Chapter
First
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INTRODUCTION

Food is essential for (human being) human existence just like the air we breathe or the water we drink. The food that we eat is utilised in the body and the assimilated substances 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.

Nutrition is the science of food, the nutrients and other substances theories; their action, interaction and balance in relationship to health and disease; the process by which the organism ingests, digests, absorbs, transports and utilizes nutrients and disposes of their end products. In addition, nutrition must be concerned with social, economic, cultural and psychological implications of food and eating.

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 recieve and utilise the materials neccessary for the maintenence 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. 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.

In the developing world the biggest concerns often lie with the lack of vitamins and minerals, as well as the access to clean drinking water. For information on water see our resource, water and sanitation. In this resource we will focus on vitamins and minerals. When a person lacks these they are said to be suffering from micronutrient malnutrition.

Malnutrition can occur in developed countries but 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. Breastfeeding is a vital source of micronutrients for babies.

The solution to a lack of nutrients is to improve people’s diet. This can be done naturally – this is the ideal, however, often people do not have access to the right types of food, and in some cases any food at all! As a result groups of people are fed ‘supplementary food’, this is food extra to their diets which contain the nutrients they lack. Another method of
providing the needed nutrients in countries where a population as a whole is lacking a certain vitamin or mineral it is added to a staple food such as flour or salt, this is called fortification.

It is important to realise an inadequate supply of food is often caused by war (where people working in fields are unable to work for fear of violence or landmines, or people have had to flee their homes and so leave food supplies) or poverty (where food is available but people do not have the money to buy it or land to grow it). The situation can be especially bad if a country has suffered a combination of factors, for example, a drought and a civil war.

As well as the shortage of food, disease also causes malnutrition. Diseases such as diarrhoea cause the body to loose essential nutrients, by flushing them out of the body. They can take a long time to replace and may affect a child’s growth and development. Another important fact is that malnutrition is increasing in developed countries. This is caused by people choosing to eat the wrong types of food, not by a lack of adequate supply. Nutrition scientist defines the nutrition are as follows:

"Nutrition is the combination of process by which the living organism receives and utilizes the materials necessary for the maintenance of its function and for the growth and renewal of its components. Nutrition, food, nutrients and the nutrients particle which is found in the food maintain the various metabollic activities and protect the body from the various diseases and nutrition is very useful for the human beings that
means nutrition is that science in which the nutrients which is necessary for
the living being is taken from the food science is that branches which gives
the every knowledge about the body and parts of body and also gives the
various information about the various metabollic activities which is perform
inside the body.”

**Food Needs and Food Availability**

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 foodstuffs has remained almost stationary as the increase in population has been keeping pace with increase in production of these foods. The minimum food requirements are discussed below after taking into consideration the food availability and food needs.

**Cereals**

The daily per caput availability of cereals at present is about 400 to 420 gr. In view of the fact that the availability of fat and milk is far below the levels. It is essential to increase cereal availability to 600 gr. per capita per day.

**Pulses**

The per capita availability of pulses has been remained at about 45 to 50 gr. over the past 30 yrs. The present production is adequate to meet the needs of the population.
Maximum population of the country used maximum parts of production of oil. About 10% of the oil production is used for the industrial purpose. There is need to increase oil production to 15 gr. daily in due course.

Milk

The increase in population has been keeping pace with increasing in milk production with the result of the per capita milk production has remained more or less constant.

Vegetables

The daily per caput production of vegetables has been 55 gr. It's desirable to produce and consume leafy vegetables in preference to other vegetables. Its a rich source of vitamins, minerals, iron etc. like provitamine A, Vitamin C, folic acid, calcium and iron.

Fruits

Food production is not satisfactory in respect of population. It has daily production is about 40 gr. This is to adequate to meet the need of the population.

Remember if a diet consists of a single food item then the food will be unhealthy no matter what the food is no single food item contains all the nutrients use & need to lead a healthy life. For example babies rely on milk for all their nutritional needs.
Qualitative Adequacy

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.

Proteins

Proteins means “to come first”. This suggested that the proteins are essential nutrients. No organism can live and almost no biological process can take place without proteins. Proteins provide four calories per gram. Proteins should comprise about 12% of a child’s total caloric intake.

