Q₁ low score (Conservative) and high score (Experimenting) of the selected sample is shown in Table XIII.

It is very interesting to observe that the analysis done statistically for low score (conservative, respecting, tolerant of traditional difficulties) among different variables show no significant difference. But the mean value reveals that rural high and low achiever girls are more conservative than those of urban area. But the mean score of urban area reveal the vice versa. But the mean score of urban area reveal the vice versa. The findings of Mathur (1974) also reveals that rural area give more importance to their traditions and culture.

When analysed with the high score also, (experimenting, critical, liberal, free thinking) no significant difference was observed between the variables. But the mean score reveals that urban high achiever boys are more experimentative than their counterparts. And the mean score again reveals that rural low achiever boys are experimental, critical and liberal than rural low achiever girls.

14. Personality factor 'Q₂' of the selected sample

Information regarding the personality factor 'Q₂' low score (Group Dependent) and high score (Self - sufficient) of the selected sample is shown in Table XIV.

FACTOR Q₂

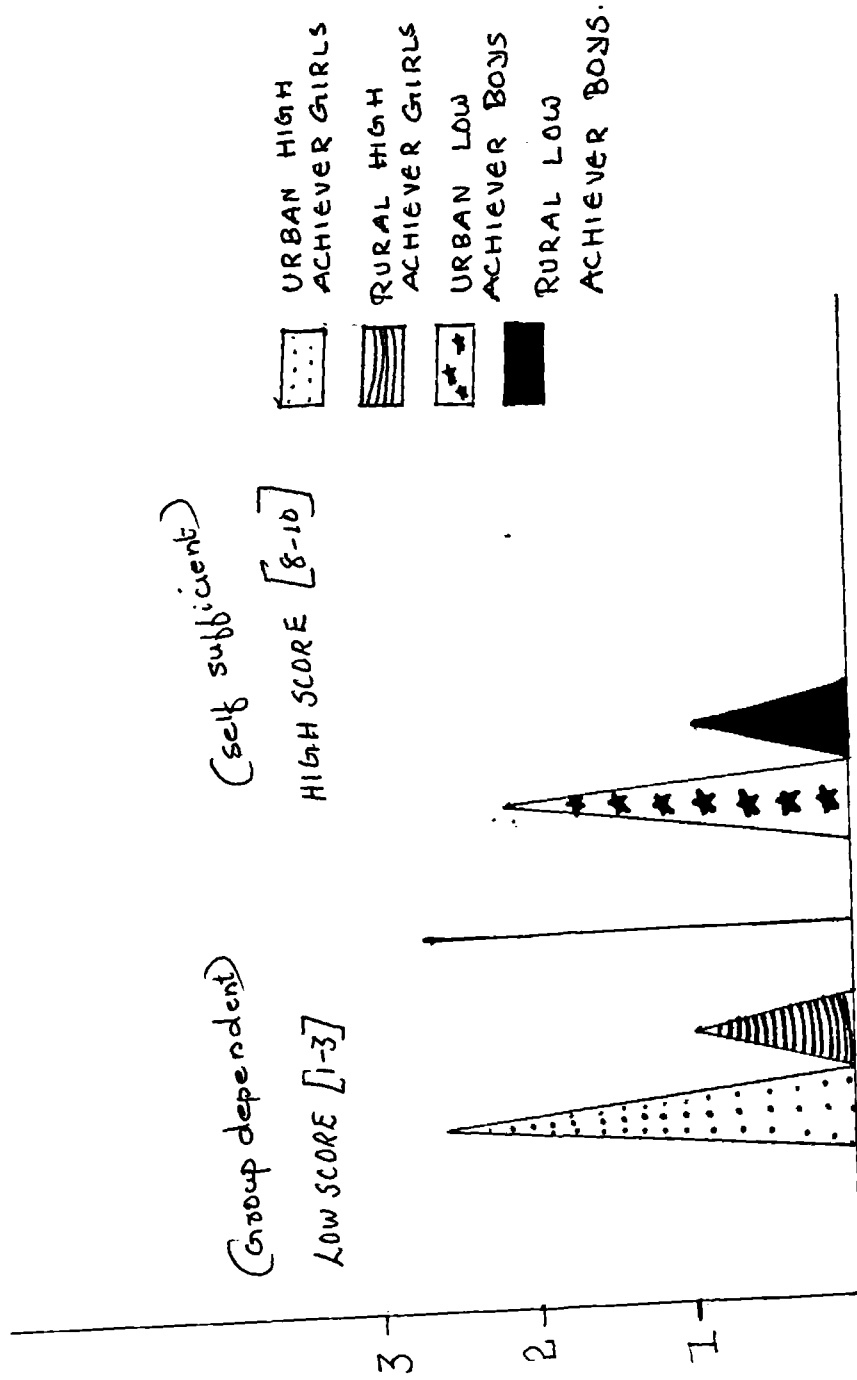


FIGURE VII
INFORMATION REGARDING FACTOR Q₂

It is viewed from the inference that for factor 'Q₂' low score (Group - dependant, sound follower) there is significant difference only between urban and rural high achiever girls. But the mean score reveals that rural low achiever girls are group-dependant, and sound follower than urban low achiever girls, and urban high achiever girls are sound follower than rural high achiever girls.

But when the high scores (self-sufficient, prefer own decision, resourceful) were analysed significant difference was noted between low achiever boys and girls, and other variables showed no difference.

15. Personality factor 'Q₃' of the selected sample

Information regarding the personality factor 'Q₃' low score (uncontrolled) and high score (controlled) of the selected sample is shown in Table XV.

When the low score (uncontrolled, undisciplined, self-conflict, low intergration) was taken into account for factor 'Q₃', the only difference seen was among low achiever girls of urban and rural area. This is in line with Pathate (1972) that low achievers tend to be undisciplined in organisation, sometimes careful or paintaking and sometime maladjusted.

But when the analysis done for the high score was studied (controlled, socially precise self-image), it showed no significant difference in the test of significance. But the mean score bring in a difference between low achiever girls of urban and rural area and low achiever boys and girls of rural area, that rural girls had better control.

16. Personality factor 'Q₄' of the selected sample

Information regarding the personality factor 'Q₄' low score (relaxed) and high score of selected sample is shown in the Table XVI.

A significant difference is noted in factor 'Q₄' low score (Relaxed, low-ergic tension, not frustrated) between low achiever boys and girls of urban area. But when the mean score was reviewed urban low achiever girls tend to be low-ergic relaxed, tensed and not frustrated than their counterparts of rural area.

When analysed the significance of high score with 't' test (tensed, frustrated over wrong) it was found to be non significant between the variables. The mean score depict that rural low achiever girls are very tensed than urban low achiever girls and rural low achiever boys tend to be frustrated compared to urban low achiever girls.

Summary and Conclusion

V SUMMARY AND CONCLUSION

Adolescents are in a very vital age group as it is an "entrant population" for higher responsibilities as this group faces very vital physical and social changes and the accompanying challenges, careful consideration and compassionate management.

So a Comparative Study on Personality factors of high and low achievers was conducted selecting three schools each from urban and rural area. Two hundred adolescents were selected and there was an equal representation of the sample according to area, sex, and academic achievement.

