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RESEARCH METHOD, DESIGN & PROCESS

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CHAPTER-3
RESEARCH METHOD, DESIGN & PROCESS

3.1 Preamble :-

In today's developing era, psychological studies and researches are indeed very significant. As there have been varied experiment in physics, in the same way in these study there is a debate of consequences of cause and effect with complete regulation on related variables. But in society all the existent problems won't be experimented in laboratory and there is no proper control over it. Thus we can perceive the study of such social science viz. sociology, economics, psychology. This kind of study is in the sphere of child psychology, educational, psychology, industrial psychology as the multitudes of branches under psychology.

In the present study, researcher has attempted a comparative study through which one can have an idea about the personality, self esteem and academic achievement motivation in children relation to their birth order and social economic status.

Research in common parlance refers to a search for knowledge. Research is a careful and scientific inquiry into every subject, subject matter of area, which endeavors to discover valuable information which would be useful for further application. One can also define research as a scientific and systematic search for pertinent information on a specific topic. Any researcher starts with curiosities and questions about a phenomenon or a set of phenomena. In research, systematic attempts are made to explore, analyze and understand the issues under research problem suitable conceptual and methodological tools. The process of inquiry and analytical tools a great extent relative to the specific domain of the concern and the conceptual, methodological, heuristic and programmatic goals of the research. In short, the search for knowledge through objective and subjective method of finding solution to a problem is research. In present investigation, main focus is on personality, self esteem and academic achievement motivation in relation to their social economic status and birth order.

3.2 Problem of Research :-

In research process the first and foremost step is selecting and defining a proper research problem. A researcher should at first find the problem. Then researcher should formulate it so that it becomes susceptible to research. To define problem correctly a researcher must know what a problem is? The problem of present research is as under.

“PERSONALITY, SELF-ESTEEM AND ACADEMIC ACHIEVEMENT MOTIVATION IN CHILDREN RELATION TO THEIR SOCIAL ECONOMIC STATUS AND BIRTH ORDER”
3.3 Objectives of Research

Objectives of present research are as under:

(1) To examine the main impact of sex variable on the personality characteristic factor A (Reserved Vs. out going) in children.

(2) To examine the main impact of birth order variable on the personality characteristic factor A (Reserved Vs. out going) in children.

(3) To examine the main impact of social economic status variable on the personality characteristic factor A (Reserved Vs. out going) in children.

(4) To examine the internal impact of sex and birth order variables on the personality characteristic factor A (Reserved Vs. out going) in children.

(5) To examine the internal impact of sex and social economic status variables on the personality characteristic factor A (Reserved Vs. out going) in children.

(6) To examine the internal impact of birth order and social economic status variables on the personality characteristic factor A (Reserved Vs. out going) in children.

(7) To examine the internal impact of sex, birth order and social economic status variables on the personality characteristic factor A (Reserved Vs. out going) in children.

(8) To examine the main impact of sex variable on the personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(9) To examine the main impact of birth order variable on the personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(10) To examine the main impact of social economic status variable on the personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(11) To examine the internal impact of sex and birth order variables on the personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(12) To examine the internal impact of sex and social economic status variables on the personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(13) To examine the internal impact of birth order and social economic status variables on the personality characteristic factor B (less intelligent Vs. more intelligent) in children.
To examine the internal impact of sex, birth order and social economic status variables on the personality characteristic factor B (less intelligent Vs. more intelligent) in children.

To examine the main impact of sex variable on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

To examine the main impact of birth order variable on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

To examine the main impact of social economic status variable on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

To examine the internal impact of sex and birth order variables on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

To examine the internal impact of sex and social economic status variables on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

To examine the internal impact of birth order and social economic status variables on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

To examine the internal impact of sex, birth order and social economic status variables on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

To examine the main impact of sex variable on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

To examine the main impact of birth order variable on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

To examine the main impact of social economic status variable on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

To examine the internal impact of sex and birth order variables on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.
(26) To examine the internal impact of sex and social economic status variables on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(27) To examine the internal impact of birth order and social economic status variables on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(28) To examine the internal impact of sex, birth order and social economic status variables on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(29) To examine the main impact of sex variable on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(30) To examine the main impact of birth order variable on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(31) To examine the main impact of social economic status variable on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(32) To examine the internal impact of sex and birth order variables on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(33) To examine the internal impact of sex and social economic status variables on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(34) To examine the internal impact of birth order and economic status variables on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(35) To examine the internal impact of sex, birth order and social economic status on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(36) To examine the main impact of sex variable on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(37) To examine the main impact of birth order variable on the personality characteristic factor F (sober Vs. happy-to-lucky) in children.

(38) To examine the main impact of social economic status variable in the personality characteristic factor F (sober Vs. happy-go-lucky) in children.
(39) To examine the internal impact of sex and birth order variables on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(40) To examine the internal impact of sex and social economic status variables on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(41) To examine the internal impact of birth order and social economic status variables on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(42) To examine the internal impact of sex, birth order and social economic status variables on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(43) To examine the main impact of sex variable on the personality characteristic factor G (expedient Vs. conscientious) in children.

(44) To examine the main impact of birth order variable on the personality characteristic factor G (expedient Vs. conscientious) in children.

(45) To examine the main impact of social economic status variable on the personality characteristic factor G (expedient Vs. conscientious) in children.

(46) To examine the internal impact of sex and birth order variables on the personality characteristic factor G (expedient Vs. Conscientious) in children.

(47) To examine the internal impact of sex and social economic status variables on the personality characteristic factor G (expedient Vs. conscientious) in children.

(48) To examine the internal impact of birth order and social economic status variables on the personality characteristic factor G (expedient Vs. conscientious) in children.

