

**AGGRESSION AND ACADEMIC ANXIETY AMONG ADOLESCENT
BOYS AND GIRLS IN RELATION TO THEIR SELF-CONCEPT AND
STREAM OF STUDY**



A

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ABBREVIATION OF THE TERM USED

AASC	Academic Anxiety Scale for Children
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations Children's Fund
WHO	World Health Organization

ABSTRACT

Adolescents today is living in a complex world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. Academics are the major source of tension amongst the adolescents. In today's competitive world, it is not uncommon to find academic achievement playing the most important role in a child's growing up. Being academically successful and making a place for oneself in the society is their priority. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves. The present study attempts to examine the aggression and academic anxiety among adolescent boys and girls in relation to their self-concept and stream of study. The study is quantitative in nature and the sample consists of 200 students (100 males and 100 females) which had been selected through stratified random sampling from 5 Government and 5 Private schools located in Jammu City. The main objective of the study is to find the significant differences in aggression and academic anxiety with respect to their gender and stream of study. Also, the relationship between aggression and self-concept, academic anxiety and self-concept of adolescents of eleventh class has been analyzed. In this study, three standardized tools namely *Aggression Inventory* by M.K Sultania (2006), *Academic Anxiety Scale for Children (AASC)* by Singh and Sen Gupta (2008) *Self-concept Scale* by Dr. Mukta Rani Rastogi (1979) have been used. Mean, *t*-Test and Pearson's Coefficient Correlation have been employed for analyzing the data. It is found that there are no significant gender differences in aggression and academic anxiety of adolescents. However, significant difference exists in aggression of adolescents with respect to their stream of study. There exists no significant relationship between aggression and self-concept of adolescents. There exists significant relationship between Academic anxiety and Self-concept of adolescents studying in Jammu city.

CHAPTER –I

INTRODUCTION

1.1 THEORETICAL FRAMEWORK

Adolescents are budding citizens and future of any nation. World Health Organization (WHO) 2013 recognizes adolescence as a period of transition in human growth and development that befalls after childhood and before adulthood. As per UNICEF report (2012), India has the largest population of adolescents in the world being home to 243 million individuals aged 10-19 years that constituted 20% of the world's 1.2 billion adolescents. Adolescents are very important part of a society as they are considered to be the most productive member due to their intellectual capability and abundant physical energy.

Adolescents today is living in a complex world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. Academics are the major source of tension amongst the adolescents. In today's competitive world, it is not uncommon to find academic achievement playing the most important role in a child's growing up. Being academically successful and making a place for oneself in the society is their priority. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves. Once out of elementary school, they find teachers, parents and peers putting a new emphasis on deadlines, academics and mastery of large amounts of information.

In this era of competition, anxiety among adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the adolescents undergo feelings of anxiety during some phase of their lives. The present age has been called the "age of anxiety". The word 'anxiety' is derived from the Latin word 'anxieta' meaning a distress state. Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over a period of time. As student's academic performance suffers, the anxiety level related to certain academic task increases (Huberty, 2012).

Self-concept is the vehicle of our symbolic behavior. It is regarded as the most important tool of our thoughts and expressions. Our language which is an important tool in individual as well as social progress is too much indebted to our concepts. Self-concept has a positive relationship with academic achievement of the individual. Academic achievement helps in the formation of self-concept of the individual in its true perspective. The more an individual grows, more mature his self-concept becomes and he goes on building up his ego sense in its true perspective. He begins to think himself as a separate individual with a unique integrated personality. He utilizes his potentialities towards the achievements of things of higher order. His struggle to the achievement of perfection in life never dies. His self-concept goes on becoming more integrated and permanent than before. He compares himself with the people surrounding him and rates himself to be superior to others in comparison to development of self-concept.

Nowadays, it is a common phenomenon to find adolescents being involved in aggressive activities frequently. It is a matter of great concern for all including parents, teachers, psychologists, social reformer and others. Sometime involvement in aggressive activities may be fatal for the victim as well as for the doer. Momentary expression of anger sometimes may spoil the future life of the adolescents. These days aggressive behavior has become a topic of vital importance and a major concern in most societies. The whole world seems to be under the strain of aggressive aggression refer to behavior between members of the same species that is intended to cause pain or harm. Aggression takes a variety of forms among humans and can be physical, mental or verbal.

1.1.1AGGRESSION

The word "aggression" come from the Latin word "Aggressio" which means "attack" (Etymology Dictionary) literally then the word means to walk toward or approach to "to move against", "to hurt" or "to harm". Aggression, in its broadest sense, is behavior or a disposition that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are used in social sciences and Behavioural sciences, aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behavior between members of different species may not be considered aggression in the same sense. Aggression can take a variety of forms and can be physical or be communicated verbally or non-verbally.

Aggression is defined as the delivery of a noxious stimulus to another person with the intent of harming that person, in the expectation that the aversive stimulus will reach its destination, and without the consent of the victim. In human, aggression takes one of two general forms: (a) angry or affective and (b) instrumental. Numerous explanations for affective aggression have been formulated. One, based on an evolutionary and biological viewpoint, is that humans share with other animals certain genetically determined tendencies towards aggressive behaviour. Another, based on a behaviourist position, emphasizes the acquisition of aggression through experience, conditioning and learning. The two views are not mutually exclusive. Some aggressive behaviour in humans has biological origins, just as some are learned through observation of other people. Furthermore, aggressive behaviour, once it is part of a person's repertoire, is shaped and developed through learning processes. Both biological inheritance and learned tendencies serve as predisposing background conditions for aggression, which is a response to provoking conditions in the person's environment.

Brown (1997) defines aggression as "the use of power by one or more people intentionally to harm or adversely affect the rights and needs of another or other."

Baron and Byrne (1997) define aggression "as a behaviour directed towards the goal of harming another living being."

Anderson (2002) defines aggression "as a behaviour which causes intentional harm to another person."

A perusal of these definitions lead us to conclude that aggression is a behaviour, which indulges a person to harm others for own benefit to fulfill any desire. It refers to behaviour, which intends to harm and injure others either verbally or personally.

1.1.2 Causes of Aggression

A large number of researches have been conducted by various psychologists (Mabilta 2006, Renfrew, W.1997, Bandura 1977 etc.) to find out the root causes of aggression. However psychologists agree that no single factor is responsible for aggression among learners. Based on the observations by various psychologists, below are given the major causes responsible for aggression among learners.

Biological causes- biological causes are related to the internal functioning of the body. First, it is estimated that poor brain functioning is the real cause of aggression. However, sometimes sex hormones are also considered the reason behind aggressive behaviour. If the testosterone is increased to higher level it makes a person more aggressive.

Family causes- children spend most of the time with family members. They learn values and behaviour from the parental behaviour such as moral, problem solving techniques etc. In addition, the same way, children adapt parent's aggressive behaviour. It is the fact that children get affected emotionally, socially, physically and behaviorally due to domestic violence. According to social learning theory, if a child experiences aggression in the family he/she easily adapts the same behaviour and may manifest the same in public.

Environmental causes- It is true that most of the time children are influenced by the society. Community plays a key role in making a child aggressive. Generally, it has been observed that if adolescents do not get right advice and support from adults they may commit mistakes. Sometimes, they set high ambition of life and try to follow their role model and if they are unable to do so, they become aggressive. Media may also play a major role in enhancing aggressive behaviour. According to social learning theory, aggressive behaviour is acquired by the learner through observational experiences.

Social causes- It is observed in many schools that teacher terrify the students for numberless reasons which develop intolerance and fear in the mind of the learner and make them aggressive, to take revenge with teacher. Besides this, the other school related causes may be negative reinforcement from teacher, failure in studies, neglect by the peers etc.

1.1.3 Types of Aggression

Manifestation of aggression includes a variety of behaviour. Some of the common types proposed by various researchers (Berk, L 1999, Moyer 1976) are given below:

Verbal Aggression- It is not the direct form of aggression. It refers to communication aiming to insult or hurt other person, and tries to give psychological pain. It Includes scolding, teasing, mockery, verbal abuse etc.

Physical aggression- Physical aggression is behaviour, which intends to harm or injure others physically or damage different parts of a body. It includes kicking, molesting, pushing, hair pulling, shooting and so on.

Emotional Aggression- Emotional aggression is a behaviour that is accompanied by the negative emotions and often occurs with small amount of vision and is determined by impulsive emotions.

Instrumental Aggression- Instrumental aggression refers to behaviour where the main aim is to achieve some external goal. The main purpose of this type aggression is achieving some rewards. It is also known as proactive aggression.

Relational Aggression- Relational Aggression means not to harm other person physically. But by broken relationship or causing damage to social status or prestige such as threatening to end a friendship, backbiting etc.

1.1.4 ACADEMIC ANXIETY

Anxiety and stress are universal aspects of existence that are shared by individuals in all societies. Anxiety is a state of mind in response to some stimulus in the environment which brings in the feelings of apprehension or fear. All the responsibilities of being an academic, brings with it a state of mind referred to as “Academic anxiety”. This can be associated with almost all the task associated with academics that is starting from attendance in classes to biggest cause of academic anxiety-exams! It doesn’t stop there. Anxiety is a state of mind in response to some stimulus in the environment which brings the feeling of apprehension or fear.

Academic anxiety refers to disruptive thought patterns, physiological responses and behavior that follows from concerns about the possibility of an unacceptably poor performance on an academic task (Ottens, 2007). The feelings of being distressed, fearful, or stressed out as a result of school pressure is called academic anxiety (O’conner, 2008). Academic Anxiety is experienced most often during time exercise and the situations in which students are expected to perform their best when the stakes are very high, such as in board examination or competitive entrance examination. A little anxiety is beneficial it helps to orient and ready use for the task at hand.

There are positive as well as negative effects of academic anxiety on academic performance. Thinking positively, anxiety is the spice of life, without anxiety, life would be dull and boring. When one is in anxiety, one's job will be challenging and one will be able to reach higher targets. Child shows more interest at studies and wants to fulfill his/her desired goals.

Negatively, it is a habit of finding excuses and trying to avoid studies. It is confusing state of mind, which delays decision making. It is a habit of anticipating failure before taking the task. Anxiety is reflected in inattentiveness during classes due to fluctuating minds, uncontrolled desire of cheating, copying and duplicating during examinations.

According to Cornell University "Academic anxiety is the result of biochemical processes in the body and the brain that makes your attention level increase when they occur". The changes happen in response to exposure to stressful academic situations, such as completing school assignments, presenting a project in class or taking a test. When the anxiety is at the highest, the body recoils as if threatened, which is a normal fight-or-flight reaction.

According to Spiel Berger, Academic Anxiety is defined as the "Subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".

1.1.5SELF-CONCEPT

The self is the core of the personality which gives meaning and coherence of personality. Man's self is the sum total of all that he can call his. The self includes his body, psychological process, cloths, belongings, family, friends, and colleagues and so on. Self-concept means those perceptions, beliefs, attitudes and feelings towards ourselves. Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. An adolescent can have a positive self-concept in some domains and a negative self-concept in others.

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non-academics), gender roles and sexuality, racial identity and many others. Self-concept can be defined as "the view one has

of him/herself and his/her abilities". Self-concept is demonstrated in a variety of different ways. Self-concept is a life-long process that grows and develops continuously in social setting. An individual is not born with a self-concept nor does he inherit it but he forms as a result of his experiences and capacities. Self -concept is an acquired image of the individual. It is the experience of one's own being. It includes what people come to know about themselves through experiences, reflection and feedback from others.

Self-concept is defined as the individual way of looking at oneself. It signifies individual way of thinking, feeling and behaving. Self- concept is the measure of six dimensions – Physical, Social, Intellectual, Moral, Educational and Temperamental. Self-concept is one of the important possible dimensions of personality which give direction to one's whole life. It refers to one's own being.

Self-concept has been reorganized to play a vital role in an individual's life. It has been established by contemporary researchers that self-concept is the way in which an individual perceive about himself to shape his overall personality including behavioral pattern.

Fierro (2003)"Self-concept is trying together the variety of specific habits, abilities, outlooks, ideas and feelings that a person displaces. It is an organized cognitive structure comprised of a set of beliefs and values."

Pahuja (2004) "The totality of attitudes, judgments and values of an individual relating to his behavior, abilities and qualities may be referred to as his self-concept".

Self-concept is a product of social interaction and is referred to a core or center of gravity of the pattern or as the "Key stone of aspiration". High or healthy self-concept is the way to success in the life of an individual.

1.2NEED AND SIGNIFICANCE OF THE STUDY

The stage of adolescent is popularly known as the stage of stress and strain. There is extreme pressure of parents and society on the adolescents to follow social norms and ethics. And, on the other hand, the adolescent has to face pressure from his/her peer group. This results in great confusion and stress among the adolescents which ultimately results in creating aggression and anxiety among them. Not only this, such stress and strain also adversely affect their self-concept.

Academic anxiety is a common issue that students cannot ignore if they want to succeed in school. It often leads to problems concentrating while studying and remembering information while completing tests, which makes the student, feel helpless and like a failure. If academic anxiety isn't properly addressed, it can have many serious and lasting consequences, such as causing a student to procrastinate, perform poorly on schoolwork, fail classes and withdraw from socializing. Academic pressurization has emerged as a problem of global concern; this is especially true in the Indian context with the present educational system. So, it was thought worthwhile by the investigator to study the level of aggression, academic anxiety among the adolescents. Further, an attempt will be made by the researcher to study the impact of self-concept on aggression and academic anxiety among the adolescents.

