CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In the previous chapter the researcher has introduced the problem, significance, objectives and the delimitations of the study and information about the chapterization. He has also given information about the personality and the self-concept.

In this chapter the researcher has taken a brief survey of research work in the field of personality and the self-concept.

Review of relevant literature on a topic constitutes an essential aspect of scientific work. It helps in conceptualization of the research problem at hand and makes the investigator a work of the existing relative status of the literature of the topic or subject.

J.W. Best in his book research in Education says that, “Review of the literature and research provides a background for the development of the present study and brings the reader up to date since good research is based upon everything that is known about problem, this part of the report gives evidence of the investigators knowledge of the field.

The old and recent relevant findings of the researches done in the field of personality and the self-concept are presented here. During the last four decades personality and self-concept had attracted the attention of the social and behavioral scientists and many researches had been done in this field. It is not possible to take an account of all the relevant published work, but representative relevant references, are reviewed here.
2.2 REVIEWS ABOUT THE PERSONALITY AND SELF-CONCEPT

Ramkumar, V., (1970)

Studied the Subject characteristics of adolescents girls with acute self-concept.

The investigation aimed at studying the characteristics of adolescent’s girls with acute self concept and comparing them with those of the normal group. The characteristics studied were the area of residence, community, the size of family, socio economic status, the size of peer group, intelligence, personal adjustment, social adjustment, withdrawing tendency and values.

The tools were Nafde’s non verbal test intelligence, Kerala Uty. Personality scale, Kerala Uty value inventory of Zacariah, Ramkumar, Q-sort, Set of measuring self concept and questionnaire.

The sample comprised 1016 college girls between the age 15 to 18 from which 154 girls were with extreme self-concepts were identified.

Major findings of the study were-

1. The community of students was found to be an important contributory factor for acute self-concept.
2. The area of residence and the size of family did not contribute to acute self-concept.
3. The extreme group showed lower intelligence scores than the normal group.
4. Personal and social adjustment scores of the extreme group were significantly lower than that of normal group. Similarly the mean withdrawing tendency scores of lower group was lower than that of the normal group.
5. The extreme group had significantly higher mean scores than the normal group on the four values areas – religious, political, aesthetic and theoretical, the extreme group had significantly lower scores in social values and exhibited no difference in economic values.

6. A very high percentage of the backward community girls was found to have acute self-concept.

**Basavanna, M, (1971)**

Studied about the self-confidence clears as an attribute of self-concept.

The aim of the investigation was to study self-confidence as an attribute of self-concept. The problem used for the study was whether people who perceived themselves as having a high degree of self-confidence different from those who perceived themselves as lacking in self-confidence in regard to certain aspects of their behaviour and experience.

**The findings of the study were-**

1) Persons who perceived themselves as having high self-confidence had higher general futural ability than there who perceived themselves as lacking is self-confidence.

2) Persons with high self-confidence were capable of taking fairly higher risk in predicting the outcome of their performance in an intellectual activity than those who lacked self-confidence.

3) Persons with high self-confidence had higher self-regard than those who lacked self-confidence.

4) There were no significant difference between the person of high and low self-confidence in their revel of aspiration behavior.
5) The groups of high and low confidence did not differ, significantly with regard to their speed of conflict resolution.
6) The people with high and low confidence did not lift significantly with respect to their regard for others.

**Bhutani, K., (1972)** Studied about the effect of some cognitive and personality factor on Attitudes change.

The objective of the study was to assess the effect of cognitive consistency, cognitive complexity and personal rigidity on attitude change. The study attempted to test the hypothesis that

1. Cognitively complex of compressive sample were more prone to change than cognitively simple of narrow minded sample.
2. Cognitively simple and narrow minded samples did not easily take the communication given by the investigator.
3. Rigid persons were not so prone to change as non rigid or flexible person.

The pre try out study was conducted on 405 college students (150 boys and 220 girls) in the age range of 17 to 25 years. The sample was selected through the multistage cluster sampling. The final study was carried out on 885 students (414 boys and 471 girls) Who were not included in the pre try out sample. A scale of radicalism conservatism of with items related to social, political religious and economic issues was presented to measure cognitive consistency, cognitive complicity was assessed by using the Rokeach’s Narrow Mindness Scale in which Catholicism, fascism, Judaism and Protestantism were replaced by Jainism dictatorship, Hinduism, and Islam and Kelley’s Role construct Reporting test was also used. The data were analyzed using coefficient of correlation.
Major findings of the study were

1. Those with higher cognitive consistency were less prone to attitude change than those with less cognitive consistence.
2. Boys were prone to be more consistent than girl.
3. Sample with higher cognitive complexity were more prone to change than those with less cognitive complexity.
4. Girls had higher cognitive complexity than boys.
5. There was no significant difference in change in the attitude of cognitively complex boys and girls.
6. The rigid sample was less prone to change than a non rigid.
7. There was a significant difference between the changed scores of flexible boys and girls in favor of girls.
8. Both the rigid boys and the rigid girls were not in favor of mixed marriage.

Sharma, K.L., (1978) Studied A comparative study of self concept of high and low achievement and intelligence groups students of class 10th in urban schools of Barcilly.

The main objective of the study were

1. To find out the relationship between any two of the four main variables namely, intelligence, socio economic status, academic achievement and self concept.
2. To find out the relationship of academic achievement. Intelligence, socio economic status and self concept respectively with the different areas of self-concept, namely – aspiration, confidence, emotionality, inferiority, physical appearance and withdrawing tendency in various groups.
3. To find out the inter correlations among different variables.
4. To examine the sex difference in various groups.
5. To Predict self concept on the basis of intelligence, SES, and achievement.
6. To predict achievement on the basis of 6 areas of self concept in combination with either intelligence or SES factors in the controlled high and low achieving groups.

The study was conducted on a sample of 1427 students (690 male and 737 female students) of class 10th whose age range is 14 to 18 years.

The findings of study were –

1. Intelligence showed the strongest relationship with achievement but the relationship between intelligence and self concept was not significant in extreme intelligence groups.
2. SES showed weak positive relationship with intelligence.
3. Students having high intelligence also had high self-concept, achievement and SES and students having low intelligence had low self concept, achievement and SES.
4. Intelligence showed strong relationship with 6 areas under self concept and achievement, intelligence made high positive and significant contribution.
5. SES did not show strong relationship with self concept and other variables. In the low intelligence group it was negatively correlated.
6. Achievement showed highest relationship with intelligence.
7. self concept showed high positive and significant relationship with achievement and intelligence.
Jhag D.S.;(1979)

Studied the personality correlates of creative children 15 plus studying science subjects.

