INFLUENCE OF SCHOOL ENVIRONMENT, READING HABIT, AND SELF CONCEPT ON SCHOLASTIC ACHIEVEMENT—AN HRD APPROACH FOR SCHOOL CHILDREN

ABSTRACT

THESIS

SUBMITTED FOR THE DEGREE OF

Doctor of Philosophy

in

PSYCHOLOGY

by

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Under the Supervision of

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Abstract
The objective of the present endeavour was aimed to study the "Influence of school environment, reading habit, and self concept on scholastic achievement – An HRD approach for school children". Keeping in view the objective of the study, an empirical investigation was undertaken and there after, data were tabulated and given step-wise multiple regression technique treatment for obtaining results.

The thesis comprising Ph.D. work have been presented in different five Chapters, Chapter – I has dealt with the meaning and concepts of the various independent variables namely, school environment, reading habit, and the self concept, and moreover, the dependent variable viz., scholastic achievement as a part of introduction of Ph.D. thesis. In this chapter, firstly achievement specially with regard to school performance has been discussed and scholastic achievement was considered to be an important aspect of one's early life that is most likely to determine shape individual's success in future life endeavours. Therefore, it's various determiners like school environment, reading habit and self concepts have been discussed with comprehensive details as these were the independent variables in the present investigation. So far as the significance of school environment for scholastic achievement of children is concern it is found to be an important aspect because school environment
determines one's level of motivation, interest, competitive bent of mind, etc. Reading habit is another independent variable which is important to have effective learning as every individual have their own style of reading and learning but some have very effective style that provide them opportunity to attain high scholastic achievement score. Similarly, the third independent variable viz., self-concept is also viewed to be a significant determiner of successful achievement in life endeavours. The term self concept refers to one's understanding about him self /her self. The more realistic perception of one self is most likely to be instrumental in achieving success either in academics or other walks of life.

Chapter II has been devoted to mention Survey of literature available, relevant to the present quest of research. Therefore, studies pertaining to academic achievement, school environment, reading habit were critically described and discussed. In the light of the available survey of literature the relevance of the present study was highlighted and then hypotheses referring to the objectives of the study were formulated for empirical testing, in a quest for filling the void of knowledge.
Chapter III in incorporated the methodology opted for investigation. The study was conducted on class IX and X boys and girls of Urdu/Hindi and English Mediums. Finally, the sample size came to \( N = 412 \). After the administration of the various tools/questionnaires, data were tabulated and statistical treatment to the data was given using step-wise multiple regression analysis through computer with the help of SPSS package.

Chapter IV and V were devoted to results & discussion and conclusion & suggestions respectively. In a nutshell, it can be concluded that only seven independent variables out of the total 35 variables have been found significant to determine student’s scholastic achievement. These seven independent variables i.e., which are most likely to change the fate of student’s academic achievements are \( V_4 \) (Voluntary concentration), \( V_5 \) (Fixing priorities), \( V_{15} \) (Reading fast and loudly), \( V_{19} \) (Reading slowly and silently), \( V_{27} \) (Student’s attitude towards school), \( V_{28} \) (Total school Environment), and \( V_{35} \) (Self concept).

In the light of research experience it is suggested that there is a need for developing a more comprehensive test for measuring reading habits of schools goers because the present tool seems to lack in taping more detailed information’s regarding the reading habit of the student’s, specially of those having high scholastic achievement.
scores. Moreover, sample size should also be enlarged under taking varied other samples of students from municipality – run school and the missionary-run schools for obtaining more reliable and generalized results.
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2002
Dedicated to my (Late) Parents

whose memories full of love

have still been instrumental for

my success in life endeavours
Certificate

Certified that the thesis entitled "Influence of School Environment, Reading Habit & Self Concept on Scholastic Achievement - An HRD Approach for School Children" is record of bonafide research carried out by Ms. Nishi Fatma, under my supervision as a regular student of this University. She has completed the thesis within the prescribed period and I am satisfied that her work is original and upto the standard. I recommend that Ms. Fatma be allowed to supplicate for the degree of Doctor of Philosophy in Psychology of the Aligarh Muslim University, Aligarh.

(SHAMIM A. ANSARI)
Supervisor
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Chapter – I

Introduction
Excellence, particularly, in academics and generally in all other professional exercises and activities has been seen as important aspects. Excellence in studies is usually determined by the grades and marks obtained by students. However, no one can question the significance of the quality of one's excellence and its proficiency and dynamism in carrying out activities but what factors do contribute in enhancing excellence is a major important questions? The answer to such questions is not easy because of intricate human personality; hence, efforts have always been made to find out strategies and mechanism to improve excellence.

In the present investigation, scholastic achievement is used synonyms to academic excellence of school-going children, hence, it is presumed that students' scholastic is determined by school environment, their reading habits, and the self concept, and this is the reason why, the aim of the present investigation was to study the influence of school environment, reading habit and self concept on scholastic achievement – an HRD approach.

At this juncture, it is imperative to mention that there may be innumerable factors which may have their significant influence in harnessing and improving children's, scholastic achievement but realising our limitations we had only undertaken
a few aspects which are in our view are of foremost importance. Moreover, the findings will definitely suggest the strategy to improve the scholastic achievement or academic excellence, which will serve as HRD approach. HRD approach is meant for skill development and in academics, school achievement is considered as indication skill development strategy, hence, the present study is a HRD approach for school children.

School is an institution where people learn a way of life, mature intellect, and enhance their capacities and skill to cope with adverse circumstances. It plays an important role in shaping individual personality and in building career as well. Dictionary of psychology states, “school is an institution of instruction and learning of any grade”.

School makes people physically and mentally strong and helps students to meet new subjects and increase their knowledge and skills. It also helps students to accomplish their aim and future expectations. School and family (informal school) are the institutions where children learns how to interact with individuals and other members of the society as well. School is an institution where one’s basic knowledge gets clear as there is a saying that ‘one’s basic is clear everything is clear’, hence, it helps in developing both depth and clarity.
Education, whether it is formal or informal has always been seen as a significant tool in mastering the environment. To fulfill and accomplish the dreams of life people need formal education in school. One has rightly said that “School is dedicated to achieve the targets of academic excellence”.

The word “achievement” refers to the outcome of the effort of a person in some sphere of activity. Terms like attainment, accomplishment, and acquisition, in spite of having varying shades of meaning are often used as synonyms of achievement. Eyseneck et al, in their Encyclopedia of Psychology (1972) has elaborated the term achievement as. “General term for the successful attainment of some goal requiring a certain effort”. Some others have contended to refer as the degree of success attained in a task e.g. solving a test or problems. In the present context the term achievement refers to pupil’s achievement as a reference to the level of attainment and proficiency in a prescribed course of study following formal schooling during a prescribed period of time. It is the required knowledge of an individual student in a particular branch of study due to learning experiences gained by the students in a defined period and it is measured through examinations and tests, conducted by the examining bodies after the allotted period for
According to Henry (1960), it is mandatory for the students to attain knowledge and to demonstrate it whenever an evaluation of his accomplishment is made. In fact, the student achievement has a bearing on his life. For example, it is used as a criterion for selections for admission to next higher education or for jobs. When evaluated a student's achievement may be categorized as below normal, normal or above normal. Through, a pupil's achievement in school may be of different types such as academic achievement; achievement in co-curricular activities like sports and cultural activities, the emphasis in the present study was on academic achievement. This type of achievement has been the primary concern for psychologists and educationists. This is reflected in the large number of tests developed and used by them for the assessment of student's level of achievement in different subjects of study. It is customary to contrast an achievement test with a aptitude test. One distinction often emphasized is based on the degree of uniformity of relevant and antecedent experience. Thus, achievement test measure the effect of relatively standardized sets of experiences (e.g. a course in Maths, Hindi or other school subjects) whereas aptitude test results reflect the cumulative influence of the multiplicity of the experiences in the
daily living. In other words, aptitude tests measure the effects of learning under relatively uncontrolled and unknown conditions, while achievement tests measure the effects of learning under partially know and controlled conditions. Second distinction between aptitude and achievement tests is that aptitude tests are future-oriented i.e. they focus on the subsequent performance, whereas, achievement tests are past and present oriented. They assess the degree of learning after instruction. This means that aptitude tests are designed to reflect potential. They purport to indicate what a person could learn. Achievement tests on the other hand depict present proficiency and as such represent what a person has learned. Despite the above often-mentioned points of difference, achievement and aptitude tests have no clear-cut distinction. There are achievement tests that predict subsequent performance better than intelligence tests do (Bracht and Hopkins, 1970). In a similar manner aptitude tests also reflect developed ability. The primary difference between them is largely in the nature of the test content and its level of generality. In selecting the items for an achievement test an implicit assumption is that the person being tested has been directly exposed to the concepts needed i.e. the universe of content is defined specifically.
Since, achievement was the dependent variable and other remaining variables are independent, hence, we would be discussing these variables one after the other. Following description will pertain to school environment.

Numerous terms are used as synonyms of the word 'environment'. These are climate, situation, condition, atmosphere, setting etc. According to oxford Advanced Learner’s Dictionary of Current English (1974) 'environment' means surrounding circumstance, influence.

The word environment consists of the verb ‘environ’ and the suffix ‘ment’. ‘Environ’ mean ‘to encircle or to surround’ while ‘ment’ refers to ‘the result of’ taken as such environment has reference to two components: the environer (who encircles) and the environee (who is encircled).

The term has been used by several authors and each one has tried to define it according to his, own concerns. Cancro (1971) has given a definition, according to which environment includes everything from the concentration of electrolytes in contact with the genome to the socio-cultural milieu. In the opinion of Epstein and Franklin (1970) environment refers to social and cultural condition as well as physical conditions. For Anastasi (1965) it has reference to the individual’s life space. According to Lapedes
(1974) environment is the assemblage of material factors and conditions surrounding the living organism and its component parts. Nothing becomes a part of the environment of the individual unless there is an interactional relationship between the two. The individual must be in commerce with the object or the situation. This means that if there is no interaction there is no environment.

A school is one of the most important formal agencies of education. It plays a major role in molding the ideas, habit and attitudes of the children with a view in producing well balanced personalities; physically strong, mentally alert, emotionally stable, culturally sound and socially efficient personnel for the development of the nation. Thus the school education is now considered essential for the children of all the citizens of a nation. Whether they are rich or poor, high or low in status or in any birth-order. The above manifold activities of the school can only be possible if the general atmosphere/organizational climate of the school is conducive and healthy.

School environment or climate may be said to comprise of all the physical, academic social and emotional conditions prevailing in the school. It has been variously called as school climate, school atmosphere, the tone of the school, the
personality of the school, or the individuality of the school (Jindal 1984).

It has already been said earlier, that the schools are organisations and therefore, every school has its own organisational climate. An organizational climate refers to the pattern of social interactions that characterizes the organization (Sharma 1973) has noted that there are three main units of interaction in the organizational environment. These are the individual, groups of individuals and the leaders. It is the climate of a school, which are the primary criteria for selecting the school by the parents for the education of their children.

In each school there are number of persons who work together. These persons interact with one another. These interactions give a shape to the learning process going on in the school. The interpersonal relationships of teacher-students, teacher-principal, student-student, student-peers and teachers-supporting staff etc., exhibit working culture and social interactions among its members. The above personal social interactions determine the overall climate of the institution. There are school governed under different types of management and have varied philosophies, purposes, aims and objectives. They differ not only in their practices and policies regarding
selection of staff their supervision, salary structure, stability of job and curricular and co-curricular activities but also in their criteria of admitting students and modes of maintaining discipline. Syllabus, books, teaching methodology, discipline extra curricular activities, teacher-taught ratio, school dress and a host of other factors determine quality of the school. Following components generally characterize school environment.

a) Identity of a school-level of courses, location and type (e.g. government or private school, boys or girls school or co-educational).

b) Human relations in school among student, among teachers, between teachers and students and, between teacher and management etc.

c) The teaching learning system- teaching methodology, school work, extra curricular activities method of valuation etc.

d) Infrastructural Facilities-school building, teaching materials, Library, Laboratory, play-ground, water and sanitation etc.

In the school, the pupil comes in contact with new companions in the form of other students, teachers and the supporting staff the human interactions among them constitute important aspects of the climate. The students of differing
abilities live in a world of certain taste regulated class-work and discipline and have to follow the instruction. They experience freedom in some activities while restrictions in others. As a result they are affected intellectually, socially, emotionally and physically. As has been expressed by Upadhyay (1983) the school is a systematic means for the inculcation of school traditions under institutional control as a result, the students accept the standard dogmas, myths and traditions of the school. The school is a place of promises, hopes and inspirations. It is a place where the students grow and learn as they travel the road from childhood to maturity (Wilson and Wilson 1969). The pupil is to require to learn something and to unlearn some other things. The academic and non-academic pursuits, the interpersonal relations and the discipline from the basic units of school environment. Of these units the interactions between the various members of the environment are the great importance. The interaction between students and the facilities available (viz. Library, laboratory, teachers) determine the academic achievement of the students as well as there personality growth.

As referred by Panda, Sahoo and Sahoo (1995), Halpin and Craft (1963) have identified six types of school climate the characteristic of the these types have been given below:
Open Climate: It refers to an environment in which teachers feel proved of being associated with their institution. Here feeling of integration and group co-operation is found art and most of members enjoy their job.

Autonomous Climate: In this type of climate complete freedom is given to the staff members to formulate their own structures and function for greater interactions. Here the staff members enjoy a degree of job accomplishment and satisfy there social needs to a great extent.

Controlled Climate: In this type of environment, authority is interested to see that task is achieved rather than social need satisfaction. Here hindrance is always prevailed in the institution.