(49) To examine the internal impact of sex, birth order and social economic status, variables on the personality characteristic factor G (Expedient Vs. Conscientious) in children.

(50) To examine the main impact of sex variable on the personality characteristic factor H (shy Vs. venturesome) in children.

(51) To examine the main impact of birth order variable on the personality characteristic factor H (shy Vs. venture some) in children.

(52) To examine the main impact of social economic status variable on the personality characteristic factor H (shy Vs. venture some) in children.
(53) To examine the internal impact of sex and birth order variable on the personality characteristic factor H (shy Vs. venture some) in children.

(54) To examine the internal impact of sex and social economic status variables on the personality characteristic factor H (shy Vs. venture some) in children.

(55) To examine the internal impact of birth order and social economic status variables on the personality characteristic factor H (shy Vs. venture some) in children.

(56) To examine the internal impact of sex, birth order and social economic status variables on the personality characteristic factor H (shy Vs. venture some) in children.

(57) To examine the main impact of sex variable on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(58) To examine the main impact of birth order variable on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(59) To examine the main impact of social economic status variable on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(60) To examine the internal impact of sex and birth order variables on personality characteristic factor I (tough minded Vs. tender minded) in children.

(61) To examine the internal impact of sex and social economic status variables on personality characteristic factor I (tough minded Vs. tender minded) in children.

(62) To examine the internal impact of birth order and social economic status variables on personality characteristic factor I (tough minded Vs. tender minded) in children.

(63) To examine the internal impact of sex, birth order and social economic status variables on personality characteristic factor I (tough minded Vs. tender minded) in children.

(64) To examine the main impact of sex variable on personality characteristic factor J (zestful Vs. reflective) in children.

(65) To examine the main impact of birth order variable on personality characteristic factor J (zestful Vs. reflective) in children.

(66) To examine the main impact of social economic status variable on personality characteristic factor J (zestful Vs. reflective) in children.
(67) To examine the internal impact of sex and birth order variables on personality characteristic factor J (zestful Vs. reflective) in children.

(68) To examine the internal impact of sex and social economic status variables on personality characteristic factor J (zestful Vs. reflective) in children.

(69) To examine the internal impact of birth order and social economic status variables on personality characteristic factor J (zestful Vs. reflective) in children.

(70) To examine the internal impact of sex, birth order and social economic status variables on personality characteristic factor J (zestful Vs. reflective) in children.

(71) To examine the main impact of sex variable on personality characteristic factor N (forthright Vs. shrewd) in children.

(72) To examine the main impact of birth order variable on personality characteristic factor N (forthright Vs. shrewd) in children.

(73) To examine the main impact of social economic status variable on personality characteristic factor N (forthright Vs. shrewd) in children.

(74) To examine the internal impact of sex and birth order variables on personality characteristic factor N (forthright Vs. shrewd) in children.

(75) To examine the internal impact of sex and social economic status variables on personality characteristic factor N (forthright Vs. shrewd) in children.

(76) To examine the internal impact of birth order and social economic status variables on personality characteristic factor N (forthright Vs. shrewd) in children.

(77) To examine the internal impact of sex, birth order and social economic status variables on personality characteristic factor N (forthright Vs. shrewd) in children.

(78) To examine the main impact of sex variable of sex variable on personality characteristic factor O (placid Vs. apprehensive) in children.

(79) To examine the main impact of birth order variable on personality characteristic factor O (placid Vs. apprehensive) in children.

(80) To examine the main impact of social economic status variable on personality characteristic factor O (placid Vs. apprehensive) in children.

(81) To examine the internal impact of sex and birth order variables on personality characteristic factor O (placid Vs. apprehensive) in children.
(82) To examine the internal impact of sex and social economic status variables on personality characteristic factor O (placid Vs apprehensive) in children.

(83) To examine the internal impact of birth order and social economics status variables on personality characteristic factor O (placid Vs. apprehensive) in children.

(84) To examine the internal impact of sex, birth order and social economic status variables on personality characteristic factor O (placid Vs. apprehensive) in children.

(85) To examine the main impact of sex variable on personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

(86) To examine the main impact of birth order variable on personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

(87) To examine the main impact of social economic status variable on personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

(88) To examine the internal impact of sex and birth order variables on personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

(89) To examine the internal impact of sex and social economic status variables on personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

(90) To examine the internal impact of birth order and social economic status variables on personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

(91) To examine the internal impact of sex, birth order and social economic status variables on personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

(92) To examine the main impact of sex variable or personality characteristic factor Q4 (relaxed Vs. tense) in children.

(93) To examine the main impact of birth order variable on personality characteristic factor Q4 (relaxed Vs. tense) in children.

(94) To examine the main impact of social economic status variable on personality characteristic factor Q4 (relaxed Vs. tense) in children.

(95) To examine the internal impact of sex and birth order variables on personality characteristic factor Q4 (relaxed Vs. tense) in children.
(96) To examine the internal impact of sex and social economic status variables on personality characteristic factor Q4 (relaxed Vs. tense) in children.

(97) To examine the internal impact of birth order and social economic status variables on personality characteristic factor Q4 (relaxed Vs. tense) in children.

(98) To examine the internal impact of sex, birth order and social economic status variables on personality characteristic factor Q4 (relaxed Vs. tense) in children.

(99) To examine the main impact of sex variable self-esteem in children.

(100) To examine the main impact of birth order variable on self-esteem in children.

(101) To examine the main impact of social economic status variable on self-esteem in children.

(102) To examine the internal impact of sex and birth order variables on self-esteem in children.

(103) To examine the internal impact of sex and social economic status variables on self-esteem in children.

(104) To examine the internal impact of birth order and social economic status variables on self-esteem in children.

