CHAPTER IV

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(iii) Total Females.
(iv) Total Cosmopolitan Group of Bombay.
(v) Total Metropolitan Group of Ahmedabad.
(vi) Total Cosmopolitan Males.
(vii) Total Metropolitan Males.
(viii) Total Cosmopolitan Females.
(ix) Total Metropolitan Females.
I. INTRODUCTION:

Results will be presented under the following groupings:

I) SPI scores in association with the ISB scores. (Spearman Correlation)

II) Comparison of the mean and S.D. on SPI test for different groups. ('t' test)

III) Comparison of the mean and S.D. on ISB test for different groups. ('t' test).

IV) SPI scores in association with the achievement level (Chi Square test).

In the present investigation the obtained data can be classified as intra-group and inter-group results. Under the intra-group category fall the correlation of scores between SPI and the ISB, and the relationship between the SPI and the Achievement Level for the same group of individuals. Under the inter-group category fall the SPI and ISB scores of different groups of the sample. The research worker felt it more suitable to discuss in detail the intra-group results (Correlation and Chi Square) in this particular chapter. The discussion is relevant here as it throws light on different aspects of the personalities of the same individuals, thus providing a total and complete picture of the individual. The discussion of inter-group results (SPI & ISB) have been left for the next chapter.

The association between the SPI scores and other variables will be studied at the following level:
i) Total Sample.
ii) Total Males.
iii) Total Females.
iv) Total Cosmopolitan Group of Bombay.
v) Total Metropolitan Group of Ahmedabad.
vi) Total Cosmopolitan Males.
vii) Total Metropolitan Males.
viii) Total Cosmopolitan Females.
ix) Total Metropolitan Females.

The different statistical treatment applied to the data will be presented in the following order:-
i) Spearman Rank Order Correlation (Rho)
ii) 't' Test.
iii) Chi Square test ($X^2$).

The research worker has decided to treat the .05 level as the level of significance for all groups in the present study. In presenting the results however the actual level at which the statistic is significant will be shown in all cases where it goes beyond the .05 level.

II) RESULTS OF SPEARMAN RANK ORDER CORRELATION (Rho).

This statistical treatment was used to study the degree as well as the direction of association between the SPI Scores and the Scores on ISB. This method was preferred to any other method because of the following advantages:-
1. Rho deals with the actual values obtained by each S on the variable under study. Rho therefore, is likely to bring out finer differences in the association between the variables. The Spearman Rho dealing with the individual rank of each score is a more reliable measure to study the correlation, when one is using an ordinal scale.

2. Rho not only points out the degree of association, but the direction as well, between the variables under study. It helps in showing the amount of satisfaction as well as positive or negative association between the variables concerned.

3. This method also points out whether the relation between the two variables is significant and if so then if one test is valid the other one should be so. Here the correlation is used to test the validity of the newly developed instrument SPI by studying its correlation with a further well established instrument. This has already been pointed out in the IIIrd chapter. The first two points will be discussed here.

The actual scores obtained by the S on SPI and ISB as mentioned in the 3rd chapter were taken for the calculation of Spearman Correlation. The order of presenting the results is the same as mentioned in the beginning of this chapter.

In the present study, an attempt has been made to investigate whether there is any correlation between SPI scores and the ISB scores for the total sample being presented in the following table.
Table 4.1

CORRELATION BETWEEN SPI SCORES AND THE SCORES ON ISB

TOTAL SAMPLE

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SAMPLE</td>
<td>300</td>
<td>0.51</td>
</tr>
</tbody>
</table>

P < 0.01

Table 4.1 shows the Spearman Rho between the SPI scores and the scores on ISB calculated for the total sample. The obtained correlation is .51 and is statistically significant at .01 level of significance. The mean score obtained by Ss in the total sample on SPI is 543.32 and the mean score obtained by the Ss in the total sample on ISB is 117.9. The result indicates a positive correlation and also a high level of association between the two scores.

In the present study, the total number of items on the SPI is 155 and the total number of items on the ISB is 40. The scoring method distributes the SPI scores from 394 & above to 393 & below. Similarly, the scores on the ISB are distributed from 100 and above to 150 and above. The theoretical highest score on SPI of 643 indicates best self-perception and the theoretical highest score of 100 (which is lowest numerically as discussed in the IIIrd chapter) indicates best adjustment in the S. Thus theoretically the score of 643 on SPI and the score of 100 on ISB would yield a correlation of +1. It is possible that this group having a large strength of sample, this treatment could not have given effective results. In this case, it was desirable to distribute the total sample of 300 subjects into smaller groups for obtaining precise and accurate results.
The research worker was interested in studying the correlation between the SPI scores and the scores on ISB in the males and the females of the entire sample.

The following table shows the attempt to find out whether there is any correlation between the SPI scores and the scores on ISB in the total males of the entire sample being presented in the following table.

Table 4.2
CORRELATION BETWEEN THE SPI SCORES AND THE SCORES ON ISB.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL MALES</td>
<td>150</td>
<td>0.48</td>
</tr>
</tbody>
</table>

Table 4.2 shows the Spearman Rho between the SPI scores and the scores on ISB calculated separately for the total males from the cosmopolitan group and the metropolitan group of the entire sample. The obtained correlation is .48 and it reaches the .01 level of significance. The results at this sub-group level also show the same tendency as seen at the main group level of positive correlation with the semi-projective technique implying that the test has brought out mostly valid responses from the Ss.

The mean score obtained by the males on SPI is 540.91 and the mean score obtained by the males on ISB is 118.9. The correlation obtained here is quite satisfactory suggesting that
there is a good degree and direction of association between the SPI and ISB scores in this group. It also points out that those who have high scores on SPI, appear to be frank and clear on the test. So the SPI as a questionnaire method can be used to bring out the self-perception among the college going students.

The pertinent question here was to study the importance of correlation between the SPI and the ISB scores of the cosmopolitan and the metropolitan males selected for the study. For this content analysis of the responses on the two tests was carried out. Further to find out the exact reasons, the ISB responses were classified, analysed and interpreted to see how far they indicate positive or conflict area of personality. These areas were then checked out in SPI in order to find out the congruency between the responses on the two tests. Finally, the positive and conflict areas of association were found out in the subjects for all the different groups.

For the total males the correlation in the positive areas between the responses on the two tests was seen mainly in the area of high achievement level which was rated satisfactorily on SPI and indicated by them on ISB as a source of one's self-esteem. The other positive areas which were found to be important were of social interaction and friendship. This is supported by a lot of weightage given by the males on the acquisition of good friends on SPI and getting recognition from this indicated on ISB. The other aspect of friendship with the opposite sex was given a lot of importance on SPI and indicated on ISB by the
males as a mark of acceptance by the opposite sex. Also the aspect of friends proving helpful in difficulties has been pointed out by many students on the responses of both the tests. The other important areas of positive association between the responses on the two tests were noted in the area of sports, extra-curricular and co-curricular activities in which the males excel and get recognition.

All these areas seem to be important for the males because by achieving success in these areas which are considered important at college level, they are in a position to prove their worth and establish their identity. This is also supported by the statement of ERICKSON (1965) that identity is obtained from "achievement that has meaning in the culture" (p.223). A sense of self-esteem is derived by asserting competence to achieve in various competitive areas like sports, intellectual activity, leadership etc. This has also been supported by WILSON and WILSON (1976) in their findings that male self-esteem derives from success experiences in vocations, positions of power and competition.

The association between the responses on SPI and ISB were also studied to find out the major conflict areas in the males. In the SPI, the questions and their associated responses were so framed that in every question either the first response or the last response indicated negative aspects of personality.

While examining the correlation between the SPI and ISB responses, it was brought out that the male population had serious conflict areas regarding their academic achievement and success in exams, apprehensions about future job and career
prospects. This was mainly found out by observing the responses of the males indicating dissatisfaction with their present achievement level on SPI and also reflected in the ISB responses as a source of major tension. Financial worry also indicated a problem area in certain cases.

This is because by the time the male joins college, he knows he has taken a bigger step towards future. His present performance level is going to a corner stone for his future life. Therefore, these males are conscious about their exams and the results that they are likely to achieve. This is a source of perpetual tension to them. The findings of DOUVAN and ADLESON (1966) support this contention that the centrality of academic achievement to self-concept appears in males and the achievement theme appears in the worries that the males report.

Failure in joining the desired academic line was found to be another major conflict area for the males in the responses of both the tests. This was supported by observing a high association in the area of dissatisfaction experienced by these Ss for the present academic line which was indicated on SPI and also in the responses of ISB.

This is mainly because the present day society expects a male to be either a doctor, an engineer, a lawyer or a politician to be termed as successful. The male is aware of this and when his achievement level starts falling below these expectations he starts experiencing anxiety, depression and worry. We do know that all males at college level cannot achieve
high grades and gold medals but while joining or entering college, the subject's idea is to reach this level. Not only the male but also his family wants him to achieve high level of academic performance. In reality, when this actual achievement starts falling below the expected level, the person naturally feels that he has failed in his fulfillment of promise to his family, society and himself, eventually bringing frustration and depression. This has also been supported by the responses from the ISB sheets where males do indicate that they feel depressed when they are not upto the mark or because they have selected the wrong academic line.

In the present study an attempt has been made to investigate whether there is any correlation between the SPI scores and the scores on ISB in the total females of the entire sample being presented in the following table.

Table 4.3:

<table>
<thead>
<tr>
<th>CORRELATION BETWEEN THE SPI SCORES AND THE SCORES ON ISB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL FEMALES</td>
</tr>
<tr>
<td><strong>GROUP</strong></td>
</tr>
<tr>
<td>TOTAL FEMALES</td>
</tr>
</tbody>
</table>

P < .01

Table 4.3 shows the Spearman Rho between the SPI scores and the scores on ISB calculated separately for the total females from the cosmopolitan and the metropolitan group of the entire sample. The correlation obtained here is .55 and is statistically significant at .01 level of significance. The result in this group also show the same tendency of positive correlation with the semi-projective technique but at a higher level than seen in the total males.
The mean score obtained by the females of this group as a whole is 546.27 and the mean score obtained by them on ISB is 116.9. The correlation obtained here is quite high indicating a high degree of association between the SPI and ISB scores for the total females. From this it can be said that the same tendency affects the results on the semi-projective technique as well. So whatever tendency is operating in giving higher self-perceptual estimate seems to be affecting equally both the tests as both these tests are trying to touch more or less similar areas of personality. One by the direct method and the other by the indirect method.

Content analysis revealed the positive and conflict areas of correlation in the females of the total group. The correlation observed in the positive areas between the responses of SPI and ISB was in the area of rating good physical appearance on SPI and indicating satisfaction from this also on ISB. This tendency was seen in most of the females because good physical appearance makes the female confident about herself and increases her self-esteem. This is also one of the factors which makes the female attractive to the opposite sex. The another positive area of correlation for these females was seen in the importance given to successful social interaction. Most females derive a sense of self-esteem through social interpersonal adequacy. This adequacy is experienced by having fairly satisfactory social relationship with the members of her own sex and opposite sex which makes her feel accepted amongst them.

A lot of weightage has been given by the females in the
area of receiving compliments from others on SPI and indicating elation and satisfaction in this area on ISB responses. This is because receiving compliments from others assures the female of her attractiveness to the opposite sex and reinforces her confidence in herself. This opens the avenues for the selection of a suitable marriage partner because their personal goals seen in the responses of the two tests are mainly to attract and retain love. This is also supported by the findings of KAGAN (1964) that "dating, acceptance and popularity are very critical to females because this popularity validated their self-worth, a guarantee of future marriage ability,"

The other positive areas of association between the responses on the two tests was noted in extra-curricular activities, artistic pursuits, reasonable achievement standards and good rapport with teachers. All these areas proved to be a source of healthy self-regard for one's self which was indicated indirectly in ISB responses.

This is because in India, education for females is not taken in the actual value. It is considered to an added qualification in the marriage market. Purely employment oriented women are relatively few in number. By and large, the future goals of the college going females are seen to have a good husband, stable marriage and a well established family. Therefore, any factor that is positively influencing the marriage ability of a female is always highly accepted and considered to be a good personality attribute if she possesses it. This hypothesis requires further verification.
The correlation observed in the conflict areas for the females between the responses on SPI and ISB was mainly reflected in family problems and less preferences given to females in their families. This has been noted by observing the negative responses given by these females on the questions of family background in SPI and indicating it on the responses of ISB of being neglected in the family and partiality in the family.

This is mainly because in Indian culture the female is considered inferior and her position is always undermined as compared to the males. This is reflected in the discrimination of treatment with the males and females. The Indian culture and society follow the patriarchal system of family. So the male is supposed to be spiritually, financially and socially helpful to the parents in their old age. Most important is he is considered to be their agent of salvation. Therefore, the arrival of a male child is always preferred as compared to a female child. In certain educational families this attitude might be absent, still majority of the population follows the same stereotype as a result the female is neglected and not paid attention to properly in the family.

The other areas of conflict having a high association between the responses on SPI and ISB were inferiority complex due to lack of expression being affected by other people, regarding one's dressing sense, fear of criticism and fear of marrying against one's wishes. The females have indicated depression and fear in their responses about the apprehension of not getting the desired person of their own choice.

This is because in our society the female is suppressed
from the beginning and is not allowed to express herself openly. This hampers her personality development and expressiveness giving her an inferiority complex which she is not able to overcome later. The female stereotype expects her to be submissive and to comply with her parent's wishes. These are considered to be the major functions of her life. This proves to be an obstacle in fulfilling her own wishes and making her own choice of a partner in life. This contradictory ideas brings a lot of frustration to these females. However, the reasons and explanation given here might be further checked on extensive population as well as on different types of population.

