A STUDY OF ACADETHE MIC MOTIVATION OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONCEPT

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Abstract

In the present research paper the researcher studied the academic motivation of secondary school students in relation to their self-concept. The objective of the present study was to classify the academic motivation of secondary school students in relation to dimension of self-concept. One null hypothesis has been formulated. Descriptive survey method has been used. Two standardized tools have been administrated on 304 secondary school students. As conclusion it can be said that some dimension of self-concept enhance the academic motivation and some dimension of self-concept not any effect on the academic motivation of secondary school students.

Keywords: Academic Motivation, Self-concept.

Introduction

Achievements in any field of human endeavour are not only linked with heredity or environmental factors. These are not only associated with high bank balance or not even with great intellectual capacity. Enormous zeal, determination, will, abundant, curiosities etc. too have a vital importance. History is the proof that there have been such great personalities who achieved a lot despite of many obstacles. Charles Dickens, the novelist hardly had any formal education yet the way he expressed and binded his feelings in his novels are absolutely amazing. Legendary Swami Vivekananda mesmerized the intellectuals all over the world by his brilliant exposition of Vedanta philosophy at the World Parliament of Religions in Chicago, USA. But the question arises how did these eminent personalities managed to achieve such great heights? The answer is that these persons were 'Motivated" to do something unique and in fact they derived ecstasy in the every activity which they performed.

"One has to remember that every fail can be a stepping stone to something better." (Col. Harland Sanders)

In it's most simple terms Motivation means anything that arouses any organism to perform many actions/activities towards a desired goal. One of the most important and underlying factors that drives every human being to reach their ultimate goals and targets, anyhow if did not exist then people would live in the rut of monotony and no great discoveries or inventions would have happened. Humanity would have probably continued to exist in the stone ages.

The academic motivation has been as one's determination to succeed in academic studies. Motivation is the internal condition that activates behaviour and gives it direction and energizes and direct goal-oriented behaviour. According to various theories, Motivation may be rooted in the basic need to minimize physical pain and create pleasure or it may include specific need such as eating and resting or a desired objects, hobby, state of being, ideal, goal, or it may be attributed to less-apparent reasons such as morality or avoiding mortality. Motivation as the pivotal factors in the effective and adequate organization of the process of learning and origin is that some kind of motivation which is essential for any and every kind of learning. Motivation is simply the condition

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which increases the vigour of responses. Motivation as a combination of force which initiates, direct and sustain behaviour towards a goal. So it is essential for the teacher to motivate his/her students to receive fresh knowledge in order to achieve success in teaching. No doubt, Motivation is that internal condition of the individual which generates activity in one and continues till the goal is reached. It imparts the process of learning.

Motivation is the pre-requisite of a teaching learning process. It is the corner stone in making learning effective and also reinforces the students to respond. None can think of effective learning in the absence of motivation. Every student needs motivation or academic motivation as it helps students in achieving their goals. Different students have different level of academic motivation. Teacher plays an important role in academically motivating students by maintaining the interest of students in classroom. Today, we find that a teacher runs after the completion of syllabi in the prescribed time but forgets about the requirements of students i.e. a student needs academic motivation before he or she is forced to learn. It is essential to think of the ways and means for achieving motivation in the class room situation. Effective learning is possible only through effective academic motivation. Every hard work and toughest task can be completed by the power of motivation. It drives our behavior. It plays a key role in each step of our life. It encourages us to do whatever which is hard to do for us. Education is planned activity of the society to ensure conservation, promotion and transmission of culture and supply of good citizens. In a democratic set-up, good citizenship pertains to the acquisition of social values and necessary skills to enable him to contribute his share to economic, social and political growth. Besides, many changes in the aim and practices of education will stress the significance of academic achievement. Each and every student aspires for higher academic achievement. How-ever in the light of modern trends education has emphasized learning by route is inefficiently specific, wasteful of time and energy (Biggs, 1965). The need of hour is for such a teaching which may encourage students to acquire generalized learning strategies. In short they must learn and know how to learn. According to Aurbindo "The child' education ought to be an out bringing of all that is best, most powerful, most intimate and living in his nature.

The commonality which exists among an individual's various role performances is related to his self-concept. The self becomes an object of greater and more enduring attention and interest then other stimuli in the environment further encouraging the discriminations between self and not self.