(105) To examine the internal impact of sex, birth order and social economic status on self-esteem in children.

(106) To examine the main impact of sex variable on academic achievement motivation in children.

(107) To examine the main impact of birth order variable on academic achievement motivation in children.

(108) To examine the main impact of social economic status variable on academic achievement motivation in children.

(109) To examine the internal impact of sex and birth order variables on academic achievement motivation in children.

(110) To examine the internal impact of sex and social economic status variables on academic achievement motivation in children.

(111) To examine the internal impact of birth order and social economic status variables on academic achievement motivation in children.

(112) To examine the internal impact of sex, birth order and social economic status variables on academic achievement motivation in children.
(113) To check correlation between personality characteristic factor A (reserved Vs. outgoing) and self-esteem.

(114) To check correlation between personality characteristic factor B (less intelligent Vs. more intelligent) and self-esteem.

(115) To check correlation between personality characteristic factor C (emotionally less stable Vs. emotionally stable) and self-esteem.

(116) To check correlation between personality characteristic factor D (phlegmatic temperament Vs. excitability) and self-esteem.

(117) To check correlation between personality characteristic factor E (submissiveness Vs. ascendance) and self-esteem.

(118) To check correlation between personality characteristic factor F (sober Vs. happy-go-lucky) and self-esteem.

(119) To check correlation between personality characteristic factor G (expedient Vs. conscientious) and self-esteem.

(120) To check correlation between personality characteristic factor H (shy Vs. venturesome) and self-esteem.

(121) To check correlation between personality characteristic factor I (tough minded Vs. tender minded) and self-esteem.

(122) To check correlation between personality characteristic factor J (zestful Vs. reflective) and Self-esteem.

(123) To check correlation between personality characteristic factor N (forthright Vs. shrewd) and self-esteem.

(124) To check correlation between personality characteristic factor O (placid Vs. apprehensive) and self-esteem.

(125) To check correlation between personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) and self-esteem.

(126) To check correlation between personality characteristic factor Q4 (relaxed Vs. tense) and self-esteem.

(127) To check correlation between personality characteristic factor A (reserved Vs. outgoing) and academic achievement motivation.

(128) To check correlation between personality characteristic factor B (less intelligent Vs. more intelligent) and academic achievement motivation.

(129) To check correlation between personality characteristic factor C (emotionally less stable Vs. emotionally stable) and academic achievement motivation.
To check correlation between personality characteristic factor D (phlegmatic temperament Vs. excitability) and academic achievement motivation.

(131) To check correlation between personality characteristic factor E (submissiveness Vs. ascendance) and academic achievement motivation.

(132) To check correlation between personality characteristic factor F (sober Vs. happy-go-lucky) and academic achievement motivation.

(133) To check correlation between personality characteristic factor G (expedient Vs. conscientious) and academic achievement motivation.

(134) To check correlation between personality characteristic factor H (shy Vs. venturesome) and academic achievement motivation.

(135) To check correlation between personality characteristic factor I (tough minded Vs. tender minded) and academic achievement motivation.

(136) To check correlation between personality characteristic factor J (zestful Vs. reflective) and academic achievement motivation.

(137) To check correlation between personality characteristic factor N (forthright Vs. shrewd) and academic achievement motivation.

(138) To check correlation between personality characteristic factor O (placid Vs. apprehensive) and academic achievement motivation.

(139) To check correlation between personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) and academic achievement motivation.

(140) To check correlation between personality characteristic factor Q4 (relaxed Vs. tense) and academic achievement motivation.

(141) To check correlation between self-esteem and academic achievement motivation.

3.4 Null Hypotheses of Research :-

Null hypotheses of present research are as under:

(1) There will be no significance difference in the main impact of sex variable on the personality characteristic factor A (reserved Vs. out going) in children.

(2) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor A (reserved Vs. out going) in children.
(3) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor A (reserved Vs. outgoing) in children.

(4) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor A (reserved Vs. outgoing) in children.

(5) There will be no significance difference in the internal impact of sex and social economic status variables on personality characteristic factor A (reserved Vs. outgoing) in children.

(6) There will be no significance difference in the internal impact of birth order and social economic status variables on personality characteristic factor A (reserved Vs. outgoing) in children.

(7) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on personality characteristic factor A (reserved Vs. outgoing) in children.

(8) There will be no significance difference in the main impact of sex variable on personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(9) There will be no significance difference in the main impact of birth order variable on personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(10) There will be no significance difference in the main impact of social economic status variable on personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(11) There will be no significance difference in the internal impact of sex and birth order variables on personality characteristic factor B (less intelligent Vs. more intelligent)

(12) There will be no significance difference in the internal impact of sex and social economic status variables on personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(13) There will be no significance difference in the internal impact of birth order and social economic status personality characteristic factor B (less intelligent Vs. more intelligent) in children.
(14) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on personality characteristic factor B (less intelligent Vs. more intelligent) in children.

(15) There will be no significance difference in the main impact of sex variable on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

(16) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

(17) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

(18) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

(19) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

(20) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

(21) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor C (emotionally less stable Vs. emotionally stable) in children.

(22) There will be no significance difference in the main impact of sex variable on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(23) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(24) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.
(25) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(26) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(27) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(28) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor D (phlegmatic temperament Vs. excitability) in children.

(29) There will be no significance difference in the main impact of sex variable on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(30) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(31) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(32) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(33) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(34) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(35) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor E (submissiveness Vs. ascendance) in children.

(36) There will be no significance difference in the main impact of sex variable on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.
(37) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(38) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(39) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(40) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(41) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(42) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor F (sober Vs. happy-go-lucky) in children.

(43) There will be no significance difference in the main impact of sex variable on the personality characteristic factor G (Expedient Vs. conscientious) in children.