Objective of the study were-

1. To develop test of scientific creativity of higher secondary level.
2. To explain scientific behavior in terms of specific consultation of certain personality correlates.
3. To see whether creativity could be better understood within the cognato persono logical contexts.
4. To compare the personality traits of creative science pupils with non creative science students.
5. To compare and contrast personality correlates of highly creative a and intelligent science student .

The study was conducted on a sample of 700 higher secondary school students of age 15 plus. Students drawn from Bhopal division of Madhypradesh. The sample was multistage one to enable the development of scientific creativity test and investigation of personality correlates. Data were collected by high school personality questionnaire (HSPQ) of Cattell, measuring 14 distinct personality traits or dimensions. Mehdi’s verbal test of creative thinking and Jalota’s intelligence test comprising 100 items on vocabulary, number series; classification, best answers, inferences and analogies. The achievement indices of the subjects were represented by the average marks in physics, chemistry, maths and Biology.

The major findings of study were

1. Scientific creativity was normally distributed.
2. The urban students were superior to the semi urban in scientific creativity
3. The creative and non-creative are not differ significantly on personality factor A (Reserved Vs Outgoing)

4. The male and female subjects had more or less similar personality styles in respect of the reserved vs outgoing trait.

5. Students belonging to the urban and the semi-urban background did not differ significantly in personality styles, particularly on the reserved vs outgoing trait.

6. There was significant contribution of scientific creativity to the variance in factor B (Concrete thinking vs Abstract Thinking)

7. Creative students were significantly better in abstract thinking, emotional stability, independence, self-sufficiency, self-concept, intelligence, and were more venturesome, relaxed, controlled and doubting.

8. The creative boys were adventures while the creative girls were shy, timid, restrained and sensitive to threat.

9. The creative boys were more self-assured, placid, secure, complacent, serene while the creative girls were more guilt-prone, apprehensive, self-reproaching, insecure and warring.

10. There was no difference in the pattern of personality correlates of creative children from the urban and semi-urban areas.

Uchat, D.A.; (1979) Studied the self-concept of pre-university students enrolled in Arts, Science and Commerce facilities of Saurashtra Uty.

The main objectives of the study was to determine the relationship, if any between the nine dependent variables (Faculty, college size, social class, religious affiliation, social group membership, sex, age and birth order.) on the other hand.

The sample consisted of 3310 students (2201 male and 1109 female) of the pre-university classes of 16 arts colleges (1279 students)
Science colleges (810 students) and 16 commerce colleges (1221 students) which were affiliated to Sau. Uty. The semantic differential technique developed by Osgood, was used for measuring self concept, for each dependent variables, 11 pairs of bipolar objectives were selected. The statistical techniques used were F-Test, T-test and factor analysis.

**Major findings of the study were-**

1. The students from art faculty had the highest self concept, while those from the science faculty possessed the lowest self concept and those from the faculties of commerce ranked in the middle.
2. The college size was related to the self-concept.
3. The students from the advanced class had higher perception of the themselves, themselves as students opportunities for making the friends and their community acceptance than students belonging to backward class. However social classes did not differ in there perception of teacher, examination system and social activities.
4. Hindu and Muslim students possessed almost identical self concept.
5. On the whole all the four social groups – Patel, Rajput, Brahmin and Harijan had almost similar self concept.
6. Sex was related to self concept. The female students possessed higher self concept than the male students.
7. U type relationship was observed as regards age as an independence variable.
8. The birth order had no relationship with self-concept.
9. The college students has the poorest perception of the examination system.
10. Social activities got lowest endorsement among the elements of social milieu.

**Objectives of the study were-**

1) To inquire into the personality of deviant and non-deviant children.
2) To find out the personality factors that differentiated a deviant from a non-deviant.

**Methodology**

The sample comprised 800 students rejected on a random basis from nine institutions. The main tool used was 4 Cattle’s 16 P.F. Questionnaires.

**Major findings of the study were –**

1) Non-deviant perfected a comparative by better integrated personality. Their self sentiment attainment was good. Ego and super-ego was strong. They exhibited social boldness emotional detachment, a fulsome emotional expression. They were radical submissive and desurgent and were realistic in dealings.

2) The withdrawing deviants resorted to fights but not flight in their dealings. Emotionally was typically at the dry level. Ego, super-ego and the self-sentiment were anaemic, intelligence remained regarded in adjective function. The conservative withdrawing deviant were typically sensitive to threats and possessed social insecurity intensity of subjectivity usually filled in their romantic preferences through emotionally kept itself at the dry level. They were found to hard ergic tension.

3) Expectation evasion deviants suffered from dryness of emotionally. Their level of intelligence for matters of adjustment remained of lower order. Self-sentiment ego and super-ego showed student growth of non-effective integration. The tradition tolerant expectation erosion deviants through forth...
regal showed social insecurity and sensitivity to social threats. They remained typically dominant and guilt prone. The level of urtic tension remained high. They remained deserved like deviants.


Studied Self esteem during Adolescence as a function of creativity, components, personality adjustment and values.

The research attempt to study adolescent’s self esteem with reference to four components of creativity, seven types of values and personality adjustment. It tried –

1. To find how far personality adjustment values and creativity components determine the self esteem during the adolescence.
2. To find out the role of creativity, personality adjustment and value patterns on adolescent’s personality perceived self and socially perceived self separately as well as simultaneously.
3. To study the first order interaction and the second order interactions of the three aforesaid variables while they influenced adolescents self esteem.

The universe of the study consisted of boys and girls studying in intermediate and degree colleges (age group is 15 to 20) of Kanpur city. The sample comprised 800 students equally divided between intermediate and degree classes (400 each) and between to sexes (400 boys and 400 girls) for the middle socio economic status. The tools of measurement inventory and value test. For analysis F-Test and t-test and Duncan’s Range test where used.

The findings related to personality perceived self and socially perceived self were –
1. Originality played an important role in personality perceived self of adolescence in comparison to other components of creativity were as creativity production did so in society perceived self adolescents. The assessments of outer world in original manner promoted personally perceived self where as power of creative production promoted socially perceived self.

2. Out of 7 values high theoretical and religious values promoted personality perceived self where as high political, social values demoted personally perceived self. High theoretical and moral value promoted socially perceived self where as high economic social and religious values demoted socially perceived self. Adolescents having positive self esteem tended to have more theoretical and aesthetic values where as high self esteem was found to be associated with high theoretical, aesthetic and moral values.

3. Most of the experiments on adjustment indicated that increase in the levels of adjustment of adolescents led to positive self esteem.

4. A clear cut roll of values and components of creativity in the developments of self esteem was noticeable

Khan, S., (1983) Studied about the personality characteristics of educationally Backward pupils of higher secondary schools of Lukhnow district.

