Chapter
Fifth
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SUMMARY and CONCLUSION

In this chapter an attempt has been made to provide the summary of the present study and also provide the conclusion of research work. Conclusion of research work made by anlayising and interpretation of data. An attempt has been made to provide suggestion as how the findings of this study can be utilized in future for further studies and also for society. There is also some implications suggested for Govt. teachers and for the field of education. In present study researcher provide the sumarry of research work with findings, conclusion and suggestion as follows.

India is the largest populated country of this world. A large number of diet and nutrition surves for people. Food is essential for human being, human existance just like the air we breathe or the water we drink. The food that we eat is utilised in the body and the assimilated substences are used for the growth and maintenance of tissues. A living organism is the product of nutrition. The human being requires more than 45 different nutrients for its well-being.

It is so evident that factful knowledge about the nutritional value of milk, especially for child and women, who were a major health concern, could not change so deep a system of cultural and religious belief. This is to important to emphasize sound nutrition to students, teachers and
guardians etc. to make sure that the learning opportunities they provide are interesting and helpful to community. The discussion here to focus to know the importance of food and nutrition for everyone; for child; for women; for workers; for labours; for office etc.

Nutrition is the science of food values. It is relatively a new science which was evolved from chemistry and physics. Nutrition is often mentioned as a branch of chemical science or bio-chemistry. The effect of food on our body is explained in nutrition. In other words, nutrition is defined as food at work in the body. In a broader sense nutrition is defined as the combined of process by which the living organism receives and utilise the materials necessary for the maintenance of its functions and for the growth and renewal of its component.

Nutrition is the good we get from all the food we eat and it helps our bodies work. Food is made up of different types of nutrients that contribute to our food being nutritious! These nutrients include carbohydrates, fats, proteins, vitamins, minerals and water. All nutrients need by the body are available through food. Many kinds and combinations of food can lead to a well-balanced diet.

If our bodies fail to get all the nutrients they need this is called malnutrition. If a person suffers from malnutrition they can be more likely to catch diseases and it can effect the functions of their body such as brain, eyesight, organs, height, weight, as well as the formation of body parts if the child is still in their mother’s womb.
When a person lacks these they are said to be suffering from micronutrient malnutrition. Malnutrition can occur in developed countries but it is most likely to be seen in children in developing countries. It is believed that almost one third of children in developing countries are malnourished. Breast feeding is a vital source of micronutrients for babies.

Food needs for everyone is must. Its depend on production. Increasing of population is the cause of lack of food availability. The per capita production of all other food stuffs has remained almost stationary as the increase in population has been keeping pace with increase in production of these foods. Our diet consists of different chemical substances called nutrients that are classified into six classes. They are carbohydrates, fats, proteins, vitamins, mineral salts and water. The study of food and diet is known as nutrition.

For food needs its important to know the classification of different Nutritional Status. Human being in food supply affected with three types of nutrition status.

**Rich Nutrition**

Rich nutrition is said to be best nutrition. It means nutrition in that state in which the human being is healthy in mental and physical and contain work ability according to age. Good nutrition gives the good health to the human being.
Average Nutrition

Medium nutrition means that type of nutrition which contain not good not bad quantity or quality of nutrition means average type of nutrition.

Poor Nutrition (Malnutrition)

Malnutritional deficiencies arising from lack of specific nutrients, the nutritional problems encountered at various stages of the life cycle and effect of disease upon nutrition are discussed in detail in many researches; by many experts. The causes of malnutrition are complex. They include conditions that pre-exist within the individual.

Poor Nutrition (Malnutrition) means that type of nutrition which does not contain proper nutrition according to our body. Malnutrition at its fundamental biological level is inadequate supply of nutrients to all cell. A lack of essential nutrients at the cellular level, however, is the result of a complex web of factors; psychologic, personal, social, cultural, economic, political and educational. Each of these factors is a more or less important cause of malnutrition at a given time and place, for a given individual.