The key findings of the study are summarised below.

1. In personality factor 'A' significant difference was seen with regard to the low score (reserved, detained) between the high achievers of urban and rural area. With regard to the high score (outgoing) no sample scored the high scores. Boys were found to be better in outgoing tendencies than girls.
2. In factor B low score (less intelligent) significant difference was observed between the high achiever boys of

urban and rural area. The rural high achiever girls were found to be dull than those of urban area. When high score (more, intelligent) was analysed no significant difference was found between the variables. But urban low achiever boys were found to be abstract thinkers than their counterparts in rural area.

3. For factor C highly significant difference was observed for low score (affected by feeling) between low achiever boys of urban and rural area and high achiever boys and girls of urban area. Rural high achiever girls were found to be easily upset by feelings than those of urban area. For high score (emotionally stability) significant difference was observed between high achiever boys of urban and rural area. Urban boys and girls were found to be emotionally stable than those of rural area.

4. In factor E low score (Submissive) no significant difference was found but the mean score reveal that the rural low achiever boys and urban low achiever girls were humble and submissive than their counterparts. But in high score (Dominant) significant difference among high achievers boys and girls of rural area was noted. Rural high achiever girls were found to be dominant than their counterparts.

5. For factor F, low scores (serious) significant difference between urban and rural high achiever girls and urban low achiever boys and girls was seen. The mean score revealed that rural high achiever boys and rural low achiever girls were serious and pessimistic than their counterparts in urban area. For high score (Happy go lucky) the mean value showed that urban high achiever boys and rural high achiever girls were happy go lucky type and talkitive than their counterparts.

6. The factor G low score (expedient), highly significant difference was found only between urban high achiever boys and girls and no difference among other variables. In high score also (conscientious) statistically significant difference was observed between rural high achiever boys and girls only. Girls were found to be dominant than boys.

7. For factor H low score (timid) and high score (venture some) irrespective of the area, sex and achievement no significant difference was observed statistically. But the mean score revealed that rural girls were found to be shy and timid than their counterparts in urban area.

8. Highly significant difference was found in factor I low score (tough minded) between high achiever boys of urban and rural area only and not among other variables.

Low achiever boys were found to be realistic and tough minded than girls. For high score (tender minded sensitive) rural low achiever girls seemed to be tender minded and over protective.

9. For factor L low score (trusting) only between urban high achiever boys and girls, a significant difference was seen. Urban low achiever boys and rural high achiever girls tend to be more trusting, adaptable than their counterparts in rural area and urban area. For high score, the only significant difference observed was between low achiever boys of urban and rural area. The urban low achiever boys were mistrusting than those of rural area and rural low achiever girls were suspicious and doubtful in their activities than those of urban area.

10. Personality factor 'M' the low score (practical) reveals no difference statistically between the variables but the mean value reveal that urban high achiever boys were practical and careful than those of rural area. For high score (imaginative) only among rural low achiever boys and girls a 'difference was noted' . Urban high achiever boys were imaginative than those of rural area.

11. For the factor N, low score (forthright), significant difference was seen among high achiever boys of urban and

rural area and also among low achiever rural boys and girls. For high score, no significant difference was seen among the variables.

12. For factor O, low score (self assured) high significant difference was observed between high and low achiever boys of urban and rural area. The urban low achiever girls were found to be self assured than those of rural area. For high factor no significant difference was seen among the variable.

13. For factor Q₁ no significant difference was noticed among the variables for low score as well as high score. For the low score the mean score revealed that rural girls were conservative than urban girls. For the high score, urban high achiever boys were more experimentative than girls. In rural area low achiever boys were experimentative, critical and liberal than girls.

14. For Factor Q₂ low score (group dependent) between urban and rural high achiever girls there was a significant difference. Urban high achiever girls and rural low achiever girls were dependent than their counterparts. For high score, (self sufficient) highly significant difference was noticed between low achiever boys and girls.

15. For factor Q₃ low score (uncontrolled), among low achiever girls of urban and rural area, difference was seen,

but for the high score (controlled) no significant difference was seen. Rural low achiever girls had better control than those of rural and urban areas.

16. For Factor Q₄ low score (relaxed) significant difference was noticed between low achiever boys and girls of urban area. Urban low achiever girls were relaxed, low tensed than those of rural area. For the high score, (tensed) non significant difference among the variables was observed. The mean score revealed that rural low achiever girls were tensed and frustrated than those of urban area.

B I B L I O G R A P H Y

- Anand, S.
1986 .. "Exceptional Children in School",
Journal of Indian Education.
XII, 1, pp.13-20.
- Atkinson, R.L.
1987. .. Psychology, Brace Jovanouoch
international edition;
Newyork: p.35.
- Annamalai
1971. .. "Case studies of few students
who have secured high marks
in S.S.L.C. examination".
Journal of Research and
extension. VII, 3, pp.60-61.
- Backon, N.,
Allen, C.
1979. .. Brief Introduction To Psychology,
Mcgraw Hill Publishing Company,
Newyork: p.218, 220, 360,382.
- Bank, R.
1972. .. Adolescent Psychology, Vikas
Publishing Home Development Ltd.
London: pp.1-15.
- Barett
1971. .. Under Achievement, Johnwiley and
Sons, Newyork: pp.286-289.
- Bending, S.
1986. .. "The effect of Neuroticism and
High Emotionality on Achievement "
Indian Psychological Review.
XXX, 4, p.11.

- Bergan, J.R.
1985. .. School Psychology in Contemporary Society, Charles E Merrill Publishing Company, New York: p.57.
- Biswal
1985 .. "Self-esteem and Childrens Academic Achievement. Experiments in Education. XI, 12, pp.220-22 .
- Bin, A.R.
1971 .. Rural Students and Academic Performance, Cornell University; California: p.180.
- Bourne, J.R.
1980 .. Psychology, Hott, Rinchart and Winston, New York: pp.247, 325.
- Brazer
and
Brazer
1980 .. Adolescents, Charles E Merrill Publishing Company; Columbia: pp.14, 24, 28.
- Broderich, R.S.,
Sewell
1985 .. Under Achievement, John Wiley and Sons; New York: p.281, 220, 436.
- Boron, R.A.,
Byrne, D.
1980 .. Understanding Behaviour, Hott Sander International Edition; New York: pp.331, 445.
- Bron fen brennei
1979 .. School Psychology in Contemporary Society, Charles E Merrill Publishing Company; Columbia: p.105.

- Daniel, P. .. Social Psychology, Hott Rinchart
1979 and Winston; New York: pp.87-89.
- Desai, H.G. .. "Under Achievement Syndrome
1978 Among Higher Ability High School
Boys". Journal of Education and
Psychology. XXXVI, 1,2, pp.22-23.
- Dash and Dash .. A Comparative Study of Self
1974 Acceptance Test anxiety,
Intelligence and Achievement of
High School". Indian Psychological
Review, XXX, 3, pp.30, 32.
- Despanda, S.W. .. "Academic Achievement and
1981 Psychological Variable". Journal
of the Institute of Educational
Research. V, 1, pp.16-18.
- Discapria, N.S. .. Personality Theories, Hott Rinehart
1983 and Winston, New York: pp.4,6.
- Dullehaj, N.R. .. Motivation and Abilities,
1978 Hott Rinchart and Winston I N C
New York: pp.328, 336.
- Etaugh .. The Psychology of Under Achievement
1974 John Wiley and Sons, New York:
p.28, 30, 66.