The research worker was interested in studying the correlation between the SPI scores and the scores on ISB in the cosmopolitan group of Bombay and the metropolitan group of Ahmedabad drawn for the study.

Here an attempt has been made to study whether there is any correlation between the SPI scores and scores on ISB in the cosmopolitan group being presented in the following table.

Table 4.4

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN GROUP</td>
<td>150</td>
<td>0.57</td>
</tr>
</tbody>
</table>

p < .01

Table 4.4 shows the Spearman Rho between the SPI scores and the scores on ISB calculated separately for the cosmopolitan group of Bombay. The correlation obtained for both
males and females of the total cosmopolitan group is .57 and it reaches the .01 level of significance. The result indicates a positive correlation between the SPI and ISB scores for this group also. The mean score obtained by the Ss of this group on SPI is 538.31 and the mean score obtained by the Ss of this group on ISB is 118.16. The correlation obtained here is on a high level suggesting a high degree of association between the responses given on the two tests. The positive and the conflict areas of association between the responses on the two tests were studied.

The correlation indicated by the Ss of this group in the positive areas between the responses on SPI and ISB was mainly noted regarding good achievement standard on the part of the Ss and the related self-esteem derived from it. Good physical appearance and the satisfaction derived from it was another important positive area to be seen in the responses of both the tests. A high level of association was seen in the area of the subjects involvement in sports, co-curricular and extra-curricular activities indicated on SPI and the personal recognition achieved from it, indicated on ISB responses.

This is mainly because the students from the cosmopolitan group of Bombay belong to a multi-versatile culture which is superior in terms of exposure, opportunities and competition. The students are provided with plenty of opportunities for an all round self-development in order to prove their worth and boost their potential. A student who is not able to adjust in one field promptly finds another field of his
interest where he is in a position to excel and adjust better. All this helps in enhancing his self-regard and recognition.

The other important positive area of correlation was observed mainly in the area of healthy interpersonal communication rated satisfactorily by the Ss on SPI and also indicated as being accepted well by others on ISB. An openness of the mind to different cultures was indicated on the responses of both the tests. The other positive areas of correlation were seen in having feelings of superiority in respect to being more expressive, capacity to influence others on one's opinion and good decision making ability, which was rated satisfactorily on SPI responses and also indicated as a positive area on ISB responses. The basic faith in one's own capacities and abilities and a good level of self-confidence were noted as positive areas of association between the responses of the two tests. This is because the broad social outlook encourages the Ss to express themselves better and gives them an openness of the mind. This enables them to co-exist well with the Ss from different cultures. Those subjects who are in a position to be successful in proving themselves in all these areas are able to achieve sense of accomplishment as compared to other students. So, these students are superior to other students and they are normal in having a superior self-perception about themselves. This contention is a conjecture which requires further verification.

Coming to the correlation between the responses on SPI and ISB in the conflict areas, two major problems areas were brought out, the one regarding the stress to cope up with good
academic standards on the part of Ss and the second was forming one's achievement standard in comparison to others. The correlation in the conflict area was also seen in these students in the difficulty in coping up with social interaction as a result of pressures from peers and social circle. The association was found out while examining the responses on SPI where the Ss showed certain amount of dissatisfaction in coping up with the college environment and indicated depression on the responses of ISB due to failing to cope up with many pressures.

This is because the students of this group are facing a complex society where academic achievement is given prime importance. The concept of competition is considered healthy and accepted as a way of life. In such a situation the student needs to prove himself to have a sense of identity. The academic achievement is one area by which he is able to prove his worth. But when the student is not able to cope with the pressures and from parental expectations of achieving high standards it turns into a problem area, resulting into depression. It is also possible that the standards of achievement expected in this society are high. So the idea of the S's achievement being rated in comparison to others who are significant to him makes him form his standard of achievement in the light of the achievement of others. However, this is seen to be a transitional period for the subjects. This does not indicate that these features will last through out their lives. This is the period when the adolescent is progressing towards adulthood passing the stage of youth. As a result the period appears to be a bit confusing, misleading, pessimistic and even hopeless to some Ss depending
upon the kind of reactions the students get during this period. If their capacity and environmental conditions are helpful this can be regarded as the golden period of life. On the other hand, if it is not helpful and the youth has to face many odds beyond his capacity then his self-perception might be influenced negatively. This requires further study, but this has been supported by many Indian writers and by the personal observations of the present research worker.

In the present study an attempt has been made to investigate whether there is any correlation between the SPI scores and the scores on ISB in the metropolitan group of Ahmedabad being presented in the following table.

**TABLE 4.5**
CORRELATION BETWEEN THE SPI SCORES AND THE SCORES ON ISB

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>METROPOLITAN GROUP</td>
<td>150</td>
<td>0.50</td>
</tr>
</tbody>
</table>

P < .01

Table 4.5 shows the Spearman Rho between the SPI scores and the scores on ISB calculated separately for the metropolitan group of Ahmedabad. The correlation obtained for the males and females of this group is .50 and is statistically significant at .01 level of significance. Here also the results indicate the same trend of positive correlation as seen in other groups. The mean score obtained by the Ss in this group on SPI is 548.87 and the mean score obtained by the Ss on ISB is 119.67.
The correlation obtained here is high but it is not as high as obtained in the cosmopolitan group of Bombay. The positive and the conflict areas of correlation between the responses on the two tests were studied.

The positive area of correlation indicated by the Ss in this group was mainly prime importance given to the family and the self-esteem derived from it. This is supported in the responses of the Ss which were rated high in the area of family background on SPI and indicated by the Ss as a source of social esteem on ISB. The another positive area of correlation between the responses on the two tests was seen in the high values attached to friendship. The above two features are absent in the cosmopolitan group of Bombay. This may be regarded as a major difference between the two groups. The reason is that these subjects are coming from a conservative society where family attachments are given prime importance. This attitude also influences the thinking of the students reflected in their responses. The system of joint families is prevalent more in such a culture as compared to the cultures of cosmopolitan cities. As a result of the importance attached to good values and customs, the Ss learn the value of friendship more and consider it to be a vital aspect of life. However, the reasons could be explored further for verification.

The other positive areas where the association was seen were in the area of satisfactory achievement standards, in the area of subject's participation in sports, co-curricular and extra-curricular activities which is indicated satisfactorily on
SPI responses and also indicated as a source of self-esteem and personal recognition on the ISB responses.

The conflict area of correlation between the responses on SPI and ISB was mainly seen in the area of poor communicative skills and difficulty indicated on ISB in the area of lack of expression of one's self with others. Another area of conflict was seen regarding the feelings of inferiority and lack of confidence in one's abilities and capacities rated dissatisfactorily on SPI and also indicated on ISB in the feelings of inefficiency and incapability.

This is mainly because the students in this group are exposed to a limited cultural environment which is inferior in terms of opportunities and growth for fostering an all round self-development. Secondly, the narrow outlook suppresses the individual and inhibits his behaviour in the area of social expression. As a result the students do not get a chance to open out fully and develop their communicative skills which gives them a feeling of inferiority.

The other conflict area particularly noted in the Ss of this group indicated in the responses of the students on SPI was of remaining idle. Simultaneously the ISB responses also indicated a wastage of time on the part of the Ss. This is because the students in the metropolitan city are not provided with many opportunities and avenues to utilise their time constructively. Lack of involvement in any activity makes them while away their time idly resulting into a wastage of potential.
The conflict area was also seen regarding the subject’s academic achievement and fear of the exams.

At this juncture, it is worth noting that the people from the metropolitan city of Ahmedabad are mainly the business community. Right from early childhood, children are given emphasis to consider the money aspect of life and its utility. This naturally affects the academic aspect of the students negatively. The parents are not expecting the male offspring to be very well informed person. They simply want a practical person who can handle any business successfully. This also affects the attitude of the city as a whole and the family in particular to bring up their children. This may be one of the reasons why the extra-curricular and co-curricular activities are not considered very important – for the college student. This again is a conjecture requiring further verification.

In this study a further attempt has been made to study the correlation between the SPI scores and the ISB scores for the males and the females of the cosmopolitan group of Bombay and the metropolitan group of Ahmedabad respectively. The research worker is interested in studying the correlation at the sub-group levels so as to compare the results of the various groups.

Firstly the research worker has attempted to find out whether there is any correlation between the SPI scores and the scores on ISB, for the males of the cosmopolitan group being presented in the following table.
Table 4.6 shows the Spearman Rho between the SPI scores and the scores on ISB calculated separately for the total males of the cosmopolitan group of Bombay. The obtained correlation is .59 and is statistically significant at the .01 level of significance. Here at the sub-group level also the same tendency of positive correlation is indicated. The mean score obtained by the males on SPI is 535.40 and the mean score obtained on ISB by the males is 116.52. The result indicates a very high degree of correlation between the two scores. This implies that SPI results have been supported by the semi-projective technique indicating the validity of the former. The positive and the negative areas of association between the responses of the two tests were studied.

The correlation indicated in the positive areas by the males was mainly noted regarding satisfactory achievement standards on SPI responses. The related acquisition of self-esteem was indicated by the males on ISB responses. Another important area indicated by the males was the achievement of personal and social adequacy through good communicative skills. This is supported by the S’s responses which indicated satisfaction in the areas of social relations on SPI and the Ss
also reported being highly accepted by the others on ISB. A high level of association was noted in the area of the subject's participation in sports, co-curricular and extra-curricular activities indicated by them on SPI and being highly rated in these areas by one's self and others indicated in ISB. The aspects of friends proving helpful in difficulties more than parents have been rated high by many males on SPI and indicated on ISB responses also. As can be noted some responses are indirectly supported by the ISB responses. The possible reasons for the high association between the SPI and ISB responses have already been discussed while discussing for the total male group in table 4.2 which is applicable here also.

But one particular area where association was seen to be positive between SPI and ISB in the males of this group was in having feelings of superiority with respect to being more expressive, ability to influence others on one's opinion and having good decision making ability which were rated high on the questions of SPI. This also was mentioned in the ISB responses with regard to feeling self-confident in all these areas. This is because the males in this group who enter college are normally aware of the fact that they belong to a superior culture which is enriched by many opportunities and exposure to a broad environment. This type of an environment becomes conducive for their personality development with regard to self-expression and having a basic faith in one's capacities.

The correlation observed in the conflict areas of this group was mainly seen regarding the inability to reach good level
of academic achievement and a lot of pressure to cope up with competition and parental expectations. The fear of failure and failure in joining the desired academic line was seen to be a major conflict area. This was noted in the responses of the Ss of being dissatisfied with the present educational set up on SPI and have correspondingly indicated depression on ISB responses because of not being able to achieve the desired academic line. The possible reasons for the association seen in these conflict areas have already been discussed while discussing for the total males in table 4.2 which is applicable here also.

The other important conflict area found in the males of this group was indication of a lot of anger and aggression by the Ss on the responses of SPI and the manifestation of their anger and aggression was noted in their responses on ISB. This is mainly because the student in this group has to cope up with a lot of pressures as discussed earlier which sometimes they are not in a position to cope up with and this frustration comes out in the form of anger and aggression. Secondly, the broad minded outlook of the society, permits the subjects to be uninhibited and remain open. This may be leading to open manifestation of anger and aggression.

Though not much of correlation is noted in the area of physical appearance between the SPI and ISB responses, the physical defects possessed by some males in this group indicated on SPI are associated with a low rating of one's own self indicated on ISB responses. This is because any type of physical defect at this age level gives the individual a feeling of being
inferior and inadequate which would eventually influence his self-perception in a derogatory manner.

In this study a similar attempt has been made to find out whether there is any correlation between the SPI scores and the scores on the ISB for the males in the metropolitan group of Ahmedabad being presented in the following table:

**TABLE 4.7**

**CORRELATION BETWEEN THE SPI SCORES AND THE SCORES ON ISB:**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>METROPOLITAN MALES</td>
<td>75</td>
<td>0.43</td>
</tr>
</tbody>
</table>

Table 4.7 shows the Spearman's Rho between the SPI scores and the scores on ISB calculated separately for the total males of the metropolitan group of Ahmedabad. The obtained correlation is .43 and reaches the .01 level of significance. The result indicates positive correlation between the SPI and ISB scores. The mean score obtained by these males on the SPI is 546.43 and the mean score obtained on ISB by these males is 121.33. The correlation obtained here is on a lower level as compared to the correlation obtained by the cosmopolitan males of the sample. The positive and the negative areas of association between the responses on the two tests were studied.

The correlation indicated by the males in the positive area between the SPI and ISB responses was mainly with respect to prime importance given to family background. This was mainly noted in the satisfactory ratings by the males on the questions
of family background in SPI. This was also supported on the ISB responses as a lot of weightage was given to family by the same males. Another major area of positive association was seen in the area of friendship. The aspect of friendship was given importance in the area of sharing common interests and being helpful to others on the responses of both the tests. These features are absent to quite an extent in the males of the cosmopolitan group of Bombay. So this may be regarded as the basic difference between the males of both the groups. This is because the metropolitan cultural environment puts more emphasis on the value of togetherness and unity as compared to the feelings of detachment found in the cosmopolitan group. The basic feelings of oneness leads to better friendships. Secondly the families in the metropolitan environment are seen not to be as disintegrated as seen in the cosmopolitan environment. Thus the stability of the family background influences their self-perception and adjustment positively.

The other areas in which positive association was noted between the responses on SPI and ISB were regarding good academic standards and related self-esteem achieved from it, and also the male's involvement in sports, co-curricular and extra-curricular activities and the recognition derived from it.