Much research has not been carried out in J&K on the prevalence of aggression and academic anxiety among adolescents. There are so many incidents where children because of anxiety and stress, commit suicide. The present study has been planned to assess the aggression and academic anxiety levels of both the boys and girls in government and private schools of Jammu city. The present study will also help in devising ways and means of reducing aggression and academic anxiety among the adolescents so that they can contribute optimally for social as well as national development. This will also assist in refining their certain personality traits like academic anxiety that will finally lead to higher academic performance.

1.6 STATEMENT OF THE PROBLEM

AGGRESSION AND ACADEMIC ANXIETY AMONG ADOLESCENT BOYS AND GIRLS IN RELATION TO THEIR SELF-CONCEPT AND STREAMS OF STUDY

1.7 OPERATIONAL DEFINITIONS

AGGRESION:Aggression is behavior that is forceful, hostile or attacking. In the present study, aggression refers to the scores obtained by adolescents on Aggression Inventory by M.K. Sultania (2006).

ACADEMIC ANXIETY: Academic anxiety refers to examination stress, competition, subject difficulty and fear of failure. In the present study, academic anxiety is the scores achieved by adolescents on Academic Anxiety Scale by Singh and Sen Gupta (2008).

SELF CONCEPT: In the present study, self-concept means those perception, beliefs, attitudes and feelings which the individual views as part of his/her personal characteristics. In the present study, the investigator assesses the self-concept of adolescents by using the Self-concept Scale by Dr. Mukta Rani Rastogi (1979).

STREAMS OF STUDY: The stream of study in the present study refers to the subjects of study taken by the students studying in 11th class. These are Science stream and Arts stream.

ADOLESCENTS: In the present study, adolescents refer to students studying in 11TH class of higher secondary schools of Jammu.

1.8 OBJECTIVES OF THE STUDY

- 1) To study gender differences in aggression of adolescents.
- 2) To study differences in aggression of adolescents with respect to their stream of study.
- 3) To establish the relationship between aggression and self-concept of adolescents.
- 4) To study gender differences in academic anxiety of adolescents.
- 5) To study differences in academic anxiety of adolescents with respect to their stream of study.
- 6) To establish the relationship between academic anxiety and self-concept of adolescents.

1.9 HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the present study:-

- 1) There is significant gender difference in the aggression of adolescents.
- 2) There is significant difference in the aggression of adolescents with respect to their stream of study.
- 3) There is significant relationship between aggression and self-concept of adolescents.

- 4) There is significant gender difference in the academic anxiety of adolescents.
- 5) There is significant difference in the academic anxiety of adolescents with respect to their stream of study.
- 6) There is significant relationship between academic anxiety and self-concept of adolescents.

1.10 DELIMITATIONS OF THE STUDY

The present study has been delimited with respect of the following:-

- i. The present study was delimited to higher secondary schools of Jammu city only.
- ii. The sample was delimited to 200 eleventh class students of Jammu city only.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The related studies in any field form the foundation upon which future works will depend. Review of related literature makes an investigator fully aware with the previous work that has been done. It also provides an opportunity of gaining insight into the methods, measures, subject and approaches employed by other research workers. A careful review of research, journals, books, dissertations, thesis and other sources of information about the problem to be investigated is one of the important steps in the planning of any research study.

The review of related literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in the physical, natural or social sciences. Such reviews are also the basis of most research in the field of education. Researcher takes advantage of the knowledge which was accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by the researcher. It furnishes the researcher with indispensable suggestions about comparative data, good procedure, likely methods and tried techniques. The information about the activities of previous investigations stimulate the researcher to use each bit of knowledge as a starting point for new and further progress.

A review of related literature is must in research. The reasons behind carrying out review are that it helps the researcher identify and define a research problem and justify the need for studying a problem. It prevents unnecessary duplication of a study and can act as a source of a theoretical basis for the study. It enables the researcher to learn how to conceptualize a research problem and properly identify and operationally define study variable and finally, it helps to formulate and refine research instruments. In the present study the investigator has reviewed the researches done in the field of aggression, academic anxiety and self-concept in India and other countries.

2.2 REVIEW OF RELATED LITERATURE

Sharma and Vijaylakshmi (1990) conducted a study to find out the relationship between Academic anxiety and academic achievement of students of Mysore city. The study involved students from Asian cultures. The findings revealed that female students experience higher level of academic anxiety than males irrespective of cultural background. The conclusion drawn from these findings was that a major causal factor involved in the gender related differences in academic anxiety among students was greater role expectation conflict among females than among males.

Eubank (1993) studied the relationship between academic anxiety, academic achievement and age among associate degree nursing students. The findings of this study revealed that as the academic anxiety increased, academic achievement of the students significantly decreased. No significant relationship between age and academic anxiety in the students was found.

Trivedi (1995) investigated a study on anxiety level and academic achievement of undergraduate students. The major objectives of the study were: a) To study the anxiety level of undergraduate students. b) To study if there are significant differences between any two categories of undergraduate students in respect of their anxiety level, and c) To study the nature of relationship between the anxiety level and academic achievement of undergraduate students. The findings of the study showed that no significant difference existed between the means of boys and girls, science and commerce streams, science and arts stream in respect of their anxiety level. A negative relationship had been found between the anxiety level and academic achievement among the girls, students of commerce and arts streams but among boys and students of science stream a positive correlation had been found to be very low and not significant.

Chung (2003) designed a study to examine differences of physical self-concept between boys and girls. A physical Self-description Questionnaire by Marsh *et al.* (1994) was administered on 184 university students with equal number of male and female. The finding revealed that the mean score of males in body fat, co-ordination, activity, endurance, flexibility, Activity, Sports competence, strength and global physical standards were significantly higher than that of females.

Kalyani and Anita (2004) studied the self-concept of 150 children, studying in 8th 9th and 10th standards of five private and one municipal co-educated high school of Triupati town. To measure self-concept of adolescents, the revised version of Fitts Tennessee's self-concept scale, modified and cross validated by Vasundhra Devi (1985) was used. The result revealed no significant difference between different grades with regard to the self-concept. It showed that grade had no influence on self-concept of adolescence.

Ashtiani et al (2007) conducted a study to find the relationship between Self-concept, Self-esteem, Anxiety, Depression and Academic achievement in adolescents. The sample comprises of 1314 randomly allocated students of Tehran's high schools were assessed by Berk self-concept inventory, Coopersmith self-esteem inventory, Spielberger State-Trait anxiety inventory, Beck depression inventory. Results indicate that self-concept is correlated with self-esteem and these two have positive impacts on augment of academic achievement. Moreover, the increase of self-concept and self-esteem are related to the decrease of anxiety and a negative significant relation exists between self-concept, self-esteem and depression which will ensure decrease in academic achievement.

Bhansali and Trivedi (2008) conducted a comparative study between boys and girls of 16-18 years to know the academic anxiety prevailing amongst them. The objective of the study was to find out the gender differences in incidences and intensity of Academic Anxiety amongst adolescents. A total sample of 240 adolescent boys and girls from different high schools of jodhpur city were selected. Self-constructed Adolescents Problem Inventory was pilot tested and applied on the chosen sample. The obtained results were statistically analyzed. The Results revealed that considerable amount of Academic Anxiety prevailed amongst the sample. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Huberty (2009) wrote an article about test and performance anxiety. At the time of the article, Huberty was a professor and the director of Indiana University's School Psychology program. The article is very informative and lists characteristics, causes, and types of anxiety. Huberty also discusses interventions for school employees and parents. Characteristics of anxiety can affect students behaviourally, cognitively, and psychologically. High stakes testing can be very

difficult for students with anxiety. Students with anxiety are likely to suffer from depression. Teachers and parents can work together to help students learn to cope with anxiety.

Saikia and Phukon (2009) studied on parental aspiration and anxiety level among higher secondary students. A total of 120 students within the age range of 16-18 years from three co-educational institutions offering higher secondary programmed having either science, arts, commerce or a combination of them were purposively selected as sample from Jorhat town of Assam. Sinha's comprehensive anxiety scale (1973) was used to measure the anxiety level of students. The study revealed that students belonging to science stream had high anxiety level in comparison to the students of arts and commerce stream respectively. A positive and highly significant correlation between parental aspiration and anxiety level of students was observed, indicative of the fact that if parental aspiration increases student's anxiety also increases.

Deb, Chatterjee and Walsh (2010) conducted a study on anxiety among high school students in India: comparisons across gender, school type, social strata and perceptions of quality time with parents. Findings revealed that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. Boys were more anxious than girls. Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools. Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio-economic groups. Adolescents with working mothers were found to be more anxious. Results also showed that a substantial proportion of the adolescents perceived they did not receive quality time from fathers and mother. A large number of them also did not feel comfortable to share their personal issue with their parents.

Pauriyal, Sharma & Gulati (2010) conducted a study to assess the gender differences in the self-concept among urban adolescents (14-17 years). The study was based upon a sample of 200 adolescents (100 boys and 100 girls) drawn equally from four randomly selected schools of Ludhiana city. The results revealed that in total self-concept, gender differences were not significant because in domains like physical and intellectual self-concept males scored higher than females whereas, in domains like social and moral self-concept females were better than males. Age related differences in males were observed to be non-significant in total self-concept. In females, self-concept grew better with increasing age. Gender differences in the younger age

group were significant whereas non-significant gender differences were seen in the order age-group.

Parvathamma and Sharamma (2010) conducted a study entitled, anxiety level and level of self-confidence and their relation with academic achievement with the objectives: to find out the relation between anxiety level and level of academic achievement of ninth standard students and to find out relation between level of self- confidence and level of academic achievement of ninth standard students. The study revealed: a) there is significant co- relation between Anxiety and Academic Achievement, and b) there is significant co-relation between Self –confidence and Academic Achievements

Sambyal (2010) conducted a study to assess the self-concept of the students studying in government and private schools of Jammu city in relation to their socio-economic status. The study was based on a randomly selected sample of 200 students from the high schools in Jammu city. The tool used to assess the self-concept and socio-economic status was standardized tools. The study revealed that the students studying in government schools come from families with a relatively low socio-economic status. It was found that girls and boys do not differ significantly with regards to their self-concept scores. The results from the study have implications for teachers as well as education institutions.

Ahmed, Minaret, Kuyper, and Warf (2011) conducted a study on self-concept and Math anxiety. The data was collected from 495 seventh grade students complete questionnaires about math self-concept and math anxiety. The results indicated that higher self-concept correlated with lower levels of anxiety. Researcher was unable to determine whether lower self-concept leads to higher levels of anxiety or if higher levels of anxiety lead to lower levels of self-concept. The situation is different for different students. However, when comparing the data using a chi-square difference test, data suggests that low self-concept is a strong cause of anxiety.

Kumar (2013) conducted a study on relationship of academic anxiety among adolescents in relation to their home environment. The sample of 120 students was randomly selected for the present study, out of which 60students were from urban area and 60 from rural area. For the study Home Environment Inventory by Mishra, K.S and Academic Anxiety Scale (AASC) by

Singh, A.K. and Gupta, A. (1984) were used for data collection. The result revealed that the academic anxiety and home environment scores of adolescents correlated significantly.

Dr. Latha (2012) conducted a study to assess the self-concept and academic anxiety of secondary school students in relation to gender, type of school and standard of study. The study was conducted on sample of 264 secondary school students in Mandya City. The tool used for data collection was self-concept scale by Dr. Harmohan Singh and Smt. Saraswathi Singh and Academic Anxiety scale by Dr. A.K. Singh and Dr. Sen Gupta. The findings reveal that significant difference found between standards of study in both self-concept and academic anxiety. There exists no significant difference between boys and girls and government, aided and unaided schools in self-concept and in academic anxiety of secondary school students of Mandya City.

Nadeem, Ali, Maqbool and Zaidi (2012) studied the impact of an anxiety on the academic achievement of students at University level in Bahawalpur, Pakistan. A survey method was adopted for data collection to find out the results. From sample size out of 200 students 97 students were selected by stratified sampling. The researcher made three groups of male and female students. To collect the data, *research questionnaire (Otis self-administering test of mental ability)* and *anxiety measurement scale* was used for the study. Data was analyzed by using the formula of regression to see the impact of anxiety on the academic achievement of students in SPSS software. The in depth investigation of the findings obtained through this analyzed data reveals that anxiety had its impact on academic achievement of students. The results show that when anxiety increases, academic achievement decreases both in male and female students.

Neelam and Attri (2013) analysed a study of academic anxiety and academic achievement of secondary school students. It was hypothesized that there exists a significant difference in academic anxiety and academic achievement of male and female secondary school students. For verification of these hypotheses, the data was collected from 200 secondary school students of Mandi district of Himachal Pradesh by adopting lottery sampling by administering '*Academic Anxiety scale for children(AASC)*' and their marks of class 9th were taken an academic achievement. The statistical technique used was t-test. The findings of the present study revealed that there was a significant difference in academic anxiety and academic achievement of male

and female secondary school students. Girls were found to be more academically anxious and had better academic achievement than boys.

Tina and Annayat (2014) conducted a study on academic anxiety of Adolescents in relation to their vocational and educational interest. The sample of this study included 200 adolescents selected by using simple random sampling. Descriptive survey method was used. The three standardized tools were used. The results of the study were that there exist significant differences in academic anxiety of adolescent boys and girls as area of vocational and educational interest.