- Fehr, Z.A.
1983 .. Introduction to Personality,
Macmillan Publishing Company INC:
New York: p.5.
- Freeberg, G.,
Payne, S.
1982 .. Personality Development of
Children, CK Shah Multitech
Publishing Company;
London: p.14.
- Gallerman
1970 .. "Academic Achievement", Review of
Child Development Research.
Rursell Press; New York: p.402-403.
- Garrison, K.C.
1975 .. Psychology of Adolescence,
Prentice Hall INC; New Jersey:
p.169.
- Gasbasiro, J.
1985 .. Adolescent Development, Charles
E Merill Company; Columbia, p.6,
9, 24, 25.
- Gilmer, B.H.,
1970 .. Psychology, Harper International
Edition; New York: p.72.
- Grewal, H.,
Singh, M.B.
1987 .. "Academic Achievement in High
School Boys", Indian Psychological
Review, XXXII, 4, p.36.

- Gulatai,
1974
- .. "Some Co-relater of Psycholism
in a Normal Group of Youth".
Journal of Psychology, May 1,
10(2), pp.44, 52.
- Having burst
Levine
1984
- .. "Intelligence and Academic
in Children Belonging to
Different Socio-economic Group".
Indian Psychological Review,
XXXIII, 45, pp.50, 51.
- Hansford, J.
Hathe
1986
- .. The Effect of Self Perception
on Academic Achievement",
Indian Psychological Review;
XXXIX, 4, pp.17, 20.
- Heins, A.
1970
- .. Intelligence and Personality,
Penguin Books; England: p.53.
- Hettema, P.J.
1979
- .. Personality and Adaptation,
North Holland Publishing Company;
New York. p.14.
- Hogan
Solano, D.
1974
- .. "Trait Test and Personality
Research", American Psychology.
XIV, pp.32, 197, 255, 264.

- Hurlock, E.P.
1978 .. Child Development, McGraw Hill
Book Company; Tokyo:
pp.523 - 530.
- Huzodike
1978 .. "Contribution to the Brain
Ability of Creative Thinking
of pupil in relation to level of
School Performance". Studia
Psychologia, XIX, pp.154-161.
- Jean
1986 .. "The relationship of Measures of
Self Actualization to Gifted
students". Abstract Dissertation
International Human and Social
Science. 155, 419 (420) p.358.
- Jeiral
1981 .. "Creativity Intelligence and
Achievement" Journal of Education
XXXIX, 14, pp.98-99.
- Jerome, K.
1984 .. "Under Achievement the two type
hypothesis". Dissertation Abstract
International Human and Social
Science. 3, p.358.
- Kagan
Haveman
1972 .. Psychology an Introduction,
Har Court Brace
Jovano Vich INC, New York: p.101.

- Kali, S.V. .. Child Psychology and Child Guidance
1978 Himalaya Publishing Home: Bombay
pp.120-132.
- Kaplan, P.S. .. Psychology of Adjustment, Wadsworth
1984 Publishing Company Belmont;
California; pp.46, 47.
- Kaur .. "Social and Emotional Adjustment of
1981 Normal and Blind Adolescence",
Indian Journal of Home Science -
XIV, 4, p.16.
- Kelly, J.H. .. "Adolescence Boys in High School",
1976 A Psychological study of copying
and Adoption. NewDelhi, p.38.
- Kumar, D. .. "Academic Achievement".
Sundarshan, P. Psychological Studies, XXXII, 3, p.15
1988
- Latane .. The Unresponsive Bysancer,
Darley Appleton Company; New York: p.37.
1970
- Lavin .. Personality and Educational
1972 Achievement, Naylor John Wiley
and Sons, Australia: pp.16-22.

- Lindgren, R.
Hendry Clay
1977 .. Introduction to Social Psychology,
Wiley Eastern India Limited,
New Delhi: pp.105, 106.
- Maddi
1930 .. Personality,Harcourt Bran
Jovanovich Publishers; New York:
p.18.
- Marcus, S.J.
1988 .. The Psychology of Under Achievement,
John Wiley and Sons, New York:
p. 2, 54.
- Mc Call
Johnson
1982 .. The Psychology of Under achievement,
John Wiley and Sons, New York:
p.13-19.
- Menon
1973 .. "A Comparative study of Personality
Characteristics of Over achievers
and Under achievers". PHB Thesis
Psychology, Kerala University: p.38.
- Mischel, W.
1931 .. Introduction to Personality, Hott
Rinschart and Winston, NewYork:p.15.
- Mischel, H.N.,
Mischel, W.
1973 .. Reading in Personality. Hott
Rinschart and Winston INC,
New YorkL P.16.
- Mohan
Virdhi
1985 .. "Studies of Personality and
Persistance". Indian Psychological
Review. XXVIII, 6,pp.17-19.

- Mohamahopadhy
1988 .. "The concept of Gifted Child"
Educational Review. XII, 2,
pp.15, 16.
- Morrow, C.,
Williamson
1961 .. Family Relationship of Bright
Achieving High School Boy,
Brace Jovanovich INC;
New York: pp.561-521.
- Mueller, G.
1979 .. Adolescence, Cyril Jensen West
Publishing Company, New York:
p.6, 7.
- Narmada
1973 .. "High Achievers and Personality"
Kurukshetra, XXIV, 4, pp.18, 20.
- Natesan, H.,
Devi, R.K.
1987 .. "Comparative study of Personality of
High and Low achievers". Journal of
Educational Research and Extension,
XXXIV, 2, p.73.
- Oghu
1981 .. The Adolescence a Psychological
Self-Portrait. Basic Book Press
Publishers; New York: pp.28, 30-40.
- Pal, A.,
Saxena
1970 .. "The Problem of Over and Normal
Achieving College. "Journal of
Experiments in Education",
XXIV, 5, p.5, 6.

- Pathate, S.
1972 .. The Psychology of Under Achievement,
John Wiley and Sons; New York:
pp.30-36.
- Perlman, D.
1979 .. Social Psychology, Chris Co2by Hott,
Newyork: p.128.
- Perwin, L.A.
1972 .. Personality theory Assessment,
John Wiley and Sons Publications,
New York: P.324.
- Peterson, C.P.
1988 .. Personality, Harcourt Brace
Jovonovich Publishers; New York:
pp.1, 16, 29.
- Prasad, S.
1974 .. Cross Cultural Child Development,
Monteria Publishers, California;
p.226.
- Rainci, E.
1980 .. "Personality Pattern of low and high
achievement". Journal of
Psychological Research, XXIV, 3,
pp.37, 86.
- Rama, C.
1983 .. "Experimental Study of Personality,
Lawsence Erlbaum Associates Publishers;
New Jersey: pp.1, 4, 16.
- Rayner, E.
1982 .. "Human Development", National Institute
of Social Service Library
XXII, 6, p.105.