The correlation observed in the conflict area of this group was mainly regarding lack of capacity to achieve good academic results and the fear of failure. This conflict area was by and large noted in the males of both the groups.
The other conflict areas where association between the responses on the two tests was observed to be high in the males of the metropolitan group were related to poor interpersonal interaction and lack of expression on their part. A lack of faith and a lack of confidence was noted in one's capacities. The males have indicated a poor rating about their capacities on SPI and have also indicated depression on ISB responses due to feelings of inadequacy. Most of the males have indicated high amount of dissatisfaction in the area of remaining idle on SPI responses. This was also supported by them on the responses of ISB indicating depression due to wastage of their constructive time. The basic difference found between the males of the two groups in the conflict area is mainly due to lack of opportunities being provided to the males of the metropolitan group. Because of this they are not in a position to come up and prove their worth which leads to feelings of inadequacy. This is a conjecture which requires further verification.

In this study the research worker has also attempted to find out whether there is any correlation between the SPI and the ISB scores in the females of the cosmopolitan group of Bombay from the entire sample being presented in the following table.

**TABLE 4.8**

**CORRELATION BETWEEN THE SPI SCORES AND THE SCORES ON ISB:**

<table>
<thead>
<tr>
<th>TOTAL COSMOPOLITAN FEMALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP</td>
</tr>
<tr>
<td>COSMOPOLITAN FEMALES</td>
</tr>
</tbody>
</table>

P < .01

Table 4.8 shows the Spearman Rho between the SPI scores and the scores on ISB calculated separately for the total females.
of the cosmopolitan group of Bombay. The obtained correlation is .55 and is statistically significant at .01 level of significance. The tendency of correlation at this level is also seen to be positive. The mean score obtained by the females in this group on SPI is 541.21 and the mean score obtained by them on ISB is 115.80. The correlation in this group is found to be on a higher level. The positive and the conflict areas of correlation between the responses on the two tests were studied.

The association found to be high in the positive area of the responses between the two tests was mainly regarding the importance attached to good physical appearance and the feeling of satisfaction derived from it which was indicated on both the tests. The another important area noted for these females was in successful interpersonal interaction indicated on SPI responses satisfactorily. This was supported indirectly on the ISB responses by them as the acquisition of social recognition. Receiving compliments from others was rated satisfactory on SPI and this was supported on ISB when females indicated elation and a sign of satisfaction on receiving compliments. A good level of association was also observed in the area of their involvement in extra-curricular activities, having artistic pursuits, achievement of satisfactory academic standards and good rapport with teachers indicated on SPI responses. This in turn helped the females to raise their self-esteem indicated on ISB responses. The possible reasons for all this have already been discussed while discussing for the total female group in Table 4.3, which may be applicable here also.
The correlation observed in the conflict areas between the responses on both the tests was with respect to family problems and less preferences given to females in their families. Most of the females have indicated poor ratings on the questions of family background on SPI and also been supported on ISB responses as a major problem area for them. Another major conflict area was noted in the selection of mate. Many females have indicated disapproval on the idea of selecting their future marriage partner by parents on SPI responses. This has also been indicated as a major source of apprehension and worry on ISB responses by them.

Over and above these, two peculiar areas of conflict where association was found to be considerably high in the females of this group was with respect to being highly affected by other people regarding one's dressing sense and the other regarding feelings of jealousy. The females have indicated in their responses on SPI that they are greatly influenced in the area of dressing by others. This has also been supported on ISB responses by them as being very conscious about their dressing and style.

This is because the city of Bombay is the centre for cinemetography. The multiversal culture puts heavy emphasis on good modes of dressing and fashions. There is also a great influence of film stars who are either seen easily sometimes in their daily lives or on the screen. The imitation of dressing and styles is easily picked up by the females of this group to get the desired attention and popularity. The other area of conflict was noted in having feelings of jealousy which was indicated
intensely on SPI responses and also mentioned on the ISB responses. This is mainly because these females are constantly facing a very competitive cultural environment where they are required to cope up with all types of college pressures. When the female is having a limited capacity as compared to others, she is not in a position to cope up and the feelings of jealousy comes up. This contention however is a conjecture which requires further verification.

In this study, a similar attempt has been made to find out whether there is any correlation between the SPI scores and the scores on ISB for the females of the metropolitan group of Ahmedabad from the entire sample being presented in the following table.

**TABLE 4.9**

**CORRELATION BETWEEN THE SPI SCORES AND THE SCORES ON ISB:**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>METROPOLITAN FEMALES</td>
<td>75</td>
<td>0.59</td>
</tr>
</tbody>
</table>

P < .01

Table 4.9 shows the Spearman Rho between the SPI score and the scores on ISB calculated separately for the total females of the metropolitan group of Ahmedabad. The obtained correlation is .59 and it reaches the .01 level of significance. The direction of correlation is seen to be positive in this group also. The mean score obtained by the females in this group on SPI is 551.32 and the mean score obtained by them on ISB is 118.0. The correlation in this group is found to be on a very high
The positive and the conflict areas of correlation between the responses on the two tests were studied.

The correlation observed in the positive areas between the responses on both the tests in this group was mainly with respect to good physical appearance. The females have indicated satisfactory ratings on the questions of physical appearance on SPI and have indicated it on ISB responses also in relation to their increase in self-esteem. A good level of association was noted in the area of extra-curricular activities, attainment of good academic standards and having artistic pursuits indicated on SPI as highly satisfying and on ISB as a major source of recognition for them. A high value attached to friendship and good rapport with teachers were seen as other positive areas of correlation between the responses on the two tests. The possible reasons for all these have already been discussed while discussing for the total females in table 4.3 which may be applicable here also.

The correlation observed in the conflict areas between the responses on both the tests was mainly related to family problems and less preferences given to the females in the family. The other area of conflict where high association was noted was the fear of not getting the desired life partner and prospects of marriage. The possible reasons for these have already been discussed while discussing for the total females in table 4.3 which can be applied here also.

Over and above these conflict areas, the feelings of
inferiority due to lack of expression and fear of criticism were also noted as another important conflict areas in the females of the metropolitan group of Ahmedabad. These features are missing in the females of the cosmopolitan group of Bombay. This is mainly because the females from the metropolitan group are facing a narrow cultural environment which does not give her much freedom to come out openly without any inhibitions. This kind of restricted environment is not very conducive for the development of good communicative skills. Thus, the females are not in a position to express themselves openly and adopt an independent behaviour pattern. Over and above this, the narrow outlook of society gives way to criticism which acts as a perpetual source of worry to these females. The female is criticized if she tries to behave little differently from the expected stereotype behaviour which is not accepted by others and society.

The overall results obtained by Spearman Rho to study the degree as well as direction between the SPI scores and the scores on ISB may be summarized as follows:

1. The direction of correlation between the SPI and ISB scores is noted to be positive at the main group and sub-group levels.

2. As compared to the total males, the correlation between SPI and ISB scores is noted to be higher in the total females of the sample.

3. As compared to the total metropolitan group, the correlation between SPI and ISB scores is noted to be higher in the total cosmopolitan group.

4. There is a considerable difference in the correlation obtained
for the total males of the cosmopolitan group and the total males of the metropolitan group, and is noted to be higher in the total males of the cosmopolitan group.

5. A considerable difference is not found in the correlation obtained for the total females of the cosmopolitan group and the total females of the metropolitan group. It is noted to be slightly higher in the females of the metropolitan group.

III. RESULTS OF THE COMPARISON OF MEAN AND S.D. ON SPI:

In the present study an attempt has been made to study the self-perception in the subjects of different groups selected for the study so as to obtain inter group comparisons. In this section the SPI results have been presented to find out how far the scores on SPI are affected by the major variables selected for the study. The main purpose was to obtain sex-wise differences in the self-perception and the influence of residence and cultural background on the self-perception of the college going students of different groups. Accordingly the comparisons will be presented as follows:

i) Total males vs. Total Females.
ii) Total Cosmopolitan Group Vs. Total Metropolitan Group.
iii) Total Cosmopolitan Males Vs. Total Metropolitan Males.
iv) Total Cosmopolitan Females Vs. Total Metropolitan Females.
v) Total Cosmopolitan Group Of Gujaratis Vs. Total Metropolitan Group Of Gujaratis.
vi) Total Cosmopolitan Group Of Gujaratis Vs. Total Cosmopolitan Group Of Non-Gujaratis.
vii) Total Metropolitan Group Of Gujaratis Vs. Total Metropolitan Group Of Non-Gujaratis.
Total Metropolitan Group Of Non-Gujaratis.

The results of SPI when compared with ISB did mark correlation at statistically high level of significance. The obtained correlation for the total group was .51 and is statistically significant at .01 level. The result indicated a positive correlation and a high level of association between the two scores. However, when the SPI results are compared for the total males and total females, for the cosmopolitan group and the metropolitan group, for the males in the two resident areas and for the females in the two resident areas, the results more or less reach the same level of mean and standard deviation. The group-wise differences automatically disappear. There are four main reasons for this and they are given below:

1. SPI is a questionnaire method in which the S is fully conscious about the meaning of the response he is giving. As a result, most Ss would definitely like to show their good side of personality and not the real one. This limitation has been discussed by SHAFFER and LAZARUS (1952) as "Transperancy of items in the questionnaire method".

2. The sample selected is of college going students who are quite grown-up. As a result, they know how to create a good impression by showing their superiority to anyone who is trying to talk or trying to assess their personality. Real feelings are usually either suppressed or repressed and only feelings which are likely to be appreciated in the society are brought forward. Thus the factor of social desirability could be influencing the subject's
3. This test has been administered at the group level. So the individual details have not been probed into because it becomes impossible to spend that much time on a long questionnaire like SPI, when individually applied. The score differences are being brought out on ISB because there the S was not given freedom to choose between good and bad responses. So, they did not come to know about the real essence of the test.

4. It is equally possible to imagine that being a college student itself implies mental and social superiority over those who are not able to join college.

Though the results of significance of difference in self-perception between the above groups to be compared are non-significant statistically, content analysis revealed different areas which affected the self-perception of these Ss either positively or negatively. The actual differences in the Scores and the possible reasons for that will be revealed more in the discussion of the ISB scores.

The comparisons of the groups with different cultural background have yielded significant results at .01 level on SPI which suggests that cultural background is an important variable affecting the self-perception of the college going students. However, the conclusion of this section have been drawn after studying the direction and the degree of response to various items on the SPI. These conclusions and the detail
explanation of the plausible reasons will be discussed in the next chapter.

In the present study, an attempt has been made to compare the mean and S.D. obtained on SPI for the total males and the total females of the entire sample being presented in the following table.

**TABLE 4.10**

**COMPARISON OF THE MEAN AND S.D. ON SPI BETWEEN THE TOTAL MALES AND TOTAL FEMALES.**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>( \sigma )</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL MALES</td>
<td>150</td>
<td>540.91</td>
<td>51.77</td>
<td>0.92</td>
</tr>
<tr>
<td>TOTAL FEMALES</td>
<td>150</td>
<td>546.27</td>
<td>49.34</td>
<td></td>
</tr>
</tbody>
</table>

**NON - SIGNIFICANT**

Table 4.10 shows the comparison of the mean self-perception scores between the total males and the total females of the entire sample. The mean self-perception value obtained for the total males is 540.91 and the mean self-perception value obtained for the total females is 546.27. The theoretically determined highest self-perception value is on a score of 643. So, the self-perception values of both the males and the females is seen to be on the average side. However, the mean self-perception value of the females as a group is slightly higher than the mean self-perception value of the males. But the difference between the two groups is really not significant.
statistically. The SD obtained in the male group is 51.77 and the SD obtained in the females group is 49.34 which implies that both the groups are not having wide range of scores on the SPI. According to the results it can be said that the females are showing superior self-perception as compared to their male counter-parts. But the self-perception value in the female group is not as high as to reach the statistical level of significance of difference so far as the SPI scores are concerned. Therefore, actually college population as such may be more or less treated as one group where sex variable does not appear to be very significant in influencing the self-perception.

However content analysis helped the research worker to reveal the different areas influencing the self-perception of the subjects in these two groups. The differences are given below.

There was a general tendency noted in the males that they were more frank and objective about their personality assessment as compared to the females. The factor of social desirability in the males is considerably reduced which does not let the self-perceptual estimate go very high. Secondly, in the ISB the possibility of social desirability is further reduced because of its semi-projective nature. Whereas the females were found to be less frank and more secretive in answering objectively on the SPI. The factor of social desirability was influencing their responses to a greater extent than seen in the males. There was a tendency seen to exaggerate the desirable qualities and overlook the undesirable ones which could have affected the scores in bringing the self-perception in the
females to a higher level than in the males.

Coming to the main areas which affected the self-perception in the subjects of both the groups it was found out that the areas differed considerably. The main areas in which the self-perception of the males was affected positively were in good academic achievements on their part, healthy social interaction and high value attached to friendship with one's own sex and the opposite sex. This is supported while checking the subject's responses indicating a good level of satisfaction on the questions concerning the area of academic success, social relations and friendship on SPI. The other areas which were rated satisfactorily by the males on SPI were their participation in sports, co-curricular and extra-curricular activities which proved to be another important source of self-esteem ultimately influencing their self-perception in a positive direction. Certain personality traits like being courageous, feeling responsible, honesty and good decision making ability affected their self-perception positively to quite an extent.

The areas which affected the self-perception negatively in the males were mainly regarding fear of failure and inability to join the desired academic line. Unsuccessful social relations and open manifestation of anger and aggression affected their self-perception negatively. Fear of financial dependence was noted to be one area which affected their self-perception negatively.

The areas which affected the self-perception positively in the females were having good physical appearance and
maintaining good social relations. This was noted while checking their responses indicating a good level of satisfaction on questions concerning physical appearance and social relations on SPI which helped to raise their self-perception. Involvement in extra-curricular activities, achieving good academic standards and having artistic pursuits affected their self-perception positively. Receiving compliments about one's self from others was noted to affect positively their general state of well being and raise their level of self-perception.

