CHAPTER THREE: PROCEDURE OF THE STUDY

3.0.0 INTRODUCTION

Procedure is an important phase of research and the design of the study is of prime importance in attacking any research problem in a scientific manner. If the procedure is stated clearly and systematically, there will be no difficulty in achieving the aims and objectives. In the planning of a study, the investigator attempts to select the design most appropriate to the particular problem under consideration as the blueprints are prepared by the architect for the massive construction of the massive building. Any government before determining and applying policy has to plan it very carefully. In the same way, the clear and systematic procedure avoids all the difficulties in the way of research and helps the investigator to achieve the aims and objectives in the study because planning includes the possibilities of better performance on all jobs. According to Claire Selltiz and others (1962), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in the procedure. The quality of research depends not only on the adequacy of the research design, but also on the fruitfulness of the measurement procedure employed. Thus, procedure of the study is of prime importance in attacking any research problem in a scientific manner. The present chapter is the actual procedure followed by the investigator with a view of collecting the data and analyzing them to draw conclusions in
the light of aims and objectives of the study. The procedure of the research followed by me has been classified into the following heads:

3.1.0 Method of the Study

3.2.0 Sample of the Study

3.3.0 Selection of the Tools

3.4.0 Administration of the Tools

3.5.0 Scoring of the Tools

3.6.0 Statistical Techniques
**Method of the Study**
- Descriptive Survey Method

**Sampling Design**
- Probability Sampling
- Purposive Sampling
- Systematic Random Sampling

**6 Colleges of Agra City**

**Total 1281 units of 1st year Graduate (635 Male & 646 Female from 3 different Streams of each College)**

**Selection of Tools**

**Collection of Data**

**Editing and Coding of Data**

**Data Processing**

**Interpretation of Data and Findings**

**Report writing**

**Statistical Analysis**
- Descriptive Statistic
  - Mean
  - SD
- Inferential Statistic
  - C.R. Values
  - Coefficient of Correlation

**Tools for Dependent Variables**
- Sharma Student Activism Scale
- Level of Aspiration Measure
- 12th Board Exam Results

**Tools for Independent Variables**
- Socio Economic Status Scale
3.1.0 METHOD OF THE STUDY

Selection of the research methodology depends upon the nature of the study as well as the objectives to be determined or achieved. The objectives of present study were:

- To study the social and economic deprivation of undergraduates.
- To study the activism of socially and economically deprived undergraduates
- To study the level of aspiration of socially and economically deprived undergraduates.
- To study the academic achievement of socially and economically deprived undergraduates.
- To study the inter relationship between dependent and independent variables.

For this purpose, survey method of research was adopted. Descriptive studies investigate phenomena in their natural setting. Their purpose is both immediate and long range. They constitute a primitive type of research and do not aspire to develop an organized body of scientific laws. Such studies, however, provide information useful to the solution of local problems and at times provide data to form the basis of research of a more fundamental nature. It helps to explain education phenomena in terms of the conditions or relationships that exist, opinions that are held by the students, teachers,
parents and experts, processes that are going on, effects that are evident, or trends that are developing.

3.1.1  

**Rationale for Selecting the Descriptive Survey Method**

In order to explain activism, level of aspiration and academic achievement in terms of social and economic deprivation, the researcher preferred to use descriptive survey method because the present study was designed to obtain present and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the facts discovered. The study was restricted not only to fact finding but it resulted in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues.

Present study was more than just a collection of data: it involved measurement, classification, analysis, comparison and interpretation. It collected and provided three types of information:

1. of what existed with respect to variables or conditions in a situation:
2. of what researcher wanted by identifying standards or norms with which to compare the present conditions or what experts consider to be desirable, and,
3. of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinions of the experts.

The descriptive research method has undoubtedly been the most popular and the most widely used research method in education. Because of the apparent ease and directness of this method, the researcher could gather information in terms of individual’s
opinion about the issues, by a simple questionnaire. Regarding the objectives of the
study, descriptive survey was the only means through which opinion, attitudes,
suggestions for improvement of educational parches and instruction, and other data could
be obtained. In the present study the ex post facto method of research was used to give
natural operation setting to variables and studied inter relationship of independent
dependent variables.