Objectives of the study were-
1. To discover the significant variables of personality responsible for low achievement.
2. To find out the relationship between these variables.
Methodology

The samples and the study considered of 600 pupils and (150 boys 150 girls of age range 10 to 12 years and an equal number of boys and girls of age range 13 to 16 years) with an I.Q. ranging 100-120 studying in VII to X, having poor marks in school exam, and in Schhonellis Achievement Test. The sample was selected from 1500 pupil studying in class VII to X in higher secondary schools of Lucknow dist. The tools used in the study were Jalota’s Group Test of Mental Ability, Schhonelli’s Test of Achievement and Cattle’s C.P.Q. and H.S.P.Q. personality tests prepared in Hindi by Kapoor and Rao and Kapoor and Mehrotra. Examination marks were also used by the investigator. The collected data were tabulated and analysed using the suitable statistical techniques.

Major Findings of the study were-

1. Educationally backward pupils were more reserved, detached and aloof, less intelligent, more emotionally unstable, more excitable, and impatient, more assertive and aggressive, more 4 happy-go-lucky, shy, timid and throat sensitive, tender minded and sensitive, more internality reflective, more insecure, worrying and guilt prone, socially group dependent uncontrolled and careless of social rules and tense, overwrought and frustrated.

2. On second order factor the educationally backward pupils was more introverts tender minded and subdued, and had more anxiety and poor adjustment.

3. In the whole the girls were found to be a little warmer, more participating, more emotional, having stronger super-ego, more sensitive, tender minded and guilt prone. who were found more dominating. Thicskineed, happy-go-lucky, excitable, tense and sergeant.

Objectives of the study were

1) The aspect of self concept that is real ideal self concept and the self ideal discrepancy.

2) The achievement motivation and varies self concept measured in the age groups different sex group, and different socio economic status group.

3) To achieve the interaction effects of age sex and socio economic status and achievement motivation.

Methodology

A sample for the present study was obtained from the high schools and Junior colleges of Hyderabad and sikandarabad stragthed on the basis of age, sex & socio-economic status. The total sample consist of 360 students (180 boys and 180 girls). At each age level there were 60 boys and 60 girls and there socio-economic status group. The tools used in the study were. The Rao socio economic status scale (1973) the Mehta achievement motivations test the high senses boys (1469). The self concept inventory with two dimensions- Real self–concept and ideal self concept.

Major Findings of the study were-

1) Older age group subjects perceived themselves as being less able, less aspiring for greater ability and showed more dissatisfaction with their ability.

2) No age differences were found in self concept with respect to adjustments.

3) No significant age differences were found in the personal social orientation aspect of self-concept in the real self concept.
4) In the masculinity-aspect of self-concept age difference were not significant.
5) The strength of achievement motivation increased significantly from twelve years to sixteen years.
6) At different age levels different self concept matured were found to be related with in achievement.
7) In the ability aspect on self-concept no sex differences were observed.
8) Girls perceived themselves better adjusted and also aspired to be better adjustment than boys.
9) Boys perceived themselves to more personality oriented.

Agarwal R., (1985) Studied A study of feeling of security in morally developed and under developed adolescents as related to their self-concept and personality pattern.

The Hypothesis of the study were
1. There is lack of security among the youth.
2. There is difference between the feeling of securities of morally developed and underdeveloped adolescents.
3. There is difference in the self-concept of morally developed and under developed adolescents.
4. There is difference in the personality pattern of morally developed and under developed adolescents.
5. There is a difference between family attitude of morally developed and under developed adolescents.
6. There is a relationship between personality pattern and moral development.
7. There is a relationship between self-concept and personality characteristics.
The moral development test was administered to 250 adolescents of these 47 were found to be morally developed and 113 were, morally underdeveloped and 90 were average. Thus the sample comprised 47 morally developed and 113 morally underdeveloped adolescent. The 16PF questionnaires were used to measure the personality of students. The family scales, self-concept scale and security-insecurity inventory were translated into Hindi. The data were analyzed by variance and correlation techniques.

**The findings of the study were-**

1) The adolescent were found to be secure  
2) Moral development was related to the feeling of security.  
3) Self concept was not related with moral development and moral under development.  
4) Morally developed and morally underdeveloped adolescent did not possess many different traits.  
5) Family was positively related to moral development and moral under development  
6) Personality was not related with moral development.  
7) There was a significant relationship between self-concept and personality characteristics.

**Gupta, T.P., (1985) Studied A study of personality characteristic of Bright and Dull children**

The study was designed to see if there were significant differences in personality characteristics among bright and dull students.

The sample for the study consisted of 117 bright and 160 dull students studying in the 12 Hindi medium secondary schools in. Icknow. Ravane’s Progressive Matrcen Test was used the assessment of intellectual level and on the basis of scores in the test the student were
classified as bright and dull students. Kuppuswammy’s Socio-Economic Test was used for assessment or socio-economic status of the families of the students and Edward Personal Difference Schedule was used for determination of the personality characteristic of the students.

**Major Finding of the study were-**

1. There were significant difference among the bright and dull students on regard needs difference abasement nurturance change, endurance, needs exhibition, autonomy affiliation and hetero sexuality.
2. There were significant differences among the bright and dull students as regards socio- economic status of their families.
3. At the upper socio-economic level bright and dull students differed high significantly nurturance, change endurance and needs affiliation.
4. At the lower socio-economic level bright and dull students differed significantly as regards needs difference abasement, change endurance, affiliation and hetero sexual.

**Pandit I., (1985)** Studied about the psychological needs and self concept of adolescent and their Bearing on adjustment.

**Objectives of the study were-**

1) To study the psychological needs of the adolescents.
2) To study the self-concept of the adolescent.
3) To study the adjustment of the adolescent.
4) To study the relationship between psychological needs, self concept and adjustment of adolescent.

**Methodology**

The descriptive survey research method was med for the investigation and cross sectional appropriate was adopted. The method of
incidental random sample was used in selecting the sample. The sample consisted of 640 adolescent of which 311 were boys and 329 were girls of age group 15 to 18 years, studying the five higher secondary school and eight junior college situated in the Matheran Municipal ward, of greater Bombay, data were collected by means of questionnaires, standardized tests & inventories. The statistical techniques used for analysis of data were the t-test and two way analysis of variance and correlation.

**Major Findings of the study were-**

The inter need difference and the adolescent were significant in the psychological needs. Viz. about merely endurance, achievement, aggression, order exhibition autonomy, difference and hetero sexuality, except in the case of change, nurturance interception, affiliation dominating and succurance.

1. There were significant difference between the ideal self and perceived self and the ideal self and the social self of the adolescent.
2. The difference between the perceived self and the social self was not significant.
3. The adjustment of adolescent in home health social, emerginal and school areas was significantly different in all cases, except in the care of home and health adjustment.
4. The study found that the social and emotional adjustment of adolescent boys was more satisfactory than that of adolescent girls.