E.R. Hilgard of Stanford University has pointed out, "the presence of a self-concept implies the presence of the capacity of guilt, in the sense that guilt includes a perception of the self as an active agent capable of being rewarded or punished for its behavior. That is rewards and punishments intended to, after the behavior of the child usually communicate to him that he can change his behaviour that his self as the agent of the punished behaviour is free to change, upon which rewards are contingent. The feeling that one has free will, thus, is a consequence of the development of a concept of the self as rewardable or punishable". Basically, the self-concept includes symbolized responses to both good and bad behaviour, as these are defined by the agents of socialization. For example, it is bad to fight with others, but if one labels his behavior as self-defence, the fighting may continue with the self-concept of "I am not aggressive, but I defend myself against other's aggression". At this point, the self concept has begun to be distorted in, that its nature is determined not only by the behaviour which the individual displays, but also by anxiety or fear drives which can be reduced by changes in thought resulting in biased or even clearly inaccurate interpretations of the behaviour of the self. Self concept may be defined in very general terms as the image we hold of ourselves. A more specific definition refers to "our attitudes, feelings and knowledge about our abilities, skills, appearance and social acceptability." (Byme, 1984). As this definition implies, there are various dimensions to self-concept, including cognitive, perceptual, affective and evaluative facts. It is the latter evaluative component that concerns "us" here. This component is sometimes referred to, more specifically as self esteem.

The self-concept has been defined as the individual's perceptions of himself, his bodily self-personality character, qualities and his perception of his own status which he has acquired through experience. The self concept is not inherited rather it is a developmental formation in the psychological makeup of the individual. One's self concept is formed through his experience with his environment and is influenced, by environmental reinforcements and significant factors. A person's awareness of himself is established largely by the acceptance and rejection of other people. Thus, a person develops his own self concept on the basis of what he thinks; what the significant other think of himself and its effects on his behaviour in turn. In the field of education the self-concept of students motivates the students to learn and prove better students. This feeling of acceptance or

rejection by other people forces the students to performed better in their studies. Thus the self-concept has an impact on the academic motivation.

Problem of the Study

India is a developing country. No nation can be developed without proper development of its citizens. The citizens are moulded and prepared for future in the class rooms by the teachers.

In the age of 14 to18 students can be moulded as per the need of the society in schools. This is the age when students are at secondary level.

The students at this level are highly enthusiastic, courageous and tend to perform any activity assigned to them without thinking the result of that. So this is the time when proper guidance, motivation, supervision and direction should be provided to the students. In the class room the degree of the academic motivation affects the learning among students. The learning among students is much influenced by the academic motivation, the study habits, self-concept and emotional intelligence of the students with other psychological traits.

The researcher wanted to investigate the effect of study habit, self-concept and emotional intelligence on the academic motivation of secondary students.

The present study was concentrated on the viewing significantly the relationship between academic motivation, and self-concept of secondary school students.

Statement of the Problem

The self-concept and academic motivation are psychological factors which have drawn the attention of psychologists, educationist and researchers. It is true that there are several psychological factors which are related to the academic motivation of the secondary school students but in the present study the researcher has made her efforts to identify the relationship of study habits, self-concepts and emotional intelligence with academic motivation of the secondary school students only. So the problem of the study has been stated as **"A Study of Academic Motivation of Secondary School Students in Relation to Their Self-Concept.**

Need and Rationale of the Study

In the modern age the changes in the society are very fast. The new inventions and discoveries are influencing not only the society but the educational system as well. There are several factors which affect the academic motivation of the secondary level students. The modern age is of competition too. In every field a person has to face a very tough

competition at every level from local to universe. In this competitive age a number of chances are available only for those who are competent enough for the purpose. It is secondary level of education when a student has to decide his or her career. To select the proper career as per his /her choice one should be the master of the field and for mastery in particular field, Motivation is must, and without motivation no one can achieve his or her goal. Same applies in the field of education. In the field of education several other factors like Study Habit, Self-concept and Emotional Intelligence also effect. Though there are several psychological as well as physical factors, which have impact on the academic motivation of the students, but the researcher only considered to see the relationship of Study Habits, Self-concept and Emotional Intelligence with the Academic Motivation of Secondary level students. The researcher thought do the Study Habits, Self-concept and Emotional Intelligence have any relationship with the academic motivation of the students at the secondary level, so the researcher thought to verify this thought. Thus it was the need to study the academic motivation of secondary school students in relation to their Study Habits, Self-concept and Emotional Intelligence.