According to Kerlinger, (1978) “The ex post facto method of research is a
systematic empirical enquiry in which scientist does not have direct control on the
dependent variables because their manifestations have already occurred or because they
are inherent and can not be manipulated. Inferences about relations among variables are
made without direct intervention form inherent variation of independent and dependent
variables”

3.1.2 Design of the Study

Research design decides the fate of the proposal and its outcome. If the design is
defective, the whole outcome and report will be faulty and undependable. It is upon the
design that nature of data to be collected, will very much depend. It is, therefore desirable
that research design should be methodologically prepared. A good research design can,
however be possible through different phases. Research design, however, depends on
research purpose and is bound to be different in the case of descriptive research from
other studies like exploratory or formulative studies. Each type of research design
however does not suit all categories of design and for each category of research; separate
type of design is needed. For present study following research paradigm was followed-
### Table 3.1

*Research Paradigm*

<table>
<thead>
<tr>
<th>I.V.</th>
<th>D.V.</th>
<th>D.V.1</th>
<th>D.V.2</th>
<th>D.V.3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Level of</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Deprived</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Non Deprive</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Gen</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>OBC</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>SC/ST</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.2

*Correlation between Dependent and Independent Variables*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
</table>

100
<table>
<thead>
<tr>
<th>Variables</th>
<th>Deprivation</th>
<th>Student Activism</th>
<th>Level of Aspiration</th>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Deprivation</td>
<td>1</td>
<td>AB</td>
<td>AC</td>
<td>AD</td>
</tr>
<tr>
<td>B Student Activism</td>
<td>--</td>
<td>1</td>
<td>BC</td>
<td>BD</td>
</tr>
<tr>
<td>C Level of Aspiration</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>CD</td>
</tr>
<tr>
<td>D Academic Achievement</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
</tbody>
</table>

3.2.0 SAMPLE OF THE STUDY

In any kind of research, requisite data is must to arrive at the solution of the problem. Since it is not possible to encompass the entire population, in order to collect the required data, the researcher has to find-out true representative of the whole population. In the present study, the researcher selected 1200 units of under-graduates of first year through systematic random sampling method from the six colleges of Agra city.
3.2.1 Population

Population means the aggregate of totality of objects or individuals regarding which inferences are to be made in a study. It means all those documents or people who are being proposed and covered under the scheme of study.

To study the student Activism, Level of Aspiration and Academic Achievement of undergraduates the researcher took up all the degree colleges of Agra city for survey. Population of the present study consisted of male and female students, studying in first year of graduation of different streams (Arts, Science and Commerce), irrespective of their caste, creed, and family. Therefore the population of the present study was all the undergraduates of Agra city.

3.2.2 Sample

A sample is a small proportion of a population selected for observation and Analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the purpose of representing the population. Going through the observations of the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

There were a lot of Degree Colleges in Agra city at the time of data collection for the presents study. In these colleges, it was not practically possible for the researcher to include all the undergraduates in sample.
Therefore all the Degree Colleges of Agra City was listed. The Selection of colleges was done purposive sampling. Thus the under graduates of these 6 colleges was selected to form as a sample for the study.

List of these 6 colleges and number of students have been tabled below.

**Table 3.3**

*List of Available Degree Colleges in Agra City*

<table>
<thead>
<tr>
<th>Name of The Colleges</th>
<th>Art</th>
<th>Science</th>
<th>Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>RBS College</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>St. Johns College</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Agra College</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>R.B. College</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Krishna College</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>B.D. Jain college</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Baikunthi Devi College</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>D.E.I.</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
</tbody>
</table>
After selecting the six degree colleges, the permission was sought and students were contacted and different tools were administered according to schedule prepared. On the bases the number of usable returns from the available respondents, finally 1281 units were selected and has been shown in the table 3.2

Table 3.4

*College wise Number of Sample Units Available, Respondent Units and Returns*

<table>
<thead>
<tr>
<th>Name of the Colleges</th>
<th>No. of Sample Units available</th>
<th>No. of Selected Sample</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krishna College</td>
<td>358</td>
<td>82</td>
<td>177</td>
</tr>
<tr>
<td>RBS College</td>
<td>324</td>
<td>42</td>
<td>182</td>
</tr>
<tr>
<td>St. Johns College</td>
<td>469</td>
<td>115</td>
<td>235</td>
</tr>
<tr>
<td>R.B. College</td>
<td>362</td>
<td>88</td>
<td>151</td>
</tr>
<tr>
<td>Agra College</td>
<td>542</td>
<td>128</td>
<td>274</td>
</tr>
<tr>
<td>Khandari Institute</td>
<td>582</td>
<td>180</td>
<td>262</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2637</strong></td>
<td><strong>635</strong></td>
<td><strong>1281</strong></td>
</tr>
</tbody>
</table>
The 1281 undergraduate students of above mentioned colleges were selected as sample. Since some of the students did not fill forms properly. The researcher was bound to cancel them. The total number of such students was 45, Thus ultimately only 1281 undergraduate students served as the sample of the present study.