Bharathi & Sreedevi (2015) conducted a study on the self-concept of adolescents. Self-concept scale of Saraswat (1984) was used to analyze the self-concept of 40 adolescents of twin cities of Hyderabad, Telangana state. The findings of the study revealed that higher percentage of adolescents had above average levels of self-concept in dimension of temperamental (84) Intellectual (77.5) physical (60) and social (52.5). About 47.5 percent of adolescents equally had high and above average self-concept in education. And 57.5 percent of adolescents had high moral self-concept. Adolescents overall Self-concept was found as 27.5 percent have above average. Hence, the study may help the teachers and parents to maintain the optimum level of self-concept of adolescents.

Kruti & Melonashi (2015) conducted a study to assess the levels of aggression in a sample of Albanian adolescents. The measure used was the Buss-Durkee Hostility Inventory. The study involved 250, 17 years old students, 108 males and 142 females. Results revealed overall high prevalence of both direct and indirect aggression. Gender differences and differences between Urban and Rural areas were also found for several types of aggression. Findings have several practical implications both in terms of future research and interventions to reduce aggressive behaviour in Albania.

Pan & Guha (2015) conducted a study to shows that both self-concept and achievement motivation differs significantly in relation to gender and strata. The mean value of self-concept of male students group and urban students group shows above average level self-concept whereas female students group and rural students group show average self-concept. The mean values of achievement motivation of school students show high level of achievement. The study shows that self-concept and achievement motivation has significant positive relationship. This

indicates that students with good self-concept have good achievement motivation. If the self-concept of students gradually increases their achievement motivation simultaneously increases.

Kaur and Jayaraman (2016) conducted a study to explore the relationship of Academic self-concept and Test anxiety of students and to find out the differences in these two variables with respect to some selected categorical variables. For this purpose, 200 students studying various streams from a university were selected through stratified random sampling. Academic Self-Concept Scale by Liu, Wang & Parkins (2005) and Fried-Ben Test Anxiety Scale by Friedman and Bendas Jacob (1997) were utilized to collect data. The data analysis revealed significant differences in test anxiety and academic self-concept of students with respect to their gender, course of study and academic self-appraisal. Also, significant inverse correlation was found between test anxiety and academic self-concept.

Sahu & Jha (2016) conducted a study to identify the role of self-concept in reducing the academic stress of senior secondary students. The sample comprises of 203 students of class 12th from different government schools from Bilaspur city of Chhattisgarh. There were 103 boys and 100 girls selected on the basis of random sampling technique. Self-concept scale by Sherry, Verma and Goswami (1998) was used to assess student's self-concept. Academic stress was measured with the help of academic stress scale by Busari (2011). Results of regression analysis reveal that self-concept have been found to be significantly and negatively correlated with academic stress. In addition, no significant difference in the level of academic stress was found across gender.

Dr. Gajanan L. Gulhane (2017) carried out correlative study of anxiety and study habits with academic achievements of secondary students of Maharashtra. The objective of this study were to study the relationship between anxiety and study habits of students belonging to secondary schools, to study the relationship between study habits and academic achievements of students and to study the relationship between anxiety and academic achievement of students. The study reveals that the correlation between anxiety and study habits of the students of secondary schools is negative and very high whereas the correlation between anxiety and academic achievement of the students is negative and moderate.

Mangal Singh (2017) conducted a study on 200 secondary school students of different schools of Bathinda district of Punjab to study the Aggression among Adolescents in relation to their Emotional Maturity. The technique of Coefficient of Correlation and T-Ratio were employed. The study has found a significant difference of aggression among male and female students. There is a significant relationship between aggression and emotional maturity among the whole.

Alam & Halder (2018) conducted a study to explore the relation between aggression and academic achievement among the higher secondary students. To achieve this goal, 250 students of class 11th were selected as the sample from four higher secondary schools affiliated to the West Bengal Council of Higher Secondary Education in Dakshin Dinajpur District, West Bengal. The researchers adopted an Aggression Scale developed and Standardized by Mathur and Bhatnagar (2004) and academic achievement scores had been collected from the result of Madhyamik Examination of the selected students. The Pearson Product Moment Method was applied to find out the relation between the variables. The study revealed that there is a negative and statistically significant correlation between aggression and academic achievement of the students.

Jamal, Govil & Gupta (2018) conducted a study to find out the attitude of senior secondary school students towards aggression. The study has been conducted on a sample of 311 senior secondary students of India (U.P., Aligarh). The questionnaire prepared and standardized by the investigators has been used for the purpose. The data has been analyzed at two levels. First, measures of central tendency have been calculated and second inferential statistics have been applied to find out the significance of the difference. The results indicate that various demographic variables like gender, place of living, economic status have a significant effect on the attitude of the learners towards aggression.

Chung et.al. (2019) conducted a study to investigate the relationship between anxiety proneness and aggressive behavior in adolescents. A quantitative, large scale cross-sectional study was conducted in Korea. The survey questionnaire included general health behavior and scales for assessing anxiety and aggressive behavior in adolescents. Results of the study demonstrated that higher risk of anxiety was significantly associated with total aggression scores. In particular, indirect aggression (i.e. anger and hostility) was more closely associated with anxiety than direct aggression.

2.3 CONCLUSION.

All the above related reviews of the studies conducted in India and abroad reflect a clear focus on the aspect of aggression, academic anxiety and self-concept of students. It is clearly observed that female students experience higher level of academic anxiety than male students which affect their self-concept. It is also found that increase in self-concept is related to decrease of anxiety among adolescents and also shows significant difference between self-concept and academic anxiety of secondary school students. The review of related literature also highlighted the significant gender difference in aggression of adolescents.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. The proper direction in any research work yield positive and meaningful results. The direction determined by the research methodologies and strategies, the investigator has adopted for completing the task.

Research design may be referred to as the plan of the study that will answer the research objectives. Research designs are the specific procedures involved in the research process which are: data collection, data analysis and report writing. Research design provides a framework for the collection and analysis of data. A research design describes in details the methodology adopted for the study, the nature and size of the sample and the sampling techniques used in selecting the sample, the tool used and the process of preparations of the tools, the data collection process and the techniques of data analysis. In other words, it provides the blueprint of the research.

This chapter provides the information about population. Sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and also the statistical techniques used. The chapter shows the detail of the procedures following in conducting this piece of research. In addition to this, it also provides a picture of the instruments employed for the analysis of data.

According to Clifford woody, “Research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions and at last carefully testing the conclusions whether they fit the formulating hypothesis.”

Redman and Moray, “Research is a systematized effort to gain new knowledge.”

3.2 DESIGN OF THE STUDY

Research design is the systematic structure and plan for the investigation. It is also called the blueprint for the collection, measurement, analysis of data and ultimately to reach the objectives. Research design is required to go through smoothly with different research operations, thereby making research as efficient as possible. Research design for a study involves the selection of most appropriate methods and techniques to solve the problem under investigation. It provides guidelines for the researcher to enable to stay in the track, to know right direction of moving and to achieve the desired objectives. Keeping in mind the objectives of the study, the present study was designed as descriptive study and survey method was applied for collecting the relevant data.

3.2.1 Method

To achieve the objectives of the present study, proper methodology is required to select an appropriate sample and a tool so as to get information from students. It must be appropriate, feasible, objective, reliable, well planned and well understood. The Descriptive Survey Method of research has been applied for the present study.

3.2.2 Variables of the study

A. Independent variables

- Gender
- Streams of study

B. Dependent variables

- Aggression
- Academic anxiety
- Self-concept

3.2.3 Population of the Study

The population for the study comprises of 69 Higher Secondary Schools and 41,901 eleventh class students of Jammu city (School Management Information System 2020).

3.2.4 Sample of the Study

The process by which a relatively small number of individual or objects are selected and analyzed in order to find out something about the whole population from which they are selected, is called sampling. Sampling is the essence of the research. In the present study, Stratified Random Sampling Technique has been employed for selecting the sample of 200 students from 5 government and 5 private Higher Secondary Schools of Jammu city. Out of 200 students 100 were Male and 100 were Female students. The detail of the sample selected has been given in the table 3.1 respectively.

Table 3.1

Distribution of sample of Government and Private Higher Secondary Schools from Jammu city

S.NO	NAME OF SCHOOLS	MALE		FEMALE		N=100
		Arts	Science	Arts	Science	
1	Ranbir Higher secondary School Jammu	10	10	-		20
2	Government Boys Higher secondary School Bakshinagar Jammu	5	5	-		10
3	Government Girls Higher secondary School Mubarak Mandi Jammu	-		15	15	30
4	Government Boys Higher secondary School Ganghinagar Jammu	10	10			20
5	Mahavirjain higher secondary school	5	5	5	5	20
6	Luthra Academy	5	5	5	5	20
7	Lawrence public higher secondary school	5	5	5	5	20
8	Dogra higher secondary school Gandhi	5	5	5	5	20

	nagar Jammu					
9	Government Girls Higher secondary School Shastri Nagar, Jammu			10	10	20
10	Incharge Offspring higher secondary school Patel Bazar, Jammu	5	5	5	5	20
				TOTAL		200

3.2.5 Data Collection

The data collected for the study was quantitative in nature. The quantitative data has been measured by the tool namely *Aggression Inventory* by Dr. M.K. Sultania (2006), *Academic Anxiety Scale for Children AASC* by Singh and Sen Gupta(2008) and *Self-concept Scale* by Dr. Mukta Rani Rastogi(1979).

3.3 TOOL EMPLOYED AND THEIR DESCRIPTION

3.3.1 Aggression Inventory (2006)

This Aggression Inventory was developed by Dr. M.K.Sultania for Hindi speaking population. This inventory contains 67 items out of which 59 items measures hostility and 8 items measures guilt.

Table 3.2*Distribution of items in Aggression Inventory*

Sr. No.	Sub-scales	Response	Item Numbers	Total items
1	Assault	Positive	8,24,30,37,43,50,58,63	10
		Negative	1,16	
2	Indirect Aggression	Positive	2,17,25,38,51,67	9
		Negative	9,31,44	
3	Irritability	Positive	4,10,19,32,46,53	9
		Negative	26,59,64	
4	Negativism	Positive	3,11,18,27,33	5
		Negative	-	
5	Resentment	Positive	5,12,29,40,47,54	7
		Negative	20	
6	Suspicion	Positive	13,21,28,34,41,48,55	9
		Negative	60,65	
7	Verbal Aggression	Positive	6,14,22,35,45,61	10
		Negative	39,52,56,66	
8	Guilt	Positive	7,15,23,36,42,49,57,62	8
		Negative		
			TOTAL	67

Scoring

In case of positive items ‘Yes’ response is given a score of 1 and ‘No’ response is given 0. The scoring is reversed in case of negative items. Thus range of score is 0-67. Higher the score

greater is the magnitude of aggression. Percentile positive calculated by consulting the percentile norm provided in the manual of the scale.

Reliability

Reliability was determined by Spearman-Brown formula and test-retest method. The internal consistency reliability for full test rose to .90 for male and .85 for female, after correlation.

Validity

The item analysis validity determined for each sub-scale by product-moment correlation method was found satisfactory. The construct validity of the scale tested against directive scale of Ojha (1987) and prejudice scale of Sinha (1966) by computing (r) was found to be satisfactory, significant at 0.1 level of significant.

3.3.2 Academic Anxiety Scale for Children (AASC)

Academic Anxiety Scale for Children (AASC) has been developed by Prof. A.K. Singh and Dr. A. Sen. Gupta (2008). The maximum possible score of this test is 20. In Academic Anxiety Scale for Children, each item of the test is scored as either 1 or 0. There are two types of items- Positive and Negative. All positive items which are endorsed by the subjects as 'Yes' and all negative items No. 4,9,16 and 18 which are endorsed by the subjects as 'No' are given a score of 1. A score of Zero is awarded to all other answers. Thus, high score on the test indicates high academic anxiety and low score on the test indicates low academic anxiety.

Table 3.3*Scoring system in Academic Anxiety Scale*

Statements	Yes	No	Item Wise Serial No.	Total
Positive	1	0	1,2,3,5,6,7,8,10,11,12,13,14,15,17,19,20	16
Negative	0	1	4,9,16,18	4
			TOTAL	20

Reliability

The reliability of the AASC scale was computed through the two methods, that is, test-retest method and the split-half method. In order to compute the test-retest reliability, the test was administered twice on a sample of 100 pupils with 14 days gap. Subsequently, Pearson r was computed between the two sets of scores. The obtained Pearson r was .60 which was significant beyond .01 levels. For the split half reliability of the test, it was administered on a fresh sample of one hundred. Subsequently, the test was split by the odd-even method. The resulting odd-even correlation coefficient was .433($p > .01$, Cf.) which, after being corrected for full length, became .65.

Validity

The present test (AASC) has been validated against the Sinha-anxiety test. Neuroticism scale of MPI and CAAT. Former two tests are the measures of general anxiety and the latter intends to measure academic anxiety among school children and presents the validity coefficients of AASC against these different measures.

On the basis of the obtained correlation coefficients it can be said that Academic Anxiety Scale for Children (AASC) is a valid test.

3.3.3 Self-Concept Scale.

The Self-Concept Scale was developed by Dr. Mukta Rani Rastogi (1974). This scale contains 51 items related to 10 constructs of self-concept covering the three major elements of self: the perceptual, the conceptual and the attitudinal.

Further each total construct score was correlated with the total test score and all ten construct were found to be significantly correlated ($<.01$ level) with total test score.