Objectives of the Study

To ascertain the relationship between Academic Motivation and Self-concept of the secondary school students

Hypotheses

The hypotheses of the present study were as under:
1. There is no significant relationship between Academic Motivation and Physical dimension of Self-concept of the secondary school students.
2. There is no significant relationship between Academic Motivation and Social dimension of Self-concept of the secondary school students.
3. There is no significant relationship between Academic Motivation and Temperamental dimension of Self-concept of the secondary school students.
4. There is no significant relationship between Academic Motivation and Educational dimension of Self-concept of the secondary school students.
5. There is no significant relationship between Academic Motivation and Moral dimension of Self-concept of the secondary school students.
6. There is no significant relationship between Academic Motivation and Intellectual dimension of Self-concept of the secondary school students.

Operational Definitions

An operational definition is the definition of any particular term which is used in certain redefined situation. This helps to understand the terms used in stating the problem.

In the present study following terms were required to be defined operationally. The definition of the terms used has been given in following lines-

1.
2.

1. Academic Motivation:
The concept of academic motivation has been borrowed from the studies of Entwistle (1968) and Finger and Schlesser (1962) on the basis of their investigation. The academic motivation has been as one's determination to succeed in academic studies. "Academic motivation is the art of the stimulating interest in studies and related matter to it. It is comprised of understanding, use of natural urges of child and assistance rendered to him in acquiring desirable motives".

2. Self-concept:
An individual's sense of self, including self-definition in the various social roles one enacts, including assessment of one's own status with respect to a single traitor to many human dimensions, using societal or personal norms as criteria

Self-concept is generally viewed as a valued educational outcome. Self-concept is typically defined as a person's general composite or collective view of themselves across multidimensional sets of domain specific-perceptions, based on self-knowledge and evaluation of value or worth of one's own capabilities formed through experiences and interpretations of the environment (Byrnes, 2003; Eccles, 2005; Snow et al., 1996.

Sampling Method
Simple Random Sampling method was used to select the sample of the study. At first, researcher selected twenty schools out of the schools situated in Ghaziabad District of U.P. and affiliated to C.B.S.E. Thus total three hundred four students were selected as the sample for the study. Thus out of total 304 (Three Hundred Four). 186 (One Hundred Eighty Six) were male students, 118 (One Hundred Eighteen) were female students and in the sample of 204 male and female from urban area & 100 male and female students from rural area. In rural area no. of C.B.S.E. affiliated schools was lesser than urban area.

Tools Used in the Study
1. Sharma Academic Motivation Test, constructed by Dr. T.R. Sharma Professor & Dean, Punjabi University, Patiala. (Punjab).

2. Self-Concept Questionnaire (SCQ), constructed by Dr. Raj Kumar Saraswat, Reader in Psychology, Dept. of Education, Psychology, Counselling & Guidance, National Council for Educational Research & Training, New-Delhi.

Review of Related Literature
Vandana, V.J., Kumar, A. and Patil.B. (2010) studied on Emotional Intelligence among Student Teachers in relation to General Intelligence and Academic Achievement. Objective of the study: To study the emotional Intelligence among students teachers. To study the General Intelligence among students teachers. To study the Academic Achievement among student teachers. To study emotional intelligence among student teachers in relation to General Intelligence. To students Emotional intelligence among student teachers in relation Academic Achievement. He used descriptive survey method and the sample was 141 students teachers .And the finding of the present study proves that there is no relationship between Emotional intelligence and General Intelligence. It also reveals that Emotional Intelligence has no relationship with Academic Achievement of student teachers. Emotional Intelligence can be learned and gradually developed. So the emotional literacy program should be organized for student teachers. This program will be beneficial and helpful to student teachers in improving their Emotional Intelligence. It will be also useful fin improving student teachers' performance in college.

Kumar, D. and Kumar, K. (2011) studied on self-concept and adjustment of students with vision impairments in relation to their socio- emotional school climate. Objectives were – To ascertain the self-concept of the visually impaired students. To find out the levels of adjustment among the visually impaired students. To study the socio-emotional school climate of residential school of the visually impaired students. to find out the relationship between self-concept and socio-emotional school climate of visually impaired students.To find out the relationship between adjustment and socio-emotional school climate of visually impaired students. He used descriptive survey method and findings were level of self-concept and adjustment among the visually impaired children. 25% have high self-concept , 51% have low self-concept and 6% students have high level of adjustment , 85% students have moderate/ average level of adjustment and 9% have low level of adjustment perception of residential visually impaired school students. 20% have greater degree of favourable perception of their school climate and 26% have unfavourable perception of their school climate. Correlation

between socio- emotional school climate and self-concept among the visually impaired students.