The areas in which self-perception was affected negatively in the females were mainly reflected in family problems and discriminative treatment towards the females. Lack of expression was noted to be another serious area which affected their self-perception in a negative direction. Fear of criticism was noted to influence their self-perception negatively. Certain personality traits like feelings of jealousy, over-sensitive nature and anxiety were noted to affect their self-perception negatively.

As can be noted from the above discussion, the areas affecting the self-perception in a positive or negative direction in the males and females are different. The areas which affect the self-perception negatively in the males are mainly in the academic sphere and in the females are mainly due to family problems. The possible reasons for this will be discussed in the next chapter.

In the present study an attempt has been made to
compare the mean and S.D. obtained on SPI for the cosmopolitan group and the metropolitan group of the entire sample being presented in the following table:-

**TABLE 4.11**

**COMPARISON OF THE MEAN AND S.D. ON SPI BETWEEN THE TOTAL COSMOPOLITAN GROUP AND THE TOTAL METROPOLITAN GROUP:**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>$\sigma$</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN GROUP</td>
<td>150</td>
<td>538.31</td>
<td>52.18</td>
<td>1.82</td>
</tr>
<tr>
<td>METROPOLITAN GROUP</td>
<td>150</td>
<td>548.87</td>
<td>48.11</td>
<td></td>
</tr>
</tbody>
</table>

**NON-SIGNIFICANT**

Table 4.11 shows the comparison of the mean self-perception scores between the cosmopolitan group of Bombay and the metropolitan group of Ahmedabad of the entire sample. The mean self-perception value obtained on the cosmopolitan group is 538.31 and the mean self-perception value obtained on the metropolitan group is 548.87. The mean self-perception values of both the groups are noted to be on the average side. However, the mean self-perception value of the metropolitan group is higher than the mean self-perception value of the cosmopolitan group, but the difference between the two groups is not significant statistically. The SD obtained in the cosmopolitan group is 52.18 and the SD obtained in the metropolitan group is 48.11 implying that both the groups are not having wide range of scores on SPI. According to the results obtained it is noted that the subjects
in the metropolitan group are showing superior self-perception as compared to the subjects in the cosmopolitan group. But the self-perception value in the metropolitan group is not as high as to reach the statistical level of significance of difference.

The different areas which affected the self-perception positively and negatively in these two groups were studied. Before discussing this, one basic difference between the two groups is to be noted. The subjects in the cosmopolitan group were found to be familiar with the concept of psychological testing, hence answered objectively on the test without any apprehensions. Whereas the subjects in the metropolitan group were found to be not so familiar with this concept, hence their responses did not render quite an objective assessment of their personalities.

Coming to the discussion of the different areas affecting the self-perception of the Ss positively in the cosmopolitan group were mainly noted in satisfactory academic standards and effective interpersonal communications. Possessing good physical appearance and friendship with opposite sex were also noted to be the areas which affected the self-perception of these Ss in a positive direction. The subject's involvement in sports and other activities in college also helped to enhance his self-perception in a positive direction. Those Ss who involved themselves in college problems, who helped others going out of their way and were ready to assume responsibility of any work were noted to have a higher self-perception as compared to others who were not interested in these activities. Certain personality traits like honesty and being obliging towards others
rated high on the SPI by the Ss helped to raise their level of self-perception. Having feelings of superiority and confidence in one's own self were noted to be two important areas which affected their self-perception in a positive direction.

The main areas which affected the self-perception negatively in these subjects were noted regarding the failure in examinations and the stress to cope up with good academic standards. Comparisons of one's standards with other students and lack of tolerance towards criticism affected their self-perception negatively. Longing for material things in comparison to what others have and dissatisfaction with one's family's financial background affected their self-perception negatively.

The areas which affected the self-perception positively in the subjects of the metropolitan group were mainly noted in the area of family background and high value attached to friendship. The Ss have indicated a lot of satisfaction in these areas on the questions of SPI. Rapport with teachers and the subject's participation in sports and other activities helped in enhancing the self-perception in a positive direction. Here in this group also, certain personality traits like being trustworthy and obliging and courageous, rated satisfactorily by the S on SPI helped in improving his level of self-perception.

The areas which affected the self-perception of the subjects negatively in this group were mainly reflected in poor communicative skills and lack of expressive ability. Having feelings of inferiority and incapability were noted to carry a detrimental effect on their self-perception. A lack of tolerance
towards the students from other cultures lead to poor social interaction and this affected their self-perception negatively. In-ability to obtain good results in the examinations also affected their self-perception negatively to a certain extent.

Thus, as can be noted the areas which affect the self-perception positively and negatively in the Ss of both the groups are considerably different. The self-perception is noted to be higher in the metropolitan group of Ss. This may be due to the areas of family background and friendship which could have affected their self-perception positively to a large extent. Whereas the subjects in the cosmopolitan city are facing many problems and conflicts which could have affected their self-perception in a negative direction. The possible reasons for this will be discussed in the next chapter.

In the present study, an attempt has been made to compare the mean and S.D. obtained on SPI for the males of the cosmopolitan group and the males of the metropolitan group from the entire sample being presented in the following table.

**TABLE 4.12**

**COMPARISON OF THE MEAN AND S.D. ON SPI BETWEEN THE TOTAL COSMOPOLITAN MALES AND THE TOTAL METROPOLITAN MALES :**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>X</th>
<th>s</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN MALES</td>
<td>75</td>
<td>535.40</td>
<td>50.09</td>
<td>1.33</td>
</tr>
<tr>
<td>METROPOLITAN MALES</td>
<td>75</td>
<td>546.43</td>
<td>51.41</td>
<td></td>
</tr>
</tbody>
</table>

NON - SIGNIFICANT

Table 4.12 shows the comparison of the mean self-perception scores between the males of the cosmopolitan group of
Bombay and the males of the metropolitan group of Ahmedabad. The mean self-perception value obtained by the males in the cosmopolitan group is 535.40 and the mean self-perception value obtained by the males in the metropolitan group is 546.43. The mean self-perception values of both the group of males are noted to be on the average side. However, the mean self-perception value of the males in the metropolitan group is observed to be higher as compared to the mean self-perception value of the males in the cosmopolitan group. There is not much difference in the standard deviation obtained for both the groups. The SD obtained for the cosmopolitan males is 50.09 and for the metropolitan males is 51.41. This implies that both the groups do not have wide range of scores on the SPI. According to the results though the males in the metropolitan group are showing a higher mean self-perception value, it is not so high to reach a significant statistical level of difference. The metropolitan males are showing a superior self-perception as compared to the cosmopolitan males.

Content-analysis helped the research worker to reveal the different areas that affected the self-perception of the males positively or negatively in both the groups. The areas which affected the self-perception of the males positively in the cosmopolitan group were mainly noted to be attainment of satisfactory achievement standards and secondly maintaining good social relations. These two aspects helped the males to derive a sense of self-esteem and accentuate their level of self-perception. Participation in sports and other college activities were noted to have a positive influence on their self-perception.
as they proved to be sources of one's self-esteem and recognition. Feelings of superiority in thinking and basic faith in one's capacities resulted in a higher self-perception in the males indicated by them on SPI. Certain personality traits like being courageous, being optimistic, being able to handle emergencies and good decision making ability affected their self-perception in a positive direction.

The areas which affected their self-perception negatively were mainly the dissatisfaction indicated by the males with their present academic line, fear of examinations and dissatisfaction with one's result. In many cases dissatisfaction with the financial status of the family as indicated by Ss affects their self-perception negatively. Having one's standard of comparison in relation to the standard of others lowered self-esteem in many males and this affected their self-perception negatively. Expression of anger and aggression was noted in the males of this group. However, it is recognised as a negative aspect of personality by society which in turn contributes to lowering their self-perception. The possession of physical defect influenced the self-perception negatively in the males of this group.

The areas which affected the self-perception positively in the males of the metropolitan group were mainly family background and the importance given to friendship. Reasonable achievement standards and participation in other college activities also affected their self-perception in a positive direction. Certain personality traits like being trustworthy,
honest and being obliging as perceived by the males themselves helped them to enhance their self-perception in a positive direction.

The areas which affected their self-perception negatively were mainly noted regarding poor communicative skills and a lack of verbal expression near others. Feelings of inferiority and lack of faith in one's abilities affected their self-perception in a negative direction. Inability to socialise well in the college environment to a great extent lowered their self-perception, lack of tolerance towards the Ss from other cultures also lead to problems in college environment in many males which in turn lowered their self-perception.

Thus it can be noted that the areas affecting the self-perception positively in the males of both the groups do not differ considerably except for a few ones. But the areas of conflict are noted to be very different in the males of both the groups. For the cosmopolitan males the major conflict areas are noted with respect to academic line and the problems that go along with it. Whereas the conflict areas of the metropolitan males are mainly noted in the area of social interaction and personal set backs. The plausible reasons for these differences will be discussed in the next chapter.

In the present study an attempt has been made to compare the mean and S.D. obtained on SPI for the females of the cosmopolitan and the females of the metropolitan group from the entire sample being presented in the following table.
Table 4.13 shows the comparison of the mean self-perception scores between the females in the cosmopolitan group of Bombay and the females of the metropolitan group of Ahmedabad from the entire sample. The mean self-perception value obtained by the females in the cosmopolitan group is 541.21 and the mean self-perception value obtained in the metropolitan group is 551.32. The mean self-perception values of both the groups of females are noted to be on average side. However, the mean self-perception value in the females of the metropolitan group is observed to be higher as compared to the mean self-perception value of the females in the cosmopolitan group. There is a difference in the standard deviation obtained by both the groups. The SD obtained by the females in the cosmopolitan group is 52.64 and the SD obtained by the females in the metropolitan group is 44.79. This implies that the former group has a wider range of scores as compared to the latter. But the difference between the mean self-perception scores in both the groups does not reach the statistical level of significance. From the results it is noted that the females in the metropolitan group are showing a superior self-perception as compared to the females of the cosmopolitan group.

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>( \overline{X} )</th>
<th>( \sigma )</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN FEMALES</td>
<td>75</td>
<td>541.21</td>
<td>52.64</td>
<td>1.27</td>
</tr>
<tr>
<td>METROPOLITAN FEMALES</td>
<td>75</td>
<td>551.32</td>
<td>44.79</td>
<td></td>
</tr>
</tbody>
</table>

NON-SIGNIFICANT
The different areas that affected the self-perception positively or negatively in the females of both the groups were studied. The areas which affected the self-perception positively in the females of the cosmopolitan group were mainly having good physical appearance and effective social interaction with the members of one's own sex and opposite sex. Satisfactory academic achievements, participation in college activities and possession of artistic pursuits were a source of satisfaction to these females as indicated on SPI which helped to raise their level of self-perception. Receiving compliments from significant others and good rapport with teachers were other areas which influenced their self-perception in a positive direction.

The areas which affected the self-perception negatively in these females were mainly noted in family problems and discriminative attitude towards the females in their families. The idea of marrying against one's wishes and being highly affected by others about one's dressing were noted to be detrimental to their self-perception. Certain personality traits like jealousy and possessiveness which the females are aware of being evaluated negatively, affected their self-perception in a negative direction.

The areas which affected the self-perception positively in the females of the metropolitan group were noted to be almost the same as found in the cosmopolitan group of females. The areas which affected the self-perception negatively in the females of the metropolitan group were noted mainly with respect to family problems and partiality in the family. Lack of
expression was noted to be one area which affected their self-perception negatively. Feelings of resentment about marrying against one’s wishes and fear of criticism affected their self-perception negatively. In some cases feelings of inferiority lead to a lowering in their level of self-perception. Certain personality traits like oversensitive nature and anxiety were seen to be affecting their self-perception negatively.

It is noteworthy to mention here that one common area of the self-perception being affected negatively was due to the attitude of the family towards the females. This is noted in the responses of almost all the females of the sample, where they seem to be dissatisfied with the fact that the family uses discriminative treatment towards them and partiality is perceived in the attitude of the family members. The plausible reasons for this will be discussed in the next chapter.

The research worker was also interested in studying the differences in the self-perception of the Gujarati and non-Gujarati college going students of the cosmopolitan city of Bombay and of the metropolitan city of Ahmedabad respectively. The main purpose was to study the influence of cultural background on the self-perception of the college going students.

In the present study an attempt has been made to compare the mean and S.D. obtained on SPI between the Gujarati students of the cosmopolitan city of Bombay and the Gujarati students of the metropolitan city of Ahmedabad from the entire sample being presented in the following table.
TABLE 4.14

COMPARISON OF THE MEAN AND S.D. ON SPI BETWEEN THE TOTAL COSMOPOLITAN GROUP OF GUJARATIS VS. THE TOTAL METROPOLITAN GROUP OF GUJARATIS:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>( \sigma )</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN GROUP</td>
<td>75</td>
<td>549.90</td>
<td>42.67</td>
<td>3.60</td>
</tr>
<tr>
<td>METROPOLITAN GROUP</td>
<td>75</td>
<td>526.00</td>
<td>37.24</td>
<td></td>
</tr>
</tbody>
</table>

\( P < .01 \)

Table 4.14 shows the comparison of the mean self-perception scores between the Gujarati students of the cosmopolitan group and the Gujarati students of the metropolitan group from the entire sample. The mean self-perception value obtained by the Gujarati students in the cosmopolitan group is 549.9 and the mean self-perception score obtained by the Gujarati students of the metropolitan group is 526.0. The mean self-perception values of both the groups is seen to be on the average level. However, the mean self-perception value of the Gujarati students of the cosmopolitan group is higher as compared to the Gujarati students of the metropolitan group. There is a difference in standard deviation obtained in both the groups. The SD obtained in the cosmopolitan group of Gujarati students is 42.67 and the SD obtained in the metropolitan group of Gujarati students is 37.24. This indicates a wider range of scores in the cosmopolitan group of Gujaratis as compared to the metropolitan group of Gujaratis. The difference between the mean scores of the two groups reaches the .01 level of significance of difference so far as the question of self-perception is
concerned. The self-perception is noted to be higher in the Gujarati students of the cosmopolitan group as compared to the Gujarati students of the metropolitan group.