A significant correlation of poverty with malnutrition. Because of synergetic effect of poverty and malnutrition, it is almost impossible to isolate their relative role in development. Many researches and experiment shows significant relationship between the current nutritional status and cognitive, physical and psychological development, personality development and
behaviour. Consequently, the researcher selected the research problem "A Study of Personality of Different Nutritional Status Children in Relation to Their Self-Concept and Achievement Motivation."

Every individual is said to have personality of his own which is unique and distinct from every other personality. It is one word but many things. It is a system of reactic and reaction possibilities into there. Personality is the sum total of behaviour trends; manifested in his social adjustment. Behaviour is moral and it can be broken into atoms. These atoms may be said to be the certain charectarstics of organism that can permanent with individual. These habitual charectarstics of the behaviour determine the quality of the personality. This charectarstics is defined as temperament of human being.

Temperament involves emotionally toned aspect of personality, such as joviality, moodiness, tenseness, and activity level. Hundreds of terms describing temperament were selected and eventually reduced, through statistical procedures, to three temperament types. One type was called Viseceotonia because many related terms referred to visceral comforts, such as eating, joviality, and relaxation. In a second type, known as somatotonia, the relevant terms involved bodily or somatic activity, such as competitiveness, energetic movement, and aggressiveness. The third temperament was called cerebrotonia because the related terms suggested cerebral process, as in thoughtfulness, restraint, and unusual sensitivity.
The newborn infant is activated purely by biological urges, such as hunger, thirst, the need for warmth, and the need for sleep. These biological characteristics, as well as reflexes, are inborn, and they comprise what Freud has referred to as the id. This second part of the personality depends upon many complicated psychological processes, such as remembering, learning, perceiving, and reasoning. It is some times referred to as the problem-solving dimension of personality and it is assumed to develop initially out of the id. In reacting to his social environment the child eventually acquires values and social standards from his parents and other elders. Collectively, these aspects of personality are known as the super ego.

Self-concept is a concept that has been used to explain a vast array of emotional, motivational, and behavioral phenomena. Most Americans believe intuitively that low self-concept is undesirable; indeed, the link between low self-concept and depression, shyness, loneliness, and alienation supports the general idea that low self-concept is an aversive state. The view that self-concept is a vital component of mental health is also evident in the popular media and in educational policy. Low self-concept has been viewed as the root cause of societal problems ranging from drug abuse to teenage pregnancy to poor school performance. A number of educational and therapeutic programs have been developed to solve these problems by increasing self-concept. Self-concept is one of the most frequently examined constructs in sociology and psychology, with more than 15,000 research articles referring to it over the past thirty years.
This entry reviews the research that has focused on the conceptual and functional basis of self-concept.

Achievement motivation is a type of social motivation. It is a system of good direction in human activity, that is closely related to competence, aggressiveness and dominance. Achievement motivation is develops according to time and conditions. It may present during birth while it takes formal shape during specific stage.

The need for achievement is a motive to accomplish things and to be successful in performing tasks. People high in need for achievement prefer to work on moderately challenging and risky task, which promise success and on tasks where their performance can be compared with the performance of others.

OBJECTIVES

1- To see the significant difference of Achievement Motivation between Upper/Rich Nutrition Status Boys and Girls.

2- To see the significant difference of Achievement Motivation between Middle/Average Nutrition Status Boys and Girls.

3- To see the significant difference of Achievement Motivation between Lower/Poor Nutrition Status Boys and Girls.

4- To see the significant difference of Self-Concept between Upper/Rich Nutrition Status Boys and Girls.

5- To see the significant difference of Self-Concept between Middle/Average Nutrition Status Boys and Girls.
6- To see the significant difference of Self-Concept between Lower/Poor Nutrition Status Boys and Girls.

7- To see the significant difference of Personality between Upper/Rich Nutrition Status Boys and Girls.

8- To see the significant difference of Personality between Middle Average Nutrition Status Boys and Girls.