Familiar Climate: In this situation, both the authority and the teachers show friendly relation or manner. The principal exercises leadership in an indirect manner and tries to keep production satisfactory and does not under the social needs satisfaction on the part of the teachers.

Paternal Climate: This climate refers to a situation in which there is very little scope for the faculty members to satisfy their social needs nor job satisfaction. The behavior of the principal is intriguing and non-motivating.

Closed Climate: It is characterized by a high degree of apathy on
the part of all members of the organisation. Here members obtain title satisfaction in respect to their task achievement or social needs and job satisfaction. Lastly, the principal is ineffective in directing the activities of the teachers.

All the above components and climates are important in generating environment but the combinations of the above may vary according to the situation, hence, proper care is necessary for adopting proper combination in generating conducive environment for boosting student’s talents and academic achievement.

Now, on-going discussion will pertain to reading habits—one another independent variable, its description follows:

Reading habit is another independent variable, which is one of the most important skills in our educational world. In our daily life, consciously, or unconsciously we read so many words with the help of newspaper, magazines, books, posters etc. and no doubt we also think about that. Reading habit plays an active role to the individual’s continuous improvement and skills. To achieve any type of information, we can take the help of reading. All the subjects depend on the ability to read, either its science, social science, or arts.

In high school and colleges it becomes more important,
students make regular use of textbooks, library books, current periodicals and professional journals unless students can read quickly, easily and accurately.

Through the reading ability we acquire extra knowledge and skill. Some children may take interest to read formal books like, textbooks and other course books. Some children may take interest to read informal books like novels, magazines and other type of interesting books.

It is quite seen when students are habitual to read any type of book, or magazine, they will be interested to read their textbooks or other subject book and if they have lack of interest to read any type of book than they also will not pay attention to their course books.

Reading has always been a part of the elementary school program because it is very critical and important age to sharp and develop their skills, attitudes, and interests. There are several pattern uses by the readers to improve their study. Reading is a process which undergo variety of steps as ; “Reading is a form of step process: 1) perception 2) comprehension 3) Reaction 4) Application or use. These step occur more or less simultaneously during the act of reading”.

1. **Perception:** All the alphabets in any language
symbolize something. With the help of these symbols, we get to know what the printed symbols are trying to understand.

Perception is the first step of reading by keeping a look to the printed symbols we perceive or recognize the meaning of these symbols and pronounce them as it is. No two symbols in a language are alike. Students are instructed by their teacher from the beginning to improve their reading habits. Than only they will be able to understand the symbols properly and pronounce then clearly. If they fail to do so they would not develop their interest in reading. As a result they will be less understanding and less enthusiasm.

2. Comprehension: It is a ability to recognize use of word and to grasp the clear meaning. Many words make one sentence and every word has different meaning. Every word is related to another to make a complete sense. Because comprehension is a skill of understanding. With the help of improved reading child grasp the meaning more quickly and understand the main ideas which helps to develop more interest. Good readers can relate their previous knowledge with the present and they come out with modern ideas.

3. Reaction: When reader reads any types of story books or magazines, there are several questions arises in their
mind some time they understand and some time reacts, it depends upon their attitudes and feelings.

4. Application: The person who is habitual to reading they develop new ideas and new ideas can apply somewhere else by the readers and misconception can be cleared.

It is observed that failures of some one in his/her academic achievement is largely because of the fact that lies in their reading habits. Students having highly programmed reading habits are most likely to be the good achievers compared to those who randomly and up haphazardly pickup the reading and learning materials for their studies. There is a hypothesis, that programmed reading habits will lead to high scholastic achievement.

Home is the first institution for the child after the lap of mother. School is a second organization where child learns formally and informally, they develop their ability through the school. Students clear their basic concepts and become more efficient and competitive. But in this case teachers play more important role to develop their personality. During school it is the critical stage for students, because they are physically, mentally and critically mature in these period, that is why, it is called the important stage for youth.
Since teachers play an important role in the development of personality, education is an important part of a person's rounded personality and reading habit is an important skill of education, so teacher should pay attention in developing reading habits amongst schoolgoers.

It is observed that good reading habit gives good scholastic achievement and all the subject depends on the ability to read. Reading has always played an important role in elementary school programme. Because it is critical age for every student to develop their skills and in this condition. There is a responsibility of every teachers that method of teaching should be improved. Teacher should now the weaknesses of their students and try to remove it.

Average standard teaching should be maintained in the class since weak students understand very well and good students get not bore. Teachers have to make a reading program under which they teach their students. And they should stick some teaching aids; meaningful posters or good quotation on classroom walls. Teachers should ask weak students separately to understand them quickly and give extra time to solve their problems. They must be very friendly to each other. They must encourage their students to write some stories to perceive their
ideas and efficiencies. After the over of class there should be a group discussion between teachers and pupils. Because reading and writing both are important for good scholastic achievement. School authority should organize some reading ability programme and encourage all the students to participate. Teachers have to give importance to use the dictionaries.

According to Raimy (1943) self-concept is the map which each person consults in order to understand himself during the moments of crises or the self includes all that a person embraces in the work I, Me, Mine and Myself. It is within each person, the core and the substance of his experience as human being. Cooky (1964) views that man's ideals about himself are reflections of how others see him. He coined the term social or "Looking-glass self" which is comparable to Miller's (1964) subjectivity public entity. The self is not the same as the human organism, it is a cognitive construct of the organism which is in certain ways identify with the organism itself. The self has also been described as a nucleus of personality. According to Mead (1934) it is reflexive, it is an object to itself and it can be both object and subject. It is both knower the self can take, a panoramic view of the total personality. According to Combs and Suygggs (1959) what a person thinks and how he behaves is largely determined
by the concept he holds about himself and his abilities. Murphy (1947) described self as “The individual known to the individual.”

Thus, self-concept appears to be a comprehensive and exhaustive area, which represent the personality at large. Recognising its broader coverage than any other trait of personality self concept has been chosen as one of the possible dimensions which gives direction to the whole life.

The self concept is “something” beneath one’s skin which affects his/her behavior as an organization of ideas about one self which is derived from one’s experience with others. Throughout life one is concerned while being approved by others. In this process, a concept is built of behaviour which seems to lead to acceptance and love. The emergent pattern gradually becomes a conscious synthesis of mental image of what one is and what he thinks he is to other people. Cattel (1957) referred to self-concept as the “Key Stone personality” Its importance stem from its influence over the quality of a person’s behaviour and his method of adjustment of life and situations. Lewin (1951) has pointed out that it gives “Consistency of personality” Rogers (1951) suggested self as the nuclear concept of personality. It is conceived as it develops as a result of the interaction of the
individual with his environment. Epstein (1972) submits that self-concept is based on self-theory. It is a theory that an individual has un-willingly constructed about himself as an experiencing, functioning individual and it is a part of broadens theory, which he holds with respect to his entire of significant experiences.

There are so many concepts; among them self is an important one. Self-concept is an important aspect of personality where one can understand about himself. Self-concept is a very important determiner of scholastic achievement. Every student should understand very well about their self because good scholastic achievement totally depends upon self concept. Specially, in this competitive era. If the student do not understand their self they cannot choose their field that which one is better for them. He is efficient for that or not because ones self concept is a best counselor and it is improved by parents, teachers, friends, as well as by the society and specially in the field of education, teacher plays a very important role to help achieve good scholastic achievement. Teacher should know very well about their students' habits, there positive and negative attitudes towards particular things and they should suggest suitable remedies to the problems of their students. Teachers
have to identify every student by their face and always call them by their name and should meet their student occasionally, so they should consult their problems and give suitable suggestions for the achievement of their goal, keeping in mind the efficiency and innate capabilities of the pupil.

This may be the best way to improve their self-concept as well as scholastic achievement of students, though, there may be some other methods too and their efficacy may not be over-ruled.

**DETERMINERS OF SCHOLASTIC ACHIEVEMENT:**

There are so many determiners what can lead scholastic achievement like, reading habit, self-concept, school environment, family, parents, child rearing practices and society as well.

The above description has highlighted the significance of all the variables used in the present piece of research leading to Ph.D. work. Now, it will be important to mention the general factors that are most likely to influence all the factors like reading habit, self concept, scholastic achievement and in including attitude towards school and its environment.

Family is one of the most important sources for one’s, to develop their personality. It is a small part of society where parents are the best promoter for their child. They prepare and
sharp their child, for the broad society and to solve their physical as well as psychological problems. It is seen that there are so many physical and psychological needs of children what's not fulfilled, obstacles comes in their way and it can only be removed by their parents.

Parent’s have to pay attention to their child’s brought up, because it is an important age. The upbringing of their parents is also responsible for the improvement of their reading and writing skills; communication skill, extra curricular activities and they can make their I.Q. power strong too.

Pre-teen age is very important specially for academic achievement. It is an important as well as dangerous because a student can develop their reading skill or can loose their interest from studies. And these all depends on their surrounding or family. When child grows parents have to pay extra attention to each and every thing related to child and have to give full love i.e. combined love of both mother and father. They should attract the interest of their child to story books, intelligence games, general knowledge books and colorful posters dictionary from the beginning. They should also teach everything in play way method so that interest in everything should be develop. Pleasant mood and good environment should be created everywhere these all
effects child’s scholastic achievement. Therefore family plays an active role to improve and build the child’s personality as well as their scholastic achievement.

Another factor is that of child-rearing practices. In child-rearing practices, parents play an effective role. Therefore they should be well adjusted and live happily together with their children. Because when the child opens his eyes in this world, the lap of mother is his first institution where he gets love. As a child grows up he imitates his parents and tries to practice their habits. As he keep his step in society unconsciously the brought up dominates. “Parents’ actions also affect the self image that children form through identification. Children who see mainly positive qualities in their parents will likely learn to see themselves in a positive way. Children who observe chiefly negative qualities in their parents will have difficulty seeing positive qualities in themselves. Children may modify their self image, however, as they become increasingly influenced by poor group standards during the preteen age years.” (The World Book, Encyclopedia, Vol. 16, 1990). Parents have to give full attention to their child and to their role should according to their child’s need. In different stages children has different psychological and physical needs and according to their need parents should have to
fulfill their both needs because they wish their normal psychological development in their society.

There are certain primary basic needs like food, clothing and shelter which are common for every human being and these needs are provided to the children by their parents. Because they remain totally dependent upon them till certain age. Among the physical need love and affection is most important without love and affection parents cannot be attracted towards their children. They nurture their child from the day of birth. By not considering only their responsibility, but it is their love, affection which is continuous till their death. Parents also provide clean and hygienic environment to their children, which is also one of the most important necessity of children’s life. All these things are important for the child as air for any living being. And these automatically affects children’s attitude towards studies, school, their self-concept, and the scholastic achievement.

In the light of the preceding description, it is clear that the present problem is a challenging problem which has never been studied earlier and the present work would have definitely filled the void of knowledge.
Chapter – II

Survey of Literature
Student's Scholastic achievement is most likely dependent on school environment, personal factor like reading habit, and personality factor like self-concept. The major thrust of this investigation was examined or isolated the predictors or factors influencing pupils scholastic achievement - a criterion or independent variable such a problem is witnessed to study scholastic achievement in a different combinations of other variable but in tune with the present nature of investigation has never been studied.

In the preceding Chapter - I, detailed description of the meaning and concepts of different dependent and independent variables were presented. The present chapter is aimed to describe and discuss the available research studies and theoretical papers, which are directly or indirectly related to different variables concerned to the present study. The presentation of the variable-wise survey of literature will follows the same sequence which was adopted in chapter-I describing the concept and meaning of each dependent variables and then of independent variables. Hence, the studies related to different variable follows.

**SCHOLASTIC ACHIEVEMENT**

Hixon, Jon E.(1993) had examined on assessing similarity
and middle-school students self perceived academic competence. An index for similarity can measure absolute agreement between pairs on corresponding self-report items related to perceived academic competence. Differing similarly between pairs may affect middle school student's self-perception of actual scholastic competence and achievement. Caldas, Stephen J. (1993) In their study on re-examination of input and process factor effects on public school achievement. A study of 1,301 Louisiana Public School examined the contribution of input and process factors on school achievement. SES and minority status were the strongest predictors of school achievement in every model. The discrepancy between the achievement of while student and black students increased with grade level of school. School size did not have any meaningful effects of class size significant for every subpopulation. However, student attendance had a more substantial effect in every model on school achievement input factors accounted for as much as 68% of the variance of achievement where as process factors contributed no more than an additional 6.3% of explained variance. Alexander et al. (1993) had studied first grade classroom behavior, its short and long term consequences for school performance. The teacher's ratings clustered in 3 domains interest participation (IP), cooperation
compliance (CC), and attention span-restlessness (ASR). The IP and ASR ratings but not CC ratings, affected test score gains in the 1st grade and marks in all 3 years. Behavior ratings from year 1 also affected year 2 and year 4 performances, with indications that effects were understated over single year periods. The importance of assessing classroom behavior in a longitudinal framework that allows for lagged and cumulative effects is discussed. Brookhart et al. has examined determinant of student effort on school work and school based achievement and found that the student perceptions was twice as for any of the other term in the model except ability.

Wang (1998) has observed psychosocial maturity and school achievement in Chinese children of school age. A standard opened interview was used to collect verbalization school achievement, as measured by ordinary school examination was not linked with any of these psychological measures. The differences in measurement and the characteristic of Chinese culture might account for the findings, but blind scoring is advised. The implications of the independent development domains of psychosocial maturity and school achievement are discussed. Silliker et al. (1997) investigated the effects of extracurricular activity participation on the academic
performance of male and female high school students. Result show that school rank and ACT scores were the most effective overall predictors; demonstrated community service and preference for long term goals were significant psychosocial predictors for academic performance.

Quirk (1997) had conducted a study on “The effect of extracurricular activity participation on the academic performance of male and female high school students”. Participants were 123 high school students who participated in inter scholastic soccer. Data show participants had significantly higher GPAS in the season vs. out of season.