Content-analysis revealed different areas which affected the self-perception of the Ss in both the groups. The areas which affected the self-perception positively in the Gujarati students of the cosmopolitan group were mainly in the social sphere. Good social interaction and effective interpersonal communication with members of one's sex and with members of the opposite sex affected their self-perception in a positive direction. Good academic achievements and involvement in college activities which lead to other personal achievements and acted as a source of self-esteem which affected their self-perception positively. The aspect of social contact with others, over and above the interaction with relatives opened greater avenues of social relations which affected their self-perception positively. An openness of the mind and acceptance of Ss from different cultures facilitated healthy social interaction which helped to enhance the self-perception of the Ss in this group.

The areas which affected the self-perception negatively in the Ss of this group were fear of examinations and inability to achieve good academic standards. A materialistic attitude towards certain aspects of life and forming one's standard of comparison in relation to the financial standing of others affected their self-perception negatively.

The areas which affected the self-perception positively
in the Gujarati students of the metropolitan group were mainly the influence of family background and the aspect of friendship with others. Academic success and participation in other college activities, having artistic pursuits also helped to improve the self-perception in these Ss. Good financial status provided security to the Ss and helped to raise their level of self-perception.

The areas which affected the self-perception negatively in these Ss were mainly reflected in unsuccessful social interactions and a lack of expressive ability. The concept of friendship was limited upto the members of one's own community and hence interaction with members of other communities was not found. This lead to a lowering of their self-perception. The other areas which affected their self-perception in a negative direction were inability to accept cultural differences from other Ss and extending social contact only upto relatives. A materialistic attitude was observed in these Ss also which affected their self-perception and carried a negative effect.

Thus, it can be noted that the areas that affect the self-perception positively and negatively in the Gujarati Ss of both the groups differ considerably. The area of social interaction is observed to have a positive effect facilitating the self-perception of the Gujarati Ss in the cosmopolitan group whereas the same area was observed to carry a negative effect on the self-perception of the Gujarati Ss from the metropolitan group. This could be attributed to the difference in the cultural environment of the cosmopolitan and the metropolitan city which
to a large extent affects the attitude of the Ss residing there and 'forms their self-perception accordingly. The plausible reasons for this will be discussed in the next chapter.

In the present study an attempt has been made to compare the mean and S.D. obtained on SPI between the Gujarati students and the Non-Gujarati students of cosmopolitan group of Bombay from the entire sample being presented in the following table.

**TABLE 4.15**

**COMPARISON OF THE MEAN AND S.D. ON SPI BETWEEN THE TOTAL COSMOPOLITAN GROUP OF GUJARATIS VS. THE TOTAL COSMOPOLITAN GROUP OF NON GUJARATIS:**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>( \sigma )</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUJARATI STUDENTS</td>
<td>75</td>
<td>549.98</td>
<td>42.67</td>
<td>2.70</td>
</tr>
<tr>
<td>NON-GUJARATI STUDENTS</td>
<td>75</td>
<td>527.27</td>
<td>57.44</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.15 shows the comparison of the mean self-perception scores between the Gujarati students and the non-Gujarati students of the cosmopolitan city of Bombay from the entire sample. The mean self-perception value obtained by the Gujarati students is 549.98 and the mean self-perception value obtained by the non-Gujarati students is 527.27. The mean self-perception value obtained for both the groups of students is average but the mean self-perception value of the Gujarati group is seen to be much higher as compared to the mean self-perception
value of the non-Gujarati group. There is a disparity in the standard deviation obtained for both the groups. The SD obtained for the Gujarati group is 42.67 and the SD obtained for the non-Gujarati group is 57.44. This suggests a wider range of scores in the non-Gujarati group. The differences between the mean scores of the two groups reaches the .01 level of significance of difference. This suggest that the self-perception in the Ss varies in the two groups. The self-perception is observed to be higher in the group of Gujarati students as compared to the group of non-Gujarati students of the cosmopolitan city of Bombay.

The different areas affecting the self-perception of the Ss in the two groups were studied. The areas which affected the self-perception in a positive direction in the Gujarati students of the cosmopolitan city of Bombay were mainly seen in social interaction and healthy social relationships. The other areas which affected their self-perception positively were good academic achievements and involvement in college activities. An openness of the mind to different cultures and sharing common interest with friends helped in enhancing their self-perception. The subject’s involvement in social activities like parties and picnics affected their self-perception positively. The aspect of social contact with others over and above the interaction with relatives was given a lot of importance, which affected their self-perception positively.

The areas which affected the self-perception negatively in the Ss of this group were mainly fear of examination and
stress to cope up with family and environmental demands. A materialistic attitude to life and forming one's standard of comparison in relation to the financial standing of others affected their self-perception in a negative direction.

The areas which affected the self-perception positively in the non-Gujarati students of the cosmopolitan city were quite similar to those areas found to have affected the self-perception positively in the Gujarati Ss of the cosmopolitan city. The aspect of effective social interaction and having successful social relationships affect their self-perception positively. An openness of the mind to students from different cultures and having good friendship with the members of opposite sex affected their self-perception positively. Lot of importance was attached to the subject's involvement in social activities like parties and picnics which made them feel capable of socialising and helped to raise their self-perception level.

The areas which affected the self-perception negatively in the subjects of this group were the dissatisfaction with one's failure in the academic line and the inability to cope up with the social demands of the college environment. Feelings of isolation and sense of detachment affected their self-perception negatively because the social relationships sometimes proved to be superficial. The feelings of anger and manifestation of anger affected the self-perception of these Ss negatively. In some cases dissatisfaction with the financial status of the subject's family affected their self-perception negatively.

From the above discussion it can be observed that the
cosmopolitan group of Gujaratis and non-Gujaratis have quite common areas which affect their self-perception positively. But the areas which affect the self-perception negatively, in the Gujaratis and the non-Gujaratis of this group differ considerably. The conflict areas in the Gujarati Ss are not noted to be as serious as noted in the non-Gujarati subjects of this group. The non-Gujarati subjects seem to be facing problems of isolation and aloofness since they are largely segregated. This kind of frustration gives rise to feelings of anger and manifestation of the aggression is noted. This is evaluated negatively in society which tends to affect the subject's self-perception negatively. The plausible reasons for this will be discussed in the next chapter.

In the present study an attempt has been made to compare the mean scores obtained on SPI between the Gujarati students and the non-Gujarati students of the metropolitan group of Ahmedabad from the entire sample being presented in the following table.

<table>
<thead>
<tr>
<th>TABLE 4.16</th>
</tr>
</thead>
</table>

**COMPARISON OF THE MEAN AND S.D. BETWEEN THE METROPOLITAN GROUP OF GUJARATIS VS. THE TOTAL METROPOLITAN GROUP OF NON-GUJARATIS:**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>X</th>
<th>σ</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUJARATI STUDENTS</td>
<td>75</td>
<td>526.00</td>
<td>37.24</td>
<td>-6.50</td>
</tr>
<tr>
<td>NON-GUJARATI STUDENTS</td>
<td>75</td>
<td>571.65</td>
<td>47.46</td>
<td></td>
</tr>
</tbody>
</table>

P < .01

Table 4.16 shows the comparison of the mean self-perception scores between the Gujarati students and the non-
The mean self-perception value obtained by the Gujarati students in this group is 526.0 and the mean self-perception value obtained by the non-Gujarati group is 571.65. The mean self-perception value obtained for the students of both the groups is falling under the average category but the mean self-perception value in the non-Gujarati group is seen to be much higher as compared to the mean self-perception value of the Gujarati group. The standard deviation obtained for both the groups are different. The SD obtained for the Gujarati group is 37.24 and the SD obtained for the non-Gujarati group is 47.46. This indicates that the non-Gujarati group of students has a wide range of scores. The difference between the mean scores of the two groups is statistically significant at .01 level of significance. This suggests that the self-perception in the Ss of both the group varies. The self-perception is higher in the non-Gujarati group of students as compared to the Gujarati students.

The different areas which affected the self-perception of these Ss either positively or negatively were studied. The area which affected the self-perception positively in the Gujarati students of the metropolitan group were mainly the influence of family background and friendship. Academic success and participation in other college activities, possessing artistic pursuits also helped to improve the self-perception in these Ss. Good financial status of the families affected the self-perception of the Ss in a positive direction.
The area which affected the self-perception negatively in these Ss were mainly reflected in unsuccessful social relations and a lack of expressive ability. The other areas which affected the self-perception negatively in these Ss were the inability to accept cultural differences from other Ss and limiting their social contact only with relatives. A materialistic attitude towards life was observed and the Ss aspired their standing be in comparison to the standing of others.

The areas which affected the self-perception positively in the non-gujarati subjects of the metropolitan city were mainly good interpersonal communication with member’s of one’s own sex and opposite sex and successful social relationships. Success in academic sphere and participation in other college activities which was a source of self-esteem and personal recognition raised their level of self-perception. The subject’s involvement in social activities like parties and picnics affected their self-perception positively. An openness of the mind to the Ss from different cultural affected their self-perception positively because the subjects were in a position to mix better with others. The social contact extended more than interaction with the relatives which gave them more scope to develop their social aspect of personality and improved their self-perception.

The areas which affected the self-perception in a negative direction in the non-gujarati subjects of this group were mainly the fear of failure in academic line and dissatisfaction with the present academic institution. Heavy
emphasis on social interaction lead to pressures of coping up with social relationships which affected their self-perception adversely. Many Ss have indicated dissatisfaction due to lack of availability of good opportunities which resulted in remaining idle. This affected their self-perception negatively.

Thus, it can be noted the areas that affect the self-perception positively and negatively in both the groups of Ss are very different and the self-perception is found to be much higher in the non-gujarati Ss of the metropolitan group. This is mainly because the area of social interaction is observed to be contributing to great extent in the non-Gujarati Ss whereas it is noted to be an area of conflict in the Gujarati subjects. The plausible reasons for the differences in the Ss of the two groups will be explained in the next chapter.

The overall results obtained for the significance of difference between the mean scores on SPI for different groups may be summarized as follows:

1. Sex variable appears to have a non-significant influence on the scores of SPI for different groups under study.
2. The influence of residential background appears to be insignificant on the scores of SPI in different groups.
3. The cultural background emerges to be an important significant variable affecting the scores of SPI in different groups under study.

IV. RESULTS OF THE COMPARISON OF MEAN AND S.D. ON ISB:
Initially the ISB was applied to establish the validity of SPI. However, as the study progressed, the responses on ISB started revealing many hidden aspects of personality which could throw more light on the area of self-perception in the subjects. Therefore, the results of ISB and their comparisons have been selected as an independent topic. The order of presenting the results will be maintained the same as was presented for the comparison of mean scores on SPI. These are given below:

1) Total Males vs. Total Females.
2) Total Cosmopolitan Group Vs. Total Metropolitan Group.
3) Total Cosmopolitan Males Vs. Total Metropolitan Males.
4) Total Cosmopolitan Females Vs. Total Metropolitan Females.

The ISB results when compared on inter-group basis showed significant differences in the level of mean and standard deviation. This indicated different levels of adjustment in the subjects of the above mentioned groups. It was possible to obtain group wise differences because:

1) Being a semi-projective test, the purpose of ISB was somewhat hidden from the subjects. Hence they answered without being aware of their contents being analysed as good or bad.

2) The subjects projected their fears, frustrations and depressions somewhat unconsciously which helped to study their influence on their self-perception.

However, the conclusions in this section have been drawn after studying the differences between the groups selected.
for this study as mentioned earlier. They may require further checking and verification on another sample.

In the present study, an attempt has been made to compare the mean and S.D. obtained on ISB for the total males and the total females of the entire sample being presented in the following table:

**TABLE 4.17**

**COMPARISON OF THE MEAN AND S.D. ON ISB BETWEEN THE TOTAL MALES AND THE TOTAL FEMALES:**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>( \sigma )</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL MALES</td>
<td>150</td>
<td>118.90</td>
<td>8.98</td>
<td>2.02</td>
</tr>
<tr>
<td>TOTAL FEMALES</td>
<td>150</td>
<td>116.90</td>
<td>8.20</td>
<td></td>
</tr>
</tbody>
</table>

NON-SIGNIFICANT

Table 4.17 shows the sex-wise differences of the mean ISB scores between the total males and the total females of the entire sample. The mean ISB score obtained for the total males is 118.9 and the mean ISB score obtained for the total females is 116.9. The theoretically determined score of 100 will show best adjustment in a subject. According to the results the mean ISB score of the total females is closer to 100 as compared to the mean ISB scores of the total males. It can, therefore, be noted that the females are showing a better adjustment level than their male counterparts. There is not much difference in the standard deviation of both the groups. The standard deviation obtained for the males is 8.98, and the SD obtained for the females is 8.20.
which suggests that both the groups do not have a wide range of scores. The difference between the mean scores of two groups is not significant because it does not reach the .01 level of significance.