- Rice, F.P.
1984 .. The Adolescent Development Relationship and Culture, Allyn and Bacon INC, Boston, pp.45, 306, 491.
- Roa, S.N.
1965 .. "Problems of Adjusted and Academic Achievement". Journal of Vocational and Educational Guidance. x, 6, p.10.
- Ross, M.
1975 .. Under achievement, John Wiley and Sons, New York: pp.280, 320.
- Saccuzzo, D.P.
1984 .. Clinical Psychology, Allyn and Bacon INC; Boston: p.325.
- Sartin, A.Q.,
North, A.J.
1967 .. Psychology Understanding Human Behaviour, McGraw Hill Book Company, New York; p.35.
- Scroggy, J.R.
1985 .. Key Ideas in Personality theory, West Publishing Company; New York: pp.5, 6, 11, 15.
- Scidon, R.
1969 .. "Students test comparison of Personality Trait". Indian Journal of Home Science, XII, 3, pp,77, 78.
- Seimeca, J.H.
1980 .. "Education and Society", Holt Rinehart and Winston; New York: p.480.

APPENDIX I

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION
FOR WOMEN (DEEMED UNIVERSITY)

FAMILY BACKGROUND INFORMATION FOR THE SELECTED SAMPLE

Name of the interviewer : Date:
 Name of the interviewee : Age:
 Name of the place : Sex:
 Name of the School : Class:
 Community:

Type of Family

Joint :
 Nuclear :

=====

S.No.	Name	Relation to the head	Age	Sex	Educational status	Occupation	Income

=====

Other Sources

- a. Business earning
- b. Income from investment
- c. Other
- d. Savings

APPENDIX II

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION
FOR WOMEN (DEEMED UNIVERSITY)

16 PF Questionnaire

1. I have the instructions for this test clearly in mind
 - a. Yes
 - b. Uncertain
 - c. No.
2. I am ready to answer each question as truthfully as possible
 - a. Yes
 - b. Uncertain
 - c. No.
3. I would rather have a house
 - a. in a sociable suburb
 - b. in between
 - c. alone in the deep woods
4. I can find enough energy to face my difficulties
 - a. always
 - b. generally
 - c. seldom
5. I feel a bit nervous of wild animals even when they are in strong cages
 - a. Yes (true)
 - b. uncertain
 - c. no (false)
6. I hold back from criticizing people and their ideas
 - a. Yes
 - b. sometimes
 - c. no
7. I make smart, sarcastic remarks to people if I think they deserve it.
 - a. generally
 - b. sometimes
 - c. never
8. I prefer semiclassical music to popular tunes
 - a. true
 - b. uncertain
 - c. false
9. If I saw two neighbour's children fighting, I would
 - a. leave them to settle it
 - b. uncertain
 - c. reason with them

10. On social occasions I:
- a. readily come forward
 - b. in between
 - c. prefer to stay quietly in the background
11. It would be more interesting to be:
- a. a construction engineer
 - b. uncertain
 - c. writer of plays
12. I would rather stop in the street to watch an artist painting than listen to some people having a quarrel
- a. true
 - b. uncertain
 - c. false
13. I can generally put up with conceited people, even though they brag or show they think too well of themselves.
- a. Yes
 - b. in between
 - c. no.
14. You can almost always notice on a man's face when he is dishonest.
- a. Yes
 - b. in between
 - c. no
15. It would be good for everyone if vacations (holidays) were longer and everyone had to take them.
- a. agree
 - b. uncertain
 - c. disagree
16. I would rather take the gamble of a job with possibly large but uneven earnings, than one with a steady small salary
- a. yes
 - b. uncertain
 - c. no
17. I talk about my feelings:
- a. only if necessary
 - b. in between
 - c. readily, whenever I have a chance
18. Once in a while I have a sense of vague danger or sudden dread for reasons that I do not understand
- a. yes
 - b. in between
 - c. no
19. When criticized wrongly for something I did not do I;
- a. have no feeling of guilt
 - b. in between
 - c. still feel a bit guilty
20. Money can buy almost everything
- a. yes
 - b. uncertain
 - c. no

21. My decisions are governed more by my
a. heart b. feelings and reason equally c. head
22. Most people would be happier if they lived more with their fellows and did the same things as others
a. yes b. in between c. no
23. I occasionally get puzzled, when looking in a mirror as to which is my right and left
a. true b. uncertain c. false
24. When talking, I like
a. to say things, just as they occur to me
b. in between
c. to get my thoughts well organized first
25. When something really makes me furious, I find I calm down again quite quickly.
a. yes b. in between c. no
26. With the same hours and pay, it would be more interesting to be
a. a carpenter or cook
b. uncertain
c. a waiter in a good restaurant
27. I have been elected to
a. only a few offices
b. several
c. many offices
28. "Spade" is to "dig" as "knife" is to
a. sharp b. cut c. point

29. I sometimes can't get to sleep because an idea keeps running through my mind
a. true b. uncertain c. false
30. In my personal life I reach the goals I set, almost all the time.
a. true b. uncertain c. false
31. An out-dated law should be changed
a. only after considerable discussion
b. in between
c. promptly
32. I am uncomfortable when I work on a project requiring quick action affecting others.
a. true b. in between c. false
33. Most of the people I know would rate me as an amusing talker
a. yes b. uncertain c. no
34. When I see "sloppy" untidy people I
a. just accept it
b. in between
c. get disgusted and annoyed
35. I get slightly embarrassed if I suddenly become the focus of attention in a social group
a. yes b. in between c. no
36. I am always glad to join a large gathering, for example a party, dance, or public meeting
a. yes b. in between c. no
37. In school I preferred (or prefer)
a. music b. uncertain c. handwork and crafts

38. When I have been put in charge of something, I insist that my instructions are followed or else I resign
- a. yes
 - b. sometimes
 - c. no
39. For parents, it is more important to
- a. help their children develop their affection
 - b. in between
 - c. teach their children how to control emotion.
40. In a group task I would rather:
- a. try to improve arrangements
 - b. in between
 - c. keep the records and see that rules are followed
41. I feel a need every now and then to engage in a tough physical activity.
- a. yes
 - b. in between
 - c. no
42. I would rather mix with polite people than rough, rebellious individuals
- a. yes
 - b. in between
 - c. no
43. I feel terribly dejected when people criticize me in a group.
- a. true
 - b. in between
 - c. false
44. If I am called in by my boss, I
- a. make it a chance to ask for something I want
 - b. in between
 - c. fear I've done something wrong
45. What this world need is:
- a. more steady and "solid" citizens
 - b. uncertain
 - c. more "idealists" with plans for a better world

46. I am always keenly aware of attempts at propaganda in things I read
- a. yes b. uncertain c. no
47. As a teenager, I joined in school sports:
- a. occasionally b. fairly often c. a great deal
48. I keep my room well organized, with things in known place almost all the time.
- a. yes b. in between c. no
49. I sometimes get in a state of tension and turmoil as I think of the day's happenings.
- a. yes b. in between c. no.
50. I sometimes doubt whether people I am talking to are really interested in what I am saying.
- a. yes b. in between c. no
51. If I had to choose, I would rather be:
- a. a forester b. uncertain c. a high school teacher
52. For special holidays and birthdays, I:
- a. like to give personal presents
- b. uncertain
- c. feel that buying presents is a bit of a nuisance
53. "Tried" is to "work" as "proud" is to:
- a. smile b. success c. happy
54. Which of the following items is different in kind from the others?
- a. candle b. moon c. electric light
55. I have been let down by my friends:
- a. hardly ever b. occassionally c. quite a lot