Table 3.4

Distribution of items in Self-concept Scale

Sr. No.	Constructs	Item numbers
1	Health and sex Appropriateness	6, 20, 29, 22, 34 & 46 P P N N P P
2	Abilities	4, 8, 12, 23, 36, 88, 39 & 42 P P N N P N N P
3	Self-confidence	7, 9, 14, 16 & 44 P P N N P
4	Self- acceptance	2, 10, 17 & 35 P N NN
5	Worthiness	1, 3, 19, 25, 27, 41 & 48 P N N P P N P

6	Present , Past & Future	18, 22, 26, 31 & 40 P P N N P
7	Beliefs and Convictions	24, 47 & 49 N P P
8	Feelings of Shame and Guilt	5, 13, 28, 30 & 50 N N N N N
9	Sociability	33, 37, 43 & 45 N P P N
10	Emotional	11, 15, 21 & 51 N N N N

*The letters ‘P’ or ‘N’ below each item refers to positive and negative items respectively.

Scoring

The respondent is provided with five response alternatives to give his response and therefore a score from one to five may be obtained for each item, positive items are scored five to one for responses (Strongly Agree, Agree, Undecided, Disagree and Strongly disagree) and negative items are scored one to five for the same response alternatives. In above Table letter P or N below item-number indicates whether the item is positive or negative.

Reliability

Reliability of the scale as calculated by split-half method following Spearman-Brown Prophecy formula was found to be .87.

3.4 ADMINISTRATION OF THE TOOL

The investigator visited the schools personally for the collection of the data. First of all, the investigator approached the heads of the institutions and the purpose of the data collection was explained to them. The high school students included in the sample were selected randomly by the investigator and a cordial atmosphere was developed for them.

The students were informed that their responses were kept confidential and therefore be frank, honest, bold and sincere while answering the questions. After providing the necessary instructions, the investigator distributed copies of Aggression Inventory, Academic Anxiety Scale for Children and Self-Concept Scale. Every attempt was made to remove their doubts and difficulties. The students were directed to read the statements one by one and tick the suitable response in the scale. After filling the responses, answer-sheets were collected back. In this way, the scale was administered on all selected Higher Secondary School students and thus the data was collected.

3.5 STATISTICAL TECHNIQUES EMPLOYED

To analyze the collected data, the following statistical techniques have been employed by the investigator:

- Mean
- *t*-test
- Pearson's Co-efficient of Correlation

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means studying the calculated material, determine fact or meaning. It involves breaking down of the existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Analysis as a process enters into research in one form or other in the very beginning in the selection of the problem, in the determination of the methods and in interpreting and drawing conclusions from the data gathered. Data should be studied from as many angles as possible to find out newer and newer facts. Thinking in terms of significant tables, examining the original statements of the problem, taking an instant from layman's view as of the data and attaching the data through simple statistical measures are some of the practical ways of finding out proper methods of analyzing the data. However valid, reliable and adequate the data may be, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded with a flexible and open mind.

Analysis of the data means studying the organized material in order to discover inherent facts. In this process, the data is studied from as many angles as possible to explore the new facts. A plan of analysis can and should be prepared in advance before the actual collection of material.

After finalizing the tool and sample from the study, the data were collected from secondary schools of Jammu. Data was collected and tabulated manually, and the score sheet was created in MS Excel. The data were then processed and analyzed using software package for statistical analysis (SPSS) to test the objectives set forth for the present research study. The statistical techniques for analyzing data were mean, correlation and t- test. Results have been presented as following from the computation drawn through SPSS.

4.2 RESULTS AND FINDINGS

The resulting data were analyzed using statistical techniques namely mean, t-test and Pearson's coefficient correlation.

4.2.1 Research objective 1

To study gender differences in aggression of adolescents

Table 4.1

Mean, Standard deviation and t- value for Aggression of Male and Female Adolescents

Aggression	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t	Sig.
	Female	100	37.04	5.30	0.53	198	1.53	NS
	Male	100	38.26	5.97	0.60			

Table 4.1 indicates that t-value for aggression of adolescents is 1.53 which is not significant. So, it can be concluded that the male and female adolescents do not differ significantly in their aggression.

Therefore, Hypothesis No. 1 stating that "There is significant gender difference in the aggression of adolescents" has been rejected.

4.2.2 Research objective 2

To study difference in the aggression of adolescents with respect to streams of study

Table 4.2

Mean, Standard deviation and t-value for Aggression of Adolescents with respect to their stream of study.

Aggression	Stream	N	Mean	Std. Deviation	Std. Error Mean	df	t	Sig.
	Arts	100	36.52	5.89	0.59	198	2.87	S
	Science	100	38.78	5.23	0.53			

Table 4.2 indicates that t-value for academic anxiety of adolescents is 2.87 which is significant at 0.01 level of significance with respect to stream of study. So, it can be concluded that the arts and science adolescents differ significantly in their academic anxiety.

Therefore, Hypothesis No.2 stating that "There is significant difference in the aggression of adolescents with respect to their stream of study" has been accepted.

4.2.3 Research objective 3

To establish the relationship between aggression and self-concept of adolescents

Table 4.3

Co-efficient of Correlation between Aggression and Self-concept

Variables	N	R	Significance
Aggression	200	-0.10	NS
Self-concept			

Table 4.3 represent that the co-efficient of correlation($r=-0.10$) between aggression and self-concept of adolescents is not significant. Hence it can be concluded that there is no significant relationship between aggression and self-concept of adolescents. Therefore, hypothesis No.3 stating that "There is significant relationship between aggression and self-concept of adolescents" has been rejected.

4.2.4 Research objective 4

To study gender differences in academic anxiety of adolescents.

Table 4.4

Mean, Standard deviation and t-value for Academic anxiety of Male and Female Adolescents

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t	Sig.
Academic anxiety	Female	100	11.68	3.02	0.30	198	0.22	NS
	Male	100	11.59	2.76	0.27			

Table 4.4 indicates that t-value for academic anxiety of adolescents is 0.22 which is not significant. So, it can be concluded that the male and female adolescents do not differ significantly in their academic anxiety.

Therefore, Hypothesis No. 4 stating that "There is significant gender difference in the academic anxiety of adolescents" has been rejected.

4.2.5 Research objective 5

To study difference in the academic anxiety of adolescents with respect to their stream of study

Table 4.5

Mean, Standard deviation and t-value for Aggression of Adolescents with respect to their Stream of study

Variable	Stream	N	Mean	Std. Deviation	Std. Error Mean	df	t	Sig.
Academic anxiety	Arts	100	11.26	2.88	0.29	198	1.85	NS
	Science	100	12.01	2.84	0.28			

Table 4.5 indicates that t-value for academic anxiety of adolescents is 1.85 which is not significant. So, it can be concluded that the arts and science adolescents do not differ significantly in their academic anxiety.

Therefore, Hypothesis No.5 stating that "There is significant difference in the academic anxiety of adolescents with respect to their stream of study" has been rejected.

4.2.6 Research objective 6

To establish the relationship between the academic anxiety and self-concept of adolescents

Table 4.6

Co-efficient of Correlation between Academic anxiety and Self-concept

Variables	N	r	Significance
Academic anxiety	200	-0.15	Significant at 0.05
Self-concept			

Table 4.6 represent that the co-efficient of correlation ($r=-0.15$) between academic anxiety and self-concept of adolescents is significant at 0.05 level of significance. Hence it can be concluded there is significant, negative negligible relationship between academic anxiety and self-concept of adolescents. Therefore, hypothesis No.6 stating that “There is significant relationship between academic anxiety and self-concept of adolescents” has been accepted.

CHAPTER V

FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the studies already conducted in the field. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study.

As such some suggestions had been given for the further research. This chapter is therefore devoted to focusing the findings, conclusions, discussions of results of the study and for indications their implications and suggestions for further studies of research. These are presented below in the same sequence.

- Main Findings
- Conclusions
- Educational Implications
- Suggestions for Further Research

5.2 FINDINGS OF THE STUDY

The findings of the present study are reported in the following subsections:

5.2.1 RESEARCH OBJECTIVE 1

To study gender differences in aggression of adolescents.

For the fulfillment of this objective mean scores of adolescents on aggression were computed. The calculated mean value for aggression of male and female adolescents was found to be 38.26 and 37.04. The calculated t -value was 1.53 which is not significant. The result shows that there has been no significant gender difference in aggression among adolescents but the mean scores of male adolescents have been found to be higher than female adolescents.

5.2.2 RESEARCH OBJECTIVE 2

To study differences in aggression of adolescents with respect to their stream of study

For the fulfillment of this objective mean scores of adolescents on aggression were computed. The calculated mean value for aggression of arts and science stream adolescents were found to be 36.52 and 38.78. The calculated t -value was 2.87 which is significant at 0.01. The result

shows that there is significant difference in aggression of adolescents with respect to their stream of study whereas the mean value of science stream adolescents has been found to be higher than the arts stream adolescents.

5.2.3 RESEARCH OBJECTIVE 3

To establish the relationship between aggression and self-concept of adolescents

For the fulfillment of this objective Pearson's coefficient correlation has been computed between aggression and self-concept of adolescents. The calculated r value was -0.10 which is not significant. The result of the study indicates that there is no significant relationship between aggression and self-concept of adolescents.

5.2.4 RESEARCH OBJECTIVE 4

To study gender differences in academic anxiety of adolescents

For the fulfillment of this objective mean scores of adolescents on academic anxiety were computed. The calculated mean value for academic anxiety of female and male adolescents was found to be 11.68 and 11.59. The calculated t -value was 0.22 which is not significant. The result shows that there has been no significant gender difference in academic anxiety among adolescents but the mean scores of female adolescents have been found to be higher than male adolescents.

5.2.5 RESEARCH OBJECTIVE 5

To study differences in academic anxiety of adolescents with respect to their stream of study

For the fulfillment of this objective mean scores of adolescents on academic anxiety were computed. The calculated mean value for academic anxiety of arts and science stream adolescents were found to be 11.26 and 12.01. The calculated t -value was 1.85 which is not significant. The result shows that there is no significant difference in academic anxiety of adolescents with respect to their stream of study whereas the mean value of science stream adolescents has been found to be higher than the arts stream adolescents.

5.2.6 RESEARCH OBJECTIVE 6

To establish the relationship between academic anxiety and self-concept of adolescents

For the fulfillment of this objective Pearson's coefficient correlation has been computed between academic anxiety and self-concept of adolescents. The calculated r value was -0.15 which is significant at 0.05 level of significance. The result of the study indicates that there is significant, negative negligible relationship between academic anxiety and self-concept of adolescents.

5.3 CONCLUSIONS AND DISCUSSIONS

On the basis of the interpretation of the results drawn in the present study the investigator lays down the following conclusions:

The results of the research can be summarized as under:

- The present study revealed that there is no significant gender difference in aggression among adolescents. This result shows contradiction with the findings of Singh, M. (2017) who reported significant gender difference in aggression among adolescents.
- The present study indicated that there is significant difference in aggression of adolescents with respect to their stream of study. It means that both science and arts stream students at secondary level were not same in their aggression.
- The present study revealed that there is no significant relationship between aggression and self-concept of adolescent.
- The present study indicated that there is no significant gender difference in academic anxiety among adolescents.
- The present study indicated that there is no significant difference in academic anxiety of adolescents with respect to their stream of study.
- The present study revealed that there is significant relationship between academic anxiety and self-concept of adolescents. This finding are sustained by the earlier finding of Kaur and Jayaraman(2016) who revealed significant correlation between test anxiety and academic self-concept.

5.4 EDUCATIONAL IMPLICATIONS

In educational research the selection of the problem is generally conditioned by the scope of improvement in the field of education. The present study was concerned on academic stress and home environment of adolescents studying in eighth class. From the present study, very important implications emerged and these are as under:

- Teachers should be aware of the negative effects that aggression could have on adolescents. Hence efforts should be made for establishing a caring relationship in the family and in the educational institution so as to minimize the aggression level.
- As there has been found significant difference in aggression of adolescents with respect to their stream of study. To eradicate this difference there should be proper provision of counselling center in the schools. It may be able to help students to make academic choices carefully in order to control their aggression level
- The key to reducing academic anxiety is providing students with a feeling of control over their education, information about what to expect and feedback regarding what can be done to improve their performance. Approaches can be developed keeping this in mind.
- School and teachers should launch such programmes which help in developing self-concept among adolescents so as to reduce academic anxiety and aggression. More concentration should be on science stream adolescents as they experience more aggression than arts stream adolescents.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The present study has brought out how the adolescents studying in eighth class experience academic stress and how home environment plays the role in academic stress. It has examined the impact of gender, residential background and type of school on academic stress and home environment. These results suggest further research to be carried out as follows:

- The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.
- A similar study can be conducted on students studying at college level.

- A similar study may be undertaken on students from disrupted and non-disrupted families.
- Comparative studies can be conducted to know the effect of academic anxiety and aggression on academic performance of students.
- A comparative study can be conducted on aggression level and self-concept of teachers and students.
- A similar study can be carried out for students with different disabilities eg. Visual impairment, speech impairment, hearing impairment and orthopedically handicap.
- An investigation may be conducted on academic anxiety and self-concept of adolescents with respect to their socio-economic status.

SUMMARY

TITLE: AGGRESSION AND ACADEMIC ANXIETY AMONG ADOLESCENT BOYS AND GIRLS IN RELATION TO THEIR SELF-CONCEPT AND STREAM OF STUDY

SUPERVISOR

Mrs. SAYKA BANO

INVESTIGATOR

BHUPINDER KOUR

A.THE PROBLEM

Adolescents are budding citizens and future of any nation. World Health Organization (WHO) 2013 recognizes adolescents as a period of transition in human growth and development that befalls after childhood and before adulthood. Adolescents today is living in a complex world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. Academics are the major source of tension amongst the adolescents. In this era of competition, anxiety among adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the adolescents undergo feelings of anxiety during some phase of their lives. Academic anxiety can become more detrimental over a period of time. As student's academic performance suffers, the anxiety level related to certain academic task increases. Nowadays, it is a common phenomenon to find adolescents being involved in aggressive activities frequently. It is a matter of great concern for all including parents, teachers, psychologists, social reformer and others.