The daily per capita physiological protein requirements as assessed by the ICMR Advisory Committee is 45 gr. and the retail level is 50 gr. Increased cereal intake will help to meet the protein requirements.

Carbohydrates

Carbohydrates are found in food as monosaccharide, disaccharides and polysaccharides. The monosaccharides are glucose, galactose and lactose. The disaccharides are sucrose, lactose and maltose. The polysaccharides are comprised of many glucose molecules and are the following- (i) glycogen (ii) cellulose and (iii) starch.
Vitamins

Vitamins used by our bodies and if we do not get enough of the right ones it can affect us mentally and physically. As our bodies do not make vitamins, we have to get them from food. If we do not have enough of one vitamin it can also affect our body’s ability to take in other vitamins.

Each vitamin has a role to play to keep us healthy. For example Vitamin C helps our body heal if we get a cut. There are two types of vitamins water-soluble and fat soluble. Vitamins A, D, E, and K are fat-soluble. The Vitamin A and C requirement will met by 50 gr. green leafy vegetables. It will also supply appreciable amount of riboflavin and folic acid.

Minerals

Plants obtain minerals from the soil. Animals as well as humans get minerals from eating plants. As a result humans can get the minerals we need by eating plants or animals. Minerals can also be present in water. How much and what minerals we take into our bodies can depend on how much of a mineral is present in the soil in the regions where our food, water or meat comes from. Iron requirements will be met by cereals and green leafy vegetables. Calcium requirements will be met by cereals and green leafy vegetables.

Classification of different Nutritional 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)

Malnutrition at its fundamental biologic level is an inadequate supply of nutrients of cell. A lack of essential nutrients at the cellular level, however, is the result of a complex web of factors; psychologic, personal etc. causes. Poor Nutrition (Malnutrition) means that type of nutrition which does not contain proper nutrition according to our body. The poor nutrition has two stages -

A- Quantitative Dietary Deficiency

B- Qualitative Dietary Deficiency

Poor Nutrition (Malnutrition)

Malnutrition at its fundamental biologic 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 factories; 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.
Human misery and waste of human life from malnutrition, more stark in some regions than in others, occur in both world hemispheres. The course that already set by a mounting population must collide with the less rapidly, growing food supply. The problem is further compounded by the fact that population growth rates often are highest in those countries that can least afford to maintain them.

Malnutrition is an inclusive term that involves the lack, imbalance or excess of one or more of sources. In the initial stages of development a deficiency is so mild that physical sign are absent and biochemical methods generally cannot detect the slight changes.

Many of the physical sign that suggest nutritional lack are also the result of other factors. For example, a student who obtains only five or six hours of sleep may complain that he is unable to concentrate well, is irritable and always feels tired. These symptoms are also characteristics of a type of malnutrition.

The Ecology of Malnutrition

The word ecology comes from a Greek word oikos, meaning house. Just as there are many factors and forces within a family’s house that interact to influence its members, so there is an even more vast complex of interrelated forces housed in a biologic system that produces disease. Many factors work together to produce malnutrition. A disease caused by malnutrition may exist in many varieties, many degrees and many
combinations. For example, a common infectious disease of childhood such as measles. Infectious diarrhea is a common complication. Some of many related causes of malnutrition can be classed under the three factors, they are- (i) Agent, (ii) Host and (iii) Environment.

**Agent**

The agent that is the fundamental causes of a malnutrition disease is a lack of food. Because of this lack, certain nutrients in food that are essential to substance of cellular activity are missing. Various factors like, food quantity, food quality, food timing and supply & need of food may causes this lack of food.

**Host**

The host is person-infant, child, adult- who suffers from malnutrition. Various characteristics like, presence of other disease, increased dietary needs, congential defects and personal factors in the host may influence the disease.

**Environment**

Many environment factors influence malnutrition. Some are close at hand and may be controlled by the individual. Many more far-reaching ones are too enormous, too powerful and too remote in their source to be influenced by a single person. Sanitation, culture, social factors, psychologic factors, economic-political structure and agriculture are some of environment problem.