56. I have some characteristics in which I feel definitely superior to most people
- a. yes b. uncertain c. no
57. When I get upset, I try hard to hide my feelings from others
- a. true b. in between c. false
58. I like to go out to a show or entertainment:
- a. more than once a week (more than average)
- b. about once a week (average)
- c. less than once a week (less than average)
59. I think that plenty of freedom is more important than good manners and respect for the law
- a. true b. uncertain c. false
60. I tend to keep quiet in the presence of senior persons (people of greater experience, or rank)
- a. Yes b. in between c. no.
61. I find it hard to address or recite to a large group
- a. yes b. in between c. no
62. I have a good sense of direction (find it easy to tell which is North, South, East (or West) when in a strange place
- a. yes b. in between c. no
63. If someone got mad at me, I would:
- a. try to calm him down
- b. uncertain
- c. get irritated
64. When I read an unfair magazine article, I am more inclined to forget it than to feel like "hitting back".
- a. true b. uncertain c. false

65. My memory tends to drop a lot of unimportant, trivial things, for example, names of streets or stores in town
- a. yes b. in between c. no
66. I could enjoy the life of an animal doctor, handling disease and surgery of animals.
- a. a. yes b. in between c. no
67. I eat my food with gusto, not always so carefully and properly as some people.
- a. true b. uncertain c. false
68. There are times when I don't feel in the right mood to see anyone.
- a. very rarely b. in between c. quite often
69. People sometimes warn me that I show my excitement in voice and manner too obviously:
- a. yes b. in between c. no
70. As a teenager, if I differed in opinion from my parents, I usually:
- a. kept my own opinion
- b. in between
- c. accepted their authority
71. I would prefer to have an office of my own, not sharing it with another person
- a. yes b. uncertain c. no
72. I would rather enjoy life quietly in my own way than be admired for my achievements
- a. true b. uncertain c. false
73. I feel mature in most things
- a. true b. uncertain c. false
74. I find myself upset rather than helped by the kind of criticism that many people offer one
- a. often b. occasionally c. never

75. 75. I am always able to keep the expression of my feelings under exact control.
- a. yes b. in between c. no
76. In starting a useful invention, I would prefer:
- a. working on it in the laboratory
- b. uncertain
- c. seeing it to people
77. "Surprise" is to "strange" as "fear" is to:
- a. brave b. anxious c. terrible
78. Which of the following fractions is not in the same class as the others?
- a. $\frac{3}{7}$ b. $\frac{3}{9}$ c. $\frac{3}{11}$
79. Some people seem to ignore or avoid me, although I don't know why?
- a. true b. uncertain c. false
80. People treat me less reasonably than my good intentions deserve
- a. often b. occasionally c. never
81. The use of foul language, even when it is not in a mixed group of men and women, still disgusts me
- a. yes b. in between c. no
82. I have decidedly fewer friends than most people
- a. yes b. in between c. no
83. I would hate to be where there wouldn't be a lot of people to talk to
- a. true b. uncertain c. false
84. People sometimes call me careless, even though they think I'm a likable person.
- a. yes b. in between c. no

85. "Stage-fright" in various social situations is something I have experienced:
- a. quite often
 - b. occasionally
 - c. hardly ever
86. When I am in a small group, I am content to sit back and let others do most of the talking.
- a. yes
 - b. in between
 - c. no
87. I prefer reading:
- a. a realistic account of military or political battles
 - b. uncertain
 - c. a sensitive, imaginative novel
88. When bossy people try to "push me around", I do just the opposite of what they wish
- a. yes
 - b. in between
 - c. false
89. Business superior or member of my family as a rule, find fat with me only when there
- a. true
 - b. in between
 - c. false
90. In streets or stores, I dislike the way some persons stare at people.
- a. yes
 - b. in between
 - c. no
91. On a long journey, I would prefer to
- a. read something profound, but interesting
 - b. uncertain
 - c. pass the time talking casually with a fellow passenger
92. In a situation which may become dangerous, I believe in making a fuss and speaking up even if calmness and politeness are lost
- a. yes
 - b. in between
 - c. no

93. If acquaintances treat me badly and show they dislike me;
- a. it doesn't upset me a bit
 - b. in between
 - c. I tend to get downhearted
94. I find it embarrassing to have praise or compliments bestowed on me
- a. yes
 - b. in between
 - c. no
95. I would rather have a job with:
- a. a fixed, certain salary
 - b. in between
 - c. a larger a salary, which depended on my constantly persuading people I am worth it,
96. To keep informed, I like:
- a. to discuss issues with people
 - b. in between
 - c. to rely on the actual news reports
97. I like to take an active part in social affairs, committee work, etc.
- a. yes
 - b. in between
 - c. no
98. In carrying out a task, I am not satisfied unless even the minor details are given close attention.
- a. true
 - b. in between
 - c. false
99. Quite small setbacks occasionally irritate me too much.
- a. yes
 - b. in between
 - c. no
100. I am always a sound sleeper, never walking or talking in my sleep
- a. yes
 - b. in between
 - c. no
101. It would be more interesting to work in a business:
- a. talking to customers
 - b. in between
 - c. keeping office accounts and records

102. "Size" is to "length" as "dishonest" is to
a. prison b. sin c. stealing
103. AB is to dc as SR is to:
a. qp b. pq c. tu
104. When people are unreasonable, I just:
a. keep quiet b. uncertain c. despise them
105. If people talk loudly while I am listening to music, I:
a. can keep my mind on the music and not be bothered
b. in between
c. find it spils my enjoyment and annoys me
106. I think I am better described as:
a. polite and quiet b. in between
c. forceful
107. I attend social functions only when I have to, and stay away any other time
a. yes b. uncertain c. no
108. To be cautions and expect little is better than to be happy at heart, always expecting success.
a. true b. uncertain c. false
109. In thinking of difficulties in my work, I:
a. try to plan ahead before I meet them
b. in between
c. assume I can handle them when they come
110. I find it easy to mingle among people at a social gathering.
a. true b. uncertain c. false

111. When a bit of diplomacy and persuasion are needed to get people moving, I am generally the one asked to do it.
- a. yes b. in between c. no
112. It would be more interesting to be:
- a. a guidance worker helping young people find jobs
b. uncertain
c. a manager in efficiency engineering
113. If I am quite sure that a person is unjust or behaving selfishly, Is how him up even if it takes some trouble.
111. a. Yes b. in between c. no
114. I sometimes make foolish remarks in fun, just to surprise people and see what they will say
- a. yes b. in between c. no
115. I would enjoy being a newspaper writer on drama, concerts, opera, etc.
- a. Yes b. uncertain c. no
116. I never feel the urge to doodle and fidget when kept sitting still at a meeting.
- a. true b. uncertain c. false
117. If someone tells me something which I know is wrong I am more likely to say to myself:
- a. "He is a liar" b. in between
c. "Apparently he is misinforced"
118. I feel some punishment is coming to me even when I have done nothing wrong.
- a. often b. occasionally c. never