The study was designed to investigate the role of academic achievement and school background in self-concept self-discloser and inferiority of feeling among the student of Kumaun hills.

The sample for the study consisted of 180 class XI students studying in three types of school 60 of the students were low achievement 60 were average achievers and 60 were high achievers. Mobilize self-concept inventory was used for assessment of self-concept. Singh’s Self-discloser inventory was used, measurement of self-discloser of Pati’s inferiority Questionnaire was used for measurement of fillings inferiority.

Major findings of the study were

1) Academic achievement had significant effect on self-concept.
2) Home background had significant effect on self-concept.
3) School background had significant effect on self-concept.
4) Academic achievement had no significant relationship with feeling of inferiority.

There was no significant effect of school on feelings of inferiority.

Bharti, L (1988) Studied about the Role conflict and personality types as a stresses of educated working women.

Objectives of the study were.

1. To examine the differential effect of role conflict on the dimensions of stress among educated working women.
2. To study the effect of personality types (A and B) on the dimension of stress among educated working women.
3. The study independently the effect of age, marital status, income education and occupation on the dimensions of stress among educated working women

**Methodology**

The sample of the study comprised 200 educated working women from Bangalore city. Including 40 each from four different occupational settings categories (namely Professional, administrative service, clerical and industrial) was drawn by stratified random sampling method. Three instruments were developed for the collection of data including Human Stress Scale, Occupational Domestic Role Conflict Scale. The Type A – Type B personality scale of Sudha SatyaNarayan and Bharathi. The data were treated with mean, S.D. & T test

**Major Findings of the study were.**

1. Marital status was not a significant factor of stress among EWW
2. EWW aged more than 36 years reported a significantly higher degree of somatic stress than the other two age groups namely 28-35 years and less than 27 years.
3. Both educational qualifications & income were not found to influence stress among EWW
4. The most stressful group was the service oriented where as the least one was the administrative group. The service oriented group were having more psychosomatic stress than the professional group and were having more stress in all the dimensions than the administrative groups; they have men psychosomatic behavioral and total stress than the clerical group, and they had men psychosomatic and total stress than the factory employee the factory employees, had been psychosomatic and total stress than factory employee. The factory employees had more behavioral stress than administrative group.
5. Role conflict was positively related to stress, on all its four dimensions viz. psychological, psychosomatic and behavioral as well in toto. This means that among these working women who had experience a higher of role conflict would tend to experience a greater degree of stress than the other group.

6. Women having a high degree of the type A personality factors were found to experience a greater degree of small in the psychological & behavioral dimensions than the moderate group, which, in turn, had more stress in these areas than the low group.

7. The moderate group experienced more of psychosomatic and total stress than the low group.

8. Women having low degree of Type B personality factors had more stress than the high group in all its dimensions as well as in toto (MKH 0319)

**Khatoon, J, (1988.)** Studied Personality patterns of high and low academic achievers (A physiological study of adolescents of Rahilkhand Region U.P.)

**Objectives of the study were**

1. To investigate the personality patterns of high and low achievers.
2. To ascertain the significant differences in the personality factors of high and low achievers.
3. To determine the effect of sex & locality of high and low achievers on their personality factors.

**Methodology**

In the study 1381 students of classes XI & XII were selected by stratified random sampling out of which 370 were found to be high achievers (>Q3) and 347 were found to be low achievers (<Q1) on the basis of high school marks. Cattle’s 14 PF inventory (Indian adoptional)
by Kapoor and Mehrotra was used as a tool. The statistical technique used was analysed of varience.

Major findings of the study were

1. High achievers obtained a higher mean value of personality factor H and lower mean value on factor I than the low achievers
2. On factors D, I, and O girls achieved higher mean values, while on factor H they were lower than boys.
3. Achievement locality interaction did not affect the personality traits significantly.
4. Interaction between achievement and sex significantly affected personality factors C, Q2 & Q4.
5. On factor E, F, G and Q3 the interaction affect of locality and sex was significant.
6. Interaction of achievement, sex and locality did not have any significant effect on any personality factor.
7. High academic achievers were adventures, active, impulsive socially bold and tough minded where as low achievers were more shy, timid, threat-sensitive and tender minded.
8. Rural students tended to be more assertive and self sufficient where as urban students were obedient and group dependent.

Sood, Ramana, (1988) Studied Cattle’s personality factors as predictors of academic achievement in some selected professional courses.

Objectives of the study were

1. To identify a combination of cattle’s personality factors which would optimally predict academic achievement in the professional courses of engineering, medicine, law, business administration and management.
2. To set up multiple regression equations for the prediction of academic achievement in each of the above mentioned professional courses.

3. To prepare the personality pritype of high achievement and low acroovers in the professional courses mentioned above.

**Methodology**

A stratified random sample of 606 students from their professional courses i.e Engineering, Medicine, Business management and administration, Law of Hariyana, Punjab and Chandigarh was taken for the study. All the subjects were in the final year in their respective courses. Cattle’s is 16 P.F. Questionnaire was used as a tool. Academic achievement was noticed from the school record. The statistical techniques used included means, product moment, correlation, multiple regression and t test.

**Major Findings of the study were**

1) Personality Factors of shrwdness social awarness (N) and high intelligence (B) contributed positively but group adherence (Q2) praxarnia practical (M) and conservation of temperament (Q1) contribute negatively to academic achievement in the Engineering course.

2) Personality factors of high urtic tension (Q4), stronger super ego strength (Q4) radicalism (Q1) tender minded pretension (hard to fool) (L) & high intelligence (B) contributed positively but personality factors untroubled adequacy (O) and artlessness (N) contribute negatively to academic achievement of medical students.

3) Personality factor of pretension (hard to fool) (L) radicalism, free thinking, liberal (Q1), high ergic tension (Q4) stronger super ego strength (G), socially bold (C1) and self sufficiency (Q2)
contributed positively but personality factors of alertness (N) tough-minded (I), reserved (A) self assured (O) and serious (F) contributed negatively to academic achievement of MBA students.

4) Personality factors of high intelligence (B) stranger super ego strength (C), pretension (hard to fool) (L) higher ego strength, (C) and self-sufficiency (Q2) contributed positively but practical (M), serious (F) screne (O) submissive (E), and genuine but socially clumsy (N) contributed negatively to the academic achievement of law student (CLK 0342).


**Objectives of the study were:-**
1. To find out the relationship of aggression with selected variables viz. self concept achievement in motivation and academic and non-academic performance separately.
2. To compare male subject with female subjects on self-concept, achievement motivation and performance.
3. To study the effect of achievement motivation and self-concept and their interaction on aggression.
4. To study the effect of academic a non-academic performance and their interaction aggression.