Table-1
Relationship between Academic Motivation and Physical dimension of Self-concept of the Secondary School Students

X	Y	N	∑(X)	∑(Y)	∑(XY)	∑(X)2	∑(Y2)	∑(X)2	∑(Y)2	r	Level of Significance
AMT	SCQ	304	5418	9082	163521	99868	277102	29354724	82482724	0.3794	0.01

df=302

Table-1 displays analysed data concerning correlation between Academic Motivation and Physical dimension of Self-concept. Obtained value of coefficient of correlation 'r' for df (302) was found 0.0.3794. The minimum significant value of coefficient of correlation 'r' as per the standard table of correlation should be 0.148 for df (302). Since obtained value of 'r' is greater than the minimum significant value of 'r' at 0.01 level of significance. Hence the obtained value of coefficient of correlation 'r' is significant at 0.01 level of significance.

Significant value of coefficient of correlation 'r' is a proof that Physical dimension of Self-concept has positive effect on Academic Motivation of secondary school student's i.e. the students with the more value of Physical dimension of Self-concept will also have higher Academic Motivation.

It also can be said that if 100 samples are drawn from the same population, in 99 cases the result will be similar to the present one.

The finding of the present study is also matched with the findings drawn in the studies conducted by Pandit .I. (1985), V.B. Khanapuri, (1986), N.Fatima (2003), Prof. Gurubassapa (2009), V.J. V & Patil, A.B. Kumar (2010).

Table-2
Relationship between Academic Motivation and Social dimension of Self-concept of the Secondary School Students

X	Y	N	∑(X)	∑(Y)	∑(XY)	∑(X)2	∑(Y2)	∑(X)2	∑(Y)2	r	Level of Significance
AMT	SCQ	304	5418	9054	162466	99868	274388	29354724	81974916	0.2786	0.01

df=302

Table-2 displays analysed data concerning correlation between Academic Motivation and Social dimension of Self-concept. Obtained value of coefficient of correlation 'r' for df (302) was found 0.2786. The minimum significant value of

coefficient of correlation 'r' as per the standard table of correlation should be 0.148 for df (302). Since obtained value of 'r' is greater than the minimum significant value of 'r' at 0.01 level of significance. Hence the obtained value of coefficient of correlation 'r' is significant at 0.01 level of significance.

Significant value of coefficient of correlation 'r' is a proof that Social dimension of Self-concept has positive effect on Academic Motivation of secondary school student's i.e. the students with the more value of Social dimension of Self-concept will also have higher Academic Motivation.

It also can be said that if 100 samples are drawn from the same population, in 99 cases the result will be similar to the present one.

The finding of the present study is also matched with the findings drawn in the studies conducted by Pandit .I. (1985), V.B. Khanapuri, (1986), N.Fatima (2003), Prof. Gurubassapa (2009), V.J. V & Patil, A.B. Kumar (2010).

Table-3
Relationship between Academic Motivation and Temperamental dimension of Self-concept of the Secondary School Students

X	Y	N	∑(X)	∑(Y)	∑(XY)	∑(X)2	∑(Y2)	∑(X)2	∑(Y)2	r	Level of Significance
AMT	SCQ	304	5418	8952	160943	99868	267698	29354724	80138304	0.3802	0.01

df=302

Table-3 displays analysed data concerning correlation between Academic Motivation and Temperamental dimension of Self-concept. Obtained value of coefficient of correlation 'r' for df (302) was found 0.3802. The minimum significant value of coefficient of correlation 'r' as per the standard table of correlation should be 0.148 for df (302). Since obtained value of 'r' is greater than the minimum significant value of 'r' at 0.01 level of significance. Hence the obtained value of coefficient of correlation 'r' is significant at 0.01 level of significance.

Significant value of coefficient of correlation 'r' is a proof that Temperamental dimension of Self-concept has positive effect on Academic Motivation of secondary school student's i.e. the students with the more value of Temperamental dimension of Self-concept will also have higher Academic Motivation.