(44) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor G (Expedient Vs. conscientious) in children.

(45) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor G (Expedient Vs. conscientious) in children.

(46) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor G (Expedient Vs. conscientious) in children.

(47) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor G (Expedient Vs. conscientious) in children.
(48) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor G (Expedient Vs. conscientious) in children.

(49) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor G (Expedient Vs. conscientious) in children.

(50) There will be no significance difference in the main impact of sex variable on the personality characteristic factor H (shy Vs. venture some) in children.

(51) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor H (shy Vs. venture some) in children.

(52) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor H (shy Vs. venture some) in children.

(53) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor H (shy Vs. venture some) in children.

(54) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor H (shy Vs. venture some) in children.

(55) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor H (shy Vs. venture some) in children.

(56) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor H (shy Vs. venture some) in children.

(57) There will be no significance difference in the main impact of sex variable on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(58) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(59) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor I (tough minded Vs. tender minded) in children.
(60) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(61) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(62) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(63) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor I (tough minded Vs. tender minded) in children.

(64) There will be no significance difference in the main impact of sex variable on the personality characteristic factor J (zestful Vs. reflective) in children.

(65) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor J (zestful Vs. reflective) in children.

(66) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor J (zestful Vs. reflective) in children.

(67) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor J (zestful Vs. reflective) in children.

(68) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor J (zestful Vs. reflective) in children.

(69) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor J (zestful Vs. reflective) in children.

(70) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor J (zestful Vs. reflective) in children.

(71) There will be no significance difference in the main impact of sex variable on the personality characteristic factor N (forthright Vs. shrewd) in children.
(72) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor N (forthright Vs. shrewd) in children.

(73) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor N (forthright Vs. shrewd) in children.

(74) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor N (forthright Vs. shrewd) in children.

(75) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor N (forthright Vs. shrewd) in children.

(76) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor N (forthright Vs. shrewd) in children.

(77) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor N (forthright Vs. shrewd) in children.

(78) There will be no significance difference in the main impact of sex variable on the personality characteristic factor O (placid Vs. apprehensive) in children.

(79) There will be no significance difference in the main impact of birth order variable on the personality characteristic factor O (placid Vs. apprehensive) in children.

(80) There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor O (placid Vs. apprehensive) in children.

(81) There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor O (placid Vs. apprehensive) in children.

(82) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor O (placid Vs. apprehensive) in children.

(83) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor O (placid Vs. apprehensive) in children.
There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor O (placid Vs. apprehensive) in children.

There will be no significance difference in the main impact of sex variable on the personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

There will be no significance difference in the main impact of birth order variable on the personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) in children.

There will be no significance difference in the main impact of sex variable on the personality characteristic factor Q4 (relaxed Vs. tense) in children.

There will be no significance difference in the main impact of birth order variable on the personality characteristic factor Q4 (relaxed Vs. tense) in children.

There will be no significance difference in the main impact of social economic status variable on the personality characteristic factor Q4 (relaxed Vs. tense) in children.

There will be no significance difference in the internal impact of sex and birth order variables on the personality characteristic factor Q4 (relaxed Vs. tense) in children.
(96) There will be no significance difference in the internal impact of sex and social economic status variables on the personality characteristic factor Q4 (relaxed Vs. tense) in children.

(97) There will be no significance difference in the internal impact of birth order and social economic status variables on the personality characteristic factor Q4 (relaxed Vs. tense) in children.

(98) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on the personality characteristic factor Q4 (relaxed Vs. tense) in children.

(99) There will be no significance difference in the main impact of sex variable on self-esteem in children.

(100) There will be no significance difference in the main impact of birth order variable on self-esteem in children.

(101) There will be no significance Difference in the main Impact of social economic status variable on self-esteem in children.

(102) There will be no significance difference in the main impact of sex and birth order variables on self-esteem in children.

(103) There will be no significance difference in the main impact of sex and social economic status variables on self-esteem in children.

(104) There will be no significance difference in the main impact of birth order and social economic status variables on self-esteem in children.

(105) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on self-esteem in children.

(106) There will be no significance difference in the main impact of sex variable on academic achievement motivation in children.

(107) There will be no significance difference in the main impact of birth order variable on academic achievement motivation in children.

(108) There will be no significance difference in the main impact of social economic status variable on academic achievement motivation in children.

(109) There will be no significance difference in the internal impact of sex and birth order variables on academic achievement motivation in children.

(110) There will be no significance difference in the internal impact of sex and social economic status variables on academic achievement motivation in children.
(111) There will be no significance difference in the internal impact of birth order and social economic status variables on academic achievement motivation in children.

(112) There will be no significance difference in the internal impact of sex, birth order and social economic status variables on academic achievement motivation in children.

(113) There will be no significance correlation between personality characteristic factor A (reserved Vs. outgoing) and self-esteem.

(114) There will be no significance correlation between personality characteristic factor B (less intelligent Vs. more intelligent) and self-esteem.

(115) There will be no significance correlation between personality characteristic factor C (emotionally less stable Vs. emotionally stable) and self-esteem.

(116) There will be no significance correlation between personality characteristic factor D (phlegmatic temperament Vs. excitability) and self-esteem.

(117) There will be no significance correlation between personality characteristic factor E (submissiveness Vs. ascendance) and self-esteem.

(118) There will be no significance correlation between personality characteristic factor F (sober Vs. happy-go-lucky) and self-esteem.

(119) There will be no significance correlation between personality characteristic factor G (expedient Vs. conscientious) and self-esteem.

(120) There will be no significance correlation between personality characteristic factor H (shy Vs. venture some) and self-esteem.

(121) There will be no significance correlation between personality characteristic factor I (tough minded Vs. ender minded) and self-esteem.