Aggression

Aggression, in its broadest sense, is behavior or a disposition that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are used in social sciences and behavioural sciences, aggression is an intention to cause harm or an act intended to increase relative social dominance. Aggression can take a variety of forms and can be physical or be communicated verbally or non-verbally.

Sometime involvement in aggressive activities may be fatal for the victim as well as for the doer. Momentary expression of anger sometimes may spoil the future life of the adolescents. Aggression is defined as the delivery of a noxious stimulus to another person with the intent of harming that person, in the expectation that the aversive stimulus will reach its destination, and without the consent of the victim. Anderson (2002) defines aggression “as a behaviour which causes intentional harm to another person.”

Aggressive behaviours in adolescents can vary from problems with emotional regulation to severe and manipulative behaviours. There are various characteristics of aggression, which can include behaviours such as starting rumors, excluding others, arguing, bullying, both verbally and physically, threatening, striking back in anger, use of arm tactics and engaging in physical fights.

Academic anxiety

Anxiety is a state of mind in response to some stimulus in the environment which brings in the feelings of apprehension or fear. All the responsibilities of being an academic, brings with it a state of mind referred to as “Academic anxiety”. Academic anxiety is common issue that student cannot ignore if they want to succeed in schools. It often leads to problems of concentrating while studying and remembering information while completing tests, which make the students feel helpless and like a failure. If academic anxiety is not properly addressed it can have many serious and lasting consequences as such as causing a student to procrastinate, perform poorly on school work, fail, cutting classes withdrawal from socializing with peers or pursuing activities that interest them.

Academic Anxiety is experienced most often during time exercise and the situations in which students are expected to perform their best when the stakes are very high, such as in board examination or competitive entrance examination. A little anxiety is beneficial it helps to orient and ready use for the task at hand. Academic anxiety is reflected in inattentiveness during classes due to fluctuating minds, uncontrolled desire of cheating, copying and duplicating during examinations. The feelings of being distressed, fearful, or stressed out as a result of school pressure is called academic anxiety (O’conner, 2008).

Self-concept

The self is the core of the personality which gives meaning and coherence of personality. Self is not directly observable but its structure and content are inferred from person's behaviours, attitudes and feelings. Self-concept means those perceptions, beliefs, attitudes and feelings towards ourselves. Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. An adolescent can have a positive self-concept in some domains and a negative self-concept in others. Self-concept is frequently positively correlated with academic performance, but it appears to be a consequence rather than a cause of high achievement (Baumeister et al., 2003). This suggests that increasing student's academic skills is a more effective means to boost their self-concept than vice versa. Another popular assumption is that aggressive students have low self-concept and use aggression as a means of raising it. Substantial research contradicts this assumption, showing that many aggressive students express adequate, if not inflated, self-concept. (Baumeister et al., 2003).

B.NEED AND SIGNIFICANCE OF THE STUDY

The stage of adolescent is popularly known as the stage of stress and strain. There is extreme pressure of parents and society on the adolescents to follow social norms and ethics. And, on the other hand, the adolescent has to face pressure from his/her peer group. This results in great confusion and stress among the adolescents which ultimately results in creating aggression and anxiety among them. Not only this, such stress and strain also adversely affect their self-concept. Academic anxiety is a common issue that students cannot ignore if they want to succeed in school. It often leads to problems concentrating while studying and remembering information while completing tests, which makes the student feel helpless and like a failure. If academic anxiety isn't properly addressed, it can have many serious and lasting consequences, such as causing a student to procrastinate, perform poorly on schoolwork, fail classes and withdraw from socializing. Academic pressurization has emerged as a problem of global concern, this is especially true in the Indian context with the present educational system. So, it was thought worthwhile by the investigator to study the level of aggression, academic anxiety among the

adolescents. Further, an attempt will be made by the researcher to study the impact of self-concept on aggression and academic anxiety among the adolescents.

Much research has not been carried out in J&K on the prevalence of aggression and academic anxiety among adolescents. There are so many incidents where children because of anxiety and stress, commit suicide. The present study has been planned to assess the aggression and academic anxiety levels of both the boys and girls in government and private schools of Jammu city. The present study will also help in devising ways and means of reducing aggression and academic anxiety among the adolescents so that they can contribute optimally for social as well as national development. This will also assist in refining their certain personality traits like academic anxiety that will finally lead to higher academic performance.

C.OBJECTIVES OF THE STUDY

- 1) To study gender differences in aggression of adolescents.
- 2) To study differences in aggression of adolescents with respect to their stream of study.
- 3) To establish the relationship between aggression and self-concept of adolescents.
- 4) To study gender differences in academic anxiety of adolescents.
- 5) To study differences in academic anxiety of adolescents with respect to their stream of study.
- 6) To establish the relationship between academic anxiety and self-concept of adolescents.

D. HYPOTHESES OF THE STUDY

- 1) There is significant gender difference in the aggression of adolescents.
- 2) There is significant difference in the aggression of adolescents with respect to their stream of study.
- 3) There is significant relationship between aggression and self-concept of adolescents.
- 4) There is significant gender difference in the academic anxiety of adolescents.

- 5) There is significant difference in the academic anxiety of adolescents with respect to their stream of study.
- 6) There is significant relationship between academic anxiety and self-concept of adolescents.

E.METHOD

Methodology is a system of methods used in particular area of study and design is a plan produced to show the look and importance of something before it is made. It is the nature of the techniques and procedures adopted which determines the reliability, precession and validity of the data. It must be appropriate, feasible, objective, reliable, well planned and well understood. In the view of the objectives of the present study the descriptive survey method of research has been applied.

F.POPULATION

The population of the study comprised of 69 Higher Secondary Schools and 42,736 eleventh class students of Jammu city.

G.SAMPLE

The present study consists of 200 eleventh class students studying in government and private Higher Secondary Schools of Jammu. The sample has been selected by using Random Sampling Technique.

H.TOOLS EMPLOYED

1. *Aggression Inventory* by M.K. Sultania (2006).
2. *Academic Anxiety Scale for Children* by Singh and Sen Gupta (2008).
3. *Self-concept Scale* by Dr. Mukta Rani Rastogi (1974).

I. STATISTICAL TECHNIQUES EMPLOYED

The investigator employed the following statistical techniques in the study.

- Mean
- *t*-test
- Pearson's Coefficient Correlation

J. RESULTS OF THE STUDY

In order to accomplish the objectives of the study, the results and findings are given in the following tables.

Objective 1

To study gender differences in aggression of adolescents

Table 4.1

Mean, Standard deviation and t-value for Aggression of Male and Female Adolescents

Aggression	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	<i>t</i>	Sig.
	Female	100	37.04	5.30	0.53	198	1.53	NS
	Male	100	38.26	5.97	0.60			

Objective 2

To study difference in the aggression of adolescents with respect to streams of study

Table 4.2

Mean, Standard deviation and t value for Aggression of Adolescents with respect to their Stream of Study

Aggression	Stream	N	Mean	Std. Deviation	Std. Error Mean	df	<i>t</i>	Sig.
	Arts	100	36.52	5.89	0.59	198	2.87	S
	Science	100	38.78	5.23	0.53			

Objective 3

To establish the relationship between aggression and self-concept of adolescents

Table 4.3

Co-efficient of Correlation between Aggression and Self-concept

Variables	N	r	Significance
Aggression	200	-0.10	NS
Self-concept			

Objective 4

To study gender differences in academic anxiety of adolescents.

Table 4.4

Mean, Standard deviation and t-value for Academic Anxiety of Male and Female Adolescents

	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t	Sig.
Academic anxiety	Female	100	11.68	3.02	0.30	198	0.22	NS
	Male	100	11.59	2.76	0.27			

Objective 5

To study difference in the academic anxiety of adolescents with respect to their stream of study

Table 4.5

Mean, Standard deviation and t-value for Aggression of Adolescents with respect to their Stream of Study

	Stream	N	Mean	Std. Deviation	Std. Error Mean	df	t	Sig.
Academic anxiety	Arts	100	11.26	2.88	0.29	198	1.85	NS
	Science	100	12.01	2.84	0.28			

Objective 6

To establish the relationship between the academic anxiety and self-concept of adolescents

Table 4.6

Co-efficient of Correlation between Academic anxiety and Self-concept

Variables	N	r	Significance
Academic anxiety	200	-0.15	Significant at 0.05
Self-concept			

K.FINDINGS OF THE STUDY

1. There is no significant gender difference in aggression among adolescents.
2. There is significant difference in aggression level of adolescents with respect to their stream of study.
3. There is no significant relationship between aggression and self-concept of adolescent
4. There is no significant gender difference in academic anxiety among adolescents.
5. There is no significant difference in academic anxiety of adolescents with respect to their stream of study.
6. There is significant relationship between academic anxiety and self-concept of adolescents.

L.EDUCATIONAL IMPLICATIONS

In educational research the selection of the problem is generally conditioned by the scope of improvement in the field of education. The present study was concerned on academic stress and home environment of adolescents studying in eighth class. From the present study, very important implications emerged and these are as under:

- Teachers should be aware of the negative effects that aggression could have on adolescents. Hence efforts should be made for establishing a caring relationship in the family and in the educational institution so as to minimize the aggression level.
- As there has been found significant difference in aggression of adolescents with respect to their stream of study. To eradicate this difference there should be proper provision of

counselling center in the schools. It may be able to help students to make academic choices carefully in order to control their aggression level

- The key to reducing academic anxiety is providing students with a feeling of control over their education, information about what to expect and feedback regarding what can be done to improve their performance. Approaches can be developed keeping this in mind.
- School and teachers should launch such programmes which help in developing self-concept among adolescents so as to reduce academic anxiety and aggression. More concentration should be on science stream adolescents as they experience more aggression than arts stream adolescents.

M.SUGGESTIONS FOR FURTHER RESEARCH

The present study has brought out how the adolescents studying in eighth class experience academic stress and how home environment plays the role in academic stress. It has examined the impact of gender, residential background and type of school on academic stress and home environment. These results suggest further research to be carried out as follows:

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MANUAL
FOR
AGGRESSION INVENTORY
(A I)

M. K. Sultania (2006)



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MANUAL FOR AGGRESSION INVENTORY (A I)

INTRODUCTION

Aggression as is an important human motive and constitutes an important segment of personality.

Hostility (aggression in action) is a global phenomena. According to Freudian conception it is an expression of Thanatos (death instinct). Freud holds that hostility / aggression is instinctual as opposed to Eros (life instinct). Aggression has been man's natural behaviour in all the ages. To live in peace and let others live in peace has become a phenomenon of history alone. Baron (1983) has reported that only 10 out of 185 generation in the past 5000 years have lived in peace. Freud has rightly observed "Man is wolf to man". Man is the declared enemy of man.

Buss-Durkee (1957) have done a most creditable job by constructing a Hostility Inventory popularly known as Buss-Durkee Hostility Inventory. It measures seven forms of Hostility and Guilt. This has been a most popular scale to measure hostility / aggression. It has been widely used all over the world.

The research investigator, instead of creating a fresh test, thought it proper to adopt a widely used and popular test of aggression. For this several books and journals were viewed and ultimately it was found that Buss-Durkee Aggression Scale has been frequently used by research workers of different countries either in its original form or its translated versions.

Buss-Durkee Aggression scale is a self-report type of test which measures general aggression as well as various forms of aggression, such as assault.

indirect aggression, irritability, negativism, resentment, suspicion, verbal aggression and guilt. This scale contains 75 items out of which 60 are positive items and remaining 15 are negative items. 6.1-10 P. 254

Description of the Test

The Hindi adaptation was done by Dr. Sultania for Hindi speaking population / sample. This adaptation of the Inventory contains 67 items whereas the original inventory of Buss and Durkee has 75 items. 8 items were dropped as they have insignificant correlation with the test as a whole. The inventory includes 59 items that measure hostility and 8 items measure guilt.

1. **Assault** – Physical violence against others. This includes getting into fights with others but not destroying objects. It consists of 10 items.
2. **Indirect Aggression** – Both round about and indirected aggression. Round about behaviour like malicious gossip a practical Jokes. It consists of 9 items.
3. **Irritability** – This include quick-tember, grouchiness, exasperation and rudness. It consists of 9 items.
4. **Negativism** – Oppositional behaviour usually directed against authority. It consists of 5 items.
5. **Resentment** – This refers to feeling of anger at the world over real a fancied mistreatment. It consists of 7 items.
6. **Suspicion** – Projection of hostility into others. It consists of 9 items.
7. **Verbal Aggression** – Negative affect expressed in both the style and content of speech. It consists of 10 items.
8. **Guilt** – Besides seven subscales for aggression as mentioned above a guilt category is also added to the scale to see the inhibiting influence of guilt on expression of aggression behaviour. This means feeling of being bad having done wrong, and suffering pays of conscience. It consists of 8 items.

The items of each sub-scale are randomly scattered throughout the test.