### 3.2.3 Justification of the Sample

A Sample of 1281 units was decided because for a descriptive survey method the sample should be large enough to yield tangible results. The sample of 1281 units was quite appropriate for the purpose. Since the study was proposed to be carried in the various sub groups (Male and Female students of Arts/Science /Commerce streams). Care was taken to get sufficient no. of units in each sub group.

The main consideration in the selection of the sample is its adequacy and representativeness. For this purpose appropriate size and representative ness of the samples maintained and the systematic random sampling method was adopted. Random sampling method is considered the best method to have the representative sample because:

1. Systematic sampling is an improvement over the simple random Sampling.

2. It reduces the field cost.

3. Inferential statistics may be used.
4. Observations of the sample may be used for drawing conclusions and generalization for the whole population.

5. Systematic sampling requires all the information about the population. There should be an orderly and systematic placement of information of all the individuals of the population.

The students of first year graduation classes were selected mainly because they were at the age of maturity. At this stage they are capable to understand what they desire for in their life and they set their minds for their future goals in education according to their aspirations. The researcher could have selected the 11-12\textsuperscript{th} class students but at this stage they are not matured enough to their decision rationally. They are much influenced by their parents and peers. The another reason was that the students of first year of graduation were between 18-22 year of age. They were passing through adolescence which is the time for building personality and planning for future goals. Since the adolescents, who are going to collegiate education come in contact with other and get broader exposure, it is considered that they understand the world around them and encounter with the problems of life and also by this time they develop the sense of responsibility and can concentrate on their futuristic actions sincerely.

\textbf{3.3.0 SELECTION OF THE VARIOUS TOOLS}

\textbf{3.3.1 Selection of Socio-Economic Status Scale}
### 3.3.1.1 Survey of Various Tools to Measure Socio-Economic Status

For the selection of the socio-economic status scale, first of all the researcher surveyed the review of related literature and found that number of tests have been constructed and standardized by the researchers.

### 3.3.1.2 Justification of the Selected Socio-Economic Status Scale

Keeping in mind the sample and after analyzing the tests, the investigator preferred SES Scale by Rajeev Lochan Bharadwaj. Socio-economic Status Schedule by T.S. Sodhi (1986) and G.D. Sharma, Kakkar Socio-economic Status Scale by S.B. Kakkar, (1993) Socio-economic Status Scale by Udai Pareek & G. Trivedi (1962) and Socio-economic Status Scale by Minakshi Sharma (2004) could not be used as these scales were not available in Hindi. Similarly, the scales by Kuppuswami, Sunil Kumar Upadhyay & Alka Saxena,(1962) R.P. Verma & P.C. Saxena,(1971) G.P. Srivastava and Beena Shah were not found suitable because these were outdated for the present generation. Scale developed by Rajvir Singh, Radhey Shyam & Satish Kumar (2006) and Rajeev Lochan Bhardwaj were found suitable for the present study. SESS by Rajeev Lochan Bhardwaj was adopted because it is available in Hindi, being latest tool and which cover nine type of status of existing society.