Richard Mc Lean (1997) had selected attitudinal factors related to student’s success in higher school finding from the study showed significant attitudinal difference between high and low achieving students on all 5 attitudinal factors comprising the research instrument. As well, 2 variables Locus of control and reference based academic self-concept, accounted for most of the difference between the upper or lower achieving groups.

S. Paul Wright et al. (1997) had taken teacher and classroom context effects on student achievement. Result of which showed that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of
heterogeneity among students and class sizes have relatively little influence on academic gain that is teachers can make a difference.

Frank M. Kline (1977) has examined the influence of the community on a student academic performance. It is observed that communal life make an individual more susceptible to academic failure. Specifically, the impact of weather culture identity of the family, parent support single parent families, mobility and school organization an academic achievement at the community level and on individuals in the context of the community are all interrelated.

Kathryn R. Wentzel and Kathryn Cald Well (1997) investigated the friendship, peer acceptance, and group membership relations to academic achievement in middle school. Finding of longitudinal analysis shows that aspect of peer relationships are related to classroom achievement indirectly, by way of significant relations with prosocial behavior.

Kusum Singh (1997) studied the part time employment in high school and its effect on academic achievement. Data on many educational, psychosocial, school and family background variables shows a small negative effect of employment on both measures of achievement when SES, gender and previous
achievement were controlled.

Lynn C. Richman and Tom Millard (1967) has presented brief report cleft lip and plate; longitudinal behavior and relationship of cleft conditions to behavior and achievement result of which shows the increasing level of social inhibition over age for girls with CLP, but less so far boy. These were also increasing levels of conduct problem for older girls with CLP with variable age fluctuation for boys.

Harrietee W. Richard and Burleew (1997) in his study on the academic performance among children with sickle cell disease: setting minimum standards for comparison groups. It includes whether 42 African-American children with prison group of 26 with two groups were similar by sex age race and socioeconomic status school data were collected for both groups. The difference between the two groups on academic performance were not significant.

Kenneth L. Nyberg et al (1997) has observed Ethnic difference in academic refracking. A four-year longitudinal study. And the strong data of it suggest that irrespective of race these average and the below average students can prosper in a more positive benefits to their academic performance. Where as mid range minority students are better than white students in a
modest curriculum reform that retracted general education students into a college-preparing curriculum.

David Gillborn (1997) studied the Ethnicity and educational performance in the United Kingdom: Racism, Ethnicity, and variability in achievement. And the study of which throws light on the improvement at the school level and is considered briefly within the context of national reforms that prioritize market principles and marginalize equality concerns.

Christian et al. (1998) have examined predicting kindergarten academic skills interactions among child care maternal education, and family literacy environment. With the help of different type of test the results reveals that family literacy environment had positive causal links with 4 to 5 academic measures. Greater number of months in childcare center was associated with higher mathematics scores among children from less educated mother who scored low on a measure of family literacy environment. In contrast, no effect of childcare was found for children from mothers with more education. Implication includes the need for strong potential involvement in children's development and subsidized childcare for children in need.

Bankston et al. (1998) in his study on Family structure,
schoolmates, and racial inequalities in school achievement the data are drawn from the 1990 test results of 18,000 10th graders who took the Louisiana graduation exit examination. The study finds that being surrounded by schoolmates from female-headed families had the second largest negative association with the academic achievement of Africa Americans greater in effect than the association of academic achievement with individual family structure. It appears that the negative effect of concentration of African Americans and in Schools why be largely attributed to the association of majority concentration Schools with high percentages of female-headed families.

Feldhusen (1998) has found talent in context: Historical and social perspectives on giftedness. Giftedness is a concept ingrained in our educational vocabulary. We often think of a small, elite group of academically and intellectually bright children, sitting in a classroom, hungry for bookish. Knowledge, in fact, or giftedness” is a narrow conception of a multifactor phenomenon better described as “talent” This chapter promotes the concept of a talent and talent development, first providing some historical background information about the concept of giftedness in American education, Including the nature-nature debate. Next, Some of the myths surrounding gifted education are
debunked by identifying the figures of the system to recognize and foster talents. Finally, models are presented that explore the development of academic, artistic vocational and personal-social talents in schools and that delineate a developmental sequence of talent development.

Willson et al. (1999) has studied the factors effecting the assessment of student achievement. Findings show that early expectations and differential growth patterns were substantial contributors to differences in this students reported final grade. Results also show the pattern of achievement exhibited by Chris was also significantly related to the report card grade. If Chris seemed to improve, the grade improve even fell behind, the grade was unaffected.

Cherian et al. (2000) had studied the relationship between parental control and scholastic achievement of children from single and two parent families. It is suggested from the present study that there was a slightly positive relationship between parental control and scholastic achievement of children from 2 parent families. There was no statistically significant relationship between the two variables for single parent children.

STUDIES RELATED TO SCHOOL ENVIRONMENT

Academic institutions are social systems constituting
environment contributes to pupil's scholastic achievement. Environment provides the necessary sensory input stimulation and experimental base for the development of different types of skills. In view of Sinha (1977) environmental enrichment or deficiency produce variations or differences in the development and School achievement of students. According to Deutsch et al. (1976) the variable features of the environment play two roles: they set limitations, and afford opportunities. A number of studies have been conducted to demonstrate the effect of School environment on the achievement of students. Sharma (1971) reported that a higher level of pupil achievement was observed in those schools where teachers had high level social need satisfaction which may not be associated with task accomplishment.

Young (1963) has also found significant effect of School environment on various aspects of students. The size of the School as an important environmental factor has been shown by Barker and Gump (1964) to affect the experiences of the students in high School. They found that in a small School each member of the group is given more personal responsibility because in such school the behavioural settings are undermanned. This results in the development of the feelings of being crucial in the
school. Ezekeil (1966) has found that a democratic organization of a school fasters creatively and initiative among teachers.

Rastogi (1967) and Chatterjee (1970) have found that well equipped and advantaged school affects creativity among students in a significant positive manner. Kranick (1972) has observed that perception of the organizational climate of the school has significant consequences on student's attainment.

Ramoji Rao in 1976 studied the relationship of four factors on the academic achievement of secondary schools. The four factors were teaching condition factors, organizational climate factors, orientation factor and size factors. On the basis of the findings, he concluded that the more global approach to the environmental correlate of achievement, namely, teaching conditions in a school should be noted by all the heads of institutions and administrators. They should note that the school, the teacher, and the pupil are not three different entities. The comprehensive conceptualization of the environment of learning, which has been called the 'teaching conditions', a school-teacher-pupil trichotomy should be stressed. In this factor, school-teacher-pupil variables coalesce which is a unique environmental factor. This factor has highly predictive capacity. Of course, separately, the school teacher and pupil variables do
show correlation with achievement, but their combined predictive value is very high. Thus, the implication of this result seems to be that attempting to improve school academic performance by working with these variables in isolation may not be a highly rewarding endeavour. Shukla (1978) investigated the factors differentiating high and low academic performance of secondary schools. The study was made by the survey method. The findings revealed that the teacher population of high performance secondary schools was better in performance both quantitatively as well as qualitatively. Physical facilities such as school building, sanitation, library, equipment etc. are distinctly better in high performance schools. Greatest care and attention is given to individual coaching of students in high performance schools. Parental contacts are functional, effective and fruitful in high performance schools. High performance schools are distinctly superior to low performance schools both in curricular as well as in co-curricular performance. Vender (1988) has shown that students attitudes are affected by the school climate, whereas, Linney and Edward (1989) have found significant impact of school environment on students academic and socio-emotional development.

In one study Ghandhi (1982) investigated the relevance of
pupil control ideology to anxiety and alienation among students in 80 higher secondary schools of Gujrat. The pupil’s control Ideology Inventory, Taylor’s Manifest Anxiety Scale and Dean’s Alienation Scale were administered. The results demonstrated a significant relationship between pupil control ideology of the school and the manifest anxiety among pupils as well as between pupil control ideology and pupil’s level of alienation.

Singh (1983) in his study investigated the process and structural variables of educational environment in relation to students’ achievement in geometry. The sample consisted of 474 tenth grade students drawn from 17 schools of Amritsar district. The instruments used were Geometric Concept Test, School characteristics Index, Raven’s standard progressive Matrices, Teacher Attitude Inventory and varians forms for students information, teacher information and school information. Among other things the study revealed that teacher attitude and size of school contributed positively to achievement in geometry.

Shahni (1984) studied the effect of the differences in the facilities available to the student in the institutions managed by different agencies on the achievement of the students studying in class VIII. The results indicated that students achievement in Hindi was poorest in the municipal Schools, while central schools
and private schools showed better achievement.

Veerraghavan (1985) investigated the effect of schooling on educational achievement and vocational plans of students. The sample consisted of 100 students from 5 different types of schools of Delhi, who had appeared for their higher secondary examination. The result showed that the type of schooling a student had, significantly influenced his choice of subjects at the undergraduate classes and his marks in the school leaving examination as well as vocational plans. Better the school, better the performance, higher the vocational ambitions and more ambitions of subjects like medicine engineering etc.

Rao (1988) studied the quality of school as a determinant of student achievement. The sample for the study consisted of 630 students of fifth class from 26 primary schools representing government, cooperation, private aided and unaided schools of Bangalore. The instruments used in the study were Facilities and equipment checklist, Teacher’s Qualification scale, rating on teacher-pupil ratio and Achievement tests in language and arithmetic. The data were analysed by computing means, SDs and correlations. The results indicated hat a large number of schools obtained “good” rating on the Facilities and Equipment scale and that achievement mean score both in language ad arithmetic run.
parallel to the weights on the overall school excellence.

Haynes et al. (1989) have examined the effects of a school improvement programme on the perception of school climate by the students, and the teachers as well as on students achievement and attendance. They have found that experimental school had greater improvement in student's perception of school climate as compared to other schools. The experimental school had also significantly greater improvement in students' achievement and attendance.

Roy et al. (1994) conducted a study to highlight the impact of head-ship style upon social-emotional climate, academic achievement and campus activities of the students. The sample camp raised of 200 male and female students drawn from five high schools under private and public managements and located in rural and urban areas. Interview schedule, objective test and observational techniques were employed for data collection. It was found that social emotional climate was better under nurturant task leadership followed by democratic and authoritarian headship. Similarly, students academic achievement was better under nurturant headships and favorable social-emotional climate. It was also observed that frequency of mischievous activities of the students was higher under authoritarian headship.
and more studious activities of the students was higher under nurturant task headship.

Wangu and Thomas (1995) studied the attitude towards and achievement in mathematics of 300 class IX students from three different types of schools (government, deficit or aided and mission). An Achievement test of Mathematics and Attitude towards Mathematics scale were completed by students. Correlational analysis revealed a significant positive correlation between the two various sex and type of school had a significant effect on achievement but not an attitude towards mathematics.

In a study Panda, Sahoo and Sahoo (1995) examined the influence of school organizational climate on student's academic achievement. A random sample of 200 secondary school teachers and 400 students of central, public, government aided and unaided schools were administered the organizational climate Descriptive Questionnaire (OCDQ) (Helpin and Craft, 1963). The results revealed that organizational climate was different in different types of schools and this difference influenced the academic achievement of the students. More specifically a friendly and happy atmosphere was found to be more conducive for better performance on the part of the students. It was also noticed that while high percentage of marks was secured by the
students of the open climate schools, lowest percentage was found in the school having closed climate. The results as such demonstrated that the school climate have an effect on the academic achievement of the students.

A study conducted on achievement difference and school effect by Singh and Saxena (1995) examined the effects of school related variables on pupils’ achievement using data from Baseline Assessment Studies conducted in 8 states of India. A total of 25 indicators both for pupil and school levels were used in the hierarchical linear model, separately for each state. The contribution of factors like teacher quality, school resources and school academic climate was examined after adjusting for pupils’ background and school context variables. A synthesis of the results of the 8 states revealed gender and SC/ST differences in achievement. Parents’ education and the occupational level of the father were positively associated with pupils’ achievement. The school level factors of academic climate (test and feed back, homework, etc.) and teacher quality (teacher’s stay, teaching experiences etc.) were significant contributors as compared to those of school resources (educational and physical facilities). Rath and Saxena (1995) in their study on the effect of school level variables on the achievement of Scheduled Caste and
Scheduled Tribe students, examined mathematics and language achievement differences between SC/ST and non-SC/ST students. Subjects were 5,292 SC/ST and 1777 non-SC/ST students from grades 4 and 5. Hierarchical linear regression model and meta-analysis is revealed that SC/ST students scored lower than non-ST/ST students on both the subjects. Father's education contributed to higher achievement level of SC/ST students. While the achievement gap did not vary significantly across the schools in mathematics, it varied in language in Karnataka and Kerala. Gupta and Gupta (1995) having investigated the effects of the differences between the achievement of students having facilities provided under the Operation Black Board scheme and the schools devoid of these facilities. Pupil's achievements in mathematics and language were studied in 1,746 schools of which 175 schools were covered under the Operation Black board Scheme. Hierarchical liner model and meta-analysis revealed a positive and significant impact of OB in Assam, Kerala and Madhya Pradesh. The average impact on states was found to be positive and significant. Facilities provided under the OB scheme also contributed significantly in states like Haryana, Karnataka and Madhya Pradesh. The provision of free text books and midday meals have
had a positive and significant impact on pupils achievement in Madhy Pradesh. Scholarship for regular attendance has had a significant impact on language achievement in Kerala.

Hanushek (1998) in one of the research, endeavours examined the effect of school resources on school performance. It was described that there is not a strong or consistent relationship between student performance and school resources, at least after variations in family inputs are taken into account.