However, content-analysis helped the research worker to study the differences in the areas of adjustment between the two groups. The area of success in academic field helped the males to adjust better and lead to a development of a positive personality. The males who are in a position to achieve good academic standards reported on ISB responses that they were recognised more by other students. They have also reported that other students held them in high esteem and seeked academic help from them. The other areas found to be influencing their adjustment in a positive direction were of healthy social relationships and friendships. The males have attached a lot of importance to good social relations which make them more acceptable with others. The males have reported that friends are instrumental in solving their difficulties and also socializing with friends has been considered by them to be a major source of entertainment. Both these areas ultimately help them to adjust better. Participation in sports, co-curricular and extra-curricular activities affected their adjustment level positively. The males have reported a general state of well-being by involving themselves in the other college activities which helps them to adjust better to the demands of the college environment.

The areas which led the males to poor adjustment were regarding lack of capacity to achieve good academic results and
difficulty in adjusting with the present academic line been selected. The other area which affected their adjustment negatively was having feelings of anger and inability to control these feelings. This was reported by many males as a conflict area on the ISB responses. Lack of tolerance for certain social norms and feelings of hatred towards other students being manifested openly by them were the other areas where they were not in a position to adjust well. The other personal areas where their adjustment was affected negatively as indicated by the males were mainly due to invasion of their privacy by others and lack of independence. Many males have indicated feelings of frustration when they are not in a position to get what they want. The adjustment level in some of the males was seen to be negatively affected due to the low financial status of their families.

The area which affected the adjustment of the females positively was mainly good interpersonal interaction. Most of the females in their responses have attached a lot of importance to maintaining good relationships with the members of one's own sex and members of the opposite sex and a well established rapport with teachers affected their adjustment level in a positive direction. Achievement of satisfactory academic results, participation in college activities and having artistic pursuits helped them to meet the pressures of college life and also gain recognition which lead to healthy adjustment.

The area which affected the adjustment level negatively in the females was mainly with respect to family problems. Most
of the females have reported on ISB responses that they suffered due to being the first child in the family and due to being born of the weaker sex. The females have also indicated partiality and discriminative treatment meted out to them as a source of disturbance on ISB responses. This greatly affected their level of adjustment in a negative direction. The difficulty experienced in opening up with others and difficulty in interaction with opposite sex indicated by the females affected their adjustment negatively. Being over-sensitive and highly emotional as reported by the females in the responses came in their way of healthy adjustment. The females have indicated depression regarding marrying against their wishes and also regarding failure on one's part to bring the desired person to her inclination. This affected their adjustment in a negative direction to a great extent. They have also indicated in their responses of being disturbed to a great extent due to social taboos and criticism which affected their adjustment negatively.

It can be noted thus that the areas that affect adjustment positively or negatively in the males or the females are different. Moreover, the areas that affect adjustment negatively in both the groups differ considerably than the areas that affect their adjustment level positively. In males the areas which affect their adjustment level negatively are mainly due to their personal problems and conflicts. But the areas which affect the adjustment level negatively in the females are by and large due to conflict with the family and society. The plausible reasons for these differences will be discussed in the next chapter.
In the present study an attempt has been made to compare the mean and S.D. obtained on ISB for the cosmopolitan and the metropolitan groups of the entire sample being presented in the following table.

**TABLE 4.18**

**COMPARISON OF THE MEAN AND S.D. ON ISB BETWEEN THE TOTAL COSMOPOLITAN GROUP AND THE METROPOLITAN GROUP :**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>X</th>
<th>σ</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN GROUP</td>
<td>150</td>
<td>116.16</td>
<td>7.88</td>
<td>3.60</td>
</tr>
<tr>
<td>METROPOLITAN GROUP</td>
<td>150</td>
<td>118.67</td>
<td>9.03</td>
<td></td>
</tr>
</tbody>
</table>

P < .01

Table 4.18 shows the comparison of the mean ISB scores between the cosmopolitan group of Bombay and the metropolitan group of Ahmedabad from the entire sample. The mean ISB score obtained on the cosmopolitan group is 116.16 and the mean ISB score obtained on the metropolitan group is 119.67. The mean ISB score of the cosmopolitan group is closer to 100 as compared to the mean ISB score of the metropolitan group. Therefore, the Ss in the cosmopolitan group appears to have a better adjustment level as compared to the Ss in the metropolitan group. The standard deviation obtained for the cosmopolitan group is 7.88 and the standard deviation obtained for the metropolitan group is 9.03 which suggests that the latter group has a wide range of scores. The difference between the mean scores of the two groups is significant at the .01 level of significance. Therefore, there is a considerable difference in areas which affects the adjustment level positively or negatively for both the groups.
The areas affecting the adjustment level of the Ss positively and negatively in both the groups were studied. The area of academic success and effective communication affected the adjustment level positively and led to a positive oriented personality development in the Ss from the cosmopolitan group. Academic success brought self-esteem to the Ss and more over they derived more importance and attention from other students which helped them to co-exist and adjust better. Effective communication helped the Ss to express themselves better and maintain good social relations. The aspect of friends proving helpful in difficulties accentuated their good adjustment level. Those students who took part in college activities, stood up in times of problems and helped other students had good adjustment within themselves and were rated highly by other students.

The areas which affected the adjustment level of these Ss negatively were mainly failing to achieve good results. The subjects have indicated depression due to failure in examination and being termed as "unsuccessful" by other students. Dissatisfaction and difficulty in adjusting with the present academic line affected their adjustment level in a negative direction. Parental pressures and expectations in the area of academic sphere and peer group pressure in the area of maintaining good social relations affected their adjustment negatively. Many Ss have reported feeling of isolation and a sense of detachment from others. This affected their adjustment level negatively to a great extent. Lack of understanding and aloofness from others have been reported to be a source of
frustrations by some of the Ss which affected their adjustment level in a negative direction.

The area which affected adjustment positively in the Ss of the metropolitan group were mainly the family background and friendship. Both these aspects provided a sense of security to the Ss which was indicated by them in their responses and helped them to adjust better to their social environment. Satisfactory academic standards and involvement in college activities improved their level of adjustment.

The areas which affected the adjustment negatively in the Ss of the metropolitan group were lack of communicative skills and difficulty in verbal expression. Most of the Ss have reported adjustment problems in these areas especially with respect to the college environment. The Ss have indicated frustration in their responses due to lack of opportunities available to involve themselves in other activities besides college activities. Inability to accept cultural differences from other Ss affected their adjustment negatively as they were not in a position to interact freely and co-exist well with them. The adjustment was also affected negatively due to failure in examinations and dissatisfaction with the present academic line being selected.

Thus, it can be noted that the areas that affect the adjustment positively and negatively in the Ss of both the group differ considerably. The positive area which affect adjustment in the cosmopolitan group is noted in healthy social interaction and plenty of opportunities provided to them to have effective
adjustment. The positive area which affects the adjustment in the Ss of the metropolitan group is noted in the stability provided by family background and aspect of friendship. Whereas the area which affected adjustment negatively in the Ss of the cosmopolitan group is mainly due to pressure to cope up with social demands and environmental pressures. The main area which affected adjustment negatively in the Ss of the metropolitan group is lack of opportunities available for them to get involved. The plausible reasons for these differences will be discussed in the next chapter.

In the present study an attempt has been made to compare the mean score and S.D. on ISB obtained for the total males of the cosmopolitan group and for the total males of the metropolitan group from the entire sample being presented in the following table.

**TABLE 4.19**

**COMPARISON OF THE MEAN AND S.D. ON ISB BETWEEN THE TOTAL COSMOPOLITAN MALES AND THE TOTAL METROPOLITAN MALES:**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>$\sigma$</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN MALES</td>
<td>75</td>
<td>116.52</td>
<td>8.34</td>
<td></td>
</tr>
<tr>
<td>METROPOLITAN MALES</td>
<td>75</td>
<td>121.33</td>
<td>8.92</td>
<td>3.41</td>
</tr>
</tbody>
</table>

$P < .01$

Table 4.19 shows the comparison of the mean ISB scores between the males of the cosmopolitan group and the males of the metropolitan group from the entire sample. The mean ISB score obtained by the males in the cosmopolitan group is 116.52 and the
mean ISB score obtained by the males in the metropolitan group is 121.33. The results show the mean ISB scores of the cosmopolitan males to be closer to 100 than the mean ISB score of the metropolitan males. This indicated a better adjustment level in the males of the cosmopolitan group as compared to the metropolitan males. The standard deviation obtained for both the groups is almost the same. The SD obtained by the males of the cosmopolitan group is 8.33 and the SD obtained by the males of the metropolitan group is 8.92. This suggests that both the groups are not having very wide range of scores. The difference between the mean scores of the two groups is significant at .01 level of significance. This shows that the areas which affects the adjustment level positively and negatively in the males of both the groups differ considerably.

The different areas which affected the adjustment level of the males positively and negatively in both the groups were studied. The major areas which affected the adjustment in a positive direction in the males of the cosmopolitan group were academic success and successful interpersonal relations. The males have reported on ISB responses that academic success lead to many other benefits in the college like getting recognition and importance from others. Healthy interaction also helped the Ss to maintain good friendship and get co-operation from others. Both these aspects improved their adjustment level in a positive direction. The male's participation in different types of college activities lead them to good adjustment.
The areas in which the males of the cosmopolitan group showed poor adjustment was mainly with respect to difficulty in adjustment with the present academic field of study being selected. Many males have reported lack of motivation to study and have indicated depression due to inability to choose their desired line. The males have also indicated adjustment problem due to not being in a position to control their anger and aggression because the expression of anger openly is not acceptable by others which leads to problems in adjustment. The males have reported to be highly critical of themselves in relation to others which comes in their way of effective adjustment. Feelings of isolation and a lack of understanding from others also affected their adjustment in a negative direction. Lack of tolerance to certain social norms and feelings of hatred towards other students being openly expressed by these males come in their way of healthy adjustment in the college environment. Some of the males have reported in their responses on ISB that low financial status of their families lead to class differences in college life and this greatly affected their adjustment level negatively.

The important area which affected the adjustment positively in the males of the metropolitan group were family background and friendship. The males have reported that both these areas provided a sense of identification to them which helped them to adjust better in their college environment. Attainment of academic success and their involvement in college activities of all kinds gave them better scope to come into contact with other students and lead to positive adjustment. Good
financial standing of the family also gave them support materially and gained status in the college environment. This lead to positive adjustment in the males.

The areas which affected the adjustment level negatively in the males of the metropolitan group were mainly, difficulty in interaction with others and lack of expressive ability. This inhibited them to quite an extent which lead to poor adjustment, and also restricted their social relationships with the members of one's own sex and the opposite sex. Most of the males have indicated adjustment problems due to invasion of their privacy by others and lack of independence. They have also indicated frustration due to lack of opportunities to involve themselves in different activities and keeping themselves occupied. This kept them idle and affected their adjustment level negatively.

Thus it can be noted that the areas that affect the adjustment level in the males of both the groups are considerably different. Moreover, the negative areas that affect adjustment level in both the groups differ more than the positive areas. The negative areas that affect the adjustment level in the males of the cosmopolitan group are mainly due to academic problems and due to the heavy pressures of the college environment. The negative areas that affect adjustment in the males of the metropolitan group concern more with social problems and dimensions. This is because of the difference in the cultural environment of the two different societies. The plausible reasons for this will be discussed in the next chapter.
In the present study an attempt has been made to compare the mean and S.D. on ISB for the total females of the cosmopolitan group and for the total females of the metropolitan group of the entire sample being presented in the following table.

**TABLE 4.20**

**COMPARISON OF THE MEAN AND S.D. ON ISB BETWEEN THE TOTAL COSMOPOLITAN FEMALES AND THE TOTAL METROPOLITAN FEMALES:**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>$\sigma$</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN FEMALES</td>
<td>75</td>
<td>115.80</td>
<td>7.37</td>
<td>1.65</td>
</tr>
<tr>
<td>METROPOLITAN FEMALES</td>
<td>75</td>
<td>118.00</td>
<td>8.80</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.20** shows the comparison of the mean ISB scores between the females of the cosmopolitan group and the females of the metropolitan group from the entire sample. The mean ISB score obtained by the females in the cosmopolitan group is 115.80 and the mean ISB score obtained by the females in the metropolitan group is 118.0. The mean ISB score of the cosmopolitan females is closer to 100 than the mean ISB score of the metropolitan females. This indicates a better adjustment level in the females of the cosmopolitan group as compared to their metropolitan counterparts. The standard deviation obtained for both the groups is quite close-by. The SD obtained for the females of the cosmopolitan group is 7.37 and the SD obtained for the females of the metropolitan group is 8.80. This suggests that the latter group has a little wider range of scores than the former group.
But difference between the mean scores of both the groups is not significant statistically.

However, the areas which affected adjustment positively or negatively in the females of both the groups were studied. Content-analysis did not reveal many areas which affected adjustment positively or negatively to be very different in the females of both the groups. The area which affected the adjustment in a positive direction in the females of the cosmopolitan group was mainly of good social interaction. Most of the females have indicated on ISB responses that maintaining good social relations with others helped them to adjust better in college. Success in examinations, involvement in college activities, and having good artistic pursuits and other abilities were the other areas which affected the adjustment positively and were in a position to develop their personality well. The females have reported that the above mentioned areas also helped their adjustment positively with respect to the selection of the mate.

The main area which affected the adjustment negatively in the females of this group was reflected in family problems. Most of the females have expressed regret on ISB responses for being born of a feminine gender. They have reported frustration due to partiality in the family and being neglected by other family members. This comes in their way of healthy adjustment. The other area which affected their adjustment negatively was regarding lack of freedom in selection of their marriage partner. The females have indicated anxiety in their responses due to the problems of complying with their parents wishes in this area.
This affects their adjustment negatively to a great extent. They have also reported depression due to feelings of isolation and being left alone which greatly affects their adjustment in a negative direction. Having feelings of jealousy due to high standards of comparisons being reported by the females deterred them from making more friends and came in their way of healthy adjustment.