### TABLE 3.5

**Profile of the Socio-Economic Status Scale (SESS)**
**Constructed By**: Rajeev Loachan Bharadwaj  
**Year**: 2006 (Revised Version)  
**Nature**: Verbal  
**Group/Individual**: Both  
**Age Range**: For Adolescent and Adult  
**Structure**: Scale has two sub scales- one social status and other for economic status.  
**Reliability**: 0.74 (Test-retest method)  
**Validity**: High content validity

### 3.3.1.3 Description of the Socio-Economic Status Scale
Selected socio-economic status scale has been developed for literate people and can be administered on illiterate people also but only by personal interview. The scale has been constructed with a view to seek clarity of distinct aspects of social and economic status of individual separately and integrally. Keeping the Indian socio-cultural setting in view, it has been considered appropriate to determine social and economic status separately in the two areas of social and economic aspects, and then the two scores of different areas summed up into one or converted into standard scores. With this objective, the whole Test envisages determination of nine types of status as stated below:

1. Social status (ascribed)  
2. Social status (achieved)  
3. Social status (as a whole)  
4. Economic status (ascribed)  
5. Economic status (achieved)  
6. Economic status (as a whole)  
7. Socio-economic status (ascribed)  
8. Socio-economic status (achieved)  
9. Socio-economic status (as a whole)  

The scale is equally good for both urban and rural population. It has seven areas and 42 items. Alternatives for each item are like 5, 5, 0, 3, 3, 2, 1, 1, 3, 3, 1, 3, 7, 3, 2, 4, 2, 5. A clear picture of areas, items and alternative in the scale is given in the table 3.5:
Table 3.6

Areas and Sub Areas of the Socio-Economic Status Scale

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>AREA</th>
<th>ITEMS</th>
<th>ALTERNATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Social</td>
<td>2</td>
<td>5 for each Item</td>
</tr>
<tr>
<td>2.</td>
<td>Family</td>
<td>4</td>
<td>5 for each Item</td>
</tr>
<tr>
<td>3.</td>
<td>Education</td>
<td>7</td>
<td>0 for each Item</td>
</tr>
<tr>
<td>4.</td>
<td>Profession</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>(a)</td>
<td>Doctors</td>
<td></td>
<td>3 for each Item</td>
</tr>
<tr>
<td>(b)</td>
<td>College Principals</td>
<td></td>
<td>3 for each Item</td>
</tr>
<tr>
<td>(c)</td>
<td>Administrators</td>
<td></td>
<td>3 for each Item</td>
</tr>
<tr>
<td>(d)</td>
<td>Forces (4)</td>
<td></td>
<td>2 for each Item</td>
</tr>
<tr>
<td>(e)</td>
<td>Officers</td>
<td></td>
<td>1 for each Item</td>
</tr>
<tr>
<td>(f)</td>
<td>Lawyers</td>
<td></td>
<td>1 for each Item</td>
</tr>
<tr>
<td>(g)</td>
<td>Teachers</td>
<td></td>
<td>3 for each Item</td>
</tr>
<tr>
<td>(h)</td>
<td>Writers</td>
<td></td>
<td>3 for each Item</td>
</tr>
<tr>
<td>(i)</td>
<td>Business Personnels</td>
<td></td>
<td>7 for each Item</td>
</tr>
<tr>
<td>(j)</td>
<td>Artists</td>
<td></td>
<td>3 for each Item</td>
</tr>
</tbody>
</table>
5. Caste 3
6. Total Assets 6
7. Monthly income 6

The subjects gave responses for father, mother and himself/herself (case) separately in the scale respectively.

**Psychometric Properties of Socio-Economic Status Scale**

(i) **Reliability**

The reliability of the Test has been established by Test retest method. The scale was administered on a sample of 100 students and after 21 days it was re-administered on the same sample. The correlation between two scores was calculated by Spearman-Brown formula. The following reliability coefficients of correlation were found in seven areas and of the scale as a whole.

**Table 3.7**
### Reliability Coefficient of SES Scale

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>AREA</th>
<th>COEFFICIENT OF CORRELATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family</td>
<td>0.72</td>
</tr>
<tr>
<td>2.</td>
<td>Social</td>
<td>0.68</td>
</tr>
<tr>
<td>3.</td>
<td>Education</td>
<td>0.82</td>
</tr>
<tr>
<td>4.</td>
<td>Profession</td>
<td>0.76</td>
</tr>
<tr>
<td>5.</td>
<td>Caste</td>
<td>0.92</td>
</tr>
<tr>
<td>6.</td>
<td>Total assets</td>
<td>0.67</td>
</tr>
<tr>
<td>7.</td>
<td>Monthly income</td>
<td>0.73</td>
</tr>
<tr>
<td>8.</td>
<td>Scale (as a whole)</td>
<td>0.75</td>
</tr>
</tbody>
</table>

(ii) **Validity**

The content validity of this scale is expected to be high and promising, since areas and items are solely based on research proven items.