Weinberg et al. (1998) had studied the impact of school on academic achievement. They found that the kind of impact schools will have on their students on academic achievement, depends on adequate, safe facilities, trained teachers, supportive and informed administrators who encourage problem identification and problem solving adequately trained support personnel and national policies that recognize and value diversity.

Louis et al. (1999) had examined that, does professional community affect the classroom teachers work and student experiences in restructuring schools? Both professional community and social support for achievement had positive relationship to student performance, but the strength of their association with authentic pedagogy account for that effect.
Fisher et al. (1998) had conducted a study on Associations between teacher personality and classroom environment, both student and teacher perceived greater student cohesiveness in the classes of extraverted teachers. Generally, students and teachers shared perceptions of the learning environment in association with the personality type of the teacher.

Wenz et al. (1998) in his study on stress, social support and adjustment of adolescents in middle school. They found that, higher academic stress and less emotional support from the family were related to lower academic self concept higher peer stress and less companionship support from peers were associated with lower social self concept. Emotional support from the family moderated the influence of peer stress on feelings of depression problem solving support from adult outside the family moderated the effect of teacher/rules stress on adolescents liking of school. The importance of identifying the linkages between type of stress, social support and adjustment, using a developmental prospective is discussed.

On the basis of the studies on the impact of school climate on pupil achievement it may be inferred that type of school climate (open, closed) material facilities available in the school, type of management (government, public, aided, un-aided)
responsibilities given to students, and headship style are the factors that affect the students' academic attainment in different school subjects. The findings as such testify importance of school climate vis-a-vis pupil achievement.

There are some studies pertaining to school climate and teachers effectiveness that follows:

Researchers have tried to ascertain the relationship between school climate and teacher's efficiency. Earlier studies by Santhanam and Sharma (1972) found that teacher behaviour changes as a function of school organizational climate. Similarly, Sharma (1975) reported that school climate as a global concept is related to teacher satisfaction and principal effectiveness.

Sharma and Quarishi (1973) studied teacher's morale in relation to organizational climate. The results of an univariate analysis of variance revealed that teacher morale was highest in an open climate than in a control climate school.

Pillai (1975) examined the relationship between different types of school climate with faculty morale and found that there was high relationship between the two. That organizational climate and teacher morale are positively and significantly related, has also been found in the studies by Choksi (1976), Darji (1975), Franklin (1975), Mehare (1976), Mehta (1977).

Desai and Dekhtawala (1979) have noted significant relationship between teacher morale and school climate. There was a positive relationship between level of achievement of the school and teacher morale but it differed in different regions. The size of the school and rural urban differences did not produce any change in teacher morale. Leadership pattern was also related to teacher morale.

Gandhi (1981) examined the relationship between closeness of the organizational climate of schools and work alienation experienced by teachers. The Organizational Climate Development Questionnaire (OCDQ) (Halpin & Craft, 63) and Work Alienation scale were used. Using analysis of variance and Scheffes test the author found a difference in work alienation among open climate and closed climate schools but not between open climate and intermediate schools. Meaninglessness of work was greater among teachers from closed climate schools as compared to those from open climate schools.

Varshneya (1981) explored the relationship between organizational environment and teacher effectiveness and found significant positive correlations between the two variables.

Srivastava (1982) studied job satisfaction amongst private
and public secondary school teachers. He found that the difference between the two schools in terms of job satisfaction was statistically significant. Private school teachers were more interested in the teaching profession than the public school teachers.

In a study of the relationship between school climate and teacher absenteeism, Gandhi (1983) used a sample of 1250 teachers teaching in 125 secondary schools of Gujarat state. Results indicated that absenteeism level of teachers of closed climate schools was significantly higher than that of open climate schools, and of intermediate climate schools, but the last two types did not differ between themselves.

Gakhar et al. (1984) found that significant differences exist in job-satisfaction of teachers belonging to different types and levels of educational institutions. Sex, which is considered to be an important variable accounting for job-satisfaction differences, was not found to be accounting for any differences.

An attempt was made to find out the relationship between job satisfaction among teachers and organizational climate of the institutions by Agarwal (1986). Organizational Atmosphere Questionnaire and Job-satisfaction Inventory were administered to 110 male teachers of technical and non-technical institutions.
It was found that perception of organizational climate had moderate positive correlation with job-satisfaction.

Reichel et al. (1986) studied organizational climate and work satisfaction of male and female teachers of elementary schools. The results revealed that, organizational climate was represented by two dimensions: relations between the Ss and school principal and negative feelings about the atmosphere in the school. Job satisfaction was also related to two dimensions: job or tasks issues and interaction of people on the job. Grade and number of classes taught was related to task satisfaction in female Ss. Negative feelings influenced task and human relation satisfaction in male Ss and only human relation satisfaction in female Ss.

In their study Biswas & De (1995) investigated the effectiveness of secondary teachers in Tripura in relation to sex of the teacher, location of school (rural and urban), management (government and private), type (boy’s, girl’s, and co-educational), and organizational climate of school. A stratified random sample of 345 secondary teachers (197 males and 148 females) using the School Organizational Climate Description Questionnaire (Sharma 1978) classified the schools as having open, autonomous, controlled, paternal, and closed climate. Ss
were administered the Teacher Effectiveness Scale (Kumar & Mutha 1985). Results revealed (a) female teachers were more effective; (b) location and management of school had no significant influence on teacher effectiveness; (c) girl's school teachers were more effective, and (d) teachers of schools with an open climate were most effective while those in schools with a closed climate were least effective.


The survey of studies on school environment-pupil achievement relationship revealed that a good number of studies (e.g. Shukla 1978; Linney and Edward 1989; Rao 1988; Singh and Saxena 1995; Gupta and Gupta 1995; Panda et al 1995; Wangu and Thomas 1995; Singh 1983; Shahi 1984; Veeraghavan 1985 etc.) have found a relationship between school climate and pupil achievement. However, these studies have either considered the
social climate of the school or the material provisions. Moreover, rarely a study has been conducted in this part of the country. The second problem of the study, therefore, was related with the comprehensive study of many aspects of school climate on student’s achievement.

School climate does not only affect pupil achievement, but it also influences the efficiency of the teachers. This is borne out by the studies of Santhanam and Sharma (1972), Sharma (1975), Gandhi (1981), Pillai (1975), Desai & Dekhtawala (1979), Srivastava (1982), Gakkar et al (1984), etc. These studies have only considered one or the other aspect of school environment and have been conducted in other parts of the country. To make a comprehensive study the third problem of the present study was related with the determination of the effect of academic and socio-emotional school climate on teacher effectiveness.

READING HABIT

There are numerous literatures on reading-habit available. Ryan (1993) had done research on reading processes and reading disabilities: The relationship to reading instruction. It is evident that student's abilities at manipulating were segments can be measured and that these skills are essential for reading success.
Moeller et al. (1993) had examined the influence of a second look at grading and classroom performance: Report of a research study. The research revealed that in class at each level directed, oral classroom activities were graded, in the other, no grades were assigned for directed oral activities. As measured by an oral proficiency interview the American Association of teacher of German Achievement Test, and the final course grade, grading did not affect foreign language proficiency.

Law et al. (1993) had done paired reading: An evaluation of a parent tutorial program. Whose results indicate that parents were able to implement the PR procedures with relatively high accuracy. A significant improvement in the children. Reading skills however was not observed. At the completion of the intervention parents and children reported having a positive perception of the PR program parents reported that they observed the greatest change in the children’s self confidence and attitude toward reading. Bowers (1993) had found the relationship between text reading and rereading: Determinants of fluency beyond work recognition. Such independent relationship to fluency suggest that current theories stressing the role of phonemic sensitivity influent as well as accurate reading need to be modified to include the role of processes indexed by simple
symbol-naming speed. Meyer et al. (1993) had studied the effects of ability and settings on kindergartners reading performance. There were also substantial and significant differences among districts on the end of year measures length of school day (half vs. full day) did not contribute significantly to end of the year reading performance among process variables studied, conforming feedback was most frequently significant at the teacher level. Teacher in a single district collectively accounted for 60% of the significant findings with respect to classroom instruction.

Hagborg (1998) had observed the influence of School membership among students with learning disabilities and non-disabled students in a seminatural high school. Students with LD and ND high school students were compared on 5 dependent variables, grades, time spent on homework, scholastic competence global self-worth, and school membership. School membership was assessed by C. Goodenow's (1993) psychological sense of school membership (PSSM) scale and S. Harter's higher grades and more favourable rating of scholastic competence, while group did not differ significantly on time on homework or global self worth also contrary to the hypothesis, the groups did not differ on the PSSM.
Nation et al. (1997) investigated assessing reading difficulties: The validity and utility of current measures of reading skill. The findings show that different reading tests measure different aspects of the reading process and that caution should be exercised when selecting tests for the assessment of reading difficulties. Tang (1997) studied the relationship between reading comprehension processes in L1 and L2 reading psychology. The findings suggest that Ss used similar strategies when they read in Chinese and in English. Ss also processed the text similar in both languages. The results are supported by the common underlying proficiency hypothesis (J. Cummins 1984, 1991, and the universal hypothesis (K.S Goodman, 1970, 1971, 1973). Coffman (1997) had investigated the influence of narrative text and prediction on written recall. Finding indicated that the differences in what students identify as important may be due to the story rather than the question treatments.

White (1998) In his study on the motivating students to become more responsible for learning found that student performance, measured by exams, term projects, and class participation was notably improved compared with the performance of students taught in traditional ways.

Study conducted on teaching middle school students with
learning disabilities to recruit positive teacher attention by Alber (1999) whose multiple baseline across students design showed that recruitment training increased (1) the rate of recruiting by the students, (2) the rate of teacher praise received by the students, (3) the rate of instructional feedback received by the students and (4) the accuracy with which students completed their workbook assignments practice implications are discussed.

Hook et al. (1999) have shown that parent tutoring for student with Attention – Deficit/Hyperactivity Disorder: Effects on reading performance at home and school. A multiple baseline across Ss design was used to evaluate the effects of the parent tutoring procedure whose findings suggest that (1) reading performance in the home setting improved for all Ss (2) reading performance in the School setting showed improvements, but data should be interpreted with some, considerations, and (3) peer comparison data revealed that although two Ss reached average level of performance, at least on time during the study. Ss did not catch up to these levels of performance: In addition, Ss’ attitudes toward reading remained stable or improved, and favourable acceptability ratings were obtained from teachers, parents and students.

In a study Crone et al. (1999) examined age and schooling
effect is on emergent literacy and early reading skills. Children who began school a year earlier than same age peers out performed these peers on measures of both emergent literacy skills on early reading skills. The impact of a year of schooling on emergent literacy skills was 1.7 times greater than impact of other processes associated with age. The impact of a year of schooling on early reading was 4.3 times stronger than the effect of age.

SELF CONCEPT

Self-concept related studies are mentioned in the fore-going pages, William Sterin (1993) studied the influence of advances in research on academic self-concept: implication for school psychology. The findings of the research suggests that the adverse effects of social comparison could be mitigated by the increased use of educational practices that recognize students individual differences. These might include flexible grouping for short-term focus on particular skills, a decreased emphasis on traditional letter grading in favour of mastery-oriented learning and evaluation, and cooperative classroom environment.

Chung-Leung Luk (1997) et al. had find out the role of self-concepts of technical school students in their learning of a
second language. Findings of this research suggests that high intellect and law emotional stability could jointly predict better English test result. Replicating C.L. Luk and M.H. Bond's (1992) result, global self-esteem could be jointly explained by the SAPPs (Sino-American Person Perception Scale) factors of Application, Intellect, Extroversion, and Emotional stability. However global self-esteem was not related to any English test result. Results are discussed in relation to personality dynamics.

Gari Aitraterini et al. (1998) in their study demonstrated the influence of traditional values of education on Greek student's real and ideal self-concepts. The result of which showed the great importance of academic performance and type of high school education to the students real and ideal self-concepts overall, the students internalized the majority of the traditional education values associated with the importance of education goals at both the secondary and the university levels, especially for boys rather than girls who are taught that they should devote themselves to family duties.

Blatchford et al. (1997) analysed students' self-assessment of academic attainment: Accuracy, and stability from 7 to 16 yrs. And influence of domain and social comparison groups. The examined result shows that an overall lowering in self-assessment
from 7 to 16 yrs. was accompanied from 11 yrs. By greater accuracy, systematic differences were found between domains; overall ability ratings were higher in reading/English and there was more stability in rating from 11 to 16 yrs. There was a marked drop in self-assessments from the general to the aim class social comparison group. But again there were domain differences. There was a greater drop at 11 to 16 yrs. in reading English. Hay et al. (1997) had investigated the influence of achievement of self-concept – using an Intra-class design and a comparison of the pass and SDQ-1 self-concept tests. Findings based on this problem suggest that a comparison between the PASS and the SDQ-1 demonstrated concurrent validity across self-concept domains. The findings support the notions that the social environment is a significant agent that influences self-concept, and that teacher rating and standardized tests of achievement and the PASS the SDQ-1 are valid measures for self-concept research.

Eccles et al. (1999) had examined school and community influences on human development. The study focuses on the ways in which schools either promote children’s developmental competence or reinforce developmental difficulties. The author described the school as a multilevel context that influences
children's socioemotional and behavioural development through organizational and social, instructional processes that operate at several different levels. O'Deg et al. (1999) studied the association action between self-concept and body weight gender, and pubertal development among male and female adolescents.

