

Influence of Number of Sibling's on their Academic Achievement.

A Synopsis submitted in partial fulfillment of the degree M.A. Applied Psychology



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Declaration

I hereby declare that work entitled “**Influence of Number of Sibling’s on their Academic Achievement**” has been carried out by me under the supervision of **Dr. Komal Rai**, Assistant Professor, Department Of Psychology, Lovely Professional University, Phagwara. No part of this dissertation has formed the basis for the award of any degree or fellowship previously.

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ACKNOWLEDGEMENT

First, I would like to convey my sincere gratitude to Almighty God for His grace, not just because my dissertation is completed, but also because the almighty has enlightened me in all aspects of this work. I am highly indebted to my advisor, Dr Komal Rai Assistant Professor, Department of Psychology, Lovely Professional University, whose cooperation. Enthusiastic attitude, problem solving ability, encouragement and devotion towards work helped me in completing this work smoothly, timely and successfully. I thank her deep from my heart.

I am highly thankful to Dr. Gargi Sharma, Dr. Radhika Gupta, Dr. Syed Ahmad Shah and Neelu Sharam for their kind attitude and timely advices which enlightened me to solve the certain obstacles during my work. I owe my sincere thanks to Mr. Vishal Sood (COD) for the worthy suggestions which encouraged me.

I am also thankful to my classmates, Rajandeep, Sukhjot, Atul, Gurpreet, Gagan, Imna, Harpreet and weku for their advices and generous attitude.

I am also thankful to the students of Lovely Professional University, for their kind co-operation, valuable support and encouragement in the conduction of this study.

I express my deep gratitude to my parents (Mr. Gurdial Singh and Mrs. Gurjit Kaur) who have supported me unconditionally. I am also thankful to my brother and my special thanks to my dearest friends, whose contribution cannot be ignored behind my success, who encouraged me throughout the research work.

DamanPreet Kaur

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Abstract

This study aimed to investigate the relationship between number of siblings and academic achievement amongst university students. Besides, it also aimed to examine the relationship between number of siblings and achievement motivation and aggression. For this study random sampling technique was used to select 150 students from Lovely Professional University from Phagwara. Participants' number of siblings and CGPA record in plus two were taken from them. And participants' achievement motivation and aggression level were asses by Achievement motivation scale by V.P. Bhargava and Aggression Scale by Mathur and Bhatnagar. Data obtained was analyzed by using Pearson's correlation coefficient. The results indicated that there is low negative correlation between number of siblings and academic achievement, further there is very low negative correlation between number of siblings and achievement motivation. At last, there is small positive correlation between number of siblings and aggression.

CHAPTER: 1

INTRODUCTION

Academic accomplishment is an essential consideration in measuring achievement in students. Reports and observations have revealed that high or success educational attainment have turn out to be a exceptional job to accomplish by students in current times. Academic performance or achievement is the result of education the extent to which a student, educator or organization has accomplish their educational goals.

Academic success is frequently measured by continuous assessment or examinations but there is no general agreement on how it is best knowledgeable or which aspects are most significant procedural knowledge such as declarative knowledge or skills such as facts. In this ever-growing competitive world every person desires a high level of achievement as the mark of one's performance. The complete system of education is centered on academic achievement of students, making it a productive floor for research work. Knowledge takes places effectively only when appropriate and congenial environment is provided for children in classroom. Their learning environment plays an inherent role in molding the innate potentialities of the person and school has always been regarded as an important issue in the child's education. The education of the child and his achievement is determined to a large extent by the varied and dynamic role of teachers and the facilities provided by them for the child's education. Since the environment influences on the academic accomplishment of the student, the examiner tries to find out the impact of school environment factors on achievement. **According to Dewey (1926)** 'Education is a constant process of experience and of revise or non-revising experiences. It is the growth of all those capacities in the person, which enable him to manage his situation and fulfill his promise.

Jawaharlal Nehru stated that if all were well with our educational institutions, all would be well with the state. Educational institutions are closely linked with society at large. They are the temples of information. They are the agents of social change and revolution. Therefore, the general circumstance of our schools, colleges and universities is a matter of enormous concern to the nation. Environment plays a very important role in the development of the personality of the students. As a student spends most of his life at school, the school environment is highly responsible for the inculcating of great morals in him and her. **The Kothari Commission (1964-66)** has beautifully said, “The destiny of India is now being shaped in her classrooms”. As students are the backbones of the nation it is important to maintain a healthy school environment.

Family conditions are plays a significant part in increase or distressing student’s academic presentation. Sympathetic and peaceful surroundings in family have a major result in the teen’s academic presentation. Family background necessary foundation for future of the students. Family plays significant socialize means which moulds the teen in the general public. **Thomas Kellaghan and his colleagues (1993)** say that the family atmosphere is the mainly significant influence in determining students' education achievement, academic enthusiasm, as well as the number of years of education they will obtain.

Laurence Steinberg (1996) states that to know family influence, it is essential to separate three different aspect of parenting. These consist of: (1) Parenting style, which provide the emotional perspective in which parent-child interactions occur; (2) The aim that parents found for their children; and (3) The practices implement by parents to help out children to attain those goals (**Steinberg and Darling 1993**). Such a approach create a environment in which parents promote their kids freedom and independence, give opportunity to teens to take part in

decision making, be expecting high standard for their children's, in addition to have affectionate interaction in the company of their kids.

Parent's qualification is essential to predict child's attainment (**Wolfe & Haveman, 1995; Brooks-Gunn, Smith, & Klebanov, 1997**). Parental qualification is important optimistic outcome on educational accomplishment of the adolescents. The mother's qualification rank has a 20% high influence than the father's qualification rank in educational success of teenagers (**Peters & Mullis, 1997**).