#### 3.3.2 Selection of Student Activism Scale

#### 3.3.2.1 Survey of Various tools for measuring Student Activism

For the selection of student Activism scale, the investigator first of all, surveyed the literature related to student activism and selected Sharma Student Activism Scale to fulfill her purpose.
3.3.2.2 Justification for the Selection of Sharma Activism Scale by Dr. R.R. Sharma

1. To the best knowledge of researcher this is the only tool to measure student activism.

2. This test was standardized on 120 students (known as activists). The sample covered male and female students of various discipline.

3. The scale is a most reliable instrument. Discriminate validity, convergent validity and construct validity of the scale is also very high.

4. The student activism scale is based on the view that activism is the product of psychological as well as environmental factors. Activism is more influenced by environmental factors than the psychological factors. The intensity of activism – much depends upon the intensity of these factors.

5. The scale contains fifty five items with three response alternatives.

3.3.2.3 Description of Student Activism Scale (SAS)

The test is developed with a view that the phenomena of activism can not be considered in purely psychological terms, independent of the social context in which it arises. The ways in which young people one reared and the kinds of people they subsequently become, across clearly play important part in determining the way in which they will respond to societal events. But the nature
of the response will also depend on the particular nature of these events. In short, activism and dissent represent the result of an interaction between the kind of individual one is, and the Kind of societal events with which one is confronted with changes in either activism may rise or fall, or may undergo changes in the form in which it is manifested.

(i) **Reliability**

Reliability is one of the most important characteristics of a tool, which denotes how accurately the tool measures whatever it measures (Sherry & Varma, 1973). Two indices of reliability of the student activism Scale were found out. Firstly, its reliability was determined by K.R. (Kuder Richardson) formula and was found .65. Secondly, two test-retest reliabilities were determined; one after an interval of 3 months, and the other of 6 months. The values of these reliabilities were found .87 and .85 respectively. All this indicates that the scale is a most reliable instrument. Three sets of reliability coefficients are presented in table 1.

<table>
<thead>
<tr>
<th>Table 3.8</th>
</tr>
</thead>
</table>

**Three Sets of Reliability Coefficient**

<table>
<thead>
<tr>
<th>Reliabilities</th>
<th></th>
</tr>
</thead>
</table>

114
K.R. Method                      Rest-retest Method (N=100)

Time gap of 3 months Time gap of 6 months

(N=50)   (N=50)

0.65        0.87        0.85

(ii) Validity

Discriminate validity, convergent validity and construct validity of the scale were
determined. Discriminate validity was computed on the scores of 50 students obtained on
Student Alienation Scale (Sharma, 1988) and was found 0.07. For computing convergent
validity, the scores on this scale were correlated with the scores on Reddy’s (1974)
Student Activism Scale. Its value was found 0.92. Construct validity of the SAS was
worked out by calculating the correlations between intra-extra institutional items of SAS
and the total score on the total scale. The values of construct validity were found 0.55,
0.87 & 0.96. The values of the validity are indication of the fact that the SAS is a fairly
valid research tool.

The results of three types of validity of Sharma Student Activism Scale (SSAS)
have been presented in table.

Table 3.9

Validity of Sharma Student Activism Scale (SSAS)
### Validities

<table>
<thead>
<tr>
<th>Discriminate Validity</th>
<th>Convergent Validity</th>
<th>Construct validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Correlation with Sharma’s Student Alienation scale)</td>
<td>(Correlation with Reddy’s Student Activism Scale)</td>
<td>(Coefficient correlation between the scores on intra-extra institutional items of student activism scale and the scores on total scale)</td>
</tr>
<tr>
<td>N=50</td>
<td>N=50</td>
<td>N=29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intra. Extra institutional item</th>
<th>Intra. Extra institutional item &amp; total scale</th>
<th>Intra. Extra institutional item and total scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 29</td>
<td>N = 29</td>
<td>N = 29</td>
</tr>
</tbody>
</table>

| 0.07 | 0.92 | 0.55 | 0.87 | 0.96 |

---

### 3.3.3. Selection of Level of Aspiration Test

#### 3.3.3.1 Survey of Various Tools for Measuring Level of Aspiration

A review of the tools for measuring level of aspiration indicated that many tests were used by the researchers. As Rorschach by S.K. Pal, Target aiming test by D.N. Sinha, Rotters Aspiration Board by B.C. Muthayya, Level of Aspiration Questionnaire by G.S. Bist, Level of Aspiration Questionnaire by B.P. Bhargawa.