**Methodology:-**

The samples considered of 564 male and female student of classes XI & XII of higher secondary school of Allahabad and Barodas selected by stratified random sampling technique, The tools used including ‘who am i?’ test of measure self-concept, and a tested choice type sentence
completion test. Academic performance was measured by the marks obtained in public exam & non-academic pertain there was measured by teachers ranking. The statistical techniques meal includes product-moment correlation and analysis of variance.

**Major Findings of the study were:-**

1) There was no correlation of aggression with self-concept, achievement motivation & performance (both academic & non-academic), However, there was a curvilinear relationship of aggression with self-concept and academic and non-academic performance, but no correlation of this fort was found between aggression and achievement motivation.

2) The girls showed a curvilinear relationship between achievement motivation and aggression while the boys showed no relationship between these two variables.

3) Both academic and non-academic performance did not contribute anything to aggression either independently or in combination.

4) Boys were higher on aggression scores than girls.

**Bhadury, J, (1989)** Studied about the effect of feedback of in improving personality, desirable behaviors, values and teacher perception among secondary and senior secondary school students.

**The objectives of the study were.**

1. To access the effect of feedback on attitudes towards teachers, pro-social value orientation, pro-social behavior orientation and awareness and peer like able ness.

2. To estimate the change in personality due to change in attitude, pro-social value orientation, pro-social behavioral orientation, and awareness or peer perception.
Methodology

The sample consisted of the students from classes VIII to XII of a large sized co-educational public school of Delhi. The age range of the students was 11 to 18 years. The tools used included the psychoticism scale of Peterson Cuay and Tiffary. The acute social behavior scale of Kathapalia and mahanta the teacher perception questionnaire of Bhadury et.al our values questionnaire and our behavior questionnaire of Bhadury et.al and the pler ratings of Mahanta. The results were analyzed using mean, S.D. t test ANOVA inter correlations and correlation coefficient.

Major findings of the study were.

1. A feedback was effectively in helping to improve attitudes of students towards their teachers pro social value orientation and pro-social behavior.
2. Changes in attitudes and behavior subsequently contributed to improvement in teacher appreciation.
3. Feedback was effective in bringing about change in personality in the expected direction (except in the case of psychoticism)
4. Attitude towards teachers pro-social value orientation had a positive relationship with each other.
5. Psychoticism, psychopathic deviation, neuroticism, delinquency, anti social behavior, and jealousy had a positive relationship with each other.
6. Attitude towards teachers pro-social value orientation and pro-social behavioral orientation had a negative relationship psychosism, psychopathic deviation neuroticism, delinquency anti-social behavior and jealousy.
7. To maintain the progressive effect continuous feedback was necessary (kepo383)

Objectives of the study were

To find out they effect of sex, family structure and parental behavior of adolescent self esteem and its two and its two component power and worth.

Methodology

The sample of present study consisted of 903 students of classes IX and X of three Hindi medium girls & three Hindi medium boys schools in Lucknow city. The tools used for data collection included family Questionnaire of Bhatnagar and Rastogi cornel parent behavior description (fourth version) of Brenfenbrenner Deversux Jr and Rodgers, and modified Osgood’s Sesmantic Differential Scale of Gecas. It was LxLxG factorial Design. The statisticed method applied was analysis of varience and multiple comparison test was appeared in order to see which interaction was significant.

Major findings of the study were

1. Subject of joint family were found to be higher of SE power in comparison to subject of nuclear family.
2. High parental support was more crucial for the strength of SE power that high parental control.
3. Subject of joint families belonging to the low support low control (LSLC) category were higher on SE power in comparison to that of nuclear family belonging to the same category
4. High parental control was found to be contributing them to the development of SE were in comparison to high support.
5. In the low support and low control category of parental behavior females in comparison to males were higher in SE worth.
6. Subjects of joint family were higher in self-esteem than those of nuclear family.

Kulshreshtha, R.,(1989) Studied about the Value orientations, interest and Attitudes as correlates as self –concept among male and female adolescent.

Objectives of the study were-

1) To determine and study the impact of value orientations, interest and peer relations upon the concept of self in both male and female adolescent.
2) To obtain the interactions among as well as between value orientation interests and peer relations on bivariale & trivaraate of operations while effecting the concept of self so that the dynamics the concept of self could be understood.
3) To determine differences in dynamic of the concept of the self as the study related to both the sexes.
4) To determine the groups of self-concept of the students in the Indian socio- cultural settings.

Methodology

The sample consisted of 180 high school and intermediate college going students in Aligarh. It represents both male and female whole age ranged from 15 to 19 years and who belonged to the urban area. They were from three faculties viz. Science, Arts and Commerce and generally belonged to the middle SES. Value orientations was measured with the help of value orientations scale developed N.S. Chauhan etal. self – concept was measured by a test of self-concept developed by G.P. Sherry etal and the data were analyzed with help of factorial design analysis of variance of equal cell rise.
Major findings of the study were-

1) The value orientation affected the concept of self in adolescent.
2) Value orientation has a positive affinity with self-concept with male as well as female adolescent under different level of interests.
3) Interests plays an important role in the growth of self concept among adolescent it promoted the concept of self in various associations bends with value orientation and peer relation.
4) Interest were shaping and forming the male adolescent’s concept of self.

Madhosh A. G. (1989) Studied the personality correlation of sociometric status of sub cultural groups among students of classes IX & X.

Objectives of the study were

The study have far a cultural relation reflects itself in sociometric data if a personality is cultured to vary along the cultural continuous and not operate as an independent variable

Methodology

The sample comprised 300 male subjects of classes IX & X belonging to three sub cultural settings of Ladakh Jammu and Kashmir. Subject was future classified on their sociometric assessment of three criteria and three choice matrices. The tools used were cattle’s 16 P.F. Questionnaire and Social Desirability Scale. The collected data were treated using correlation and sociometric indices covering sociometric index, social compatibility index and group cohesiveness index.

Major findings of the study were

1. The Kashmiri populars personality appeared to passes strong emotional stability, spontaneity and high mental ability and they were generally not frustrated and relaxed. The neglected tendered
to be hard obstructives, dull and timid. The isolates were cool generally tensed and restless.

2. In the Jammu sample the popular were affectionate, intelligent, self sufficient, aggressive and happy-go-lucky. The neglected were hard, obstructive, dull, timid, and maladjusted but not submissive. The isolates were cool, dull, weirdly wise, emotionally less stable and pessimistic.

3. In the Ladakh sample the popular were distinctly cool, wise, strictly conventional, conservative, slaves of their own Urges, rule bound and were not strictly bold. The neglectees were free thinking type. Not conventional, participating, easy going, socially bold but, guilt prone, and emotionally stable but dull.