119. The idea that sickness comes as much from mental as physical cause is much exaggerated
- a. yes b. in between c. no
120. The pomp and splendor of any big state ceremony are things which should be preserved.
- a. yes b. in between c. no
121. It bothers me if people think I am being too unconventional or odd
- a. a lot b. somewhat c. not at all
122. In constructing something I would rather work:
- a. with a committee b. uncertain
- c. on my own
123. I have periods when it is hard to stop a mood of self-pity
- a. often b. occasionally c. never
124. Often I get angry with people too quickly
- a. yes b. in between c. no
125. I can always change old habits without difficulty and without slipping back.
- a. Yes b. in between c. no
126. If the earnings were the same I would rather be:
- a. a lawyer b. uncertain
- c. a navigator or pilot
127. "Better" is to "worst" as "slower" is to:
- a. fast b. best c. quickest
128. Which of the following should come next at the end of this row of letters xooxxoobxxx?
- a. oxxx b. oox c. xooo

129. When the time comes for something I have planned and looked forward to, I occasionally do not feel upto going.
- a. true b. in between c. false
130. I can work carefully on most things without being bothered by people making a lot of noise around me.
- a. Yes b. in between c. no
131. I occassionally tell strangers things that seem to me important, regardless of whether they ask about them.
- a. yes b. in between c. no
132. I spend much of my spare time talking with friends about social egents enjoyed in the past.
- a. yes b. in between c. no
133. I enjoy doing "daring" foolhardly things" just for fun"
- a. yes b. in between c. no
134. I find the sight of an untidy room very annoying
- a. yes b. in between c. no
135. I consider myself a very sociable, outgoing person
- a. yes b. in between c. no
136. In social contacts I:
- a. Show my emotions as I wish
b. in between
c. keep my emotions to myself
137. I enjoy music that is:
- a. Light, dry and brisk b. in between
c. emotional and sentimental
138. I admire the beauty of a poem more than that of a well made gun.
- a. Yes b. Incertain c. No

139. If a good remark of mine is passed by, I:
a. let it go b. in between
c. give people a chance to hear it again
140. I would like to work as a probation officer with criminals on parole.
a. yes b. in between c. no
141. One should be careful about mixing with all kinds of strangers, since there are dangers of infection and so on.
a. yes b. uncertain c. no
142. In travelling abroad, I would rather go on an expertly conducted tour than plan by myself the places I wish to visit.
a. yes b. uncertain c. no
143. I am properly regarded as only a plodding, half successful person.
a. yes b. uncertain c. no
144. If people take advantage of my friendliness, I do not resent it and I soon forget.
a. true b. uncertain c. false
145. If a heated argument developed between other members taking part in a group discussion, I would:
a. Like to see a "winner",
b. in between
c. wish that it would be smoothed over
146. I like to do my planning alone, without interruptions and suggestions from others.
a. yes b. in between c. no
147. I sometimes let my actions get swayed by feelings of jealousy.
a. yes b. in between c. no
148. I believe firmly "the boss may not always be right, but he always has the right to be boss"

158. An evening with a quiet hobby appeals to me more than a lively party.
- a. true b. uncertain c. false
159. I close my mind to well-meant suggestions of others, even though I know I shouldn't.
- a. occasionally b. hardly ever c. never
160. I always make it a point, in deciding anything, to refer to basic rules of right and wrong.
- a. yes b. in between c. no
161. I somewhat dislike having a group watch me at work.
- a. yes b. in between c. no
162. Because it is not always possible to get things done by gradual, reasonable methods, it is sometimes necessary to use force.
- a. true b. in between c. false
163. In school I preferred (or prefer):
- a. English b. uncertain c. Mathematics or arithmetic
164. I have sometimes been troubled by people's saying bad things about me behind my back, with no grounds at all.
- a. yes b. uncertain c. no
165. Talk with ordinary, habit-bound, conventional people.
- a. Is often quite interesting and has a lot to it.
b. In between
c. annoys me because it deals with trifles and lacks depth.
166. Some things make me so angry that I find it best not to speak.
- a. yes b. in between c. no

167. In education, it is more important to :
- a. give the child enough affection
 - b. in between
 - c. have the child learn desirable habits and attitudes.
168. People regard me as a solid, undisturbed person, unmoved by ups and down in circumstances.
- a. yes
 - b. in between
 - c. no
169. I think society should let reason lead it to new customs and throw aside old habits or mere traditions.
- a. yes
 - b. in between
 - c. no
170. I think it is more important in the modern world to solve:
- a. the question of moral purpose
 - b. uncertain
 - c. the political difficulties
171. I learn better by:
- a. reading a well-written book
 - b. in between
 - c. joining a group discussion
172. I like to go my own way instead of acting on approved ruled.
- a. true
 - b. uncertain
 - c. false
173. I like to wait till I am sure that what I am saying is correct, before I put forth an argument.
- a. always
 - b. generally
 - c. only if it's practicable.

174. Small things sometimes "get on my nerves" unbearably, though I realize they are trivial.
- a. yes b. in between c. no
175. I don't often say things on the spur of the moment that I greatly regret.
- a. true b. uncertain c. false
176. If asked to work with a charity derive, I would
- a. accept b. uncertain c. politely
say I'm too busy
177. Which of the following words does not belong with the others?
- a. wide b. zigzag c. straight
178. "Soon" is to "never" as "near" to
- a. nowhere b. far c. away
179. If I make an awkward social mistake, I can soon forget it.
- a. yes b. in between c. no
180. I am known as an "idea man" who almost always puts forward some ideas on a problem
- a. yes b. in between c. no
181. I think I am better at showing:
1. nerve in meeting challenges
b. uncertain c. tolerance of other people's wishes
182. I am considered a very enthusiastic person
- a. yes b. in between c. no

183. I like a job that offers change, variety, and travel,
even if it involves some danger.

a. yes b. in between c. no

184. I am a fairly strict person, insisting on always
doing things as correctly as possible.

a. true b. in between c. false

185. I enjoy work that requires conscientious, exciting
skills.

a. yes b. in between c. no

186. I'm the energetic type who keeps busy

a. yes b. uncertain c. no

187. I am sure there are no questions that I have skipped
or failed to answer properly.

a. yes b. uncertain c. no

(End of Test)

APPENDIX III

SCORING KEY FOR 16PF TEST

<u>FACTOR 'A'</u>				<u>FACTOR 'B'</u>			
<u>Question No.</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>Question No.</u>	<u>A</u>	<u>B</u>	<u>C</u>
3	2	1	0	28	0	1	0
26	0	1	2	53	0	1	0
27	0	1	2	54	0	1	0
51	0	1	2	77	0	0	1
52	2	1	0	78	0	1	0
76	0	1	2	102	0	0	1
101	2	1	0	103	0	1	0
126	2	1	0	127	0	0	1
151	0	1	2	128	0	1	0
176	2	1	0	152	1	0	0
				153	0	0	1
				177	1	0	0
				178	1	0	0