The areas which affected the adjustment positively in the females of the metropolitan group do not differ much from the females of the cosmopolitan group. Healthy social interaction helps the females to maintain good social relations and adjust better in the college environment. Academic success, involvement in college activities and having good artistic pursuits lead to a positive adjustment in the females of this group also. Good rapport established with the teachers affected their adjustment positively.

The major area which affected the adjustment negatively in the females of this group was also with respect to family problems. The females have reported depression due to injustice being done to them in their families which hinders their level of adjustment. Failure on their part to make good friends and difficulty in opening up to others inhibited their social relations and lead to poor adjustment. The selection of the mate by parents against their wishes have been reported by them to be anxiety-provoking which resultantly affects their adjustment level negatively. Feelings of guilt have been reported by the females in their responses when they are not in a position to act the way their parents like. In most cases the females have
indicated fear of parents which affected their adjustment negatively in their family and in college environment. Fear of criticism inhibited the open expression of their personality and this affected adjustment negatively.

It can be noted thus that the areas which affect the adjustment positively and negatively in the females of both the groups do not differ considerably. The areas which affect adjustment negatively in the females of both the groups are noted to be different. The areas affecting adjustment negatively are noted to be more serious in the females of the metropolitan group as compared to the females of the cosmopolitan group. They mainly emerge out of fear and lack of expression on the part of the females in the metropolitan group. The plausible reasons for this will be discussed in the next chapter.

The overall results obtained for the significance of difference between the mean scores on ISB for different groups may be summarised as follows:

1. Sex variable appears to have a non-significant influence on the scores of ISB for the total males and total females of the sample.
2. The influence of residence appears to be a significant one on the ISB scores for different groups under study.
3. The influence of residence is noted to be significant on ISB scores in the male sample of the study.
4. The influence of residence is noted to be non-significant on ISB
III. RESULTS OF THE CHI SQUARE METHODOLOGY USED TO STUDY THE RELATIONSHIP BETWEEN THE TWO INDEPENDENT VARIABLES I.E. SELF PERCEPTION AND ACHIEVEMENT LEVEL.

In this section the scores on the SPI are studied in relation to the subject's level of achievement. The research worker in the present study is interested in finding out whether the SPI scores and the achievement level are independent of each other or not. This is considered to be an S.R. study where an attempt is made to correlate the internal response of the subject with some objective, outside criterion. Here the main emphasis is given to the fact that whatever other aspect either of the personality or outside environment is selected for comparison, can be measured independently.

Therefore, when the self-perception is studied in relation to achievement level, it becomes an S.R. study. The results of $X^2$ have been studied at the following levels.

i) The Total Sample.

ii) Total Males.

iii) Total Females.

iv) Total Cosmopolitan Group of Bombay.

v) Total Metropolitan Group of Ahmedabad.

vi) Total Cosmopolitan Males.

vii) Total Metropolitan Males.

viii) Total Cosmopolitan Females.

ix) Total Metropolitan Females.
The X² methodology has yielded different results at the levels mentioned above which needs to be discussed.

First and foremost, an attempt was made to study whether there is any relationship between the SPI scores and the achievement level for the total sample, being presented in the following table.

**TABLE 4.21**

X² BETWEEN THE SPI SCORES AND THE ACHIEVEMENT LEVEL:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SAMPLES</td>
<td>300</td>
<td>13.72</td>
</tr>
</tbody>
</table>

P < .01

Table 4.21 shows the results of X² between the SPI scores and the achievement level of the total sample. The result obtained is 13.72 and reaches the .01 level of significance. This suggests that the SPI scores and the achievement level are not independent of each other but they are highly interrelated. Since the result has reached beyond the .01 level of significance, it can be well presumed that the relationship between self-perception and achievement level is significant for the Ss of the entire sample.

This may be because the sample being of college going students in this study, belongs to the academic arena where academic attainment is employed as an important index of self-
worth. By this they are also in a position to derive esteem and recognition from others which contributes in raising their self-perception to a satisfactory level.

However, the result obtained for the total sample cannot be generalised at all levels. Therefore, it is necessary to study the relationship of self-perception and achievement level at different groups, for better understanding.

In the present study an attempt has been made to investigate whether there is any relationship between the SPI scores and the achievement level for the total male group being presented in the following table.

**TABLE 4.22**

**X² BETWEEN THE SPI SCORES AND THE ACHIEVEMENT LEVEL :**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL MALES</td>
<td>150</td>
<td>20.97</td>
</tr>
</tbody>
</table>

$P < .01$

Table 4.22 shows the $X^2$ obtained between the SPI scores and the achievement level for the total males of the entire sample. The result obtained is 20.97 and reaches the .01 level of significance. This shows that the SPI scores and the achievement level are not independent of each other but they hold a significant relationship for the total males of the sample. The achievement level influences the self-perception in the males to a large extent. This is also supported by the content-analysis where most of the males have rated academic success on SPI
responses to be very important for them and have also noted a good percentage of results achieved in their exams.

This may be due to today's competitive society, academic success is given prime importance. Academic success raises or maintains self-esteem of the subject and helps him to gain recognition and acceptance among the other fellow students in college. Satisfactory success in academic field would prove their worth and also provide good opportunities for one's occupational placement. Secondly the males in Indian society are expected to be the main bread-earner of the family. Hence there is a certain amount of pressure on the male to attain good academic standards by which he would also be in a position to procure a good job. Those who are in a position to achieve good academic standards feel satisfied with themselves which in turn raises their self-esteem. Those who are not in a position to do so have great feelings of dissatisfaction with themselves which in turn lowers their self-perception. This contention is also supported by FINK (1962) as mentioned in the 2nd chapter.

This however is a conjecture which requires further verification. Because the chi square studies usually shows the direction of relationship, they are not taken to be highly accurate in showing the exact degree of relationship between the two independent variables. However, as in this case, the result has reached beyond the .01 level so it can be well presumed that the relationship is significant.

In the present study an attempt has been made to study whether there is any relationship between the SPI scores and the
achievement level for the total female group being presented in the following table.

**TABLE 4.23**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL FEMALES</td>
<td>150</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Table 4.23 shows the X² obtained between the SPI scores and the achievement level for the total females of the entire sample. The result obtained is 6.6 and does not reach the .05 or .01 level of significance. This shows that self-perception and achievement level do not hold a significant relationship for the total females. The achievement level is not seen to be playing a significant role for the females which would affect their self-perception. The content-analysis of the responses was also carried out and it revealed that the females attached more importance to the attainment of personal goals rather than academic achievement.

This may be because in the Indian society the female is expected to follow a particular feminine sex role stereotype. Day to day observation of the female role in our culture supports the view that the female is not much appreciated so much for her academic achievements as she is for her modesty, manners and obedience. Her main objective is fulfilled by getting a good life partner, stable marriage and a well established family. Therefore, achievement level does not play a very pivotal role in influencing her self-perception. This however, is a conjuncture
which requires further verification.

Thus while studying the relationship between self-perception and achievement level it is to be noted that a significant relationship between the two is found in the total males but this feature is missing in the total female group. The results of the present study, fail to reach the .05 level of significance also. Hence it can be presumed that relationship between self-perception and achievement level is not significant for the females.

In the present study, an attempt is made to study whether there is any relationship between the SPI scores and the achievement level for the total cosmopolitan group of Bombay from the sample, being presented in the following table.

**Table 4.24**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>$X^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN GROUP</td>
<td>150</td>
<td>12.94</td>
</tr>
</tbody>
</table>

$P < .01$

Table 4.24 shows the $X^2$ obtained between the SPI scores and the achievement level for the total cosmopolitan group of Bombay from the entire sample. The result obtained is 12.94 and reaches the .01 level of significance. This shows that the SPI scores and the achievement level are not independent of each other but hold a significant relationship for the total cosmopolitan group of Bombay. Thus, the self-perception and achievement level are highly interrelated.
This may be therefore, the subjects living in the cosmopolitan city of Bombay are facing a very competitive society where a lot of importance is attached to educational competence. Great amount of emphasis is placed on college grades, class-room performance and results of the annual examination. The individual is able to prove his worth by attaining good academic standards and evaluates his position with respect to others. These students showing better college results will tend to perceive themselves as satisfied, 'Good', 'adequate' and 'upto the expectations'. The others with lesser competence, on the other hand may come to perceive themselves as inferior or not up to the standard. Therefore, achievement level is considered to be an important variable which affects the self-perception of the Ss in the cosmopolitan group. In short, the self-perception of both males and females appears to be positively related to the achievement level in the cosmopolitan group as the obtained result in this case has reached beyond the .01 level of significance.

In the present study, an attempt is made to study whether there is any relationship between the SPI scores and the achievement level for the total metropolitan group of Ahmedabad from the entire sample being presented in the following table.
Table 4.25 shows the $X^2$ obtained between the SPI scores and the achievement level for the total metropolitan group of Ahmedabad from the entire sample. The result obtained is 7.09 and does not reach the .05 or .01 level of significance. This suggests that the variable of achievement level does not show any significant relationship with the self-perception of the Ss in this group.

This may, therefore, be the subjects from the metropolitan city of Ahmedabad are mainly belonging to business oriented communities. Thus, the monetary aspect of living is given a lot of importance in such societies. Not much of emphasis is put on competition in educational field because the individual is not required to build an academic career of his own. He simply has to take over the business from his ancestors. In such cases, the parents also expect their offspring to be more practical rather than academically oriented. This attitude appears to influence the subjects to quite an extent and hence academic performance is not given much importance and does not apparently seem to be having any relationship with their self-perception. This however, is a conjecture and required further verification.
But in this case, the obtained result fails to reach the .05 level of significance which supports the above contention that self-perception and achievement level are not significantly related for the Ss in this group.

In the present study a further attempt has been made to study whether there is any relationship between the SPI scores and the achievement level in the males and the females of the cosmopolitan and the metropolitan group respectively.

Firstly, an attempt is made to study whether there is any relationship between the SPI scores and the achievement level in the total males of the cosmopolitan group of Bombay from the entire sample, being presented in the following table.

**TABLE 4.26**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN MALES</td>
<td>75</td>
<td>9.99</td>
</tr>
</tbody>
</table>

\( P < .01 \)

Table 4.25 shows the \( X^2 \) obtained between the SPI scores and the achievement level for the total males of the cosmopolitan group of Bombay from the entire sample. The obtained result is 9.99 and reaches the .01 level of significance. This shows that the SPI scores and the achievement level are related to each other as far as the males of this group are concerned. Thus, the self-perception and achievement level are seen to be interrelated.
Content-analysis also revealed a lot of importance being attached to the achievement level of the males as related to their self-perception in the cosmopolitan group. The achievement level was given quite a high priority which eventually influenced their self-perception. This is because the aspect of staff competition is pre-determined in the males of this group. They are aware of the fact that having satisfactory academic achievement level will prove their worth and potential in the college environment. This in turn will raise the self-esteem of the subject and will also raise his level of satisfaction within himself. All this will lead to a better self-perception in the subject.

In the present study, an attempt is made to study whether there is any relationship between the SPI scores and the achievement level in the total males of the metropolitan group of Ahmedabad from the entire sample being presented in the following table.

TABLE 4.27

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>METROPOLITAN MALES</td>
<td>75</td>
<td>11.27</td>
</tr>
</tbody>
</table>

\[ \text{P} < .01 \]

Table 4.27 shows the \( X^2 \) obtained between the SPI scores and the achievement level for the total males of the metropolitan
group of Ahmedabad from the entire sample. The obtained result is 11.27 and reaches the .01 level of significance. This shows that the SPI scores and the achievement level are not independent of each other, but hold a significant relationship between the two. Thus, the self-perception and the achievement level are significantly interrelated in the total male group of the metropolitan city of Ahmedabad.

This may be due to the reason that the metropolitan city of Ahmedabad has a limited scope of opportunities for the males to involve themselves in other constructive activities besides studies. In such conditions academic attainment is picked up by those males as one of the means to prove their worth and establish their identities. This will in turn help them to improve their level of self-perception.

This contention however, is a conjecture which requires further verification. The result in this group of males has reached beyond the .01 level of significance from which it can be well presumed that the relationship between self-perception and achievement level is significant for those males and achievement level does seem to be playing a significant role in influencing the self-perception of these males.

In the present study an attempt has also been made to study whether there is any relationship between the SPI scores and the achievement level in the females of the cosmopolitan group of Bombay from the entire sample, being presented in the following table.
Table 4.28 shows the $X^2$ obtained between the SPI scores and the achievement level for the total females of the cosmopolitan group of Bombay from the entire sample. The obtained result is 6.56 and does not reach the .05 level of significance. This shows that the SPI scores and achievement level are not interrelated so far as the result of this group is concerned. This suggests that there is no significant relationship between self-perception and achievement level for the females in this group.

This may be because the female enters college with sex role stereotypic characteristics uncritically accepted and incorporated into her self-concept. The parents send her to college not with the expectation of academic achievement at the back of their minds, but with the basic idea that college life would expose her to outside environment so as to make her more practical and smart. This in turn would also open avenues for her prospective marriage in future. Hence academic achievement is not given much priority by them. The females does seem to be influenced with this attitude of their parents and do not consider academic achievement to be of prime importance.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>$X^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMOPOLITAN FEMALES</td>
<td>75</td>
<td>6.56</td>
</tr>
</tbody>
</table>

NON-SIGNIFICANT
This contention however, is a conjecture which requires further verification. The result in this group fail to reach the .05 level of significance from which it can be presumed that the relationship between self-perception and the achievement level does not hold any significance for the females of this group.

In the present study an attempt is made to investigate whether there is any relationship between the SPI scores and the achievement level in the females of the metropolitan group of Ahmedabad from the entire sample, being presented in the following table.