**Jain Jayanti, R, (1990.)** Studied the self-concept of adolescent girls and identification with parents and parent substitutes as contributing to realization of academic goals.

**Objectives of the study were**

1. To find the relationship between the self concept and the academic goals of adolescents gives and test the relationship between positive self concept and superior cognitive ability.

2. To find out the correspondence between achievement motivation and self-concept academic goals and identification with academically superior parents or parents substitute, so also between academic goals and frustration.

**Methodology**

600 girls studying in grade X in seven school from the population of fortyone girls high school in Nagpur were chosen as the sample for study randomly after stratification of the population. The tools used included self-concept Test of Swatvabodhi Parikshan by Jherry and Vrma
in Hindi, Ravan’s Standard Progressive Matrices Achievements Motivation Test, Frustration Test and Nairashya Map of chauhan and Tiwarei correlation techniques were establish the degree of relationship between the responses of the parents and the adolescents girls.

**Major findings of the study were**

1. Girls having high self-concept tendency to select high academic goals which were positively associated with each other suggested that they reinforce each other where academic achievements was dependent in the concept of self that adolescent girls possessed.
2. Positive self concept and superior cognitive abilities were together significantly
3. Identification with parents and parent substitute by an large led to higher academic goals (GPK 1619)

**Pareek, D. L., (1990) Studied A comparative study of the self-concept, personality traits and aspirations of the adolescents studying in central schools state government schools and private school in Rajasthan.**

**Objectives of the study were**

1. To explore the self concept and personality traits of students in different types of school.
2. To determine the relationship between self-concept, personality traits and aspirations of adolescents studying in different schools.

**Methodology**

The correlative survey method was used where 750 students studying in different schools formed the sample. Swatva Bodhi Parikshan by Sherry and Uma, Cattle’s 16 P.F. Questionnaire, Level of aspiration and inputs check list and Students Aspiration Test used to collect the data.
Major findings of the study were
1. 45.2% of the adolescent studying in the central school 49.5% in private schools & 57.6% in government schools possessed average self concept.
2. Adolescent studying in private and central schools were more intelligent than the adolescents studying in government school.
3. Students in government school were more imaginative.
4. Adolescent in central and government school preferred science subject while adolescents in private school preferred arts stream.
5. Students in private school were more conscientious in comparison to the students in central and government school.
6. There existed no significant relationship between personality traits and level of aspiration among students from different type of schools.

Ramiah, L., (1990) Studied A relational study of parent involvement and self concept of standard IX students in Devkottal educational district.

Objectives of the study were
1. To assess the level of parental involvement and self concept of std IX students.
2. To determine it there is any significant relationship between parental involvement and self-concept Std. IX students.

Methodology
In the study 303 students from high/higher secondary schools and 97 students from matriculation schools were selected as sample for the study. The instrument used included Saraswat tool self-concept and the investigators Questionnaire on parental involvement, mean S.D., correlation & t test were used to tract the data.
Major findings of the study were
1. There was significant relationship between parental involvement and self-concept of the students.
2. The more the parental involvement the self-concept.
3. Female student had been parental involvement in the physical support dimension than male students.
4. Parental involvement was relatively low/poor as the educational and intellectual dimension (SM 17374).

Gujrat Supreet, (1991) Studied about the personality and motivational correlates of Type A behavior pattern in college students.

Objectives of the study were
1. To explore the personality and motivational correlates of Type A behavior pattern in college students and identify the high risk group for developing CHD.
2. To explore the relationship of stress symptoms with Type A behavior pattern.
3. To study Type A behavior pattern and its correlates in both male & female college students.
4. To compare the incidence of Type A behavior pattern and its correlates in students perusing different educational courses.

Methodology
The total sample consisted of 400 college students (200 male & 200 female) drawn from various college in Chandigarh & Punjab state. The age range of the subject was 19 to 23 years. The tools used included Jenkins Activity Survey from T of Grass, Eysenck Personality Questionnaire, the Manifest Hostility Scale of Kool, the Revised philosophies of Human Nature scale of Wrights Man the Questionnaire
measuring need for achievement, need for affiliation, need for approval and the need for power of Misra and Tripathi’s, and the stress symptoms Ratings scale of Heilbrun and Pepe. The statistical techniques used included mean, S.D. analysis of variance inter correlation & factor analysis.

**Major Findings of the study were**

1. The results of correlational analysis for college students as well as CHD patient claimly revealed definite association of certain personality motivational & stress dimensions with Type A behavior pattern (TABP)

2. For college students no gender difference on any of TAS subscales viz Type A was found

3. The pattern of inter-correlation among TABP and other variables in male & females revealed that most of the correlation of TABP were common.

4. Individuals exhibiting TABP were more competitive and hard working set higher performance standards were achievement oriented and TABP were positively associated with higher educational or occupational aspirations and attainments in general (JNJ 274)

**Vijayalaxmi, R., (1991)** Studied Relationship both self-concept and personality adjustment of family reared and institutions reared children’s.

**Objective of the study were:-**

1) To access the self concept a of family recorded and institutional reared children.

2) To access their level of personality adjustment

3) To find out whether family reared and institution reared children either in their self-concept and personality advertisement.
4) To find out the relationship between self concept and the personality adjustment of children at home and of those who are institutionalized.

**Methodology**

The sample comprised 200 family reared and institution reared children in the age group of 13 to 15 yrs. in Anna District. The tools used included a translated version of self-concept scale by Don Dinkimeyer, and the personality adjustment inventory by Beena Shah.

**Major findings of the study were-**

1) Family reared and institutional reared children’s were similar in their self-concept.

2) They were also similar in their personality adjustment.

3) The self-concept of these children was related to their personality adjustment. (MET 1074).


**The objectives of the study were.**

1. To find out the different psychological characteristic of youth workers working at different levels in various organization in different countries, which will help in developing understanding of the behavior youth workers within the parameters of this investigation.

2. To identify cultural differences if any among the youth workers belonging to different countries.

**Methodology**

The total sample consisted of male and female workers and 39 non government workers from Bangladesh, Hong Kong, India, Malaysia, Singapore, Sri Lanka, Australia and New Zealand. The age ranged from
21 to 54 years. The educational level ranged from highschool to Ph.D. The tools used included Eysenck Personality Questionnaire study of values of Allport Vernen & Lindsey, and the ultraistic personality and Self Report Altruism scale of Rushten. Mean, S.D., ‘t’ Ratios and correlation analysis were used to analysis the data.

**Major Findings of the study were**

2. Youth workers scored higher in ultrauism and lower in psychoticism extraversion and neuroticism

3. Youth workers were lower on theoretical and economic and aesthetic values where as they were higher on social, political and religious values in comparison with other adults.