Socioeconomic status is frequently considered as a combination of income, education and job. It is generally conceptualization as the societal status or group of pupils or group. When view through a societal group lens, opportunity, command and control are emphasized. In addition, an assessment socioeconomic status of as a continuous or gradient variable discloses inequities in access to as well as allocation of resources. Socioeconomic status is related to everyone realm of behavioral and community discipline, plus studies, practices, schooling, and advocacy. Researches continue to relate to lower socioeconomic status to lower academic success and slower rates of academic growth as compare with high socioeconomic status community. Kids from low socioeconomic status background acquire speaking skills are more slowly, show evidence of late letter recognition along with phonological knowledge, and are on threat for reading difficulty (**Barbarin & Aikens 2008**). Kids with higher socioeconomic status background were additional expected to be skilled on task of subtraction, addition, sequencing, ordinal, and math word problems than children with lower socioeconomic status surroundings (**Coley, 2002**). In 2007, the high school dropout rate among individual in age range of 16-24 years old was high in low-income families (16.7%) as compared to high income families (3.2%) (National centre for education statistics, 2008). Increasing facts support the connection between

lower socioeconomic status and learning disabilities or other pessimistic psychological outcomes that influence academic success. Examiners note down the social issues that influence the adolescent's motivation, such as, parents (**Steca, Bassi, Caprara & Fave 2007**), siblings (**Brody, 1998**), and peers (**Gorman, Schwartz, Dodge, Bates & Pettit., 2008**).

Elder siblings have a superior chance to manipulate younger siblings since they use extra than double as a lot time among one an additional than among their parents (**Benin & Johnson, 1984**). Siblings offer direction (**Conger, Melby, Wickrama, Fang, & Conger, 2008; Dunn, 1996**), as well as support and friendship (**Elder, & Conger, Conger, 1994; Cicirelli, 1980; Melby et al., 2008**). Teenagers with an optimistic connection with their sibling are additional to be expected to knowledge kindness, support, and maintain that outcome in the increase self-worth, aptitude, as well as self-assurance (**East & Rook, 1992; Yeh & Lempers, 2004**).the results show that siblings who are young are doing much better through good supervision, valuable support from elder siblings and understand things well with elders siblings company. (**Oliva & Arranz, 2005**). Researchers have brought into consideration that the teenagers who report higher support from siblings, they also report higher level of emotional and psychological support (**Yeh & Lempers, 2004; Alfaro & Umana-Taylor, 2010**). Siblings who have a optimistic connection are more to be expected to act together with each other, hence as long as more opportunity to examine and be trained more (**Brody, 1998; Yeh & Lempers, 2004**). Siblings commune with one another and additional exchange from side to side what they pronounce, as well as through their pitch, looks, eye contact, and body pose. The entire aspects come together to persuade the messages relay. Overt behaviors and connections are considering element of an continuing self-motivated system where more than time, pattern of behaviors along with way of linking to each another develop (**Melby & Conger, 2001**).

Elder siblings may possibly be facilitators, as long as friends and resources which give support to the younger siblings' achievement (**Benin & Johnson, 1984**). **Bahar (2010)** says that supposed ancestral support (i.e. sibling or parent) be a forecaster of educational achievement and (**Umana-Taylor and Alfaro (2010)** terminate with the aim of at slightest individual adult was linked to a high sibling bond and more sibling educational support. In generally, these sibling variables include little although suggestive inverse associations with academic results, in particular unwritten measures of achievement. Quantities of tentative perspectives have been planned to clarify these relationships, as well as the source intensity of assumption and the convergence form. Less important family unit ranges have been allied with high academic attainment of the children's. Adults with less siblings are possible to accept more parents' consideration. This includes more access to wealth as compare to those kids who are living in huge size families. The families have significant effects on educational presentation of students. Students who are from bigger families have a tendency to have lesser levels of attainment and poorer level of secondary graduation, on usual the kids who come from small families. The fact is that parents of numerous kids not able to manage on the way to pay a value time with their kids. Value added excellence moment is tough to set aside to manage the educational aspect of the children. On the contrary, parents with two to three kids can give the time to enhance their child's educational potentials as their time is simply shared with fewer numbers of children. Generally, sibling investigations propose that relationships among sibling structure variables and adolescent's academic performance can be attributed to difference in family surroundings, variations in family financial resources, and variation in the quality of parent-child connections.

Researches disclose various factors which are accountable intended for the unfortunate and substandard educational presentation of the student. The factors are; low financial condition; unexpected participation in co-curricular activities; useless education and management; lack of essential learning services; style of unfair means through exam; illiteracy of the parents; marital issue, troubles; huge family size; need of parents concentration & manage; poor situation within the educate and in family etc. The children's live in rural area is in a straight line affected with these factors.

Achievement Motivation

Motivation is the process of responding to pupils' inner needs and drives. While individuals will have needs that are particular and specific, they will also have needs in common with all other learners. Within the classroom setting, five sets of needs have of special importance. These are a sense of belonging, a sense of achievement, a sense of appreciation, a sense of influence and a sense of involvement.

Motivation for academic success is attributed to behavior which leads to knowledge as well as accomplishment (**Masaali 2007**). The bulk of behaviors indicative of the academic motivation involve insisting on doing hard coursework, tough work or efforts into learning to attain mastery and choosing coursework which require great effort (**Abedi 2008**). The psychologists have acknowledged and study the effective factors in motivation for academic attainment. The findings of their study indicate that personality; social variables and family are related to this construct. Some other psychologists directed their researches towards integrating intellectual capability, learning style, personality and motivation for academic success as the predictors of academic accomplishment in higher education (**Hama Kera 2009**).

Achievement motivation plays a decisive role in the organization of human behavior. It is a psychological construct which determines the achievement level of an individual.

Achievement motivation is also called need for achievement (N-Achievement). It was **McClelland (1953)**, who initiated research in the field of Achievement Motivation and develops means of measuring achievement using Thematic Apperception Test. People with whom the need for achievement is strong seek to become skillful and to improve their task performance. They are task oriented, challenging, evaluating and comparing it other peoples performance or in terms of some other standard. One would expect achievement motivation to be an important predictor of success.