It also can be said that if 100 samples are drawn from the same population, in 99 cases the result will be similar to the present one.

The finding of the present study is also matched with the findings drawn in the studies conducted by Pandit .I. (1985), V.B. Khanapuri, (1986), N.Fatima (2003), Prof. Gurubassapa (2009), V.J. V & Patil, A.B. Kumar (2010).

Table- 4
Relationship between Academic Motivation and Educational dimension of Self-concept of the Secondary School Students

X	Y	N	∑(X)	∑(Y)	∑(XY)	∑(X)2	∑(Y2)	∑(X)2	∑(Y)2	r	Level of Significance
AMT	SCQ	304	5418	9717	174667	99868	315755	29354724	94420089	0.3599	0.01

df=302

Table-4 displays analysed data concerning correlation between Academic Motivation and Educational dimension of Self-concept. Obtained value of coefficient of correlation 'r' for df (302) was found 0.3599. The minimum significant value of coefficient of correlation 'r' as per the standard table of correlation should be 0.148 for df (302). Since obtained value of 'r' is greater than the minimum significant value of 'r' at 0.01 level of significance. Hence the obtained value of coefficient of correlation 'r' is significant at 0.01 level of significance.

Significant value of coefficient of correlation 'r' is a proof that Educational dimension of Self-concept has positive effect on Academic Motivation of secondary school student's i.e. the students with the more value of Educational dimension of Self-concept will also have higher Academic Motivation.

It also can be said that if 100 samples are drawn from the same population, in 99 cases the result will be similar to the present one.

The finding of the present study is also matched with the findings drawn in the studies conducted by Pandit .I. (1985), V.B. Khanapuri, (1986), N.Fatima (2003), Prof. Gurubassapa (2009), V.J. V & Patil, A.B. Kumar (2010).

Table-5
Relationship between Academic Motivation and Moral dimension of Self-concept of the Secondary School Students

X	Y	N	∑(X)	∑(Y)	∑(XY)	∑(X)2	∑(Y2)	∑(X)2	∑(Y)2	r	Level of Significance
AMT	SCQ	304	5418	9417	169180	99868	297391	29354724	88679889	0.3107	0.01

df=302

Table-5 displays analysed data concerning correlation between Academic Motivation and

Moral dimension of Self-concept. Obtained value of coefficient of correlation 'r' for df (302) was found 0.3107. The minimum significant value of coefficient of correlation 'r' as per the standard table of correlation should be 0.148 for df (302). Since obtained value of 'r' is greater than the minimum significant value of 'r' at 0.01 level of significance. Hence the obtained value of coefficient of correlation 'r' is significant at 0.01 level of significance.

Significant value of coefficient of correlation 'r' is a proof that Moral dimension of Self-concept has positive effect on Academic Motivation of secondary school student's i.e. the students with the more value of Moral dimension of Self-concept will also have higher Academic Motivation.

It also can be said that if 100 samples are drawn from the same population, in 99 cases the result will be similar to the present one.

The finding of the present study is also matched with the findings drawn in the studies conducted by Pandit .I. (1985), V.B. Khanapuri, (1986), N.Fatima (2003), Prof. Gurubassapa (2009), V.J. V & Patil, A.B. Kumar (2010).

Table-6
Relationship between Academic Motivation and Intellectual dimension of Self-concept of the Secondary School Students

X	Y	N	∑(X)	∑(Y)	∑(XY)	∑(X)2	∑(Y2)	∑(X)2	∑(Y)2	r	Level of Significance
AMT	SCQ	304	5418	8603	154608	99868	274673	29354724	74011609	0.3435	0.01

df=302

Table-6 displays analysed data concerning correlation between Academic Motivation and Intellectual dimension of Self-concept. Obtained value of coefficient of correlation 'r' for df (302) was found 0.3435. The minimum significant value of coefficient of correlation 'r' as per the standard table of correlation should be 0.148 for df (302). Since obtained value of 'r' is greater than the minimum significant value of 'r' at 0.01 level of significance. Hence the obtained value of coefficient of correlation 'r' is significant at 0.01 level of significance.

Significant value of coefficient of correlation 'r' is a proof that Intellectual dimension of Self-concept has positive effect on Academic Motivation of secondary school student's i.e. the students with the more value of Intellectual dimension of Self-concept will also have higher Academic Motivation.

It also can be said that if 100 samples are drawn from the same population, in 99 cases the result will be similar to the present one.