9- To see the significant difference of Personality between Lower Poor Nutrition Status Boys and Girls.

10- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Achievement Motivation.

11- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept.

   a. To study the effect of Different Nutrition Status (Upper Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Behaviour.

   b. To study the effect of Different Nutrition Status (Upper Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Intellectual & School status.

   c. To study the effect of Different Nutrition Status (Upper Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes.
d. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Anxiety.

e. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Popularity.

f. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction.

12- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality.

a. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Extroversion &Introversion.

b. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Self-concept.

c. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Dependable & Independable.

d. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Temperament.
e. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment.

f. To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Anxiety.

HYPOTHESIS

1. There is no significant difference of Achievement Motivation between Upper/Rich Nutrition Status Boys and Girls.

2. There is no significant difference of Achievement Motivation between Middle/Average Nutrition Status Boys and Girls.

3. There is no significant difference of Achievement Motivation between Lower/Poor Nutrition Status Boys and Girls.

4. There is no significant difference of Self-Concept between Upper/Rich Nutrition Status Boys and Girls.

5. There is no significant difference of Self-Concept between Middle/Average Nutrition Status Boys and Girls.

6. There is no significant difference of Self-Concept between Lower/Poor Nutrition Status Boys and Girls.

7. There is no significant difference of Personality between Upper/Rich Nutrition Status Boys and Girls.

8. There is no significant difference of Personality between Middle/Average Nutrition Status Boys and Girls.
9. There is no significant difference of Personality between Lower/Poor Nutrition Status Boys and Girls.

10. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Achievement Motivation.

11. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept.

   a. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Behaviour.

   b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Intellectual & School status.

   c. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes.

   d. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Anxiety.

   e. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Popularity.
f. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction.

12. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality.

a. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Extroversion & Introversion.

b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Self-concept.

c. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Dependable & Independable.

d. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Temperament.

e. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment.
There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Anxiety.

The method and procedure of the study have been discussed with regard of the following data.

(a) Population
(b) The sample
(c) Research Design and Variable Involved
(d) The Tools used
(e) Procedure
(f) The Statistical Technique used.

**Population**

The present study is concern with the effect of achievement-motivation, self-concept and personality of different nutritional status children of Bundelkhand area (Jalaun, Banda, Hamirpur, Lalitpur, Jhansi, Mahoba, Chitrakutdham-Karvi) in Uttar Pradesh. But in present study researcher taken only one district Hamirpur for the study.

**The Sample**

In the present study 150 boys and 150 girls of high school in the age range of 12-16 years of Hamirpur district is selected in this sample. The subjects was selected through purposive sampling technique.