Expert, parents and educators have been concerned in discovering the essential forces influencing students' achievement in academics. Most pupils believe that motivation plays a important role in determining the students' achievements. Each student has different stage of motivation as well as different personal and social factors that influence his motivation. It is very important for educator and parents to know the interaction of the different aspects contributing to student's motivation in order to ensure the academic accomplishment of school children.

Achievement motivation is a construct originated from motivation, which has traditionally been used to describe and explain difference in intensity and direction of behavior. **Lewin (1935)** highlighted the importance of n- achievement in human behavior. He studied 'upward striving' nature of achievement, aspiration and behaviors. Achievement motivation has its roots in early childhood. Child care practices, socio-cultural and economic conditions of family, parental expectations about their children, the conditions in which particular groups live and culture of the society influence in developing a person's motive to achieve. Man's social origin and culture also affect the extent to which one acquires an achievement motive.

It is essential for both educators, as well as parents, to know why support and encouraging academic motivation from an early age be very essential. Academic motivation is key to a student's academic achievement at any age. Because scholars form self-concept, morals, plus attitude regarding their skills at a adolescent age, the growth of early academic motivation has important implication for later on academic profession. A great deal of study have revealed that students high in academic motivation are more to be expected to include increased level of academic attainment and have lower failure rates (**Blank, 1997**).

At this point, the importance of early academic motivation to future academic achievement must be understandable. On the other hand, different kinds of academic motivation have different implications for academic accomplishment. If students have high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated might be significant in making prediction about individuals? Academic career: As discuss previous, persons who are intrinsically motivated to learn do so for the satisfaction of learning, rather than for external reward. In compare, individuals who are extrinsically motivated to learn, are motivated to study for external rewards that learning will bring (**Slavin, 2006**). There are several dissimilarity between extrinsically and intrinsically motivated students.

Aggression

According to the U.S. Census records collected in 2004, approximately 80 percent of kids under the age range of 18 lived with their biological parents and one or more siblings. Because it is the case that most pupils spend a significant amount of time in their life living and in contact with sibling relationships, siblings can play a vital role in one's growth. Sibling birth order and masculinity contain sound effect on kids and adolescents' aggression. Having an extremely

aggressive sibling or brother of any gender is associated to larger increases in aggression ultimately. Younger brothers with Elder siblings had quite stable aggression levels. In addition to age difference, the examiners measured family financial position and parenting styles in their investigation. Findings of the studies suggest that intervention associated to aggression must consist of both parents and siblings.

Children who have older brothers turn out to be extra aggressive ultimately, on average, than individuals who have older sisters. Adult sibling with younger sisters turns into aggressive a lesser. Kids with younger brothers with older siblings show quite stable level of violent behavior over time and older sisters who are very aggressive turn out to be more violent.

In sum, the presences of both older and younger siblings influence the development of aggressive behavior in teens. Having a highly aggressive sibling or a brother of both sexes can lead to greater increase in violent behavior over time.

Investigators looked at sibling pair of 451, age range of 9 to 18 years, and their parents. The teenager siblings each one rate their own aggressive behavior, as well as parents describe financial pressure on the family, such as trouble in paying bills. Skilled observers assess the aggression the parents heading towards each adolescent at some point in family interactions. In their research, the investigators took into consideration the age differences among the siblings and such factors as parenting styles and family financial conditions. The researchers also revealed that elder sibling who are aggressive tend to have younger sibling who were too aggressive, and vice versa. This involvement was established for sibling pairs with one girl, one boy, and two girls and two boys. Aggression in younger siblings also predicted increases in violent behavior in older siblings over time, and vice versa, however the extent varied according to each sibling's sex.

Parents' aggression moreover also plays a role in the increase of violence in their kids. Family economic difficulty predicts to increased aggression not directly, through its connection with parental aggression. Considering the things related with the increase of aggressive behavior is necessary to design and implementation of useful intervention efforts designed at lessening aggression and its harmful results.

Aggression is defined (**Hay & Loeber, 1997**) as 'a kind of behavior that cause or threatens physical damage to other'. The instigator make a note of that 'aggression' as normally used is not a unitary word but encompass a range of behaviors, as well as verbal aggression, bullying, physical aggression, rape, robbery, and killing. In view of the fact that research findings do not for all time make these difference apparent and unusual type of aggression have a tendency to be interconnected, this thesis take an inclusive approach in its analysis of investigation result. A reliable result, plus one that may come as a shock to several, is that violent behavior begin early in life and, in most kids, reaches a peak at about four years of age, past it after that. (**Gilliom, Shaw & Campbell 2000**) point out that it is frequently not until the school entry age that aggressive behavior pattern turn out to be apparent. Until then the behavior is explain away as being a function of such causes as age, for example, 'the terrible twos'; gender, for example, 'boys will be boys' or a phase, for example, 'she'll grow out of it'. These assurances are contradict by the increasing evidences which indicates that a substantial amount of aggressive, defiant, overactive toddlers and preschoolers persist to have problems at school entry age (**Shaw, Winslow & Flanagan, 1999; Pierce, Campbell, Marakowitz, Moore, & Newby, 1996**)

Aggression in Siblings is a general type of intra-familial aggression; however it is mostly ignored by researches. Four styles of sibling violence/aggression were considered: verbal, physical, burglary and teasing, and joint into multiple measures of prejudice and perpetration. Adolescents

from Wave 1 of Understanding Society were 4,237 taken as participants. Using a general measure of sibling aggression, this research reveals first of all, prevalence of sibling violent behavior as well as association with family and household characteristics, and secondly, the association between peer bullying and sibling anger. Regression analysis known associations with demographic characteristics, sibling composition and family, socioeconomic status and parent-child interactions and explores the relationship among sibling violent behavior and participation in peer abuse. Using a broad description, sibling hostility was found to be extensive, with 46% of all candidates being victimized and 36% perpetrating violent behavior. Family characteristics and household, as well as a male sibling, large family size, and economic difficulties are linked with larger rates of sibling aggression. Parenting behavior confirm the strongest connection: insensitive parenting increased the threat of sibling aggression while optimistic parenting sheltered not in favor of it. Sibling aggression was also homo typically associated to contribution in peer discrimination. Victimization by siblings considerably increased the chances of being a victim of perpetrators of sibling aggression, and peer bullying were more to be expected to be both bully-victims and peer bullies. Taking into consideration the bad consequence of sibling anger on physical and psychological wellbeing, the research provide indicator for effort to decrease the risk of sibling violence/aggression. In addition, the relations with peer discrimination suggest that school anti-bullying efforts have to moreover take account for children's sibling interactions.