(122) There will be no significance correlation between personality characteristic factor J (zestful Vs. reflective) and self-esteem.

(123) There will be no significance correlation between personality characteristic factor N (forthright Vs. shrewd) and self-esteem.

(124) There will be no significance correlation between personality characteristic factor O (placid Vs. apprehensive) and self-esteem.

(125) There will be no significance correlation between personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) and self-esteem.

(126) There will be no significance correlation between personality characteristic factor Q4 (relaxed Vs. tense) and self-esteem.
There will be no significance correlation between personality characteristic factor A (reserved Vs. outgoing) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor B (less intelligent Vs. more intelligent) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor C (emotionally less stable Vs. emotionally stable) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor D (phlegmatic temperament Vs. Excitability) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor E (submissiveness Vs. ascendance) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor F (sober Vs. happy-go-lucky) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor G (expedient Vs. conscientious) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor H (shy Vs. venturesome) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor I (tough minded Vs. tender minded) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor J (zestful Vs. reflective) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor N (forthright Vs. shrewd) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor O (placid Vs. apprehensive) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor Q3 (undisciplined self-conflict Vs. controlled) and academic achievement motivation.

There will be no significance correlation between personality characteristic factor Q4 (relaxed Vs. tense) and academic achievement motivation.
There will be no significance correlation between self-esteem and academic achievement motivation.

3.5 Variables of The Research :-

Variables of the Present study will be as under:

3.5.1 Independent variable

The variable that is manipulated an experimental.

The present investigation was designed to study the effects of three independent variables shown as below:

(i) Sex (A) : Subject of both types of Sex
   (1) Boys (A<sub>1</sub>) (2) Girls (A<sub>2</sub>)

(ii) Birth Order (B) : Two types of Birth Order.
   (1) First Birth (First Child) (B<sub>1</sub>)
   (2) Second Birth (Second Child) (B<sub>2</sub>)

(iii) Social Economic Status (C) : Three types of Social Economic Status
   (1) High Social Economic Status (C<sub>1</sub>)
   (2) Medium Social Economic Status (C<sub>2</sub>)
   (3) Low Social Economic Status (C<sub>3</sub>)

3.5.2 Dependent Variable

The variable that is measured and is expected to change as a result of changes caused by the experimenter's manipulation.

(1) The investigator will be measure the personality.
(2) The investigator will be measure the self-esteem.
(3) The investigator will be measure the academic achievement motivation.

3.6 Research Design

The aim of present research is to study of personality, self-esteem and academic achievement motivation of children in relation to their social economic status and birth order for these total 480 children will be taken as a sample. To examine main and internal impact of three independent variable here 2 x 2 x 3 factorial design will be used. Which shows in follow table.

<table>
<thead>
<tr>
<th>Sample (480)</th>
<th>A&lt;sub&gt;1&lt;/sub&gt; (Boys)</th>
<th>A&lt;sub&gt;2&lt;/sub&gt; (Girls)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>B&lt;sub&gt;1&lt;/sub&gt; (First Birth)</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>B&lt;sub&gt;2&lt;/sub&gt; (Second Birth)</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>C&lt;sub&gt;1&lt;/sub&gt; (High SES)</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>C&lt;sub&gt;2&lt;/sub&gt; (Medium SES)</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>C&lt;sub&gt;3&lt;/sub&gt; (Low SES)</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>
Where,  

\[ A = \text{Sex} \]
\[ A_1 = \text{Boys} \quad A_2 = \text{Girls} \]

\[ B = \text{Birth Order} \]
\[ B_1 = \text{First Birth (First Child)} \quad B_2 = \text{Second Birth (Second Child)} \]

\[ C = \text{Social Economic Status} \]
\[ C_1 = \text{High Social Economic Status} \]
\[ C_2 = \text{Medium Social Economic Status} \]
\[ C_3 = \text{Low Social Economic Status} \]

### 3.7 Sample of The Study Research

In the present study 600 boys and girls are select. Age range of sample are 8 to 12 years (According to CPQ Manual) out of 600, 480 boys and girls are taken by randomization. Out of 480 sample 240 boys and 240 girls are select. Out of 240 boys and girls, 120 boys and girls are select whose the first child of their parents and 120 boys and girls are select whose the second child of their parents. Now out of 120 boys and girls 40 boys and girls are select who have a high social economic status, 40 boys and girls are select who have a medium social economic status and 40 boys and girls are select who have a low social economic status. Out of the 120 second born boys and girls 40 boys and girls are select who have a High Social Economic Status, 40 boys and girls are select who have a medium social economic status and 40 boys and girls are select who have a low social economic status. The sample chart is as follow.
SAMPLE
(N=480)

Boys
(n=240)

First Birth
(120)

High SES
(n=40)

Medium SES
(n=40)

Low SES
(n=40)

Second Birth
(120)

High SES
(n=40)

Medium SES
(n=40)

Low SES
(n=40)

Girls
(n=240)

First Birth
(120)

High SES
(n=40)

Medium SES
(n=40)

Low SES
(n=40)

Second Birth
(120)

High SES
(n=40)

Medium SES
(n=40)

Low SES
(n=40)
3.8 Instruments of Research

In present research following instruments were used.

3.8.1 Children Personality Questionnaire (CPQ)

To assess personality characteristics of the children CPQ by Porter & Cattle, 1968 Form-A was used. In this study the Gujarati Adaptation of CPQ was used. Which was made by Jogsan Y. A.