In the Present study, the performance type test prepared by Dr. M.A. Shah and Bhargava, Department of psychology, St. John Aspiration was used.
3.3.3.2 Justification for the selection of ‘Level of Aspiration Test’ by Shah and Bhargava

This test was selected by the investigators for the following reasons-

1. This test was standardized on 600 Hindi speaking students of U.P. ranging in age from 13 yrs to adulthood. It can be used for both sexes.

2. This test effectively discriminates between over and under aspirants of both sexes.

3. This test is easily available and frequently used.

4. Its administration and scoring can be done easily. It is less time consuming. It takes only 5 minutes and 30 seconds. Students take interest in it.

5. It is the most reliable tool to measure level of aspiration as compared to other tests as the table No. 4.14 shows.

6. It is a comprehensive test which gives three types of scores (mentioned above) it provides a valid index of level of Aspiration.

7. Percentile norms are also available for high, average and low categories. Thus, its scores can be interpreted easily.

3.3.3.3 Description of Level of Aspiration Test’
This test has 50 circles of 1 cm. in diameter which are arranged in 5 rows (10 circles in each row). On the above and below of these five rows, there are two boxes on the right side. The upper box is meant for writing the number of expected score i.e. the aspired performance whereas the lower box is for putting the number of completed performance i.e. actual score. The students are asked to draw four lines in each circle as follows ∣ so that it might appear as a human face.

Time given for each trial is 30 seconds. After 30 seconds, students are asked to stop, the number of complete faces are counted and their number are entered in the lower box. Now the students are asked to open the next page and write their target for the next trial in the upper box, as to how many faces they are expecting to complete in the present trial. In this manner eleven trials are given.

This test provides three types of scores as given below.

1. **Goal discrepancy scores** (GDS = Expected Score – Actual Performance)

2. **Attainment Discrepancy Score** (A.D.S. = Expected Scores – Actual Scores of the same trial)

3. **N.T.R.S** Number of times the goal reach scores.

The test retest reliability of this test, with a time gap of one month was found to be 0.84 (N=50). The index of validity of this test is known. It may be stated that no test of level of aspiration has made any mention of validity coefficients. Perhaps the question of validity is not relevant to the study of level of aspiration. In this context, Muthayya (1959) writes, “Level of aspiration behavior remains constant regardless of the means
used to measure it.” Muthayya’s argument is understandable because question of validity arises when a real behavior is inferred from another behavior indirectly. In this situation the respondent is involved in actual task proposed by him and situation is by and large realistic for him.

3.3.4 Academic Achievement

For Academic Achievement the results of twelfth board exams were collected through college office.

3.3.4.1 Justification

As the students of twelfth class appear in board exams and board results are considered more authentic and reliable so twelfth result was considered as their Academic Achievement.

3.4.0 ADMINISTRATION OF VARIOUS TOOLS

For the administration of various tools in the different colleges, first of all the researcher prepared the schedule of data collection. According to the prepared schedule of data collection, the researcher initially surveyed the colleges and approached the principals of respective colleges, introduced herself, explained the purpose of her study and asked permission for data collection. The Principals agreed to give the classes. The researcher collected data according to the planned schedule. The researcher applied the
three tools used for her research work in three consecutive days to maintain the curiosity and interest of the students as well as to compensate the unseen situations.

3.4.1 Rapport Establishment

Before starting the administration of the tool, the students were collected in the classroom, proper sitting arrangement was done and the students sat at ease. It was seen that there was proper lightening and ventilation facility and no noise disturbance was around the room. Then the researcher established rapport with the students. First she introduced herself to the students, explained the purpose and gave a short orientation about the task to be done. Students were excited to respond the questions asked in the tests.

3.4.2 Administration of the Socio-Economic Status Scale

First day the SES scale was administered. It was a self-administered Test. After making the instructions clear, the students started the work. They were told that those information were being collected for the research purpose and their answers would be kept confidential. There was no time limit for the scale, but the students finished their work within 20 minutes and submitted the papers to the researcher.