STATEMENT OF PROBLEM

Bad academic achievement of students, low achievement motivation and high aggression has been of great deal of worry to counselors, educationists in particular. In spite of all program such as guidance and counseling strategies still poor performances, low achievement motivation and high aggression by students were although recorded every year. Now it almost becomes essential to find out the main causes behind these. All these poor performances, low motivation and high aggression by student have been credited to a lot of indicators like attitudes of students, academic self-concept and learning approaches. Aside from these students factors, parents' factors and school factors are other important indicators that also affect these three. On the side of the parents, there are sure factors which, a control child's academic performance, achievement motivation and aggression such as: social class of parents', education of parents' and also parental inputs and other variables. At a distance from above mentioned factors, birth order and family size may also contribute positively or negatively to student's academic success , achievement motivation and aggression level.

CHAPTER: 2

REVIEW OF LITERATURE

Review of literature is a principle step in research procedure and works as summary of current knowledge about particular problem. For the present study the review of literature has been done under following sub-headings –

1. Review of literature related to Academic Achievement.
2. Review of literature related to Achievement Motivation.
3. Review of literature related to Aggression.

Review of literature related to Academic Achievement

Cicirel (1967) Sibling constellation factors were related to measures of creativity (Minnesota Tests of Creative Thinking), IQ, reading, arithmetic, and language achievement in a sixth-grade population using analysis of variance. In the first portion of the study, family size was found to be unrelated to ability and achievement (N = 140). The main portion of the study investigated birth order, sex, sex of sibling, and age difference in the 2-child family (N = 80), and found that verbal creative abilities, reading, and arithmetic achievement were enhanced for Ss (sample size) with siblings of like sex close in age. In the final portion of the study, birth order was found to be unrelated to ability and achievement in 3- and 4-child families (N = 144), and sibling sex was found to be important in the 3-child family where Ss with 2 brothers had poorer IQ and reading scores than Ss with at least one sister (N = 96).

The study conducted by **Sharma (1984)** on the samples consists of 230 ninth grade students of Punjab from whom the data of their parent's education level was collected and analyzed. The aim of the study to know the association between academic achievement of school students, number of siblings and their parents' qualification. Research indicates that there was

significantly and positively associated with parents' education and their children academic achievement. And negative association with number of siblings.

Downey(1995) conduct a study on 24,599 boys and girls of 8th grade population from united states and reported that, even though there is the opposite relationship between the number of siblings and children's educational performance has been well established, explanations for this relationship remain primitive. One explanation, resource dilution, posits that parents have limited levels of resources (time, energy, money, etc.) and that these resources are diluted among children as number of sibling's size increases.

Sputa and Paulson (1995) did study on birth order and family size influence on adolescents and the behavior of their parents. In this study participants were from ninth standard 195 girls and boys and they were from urban areas, suburban areas and rural areas in mid west and south East Asia. They used scale for measuring the parent's and adolescent perception of parents' involvement and parenting styles. Their outcome indicated that family size have a significant influence on academic achievement of adolescents.

The study conducted by **Kruse (1996)** to determine if students from low socioeconomic environments, high number of siblings have lower academic accomplishment compared to the academic accomplishment of students from higher socioeconomic surroundings, and less siblings. The finding of the results indicates that there was a statistically significant difference between the academic achievements of low socioeconomic surroundings compared to that of

high socioeconomic surroundings. And significant difference between less numbers of siblings compared to high number of siblings.

Raj and Krishnan (1980) conducted a study to find out any connection between family size and academic success. This study took sample of 300 in which 151 girls and 149 boys from ninth grade of secondary schools in Trivandrum city. Their findings discovered significant and negative relationship between academic accomplishment and family size.

Joseph (2009) found that there is no influence or relation in birth order and size of family on academic success of pre-degree student. Counseling implication says that size of family and birth order both are important in academic achievement. Further they say that parents should keep high assurance, as the birth order and number of siblings in the family will help in support, healthy interactions, and financial assistance.

Smith (1990), Smith (1993), Yeh & Lempers (2004), Alfaro & Umana-Taylor, Wentzel, Battle, Russell & Looney(2010). This study showed that support from a sibling and numbers of siblings are associated with positive academic achievement. They revealed that sibling's closeness, positive sibling warmth and support plays important role in academics.

Ryherd (2011), conduct study to find out the role of older sibling and relationship between peers. This study took 217 adolescents as sample also along with older siblings to calculate academic success. They used Bowlby's attachment theory to appreciate the relation in adolescent's older sibling and peers on their academic success. Result of the study revealed a not

direct effect which revealed by self -report measures. Significant relationship was found that adolescent who had high warmth relation and good support from their brother and sisters had a optimistic influence on contact with peers which more resulted in an enhance in academic success.