The children’s personality questionnaire (From A) developed Raymand B. Cattell and Rutherford B. Porter which was come to be known for brevity, as ‘C.P.Q.’ The reasons for selecting C.P.Q. were:

(1) C.P.Q. includes all of more adequately research demonstrated dimensions of personality from the general sphere (Cattell, 1957)

(2) By adding measures on this comprehensive series of personality dimensions to what is normally covered by ability measurement, the psychologist is able to increase the accuracy of prediction of school achievement obtained from intelligence tests.

(3) The test results give the teacher a psychologically insightful understanding, as well as a precise, quantitative evaluation of those aspects of particular pupil’s personality contributing too, or detracting from, his performance in school and his social adjustment inside and outside the classroom.

(4) The complete profile of fourteen scores provides a broad bias for the routine accumulation of adequate records of child’s personality development. For it employs the same series of personality scale concepts as are developmentally involved at other ages, and which can measured by other I.P.A.T. tests.

(5) The test format is such that it is administrable in both group and individual testing situations. In view of this, in the present study, B.V.C.J. 1972 Hindi Edition prepared by Kappor and Rao of “C.P.Q.” (From A) was used of in this study Gujarati version of CPQ was used for data collection.

3.8.1.1 Psychological meaning of fourteen primary source traits

The factors are given here in their usual alphabetic order, this symbolism having originally arisen from placing the factor in the order of diminishing contribution to the variance of the total personality sphere, as checked in several studies.

In the present study From A which consists of 140 items. This questionnaire includes the following fourteen factors of personality.
(1) **Factor-A : Reserved Vs. Outgoing**

The person who scores low on Factor-A tends to be stiff, cool, detached and critical. He likes things rather than people. The persons, who scores high on Factor-A tends to be good natured, easy-going, warmhearted, participating, self-hearted. He readily forms active groups. He is generous on personal relations, less afraid of criticism.

(2) **Factor-B : Less Intelligent Vs. More Intelligent**

The person scoring low on Factor-B tends to be slow to learn, grasp and dull; his dullness may be simple a reflection of low intelligence. The person who scores high Factor-B tends to be quick to ideas, bright, abstract thinking, a fast learner and intelligent.

(3) **Factor-C : Emotionally less stable Vs. Emotionally stable**

The person who scores low Factor-C trends to be low in frustration tolerance for unsatisfactory conditions, changeable, plastic, neurotically fatigued, easily emotional and annoyed. The person who scores high on factor C tends to be emotionally mature, stable, realistic and possessing ego strength.

(4) **Factor-D : Phlegmatic temperament Vs. Excitability**

The person who scores low on Factor-D tends to be deliberate, study, inactive not easily jealous and constant. The person who scores high on Factor-D tends to be excitable, demanding, self-assertive, destructible, and shows many nervous symptoms.

(5) **Factor-E : Submissiveness Vs. Ascendance**

The person who scores low on Factor-E tends to give to others, to be docile, and to conform. He is often dependent, confessing, and anxious for obsession correctness. The person who scores high on Factor-E assertive, self-assured and independent minded. He tends to be authoritarian and disregards authority.

(6) **Factor-F : Sober Vs. Happy-go-lucky**

The person who scores low on Factor-F tends to be restrained, introspective. He tends to be sober and dependable person. He is sometimes dour, and pessimistic. The person who scores high on Factor-F tends to be cheerful, active, talkative, frank and expressive. He is frequently chosen as elected leader.

(7) **Factor-G : Expedient Vs. Conscientious**

The person who scores low on Factor-G tends to be unsteady purpose. He is often casual and lucking in effort for group undertaking and cultural demands..
His person who scores high on Factor-G tends to be exacting in character, dominated by sense of duty, responsible, playful and moralistic.

(8) **Factor-H : Shy Vs. Venturesome**

The persons who score slow on this Factor tends to be shy, withdrawing, cautious and retiring. He usually has inferiority feelings. He tends to be slow. The person who scores high on factor-H is sociable bold, ready to try new things, spontaneous and abundant in emotional response. He tends to be pushy actively interested in the opposite sex.

(9) **Factor-I : Tough Minded Vs. Tender Minded**

The person who scores low on Factor-I tend to be practical, realistic, independent, responsible nut skeptical of subjective and cultural elaborations. The person who scores high on Factor-G tends to be tender minded, daydreaming, artistic, and feminine. He is sometimes demanding of attention and help, impatient and impractical. He dislikes crude people and rough occupations.

(10) **Factor-J : Zestful Vs. Reflective**

The person who scores low on Factor-J tends to like group action, liking attention, sinks personality into group enterprise, and accepts common standards. The person who scores high on Factor-J to be acts individualistically, guarded, wrapped up in self, and evaluated coldly.

(11) **Factor-N : Forthright Vs. Shrewd**

The person who scores low on Factor-N tends to be unsophisticated, sentimental, and simple. He is sometimes crude and content with what comes. The person who scores high on factor N tends to be polished, experienced, and shrewd. He is often hard headed and analytical. He has intellectual, unsentimental approach to situations.

(12) **Factor-O : Placid Vs. Apprehensive**

The person who scores low on Factor-O tends to be placid, with unshakable never. He has a mature, UN anxious confidence in himself and his capacity to deal with things. The person who scores high on Factor-O tends to be depressed, moody and worrier. He has a childlike tendency to anxiety in difficulties. He does not feel accepted in groups.

(13) **Factor-Q3 : Undisciplined Self-conflict Vs. Controlled**

The person who scores low on Factor-Q3 will not be bothered with will control. He may feel maladjusted. The person, who scores high on Factor-Q3
tends to be have strong control of his emotions and general behavior, is inclined to be socially aware and careful.

(14) Factor-Q4: Relaxed Vs. Tense

The person who scores low on Factor-Q4 tends to be relaxed and satisfied. The person who scores high on Factor-Q4 tends to be tense, excitable, restless, and impatient. He is often fatigued but unable to remain inactive.