<u>FACTOR 'C'</u>				<u>FACTOR 'E'</u>			
<u>Question No.</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>Question No.</u>	<u>A</u>	<u>B</u>	<u>C</u>
4	2	1	0	6	0	1	2
5	0	1	2	7	2	1	0
29	0	1	2	31	0	1	2
30	2	1	0	32	0	1	2
55	2	1	0	56	2	1	0
79	0	1	2	57	0	1	2
80	0	1	2	81	0	1	2
104	2	1	0	106	0	1	2
105	2	1	0	131	2	1	0
129	0	1	2	155	2	1	0
130	2	1	0	156	2	1	0
154	0	1	2	180	2	1	0
179	2	1	0	181	2	1	0

Factor 'F'

Question No.	A	B	C
8	0	1	2
33	2	1	0
53	2	1	0
82	0	1	2
107	0	1	2
108	0	1	2
132	2	1	0
133	2	1	0
157	0	1	2
158	0	1	2
182	2	1	0
183	2	1	0

Factor 'G'

Question No.	A	B	C
9	0	1	2
34	0	1	2
59	0	1	2
84	0	1	2
109	2	1	0
134	2	1	0
159	0	1	2
160	2	1	0
184	2	1	0
185	2	1	0

Factor 'H'

Question No.	A	B	C
10	2	1	0
35	0	1	2
36	2	1	0
60	0	1	2
61	0	1	2
85	0	1	2
86	0	1	2
110	2	1	0
111	2	1	0
135	2	1	0
136	2	1	0
161	0	1	2
186	2	1	0

Factor 'I'

Question No.	A	B	C
11	0	1	2
12	2	1	0
37	2	1	0
62	0	1	2
87	0	1	2
112	2	1	0
137	0	1	2
138	2	1	0
162	0	1	2
163	2	1	0

Factor 'L'

Question No.	A	B	C
13	0	1	2
38	2	1	0
63	0	1	2
64	0	1	2
88	2	1	0
89	0	1	2
113	2	1	0
114	2	1	0
139	0	1	2
164	2	1	0

Factor 'M'

Question No.	A	B	C
14	0	1	2
15	0	1	2
39	2	1	0
40	2	1	0
65	2	1	0
90	0	1	2
91	2	1	0
115	2	1	0
116	2	1	0
140	2	1	0
141	0	1	2
165	0	1	2
166	0	1	2

Factor 'N'

Question No.	A	B	C
16	0	1	2
17	2	1	0
41	0	1	2
42	2	1	0
66	0	1	2
67	0	1	2
92	0	1	2
117	2	1	0
142	2	1	0
167	2	1	0

Factor 'O'

Question No.	A	B	C
18	2	1	0
19	0	1	2
43	2	1	0
44	0	1	2
68	0	1	2
69	2	1	0
93	0	1	2
94	2	1	0
118	2	1	0
119	2	1	0
143	2	1	0
144	0	1	2
168	0	1	2

Factor 'Q1'

Question No.	A	B	C
20	2	1	0
21	0	1	2
45	0	1	2
46	2	1	0
70	2	1	0
95	0	1	2
120	0	1	2
145	2	1	0
169	2	1	0
170	0	1	2

Factor 'Q2'

Question No.	A	B	C
22	0	1	2
47	2	1	0
71	2	1	0
72	2	1	0
96	0	1	2
97	0	1	2
121	0	1	2
122	0	1	2
146	2	1	0
171	2	1	0

Factor 'Q3'

23	0	1	2
24	0	1	2
48	2	1	0
73	2	1	0
98	2	1	0
123	0	1	2
147	0	1	2
148	2	1	0
172	0	1	2
173	2	1	0

Factor 'Q4'

25	0	1	2
49	2	1	0
50	2	1	0
74	2	1	0
75	0	1	2
99	2	1	0
100	0	1	0
124	2	1	0
125	0	1	2
149	2	1	0
150	0	1	2
174	2	1	0
175	0	1	2

APPENDIX IV

STEN SCORE FOR THE 16 PF

Factor	1	2	3	4	5	6	7	8	9	10
A	0.5	6.0	7.8	9.0	10.11	12.00	13.14	15.00	16.00	17.20
B	0.2	3.0	4.0	5.0	06.07	08.00	09.00	10.00	11.00	12.13
C	0.6	7.3	9.0	10.11	12.13	14.15	16.17	13.19	20.21	22.26
E	0.3	4.5	6.7	8.9	10	11.12	13.14	15.16	17.19	20.26
F	0.6	7.8	9.11	12.13	14.16	17.13	19.20	21.22	23	24.26
G	0.5	6	7.8	9.10	11.12	13.14	15	16.17	18	19.20
H	0.2	3.4	5.7	8.9	10.12	13.15	16.17	18-20	21-22	23-26
I	0-7	8-9	10	11-12	13	14	15-16	17	18	19-20
L	0-3	4	5-6	7	8-9	10	11-12	13-14	15	16-20
M	0-3	4-5	6	7-8	9-10	11-12	13-14	15-16	17-18	19-26
N	0-4	5-6	7	8	9-10	11	12-13	14	15	16-20
O	0-5	6-7	8-9	10-11	12-13	14	15-16	17-18	19-20	21-26
Q1	0-2	3	4-5	6	7-8	9	10-11	12-13	14	15-20
Q2	0-2	3-4	5	6-7	8	9-10	11-12	13-14	15-16	17-20
Q3	0-5	6	7-8	9	10-11	12-13	14	15-16	17	18-20
Q4	0-6	7	8-9	10-12	13-14	15-16	17-18	19-20	21-22	23-26

APPENDIX V

STEN SCORES OF SELECTED SAMPLE
URBAN HIGH ACHIEVER BOYS

	1	2	3	4	5	6	7	8	9	10
A	1	2	6	1	9	3	3	-	-	-
B	5	2	2	2	6	7	3	3	-	-
C	-	3	2	3	5	2	1	8	-	-
E	-	-	2	3	1	4	8	4	1	-
F	1	2	5	5	8	1	3	-	3	-
G	1	-	-	-	5	7	7	5	-	-
H	0	1	3	5	6	5	2	3	-	-
I	1	6	8	5	5	-	-	1	-	-
L	-	2	3	1	2	2	8	4	2	1
M	-	-	2	-	5	12	4	-	1	-
N	-	-	2	4	4	3	7	3	2	1
O	-	4	1	6	2	5	1	3	2	-
Q ₁	-	-	1	2	3	4	10	-	2	3
Q ₂	-	1	-	-	1	11	9	1	2	-
Q ₃	-	-	4	2	9	5	3	2	-	-
Q ₄	1	-	2	5	5	4	3	5	-	-

STEN SCORE OF SELECTED SAMPLE
URBAN LOW ACHIEVER BOYS

	1	2	3	4	5	6	7	8	9	10
A	4	2	13	1	5	-	-	-	-	-
B	-	-	3	2	9	4	3	1	1	-
C	1	4	-	5	3	4	4	4	1	-
E	-	1	-	4	2	8	6	1	2	1
F	1	6	8	6	4	-	-	-	1	-
G	-	1	1	6	8	2	2	5	-	-
H	1	-	4	5	4	9	2	1	-	-
I	2	6	7	6	-	3	1	1	-	-
L	-	-	2	2	12	4	1	1	1	2
M	3	1	1	5	8	7	1	1	-	-
N	2	1	6	1	8	1	4	2	2	-
O	2	4	2	4	5	2	3	2	-	1
Q ₁	1	1	5	2	2	7	4	2	-	2
Q ₂	-	-	1	1	5	10	6	-	2	1
Q ₃	-	-	2	2	4	9	3	3	1	1
Q ₄	5	1	4	8	2	2	2	1	-	-