Ushie, Emeka, J. O., Ononga, Owolabi (2012), conducted study to know the relation between family structure and Academic Performance of students' in Agege local government area, Lagos state, Nigeria. Stratified sampling technique was used in this study and they selected 114 students from five different public schools and they apply simple random sampling technique to govern the survey. Result revealed that family structure plays no role on students' academic success, but they revealed that important factor which is parental socioeconomic background plays an significant role in students' academic achievement .This is because, parents who are having better jobs and having high level of income be inclined of have higher levels of literacy performance. Government especially counselors advised that for better academic performance and better emotional development child must be provided with all necessary and important psychological support.

Suleman, Aslam, Shakir, Akhtar, Hussain, Akhtar, Khan (2012), conduct study to know the connect between Academic Achievement of Students and their family structure at Elementary Level in Karak District, Pakistan revealed that large number of sisters and brothers; large family size; domestic problems among family members and various tension among them; financial problems, little level of participation by parent's effects student's educational achievement

negatively. The study suggested that parents should be informed and make conscious about value of family planning.

The study conducted by **Ahmar & Anwar (2013)** to examine the effects of socioeconomic status, number of siblings and gender on academic success of the students from higher secondary school of Lucknow city. The data consists of 98 females and 102 males of 15 to 19 age range from five higher secondary schools of Lucknow city Uttar Pradesh (India). R.L.Bharadwaj(2005) Socio economic status scale was used for data collection, while the total scores obtained by the students in the previous class i.e. standard X was used as an achievement criteria. Mean, Standard Deviation, Standard Error of the mean, t-test were used. This study reveals that the achievement in science at higher secondary school does not get affected by gender in grade-XI level. Also the reports that there is a difference between low and high socio-economic status. It is found that the academic success was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance. Further reports also showed difference between number of siblings and academic performance, those who had fewer siblings were high on academic success as compared to those who had more siblings

Review of literature related to Achievement Motivation

The study conducted by **Rosen (1961)** to know the association of four demographic factors-ordinal position, mother's age, family size and social class to the socialization method and their impact upon the growth of achievement motivation is examined in a research of two independent samples of adolescent boys and their mothers. The data is obtained by means of personal interviews, projective test, and group administered questionnaires. An examination of the data

indicates that these demographic variables are relevant to the growth of achievement motivation, but their effects are complex, intricately interrelated with one another, and difficult to assess individually.

The study conducted by **Muola (2010)** examined the association among students of grade 8 in view of their home environment and academic achievement motivation. The sample size consisted of 235 Kenyan students of age range 13 – 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the student's levels of academic motivation and home environment. Positive relationship was found between six of the home environmental factors, i.e. fathers' occupation, fathers' education, mothers' occupation, mothers' education, family size and learning facilities at home and academic achievement motivation. Parental encouragement was found to be insignificant in relation to academic achievement motivation.

The research conducted by **Polit & Falbo (1987)** reported that children with fewer siblings are higher in achievement motivation, which may be due to the advantage of getting greater amount of parental attention they receive. A second analysis revealed that only children, first-borns, and children with only one sibling score higher on tests of verbal ability than later-born and children with multiple siblings (Polit & Falbo, 1988).

Review of literature related to Aggression

The study Conducted by **Salama (1990)** found a positive correlation between the levels of aggressive behavior and family size. Small family provides their children with health atmosphere

for sufficient communication between parents and children, especially in tense situations. Similar results were found in an Algerian study by Boanka (1989) who found that violence and aggressive behavior correlated positively with larger family size, lower education level and lower socioeconomic status.

The study conducted by **Wolke & Skew (2012)** which reported that number of siblings and composition of siblings were important. Having more than one sibling, and in particular, having brothers or a mixture of brothers and sisters, increased the chance of being involved in some sort of sibling aggression.

The **longitudinal research** on the families of siblings 451 to study family economics status, parents and siblings as causes in individual difference in the developmental course of interpersonal aggression at some stage in adolescence. Finding indicates that person change in interpersonal aggression throughout teens can be predicted by the aggression and gender of one's sibling; predictions varied by the gender composition of the sibling dyad. Rates of parental aggression predict level of interpersonal aggression for both younger (mean age = 15 years) and older siblings (mean age = 12 years), and growth in aggression for younger siblings. Family financial pressure predicted interpersonal aggression of both siblings indirectly through parental hostility.

El-Deeb (1995) conducted a cross-cultural study aimed at investigating parental behavior (e.g., support, responsibilities, punishment, control, and dominance) on producing trust and aggression

in children in Egypt and Sultanate of Oman. Results revealed a positive relationship between family size and aggression in children.

CHAPTER: 3

METHODOLOGY

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done. Research methodology is a systematic procedure which carries on the research work in the scientific and valid manner. It provides tools and techniques by which research problem is dealt with.

RESEARCH DESIGN

Present study used survey method to collect information from the students by using questionnaire, which helped in get important information regarding number of siblings and academic scores. Sample- 150 sample were taken from Lovely Professional University from Phagwara.

SAMPLING

The demographic characteristics of age, marital status, educational status, socioeconomic background and place of residence were controlled in the sense that university students aged range above 18 unmarried, middle or upper middle income groups, unemployed and belonged to urban area were taken . For the present study, Random sampling was used and 150 students taken as sample.

TOOLS

Keeping in view, our variable of study to be measured, the aim of study, and the nature of the sample, appropriate instrument with satisfactory psychometric properties were selected. In this study we selected following tools –

- Achievement Motivation Scale (ACMT; by Bhargava,1971).
- Aggression Scale (by Mathur & Bhatnagar, 1985).
- a) **Achievement Motivation Scale (ACMT)** by V.P Bhargava (1971). The tool is a questionnaire and measures the level of Achievement Motivation. The tool can be administered individually or in group.

Definition of Achievement Motivation:

Achievement motivation plays a decisive role in the organization of human behavior. It is a psychological construct which determines the achievement level of an individual. Achievement motivation is also called need for achievement (N- Achievement).

Scoring

There are fifty statements in the tool and for each statement there are three possible responses, and the respondent has to mark on either of these three. The producer for scoring is very simple. It can be done with the help of Scoring Key. Each item indicating Achievement Motivation (N-Ach) is given score of 1 and the total score earned on all the item is the N-Ach Score.