The behaviour that makes people different from one other are
those behaviour that consider to be at the root of personality refers to the relatively enduring characteristics that differentiate one person to another and that lead people to act in a consistent and predictable manner, both in different situations and over extended periods of time. One of the significant environmental factors that affects child development in the Indian context is poverty. A significant correlation of poverty is malnutrition. Because of synergetic effect of poverty and malnutrition, it is almost impossible to isolate their relative role in development. Many researchers and experiments show significant relationships between the current nutritional status and cognitive, physical and psychological development, personality development and behavior. 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.”

Variables used in Study

There are three types of variables in the present study -

1- Personality

2- Self-concept

3- Achievement Motivation
A recent workable definition of personality comes from Walter Mischel (1986) - a noted personality theorist. He says, "Personality usually refers to the distinctive patterns of behaviour (including thoughts and and emotions) that characterize each individual's adaptation to the situations of his or her life".

The yearning for personality has therefore become a real problem that occupies many minds today, whereas in former times there was only one man had a dimming of this question that what is personality. Personality, as the complete realization of our whole being, is an unattainable ideal. But unattainability is not argument against the ideal, for ideals are only signposts, never goal.

This apart, the three-fold conception of man as body, mind and spirit implies an important truth that man is not a mere object, that his spiritual nature is not on the same level as his psychic and corporeal, that his soul and body can participate in a new order of spirit and existence. The dynamic self-always inter-acting, adapting, adjusting, assimilating and integrating—is all that is important in the context of human personality because integration, assessment and organization of certain traits, as Allport (1961) put it, takes place only when the individual is in the thick of situations and interacts with the environment. Shaping of a personality is ultimately the result of an increasing struggle between the individual and the environment. Eysenck, therefore, believes that "the unique individual is
simply the point of interaction of a number of quantitative variables. While it is easier for the scientist to study commonality and arrive at trustworthy generalizations, it is impossible to sit on judgement over individuality because no one for sure can say how various "qualitative variable" interact in each case. No objective yard-stick of science can accurately assess the "uniqueness".

**Types of Temperaments**

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 viscerotonia 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.

**Basic Elements of Personality**

The elements of personality, as described by Sigmund Freud (1856 - 1939), involve three basic systems: the id, the ego, and the superego. In a very general sense, these systems represent biological, psychological, and social forces, respectively.
The Id

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. The chief characteristic of the id is the desire for satisfaction of needs. It has no organization, only impulses seeking expression in an animalistic manner. Freud described the id as "a cauldron of seething excitement".

The Ego

This second part of the personality depends upon many complicated psychological processes, such as remembering, learning, perceiving, and reasoning. It is sometimes referred to as the problem-solving dimension of personality and it is assumed to develop initially out of the id. The ego leads a person to act or refrain from acting according to what he has learned about the world rather than solely according to his biological impulses.

The Super Ego

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.

There are two divisions of the superego, one of which is the conscience, which discourages the expression of behavior generally deemed undesirable in his society. The conscience develops primarily under
the influence of scorn and threats of punishment. Thus, the parent may say to a child who has lied, "you are bad". If the child internalizes the parent's standards, the next time he lies or thinks about lying, he says to himself, "I am bad", or "I am ashamed of myself". Usually, if the child acquires this aspect of the superego, he learns to control his behavior much as the parent would control it.

**Personality Development**

As the child, the basic change in his personality is the growth of the ego and superego in relation to the id, which remains constant throughout life. The ego develops as the child struggles, in a problem-solving manner, with the human and inanimate worlds; the superego arises only through his contacts with human beings. In all instances, however, a most important factor is the child's emotional attachment to the older individuals.

**The Role of Identification**

The emotional attachment which a child has for an older person and his effort to pattern part of his life in the manner of this individual are known as the identification process. The identification process is not necessarily an easy one for the child. At the outset of children life of both sexes have greatest contact with mother and, therefore, boys eventually must make a shift to the masculine role. This shift apparently is eased by the growing realization that the masculine role usually is one of greater dominance. Girls traditionally have had a role of less
power, but here there is some compensation. Usually, there is greater latitude in sex-role behavior for females. In any event, social rewards, real and perceived, constitute the basis of the identification process.