The subject were selected as a distributing technique 100 each in rich nutritional status children, 100 average nutritional status children and 100 poor nutritional status children and than further were
divided for about 50 each in boys and girls group of both rich, average and poor nutritional status children.

```
            300
           /
         100  100  100
        /
Rich nutritional status children  Average nutritional status children  Poor nutritional status children
        /
     50   50     50   50     50   50
Boys  Girls  Boys  Girls  Boys  Girls
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**Research Design and Variable Involved**

The present study is concerned with the effect of gender (boys & girls) and types of nutritional children (rich, average and poor). 2x3 factorial design is considered suitable with the present study.

The variable of the present study are as follows -

**Independent Variable**

"An Independent variable is that factor manipulated by the experimenter in his attempt to ascertain its relationship on the observed phenomenon" - Townsend

"The variable over which the investigator has control are called independent variable". - Edwards

There are two types of independent variable involved in the study.
1. Gender (boys & girls)

2. Types of nutritional children (Rich, Average and Poor)

**Dependent Variable**

"A dependent variable is that factor which appears, disappears, or varies as the experimenter introduces removes as varies the independent variable" - Townsend

"Any measured behavioural variable of interest in a psychological investigation is called a dependent variable." - D. Amato.

In study there are three dependent variable are-

1. Personality

2. Self-Concept

3. Achievement-Motivation

**The tools to be used**

In this study there are four types of tools to be used. The tools are-

1. Multi-dimensional Personality Inventory - Manju Agarwal

2. Children's Self-Concept Scale - S.P.Ahluwalia

3. Achievement-Motivation Scale - D.Gopal Rao

4. Socio-Economic Status Scale - Beena Shah
Multi-Dimensional Personality Inventory (MPI)

The present inventory is developed by Km. Meena Agarwal for measuring the different personality variables of an individual. It's not an easy task, personality not measured through one factor or dimension of personality. The present inventory measured six important variables of an individual.

Variables

These variables are-

(A) Extroversion-Introversion
(B) Self-Concept
(C) Dependance-Independence
(D) Temperament
(E) Adjustment
(F) Anxiety

Children’s Self-Concept Scale

Self-concept is a central theme around which a large number of the major aspects of personality are organized. It has been described differently by different authors. The self-concept is something beneath one's skin which affects his/her behavior as an organization of ideas about oneself which is derived from one's experience with others.
Achievement-Motivation Scale

The Rao Achievement Motivation test has been developed to provide a simple and objective measure of achievement motivation of Secondary School pupils. There are 20 incomplete sentences, each of which followed by two possible alternatives A and B, out of which one is an achievement-related item. Though both the alternatives are achievement-oriented and socially acceptable, yet one of them imply a higher sense of achievement and excellence.

Procedure in Study

In the present study researcher took 300 subjects of which 100 rich nutritional status children (50 boys and 50 girls), 100 average nutritional status children (50 girls & 50 boys) & 100 poor nutritional status children (50 boys & 50 girls). These children are in the age range of 12-16 yrs. of High School. The data collected in the Hamirpur district of Uttar Pradesh.

For the data collection of boys & girls researcher went to different schools and through SES test researcher find out their categories of different nutritional status children. What type of his family status, his parents economic sources and other households etc. find out through test. After that researcher know about children nutritional status. If they have good family status, researcher assumed that they take good nutritious food. If they have average family status, they take average nutritious food & If they have poor family status means they take poor nutritious food.
For the data collection of the children researcher went to different schools and measure the result of their various test papers (personality, self-concept & achievement-motivation) and she takes conclusion about their meals according to performance.

**The Statistical Technique used**

The first purpose of the present study was to compare the personality, self-concept & achievement-motivation. Mean and standard deviation of each group were calculated. The comparison between different groups were made on the basis of critical ratio with 0.05 and 0.01 level of confidence considered significant. Hypothesis were tested by applying critical ratio. Than calculate the effect of gender (Boys & Girls) and types of nutritional children (rich, average & poor) on personality, self-concept and achievement-motivation and testing the hypothesis.

**Statistical Analysis and Interpretations**

**Part A**

Overall comparison of Achievement-Motivation of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

**Part B**

Overall comparison of Self-Concept of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

**Part C**

Overall comparison of Personality of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

**Part D**

Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Achievement motivation.