4. Countrywise comparison showed significant differences in ultrauism, extraversion, neuroticism, social desirability, economic values and aesthetic social, political and religious values but not in psychoticism

5. No significant differences emerged on all the sex values and the other variables between government and non government groups and between the two sexes. (JNJ 1794)

**Gupta, Alka, (1992)** Studied A study of student’s academic satisfaction as related to their personality needs and personal values.

**Objectives of the study were**

1. To measure the academic satisfaction of graduate students.

2. To find out the relationship of students academic satisfaction with their personality needs and personal values

3. To compare male and female students on various personality needs and personal values

4. To compare most satisfied and least satisfied students on various personality needs and personal values and
5. To find out the interaction between level of satisfaction and sex for various personality needs and personal values.

**Methodology**

A stratified random sample of 579 B.A (II) students (278 males & 301 females) selected from the affiliated colleges of Meerut University served as the sample. A specially developed and standardized students Academic Satisfaction Scale (SASS) Meenakshi Personality Inventory (MPL) and Personal Values Inventory (PVI) were used as the data gathering instruments. Products Moment Coefficient of correlation and two-way analysis of variance (ANOVA) were employed to analyze the data for testing the research hypothesis.

**Major findings of the study were**

1. n – Achievement, n-affiliation & n – nurturance were positively related while the needs for dominance, abasement and aggression were negatively related with academic satisfaction in male graduate students.

2. n- exhibition n-autonomy and n-endurance were not related with the academic satisfaction of male graduate students.

3. n- achievement n-nurturance and n-endurance were positively related while n-aggression were negatively related with the academic satisfaction the female graduate students.

4. The needs for exhibition, autonomy, affiliation, dominance and abasement were not related with academic satisfaction of female graduate students.

5. The needs for achievement, affiliation, nurturance and endurance were positively related while need for dominance and aggression were negatively related with academic satisfaction for the entire sample.
6. For the total sample the needs for exhibition autonomy such occurrence and abasement were not related with academic satisfaction.

2.3 RECENT ADVANCES IN SELF-CONCEPT THEORY

The Shavelson, Hubner, and Stanton (1976) Model

Seminal work has underpinned recent advances in self-concept theory and research.

They reviewed theoretical and empirical research of the time, and developed a new theoretical model of the structure of self-concept.

They hypothesized that –

Self-concept is: organized or structured;

Multi-faceted; hierarchically arranged; is stable at the apex of the model, but as one descends the hierarchy, self-concept becomes increasingly situation specific and as a consequence less stable;

Facets are increasingly differentiated with age; both evaluative and descriptive; and is differentiable from other constructs.

General-self appears at the apex and is divided into academic and non-academic components that are divided into more specific components. At the time Shavelson et al. (1976) were unable to test their model due to the unavailability of a multidimensional self-concept measurement instrument. However the basic assumption of this model that asserted that self-concept was a multidimensional construct was important for providing a blueprint for the next generation of self-concept research.
Marsh/Shavelson (1985) Revised Model

Based on the Shavelson model, Marsh developed the Self Description Questionnaire (SDQ) instruments (Marsh, 1990a, 1990b, 1992). Results of factor analyses of the SDQ instruments provide strong support for the multidimensionality of the self-concept construct.

Reviewers (Byrne, 1996; Hattie, 1992; Marsh & Craven, 1997; 2006) expound the multifaceted structure of self-concept and emphasise that, -

Self-concept cannot be adequately understood if its multidimensionality is ignored. Hence the multidimensionality of self-concept posited in the Shavelson et al. model is now well established. However, subsequent research has also led to revisions in the model (Marsh, Byrne, & Shavelson, 1988; Marsh & Shavelson, 1985; Vispoel, 1995).

Verbal and mathematics achievement are substantially correlated, however, near zero correlations are present for verbal and mathematics self-concept. These findings have led to the revision (Marsh, Byrne, & Shavelson, 1988; Marsh & Shavelson, 1985; Shavelson & Marsh, 1986) of the original Shavelson et al. (1976) model postulating that self-concepts in particular subject areas form two separate second order academic factors--verbal/academic and math/academic self-concepts -- rather than a single order factor. These advances in theory and measurement have addressed key within-construct issues and provided a robust foundation for between-construct studies, the development of stronger self-concept enhancement and other educational interventions, and research methods that can more appropriately test intervention effects on the self-concept factors most logically related to the goals of the intervention (see Craven, Marsh, & Burnett, 2003).
Meta-Analyses of Self-Concept Intervention Effects

It is becoming increasingly evident that major scientific issues cannot be resolved by a single study and that advances in knowledge come from the integration of many primary studies. The Schmidt (1992) critique demonstrated this rationale persuasively, concluding that traditional narrative approaches to research synthesis are often ineffective at resolving major research issues and outlined the benefits of meta-analysis. This advance in research methodology has been utilized to effectively identify characteristics of international best practice in self-concept enhancement research.

Craven, Marsh, and Debus (1991) study implemented a self-concept enhancement intervention in a primary setting.

The primary purpose of the study was to enhance reading and mathematics self-concept and secondary effects were predicted to occur in self-attributions and academic achievement.

Participants were primary school students who were low on academic self-concept. The intervention was a combination of a researcher-administered treatment and a teacher-administered treatment designed to enhance reading and mathematics self-concept.

The findings of the study were-

1. The researcher-administered treatment enhanced reading and mathematics self-concepts (target facets), school and general self-concept (transfer facets), and some logically related self-attributions (e.g., attributing success to effort).
2. The researchers also found that non-target facets of self-concept that were unrelated to the goals of the intervention were not affected.
3. The findings provide support for: (a) the importance of applying a construct validity approach to testing the effectiveness of the intervention on target, transfer, and non-target facets of self-concept, (b) the usefulness of the self-concept enhancement intervention; (c) the critical importance of accounting for multiple dimensions of self-concept in intervention studies; and (d) the necessity of utilizing the strongest available multidimensional self-concept measurement instruments with demonstrated reliability and validity.

Hattie's (1992) meta-analysis.

Hattie (1992) conducted a meta-analysis to explore whether cognitively oriented programs had more of an effect on self-concept change than affectively oriented programs. Hattie concluded that 10% of those who experienced an intervention increased their self-concept compared with the control group; effect sizes were higher for adults (.52) than children (.31); lower socioeconomic groups than middle socioeconomic groups; groups with previously diagnosed problems (.55) relative to groups without problems (.26); and other settings (.50) compared to educational settings (.36) (see Hattie, 1992, pp.228-230). The results also indicated that of the total sample, adults with previously diagnosed problems had the highest average effect size (.87) and the effectiveness of teachers as self-concept change agents was considerably lower than average (.26).