Reliability & Validity

ACMT is a fairly valid tool with reliability of 0.91 and 0.78. The validity indices were .85 with educational Achievement Test.

b) Aggression Scale (A.S) by Dr. G.P Mathur & Dr. Raj Kumari Bhatnagar (1985). It is used to study the level of aggression in any age group. It consists of 55 statements. Each statement describes different form of individual' aggression in different situations. It is a Likert type 5 point scale. In scale statements are in two forms i.e., positive and negative.

Definition of Aggression:

Aggression is define (Hay & Loeber, 1997) as 'a kind of behavior that cause or threatens physical damage to other'. Aggression is a disorganized emotional response. It is due to frustration based on emotional disturbance and hostility.

Scoring:

It is a 5 point scale. In this scale, statements are in two forms i.e., positive and negative. 30 statements are in positive forms and 25 in negative forms. In positive form of statements, scores will be given as 5, 4, 3, 2, 1 respectively and in negative form of statement, scores will be given as 1, 2, 3, 4, 5 respectively.

Reliability & Validity

Reliability co-efficient of the Aggression Scale was calculated by Test-Retest Reliability method and it was found .88 in males and .81 females. This scales' concurrent validity found to be .80 in males and .78 in females.

ADMINISTRATION OF PSYCHOLOGICAL MEASURES

A rapport was established with the subjects before administrating the tests. The subjects were assured that the information was being collected from different schools and would be kept confidential. The tests were administrated to students from different schools of Lovely

Professional University during their free period. The instructions were provided to students as based on manuals.

OBJECTIVES

The current study starts with the following objectives:-

1. To study the relationship between number of siblings and academic achievement of students.
2. To study the relationship between number of siblings and aggression of students.
3. To study the relationship between number of siblings and achievement motivation of students.

HYPOTHESES

In the light of the review of related literature and the trends that emerged, the following hypotheses are generated.

1. There will be a significant relationship between number of siblings and academic performance of the students.
2. There will be a significant relationship between number of siblings and aggression level of the students.
3. There will be a significant relationship between number of siblings and achievement motivation of the students.

DATA ANALYSIS

Maintaining in view the objectives and hypotheses, following statistical technique was used in order to analyses the data. Pearson's correlation method was applied and survey method was used. Quantitative analysis was done taking into account the nature of data.

CHAPTER: 4

RESULTS & DISCUSSION

Table 1: Correlation coefficient of Number of siblings and Academic Achievements (in form of CGPA) of college students

Correlations

		NO OF SIBLINGS	CGPA
NO OF SIBLINGS	Pearson Correlation	1	-.239**
	Sig. (2-tailed)		.003
	N	150	150
CGPA	Pearson Correlation	-.239**	1
	Sig. (2-tailed)	.003	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 showing Correlation coefficient of Number of siblings and Academic Achievements (in form of CGPA) of college students indicates that there is small (insignificant) negative correlation between the number of siblings and Academic achievement ($r = -.239$). The present result is in line with study conducted by Downey (1995), which reported that, even though there is opposite relationship between the number of siblings and children's educational performance has been well established, explanations for this relationship remain primitive. One explanation, resource dilution, posits that parents have limited levels of resources (time, energy, money, etc.) and that these resources are diluted among children as number of sibling's size increases.

Table 2: Correlation coefficient of Number of siblings and Achievement Motivation of college students

Correlations

		NO OF SIBLINGS	ACMT
	Pearson Correlation	1	-.032
NO OF SIBLINGS	Sig. (2-tailed)		.698
	N	150	150
	Pearson Correlation	-.032	1
ACMT	Sig. (2-tailed)	.698	
	N	150	150

Table 2 showing Correlation coefficient of Number of siblings and Achievement Motivation of college students indicates that there is very low negative correlation between the number of siblings and achievement motivation ($r = -.032$). The present result is in line with study conducted by Polit & Falbo (1987) which reported that children with fewer siblings are higher in achievement motivation, may be due to the advantage of getting greater amount of parental attention they receive. A second analysis revealed that only children, first-borns, and children with only one sibling score higher on tests of verbal ability than later-born and children with multiple siblings (Polit & Falbo, 1988).

Table 3: Correlation coefficient of Number of siblings and Aggression level of college students

Correlations

		NO OF SIBLINGS	AGGRESSION
NO OF SIBLINGS	Pearson Correlation	1	.010
	Sig. (2-tailed)		.907
	N	150	150
AGGRESSION	Pearson Correlation	.010	1
	Sig. (2-tailed)	.907	
	N	150	150

Table 3 showing Correlation coefficient of Number of siblings and Aggression level of college students indicates that there is small (insignificant) positive correlation between the number of siblings and Aggression level ($r = .010$). Result indicates that there is insignificant positive correlation between Number of siblings and aggression ($r = .010$). The present result is in line with study conducted by *Wolke & Skew (2012)* which reported that number of siblings and the gender-wise combination of siblings were significant. Having more than one sibling, and in particular, having brothers or a mixture of brothers and sisters, increased the chance of being involved in some sort of sibling aggression; and Similar results were found in study by *Boanka (1989)* who found positive correlation between violence and aggressive behavior with larger family size, lower education level and lower socioeconomic status.

CHAPTER: 5

CONCLUSION

Conclusion is essential part for an investigator as it is the chance to include the final word of the topic. The conclusion permits researcher to have the final touch on the matter he/she has raised in the study, to sum up the thoughts, to show the importance of ideas, and to push readers to a new view of the subject. It is also a chance to make a high-quality final impression and to end on a positive note.

From past couple of years there has been a long standing enthrallment to explore links between variables like child's birth order, number of children in a family, position of child in family, sibling's relation with academic success, achievement motivation, aggression level of a child. Overall this study revealed the relationship between number of siblings with academic performance, achievement motivation and aggression.