Part E Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Self-Concept.

Part F Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Personality.

Findings

1. *There is no significant difference of Achievement Motivation between Upper/Rich Nutrition Status Boys and Girls.*

Result shows that upper/rich nutritional boys have high achievement motivation than upper/rich nutritional girls, but there is no significant difference between achievement motivation of upper/rich nutritional boys and girls. Thus hypothesis - 1 is selected.

2. *There is no significant difference of Achievement Motivation between Middle/Average Nutrition Status Boys and Girls.*

Result shows that average/middle nutritional boys have high achievement motivation than average/middle nutritional girls. But there is significant difference between achievement motivation of average/middle nutritional boys and girls. Thus hypothesis - 2 is rejected.

3. *There is no significant difference of Achievement Motivation between Lower/Poor Nutrition Status Boys and Girls.*

Result shows that lower/Poor nutritional boys have high achievement motivation than lower/Poor nutritional girls. But there is significant difference between achievement motivation of lower/Poor nutritional boys and girls. Hypothesis - 3 is rejected.

4. *There is no significant difference of Self-Concept between Up-
per/Rich Nutrition Status Boys and Girls.

Thus the result indicated that upper/rich nutritional boys have significantly high Physical Appearance & Attributes, Anxiety and Popularity and upper/rich nutritional girls have high Behaviour, Intellectual & School status. However significant difference was observed between Behaviour, Physical Appearance & Attributes and Popularity of upper/rich nutritional boys and girls. The hypothesis - 4 is accepted.

5. There is no significant difference of Self-Concept between Middle/ Average Nutrition Status Boys and Girls.

Result indicated that average/middle nutritional boys have significantly high Intellectual & School Status, Physical Appearance & Attributes, Anxiety and Popularity and average/middle nutritional girls have high Happiness & Satisfaction. However significant difference was observed between Physical Appearance & Attributes Anxiety and Popularity of average/middle nutritional boys and girls. The hypothesis is rejected.

6. There is no significant difference of Self-Concept between Lower/ Poor Nutrition Status Boys and Girls.

Result indicated that lower/Poor nutritional boys have significantly high Physical Appearance & Attributes and Anxiety and lower/Poor nutritional girls have high Popularity. However significant difference was observed in Anxiety of lower/Poor nutritional boys and girls. The hypothesis is accepted.

7. There is no significant difference of Personality between Upper/ Rich Nutrition Status Boys and Girls.

There is no significant difference in personality factors like, ex-
troversion & introversion, self-concept, dependable & independable, temperament, adjustment, anxiety, so the result shows that hypothesis is accepted.

8. There is no significant difference of Personality between Middle/
Average Nutrition Status Boys and Girls.

Finding shows that average/middle nutritional girls have high extroversion & introversion, self-concept, dependable & independable, adjustment quality. And average/middle nutritional boys have high Temperament. All total there is significant difference of personality between average/middle nutritional boys and girls. The hypothesis is rejected.

9. There is no significant difference of Personality between Lower/
Poor Nutrition Status Boys and Girls.

Finding shows that lower/Poor nutritional boys have high dependable & independable, temperament and adjustment quality. And lower/Poor nutritional girls have high Extroversion & Introversion, Self-Concept, and Anxiety. In all there is no significant difference of personality between lower/Poor nutritional boys and girls thus the hypothesis - 9 is accepted.

10. There is no significant effect of Different Nutrition Status
(Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on
Achievement Motivation.

All of it is evident from analysis boys have high achievement motivation than girls. As per nutritional status it is appeared that rich and average nutritional subjects have high achievement motivation than poor nutritional status subjects. The gender significantly effect the achievement motivation. Types of nutritional status (Rich, Average and Poor) also have significant ef-
ffect on achievement motivation but interaction between gender and types of nutritional status has no significant effect on achievement motivation. Thus the hypothesis - 10 is accepted.

11. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept.

Boys and girls, significantly effect the self-concept. Types of nutritional status (Rich, Average and Poor) have significant effect on self-concept. Interaction between gender and types of nutritional status has no significant effect on self-concept. Thus the hypothesis -11 is accepted.

a. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Behaviour.

Gender (boys and girls) have no significantly effect on self-concept as behavior but types of nutritional status (Rich, Average and Poor) have significant effect on self-concept as behavior. Interaction between gender and types of nutritional status has significant effect on self-concept as behaviour. Thus the hypothesis 11-a is rejected.

b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Intellectual & School status.

Boys and girls) have no significantly effect on self-concept as intellectual and school status. Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as intellectual and school