TABLE 1

Sr. No.	Sub-scales	Response	Item Numbers	Total Items
1.	Assault	Positive	8, 24, 30, 37, 43, 50, 58, 63	10
		Negative	1, 16	
2.	Indirect Aggression	Positive	2, 17, 25, 38, 51, 67	9
		Negative	9, 31, 44	
3.	Irritability	Positive	4, 10, 19, 32, 46, 53	9
		Negative	26, 59, 64	
4.	Negativism	Positive	3, 11, 18, 27, 33	5
		Negative	—	
5.	Resentment	Positive	5, 12, 29, 40, 47, 54	7
		Negative	20	
6.	Suspicion	Positive	13, 21, 28, 34, 41, 48, 55	9
		Negative	60, 65	
7.	Verbal Aggression	Positive	6, 14, 22, 35, 45, 61	10
		Negative	39, 52, 56, 66	
8.	Guilt	Positive	7, 15, 23, 36, 42, 49, 57, 62	8
		Negative	—	
TOTAL				67

Instructions

The following instructions should be given for the administration of Buss-Durkee Hostility Inventory

Following are some statements which are related to your life. Read these statements carefully one by one and out of two given response options of each statement namely "Yes" and "No" put a tick mark (✓) on cell (☐) below that

option which most suits in your case or you think most appropriate. Your answer will be kept confidential. So respond freely and express your viewpoint without any hesitation.

Scoring

In case of positive items 'Yes' response is given a score of 1 and 'No' response is given '0'. The scoring is reversed in case of negative items. Thus range of score is 0-67. Higher the score greater is the magnitude of aggression. Percentile positive calculated by consulting the percentile norm provided in the manual of the scale.

SCORING KEY

Item No.	Response	Item No.	Response	Item No.	Response	Item No.	Response
1	No	18	Yes	35	Yes	52	No
2	Yes	19	Yes	36	Yes	53	Yes
3	Yes	20	No	37	Yes	54	Yes
4	Yes	21	Yes	38	Yes	55	Yes
5	Yes	22	Yes	39	No	56	No
6	Yes	23	Yes	40	Yes	57	Yes
7	Yes	24	Yes	41	Yes	58	Yes
8	Yes	25	Yes	42	Yes	59	No
9	No	26	No	43	Yes	60	No
10	Yes	27	Yes	44	No	61	Yes
11	Yes	28	Yes	45	Yes	62	Yes
12	Yes	29	Yes	46	Yes	63	Yes
13	Yes	30	Yes	47	Yes	64	No
14	Yes	31	No	48	Yes	65	No
15	Yes	32	Yes	49	Yes	66	No
16	No	33	Yes	50	Yes	67	Yes
17	Yes	34	Yes	51	Yes		

Marking for Positive Statements

Response	Score
Yes	1
No	0

Marking for Negative Statements

Response	Score
Yes	0
No	1

Reliability

Reliability determined by Spearman-Brown formula and test-retest method. The internal consistency reliability for full test rose to .90 for male and .85 for female after correction. Test-retest reliability co-efficient is presented in Table No. 2.

TABLE 2

Test-retest reliability co-efficient of different subscales for men and women

Sr. No.	Sub-Scale	Correlation (Male)	Correlation (Female)
1.	Assault	.65	.67
2.	Indirect Aggression	.62	.60
3.	Irritability	.64	.57
4.	Negativism	.45	.42
5.	Resentment	.57	.62
6.	Suspicion	.60	.64
7.	Verbal Aggression	.66	.59
8.	Guilt	.62	.65
	TOTAL	.82	.79

All correlation significant at .01 level

Validity

The item analysis validity determined for each sub-scale by Pearson correlation method was found satisfactory.

Manual for A-1
The construct validity of the scale tested against directive scale of Sinha (1966) and prejudice scale of Sinha (1987) by computing (r) was found to be satisfactory, significant at .01 level of significant.

TABLE 3

Correlation co-efficient of the scale with prejudice and directiveness scale

Scale	Male (500)	Female (500)
Correlation (Hostility) (r) with prejudice	.45	.46
Correlation (r) with Directiveness	.48	.40

All P values significantly at .01 level.

Norms

Percentile norms for male and female college students were prepared on the basis of responses of 1000 adults, as presented in Table 4.

TABLE 4 (A)

Percentile Norms for Male Sample (N = 500)

Percentile Rank	Score
P ₉₅	40 & More than
P ₉₀	38
P ₈₀	35
P ₇₀	33
P ₆₀	32
P ₅₀	31
P ₄₀	31
P ₃₀	30
P ₂₀	28
P ₁₀	26 & Less than

TABLE 4 (B)

Percentile Norms for Female Sample (N = 500)

Percentile Rank	Score
P ₉₅	37 & More than
P ₉₀	35
P ₈₀	32
P ₇₀	29
P ₆₀	28
P ₅₀	26
P ₄₀	24
P ₃₀	23
P ₂₀	21
P ₁₀	19 & Below

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M. K. Sultania

Consumable Booklet

of

A I

(Hindi Version)

कृपया निम्न सूचनाएँ भरिये—

नाम

शिक्षा

आयु

धर्म

लिंग

निर्देश

आपके व्यवहार, अनुभूति और क्रियाओं के सम्बन्ध में कुछ वक्तव्य दिये गये हैं।
हर वक्तव्य के उत्तर के दो विकल्प हैं। आप प्रत्येक वक्तव्य को ध्यान से पढ़ें और
बतलायें कि आपके विचार से वह 'सही' है या 'गलत'। जो भी विचार आप व्यक्त करना
चाहें, उसके सामने वाले बॉक्स ☐ में सही (✓) का निशान लगा दें। इनके सम्बन्ध में
अपनी राय शीघ्रता से दें, सोच विचार में ज्यादा समय न लगायें।

ध्यान रहे कोई वक्तव्य छूटने न पाये।

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क्रमांक	वक्तव्य	उत्तर	
		सही	गलत
1.	किसी के द्वारा पहले प्रहार करने पर भी शापट ही कभी मैं बदले में हाथ उठाता हूँ।	☐	☐
2.	जिन्हें मैं पसन्द नहीं करता, उनके बारे में कभी-कभी अफवाह फैलाता हूँ।	☐	☐
3.	जब तक कि कोई मुझको अच्छे इंसान से नहीं कहे, मैं यह नहीं करूँगा, जो वह चाहता है।	☐	☐
4.	मुझे जल्द ही गुस्सा आता है, लेकिन उस पर तुरन्त ही काबू पा लेता हूँ।	☐	☐
5.	मेरे साथ बसा होने वाला है, मैं नहीं समझ पाता।	☐	☐
6.	जब मैं दोस्तों के व्यवहार को अनुचित समझता हूँ तो स्पष्ट रूप से कह देता हूँ।	☐	☐
7.	जब कभी मैंने धोखा दिया है तो मुझे अस्मिता परचाताप हुआ है।	☐	☐
8.	कभी-कभी मैं दूसरों को हाथ पट्टी देने की इच्छा पर नियन्त्रण नहीं कर पाता हूँ।	☐	☐
9.	गुस्से में कभी मैं इतना पागल नहीं हो जाता कि चीखों को उठाकर फेंकने लगूँ।	☐	☐
10.	कभी-कभी मेरे आसपास लोगों के इकट्ठा होने पर मुझे बिड़बोले होते हैं।	☐	☐
11.	जो मुझे पसन्द नहीं है, मुझे उसे हाँड़ने की इच्छा होती है।	☐	☐
12.	मुझे ऐसा लगता है कि दूसरे लोग मुझसे हमेशा डींग खाते हैं।	☐	☐
13.	मैं ऐसे लोगों से हमेशा सतर्क रहता हूँ जिनका मेरे साथ व्यवहार आमतो से अधिक मित्रतापूर्ण होता है।	☐	☐
14.	दूसरों से अक्सर मेरी असहमति रहती है।	☐	☐
15.	कभी-कभी मेरे मन में बुरे विचार आते हैं, जिससे मैं स्तब्ध रह जाता हूँ।	☐	☐
16.	मैं दूसरों पर कभी प्रहार करने का कोई उचित कारण नहीं सोच पाता हूँ।	☐	☐
17.	जब मैं क्रोधित होता हूँ तब कभी-कभी थुप हो जाता हूँ।	☐	☐
18.	जब कोई रोक दिखाकर काम लेना चाहता है, तो मैं उसकी इच्छा के विपरीत काम करता हूँ।	☐	☐
19.	लोग जितना सोचते हैं उससे कहीं ज्यादा छोड़ मुझे होती है।	☐	☐
20.	मैं ऐसे किसी व्यक्ति को नहीं जानता, जिससे मैं बिल्कुल नफरत करता हूँ।	☐	☐
21.	मुझे ऐसा लगता है कि ऐसे बहुत से लोग हैं जो मुझे बिल्कुल पसन्द नहीं करते।	☐	☐
22.	जब लोग मेरी बातों से असहमत होते हैं, तो बहस करने से मैं अपने आप को रोक नहीं सकता।	☐	☐
23.	जो लोग काम करने से जो चुकते हैं, उन्हें अपने आप को अवश्य दोषी समझना चाहिए।	☐	☐
24.	यदि कोई मुझ पर पहले प्रहार करता है तो मैं सह लेता हूँ।	☐	☐

क्रमांक	वक्तव्य	उत्तर	
		सही	गलत
25.	जब क्रोध में मैं पागल हो जाता हूँ, तो कभी-कभी दरवाजों को धड़के से बन्द करता हूँ।	☐	☐
26.	मैं दूसरों के प्रति हमेशा धैर्य से काम लेता हूँ।	☐	☐
27.	कभी-कभी जब किसी पर बहुत क्रुद्ध होता हूँ तो चुपचाप साध लेता हूँ।	☐	☐
28.	जब मैं गौर करता हूँ कि मुझपर क्या चींटी है, तो थोड़ा खिन्न हो जाता हूँ।	☐	☐
29.	मुझे ऐसा लगता है कि बहुत से ऐसे लोग हैं, जो मुझसे ईर्ष्या करते हैं।	☐	☐
30.	जो कोई भी मुझको या मेरे परिवार को अपमानित करता है वह मुझसे लड़ाईयाँ मोल लेना चाहता है।	☐	☐
31.	मैं सबकुछ का मजाक कभी नहीं करता।	☐	☐
32.	जब कोई मेरा मजाक उड़ाता है तब मेरा खून खौल जाता है।	☐	☐
33.	जब लोग रोब जमाते हैं तो मैं उन्हें नीचा दिखलाने के मौके की तलाश में रहता हूँ।	☐	☐
34.	मुझे कभी-कभी ऐसा लगता है कि दूसरे लोग मेरी हींसी उड़ा रहे हैं।	☐	☐
35.	क्रोधित होने पर भी मैं कड़े शब्दों का प्रयोग नहीं करता।	☐	☐
36.	मैं अपने गुनाहों की माफ़ी के लिए बिचित्र रहता हूँ।	☐	☐
37.	जो लोग मुझे अबसर तग करते हैं, वे मेरा खाने का काम करते हैं।	☐	☐
38.	जब मेरा बस नहीं चलता, तो मेरा मुँह झटक जाता है।	☐	☐
39.	अगर कोई मुझे परेशान करता है तो इससे मैं अवश्य ही कह देता हूँ कि उसके बारे में मेरा क्या विचार है।	☐	☐
40.	मैं कभी-कभी ईर्ष्या से जल उठता हूँ यद्यपि उसे प्रकट नहीं करता।	☐	☐
41.	मेरा सिद्धान्त है कि "अजनबियों" पर कभी विश्वास मत करो।	☐	☐
42.	मैं बहुत से ऐसे काम करता हूँ जिससे बाद में मुझे पछतावा होता है।	☐	☐
43.	जब मैं सबकुछ क्रोधित हो जाता हूँ, तो किसी को भी धपड़ मार सकता हूँ।	☐	☐
44.	दस वर्षों की उम्र के बाद मुझे कभी भी क्रोधावेश नहीं हुआ।	☐	☐
45.	क्रोध में पागल होने पर मैं गन्दी बातें बोलने लगता हूँ।	☐	☐
46.	मैं कभी-कभी चुनौती के लिए तैयार रहता हूँ।	☐	☐
47.	मैं अगर लोगों को अपनी भावनाएँ जानने दूँ तो लोग ऐसा सोचेंगे कि मेरा साथ बिधाहना उनके लिए मुश्किल है।	☐	☐

क्रमांक	वक्तव्य	उत्तर	
		सही	गलत
48.	मैं अक्सर ऐसा सोचा करता हूँ कि कौन से ऐसे गुप्त कारण हैं जिनके चलते लोग मेरी धरती करते हैं।	☐	☐
49.	असफलता के चलते मुझे परवाताप का अनुभव होता है।	☐	☐
50.	अन्य व्यक्तियों की तुलना में ज्यादा लड़ाई छगड़ा नहीं करता।	☐	☐
51.	कभी मैं इतना भी प्रोहित हो गया हूँ कि अपने नजदिक की चीजों को उठाकर तोड़ दी है।	☐	☐
52.	मैं अक्सर ऐसी धमकियाँ देता हूँ जिसे वास्तव में करने का इच्छा नहीं रखता।	☐	☐
53.	जिन लोगों को मैं सापसन्द करता हूँ उनके प्रति थोड़ा रुखा व्यवहार करने से अपने आप को रोक नहीं सकता।	☐	☐
54.	कभी-कभी मैं यह महसूस करता हूँ कि जिन्दगी में मुझे सख्त बर्ताव मिला है।	☐	☐
55.	मैं सोचता था कि ज्यादातर लोग सब बोलते होंगे, पर अब मैं जान गया कि बात ऐसी नहीं है।	☐	☐
56.	मैं अक्सर दूसरों के प्रति अपने हीन विचारों को छिपा लेता हूँ।	☐	☐
57.	जब मैं गलती करता हूँ तो मेरी अन्तरात्मा धिक्कारती है।	☐	☐
58.	अगर मुझे अपने अधिकारों को रक्षा के लिए शारीरिक हिंसा पर उतरना पड़े, तो मैं निश्चित रूप से ऐसा करूँगा।	☐	☐
59.	यदि कोई मेरे साथ ठीक व्यवहार नहीं करता है, तो मैं उसके लिए परेशान नहीं होता।	☐	☐
60.	मेरा कोई भी शत्रु नहीं है जो वास्तव में हानि पहुँचाता हो।	☐	☐
61.	बहस करते समय मैं ऊँची आवाज में बोलने लगता हूँ।	☐	☐
62.	मैं अक्सर ऐसा महसूस करता हूँ कि मैंने उचित प्रकार की जिन्दगी नहीं बिताई है।	☐	☐
63.	ऐसे लोगों को मैं जानता हूँ जिन्होंने मुझे यहाँ तक परेशान किया है कि मैं मारपीट पर उतर आया।	☐	☐
64.	मैं बहुत-सी अनावश्यक बातों से अपने को परेशान नहीं होता हूँ।	☐	☐
65.	मैं ऐसा बहुत कम अनुभव करता हूँ कि लोग मुझे गुस्सा दिलाने या अपमानित करने की कोशिश कर रहे हैं।	☐	☐
66.	मैं किसी बात पर बहस करने के बजाय उसे मान लेना चाहूँगा।	☐	☐
67.	कभी-कभी मैं अपना गुस्सा टेबुल पर हाथ पटक कर प्रदर्शित करता हूँ।	☐	☐

**MANUAL
FOR**

**ACADEMIC ANXIETY SCALE FOR
CHILDREN**

INTRODUCTION

Today, anxiety is a common phenomenon of everyday life. It plays a crucial role in human life because all of us are the victim of anxiety in different ways (Goodstein and Lanyon, 1975).