CHAPTER: 6

LIMITATIONS AND FUTURE SCOPE

In future, this study may be beneficial for parents to understand how more the number of siblings effects academic achievement of their children's. Due to less research on this topic people are not much aware about how the more number of siblings is indirectly increasing aggression in their children and badly affecting their performance and achievement motivation. In future, we can also study the role of sibling's relationship, parental education and socioeconomic status in academic achievement, achievement motivation and aggression.

Limitations: Every research has some limitations. In my research, there are also some limitations. The following are the some limitations of this study:

1. In this research, the sample size was small; we could not generalize our results. So in future, the large sample will be selected.
2. At present, we used incidental sampling technique but in future we will use probability sampling technique.
3. The sample was collected from only Lovely Professional University. The sample is not heterogenic.

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8. Before starting a difficult task.....

- (A) I would plan to work out its details.
- (B) I would think about the difficulties that may come in the way.
- (C) I would invite suggestions from others.

9. It is my nature to.....

- (A) do things for my friends.
- (B) undertake tasks which require great skills.
- (C) keep things neat and clean.

10. I wish I could always be.....

- (A) eager in successfully doing difficult jobs.
- (B) eager to be sympathetic to sick and poor people.
- (C) eager to visit new places, see new persons and get new things.

11. I feel upset when.....

- (A) I am blamed by my own people.
- (B) I am neglected.
- (C) I fail to reach my desired goal.

12. I want to accomplish the task.....

- (A) in a neat and clean fashion.
- (B) to do it more better than others.
- (C) to finish it before the time fixed.

13. I like to.....

- (A) read fictions and do courageous works.
- (B) think of my future.
- (C) visit different places of the world.

14. I usually think.....

- (A) that I should get honour and respect like a leader.
- (B) that I should perform something great and unique.
- (C) that I should help and look after the sick and injured.

15. I like to be.....

- (A) very systematic and orderly in the work I undertake.
- (B) very faithful and sincere to my friends and colleagues.
- (C) best in my performances and assignments.

16. I like that.....

- (A) I may earn money.
- (B) I may do most important work.
- (C) I may become the master of myself.

17. I am always.....

- (A) ready to fight for the noble and reasonable cause.
- (B) ready to enhance and develop my ability.
- (C) prepared to remove casteism and other social evils.

18. I am sure that during next five years.....

- (A) I will be earning lot of monies.
- (B) I will be an expert in my field.
- (C) I will be independent.

19. I want that.....

- (A) my institution may be more democratic.
- (B) the environment of my town be more peaceful and healthy.
- (C) the environment of my house may allow me to study more and more.

20. I like things which.....

- (A) may make me rich and more possessing.
- (B) may make me to get respect that of a leader.
- (C) may be achieved by others with great difficulty.

21. I get satisfaction most in.....

- (A) remaining in the company of famous and popular persons.
- (B) doing the most difficult tasks.
- (C) testing others and to give guidance to them.

22. I give preference to.....
 (A) difficult tasks over simple and easy tasks.
 (B) remain in the company of elderly and experienced persons.
 (C) get encouragement from my friends and others.
23. I genuinely believe that for me.....
 (A) it is possible to attain high social status.
 (B) it is possible to get enough power.
 (C) it is possible to get desired maximum achievements.
24. I wish that I may be.....
 (A) liberal and kind to my friends at all times.
 (B) sympathetic to sick and poor people.
 (C) successful in doing difficult works.
25. I am most happy when I.....
 (A) get a chance to enjoy with others by wits and humour.
 (B) get honour & respect after performing difficult tasks successfully.
 (C) get the chance to get a high position.
26. I feel.....
 (A) upset when I am not getting success in the examinations despite of hard work.
 (B) sad at the death of somebody near and dear to me.
 (C) enraged when some of my friends do not get justice.
27. In general I may be described as a.....
 (A) tolerable person.
 (B) humble and polite person.
 (C) optimistic person.
28. I sincerely wish.....
 (A) to be a most wealthy person.
 (B) to be a happy and most fortunate person.
 (C) that I may attain the high achievements in a surprising manner.


29. While working in a group I wish that.....
 (A) I may perform the best work than others.
 (B) I may be the leader of the group.
 (C) I may do the work in the most systematic way.
30. I consider myself better than others who.....
 (A) are unsocial by nature.
 (B) do not feel the responsibility.
 (C) do not fix any aim of life and do not work to get it.
31. I get pleasure in.....
 (A) the company of children.
 (B) solving difficult problems.
 (C) living with jovial people.
32. I believe.....
 (A) love is more better than justice.
 (B) my future depends on some special achievements.
 (C) it is better to be sincere and faithful than to be popular.
33. Generally, I.....
 (A) critically analyse other's decisions.
 (B) am polite in behaviour.
 (C) do the work till it is completed successfully.
34. In most of the social situations, I.....
 (A) try to be traditional.
 (B) try to become a bit able to do work in accordance with the social traditions.
 (C) try to attract and get other's attention by my work.
35. I like to.....
 (A) become a big authority in some business or work.
 (B) do my activities in a systematic way.
 (C) make friendly sympathetic behaviour with sad people.

36. **My real wish.....**
 (A) is to get the highly paid work.
 (B) is to enjoy the bliss of happy married life.
 (C) is to attain reputable attainments.
37. **I want that I should become so able that.....**
 (A) I may use such words the meaning of which nobody should be able to understand.
 (B) I may be able to do better work than others.
 (C) I may forgive him who wants to harm me.
38. **I.....**
 (A) may try my level best to become a big person in my field.
 (B) may try to remain firm in following the truth.
 (C) may try to help the helpless people to the best of my capacity.
39. **Generally, I wish that.....**
 (A) I may be a worshipper of God.
 (B) I may serve the poor without caring for any return.
 (C) I may get additional success in some work.
40. **I avoid.....**
 (A) such persons who are pleasure-seekers only and are without responsibility.
 (B) those situations which are not competitive.
 (C) those persons who are mentally illusioned and unsystematic.
41. **I want that others may think about me as.....**
 (A) laborious person.
 (B) very good natured person.
 (C) very intelligent and capable person.
42. **I feel very good when.....**
 (A) I relate my personal experiences to others.
 (B) I am told to make others to understand something.
 (C) I have to do any difficult work.