The self-concept subscale ranked as most important by male and female students were close. Friendship, scholastic competence and job competence, Female rated their ability to form close friendship significantly higher and of greater importance. Than did males, standard body weight was related to students' physical Appearance Subscale Scores, with higher weight student. Burnett et al. (1999) had studied the relationship of children's self-talk and academic self-concept. It is suggested by this finding that teachers' positive statements made by teachers were found to be directly related to reading self concept through positive self talk. Negative statements made by teachers were not predictive of self-talk or self-concepts for the total sample but were not predictive of maths. Self-concept for girls and negative self-talk for boys. Kablaovi et al. (1991) had studied the effects of part-time work experience on high school students. Positive effects found include increased personal responsibility and earning power, development of social skills,
improved grades and participation in school-related activities
lower unemployment rate after graduation and better jobs after
graduation.

Van Kraayenoord. et al. (1997) examined Australian students’
self appraisal of their work sample and Academic progress. Later
it was found that the total work samples interview scores were
correlated significantly with scores on measures of strategic
reading, school attitudes, and literacy habits outside school. Thus
the interview assesses meta-cognitive abilities related to strategic
and motivated learning.

Chapman et al. (1997) had done a longitudinal study of
beginning reading achievement and reading self-concept. It’s
observed that initial reading related experiences in school are
associated with the development of reading self-concepts within
the first two and a half years of schooling. This period may mark
the time during which negative “Mathew effects” develop for
those who experience initial difficulties in learning to read.

Whitherspoon et al. (1997) examined the relationship
between racial identity attitudes, school achievement and
academic self-efficacy among African American high school
students. The findings show that the majority of student indicated
support from both peers, and parents for their academic work.
Multiple regression analysis indicated that GPA is best predicated by immersion racial identity attitudes and academic self-concept. Findings suggest that a variety of racial identity attitudes actually exist within the high school student population.

Mini Bang et al. (1997) had studied generality and academic self-efficacy judgments. Evidence of hierarchical relations. The generality of academic self-efficacy partly depended on the degree of perceived similarity owner tasks. When asked to rate their efficacy towards 8 pairs of isomorphic algebra and physics problems, students reported more comparable strengths of self-efficacy, as they perceived greater similarity between the problems.

Mboya et al. (1998) had observed self-concept of academic ability as a function of sex, age and academic achievement among African adolescents. By this a significant positive correlation was found between self-concept scores and academic achievement for boys and girls and in all age groups, but the magnitude of the correlations with achievement in mathematics was stronger among boys than among girls.

In the preceding writings, a detailed survey of available literature have been given and it is evident from the description that there are none of the researcher which have studied the
present problem of investigations earlier, hence, the present piece of research will be a significant work filling the void of knowledge.

Moreover, it is also warranted to highlight the hypotheses, which were framed for empirical testing which will also clarify the objective of the study. The hypothesis are given below:

(H₁) School environment as whole and its various facets will significantly and positively influence on scholastic achievement of boys and girls irrespective of medium of instruction and class.

(H₂) Reading habit as a whole its various components will positively and significantly influence stochastic achievements of boys and girls irrespective of medium of instruction and class.

(H₃) Self-concept as a whole its various determinants will positively and significantly influence scholastic achievements of boys and girls irrespective of medium of instruction and class.

The aforesaid hypothesis would have certainly clarified the objective of the present endeavour and moreover, would have determined the course of action taken in carrying out the study and reaching to the outcomes or results.
Chapter - III

Methodology
In any discipline whether it is science, social science, commerce or humanities etc., methodology plays a leading role in carrying out the study systematically and objectively to be more scientific in nature. Research as defined by Redman and Mory (1923) is “a systematized effort to find out the solution of the problem”. These efforts require certain techniques to be followed properly. Methodology is a total sum of these techniques / steps being carried out by a researcher in order to find out the real dynamics operating for any problem and behavioral out-comes. Mounton and Marais (1993) defined methodology as “the logic of the applications of Scientific methods to the investigation of the phenomena”. It is a kind of decision making process in which researcher has to select the appropriate model, sampling techniques, measuring instruments and data analysis methods, suitable for selected problem. However, the objectivity of the scientific investigation is contingent upon the accuracy of research methodology adopted by the researcher.

Formulation of research problem is followed by research design – the scientific procedure within which research is conducted in a smooth and unbiased fashion. Sellizer et al (1962) pointed out that “research design is the arrangement of conditions
for collecting and analyzing the data in a manner that aims to combine relevance to the research purpose with economy in procedure”, it is a kind of architecture prepared in advance by the researcher with minimum expenditure of time, money and other requirements. As per in Mohsin (1984) view “research design contains a built-in system of checks against all factors that might affect the validity of the researcher outcome”.

In the light of the above facts and also the nature of the present research problem the following steps were taken for enhancing the efficacy and objectivity of the research endeavours.

**SAMPLE**

Sample is the portion of the entire population or universe of a certain kind of objects. Thus, for making findings more generalized to over-all population, it is essential that sample must possess almost all the qualities and characteristics of the population or universe selected for the investigation. More-over, the selection of the sample should be dependent upon the very objective of the research problem. In the present proposed study school children of class IX and X from City High School (Boys) & general Girls High School, A.M.U., were chosen for studying
the "Influence of School environment reading habit and self concept on scholastic achievement – an HRD approach for School children".

The sample consisted of N=412 children who were taken from different sections of class IX and X. The break-up of the sample given in the Table.

**Table Showing Sample Break- Up:**

<table>
<thead>
<tr>
<th>Sample Groups</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class IX</strong></td>
<td></td>
</tr>
<tr>
<td>Boys (Urdu/Hindi Medium)</td>
<td>n = 62</td>
</tr>
<tr>
<td>Boys (English Medium)</td>
<td>n = 64</td>
</tr>
<tr>
<td>Girls (Urdu/Hindi Medium)</td>
<td>n = 51</td>
</tr>
<tr>
<td>Girls (English Medium)</td>
<td>n = 44</td>
</tr>
<tr>
<td><strong>Class X</strong></td>
<td></td>
</tr>
<tr>
<td>Boys (Urdu/Hindi Medium)</td>
<td>n = 52</td>
</tr>
<tr>
<td>Boys (English Medium)</td>
<td>n = 51</td>
</tr>
<tr>
<td>Girls (Urdu/Hindi Medium)</td>
<td>n = 49</td>
</tr>
<tr>
<td>Girls (English Medium)</td>
<td>n = 39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N = 412</strong></td>
</tr>
</tbody>
</table>

**DESCRIPTION OF TOOLS**

In behavioral sciences measurement have always been considered a very complex task but an inevitable means to understand human experience and behaviour. Among the various method used in behavioural sciences especially in psychology, questionnaire method in understanding or giving information
about certain issues and problem is considered as most
c convenient method pertaining to questionnaire, it is imperative to
mention that without ascertaining the efficacy of the tools,
reliable results can't be obtained, therefore, standardization of
the psychological tool is necessarily a prerequisite.
Standardization of psychological test involves item analysis,
ascertaining reliability and validity. In this regard it is
immensely important to mention that whatever the tools have
been used in quest of studying the present problem the
psychological tools were standardized before administration.

The description of the various tools used in this
investigation is being given below:

**READING HABIT SCALE (R.H.S.)**

This scale was developed by researcher. Before framing the
items for the scale, literature on reading habit were thoroughly
studied and experts’ opinions were sought that lead to identify
the dimensions and formulating the statements. The numerous
dimensions which were identified are: Readiness and
Preparedness, Note taking habit, Help seeking behavior, Fixing
priorities, General Habit attitudes, Concentration and Schedule.
Items related to these dimensions were framed in the form of
statements in simple easy and highly Indianized English language and in all there were 27 items. Thereafter scale was administered on N = 412 school children, with instruction to rate their agreement or disagreement with the statement on a 5 point Likert type scale, ranging from ‘5’ for Strongly Agree, to ‘1’ for Strongly Disagree.

SCHOOL ENVIRONMENT SCALE (SES)

School Environment Scale was developed consisting of 30-item scale, based on 8-dimensions, was developed by the present researcher by opting the same procedures that were taken in the development of reading habit scale. The 8-dimensions of the scale are: Attitudes towards teacher, Attitude towards administration, Teacher caring attitude for students, Attitude towards classmates, Extra Curricular activities, Teacher-taught relationship, Home-work, student’s attitude towards school.

Responses were measured on Likert type 5 point scale viz, S.Agree ‘5’; Agree ‘4’; Undecided ‘3’; Disagree ‘2’; Strongly disagree ‘1’

CHILDREN’S SELF CONCEPT SCALE (CSCS)

In order to assess self-concept of school children a self-
developed scale was used. This questionnaire consisted of 80-items. Out of which items were negatively phrased. In self-concept there were 6-dimensions: Behaviour, Intellectual and School status, Physical appearance and attributes, Anxiety, Popularity, Happiness and Satisfaction. These dimensions were taken from Dr. S. P. Ahluwalia's (1986) Children's Self-Concept Scale (CSCS). Each item was measured on 2-point scale, viz., 'YES' (√) 'No' (x). In the scale there are 14 lie items to detect whether the children have filled it accurately or not. The scale items are scored in a positive or negative direction to reflect the evaluation dimension.

**BIOGRAPHICAL INFORMATION BLANK (BIB)**

Biographical Information Blank was prepared for recording biographies of students viz., Name, Class, Section, age, sex, School, Father's profession, Father's qualification, Mother's profession, Mother's qualification, No. of brothers/Sisters and percentage was also incorporated in the Biographical Information Blank.

It is highly pertinent to mention here among the three described in the preceding pages, two were solely constructed by the researcher for the purpose of attaining the objectives of this
larger study leading to the degree of doctor of philosophy. In the development of scales all possible cares were taken to maintain the efficacy and objectivity of the scales. In spite of this fact there would have been certain non-perceptible errors, which can be removed after getting these errors identified in the future endeavours.

STATISTICAL ANALYSES

Once the data collected from the respondents, then it requires certain kind of statistical treatment to reduce long widespread scores into intelligible and interpretable form, So that results can be easily and Conveniently understood. Analysis means categorizing, reducing, and summarizing data to obtain results of research problems (Kerlinger, 1984).

Different types of Statistical techniques are available which can be sorted out for statistical treatment, keeping in view the nature and objectives of the research problem. In the present context where the study was aimed to see the "Influence of School environment reading habit and self concept on Scholastic achievement- An HRD approach for schoolchildren", Stepwise Multiple Regression, method of statistics was found best suited for analyzing the data and obtaining the appropriate results.
Multiple Regression method is quite flexible to access two or more predictors (IVs) at a time to see their influence on criterion variable (DV). This method not only tells us about the relationship between dependent and independent variables but also the nature of the relationship i.e., the contribution of predictors (IVs) to criterion variables (DVs). In stepwise method predictors enter to the equation step wise one after the other on the basis of their highest correlation with criterion variables. This process continues until no more useful information is obtained from the further addition of predictors.
Chapter – IV

Result

Discussion
This chapter is the sole outcome of the entire research endeavour leading to achieve Ph.D. degree in Psychology. Hence, this chapter is aim to describe and discuss results pertaining to the study on the problem entitled, “Influence of School environment, reading habit and self-concept on scholastic achievement: An HRD approach for school children”. In quest of meeting the objective of the study which is evident from the problem it-self, the analyses of the data were carried on by, applying stepwise multiple regression analyses on the sample group of IX and X school going boys and girls (N = 412) from the various English and Hindi/Urdu medium schools.

Before undertaking result and interpretation of the present larger and exhaustive research, it is imperative to mention here that analyses of the data of the study using step-wise multiple regression technique through computer have undertaken the entire analyses in different steps but we are only using the tables of ANOVA as well as the tables showing ‘coefficients’ revealing the number of the best predictors entered to influence dependent variable. The remaining steps like the list of excluded variables have not been put here for the sake of convenience presuming that except the independent variables that entered to the equation, the remaining will definitely be the part of variables excluded or
have not come into the equation. It is also highly necessary for clarity to mention that variables numbering from $V_1$ to $V_{35}$ are independent variables, whereas, $V_{36}$ is the dependent variable. Therefore, we shall use the same number referring to either independent or dependent variables.

Moreover, it is also imperative to mention that the sample of the present investigation consisted of class IX boys and girls with English and Urdu/Hindi Medium Schools; and class X boys and girls with English and Urdu/Hindi medium Schools. Therefore, tables of results are eight in numbers. The descriptions and interpretations of results will be undertaken starting with the sample of class IX boys of Urdu/Hindi medium; then class IX boys with English medium, there-after, class IX girls with Urdu/Hindi medium, and then class IX girls with English medium, and there after, the description of class X students similarly will be followed.

**Class IX Boys**

Urdu/Hindi medium: -Table 4.1 depicts the influence of predictor variables on children scholastic achievement. The table clearly shows that value of ANOVA, $F=27.10838$ found to be highly significant beyond .01 level of confidence.
Table-4.1
Stepwise Multiple Regression
Predictors (IVs) of Scholastic Achievement (DV)
Sample of class IX boys (Urdu/Hindi Medium)
n=62

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regression</td>
<td>15455.17845</td>
<td>1</td>
<td>15455.17845</td>
<td>27.10838</td>
<td>0.00</td>
</tr>
<tr>
<td>Residual</td>
<td>34207.53122</td>
<td>60</td>
<td>570.12552</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18882.70967</td>
<td>61</td>
<td>16025.30397</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), V27
b. Dependent Variable: V36

Table-4.1A
Coefficient showing the real predictor variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (constant)</td>
<td>8.64027</td>
<td>3.69282</td>
<td>2.340</td>
<td>0.226</td>
</tr>
<tr>
<td>V27</td>
<td>0.60204</td>
<td>0.11563</td>
<td>5.207</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Step-wise multiple regression analysis is in its further step calculated t-value which is given in Table 4.1A. It is clear from the table that out of 35 independent variables only one variable i.e., V27 viz., student's attitude towards schools. A dimension of school environment, is found to be a significant predictor of scholastic achievement of class IX boys Urdu/Hindi medium schools as t = 5.207 is found highly significant beyond .01 level of confidence. The finding speaks of the fact that there is a significant positive relationship between students attitudes towards school and their scholastic achievement which means that children scholastic achievement is a function of students attitude towards school.