Generally, anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment, etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions including teacher, certain subjects like Mathematics, English, etc.

Description

The Academic Anxiety Scale has been developed for use with school students of Class VIII, IX and X (age range; 13-16 years). The preliminary form of the Academic Anxiety Scale for children has 30 items. After carry out item analysis based upon Kelley technique (1939), only 20 items were retained and the remaining 10 were dropped.

Instructions

Following steps will be useful in the administering the Academic Anxiety Scale for Children (AASC) –

Manual for AASC

1. All the students should be asked to sit comfortably and rapport should be established with a brief general talks with the pupils.
2. Instructions printed on the test should be read by the researcher and the students should also read it silently.
3. If there is any confusion regarding the instruction, they should ask by raising their hand. There is nothing wrong or right in the answer.
4. There is no fixed time limit for the test. But ordinarily the pupil takes 10 to 15 minutes time in completing the test.
5. The researcher should assure the students that their answers would always remain confidential. He must make every effort to secure the sincere co-operation from the students.
6. As soon as the pupils finish their work, test-materials should be collected.

Scoring

The maximum possible score of this test is 20. In Academic Anxiety Scale for children, each item of the test is scored as either +1 or 0. There are two types of items — positive and negative. All positive items which are endorsed by the subjects as 'Yes' and all negative items No. 4, 9, 16 and 18 which are endorsed by the subjects as 'No' are given a score of +1. A score of **zero** is awarded to **all other answers**. Thus, high score on the test indicates high academic anxiety and low score on the test indicates low academic anxiety.

Score Awarded

Statements	Yes	No	Item Wise Serial No.	Total
Positive	1	0	1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 19, 20	16
Negative	0	1	4, 9, 16, 18	04
TOTAL				20

Reliability

The reliability of the AASC test was computed through the two methods, that is, test-retest method and the split-half method. In order to compute the test-retest reliability, the test was administered twice on a sample of 100 pupils with 14 days gap. Subsequently, Pearson r was computed between the two sets of scores. The obtained Pearson r was .60 which was significant beyond .01 level. For the split half reliability of the test, it was administered

TABLE 1
Reliability Coefficient for AASC

Method	N	Coefficient of Correlation	p
Test-Retest	100	.60*	< .01
Split-half	100	.65*	< .01

* Significant

on a fresh sample of one hundred. Subsequently, the test was split by the odd-even method. The resulting odd-even correlation coefficient was .433 ($p < .01$, Cf. Table 1) which, after being corrected for full length, became .65.

Validity

The present test (AASC) has been validated against the Sinha-anxiety test. Neuroticism scale of MPI and CAAT. Former two tests are the measures of general anxiety and the latter intends to measure academic anxiety among school children. Table 2 presents the validity coefficients of AASC against these different measures.

TABLE 2
Validity Coefficient for AASC

Test	Criterion	Correlation Coefficient	N	p
Academic	Neuroticism Scale	.31*	100	< .01
Anxiety Scale	Sinha-anxiety Scale	.41*	100	< .01
(AASC)	CAAT	.57*	100	< .01

* Significant

On the basis of the obtained correlation coefficients, it can be said that Academic Anxiety Scale for children (AASC) is a valid test.

Norms

Percentile norms have been constructed for the present test. In order to serve the purpose, the test was administered on a fresh heterogeneous sample of 600 students studying in class VIII, IX and X. Their age ranged between 13 to 16 years. The mean differences with respect to sex and class were not significant. But there was significant difference in terms of rural-urban variable. Accordingly, percentile norms for rural students of class VIII, IX and X (both sexes inclusive) and percentile norms for urban students of class VIII, IX and X (both sexes inclusive) were separately constructed and have been presented in Table 3 and 4 respectively. The obtained score-points in Table 3 and 4 have been rounded upto its next integral score (Guilford, 1954).

TABLE 3

Percentile norms for the Rural Students of class VIII, IX and X (N = 300)

X	I	PR	Score-point	Integral Score
		P ₉₉	20.0	20
		P ₉₅	18.26	19
19-20	13	P ₉₀	16.5	17
17-18	17	P ₈₀	13.65	14
15-16	19	P ₇₀	11.94	12
13-14	26	P ₆₀	10.85	11
11-12	55	P ₅₀	10.0	10
9-10	80	P ₄₀	8.59	9*
7-8	38	P ₃₀	8.50	9*
5-6	23	P ₂₀	6.92	7
3-4	18	P ₁₀	4.58	5
1-2	11	P ₅	2.94	3
N = 300				

TABLE 4

Percentile norms for the Urban Students of Class VIII, IX and X (N = 300)

X	I	PR	Score-point	Integral Score
		P ₉₉	19.64	20
		P ₉₅	17.44	18
19-20	7	P ₉₀	13.44	14*
17-18	15	P ₈₀	13.28	14*
15-16	15	P ₇₀	12.1	13
13-14	38	P ₆₀	11.3	12
11-12	75	P ₅₀	10.5	11
9-10	60	P ₄₀	9.5	10
7-8	34	P ₃₀	8.5	9
5-6	25	P ₂₀	6.74	7
3-4	21	P ₁₀	4.4	5
1-2	10	P ₅	2.98	3
N = 300				

* Identical integral scores at two different percentile ranks such as 9 and 9 in Table 3 and 14 and 14 in Table 4 should preferably be interpreted at higher percentile ranks.

The obtained percentile norms may further be qualitatively described with the help of Table 5.

TABLE 5
Qualitative Description of the obtained percentile rank

Percentile Rank	Description	Interpretation
P ₈₀ and above	Very Anxious	High Academic Anxiety
P ₆₀ to P ₇₉	Anxious	
P ₄₅ to P ₅₉	Average	Average Academic Anxiety
P ₂₅ to P ₄₄	Less Anxious	Low Academic Anxiety
P ₂₄ and below	Very Less Anxious	

Keeping in view its various psychometric properties it can be said that the present scale is a satisfactory tool for assessing academic anxiety among the children and it can be properly applied for further research and investigation in this field.

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कृपया निम्न सूचनाये भरिए-

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नाम

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कक्षा (वर्ग)

विद्यालय

निर्देश

पीछे के पृष्ठ पर कुछ कथन दिए गए हैं जिनका सम्बन्ध आपकी आदती तथा आपके व्यक्तित्व एवं गुणों से है। प्रत्येक कथन के सामने दो स्थान दिये हैं जो कि उस कथन के सम्बन्ध में आपके 'हाँ' या 'नहीं' उत्तर को सुचित करते हैं। कथन का पढ़ने के बाद जो उत्तर आपको ऊपर लागू हो उसकी सामने वाले स्थान में सही का चिह्नान [X] लगा दें। यद्यपि समय की कोई सीमा नहीं है फिर भी आप काम को दक्षशीघ्र समाप्त करने का प्रयत्न करें। ध्यान कि संकोच उत्तर न दें।

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प्रश्न क्र.	वर्णन	हाँ	नहीं	प्राप्तता
1	स्कूल के प्रधानाचार्य द्वारा बुलाये जाने पर मुझे बहुत परेशान महसूस होती है।	☐	☐	☐
2	परीक्षा का समय सख्तीक आते ही मैं मानसिक तनाव (Mental tension) से ग्रस्त हो जाता/जाती हूँ।	☐	☐	☐
3	अध्यापक कक्षा-अध्यापक (Class Teacher) द्वारा स्टैंड-टाइम से बुलाये जाने पर मुझे बहुत डर लगता है।	☐	☐	☐
4	दर हो जाने पर भी मुझे कक्षा में जाने से कोई संकोच नहीं होता है।	☐	☐	☐
5	गणित शिक्षक के आते ही मैं ऐसा महसूस करता/करती हूँ कि मुझे कुछ नसी आता है और सब कुछ भूल गया/गयी हूँ।	☐	☐	☐
6	अध्यापक अगर किसी कार्यवाही श्री स्कूल के कार्यलय में जाता। यहाँ तो मुझे डर लगता है।	☐	☐	☐
7	अगर मेरे माता-पिता के साथ शिक्षकों का वार्तालाप होता है तो वे मेरे बारे में क्या कह रहे होंगे, इसकी मुझे चिन्ता होती है।	☐	☐	☐
8	मैं हमेशा अपने परीक्षकता के लिए सोचता/सोचती हूँ।	☐	☐	☐
9	गृह-कार्य (Home work) नहीं करने के पर भी कक्षा में जाने से मुझे डर नहीं लगता है।	☐	☐	☐
10	किसी भी विषय में निम्न प्राप्तांक (Low marks) आने पर मैं उदास होती एवं परीक्षा की दिशा में लक्ष्य का अनुभव करता/करती हूँ।	☐	☐	☐
11	कक्षा अध्यापक (Class Teacher) अगर कक्षा करने कोई प्रश्न पूछे तो मुझे डर लगने लगता है।	☐	☐	☐
12	इंग्लिश की शिक्षक द्वारा अध्यापक कक्षा में कुछ पूछ जाने पर मुझे घबड़ाहट महसूस होती है।	☐	☐	☐
13	अगर मुझे यह पता चलता है कि किसी छात्र या मेरे दोस्त का अनुपस्थित न होने के कारण बड़ी सजा मिलने वाली है तो मैं काफी तनावग्रस्त हो जाता/जाती हूँ।	☐	☐	☐
14	परीक्षा के समय अक्सर मैं यह सोच देता हूँ कि प्रश्न-पत्र मिलने पर भी मुझे कुछ याद नहीं आ रहा है।	☐	☐	☐
15	पढ़ते समय यदि कक्षा अध्यापक मेरे सामने अचानक खड़े हो जाते हैं तो मैं भी सचेत हो जाता/जाती हूँ।	☐	☐	☐
16	प्रधानाचार्य से बात करते मैं मुझे कहीं परेशान नहीं होता है।	☐	☐	☐
17	परीक्षा शुरू होने के समय से कुछ पूर्व अगर मैं उदास नहीं हो जाता/जाती हूँ तो मुझे चिन्ता होती है।	☐	☐	☐
18	कक्षा में पहली बैठक पर मैं कभी नहीं बैठता/बैठती हूँ।	☐	☐	☐
19	परीक्षा का शुरू होना इसकी अनुपस्थिति मुझे हमेशा डरती रहती है।	☐	☐	☐
20	स्कूल का अध्यापक मेरे लिए मानसिक तनाव का कारण बन जाता है क्योंकि मुझे स्कूल का अध्यापक बहुत ही कठिन लगता है।	☐	☐	☐

कुल प्राप्ततांक

**Manual
For
Self-Concept Scale (1974)**

By :

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Manual For Self-Concept Scale

Introduction

The concept of self is probably the most distinctive and indispensable concept in psychology of personality and social psychology. There is a vast literature in psychology dealing with the nature of self concept, component of self-concept, types of self-concept, development of self-concept, discrepancy between social, ideal and basic self concept and effect of self-concept on behaviour and adjustment.

In psychological discussion the word 'self' has been used in many ways. Two chief meanings emerge, however; the self as the subject or agent and the self as the individual who is known to him-self. The term self-concept has come into common use to refer to the second meaning which rests to the phenomenological approach. Allport (1961) has described self-concept as 'something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than consciousness) and in our organism (a concept broader than personality). Thus it is some kind of core in our being'.

Each behaviour of an individual, simple and complex, is influenced by how he sees himself. If an individual feels he is accepted socially, he will act friendly and cooperatively. Research studies, from several areas of behaviour, have shown that how self-concept built in early years of life and reinforced by later experiences, influences behaviour and characteristic reactions to people and situations. Because self-concept is dominant element in personality pattern, the measurement of self-concept becomes very essential. If we want to understand personality of an individual, to understand and predict his life adjustment and his success and failure, we cannot proceed further without knowing this self-concept.