**Measurement of Personality**

Psychologists interested in personality theory therefore have developed tests of personality. Some of these have been developed for practical purpose, such as the diagnosis of psychosis, while others have particular relevance to theoretical issues. Regardless of the original purpose, no single test can embrace all aspects of personality. Some tests emphasize surface characteristics, while other tests are concerned with underlying aspects of personality. Among the latter are projective techniques.

**The Projective Techniques**

In many ways the most intriguing and least understood of all personality tests are those involving inkblots, ambiguous pictures, and incomplete sentences. The subject's response in these nebulous situations is presumed to arise largely from within him rather than from the external stimulus, which has little structure. These tests are referred to as projective.

Projective techniques are presumed to reveal the less conscious but central aspects of personality. Their unstructured nature presumably elicits unconscious motivations, inner fears and hidden desires, though surface aspects also may appear in the test situation. Since psychoanalytic theorists place greatest emphasis on the deeper aspects of personality, they are most likely to adopt projective techniques, if they use psychological tests.
Rorschach Test

This test involves ten cards containing inkblots, shown to the subject one at a time in a prescribed order. The subjects is instructed to state whatever he sees in them or whatever they bring to mind. The instruction are designed to provide the subject with as much freedom as possible. Thus, if the subject ask, "May I turn the card?" or "can you see more than one thing?" he is informed that he may do as he wishes.

Similar to Freud's notion of free association, the assumption is made that the predominating aspects of personality are projected when one associates freely as he looks at the inkblots.

Another part of the subject's task on the Rorschach test is to answer questions, asked by the examiner, about the result obtained in the free-association session. This phase of the test may seem puzzling to the subject, but it usually is regarded as an essential part of the test procedure.

Thematic Apperception Test

The assumption underlying the T.A.T. is that the meaning which we see in a picture reveals something of our past experience, feelings, attitudes, and motives.

In taking the T.A.T., the subject is shown ambiguous pictures and asked to make up a story for each one. The themes in these stories are likely to involve conflict, affection, fear, contentment or achievement, assumed to be determined partly by the subject's underlying concerns, and it is not unusual for one theme to recur again and again.
A personality inventory is a printed from containing statements, questions, or adjectives which, apply to human behavior. One widely used inventory is the Minnesota Multiphasic Personality Inventory, often referred to simply as the MMPI. The emphasis is decidedly psychiatric, and the scored are classified largely in terms of psychiatric categories. Thus, the examiner determines the degree to which the subject’s pattern of responses resembles that of schizophrenic patients, depressed patients, and so on, and the scores are presented in the form of a profile.

**SELF-CONCEPT**

Self-concept is a concept that has been used to explain a vast array of emotional, motivational, and behavioral phenomena. Most of thinkers 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. A number of educational and therapeutic programs have been developed to solve these problems by increasing self-concept.

It we standing other people’s behaviour for a moment and pause to think about our own, we become aware of a set of feeling and attitudes and a certain sense of who we are. A number of theories have focused their work upon this entry known as the Self. Generally speaking,
the term self has two distinct set of meaning. One set has to do with people’s attitude about themselves; their picture of the way they look and act; the impact they believe they have on others and their perceived traits, attributes, foibles and weakness.

The second set of meaning relates to the executive functions-process by which the individual manages, thinks, remembers, perceives and plans. These two meanings, self as object and self as process are seen in the most of theories, which involving the motion of self.

Self-concept is defined as the evalulative component of the self, the extent to which people view themselves as likable and worthy as opposed to unlikable and unworthy. As a self-reflexive attitude, self-concept is composed of cognitive and affective components. Self-concept is related to personal beliefs about skills, abilities, and future outcomes as well as the strategies people use to gain self-knowledge. However, the personal experience of self-concept is more emotional than rational. Some people dislike themselves in spite of objective evidence suggesting that they should feel very good about themselves. Many successful doctors, lawyers, professors, and entrepreneurs are filled with self-loathing despite their objective career success.