Table 4.2 provides ANOVA of step-wise multiple regression of the sample group of class IX boys of English medium. It is evident from the Table 4.2 that all the F values ranging from minimum F = 9.72558 to the maximum F = 11.79339 are found to be statistically highly significant far beyond .01 level of confidence. The finding of this table are clearly confirmed from the subsequent Table 4.2A where all the t values related to V4 (concentration – a dimension of reading habit), V19 (habit for reading slowly and silently – a facet of reading habit), and V15 habit of reading fast and loudly – a facet.
Table-4.2
Stepwise Multiple Regression
Predictors (IV₃) of Scholastic Achievement (DV)
Sample of class IX boys (English Medium)
n=64

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regression</td>
<td>5057.59157</td>
<td>1</td>
<td>5057.59157</td>
<td>11.18561</td>
<td>0.0014</td>
</tr>
<tr>
<td>Residual</td>
<td>28033.40843</td>
<td>62</td>
<td>452.15175</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33091.00000</td>
<td>63</td>
<td>5509.74332</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Regression</td>
<td>9227.33155</td>
<td>2</td>
<td>4613.66578</td>
<td>11.79339</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>23863.66845</td>
<td>61</td>
<td>391.20768</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33091.00000</td>
<td>63</td>
<td>5004.87346</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Regression</td>
<td>10826.67335</td>
<td>3</td>
<td>3608.89112</td>
<td>9.72558</td>
<td>0.00</td>
</tr>
<tr>
<td>Residual</td>
<td>22264.32665</td>
<td>60</td>
<td>371.07211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33091.00000</td>
<td>63</td>
<td>3979.96323</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), V₄
b. Predictors: (Constant), V₄, V₁₉
c. Predictors: (Constant), V₄, V₁₉, V₁₅
d. Dependent Variable: V₃₆

Table-4.2A
Coefficient showing the real predictor variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (constant)</td>
<td>12.58350</td>
<td>3.17230</td>
<td>3.967</td>
<td>0.0002</td>
</tr>
<tr>
<td>V₄</td>
<td>0.37029</td>
<td>0.11072</td>
<td>3.344</td>
<td>0.0014</td>
</tr>
<tr>
<td>2. (constant)</td>
<td>6.85025</td>
<td>3.43380</td>
<td>1.995</td>
<td>0.0505</td>
</tr>
<tr>
<td>V₄</td>
<td>0.39293</td>
<td>0.10322</td>
<td>0.41485</td>
<td>3.807</td>
</tr>
<tr>
<td>V₁₉</td>
<td>0.35309</td>
<td>0.10815</td>
<td>0.35578</td>
<td>3.265</td>
</tr>
<tr>
<td>2. (constant)</td>
<td>10.71347</td>
<td>3.82711</td>
<td>2.799</td>
<td>0.0069</td>
</tr>
<tr>
<td>V₄</td>
<td>0.38224</td>
<td>0.10066</td>
<td>0.40357</td>
<td>3.797</td>
</tr>
<tr>
<td>V₁₉</td>
<td>0.33657</td>
<td>0.10563</td>
<td>0.33914</td>
<td>3.186</td>
</tr>
<tr>
<td>V₁₅</td>
<td>-0.22517</td>
<td>0.10846</td>
<td>-0.22071</td>
<td>-2.076</td>
</tr>
</tbody>
</table>
of reading habit are found statistically highly significant as their corresponding values \( t = 3.797 \), \( t = 3.186 \), and \( t = -2.076 \) are statistically very high depicting significant influence of the above predictors viz., \( V_4 \), \( V_{19} \) and \( V_{15} \) on scholastic achievement of the sample group of class IX boys of English medium. It is evident from the above result that voluntary concentration of students towards studies helps students to achieve better results at school. Moreover, studying slowly and silently as well as reading fast and loudly are also emerged as predictors of scholastic achievement. It is important to mention here that students have different reading habits and styles where some are opting the method of reading slowly and silently where some others have the habit of reading fast and loudly and get better scholastic achievement. Hence, it can be said without any reservation that there is no single more effective technique which may help in securing good achievement at school but the techniques are dependent upon the students that how effectively and conducively they utilize the techniques to get mastery over the school curricula leading to achieve good results at school.

Class IX GIRLS

Above description and discussion of results were pertaining
to class IX boys of both Urdu/Hindi medium and English medium
and now from Table 4.3 to Table 4.4A will pertain to the sample
group of class IX girls of both Urdu/Hindi medium and English
medium. The descriptions of result of the sample group of class
IX girls are given below:

**URDU/HINDI MEDIUM**

Table 4.3 shows step-wise multiple regressions predicting
the influence of independent variables on scholastic achievement
for the sample group of class IX girls of Urdu/Hindi medium.
Step-wise multiple regression analysis on the basis of ANOVA
highlighted the fact that influence of independent variable on
scholastic achievement (DV) as obtained $F = 5.75386$ is
significant beyond .05 level of confidence. And moreover, step-
wise multiple regression analysis analysed $t$ which is given in
Table 4.3A. The Table 4.3A clearly emphasises that only one
independent variable i.e., $V_{19}$ (habit for reading slowly and
silently – a facet of reading habit) is emerged as predictor of
scholastic achievement for the group of Class IX girls of
Urdu/Hindi medium, whereas, remaining independent variables
either related to reading habit, school environment, or self
concept are not found significant predictors of scholastic
achievement.
Table-4.3
Stepwise Multiple Regression
Predictors (IVs) of Scholastic Achievement (DV)
Sample of class IX Girls (Urdu/Hindi Medium)
n= 51
ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressive</td>
<td>3686.85259</td>
<td>1</td>
<td>3686.85259</td>
<td>5.75386</td>
<td>0.0203</td>
</tr>
<tr>
<td>Residual</td>
<td>31397.30428</td>
<td>49</td>
<td>640.76131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35084.15687</td>
<td>50</td>
<td>4327.61390</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), V19
b. Depend variable: V36

Table-4.3A
Coefficient showing the real predictor variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (constant)</td>
<td>12.11198</td>
<td>4.22059</td>
<td>2.870</td>
<td>0.0060</td>
</tr>
<tr>
<td>V19</td>
<td>0.30937</td>
<td>0.12897</td>
<td>2.399</td>
<td>0.203</td>
</tr>
</tbody>
</table>
The above result seems to be very important as generally girls use the method of reading slowly and silently and may be because of this reason they are succeeded in achieving high percentage in school examination. It is also observed that such reading habit is highly conducive even for boys as 'reading slowly and silently' become instrumental, at least, in achieving high scholastic goal i.e. achievement or securing high grade or percentage in the examination. This reading habits i.e. "reading slowly and silently is common among both boys and girls.

ENGLISH MEDIUM

Table 4.4 highlights the influence of independent variables on scholastic achievement of class IX girls of English medium and obtained value \( F = 4.63140 \) is found to be statistically significant at .05 level of confidence. Step-wise multiple regression in its another step calculated coefficient, hence, from Table 4.4A, it is evident that \( V_4 \) i.e., concentration – dimension of reading habit is emerged as significant predictor of scholastic achievement as obtained \( t = 2.152 \) is found statistically significant beyond .05 level of confidence. It is imperative to mention at this juncture that voluntary concentration in studies for the English medium students of class IX for both boys and girls has been found significantly important reading habit for learning and understanding the subject, where as, this factor has
Table-4.4
Stepwise Multiple Regression
Predictors (IV,s) of Scholastic Achievement (DV)
Sample of class IX Girls (English Medium)
n = 44

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressive</td>
<td>3268.91327</td>
<td>1</td>
<td>3268.91327</td>
<td>4.63140</td>
<td>0.0372</td>
</tr>
<tr>
<td>Residual</td>
<td>29644.24582</td>
<td>42</td>
<td>705.81538</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32913.15909</td>
<td>43</td>
<td>3974.72865</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), V₄
b. Dependent variable: V₃₆

Table-4.4A
Coefficient showing the real predictor variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (constant)</td>
<td>14.17329</td>
<td>4.78186</td>
<td>2.964</td>
<td>0.0050</td>
</tr>
<tr>
<td>V₄</td>
<td>0.27036</td>
<td>0.12563</td>
<td>2.152</td>
<td>0.0372</td>
</tr>
</tbody>
</table>
not been found among both boys and girls of Urdu/Hindi medium. It is no doubt that English medium students are generally superior than Urdu/Hindi medium students hence, former group use voluntary concentration in studies for a learning and understanding, and later generally rely on role learning method.

The above discussion of results were related to class IX boys and girls of Urdu/Hindi medium and English medium. But in the on going description and discussion of results the sample group of class X boys and girls of both the medium will be under taken.

CLASS X BOYS

Urdu/Hindi medium:-It is evident from the table 4.5 that some of the independent variable have their significant influence on academic achievement for the sample group of class X boys of Urdu/Hindi medium as the table of ANOVA of step-wise multiple regression have shown all the F values ranging from minimum $F = 6.25047$ to maximum $F = 7.87537$ significant far beyond .01 level of confidence. Further analysis of step-wise multiple regression have shown coefficient and real predictors in Table 4.5A Where $V_{28}$ (over all school environment), school environment $V_{5}$ (fixing priorities-a dimension of reading habit), and $V_{19}$ (habit for reading slowly and silently-facet of reading
Table-4.5

Stepwise Multiple Regression

Predictors (IVs) of Scholastic Achievement (DV)

Sample of class X boys (Urdu/Hindi Medium)
n=52

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regression</td>
<td>3700.98832</td>
<td>1</td>
<td>3700.98832</td>
<td>7.87537</td>
<td>0.0071</td>
</tr>
<tr>
<td>Residual</td>
<td>23497.24245</td>
<td>50</td>
<td>469.94485</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27198.23077</td>
<td>51</td>
<td>4170.93317</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Regression</td>
<td>5916.91293</td>
<td>2</td>
<td>2958.45647</td>
<td>6.81181</td>
<td>0.0025</td>
</tr>
<tr>
<td>Residual</td>
<td>21281.31783</td>
<td>49</td>
<td>434.31261</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27198.23076</td>
<td>51</td>
<td>3392.76908</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Regression</td>
<td>7640.36961</td>
<td>3</td>
<td>2546.78987</td>
<td>6.25047</td>
<td>0.0011</td>
</tr>
<tr>
<td>Residual</td>
<td>19557.86116</td>
<td>48</td>
<td>407.45544</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27198.23077</td>
<td>51</td>
<td>2954.24531</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), V_{28}
b. Predictors: (Constant), V_{28}, V_5
c. Predictors: (Constant), V_{28}, V_5, V_{19}
d. Dependent Variable: V_{36}

Table-4.5A

Coefficient showing the real predictor variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (constant)</td>
<td>10.35642</td>
<td>3.67107</td>
<td>2.821</td>
<td>0.0068</td>
</tr>
<tr>
<td>V_{28}</td>
<td>0.28028</td>
<td>0.09987</td>
<td>2.806</td>
<td>0.0071</td>
</tr>
<tr>
<td></td>
<td>5.84547</td>
<td>4.05502</td>
<td>1.442</td>
<td>0.1558</td>
</tr>
<tr>
<td>V_{28}</td>
<td>0.28034</td>
<td>0.09501</td>
<td>2.92</td>
<td>0.0053</td>
</tr>
<tr>
<td>V_5</td>
<td>0.22483</td>
<td>0.09954</td>
<td>2.259</td>
<td>0.0284</td>
</tr>
<tr>
<td></td>
<td>2.69992</td>
<td>4.21492</td>
<td>0.641</td>
<td>0.5249</td>
</tr>
<tr>
<td>V_{28}</td>
<td>0.18384</td>
<td>0.10416</td>
<td>1.765</td>
<td>0.0439</td>
</tr>
<tr>
<td>V_5</td>
<td>0.25799</td>
<td>0.09775</td>
<td>2.639</td>
<td>0.012</td>
</tr>
<tr>
<td>V_{19}</td>
<td>0.21291</td>
<td>0.10352</td>
<td>2.057</td>
<td>0.0452</td>
</tr>
</tbody>
</table>
habit) are emerged as significant predictors as their corresponding T values - t = 1.765, t = 2.639, and t = 2.057 are found statistically significant.

The findings given above and evident from Table 4.5A reveals to the fact that for class X boys of Urdu/Hindi medium, total school environment (V28), fixing priorities (V5) - a facet of reading habit, and reading slowly and silently (V19) are the significant aspects for good scholastic achievement. In other words, it can be said that the above-cited dependent variables are found to be positively related to scholastic achievement for the sample group under discussion.