status. Interaction between gender and types of nutritional status has no significant effect on self-concept as intellectual and school status. Thus the hypothesis 11-b is accepted.

c. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes.

All of the result shows that boys have high physical appearance & attributes than girls. And Rich nutritional status subjects have high value of physical appearance & attributes than Poor nutritional status subjects and average nutritional status subjects. It is evident boys and girls have significantly effect on self-concept as physical appearance & attributes. Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as physical appearance & attributes. Thus the hypothesis is accepted.

d. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Anxiety.

Result shows that Rich nutritional status girls have high anxiety than Poor nutritional status girls and average nutritional status girls. In all it is appeared from results that rich nutritional status subjects have high anxiety than Poor nutritional status subjects and average nutritional status subjects (mean 8.68). Results reveal that boys have high anxiety (mean 9.57) than girls. Boys and girls have significantly effect on self-concept as anxiety. Types of nutritional status (Rich, Average and Poor) have no significant effect on self-
concept as anxiety. Thus the hypothesis is accepted.

e. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Popularity.

Result shows that Boys have high popularity than girls. Average nutritional status subjects have high popularity than Poor nutritional status subjects and rich nutritional status subjects. It is evident that gender have significantly effect on self-concept as popularity. Types of nutritional status have no significant effect on self-concept as popularity. Interaction between gender and types of nutritional status has no significant effect on self-concept as popularity. Thus the hypothesis is accepted.

f. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction.

It find out that boys have high happiness & satisfaction than girls. And all types of nutritional status subjects have no much more difference in happiness and satisfaction. Boys and girls have no significantly effect on self-concept as happiness & satisfaction. Types of nutritional status have no significant effect on self-concept as happiness & satisfaction. Thus the hypothesis is accepted.

12. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality.
It is evident that gender have significantly effect on Personality. Types of nutritional status (Rich, Average and Poor) have no significant effect on personality. Thus the hypothesis is accepted.

_a. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Extroversion & Introversion._

Result shows that average nutritional status subjects have high extroversion & introversion quality than rich nutritional status subjects and Poor nutritional status subjects. It is evident that gender (boys and girls) have significantly effect on Personality as extroversion & introversion. Types of nutritional status have no significant effect on personality as extroversion & introversion. Thus the hypothesis is accepted.

_b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Self-concept._

It is found that girls have high self-concept than boys. Average nutritional status have high self-concept than rich nutritional status subjects and average nutritional status subjects. It is evident that gender have significantly effect on Personality as self-concept. Types of nutritional status have no significant effect on personality as self-concept. Thus the hypothesis is accepted.

_c. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Dependable & Independable._
It is find out that rich nutritional status subjects have high dependable & independable quality than Poor nutritional status subjects and average nutritional status subjects. Girls and boys have no much difference in dependable & independable quality. It is find out that boys and girls have no significantly effect on Personality as dependable & independable. Types of nutritional status have significant effect on personality as dependable & independable. Thus the hypothesis 12 (c) is accepted.

d. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Temperament.

It is find out that Rich and Average nutritional status subjects have high temperament than Poor nutritional status subjects. Boys have high temperament than girls. It is evident that gender has no significantly effect on Personality as temperament. Types of nutritional status (Rich, Average and Poor) have no significant effect on personality as temperament. Thus the hypothesis is accepted.

e. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment.

Result shows that Rich nutritional status subjects have good adjustment than Poor nutritional status subject and average nutritional status. Girls have good adjustment than boys. Boys and girls) has significantly effect on Personality as adjustment. Types of nutritional status (Rich, Average and Poor) have significant effect on personality as adjustment. Thus the hypoth-
esis is rejected.

\textit{f. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Anxiety.}

It is found that girls have high anxiety than boys. Poor nutritional status subjects have high anxiety than rich nutritional status subjects and average nutritional status subjects. Boys and girls has no significantly effect on Personality as anxiety. Types of nutritional status (Rich, Average and Poor) have no significant effect on personality as anxiety. Thus the hypothesis is accepted.