The term “self-concept” sometimes is used with three dimensions; Self-identity, which realization of one’s own identity; Self evaluation, which means evaluation of one self based on expression of others one self and last is Self-idea, which is an image of one self as one
would like to be and thinks one should be. Self-confidence and self-efficacy refer to the belief that one can attain specific outcomes.

Although people with high self-concept often are self-confident, evaluative reactions to personal outcomes vary greatly, and it is possible for people to be confident about attaining a goal without feeling good about themselves in the process. The term self-concept refers to the components of self-knowledge and includes things such as name, race, ethnicity, gender, occupation, likes and dislike, and personality traits. As such, self-concept refers to cognitive beliefs and other forms of self-relevant knowledge (Felson 1992). Although self-concept clearly is influenced by the contents of the self-concept, they are not the same thing.

**Self-concept: the individual’s satisfaction**

There are feelings and values about concepts and beliefs of our self. This is the valuations component of the evaluations process, that is, attributing a value to the self-related informations. It is also essential to point out about positive and negative ‘self-concept’ or in other words satisfaction and dissatisfaction with the self as one knows it. There is a difference between valuing one’s ‘self’ and valuing one’s ‘self-concept.’

Both of these constructs require a part-whole, hierarchical conceptualization of the ‘self’. For example, one’s performance on a math test is only one factor in math competency, which is only one factor in academic competency, which is only one factor in ‘self’ competency. Thus, one may have negative ‘self-concept about failing a math test, but still have
positive self-concept about one’s math competency. These two constructs are only meaningful for a child who can conceptualize part-whole relationship, a child whose ‘self’ is conceptualized with (at least) concrete operational organization.

**Development of Self-concept**

Regarding the considerations of relative stability of self-concept, Calhoun and Morse (1977) pointed out, “The self-concept can be altered only gradually, employing intensive stimulation from people with whom altered only gradually, employing intensive stimulation from people with whom the child has already established strong relationships (significant others). On the other hand, self-concept can and does change from day to day. Using self-concept as an indicator of the child’s self-concept could lead to incorrect assessment in the form of both false positive and false negatives.”

Generally, we find that highly competent people who can behaviorally describe their competencies. And at this stage also they have a preponderance of negative feelings about themselves. In society we can also get those people who possess positively value inappropriate things (‘as defined by significant others or the culture, such as one’s have the feeling of own inability to read.

Helping people establish realistic goals, that is based on their ‘real’ self, leads to achievement and positive self-concept. This approach theoretically allows everyone to have a positive self-concept. Praising a
child's behaviour or competencies and modeling self-acceptance also helps increase positive self-concept.

ACHIEVEMENT-MOTIVATION

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.

The Source of Achievement-Motivation

Since the social motives-including the need for achievement-are largely learned, the general answer must be that differences in early life experiences lead to variations in the amount of achievement motivation. More specifically, children learn by copying the behavior of their parents and other important people who serve as models. The expectation parents have for their children are also said to be important in the development of achievement motivation.
Achievement-Motivation and Behavior

The degree of which people with strong underlying achievement motivation show achievement oriented behavior depends on many factors. High achievement people prefer to work on moderatly challenging tasks which promise success. They do not like to work on very easy tasks, where there is no challenge and so no satisfaction of their achievement needs; nor do they like very difficult tasks, where the likelihood of their success is low.

High achievement people tend to be persistent in working on tasks they perceive as career related, which are involved in getting ahead. When high achievement people are successful they tend to raise their levels of aspiration in realistic way. That people like to work in situations in which they have some control over the outcome.

In business, in school and in many professions and one would expect achievement motivation to be an important predictor of success and indeed, it often is. Common sense would also predict that the most successful people would be those who coupled strong achievement motivation with strong competitive motivation.

Achievement-Motivation and Society

It has been suggested that the need for achievement is related to a society's economic and business growth. Thus, if investigators find evidence of strong achievement motivation in a particular society, they may be able to make predictions about economic growth in that society.
Knowledge of the social motives dominant in a society may help us understand its history and predict its future. This application of psychology to history and future trends is relatively new, but it may turn out to be a major contribution.

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 Sta-
tus (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.

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

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