ENGLISH MEDIUM

Table 4.6 and its subsequent Table 4.6A indicates that F = 12.01288 being significant beyond .01 level of confidence (Table 4.6) has also given coefficients in the process of step-wise multiple regression analysis to isolate the real predictors (IVs) of scholastic achievement (DV) for the sample group of class X boys English medium (Table 4.6A). It is clear from the Table 4.6A that two independent variables V27 (students attitude towards school - a facet of school environment), and V4 (concentration-a facet of reading habit) have emerged as significant predictors for class X boys of English medium, so far as their scholastic
Table-4.6
Stepwise Multiple Regression
Predictors (IVs) of Scholastic Achievement (DV)
Sample of class X boys (English Medium)
n=51

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regression</td>
<td>5759.12373</td>
<td>1</td>
<td>5759.12373</td>
<td>14.48979</td>
<td>0.0004</td>
</tr>
<tr>
<td>Residual</td>
<td>19475.58216</td>
<td>49</td>
<td>397.46086</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25234.70589</td>
<td>50</td>
<td>6156.58459</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Regression</td>
<td>8417.58732</td>
<td>2</td>
<td>4208.79366</td>
<td>12.01288</td>
<td>0.0001</td>
</tr>
<tr>
<td>Residual</td>
<td>16817.11856</td>
<td>48</td>
<td>350.35664</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25234.70588</td>
<td>50</td>
<td>4559.15030</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), V27
b. Predictors: (Constant), V27, V4
c. Dependent Variable: V36

Table-4.6A
Coefficient showing the real predictor variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (constant)</td>
<td>7.28298</td>
<td>3.37027</td>
<td>2.161</td>
<td>0.356</td>
</tr>
<tr>
<td>V27</td>
<td>0.61608</td>
<td>0.16185</td>
<td>3.807</td>
<td>0.0004</td>
</tr>
<tr>
<td>2. (constant)</td>
<td>1.98370</td>
<td>3.70318</td>
<td>0.536</td>
<td>0.5947</td>
</tr>
<tr>
<td>V27</td>
<td>0.61610</td>
<td>0.15195</td>
<td>4.055</td>
<td>0.0002</td>
</tr>
<tr>
<td>V4</td>
<td>0.31063</td>
<td>0.11277</td>
<td>2.755</td>
<td>0.0083</td>
</tr>
</tbody>
</table>
achievement is concerned as their corresponding statistical values \( t = 4.055 \) and \( t = 2.755 \) are rendered statistically significant for beyond .05 level of confidence.

In view of the above finding given in table 4.6 and 4.6A, it can be viewed that English medium boy's scholastic achievement are found to be, instrumental from their voluntary concentration over studies as well as their favourable attitudes towards school environment. Such finding has also been obtained in case of IX class girls of English medium.

**CLASS X GIRLS**

Urdu/Hindi Medium: Like class X boys, the sample of class X girls of both Urdu/Hindi and English medium were also taken for step-wise multiple regression analysis. Table 4.7 indicates ANOVA analysed through step-wise multiple regression analysis where-in \( F=4.46819 \) is found significant at .05 level of confidence. The finding is confirmed from Table 4.7A which isolated \( V_{28} \) (Total School environment) as a real predictor of scholastic achievement of class X girls of Urdu/Hindi medium as its Statistical value \( t = 2.114 \) is found significant beyond .05 level of confidence. It is important to mention here that the same variable i.e., \( V_{28} \) (Total school environment was also found
### Table-4.7

**Stepwise Multiple Regression**

**Predictors (IVs) of Scholastic Achievement (DV)**

Sample of class X Girls (Urdu/Hindi Medium)

\( n=49 \)

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean square</th>
<th>( F )</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressive</td>
<td>2633.75126</td>
<td>1</td>
<td>2633.75126</td>
<td>4.46819</td>
<td>0.0399</td>
</tr>
<tr>
<td>Residual</td>
<td>27703.92221</td>
<td>47</td>
<td>589.44515</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30337.67347</td>
<td>48</td>
<td>3223.19641</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), \( V_{28} \)
b. Dependent variable: \( V_{36} \)

### Table-4.7A

**Coefficient showing the real predictor variable**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (constant)</td>
<td>13.05094</td>
<td>4.20636</td>
<td>3.103</td>
<td>0.0032</td>
</tr>
<tr>
<td>( V_{28} )</td>
<td>0.28269</td>
<td>0.13373</td>
<td>0.29464</td>
<td>2.114</td>
</tr>
</tbody>
</table>
important to determine scholastic achievement for class X boys of Urdu/Hindi medium – (Table 4.5 A), hence, logic of this finding stands the same as have already been given in the context of Table 4.5A.

**ENGLISH MEDIUM**

Table 4.8 also indicates ANOVA calculated the process of step-wise multiple regression analysis which shows that all the F values are rendered statistically significant far beyond .05 level of confidence that shows the presences of predictor, variables of scholastic achievement of class X girls of English medium, Therefore step-wise multiple regression analysis in its further step provided co-efficient which are given in Table 4.8A. It is clearly witnessed from the Table 4.8A that three independent variables viz., $V_{27}$ (students attitudes towards school- a facet of school environment), $V_5$ (fixing priorities – a dimension of reading habit), and $V_{35}$ (self concept) have emerged as significant predictors of scholastic achievement for class X girls of English medium as their corresponding statistical values $t = 3.632$, $t = 2.572$, and $t = 2.175$ are statistically found highly significant.

The finding witnessed from Table 4.8 and Table 4.8A are similar to the findings obtained in other cases discussed above, except the variable $V_{35}$ i.e., self concept which has only been
# Table-4.8

Stepwise Multiple Regression

**Predictors (IVs) of Scholastic Achievement (DV)**

Sample of class X Girls (English Medium)

\( n = 39 \)

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressive</td>
<td>5505.14698</td>
<td>1</td>
<td>5505.14698</td>
<td>6.73122</td>
<td>0.0135</td>
</tr>
<tr>
<td>Residual</td>
<td>30260.54533</td>
<td>37</td>
<td>817.85258</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35766.69231</td>
<td>38</td>
<td>6322.99956</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regressive</td>
<td>9855.95271</td>
<td>2</td>
<td>4927.97636</td>
<td>6.84712</td>
<td>0.0030</td>
</tr>
<tr>
<td>Residual</td>
<td>25909.73960</td>
<td>36</td>
<td>719.71499</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35765.69231</td>
<td>38</td>
<td>5647.69135</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regressive</td>
<td>12941.30360</td>
<td>3</td>
<td>4313.76787</td>
<td>6.61494</td>
<td>0.0012</td>
</tr>
<tr>
<td>Residual</td>
<td>22824.38871</td>
<td>35</td>
<td>652.12539</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35765.69231</td>
<td>38</td>
<td>4965.89326</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), \( V_{27} \)
b. Predictors: (Constant), \( V_{27}, V_5 \)
c. Predictors: (Constant), \( V_{27}, V_5, V_{35} \)
d. Dependent variable: \( V_{36} \)

# Table-4.8A

Coefficient showing the real predictor variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (constant)</td>
<td>[14.08765]</td>
<td>[5.60250]</td>
<td>2.515</td>
<td>0.164</td>
</tr>
<tr>
<td>( V_{27} )</td>
<td>[0.56210]</td>
<td>[0.21665]</td>
<td>2.594</td>
<td>0.0135</td>
</tr>
<tr>
<td>2. (constant)</td>
<td>[4.25439]</td>
<td>[6.60429]</td>
<td>0.644</td>
<td>0.5235</td>
</tr>
<tr>
<td>( V_{27} )</td>
<td>[0.68534]</td>
<td>[0.20933]</td>
<td>0.35923</td>
<td>0.0023</td>
</tr>
<tr>
<td>( V_5 )</td>
<td>[0.31034]</td>
<td>[0.12622]</td>
<td>0.47835</td>
<td>0.0189</td>
</tr>
<tr>
<td>3. (constant)</td>
<td>[-0.366258]</td>
<td>[7.26419]</td>
<td>[-0.504]</td>
<td>0.6173</td>
</tr>
<tr>
<td>( V_{27} )</td>
<td>[0.72706]</td>
<td>[0.20018]</td>
<td>3.632</td>
<td>0.0009</td>
</tr>
<tr>
<td>( V_5 )</td>
<td>[0.30897]</td>
<td>[0.12015]</td>
<td>0.35764</td>
<td>0.0145</td>
</tr>
<tr>
<td>( V_{35} )</td>
<td>[0.42355]</td>
<td>[0.19473]</td>
<td>2.175</td>
<td>0.0365</td>
</tr>
</tbody>
</table>

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found, significant in case of class X girls of English medium to determine their scholastic achievement. There is no doubt, that self concept is a very important dimension of personality which is most likely to determine not only success in academic achievement but in fetching success in all walks of life. It is a well-observed fact that people with realistic self-concept are most likely to be successful in all their life endeavours.

At length, we are terminating description and discussion of results of the present investigation in quest of achieving Ph.D. degree in psychology with a word that there is no end of research specially in the discipline of behavioral sciences like psychology where individual emotion, behavior and environment interface is so dynamic that any change in any of the aspect may bring about change in the findings obtained at different times and occasions. Hence, the present finding is relevant in the present set-up of time and place but may not be relevant in the times to come.

However, research in behavioral science specially in Psychology is a continuous process which may yield different out come of research depending upon the varying combinations of individuals emotions, behavior, and environment interface.
Chapter – V

Conclusion & Suggestions
The preceding chapter IV was devoted to give a comprehensive details of the description of results and, now, the present chapter is aimed to draw and present conclusions in the light of the results obtained and, moreover, to give suggestion which may be taken in consideration in similar future endeavours in quest of reading to a more valuable and generalized findings.

In the present study, step-wise multiple regression analysis was used to analyse the data in a manner that the statistical treatment must isolate the predictors (IVs) of student of class IX and X.

In the light of the results, a very clear picture emerged of the significant influence of numerous independent variables, viz., and school environment, reading habit, scholastic achievement. The comprehensive details of the conclusions of the findings are given below.

For the group of IX boys of Urdu/Hindi medium V_{27} (students attitude towards school- a facet of school environment) V_{27} has been emerged as predictor of scholastic achievement (Table 4.1 and Table 4.1A).

For class IX students of English medium V_{4} (voluntary concentration – a facet of reading habit); V_{15} (reading fast and loudly – a facet of reading habit); and V_{19} (reading slowly and
silently—again a facet of reading habit) have came up as significant predictors of scholastic achievement.

In case of class IX girls of Urdu/Hindi medium only one variable, i.e., $V_{19}$ (reading slowly and silently—a facet of reading habit) has emerged as a significant predictor having its influence on scholastic achievement. Similarly, for class IX girls of English medium $V_4$, i.e., voluntary concentration in studies has been found as predictor variable having its significant influence on children’s scholastic achievement.

For boys of class X with Urdu/Hindi medium $V_5$ (fixing priorities—a facet of reading habit); $V_{19}$ (reading slowly and silently—a facet of reading habit); and $V_{28}$ (total school environment) have emerged as significant predictors of scholastic achievement.

So far as X class boys of English medium are concern, for them $V_4$ (Voluntary concentration—a facet of reading habit); and $V_{27}$ (student’s attitudes towards schools.) are emerged to be significance predictor of scholastic achievement.

For class X girls of Urdu/Hindi medium only one independent variable, i.e., $V_{28}$ (Total school environment) is witnessed to be the significant predictor of scholastic achievement, whereas, for the group of class X girls of English
medium \( V_5 \) (fixing priorities – a facet of reading habit); \( V_{27} \) (students attitudes towards school – a facet of school environment); and \( V_{35} \) (Self concept) have been witnessed to be the significant predictors of scholastic achievement.

In a nutshell, it can be concluded that only seven independent variables out of the total 35 variables have been found significant to determine student’s scholastic achievement. These seven independent variables i.e., which are most likely to change the fate of student’s academic achievements are – \( V_4 \) (Voluntary concentration), \( V_5 \) (Fixing priorities) \( V_{15} \) (Reading fast and loudly), \( V_{19} \) (Reading slowly and silently), \( V_{27} \) (Student's attitude towards school), \( V_{28} \) (Total school environment), and \( V_{35} \) (Self concept).

The findings have been given in the chart meant for highlighting ‘Results At A Glance’.

**SUGGESTIONS**

In the light of the present investigation leading to Ph.D work, it is experienced that researches especially in the areas of behavioral sciences are the continuous process as what results have been obtained may entirely change tomorrow because of dynamic changes in human beings as well as in the environment.
Table 5.1

RESULTS AT A GLANCE

<table>
<thead>
<tr>
<th>IVs</th>
<th>Gr. I</th>
<th>Gr. II</th>
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Group I – IX Boys (Urdu/Hindi Medium)
Group II – IX Boys (English Medium)
Group III – IX Girls (Urdu/Hindi Medium)
Group IV – IX Girls (English Medium)
Group V – X Boys (Urdu/Hindi Medium)
Group VI – X Boys (English Medium)
Group VII – X Girls (Urdu/Hindi Medium)
Group VIII – X Girls (English Medium)
In spite of this reality every research bears certain pit-falls, which require proper cave in future but in all circumstances it is observed that men are born to commit errors and consequently behavioural science researches are never valid or tenable forever. Therefore, realization of the gaps left during the investigation is a foremost important aspect if properly cared may enhance the efficacy of the methodology and subsequently obtaining objective results in future researches.

In the present study, it is observed that there is a need for developing a more comprehensive test for measuring reading habits of schools governs because the present tool seems to lack in taping more detailed information's regarding the reading habit of the student’s, specially of those having high scholastic achievement scores.

Moreover, sample size should also be enlarged undertaking varied other samples of students from municipality -run school and the missionary – run schools for obtaining more reliable and generalized results.
Summary
The objective of the present endeavour was aimed to study the “Influence of school environment, reading habit, and self concept on scholastic achievement – An HRD approach for school children”. Keeping in view the objective of the study, an empirical investigation was undertaken and there after, data were tabulated and given step-wise multiple regression technique treatment for obtaining results.

The thesis comprising Ph.D. work have been presented in different five Chapters, Chapter – I has dealt with the meaning and concepts of the various independent variables namely, school environment, reading habit, and the self concept, and moreover, the dependent variable viz., scholastic achievement as a part of introduction of Ph.D. thesis. In this chapter, firstly achievement specially with regard to school performance has been discussed and scholastic achievement was considered to be an important aspect of one’s early life that is most likely to determine shape individual’s success in future life endeavours. Therefore, it’s various determiners like school environment, reading habit and self concepts have been discussed with comprehensive details as these were the independent variables in the present investigation. So far as the significance of school environment for scholastic achievement of children is concern it is found to be an important
aspect because school environment determines one's level of motivation, interest, competitive bent of mind, etc. Reading habit is another independent variable which is important to have effective learning as every individual have their own style of reading and learning but some have very effective style that provide them opportunity to attain high scholastic achievement score. Similarly, the third independent variable viz., self-concept is also viewed to be a significant determiner of successful achievement in life endeavours. The term self concept refers to one’s understanding about him self /her self. The more realistic perception of one self is most likely to be instrumental in achieving success either in academics or other walks of life.