3.8.1.2 Validity of the Test (C.P.Q.)

Many tests are developed with the expressed purpose of predicting some aspects of behavior or measuring a single dimension of personality. The validity of C.P.Q. is a measure of the relationship between what the test specifically measure and what it is trying to measure. In technical terms, it is a criterion or concrete validity, meaningful only in regard to the test’s limited purpose.

The C.P.Q. and its sister scales for other age range, is a multiple purpose test measuring at the same time many different aspects of personality, and is usefully applied in prediction and measurement across many different situation. Many tests are constructed on a strictly empirical foundation, without the guidance of theory. Their usefulness is extremely limited for they are applicable only with reference to someone criterion. On the other hand, the C.P.Q. is theatrically based; its scales are relevant to the hypothesized structure of personality, and validity indicates both the goodness of the hypotheses and the adequacy of the measures of each hypothesized construct. This is termed concept “validity” (Cattell, 1964; Cronbach, 1960). The process of obtaining these validates is quite complex, arising from factor analytic techniques, and therefore will not be discussed here. However, each co-efficient can be regarded as a mean correlation particular group of items with the factor that, together, they are supposed to measure. More precisely, this is direct concept validity, and the co-efficient for each factor are set out in below Table.

Table-3.1

C.P.Q. Validity Co-efficient (As manual*)

<table>
<thead>
<tr>
<th>Factors</th>
<th>Form-A</th>
<th>Form-B</th>
<th>Form A + B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0.55</td>
<td>0.79</td>
<td>0.81</td>
</tr>
<tr>
<td>B</td>
<td>0.82</td>
<td>0.78</td>
<td>0.92</td>
</tr>
<tr>
<td>C</td>
<td>0.73</td>
<td>0.51</td>
<td>0.71</td>
</tr>
<tr>
<td>D</td>
<td>0.83</td>
<td>0.71</td>
<td>0.88</td>
</tr>
<tr>
<td>E</td>
<td>0.33</td>
<td>0.57</td>
<td>0.53</td>
</tr>
<tr>
<td>F</td>
<td>0.91</td>
<td>0.57</td>
<td>0.85</td>
</tr>
</tbody>
</table>
3.8.1.3 Reliability of the Test (C.P.Q.)

The reliability calculated and dependability of each factor in each form is set out in Table-3.2 since, the interval between testing was only two days, any change in test score mist is due basically to unreliability. As usual, the greater precision is seen to occur when two forms are used, rather than one or another alone.

Table-3.2

<table>
<thead>
<tr>
<th>Factors</th>
<th>Form-A*</th>
<th>Form-B**</th>
<th>Form A + B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0.59</td>
<td>0.42</td>
<td>0.56</td>
</tr>
<tr>
<td>B</td>
<td>0.72</td>
<td>0.71</td>
<td>0.80</td>
</tr>
<tr>
<td>C</td>
<td>0.47</td>
<td>0.57</td>
<td>0.65</td>
</tr>
<tr>
<td>D</td>
<td>0.67</td>
<td>0.58</td>
<td>0.73</td>
</tr>
<tr>
<td>E</td>
<td>0.67</td>
<td>0.56</td>
<td>0.72</td>
</tr>
<tr>
<td>F</td>
<td>0.70</td>
<td>0.46</td>
<td>0.70</td>
</tr>
<tr>
<td>G</td>
<td>0.66</td>
<td>0.54</td>
<td>0.73</td>
</tr>
<tr>
<td>H</td>
<td>0.58</td>
<td>0.48</td>
<td>0.65</td>
</tr>
<tr>
<td>I</td>
<td>0.72</td>
<td>0.48</td>
<td>0.72</td>
</tr>
<tr>
<td>J</td>
<td>0.59</td>
<td>0.48</td>
<td>0.64</td>
</tr>
<tr>
<td>N</td>
<td>0.70</td>
<td>0.50</td>
<td>0.75</td>
</tr>
<tr>
<td>O</td>
<td>0.60</td>
<td>0.61</td>
<td>0.71</td>
</tr>
<tr>
<td>Q3</td>
<td>0.61</td>
<td>0.56</td>
<td>0.72</td>
</tr>
<tr>
<td>Q4</td>
<td>0.56</td>
<td>0.49</td>
<td>0.65</td>
</tr>
</tbody>
</table>

* N = 80 Boys and Girls

** N = 52 Boys and Girls
3.8.1.4 Procedure of the fill up C.P.Q.

Every child individual subject was given the ‘Child Personality Questionnaire’ (C.P.Q.) Form-A along with answer sheet. Although simple and clear instruction were printed for the examinee on the cover page of the test booklet, the investigator reinforced the instructions by orally re-iterating that the examinee would, in the long urn, be doing most good by being frank and honest in describing his/her self. Each subject was asked to enter his/her name etc. on the answer sheet at the top. He/She was told that each of the question was provided with two alternative answers out of which he/she was to choose and cross (x) on the separate answer sheet in an appropriate number that answer which was most suitable to him/her. He/She was specifically told that no question should remain unanswered and only one answer should be given to each question. The test is untimed therefore each subject was given reasonably sufficient time to read the question and given to answer.

An the filled answer sheets were collected by the investigator who made sure that each question was answered and given only one of the alternative answers.

3.8.1.5 Scoring of C.P.Q.

All the responses were scored as per the key devised by the author in its manual. The scoring of C.P.Q. was done with the help of the scoring stencil. In this way raw scores were obtained. Means were worked out and the data thus obtained were put the statistical treatment.