43. **I always.....**
 (A) do the activities in my own systematic way.
 (B) try to please everybody with my behaviour.
 (C) try to do my work in the best possible way.
44. **I evaluate my ability by saying.....**
 (A) my teachers are partial and side others.
 (B) whatever the grade has been given to me is related with labour I have put in.
 (C) the grade given to me is less than the labour I have put in.
45. **I am.....**
 (A) morally a correct person.
 (B) determined to get my high goal in life.
 (C) tolerable to those persons who try to hit me.
46. **I am full of anxiety for.....**
 (A) knowing my deficiencies so that I may remove them.
 (B) doing more important work.
 (C) becoming the centre of attraction in the group.
47. **I bear out the pain because.....**
 (A) nobody should feel painful feelings given by me.
 (B) I may escape from other's allegations.
 (C) I may remove difficulties and get first class success.
48. **I am.....**
 (A) courageous, but would avoid unnecessary dangers and risks.
 (B) quite punctual and never late for work, school & appointments.
 (C) quite neat and organized in what I do.
49. **I am of the opinion that for pleasure and happiness one must.....**
 (A) get the basic amenities of life.
 (B) enrich the records one's achievements.
 (C) support charities.
50. **In whatever work I undertake.....**
 (A) I like to do very best.
 (B) I like to assume full responsibility for it.
 (C) I like to make advance plans.

APPENDIX : B

Aggression Scale

		Consumable Booklet of <h1 style="font-size: 2em; margin: 0;">A S</h1>		
Dr. Guru Pyari Mathur (Raebareli) Dr. Raj Kumari Bhatnagar (Agra)		(English Version)		
Please fill in the following informations—				
Name.....		Sex.....		
Age.....		Caste.....		
Religion.....		Married/Unmarried.....		
Educational Status.....		Rural/Urban.....		
School/College.....		Occupation of Guardian.....		
Monthly Income.....		Date.....		
INSTRUCTIONS				
Some statements have been given in this scale. These statements are related to your behavioural characteristics which you do in different situations. Please read each statement carefully, keeping in mind its situation and think that in given situation how much given characteristics you have (in that category). First decide and then give your answers. There are 55 statements in this scale, strongly agree, agree, undecided, disagree and strongly disagree has been printed in front of the statement serially. According to your wish which suits to your behavioural characteristic, you mark a sign of right (✓) in the given block.				
Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You do your work yourself without any one's help and your answer will be kept secret. There is no time limit in this scale. Please try to give the answer of the statement as soon as possible.				
SCORING TABLE				
Raw Score	Percentile Rank	Interpretation		
©: (0562) 2150113				
<h2 style="margin: 0;">RAKHI PRAKASHAN</h2> 6/9, H. I. G. FLATS, SANJAY PLACE GROUP HOUSING SOCIETY AGRA - 282 002 (INDIA)				

2 Consumable Booklet of A S						
Sr. No.	STATEMENT	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1.	When asked to do some work which is not liked, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	When due to personal problems unable to complete work, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	When engaged in irrelevant discussion with some one do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	When quarrelling with some one do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	When others do not agree with my views feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	When others have different views than my views do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Scolding without any reason, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	When criticized by others, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	When beaten without reasons do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	When others do not complete my work, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	When the things which I love is taken away, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	When I was disbelieved by my own people, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	When deceived by others again and again do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	When some one tells a lie again and again with confidence, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	When things, you love is broken, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	When old friend break the confidence, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	When held guilty without any reason, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	When some one steals very confidential important papers, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	When it comes to my knowledge that some one who's considered faithful and confident is cheating, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	When it comes to my knowledge that some one who is considered 'ideal' is culprit or bad person, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	STATEMENT	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
21.	When relative who is considered to be very close hurt by breaking confidence, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	When gets all the time false assurance by others, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	When see partial treatment by parents in their behaviour, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	When disturbance is created by relatives, friends or colleagues in doing work unnecessarily, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	When unnecessarily pressurized by parents, relatives, friends, colleagues, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	When unnecessarily pressurized by parents, relatives, friends, colleagues to work against rules and norms, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	When see immoral behaviour or corruption in the society, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	When see dis-respect of elders in society, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	When unable to see insult of elders by youngsters, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	When there is no reason, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	When see mis-behaviour with old persons, handicap person, weak person, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	When see behaviour against religion and the insult of religion, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	When useless advise and counselling is given by the people, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	When insulted without reason, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	When some one who is committed to help in case of need refuses, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	When hear criticism of others, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	When some one steals luggage and other things, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	When it comes to knowledge that friends or dear one's is deceiving you, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	When work is not completed in time or see that can not prove without completing work, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	STATEMENT	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
40.	When wait eagerly for some one after leaving some important work and he does not turn up, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	When see wrong opinion or rumour is being spread among people, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	When beaten after caught while cheating or stealing, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	When hopeful and dependent on the assurance of some one and that person refuses, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	When punished without reasons, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	When notice partiality in behaviour, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	When see corruption and norms breaking, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	When some one pushed while going in the way and fell down, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	When see corrupt, immoral, mean mentality people, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	When some one praise others to whom you do not like, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	When see opportunist peoples who cause loss for their own gain, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	When some one advise without asking, to show that he is well wisher, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	When engaged in some important work at the same time some one comes and waste your time, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	When some one forcefully interfere personal life, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54.	When you loose the game, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	When insulted for others fault in the classroom or work-field, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>