Chapter II has been devoted to mention Survey of literature available, relevant to the present quest of research. Therefore, studies pertaining to academic achievement, school environment, reading habit were critically described and discussed. In the light of the available survey of literature the relevance of the present study was highlighted and then hypotheses referring to the objectives of the study were formulated for empirical testing, in a quest for filling the void of knowledge.

Chapter III in corporated the methodology opted for investigation. The study was conducted on class IX and X boys
and girls of Urdu/Hindi and English Mediums. Finally, the sample size came to N = 412. After the administration of the various tools/questionnaires, data were tabulated and statistical treatment to the data was given using step-wise multiple regression analysis through computer with the help of SPSS package.

Chapter IV and V were devoted to results & discussion and conclusion & suggestions respectively. In a nutshell, it can be concluded that only seven independent variables out of the total 35 variables have been found significant to determine student's scholastic achievement. These seven independent variables i.e., which are most likely to change the fate of student's academic achievements are – $V_4$ (Voluntary concentration), $V_5$ (Fixing priorities), $V_{15}$ (Reading fast and loudly), $V_{19}$ (Reading slowly and silently), $V_{27}$ (Student's attitude towards school), $V_{28}$ (Total school Environment), and $V_{35}$ (Self concept)

In the light of research experience it is suggested that there is a need for developing a more comprehensive test for measuring reading habits of schools goers because the present tool seems to lack in taping more detailed information's regarding the reading habit of the student's, specially of those having high scholastic achievement scores. Moreover, sample size should also be
enlarged under taking varied other samples of students from municipality – run school and the missionary-run schools for obtaining more reliable and generalized results.
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Appendices
GENERAL INSTRUCTIONS

Dear Respondent,

The present endeavour is pertaining to research work and the success of the study will depend upon your honest and frank responses. Therefore, it is hoped, you will extend your co-operation whole-heartedly in achieving the objective of the study.

Be sure, your responses will be kept strictly confidential and will be solely used for research purpose only.

Here is a very important request that you please read each and every statement very carefully and answer them honestly and do not leave any statement/question unanswered.

Thanks.

NISHI FATMA
(Research Scholar)
Deptt. of Psychology
A.M.U., Aligarh

Please Read Carefully
Do Not Leave Any Item Unanswered
APPENDIX - I
READING HABITS SCALE (R.H.S.)
SECTION – A

The following statements pertain to your study situation. You are requested to indicate the extent to which you find them satisfying. Each statement is to be evaluated on 5-point scale. Please indicate your response in the bracket ( ) provided against each statement in the manner given below.

If you, STRONGLY AGREE then put (5), AGREE then put (4); UNDECIDED then put (3); DISAGREE then put (2); and if you STRONGLY DISAGREE then put (1).

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I prepare my self before under-taking my studies. (a)</td>
<td>(        )</td>
</tr>
<tr>
<td>2.</td>
<td>I study the whole lesson and only note-down the important points. (b)</td>
<td>(        )</td>
</tr>
<tr>
<td>3.</td>
<td>I make detailed notes of the topics I study. (b)</td>
<td>(        )</td>
</tr>
<tr>
<td>4.</td>
<td>I plan for a group discussion to clear the concept of my difficult topics/subjects. (c)</td>
<td>(        )</td>
</tr>
<tr>
<td>5.</td>
<td>I remain cautious in paying concentration while studying at home as well as in the classroom. (d)</td>
<td>(        )</td>
</tr>
<tr>
<td>6.</td>
<td>I identify the difficult courses and accordingly give more time to most difficult courses. (e)</td>
<td>(        )</td>
</tr>
<tr>
<td>7.</td>
<td>I give full concentration to my studies. (d)</td>
<td>(        )</td>
</tr>
<tr>
<td>8.</td>
<td>I only pick-up the courses/courses-contents for reading in which I have interest . (e)</td>
<td>(        )</td>
</tr>
<tr>
<td>9.</td>
<td>During study time I do not entertain my friends. (f)</td>
<td>(        )</td>
</tr>
<tr>
<td>10.</td>
<td>I plan to devote much time on the difficult subjects. (f)</td>
<td>(        )</td>
</tr>
<tr>
<td>11.</td>
<td>Before writing the answers I think twice. (f)</td>
<td>(        )</td>
</tr>
<tr>
<td>12.</td>
<td>I do not study the subjects/topics of my class</td>
<td>(        )</td>
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</tbody>
</table>
courses in which I do not have any interest. (e)

13. For managing concentration in studies I take positive step against the possible detracting factors (like noise, and other disturbing factors) (d)

14. I read lessons many times for having clear understanding. (f)

15. Schedule removes confusion, therefore I adhere (follow) schedule of study. (e)

16. I prepare my notes from different types of books. (f)

17. In the every beginning of academic session I always make a schedule for my studies, that help me in utilizing my time in studies (a)

18. I read slowly and loudly. (f)

19. I do not study without schedule. (g)

20. I arrange all materials important in study before I start my study. (a)

21. While reading I underline important points but do not note-down points. (b)

22. I read fast and loudly. (f)

23. I read fast and silently. (f)

24. I take help of tutors for resolving my difficulties when I fail to understand my subject/topics. (c)

25. I keep myself attentive in the classes to listen the teacher’s lectures only and do not write-down points. (b)

26. I read slowly and silently. (f)

27. I consult dictionary whenever needed. (f)
APPENDIX – II
SCHOOL ENVIRONMENT SCALE (S.E.S.)
SECTION – B

Instructions
Please, answer the following statement in the same manner as given in Section- A

<table>
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<tr>
<th>S.No.</th>
<th>Item</th>
<th>Response</th>
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<tbody>
<tr>
<td>1.</td>
<td>My school teachers are kind and sympathetic. (a)</td>
<td>(        )</td>
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<tr>
<td>2.</td>
<td>My teachers do not give much home work. (b)</td>
<td>(        )</td>
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<tr>
<td>3.</td>
<td>My principal of the school is very soft spoken. (c)</td>
<td>(        )</td>
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<tr>
<td>4.</td>
<td>We like to attend the classes of our teachers. (e)</td>
<td>(        )</td>
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<tr>
<td>5.</td>
<td>Teachers of our school generally understand our problems. (d)</td>
<td>(        )</td>
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<tr>
<td>6.</td>
<td>There are very few teachers in the school to whom we dislike. (a)</td>
<td>(        )</td>
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<tr>
<td>7.</td>
<td>Every day we like to go school. (e)</td>
<td>(        )</td>
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<tr>
<td>8.</td>
<td>My teachers give adequate home work. (b)</td>
<td>(        )</td>
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<tr>
<td>9.</td>
<td>My teachers always come to help us when we are in difficulty. (d)</td>
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<tr>
<td>10.</td>
<td>Principal of our school always try his /her best for improving school standards. (c)</td>
<td>(        )</td>
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</table>
11. My school teachers are our models. (a)

12. There are a lot of extra curricular activities available in our school. (f)

13. Teachers are very soft spoken and sympathetic but do not compromise with any indiscipline (d)

14. School administration has greater concern for both teachers and the students. (c)

15. Timings for games are very much there in the school in which everyone encouraged to take part. (f)

16. My teachers never differentiate between students and make fair assessment of the students (a)

17. Students from all religion and cast live like brothers and sisters in our school. (e)

18. Teachers give extra care to weak students. (d)

19. Our school emphasizes much more or extra curricular activities for both physical and mental health. (f)

20. We generally have a feeling of enjoyment in our school. (e)

21. Teacher-taught relation are very healthy in our school. (g)
22. I never feel in my school that I am being neglected by my teachers, school-mates and Classmates. (e) ( )

23. I never find my studies dull and uninteresting because my teachers are good and make the lessons interesting. (a) ( )

24. We have honour for our principal and the teachers. (g) ( )

25. I like most of my classmates. (h) ( )

26. To meet any teacher in the school is not a difficult task. (g) ( )

27. All our classmates are generally helpful to each other. (h) ( )

28. Our classrooms are good and have adequate seating facilities. (e) ( )

29. My teachers teach the lessons with interest. (a) ( )

30. Generally the statements of our school do not leave school premises before the school is over. (h) ( )
### APPENDIX – III
### SELF- CONCEPT
### SECTION – C

**Instructions**

Here is a set of statements given below. You are required to answer each statement in terms of either “Yes” or “No” by giving your response in the appropriate box.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
<td>My classmates make fun of me. (b) (c)</td>
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<tr>
<td>2.</td>
<td>I am a happy person. (f)</td>
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<td>3.</td>
<td>It is hard for me to make friends. (f)</td>
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<td>4.</td>
<td>I am often sad. (b)</td>
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<td>5.</td>
<td>I am smart. (b)</td>
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<td>6.</td>
<td>I am shy. (d)</td>
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<td>7.</td>
<td>I get nervous when the teacher calls on me. (d) (b)</td>
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<td>8.</td>
<td>My looks bother me. (c) (d) (f)</td>
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<td>9.</td>
<td>When I grow up. I will be an important person (b)</td>
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<td>10.</td>
<td>I get worried when we have tests in school. (d)</td>
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<td>11.</td>
<td>I am unpopular. (b), (e)</td>
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<td>12.</td>
<td>I am well behaved in school. (a) (b)</td>
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<td>13.</td>
<td>It is usually my fault when something goes wrong. (a)</td>
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<td>14.</td>
<td>I cause trouble to my family. (a)</td>
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</table>
15. I am strong. (c) ( ) ( )
16. I have good ideas. (b) ( ) ( )
17. I am an important member of my family. (b) ( ) ( )
18. I usually want my own way. ( ) ( ) ( )
19. I am good at making things with my hands. ( ) ( ) ( )
20. I give up easily. (d) ( ) ( )
21. I am good in my school work. (b) ( ) ( )
22. I do many bad things. (a) ( ) ( )
23. I can draw well. ( ) ( ) ( )
24. I am good in music. ( ) ( ) ( )
25. I behave badly at home. (a) ( ) ( )
26. I am slow in finishing my school work. (b) ( ) ( )
27. I am an important member of my class. (b) (c) ( ) ( )
28. I am nervous. (d) ( ) ( )
29. I have fine eyes. (e) ( ) ( )
30. I can give a good report in front of the class. (b) ( ) ( )
31. In school I am a dreamer. (a) ( ) ( )
32. I tease my brother(s) and sister(s). (a) ( ) ( )
33. My friends like my ideas. (b) (e) ( ) ( )
34. I often get into trouble. (a) ( ) ( )
35. I am obedient at home. (a) ( ) ( )
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<tr>
<td>36.</td>
<td>I am luckily. (f)</td>
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<tr>
<td>37.</td>
<td>I worry a lot. (d)</td>
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<td>38.</td>
<td>My parents expect too much of me. (f)</td>
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<td>39.</td>
<td>I like being the way I am. (f)</td>
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<td>40.</td>
<td>I feel left out of thing. (d) (e)</td>
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<td>41.</td>
<td>I have good hair. (c)</td>
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<td>42.</td>
<td>I often volunteer in school . (b)</td>
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<td>43.</td>
<td>I wish I were different. (f)</td>
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<td>44.</td>
<td>I sleep well at night . (d)</td>
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<td>45.</td>
<td>I hate school.</td>
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<td>46.</td>
<td>I am along the last to be chosen for games. (e)</td>
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<tr>
<td>47.</td>
<td>I am sick a lot.</td>
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<tr>
<td>48.</td>
<td>I am often mean to other people . (a)</td>
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<tr>
<td>49.</td>
<td>My classmates in school think I have good ideas . (b) (c) (e)</td>
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<tr>
<td>50.</td>
<td>I am unhappy . (f)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>I have many friends. (e)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>I am cheerful. (f)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>I am dumb about most things. (b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td>I am good looking. (c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>I have energy. (c) (d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td>I get into a lot of fights. (a)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
57. I am popular with boys. (b) (c) (e)
58. People blame unjustly or tease me. (e)
59. My family is disappointed in me. (a) (f)
60. I have agreeable face. (c)
61. When I try to make something, everything seems to go wrong.
62. I am nagged at home.
63. I am a leader in games and sports. (c)
64. I am clumsy. (a)
65. In games and sports, I watch instead of play.
66. I forget what I learn. (b)
67. I am easy to get along with. (a)
68. I lose my temper easily.
69. I am popular with girls. (e)
70. I am a good reader. (b)
71. I would rather work alone than with a group.
72. I like my brother (sister).
73. I have a good figure. (c)
74. I am often afraid. (d)
75. I am always dropping or breaking things.
76. I can be trusted. (a)
77. I am different from other people. (e)
78. I think old thoughts. (a) ( ) ( )
79. I cry easily. (d) ( ) ( )
80. I am a good person. (a) ( ) ( )
APPENDIX – IV

BIOGRAPHICAL INFORMATION BLANK SCALE (B.I.B.S.)

SECTION – D

Please furnish the following information

Name……………………………………………………………………………………………….

Class…………………… Section……………………………………………………………

Age……………………………… Sex…………………………………………………………

School…………………………………………………………………………………………

Father’s Profession…………………………………………………………………………

Father’s Qualification………………………………………………………………………

Mother’s Profession…………………………………………………………………………

Mother’s Qualification………………………………………………………………………

No. of Brothers/Sisters………………….. Brothers………………….. Sister…………………..

THANK YOU VERY MUCH.