The finding of the present study is also matched with the findings drawn in the studies conducted by Pandit .I. (1985), V.B. Khanapuri, (1986), N.Fatima (2003), Prof. Gurubassapa (2009), V.J. V & Patil, A.B. Kumar (2010).

Validation of Hypotheses
1. Hypothesis No.1 reads-There is no significant relationship between Academic Motivation and Physical dimension of Self-concept of secondary school students. Obtained value of coefficient of correlation 0.3794 is significant at 0.01 level of significance. Thus Hypothesis No. 1 is rejected.
2. Hypothesis No.2 reads-There is no significant relationship between Academic Motivation and Social dimension of Self-concept of secondary school students. Obtained value of coefficient of correlation 0.2786 is significant at 0.01 level of significance. Thus Hypothesis No.2 is rejected.
3. Hypothesis No.3 reads-There is no significant relationship between Academic Motivation and Temperamental dimension of Self-concept of secondary school students. Obtained value of coefficient of correlation 0.3802 is significant at 0.01 level of significance. Thus Hypothesis No. 3 is rejected.
4. Hypothesis No.4 reads-There is no significant relationship between Academic Motivation and Educational dimension of Self-concept of secondary school students. Obtained value of coefficient of correlation 0.3599 is significant at 0.01 level of significance. Thus Hypothesis No.4 is rejected.
5. Hypothesis No.5 reads-There is no significant relationship between Academic Motivation and Moral dimension of Self-concept of secondary school students. Obtained value of coefficient of correlation 0.3107 is significant at 0.01 level of significance. Thus Hypothesis No.5 is rejected.
6. Hypothesis No.6 reads-There is no significant relationship between Academic Motivation and Intellectual dimension of Self-concept of secondary school students. Obtained value of coefficient of correlation 0.3435 is significant at 0.01 level of significance. Thus Hypothesis No.6 is rejected.

Findings of the Study
Physical dimension of Self-concept has significant effect on Academic Motivation of secondary school students. It means that physical dimension of self-concept enhance the academic motivation of secondary school students.

Social dimension of Self-concept has significant effect on Academic Motivation of secondary school students. It means that social dimension of self-concept enhance the academic motivation of secondary school students.

Temperamental dimension of Self-concept has significant effect on Academic Motivation of secondary school students. It means that temperamental dimension of self-concept enhance the academic motivation of secondary school students.

Educational dimension of Self-concept has significant effect on Academic Motivation of secondary school students. It means that educational dimension of self-concept enhance the academic motivation of secondary school students.
Moral dimension of Self-concept has significant effect on Academic Motivation of secondary school students. It means that moral dimension of self-concept enhance the academic motivation of secondary school students.

Intellectual dimension of Self-concept has significant effect on Academic Motivation of secondary school students. It means that intellectual dimension of self-concept enhance the academic motivation of secondary school students.

Conclusions
On the basis of analysis interpretation of the data. The following conclusions have been drawn:
All dimension of self-concept enhances the academic motivation on secondary school students.

Educational Implications
A good research is that which contributes something new for the development of the area concerned. So, the investigator has to find out the educational implication of the study. The study has its implications for the students and teachers in particular and the whole educational system too.

One basic objective of educational research is to improve the teaching learning process and educational system by implementing the findings of the research studies. Therefore, if a research study does not have points of implications mentioned separately, it is not considered as research work of education. Keeping this significant factor in the mind the researcher has mentioned following implications of the findings of present research.
1. For the Students of Secondary Schools
2. For The Teachers of Secondary Schools
3. Implication of the research finding for the research scholars

4. Implication for different Boards which grant the recognition to the Schools of different types.

Suggestions for Further Researches

1. The present study can be replicated on large or more representative sample, so that result obtained may be more reliable.
2. The present study can be replicated in different parts of the country with large sample and with students of various age groups.
3. The study of same nature can be undertaken for the different Districts of U.P.
4. A similar study can be conducted by taking into consideration other variables such as achievement motivation, emotional maturity family environment etc.
5. Similar study can also be conducted on the elementary students, College students and the students of different Professional courses.
6. The same study may be extended to other academic subjects like science, social study, and commerce language.
7. This study can also be conducted on the secondary school students studying in the Central schools, Navodaya Vidalayas, Army Schools, Public Schools, Police Schools or any other type of Schools situated in U.P. or any other state if India.

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