**Table 4.29**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>METROPOLITAN FEMALES</td>
<td>75</td>
<td>3.25</td>
</tr>
</tbody>
</table>

**Non-Significant**

Table 4.29 shows the X² obtained between the SPI scores and the achievement level for the total females of the metropolitan group of Ahmedabad from the entire sample. The obtained result is 3.25 and does not reach the .05 level of significance. This shows that the SPI scores and achievement level are not interrelated so far as the result at this level is concerned. This suggests that there is no significant relationship between self-perception and achievement level for the females of this group.
This may be because the females entering college in the metropolitan cities are observed to be lesser as compared to the number of females entering college in cosmopolitan cities. Those who enter college usually belong to higher middle class and middle class families, whose objectives are to pass their time decently till they reach the marriageable age. Attainment of academic success hardly plays any role in influencing their self-perception or vice-versa, in these females.

This contention however, is a conjecture which requires further verification. The result in this group does not reach the .05 level of significance so it can be well presumed that the relationship between self-perception and achievement level is not significant for the females of this group.

The following conclusions may be warranted for the \( \chi^2 \) results after investigating the relationship between the self-perception and the achievement level.

1. There is a marked difference between the cosmopolitan and the metropolitan group in their relationship between the SPI and the achievement level.

2. For the cosmopolitan group, taken as a whole, there is a significant relationship between the SPI and achievement level.

3. For the metropolitan group, no such significant relationship has been observed.

4. Sex is a significant variable in influencing the inter-relationship between the SPI and college achievement level for the total male sample but not for the total female sample.
5. Sex is a significant variable in influencing the inter-
relationship between the SPI and the college achievement level 
for the cosmopolitan group but not for the metropolitan group.

In the present chapter, over and above the results, 
interpretations at many places is given as and when necessary. 
This is because of two reasons:

1. This is an exploratory study.

2. Unless some hypothetical and plausible explanation is given the 
results loose their empirical touch. Therefore, it was necessary 
to proceed in this way.

**COMPOSITE TABLES OF DATA**

Spearman Rank Order Correlation Between The Scores On SPI And ISB 
For Different Groups.

<table>
<thead>
<tr>
<th>SR.NO.</th>
<th>GROUP</th>
<th>N</th>
<th>t</th>
<th>LEVEL OF SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TOTAL SAMPLE</td>
<td>300</td>
<td>.51*</td>
<td>.01</td>
</tr>
<tr>
<td>2</td>
<td>TOTAL MALES</td>
<td>150</td>
<td>.48*</td>
<td>.01</td>
</tr>
<tr>
<td>3</td>
<td>TOTAL FEMALES</td>
<td>150</td>
<td>.55*</td>
<td>.01</td>
</tr>
<tr>
<td>4</td>
<td>TOTAL COSMOPOLITAN GROUP</td>
<td>150</td>
<td>.57*</td>
<td>.01</td>
</tr>
<tr>
<td>5</td>
<td>TOTAL METROPOLITAN GROUP</td>
<td>150</td>
<td>.50*</td>
<td>.01</td>
</tr>
<tr>
<td>6</td>
<td>TOTAL COSMOPOLITAN MALES</td>
<td>75</td>
<td>.59*</td>
<td>.01</td>
</tr>
<tr>
<td>7</td>
<td>TOTAL METROPOLITAN MALES</td>
<td>75</td>
<td>.43*</td>
<td>.01</td>
</tr>
<tr>
<td>8</td>
<td>TOTAL COSMOPOLITAN FEMALES</td>
<td>75</td>
<td>.55*</td>
<td>.01</td>
</tr>
<tr>
<td>9</td>
<td>TOTAL METROPOLITAN FEMALES</td>
<td>75</td>
<td>.59*</td>
<td>.01</td>
</tr>
</tbody>
</table>

* denotes level of significance.
Significance of Difference in the mean scores on SPI for Different Groups.

<table>
<thead>
<tr>
<th>SR. NO.</th>
<th>GROUPS</th>
<th>N</th>
<th>X</th>
<th>σ</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TOTAL MALES VS. TOTAL FEMALES</td>
<td>150</td>
<td>540.91</td>
<td>51.77</td>
<td>0.92</td>
</tr>
<tr>
<td>2</td>
<td>TOTAL COSMOPOLITAN GROUP VS. TOTAL METROPOLITAN GROUP</td>
<td>150</td>
<td>538.31</td>
<td>52.18</td>
<td>1.82</td>
</tr>
<tr>
<td>3</td>
<td>TOTAL COSMOPOLITAN MALES VS. TOTAL METROPOLITAN MALES</td>
<td>75</td>
<td>535.40</td>
<td>50.09</td>
<td>1.33</td>
</tr>
<tr>
<td>4</td>
<td>TOTAL COSMOPOLITAN FEMALES VS. TOTAL METROPOLITAN FEMALES</td>
<td>75</td>
<td>541.21</td>
<td>52.64</td>
<td>1.27</td>
</tr>
<tr>
<td>5</td>
<td>TOTAL COSMOPOLITAN GROUP OF GUJARATIS VS. TOTAL METROPOLITAN GROUP OF GUJARATIS</td>
<td>75</td>
<td>549.98</td>
<td>42.67</td>
<td>3.6*</td>
</tr>
<tr>
<td>6</td>
<td>TOTAL COSMOPOLITAN GROUP OF GUJARATIS VS. TOTAL COSMOPOLITAN GROUP OF NON-GUJARATIS</td>
<td>75</td>
<td>549.98</td>
<td>42.67</td>
<td>2.7*</td>
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<td>7</td>
<td>TOTAL METROPOLITAN GROUP OF GUJARATIS VS. TOTAL METROPOLITAN GROUP OF NON-GUJARATIS</td>
<td>75</td>
<td>526.0</td>
<td>37.24</td>
<td>6.5*</td>
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</tbody>
</table>

* denotes level of significance.
Significance of Difference in the Mean Scores on ISB for Different Groups.

<table>
<thead>
<tr>
<th>SR. NO.</th>
<th>GROUPS</th>
<th>N</th>
<th>$\bar{x}$</th>
<th>$\sigma$</th>
<th>t</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>TOTAL MALES VS. TOTAL FEMALES</td>
<td>150</td>
<td>118.9</td>
<td>8.98</td>
<td>2.02</td>
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<tr>
<td></td>
<td>TOTAL COSMOPOLITAN GROUP VS. TOTAL METROPOLITAN GROUP</td>
<td>150</td>
<td>116.96</td>
<td>8.20</td>
<td>3.6  *</td>
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<tr>
<td>2</td>
<td>TOTAL COSMOPOLITAN MALES VS. TOTAL METROPOLITAN MALES</td>
<td>75</td>
<td>116.52</td>
<td>8.34</td>
<td>3.41*</td>
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<td>3</td>
<td>TOTAL COSMOPOLITAN FEMALES VS. TOTAL METROPOLITAN FEMALES</td>
<td>75</td>
<td>115.80</td>
<td>7.37</td>
<td>1.65</td>
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</table>

* denotes level of significance.
Chi Square Between the SPI Scores and the Achievement Level for Different Groups.

<table>
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<tr>
<th>SR. NO.</th>
<th>GROUP</th>
<th>N</th>
<th>$X^2$</th>
<th>LEVEL OF SIGNIFICANCE</th>
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<td>1</td>
<td>TOTAL SAMPLE</td>
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<td>13.72*</td>
<td>.01</td>
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<tr>
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<td>TOTAL MALES</td>
<td>150</td>
<td>20.97*</td>
<td>.01</td>
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<td>3</td>
<td>TOTAL FEMALES</td>
<td>150</td>
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<td>4</td>
<td>TOTAL COSMOPOLITAN GROUP</td>
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<td>TOTAL METROPOLITAN FEMALES</td>
<td>75</td>
<td>3.25</td>
<td>NON SIGNIFICANT</td>
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</tbody>
</table>

* denotes level of significance.
Graph No 1

TOTAL SAMPLE
TOTAL MALES
TOTAL FEMALES

DISTRIBUTION OF THE SAMPLE

SPEARMAN CORRELATION BETWEEN THE SPI AND ISB SCORES FOR THE TOTAL SAMPLE, TOTAL MALES & TOTAL FEMALES

0.51
0.48
0.55
Graph No 2

DISTRIBUTION OF THE SAMPLE

SPEARMAN CORRELATION BETWEEN THE SPI AND ISB SCORES FOR TOTAL SAMPLE TOTAL COSMOPOLITAN GROUP AND TOTAL METROPOLITAN GROUP

TOTAL SAMPLE

TOTAL COSMOPOLITAN GROUP

TOTAL METROPOLITAN GROUP

CORRELATION

0.51

0.57

0.50
Spearman correlation between the SPI and ISB scores for the total males, total cosmopolitan males, and total metropolitan males.
SPEARMAN CORRELATION BETWEEN THE SPI AND ISB SCORES FOR THE TOTAL FEMALES, TOTAL COSMOPOLITAN FEMALES AND TOTAL METROPOLITAN FEMALES

DISTRIBUTION OF THE SAMPLE
MEAN SCORES OF SPI

Graph No: 5

TOTAL SAMPLE MALES FEMALES

DISTRIBUTION OF THE SAMPLE

MEAN SCORES OF THE SPI FOR THE TOTAL SAMPLE, TOTAL MALES AND TOTAL FEMALES

DISTRIBUTION OF THE SAMPLE
MEAN SCORES OF SPI

Graph No 6

TOTAL TOTAL TOTAL
SAMPLE COSMOPOLITAN METROPOLITAN

GROUP GROUP

DISTRIBUTION OF THE SAMPLE

MEAN SCORES OF THE SPI FOR THE TOTAL SAMPLE, TOTAL COSMOPOLITAN GROUP AND TOTAL METROPOLITAN GROUP

543.32
538.31
548.87

MEAN SCORES OF SPI

TOTAL SAMPLE
TOTAL COSMOPOLITAN GROUP
TOTAL METROPOLITAN GROUP

DISTRIBUTION OF THE SAMPLE

2 2 1
MEAN SCORES OF THE SPI FOR THE TOTAL MALES, TOTAL COSMOPOLITAN MALES, TOTAL METROPOLITAN MALES

DISTRIBUTION OF THE SAMPLE
MEAN SCORES OF THE SPI FOR THE TOTAL FEMALES, TOTAL COSMOPOLITAN FEMALES, AND TOTAL METROPOLITAN FEMALES

DISTRIBUTION OF THE SAMPLE

MEAN SCORES OF THE SPI FOR THE TOTAL FEMALES, TOTAL COSMOPOLITAN FEMALES, AND TOTAL METROPOLITAN FEMALES
MEAN SCORES OF THE SPI

Graph No •  9

600-
500-
400-
300-

537.94 549.98 526.00

TOTAL TOTAL TOTAL
GUJARATI COSMOPOLITAN METROPOLITAN

GROUP GUJARATI GROUP GUJARATI GROUP

DISTRIBUTION OF THE SAMPLE

MEAN SCORES OF THE SPI FOR THE TOTAL GUJARATI GROUP, TOTAL COSMOPOLITAN GUJARATI GROUP AND TOTAL METROPOLITAN GUJARATI GROUP

224
MEAN SCORES OF THE SPI FOR THE TOTAL COSMOPOLITAN GROUP, TOTAL COSMOPOLITAN GUJARATI GROUP AND TOTAL COSMOPOLITAN NON GUJARATI GROUP
DISTRIBUTION OF THE SAMPLE

MEAN SCORES OF THE SPI FOR THE TOTAL METROPOLITAN GROUP, TOTAL METROPOLITAN GUJARATI GROUP AND TOTAL METROPOLITAN NON GUJARATI GROUP
MEAN SCORES OF THE ISB

Graph No 12

DISTRIBUTION OF THE SAMPLE

MEAN SCORES OF THE ISB FOR THE TOTAL SAMPLE, TOTAL MALES AND TOTAL FEMALES

TOTAL SAMPLE: 117.9
TOTAL MALES: 118.9
TOTAL FEMALES: 116.9
MEAN SCORES OF THE ISB FOR THE TOTAL SAMPLE, TOTAL COSMOPOLITAN GROUP AND TOTAL METROPOLITAN GROUP
MEAN SCORES OF THE ISB FOR THE TOTAL MALES, TOTAL COSMOPOLITAN MALES AND TOTAL METROPOLITAN MALES
DISTRIBUTION OF THE SAMPLE

MEAN SCORES OF THE ISB FOR THE TOTAL FEMALES, TOTAL COSMOPOLITAN FEMALES AND TOTAL METROPOLITAN FEMALES
Graph No. 16

DISTRIBUTION OF THE SAMPLE

CHI SQUARE BETWEEN THE SPI SCORES AND ACHIEVEMENT LEVEL FOR THE TOTAL SAMPLE, TOTAL MALES AND TOTAL FEMALES
DISTRIBUTION OF THE SAMPLE

CHI SQUARE BETWEEN THE SPI SCORES AND ACHIEVEMENT LEVEL FOR THE TOTAL SAMPLE, TOTAL COSMOPOLITAN GROUP AND METROPOLITAN GROUP

Graph No 17
Graph No. 18

DISTRIBUTION OF THE SAMPLE

CHI SQUARE BETWEEN THE SPI SCORES AND ACHIEVEMENT LEVEL FOR TOTAL MALES, TOTAL COSMOPOLITAN MALES AND TOTAL METROPOLITAN MALES
DISTRIBUTION OF THE SAMPLE

CHI SQUARE BETWEEN THE SPI SCORES AND ACHIEVEMENT LEVEL FOR THE TOTAL FEMALES, TOTAL COSMOPOLITAN FEMALES AND TOTAL METROPOLITAN FEMALES