STEN SCORE OF SELECTED SAMPLE

RURAL HIGH ACHIEVER BOYS

	1	2	3	4	5	6	7	8	9	10
A	-	2	11	7	5	-	-	-	-	-
B	1	-	-	2	6	7	4	5	-	-
C	2	2	1	-	6	2	4	3	2	-
E	-	1	-	4	4	9	5	2	2	-
F	2	6	9	2	3	1	2	1	1	-
G	1	1	1	6	5	6	1	3	-	-
H	1	-	3	2	8	7	3	2	-	-
I	8	4	2	5	3	2	5	-	-	-
L	-	2	4	1	9	2	3	4	-	-
M	-	3	2	3	1	4	8	4	-	-
N	1	5	4	2	4	3	2	1	3	-
O	-	-	5	2	2	7	5	3	-	1
Q ₁	-	-	5	2	7	7	12	2	-	-
Q ₂	-	-	1	6	5	6	5	2	-	-
Q ₃	-	-	1	1	9	5	7	2	-	-
Q ₄	2	-	2	11	4	3	3	-	-	-

STEN SCORES OF SELECTED SAMPLE

RURAL LOW ACHIEVER BOYS

	1	2	3	4	5	6	7	8	9	10
A	2	5	8	-	9	-	1	-	-	-
B	-	3	4	5	11	2	-	-	-	-
C	-	-	4	4	2	9	7	2	1	-
E	-	-	1	2	3	10	9	-	1	-
F	2	4	9	7	3	-	-	-	-	2
G	-	-	3	3	10	4	2	3	-	-
H	-	2	2	-	4	15	-	2	-	-
I	-	9	5	9	2	-	-	-	-	-
L	1	3	2	5	6	2	3	4	-	-
M	-	3	-	2	9	6	2	1	2	-
N	-	2	4	5	9	2	1	-	-	2
O	-	-	4	4	8	-	4	3	-	1
Q1	-	2	1	1	4	2	9	3	1	2
Q2	-	3	5	3	2	5	5	2	3	-
Q3	-	-	4	2	7	7	5	-	-	-
Q4	1	3	4	4	10	2	1	-	-	-

STEN SCORE OF SELECTED SAMPLE

URBAN LOW ACHIEVER GIRLS

	1	2	3	4	5	6	7	8	9	10
A	-	-	9	6	5	2	2	-	-	-1
B	3	4	8	1	8	1	-	1	-	-
C	-	2	1	2	4	7	6	3	-	-
E	2	2	-	-	2	11	8	3	1	-
F	-	-	14	3	5	3	-	1	1	-
G	-	-	2	6	10	3	4	1	1	-
H	-	1	1	2	10	9	1	1	-	-
I	4	2	2	10	3	4	-	2	-	-
L	-	1	-	1	7	2	9	4	-	1
M	-	2	-	1	11	6	5	2	-	-
N	-	-	1	4	4	6	7	2	-	1
O	-	-	1	2	4	6	2	7	-	3
Q ₁	-	-	-	6	4	4	2	6	3	-
Q ₂	-	-	-	5	3	6	7	4	-	-
Q ₃	-	-	6	-	10	5	2	2	-	-
Q ₄	-	-	3	8	7	5	2	-	-	-

STEN SCORES OF SELECTED SAMPLE

URBAN LOW ACHIEVER GIRLS

	1	2	3	4	5	6	7	8	9	10
A	1	2	4	5	12	1	0	0	0	0
B	0	3	1	2	11	2	6	0	0	0
C	1	-	-	3	8	9	3	1	-	-
E	1	-	-	5	3	8	5	1	1	-
F	-	-	12	7	3	1	-	2	2	-
G	-	1	11	7	6	1	-	1	1	-
H	2	1	1	3	10	8	1	1	-	-
I	1	8	5	8	1	2	-	1	-	-
L	6	2	-	4	6	1	4	6	4	-
M	-	-	5	5	7	9	2	2	-	-
N	-	-	3	4	8	1	8	1	-	-
O	3	3	-	3	5	7	4	2	3	1
Q ₁	-	2	3	2	3	-	13	5	1	1
Q ₂	-	1	2	3	1	5	4	6	2	-
Q ₃	-	-	4	1	8	3	4	-	-	-
Q ₄	-	-	-	9	7	7	2	-	-	-

STEN SCORE OF SELECTED SAMPLE

RURAL HIGH ACHIEVER GIRLS

	1	2	3	4	5	6	7	8	9	10
A	3	-	7	1	9	1	4	-	-	-
B	-	-	-	3	7	8	6	6	2	-
C	2	2	-	4	7	7	5	1	-	-
E	-	-	2	2	8	10	2	-	1	1
F	-	6	10	6	2	-	2	1	-	-
G	-	-	-	6	7	5	3	8	4	1
H	-	-	2	4	7	8	3	1	-	-
I	2	5	5	7	1	1	4	2	-	-
L	-	-	4	5	3	5	3	5	-	-
M	-	2	2	5	8	7	1	2	-	-
N	-	-	1	1	7	5	6	1	4	-
O	-	2	2	4	6	4	6	2	1	-
Q ₁	-	-	3	1	6	7	5	2	1	-
Q ₂	1	-	-	2	10	9	1	2	1	-
Q ₃	-	-	-	1	8	5	2	7	2	-
Q ₄	2	2	7	6	5	2	1	-	-	-

STEN SCORES OF SELECTED SAMPLE

RURAL LOW ACHIEVER. GIRLS

	1	2	3	4	5	6	7	8	9	10
A	1	1	2	8	7	4	2	-	-	-
B	-	2	2	6	11	4	-	-	-	-
C	-	2	2	9	11	3	2	-	-	-
E	2	-	-	1	1	5	13	3	-	-
F	-	4	3	12	6	-	-	1	-	-
G	-	-	6	4	11	-	1	1	1	-
H	-	2	-	4	5	10	5	1	-	-
I	2	12	-	9	1	1	-	1	-	-
L	1	2	-	9	5	4	3	-	1	-
M	-	8	-	5	6	2	1	3	-	-
N	0	3	-	1	4	5	3	3	-	-
O	2	1	5	4	7	2	2	2	-	-
Q1	-	-	3	2	2	1	8	4	5	-
Q2	-	-	1	3	4	8	4	4	1	-
Q3	6	-	2	5	-	9	1	-	-	1
Q4	5	4	6	2	3	2	3	-	-	-

APPENDIX VI

STATISTICAL ANALYSIS

't' test were conducted wherever necessary to check if the results were significant using the formula.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{n_1(s_1)^2 + n_2(s_2)^2 \times \frac{1}{n_1} + \frac{1}{n_2}}}$$

\bar{x}_1 = mean of first sample

\bar{x}_2 = mean of second sample

n_1 = number of first sample

n_2 = number of second sample

s_1 = Standard deviation for first sample

s_2 = Standard deviation for second sample

Degree of freedom was found out using the following formula.

$$t = n_1 + n_2 - 2.$$