3.8.2 Self-Esteem Scale

The scale made by A. M. Egly (1973). This scale was 5 point scale. IN this scale total 20 statements and out of 5 alternative subject tick, any one. This 5 alternative positive number 1, 3, 6, 8, 9, 10, 15, 16, 17 and 18 are awarded the score 5, 4, 3, 2, 1 and negative numbers 3, 4, 5, 7, 11, 12, 13, 14, 19 and 20 are awarded the score 1, 2, 3, 4, 5. Maximum score of the scale is 100 and minimum score is 20. When subjects got the law score in the scale, he or she have law self-esteem and when the subject got the highest score, he or she have high self-esteem the reliability and validity of the scale was very high.

3.8.3 Academic Achievement Motivation Scale

The scale was developed by Dr. T. R. Sharma (1984). Here Gujarati adaption was used, made by Y. A. Jogsan. The test provides a direct numerical score indicating how much in individual a boy or girl is motivated in the field of academic achievement. Total 38 statements in the scale.
3.8.3.1 Scoring of Academic Achievement Motivation.
Award one mark if box A [ ] has been ticked in case of items, No. 1, 3, 4, 6, 8, 10, 12, 13, 15, 16, 17, 18, 21, 25, 27, 31, 35, 36 and 37 and if box b [ ] has been ticked in case of items at Sr. No. 2, 5, 7, 9, 11, 14, 19, 20, 22, 23, 24, 26, 28, 29, 30, 32, 33, 34, 38.

3.8.3.2 Reliability of Academic Achievement Motivation

<table>
<thead>
<tr>
<th>N</th>
<th>Score on odd items</th>
<th>Score on even items</th>
<th>Reliability of half rest</th>
<th>Reliability of the whole test</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>1355</td>
<td>1400</td>
<td>0.53</td>
<td>0.697</td>
</tr>
</tbody>
</table>

(b) (i) Rational Equivalence

<table>
<thead>
<tr>
<th>N</th>
<th>Score on odd items</th>
<th>S. D. of test scores</th>
<th>pq</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>38</td>
<td>4.86</td>
<td>6.368</td>
<td>0.7506</td>
</tr>
</tbody>
</table>

(ii)

<table>
<thead>
<tr>
<th>Sex</th>
<th>No. of Subject</th>
<th>No. of Items</th>
<th>Mean test scores</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>310</td>
<td>38</td>
<td>28.03</td>
<td>4.57</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>29.76</td>
<td>4.28</td>
</tr>
</tbody>
</table>

(c) Test-Retest

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean of original scores</th>
<th>Mean Retest scores</th>
<th>S.D. (i)</th>
<th>S.D. (ii)</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>298</td>
<td>28.015</td>
<td>28.25</td>
<td>4.5</td>
<td>4.2</td>
<td>0.795</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29.695</td>
<td>28.31</td>
<td>4.3</td>
<td>4.4</td>
<td>0.807</td>
</tr>
</tbody>
</table>

3.8.3.3 Validity of Academic Achievement Motivation

Three types of validities content, criterion and construct, were established. The items of the test were select on the basis of pooled judgment of nearly 40 judges (Experts) in the field of testing. This sufficed for content validity. For criterion validity, on the basis of considered judgments of class teachers twenty students, ten low on
achievement motivation and ten high on achievement motivation were administered this test under standardization. Significant differences were found in the mean test-scores of the two groups. Data are given below:

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Score</th>
<th>S.D.</th>
<th>r</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>High motivated</td>
<td>10</td>
<td>33.1</td>
<td>2.60</td>
<td>6.30</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Low motivated</td>
<td>10</td>
<td>20.7</td>
<td>4.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

And as mentioned previously each item was correlated with total test and items showing not significant r were deleted from the test.

This establishes the construct validity of the test.

The values of SK and Ku are given below:

SK :  
(a) Boys = -0.4315  
(b) Girls = -0.4189

Ku :  
(a) Boys = 0.2280  
(b) Girls = 0.3612

This shows that scores are nearly normally distributed.

### 3.8.4 Socio-Economic Status Scale

This scale was developed by Aggarwal, O. P. et. al. (2005). Total 22 sentences are include in this scale. It is measure socio-economic status.

<table>
<thead>
<tr>
<th>Social Status</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Upper High</td>
<td>&gt;76</td>
</tr>
<tr>
<td>2 High</td>
<td>61-75</td>
</tr>
<tr>
<td>3 Upper Middle</td>
<td>46-60</td>
</tr>
<tr>
<td>4 Lower Middle</td>
<td>31-45</td>
</tr>
<tr>
<td>5 Poor</td>
<td>16-30</td>
</tr>
<tr>
<td>6 Very Poor</td>
<td>&lt;15</td>
</tr>
</tbody>
</table>

### 3.9 Data Collection

In this research random method was used. Initial meeting with subject was made at different schools. In Gujarat State (Rajkot, Choitla, Amreli etc.) Total 480 children were taken. They were informed about the purpose of the study. Permission for data collection was already taken by principals of different schools. Open initial meeting, each subjects was also explained the nature of the study. Subjects were informed
about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants. A good rapport was build with subject for getting correct response. Some necessary instruction and guidelines were provided to them properly filling the scale. After this all three scale were provided to them and they were requested to fill up the scales as per the instructions given in the scales. After completion of the scale participants returned the scales and they were thanked for their participation and co-operation.

3.10 Statistical Techniques

Data collection will be analyzed by appropriate statically analysis technique, to study the influences of dependent variables under investigation in personality, self-esteem and academic achievement motivation. For this purpose following statistical method will be use.

A. ANOVA

B. L.S.D. (Least of Significance Difference)

C. Correlation

3.11 Chapter Summary

In this chapter problem of research, objectives, hypothesis, tools, and statistical techniques were described.

Result and discussion will be in the next chapter named data analysis, result discussion and interpretation.