A variety of methods and techniques have been developed to index self-concept. Few important techniques among these are Q-sort semantic differential technique, other types of rating methods, questionnaire and adjective check lists.

An examination of various instruments developed to measure self-concept reveals that these measures have not

incorporated many important components of self-concept presumed in theory and in observation. These measures do not deal with all aspects of self-concept but provide narrow and limited indexes depending upon purpose and interest of investigators. As such, a valid, reliable and direct measure of self-concept is not available. Most of the instruments are sampled on children and young adults. No measure deals with areas of self-concept which are of more significance to identify self-concept of old individuals. Moreover, no standardized scale has been developed as yet based on Indian adult and old population. With all these, the crucial requirement to develop the present scale to measure phenomenal self-concept of adult and old individuals is felt.

Components of Self-Concept :

According to Hurlock (1974) the concept of self has three major components : the perceptual, the conceptual and the attitudinal. The perceptual component is similar to physical self-concept which includes the image of one's appearance, attractiveness and sex-appropriateness of body and the importance of different parts of body.

The conceptual component is similar to 'psychological self-concept' which relates to the origin of the individual, his abilities and disabilities, his social adjustment and traits of personality.

The attitudinal component refers to attitudes of a person about his present status and future prospects, his feelings about his worthiness, his attitudes of self-esteem, pride and shame. It includes his beliefs, convictions, values also.

Item-collection :

The investigation started with an item-pool of 103 items-pool of 103 items related to 10 constructs of self-concept covering the above mentioned three elements of self concept. The ten constructs are health and vigour, abilities, self confidence, self-acceptance, worthiness, present, past and future, belief and conviction seeling off shame and guilt, sociability and emotional maturity. These items have been collected from the following varied sources :

(a) Some items were collected by administering Sack's Sentence Completion Test to a group of 25 old individuals.

(b) The other sources was the popular scales measuring adjusment, self acceptance and confidence.

(c) A few items in the present study are result of heavy discussion among teachers in Psychology and other experts in this area.

(d) Finally, theoretical literature provided the base for constructing some items.

In framing the items general rules of item-construction are observed (Lindquist, 1965).

Item analysis :

Content validity—The 103 items were given to 50 experts (14 psychologists, 6 social workers, 5 clinical psychologists and University teachers, teaching Education and psychology) to rate them in terms of their degree of favourableness and unfavourableness on a nine-point rating scale following Thurston's method of Equal Appearing Intervals (Edwards, 1969).

On the basis of the rating by experts, Q and scale values were determined for item and thus sixty items with low Q -values and having different scale values are selected so that the scale values of the items (in psychological continuum) are equally spaced.

Item discriminability—The set of 60 items selected on the basis of experts' rating method was further administered to a sample of 400 respondents belonging to different age, SES, occupation and sex. But for determining the discriminability of each item responses of only 342 cases could be analysed. The respondents were asked to indicate their agreement or disagreement with each statement on a five-point rating scale. From this sample two groups (25% obtaining highest scores and 25% obtaining lowest scores) were extracted and t' was worked out for each statement separately on the basis of responses of high scorers and low scorers (Edwards, 1969) t' is, thus, an index of discriminability of the items.

Homogeneity :

Besides obtaining item discrimination value, homogeneity of items was also determined statistically. For this purpose each item was correlated with the total construct score (construct to which it belongs).

These two criteria (discriminability and homogeneity) were applied together to select the items further and those items with low t' values and in significant correlation coefficients were eliminated. Thus only 51 items out of 60 could be retained. Here again it was kept in mind that both positively and negatively framed items were selected.

Further each total construct score was correlated with the total test score and all ten constructs were found to be significantly correlated ($< .01$ level) with total test score.

Table No. I given below indicates items included in ten constructs :

Table-I: Constructs of Self-Concept* Along With Their Item Numbers*.

Sl. No.	Constructs	Item numbers
1.	Health and Sex Appropriateness	6, 20, 29, 22, 34 & 46 P P N N P P
2.	Abilities	4, 8, 12, 23, 36, 88, 39 & 42 P P N N P N N P
3.	Self-confidence	7, 9, 14, 16 & 44 P P N N P
4.	Self-acceptance	2, 10, 17 & 35 P N N N
5.	Worthiness	1, 3, 19, 25, 27, 41 & 48 P N N P P N P
6.	Present, Past & Future	18, 22, 26, 31 & 40 P P N N P
7.	Beliefs and Convictions	24, 47 & 49 N P P
8.	Feeling of Same & Guilt	5, 13, 28, 30 & 50 N N N N N
9.	Sociability	33, 37, 43 & 45 N P P N
10.	Emotional	11, 15, 21 & 51 N N N N

* The letters 'P' or 'N' below each item show the positiveness or negativeness of the items.

Reliability :

Reliability of the scale by split-half method following Spearman-Brown Prophecy formula was found to be .87.

Method of Administration :

The self-concept scale is self-administering. It can be administered individually as well as to a group. There is no time limit but all the items can be responded within the time limit of 30 minutes. The respondent is given following instruction to give his response :

"Here are given fifty one statements. Below each statement are given five responses, (Strongly agree, Agree, Undecided, Disagree and Strongly Disagree). Please read each statement carefully and respond to it by marking a tick on any of the five responses given. If you really strongly agree with the statement mark (✓) on 'strongly agree' if you only agree with the statement mark (✓) on 'Agree' and so on.

Example—I feel shy before others.

	✓			
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

Here the individual 'x' agrees with the statement and therefore has marked (✓) response 'Agree'. There is no right or wrong response. Try to give your response according to what you feel about yourself in reference to that statement. Your answers will be kept confidential."

Scoring Method :

The respondent is provided with five response alternatives to give his response and therefore a score from one to five may be obtained for each item, positive items are scored five to one for responses (strongly Agree, Agree, Undecided, Disagree and Strongly disagree) and negative items are scored one to five for the same response alternatives. In Table No. 1 letter P or N below item-number indicates whether the item is positive or negative.

Norms : Mean scores of the ten constructs and total test were computed separately which are given in Table No. II.

Table-II: Mean Scores for the Construct and the Whole Scale.

Sl. No.	Constant	Male	Female	General
1.	Health and sex appropriateness	21	19	20
2.	Abilities	29	27	28
3.	Self-confidence	18	16	17
4.	Self-acceptance	15	15	15
5.	Worthiness	28	22	25
6.	Present, Past and Future	17	19	18
7.	Beliefs and convictions	11	11	11
8.	Feeling of shame and guilt	13	19	16
9.	Sociability	14	14	14
10.	Emotional maturity	13	11	12
	Total	179	173	176

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NAME :
CLASS :
AGE :
SEX :
SCHOOL :

Self-Concept Scale

Constructed and Standardised By :

Dr. (Miss.) Mukta Rani Rostogi

University of Lucknow, Lucknow

Instructions :

Here are given fifty one statements. Below each statement are given five responses (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). Please read each statement carefully and respond to it by marking a tick (✓) on any of the five responses given 'If you really strongly agree with the statement, mark (✓) on 'Strongly Agree' ; if you only agree with the statement mark (✓) on 'Agree' and so on.

Example :

(✓)

Strongly Agree Agree Undecided Disagree Strongly Disagree

Here the individual 'x' agrees with the statement and therefore has marked (✓) response 'Agree'

There is no right or wrong response. Try to give your response according to what you feel about yourself in reference to that statement. Your answers will be kept confidential.

1. In General, I believe, I am a fairly worthwhile person.
Strongly Agree Agree Undecided Disagree Strongly Disagree
2. I like and feel pretty good towards myself.
Strongly Agree Agree Undecided Disagree Strongly Disagree
3. I worry over humiliating situations more than most persons.
Strongly Agree Agree Undecided Disagree Strongly Disagree
4. I can perform my best in a vocation or job against an opponent who is much superior to me.
Strongly Agree Agree Undecided Disagree Strongly Disagree
5. I often feel that my movements are clumsy.
Strongly Agree Agree Undecided Disagree Strongly Disagree
6. I think I have an attractive personality.
Strongly Agree Agree Undecided Disagree Strongly Disagree

7. If given a chance, I could do something that would be of much benefit to the world.
Strongly Agree Agree Undecided Disagree Strongly Disagree
8. I tend to be quick and certain in my actions.
Strongly Agree Agree Undecided Disagree Strongly Disagree
9. I think of myself as a successful person.
Strongly Agree Agree Undecided Disagree Strongly Disagree
10. At times I am uncharitable to those who love me.
Strongly Agree Agree Undecided Disagree Strongly Disagree
11. Sometime I feel depressed for no apparant reason at all.
Strongly Agree Agree Undecided Disagree Strongly Disagree
12. I frequently feel thwarted because I am unable to do as I desire.
Strongly Agree Agree Undecided Disagree Strongly Disagree
13. I often feel I get blammed or punished when I do'nt deserve it.
Strongly Agree Agree Undecided Disagree Strongly Disagree
14. I find it hard to continue work when I do not get enough encouragement.
Strongly Agree Agree Undecided Disagree Strongly Disagree
15. When upset emotionally I take much time to recover.
Strongly Agree Agree Undecided Disagree Strongly Disagree
16. I find it hard to do my best when people are watching.
Strongly Agree Agree Undecided Disagree Strongly Disagree
17. At times I indulge in false excuses to get out of things.
Strongly Agree Agree Undecided Disagree Strongly Disagree
18. I prefer not to spend much time dwelling on the past.
Strongly Agree Agree Undecided Disagree Strongly Disagree
19. I am unwanted by those, I feel, are important to me.
Strongly Agree Agree Undecided Disagree Strongly Disagree
20. I am satisfied to a large extent about my sex matters.
Strongly Agree Agree Undecided Disagree Strongly Disagree
21. I become upset by criticism even if it is good or meant well.
Strongly Agree Agree Undecided Disagree Strongly Disagree
22. I look forward to prepare myself to attend what I intended to.
Strongly Agree Agree Undecided Disagree Strongly Disagree
23. My greatest weakness is that I find difficult to complete my work without assistance from others.
Strongly Agree Agree Undecided Disagree Strongly Disagree

24. It is my conviction that people in general tend to grow more conservative after the age of forty.
Strongly Agree Agree Undecided Disagree Strongly Disagree
25. I am as good as anyone else.
Strongly Agree Agree Undecided Disagree Strongly Disagree
26. If I were young I would try to do the thing which I could not do earlier.
Strongly Agree Agree Undecided Disagree Strongly Disagree
27. The members of my family often take advice and suggestion from me for overall matters.
Strongly Agree Agree Undecided Disagree Strongly Disagree
28. When things go wrong I pity or blame myself.
Strongly Agree Agree Undecided Disagree Strongly Disagree
29. I sometimes think or imagine of performing sexual act that many people consider unnatural.
Strongly Agree Agree Undecided Disagree Strongly Disagree
30. I certainly feel useless at times.
Strongly Agree Agree Undecided Disagree Strongly Disagree
31. I spend much of the time worrying over the future.
Strongly Agree Agree Undecided Disagree Strongly Disagree
32. I find difficult to control my weight.
Strongly Agree Agree Undecided Disagree Strongly Disagree
33. I can always hear and see things as well as most other people.
Strongly Agree Agree Undecided Disagree Strongly Disagree
34. I don't get invited out by friends as often as I would really like.
Strongly Agree Agree Undecided Disagree Strongly Disagree
35. At times I brag about my qualities before others.
Strongly Agree Agree Undecided Disagree Strongly Disagree
36. I am fairly able to recall the significant events of my early childhood.
Strongly Agree Agree Undecided Disagree Strongly Disagree
37. I can recover easily and quickly from social blunders.
Strongly Agree Agree Undecided Disagree Strongly Disagree
38. I frequently fail to recollect several things which I am to do.
Strongly Agree Agree Undecided Disagree Strongly Disagree
39. I have several times given up doing a thing because I thought too little of my ability.
Strongly Agree Agree Undecided Disagree Strongly Disagree

(4)

40. I see it is a bad mistake to spend most of my time worrying of the future, instead I prefer to try, to find some pleasure in every present moment.
Strongly Agree Agree Undecided Disagree Strongly Disagree
41. I am often in low spirit.
Strongly Agree Agree Undecided Disagree Strongly Disagree
42. It is very important to me to feel that what I am doing is very worthwhile or meaningful.
Strongly Agree Agree Undecided Disagree Strongly Disagree
43. I enjoy mixing with people.
Strongly Agree Agree Undecided Disagree Strongly Disagree
44. I can tackle new situations with reasonable degree of assurance.
Strongly Agree Agree Undecided Disagree Strongly Disagree
45. At times I feel a painful sense of loneliness and want very much to share an experience with someone else.
Strongly Agree Agree Undecided Disagree Strongly Disagree
46. I can almost always go to sleep at night without any difficulty.
Strongly Agree Agree Undecided Disagree Strongly Disagree
47. When luck turns against me I pray God to make it in favor of me.
Strongly Agree Agree Undecided Disagree Strongly Disagree
48. Sometimes I would become a respectable person of society.
Strongly Agree Agree Undecided Disagree Strongly Disagree
49. I believe that everyone is responsible for what he is as for what he does.
Strongly Agree Agree Undecided Disagree Strongly Disagree
50. I deserve severe punishment for my sins.
Strongly Agree Agree Undecided Disagree Strongly Disagree
51. I usually prefer to do things in tried way rather than experimenting new and different ways.
Strongly Agree Agree Undecided Disagree Strongly Disagree

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