**CONCLUSION**

1. Average/middle & Lower/Poor Nutritional status boys and girls have significant difference in Achievement Motivation.

2. Upper/Rich Nutritional status boys and girls have significant difference in self-concept as behaviour, physical appearance & attributes and popularity.

3. Average/middle nutritional status boys and girls have significant difference in self-concept. Both groups have significant difference in self-concept as physical appearance & attributes, Anxiety and popularity.

4. Lower/Poor nutritional status boys an girls have significant difference in self-concept as anxiety.

5. Average/middle nutritional status boys and girls have significant
difference in personality as extroversion & introversion, self-concept and adjustment.

6. Lower/Poor nutritional status boys and girls have significant difference in personality as self-concept.

7. Different types of nutritional status (rich/average/Poor) boys and girls have significant effect on achievement motivation separately. But both groups have no significant effect in interaction.

8. Types of nutritional status (rich/average/Poor) have significant effect on self-concept and their sub group behaviour.

9. Gender (boys and girls) have significant effect on self-concept and their sub groups – Physical appearance & attributes. Anxiety, Popularity.

10. Interaction of Types of nutritional and gender has significant effect on behaviour as sub-group of self-concept.

11. Types of nutritional status have significant effect on dependable & independable and adjustment as sub group of personality.

12. Gender has significant effect on extroversion & introversion, self-concept, and adjustment as sub group of personality.

13. Interaction of types of nutritional status and gender has significant effect on adjustment as sub group of personality.

Implication Pertaining to Education

So far the researcher has discussed some of the practical implication of the study pertaining to others. In this connection it is also important to
discuss some of the main theoretical implication of the study which are vital to education era. This would enable scholars to plan research students for further investigations and there by increasing the fund of knowledge in this field. The findings of the present study reveal that nutritional status heavily effected on personality and also on others dimensions of self-concept and achievement-motivation.

**Implication for Teachers**

It has been revealed that the students of malnutritional status (poor nutritional status) poorly adjusted in self-concept and in achievement-motivation. It may be suggested to teachers to give maximum knowledge about better nutrition, health services to them.

It may be also suggested to teachers that they encourage the students who suffering through poor nutritional status to make adjustment and in their behaviour etc.

Teachers should be given to there students better environment in classroom and also outside the classroom to develop their self-concept and achievement-motivation.

More and more chances of communication and opportunities should be given to students to handle different kinds of situations in society and also should be developed a group-help nature.

**Implication for Government**

It has been revealed from this study that personality factors and others variables are poorly and immature in poor nutritional status children in
respect of other children. It is therefore for Govt. to facilitate better environment, better nutrition and better health services to handle these types of situations.

Govt. should provided better medical services and better meal services like mid-day meal project, to students who are failed to developing their personality, self-concept and achievement-motivation.

Govt. should organized many awareness programmes in schools for students as well as teachers to serve better environment and better situation to handle the different kinds of difficult situations.

Suggestions for further Studies

At present there are many problems in the field of society and also in humanity. There is a need of research to understand and solve these problems. It is difficult to come to a conclusion through a single study. Each researcher has his own limitations. It is impossible for a researcher to reach every corner of the field and work on each types of sample.

Present study has been based upon personality, self-concept and achievement-motivation in respect of different nutritional status in Bundelkhand region of Uttar Pradesh. To make the conclusion which are derived from this study the researcher feels that more researches are needed in the following fields.

1- The study based on a single district Hamirpur of Bundelkhand region in Uttar Pradesh. Others areas of Bundelkhand and Uttar Pradesh should be included in the sample of other studies. So that the obtained result may not
be confined to a particular region only.

2- The sample of this study centralized only at the students of the High school, while the furthur studies should be conducted on Intermediate, Degree colleges and Universities students. From that the result obtained may be more generalized.

3- Present study has been based on 300 students (150 boys and 150 girls) which are also divided in three groups of fifties with reference to different nutritional status-Rich, Average, Poor. In future furthur studies may be conducted on the large sample.

4- Present study has been based on personality, self-concept and achievement-motivation only. In further studies others variables - values, adjustment, attitude, activities etc.- may be include.

5- Other cross studies should be done to testify the validity and significance of results in research.