3.4.3 Administration of Student Activism Scale

The researcher gave following instructions –

- In this test some situations in education institute and in daily social life are given and three responses are there. Tick what would be your response in that situation. You can tick only one response.
• Your Responses will remain confidential.

• There is no time limit.

• First read the instructions carefully and remove your doubts.

3.4.4 Administration of Level of Aspiration test by Dr. M.A. Shah

The following instructions were given by the researcher to the testes after distributing the booklets:

• There are 50 circles on each page. The test contains 11 pages you will have 10 attempts.

• For every trial 30 seconds will be allotted.

• When I say start everyone will draw four lines in each circle as follows (\[\]
\[\]) so that it might appear as a human face.

• When I say stop every student will stop and will count the number of complete faces and will write the number in the lower box.

After completing first trial the students opened the next page. They wrote their target for the next trial in the upper box, as to how many faces they were expecting to complete in the present trail. In this manner the students completed eleven trials.

3.5.0 SCORING PROCEDURE

3.5.1 Scoring of the Socio-Economic Status Scale

On the basis of the guidelines given in the test manual the scoring was done. There were separate scoring keys for each page of the test and scoring key provided the
weightage scores for each item. Every alternative of any of the item had only one weighted score which served to provide the score if a ticked mark (✓) is present in the horizontal plane for father, mother and the case (i.e. the testee). The scores for each area were then added vertically and the total scores for each separate area were there after put in the big box, provided at the vertical end of the each area for father, mother and the case.

The same process of scoring was followed for each page of the scale with the scoring keys provided for each page. When scoring of each page was completed, the area wise total scores of father, mother and the case were transferred to the last page of the test in table - 1. These weighted scores were converted into T-scores by filling in table - 2 and table - 3 according to the instructions given in the manual. These T-scores were used to ascertain the category of any status scores.

### 3.5.2 Scoring Procedure of Sharma Student Activism Scale

The responses of Sharma Student Activism Scale (SSAS) were scored as follows:

(i) 0 for the responses of passive nature (response alternative)
(ii) 1 for the responses of interactive nature (response alternative)
(iii) 2 for the responses of active nature (response alternative)

The respondents were required to check only one response of the three alternatives for each item. There were 55 items on the total scale. Thus the maximum score was 110 and the minimum was zero on the score. Sum of the total score on SSAS gives the total activism scale. More the score, higher the degree of activism. The results
of this scale can be interpreted on the basis of raw scores. If users of the scale wish, they can prepare any type of standard score according to their own purpose.

3.5.3 Scoring of Level of Aspiration Scale

G.D. Scores were obtained by subtracting the actual score on a trial from the aspiration score (Goal Set up score) for the next trial. A positive goal discrepancy suggests that one’s goal is higher, in relation to one’s previous performance and a negative goal discrepancy indicates that one’s goal is lower than one’s previous performance. In order to obtain ADS, expected performance was subtracted from the actual performance. Therefore, ADS is positive when actual performance is more than expected performance and negative when expected performance is higher than the actual performance (here actual performance is treated as criterion level). The size of the discrepancy showed the extent to which one surpasses or fails to reach his goal.

3.6.0 STATISTICAL TECHNIQUES

For the analysis of the data, both descriptive & inferential statistics will be used.

3.6.1 Descriptive Statistics

Descriptive statistics was used to describe the nature and distribution of the scores, obtained in the various tools. They were:

1. Percentage: The Simple percentages was calculated to know the ranking of the student activism.
2. **Mean**: The mean values was calculated as a measure of central tendency of the distribution of variables, as well as to compute the measure of kurtosis and skewness of the various distributions of scores.

3. **Standard Deviation**: The Standard Deviation was computed to study the variation in the scores and to do other statistical calculations.

4. **Frequency Polygon**: Frequency Polygon was plotted to study the nature of distribution of scores as well as their scattered ness or concentration towards the mean in the population.

5. **Bar Diagram**: The bar diagrams was drawn to compare the degree (magnitude) of scores of variable.

### 3.6.2 Inferential Statistics

The following inferential statistics was used in the present study to draw conclusions on the basis of the obtained results.

1. **Critical Ratio**: C.R. values were computed to know the significance of difference of two groups.

2. **Coefficient of Correlation**: The values of correlation were computed mainly between various sets of scores to study the relationship between the dependent and independent variable.