Hattie's (1992) meta-analysis is a valuable contribution to the self-concept literature. However, as Hattie (1992, p. 236) pointed out, "there were too many fair and poor studies, too many studies were rejected because they evaluated programs by intuition, too few studies with follow-ups, and too few studies that included control groups". To these
concerns Marsh and Craven (1997) added that too few studies "have used well-validated, multidimensional self-concept instruments in which at least some of the scales are closely matched to the intended goals of the intervention" (p. 179). Educational policies around the world advocating the development of positive self-concepts as an important outcome of schooling. Self-concept has also been demonstrated by a body of research evidence to be an important mediating factor that facilitates the attainment of other desirable psychological, behavioural, and educational outcomes that underpin human potential in a wide range of disciplines. Yet the implications of these recent advances for teacher education have not been fully elucidated. This is unfortunate as the self-concept construct is important in itself and has been demonstrated to facilitate a wide range of desirable educational outcomes and as such is fundamental to enhancing teacher education.

Our thesis is that: (a) effective teacher education courses need to include the enhancement of university students' self-concepts alongside the content, skills, and strategies delivered in teacher education; and (b) teacher education students should be taught the rationale for enhancing school students' self-concepts and specific strategies for effectively enhancing students' self-concepts in multiple academic and non-academic domains. Because of the reciprocal relation between self-concept and desirable outcomes, we argue that the enhancement of self-concept is likely to have a long-lasting and potentially more pervasive effect that complements teacher education courses and the immediate effects of schooling interventions. Hence self-concept is a pivotal component in international best practice in teacher education, strengthening both the delivery of teacher education programs and assisting teacher education students implement effective educational interventions in schooling contexts to maximise human potential.
2.4 Research Evidence

Craven (1996) study incorporated the design features suggested above to maximize teacher-generated effects on self-concept.

The purpose of this large-scale study was to investigate the effectiveness of an intervention to enhance academic self-concept and the related constructs of self-attributions and academic achievement.

Participants for the longitudinal analysis were 1,300 middle and working class children from 8 schools in metropolitan Western Sydney from each of the years of 3, 4, and 5. From each of the 50 classes participating in the study, 18 participants with the lowest combined academic self-concept scores were selected from the longitudinal pool to participate in the enhancement component of the study.

The self-concept enhancement intervention was a combination of internally focused feedback and attributional feedback (see Craven, 1996) targeted at reading or mathematics or a combination thereof. The intervention was delivered over a period of 14 weeks by primary school teachers in the regular classroom context and by research assistants in educational settings as an analogue to withdrawn assistance groups. Six students from each of the 42 experimental classes were assigned to the within-class control group. One additional class from each of the 8 participating schools was randomly assigned to be an experimental diffusion control group (see Craven, Marsh, Debus, & Jayasinge, 2001 for an overview of diffusion effects and the need to incorporate diffusion control groups) and did not receive either the teacher-mediated or researcher-mediated intervention. This control group was incorporated in the research design to test for possible diffusion effects of the teacher-mediated intervention to non-target participants in the within-class control group.
Impact of Self-concept on Aboriginal Studies Teacher Education

Self-concept

Recently we have begun applying self-concept theory to elucidate the impact of specific teacher education courses on undergraduate and postgraduate teacher education students' self-concepts.

Below we describe one of our studies that have examined the impact of Aboriginal Studies subjects upon multiple domains of teacher education students' teaching self-concepts.

Craven, Halse, Marsh, Mooney, and Wilson-Miller (2005) were commissioned by the Department of Education, Science, and Technology (DEST) to evaluate the impact of preservice Australian primary teacher education Aboriginal Studies courses on practising teachers' abilities to effectively teach Aboriginal Studies in primary schools (see Craven, 2003 for an overview).

The sample comprised 388 teachers from 201 primary schools: 198 teachers comprising the experimental group (teachers who had undertaken a core or an elective course) and 190 teachers comprising the control group (teachers who had not undertaken a core or an elective course). A series of one way ANOVAs were conducted to test whether teachers who had undertaken an Aboriginal Studies teacher education course had statistically significant higher target variable scores in comparison to teachers who had not undertaken such courses.

The findings of the study were-

1. Teachers who had undertaken Aboriginal Studies teacher education courses had statistically significant higher overall self-concepts compared to control teachers in regard to: their perceptions of their knowledge of Aboriginal Studies subject matter, teaching Aboriginal students, and their self-concept of their overall ability to teach Aboriginal Studies and teach Aboriginal students effectively.
2. Examination of the differential impact of teacher education courses on cognitive and affective self-concept components revealed an interesting pattern of results.

3. Cognitive self-concept facets for knowledge of subject matter, teaching Aboriginal Studies, teaching Aboriginal students, and Aboriginal Studies total self-concepts were significantly higher for the experimental group compared to the control group.

4. No significant differences between the groups were present for cognitive elements of community consultation self-concept.

5. Significant differences between the experimental and the control group were also present for the affective component of teaching Aboriginal students whereby scores for the experimental group were significantly higher on this variable compared to the control group.

6. These results suggest that teachers who have undertaken Aboriginal Studies teacher education courses compared to teachers who have not undertaken such courses are more likely to understand Aboriginal Studies content matter, more likely to feel competent in regard to teaching Aboriginal Studies, more likely to feel competent in regard to understanding and being able to teach Aboriginal students well; and more likely to enjoy teaching Aboriginal students compared to teachers who have not undertaken such courses.

These results attest to the power of teacher education courses to impact positively on teachers' self-concepts in regard to both teaching Aboriginal Studies and Aboriginal students. The results in relation to affective components of self-concept in relation to knowledge and teaching Aboriginal Studies are of concern.

Marsh and Craven (2006) have reviewed a body of sound empirical educational research showing that prior academic self-concept had a positive effect on subsequent academic achievement beyond what could be explained by prior levels of academic achievement.

This body of research is based on sound longitudinal causal modelling studies along with the results of recent meta-analyses (Valentine & DuBois, 2005; O'Mara, Marsh, Craven, & Debus, 2006) and demonstrates that self-concept and achievement share a mutually reinforcing causal reciprocal relation. Capitalising on previous advances in theory and empirical research, Marsh and Craven developed a reciprocal effects model (REM; also see Marsh, Byrne, & Yeung, 1999; Marsh & Craven, 1997) whereby the causal relation between academic self-concept and achievement is conceived as dynamic and reciprocal.

In reviewing the available international evidence (see Marsh & Craven, 2006), they found that support for the REM is particularly strong in relation to academic self-concept and school performance whereby increases in specific domains of self-concept lead to increases in associated performance domains and other desirable psycho-social and socio-economic outcomes and improved performance leads to better self-concepts.

Craven and colleagues' research program (for overview see Craven & Marsh, 2008) have also demonstrated the centrality of self-concept for addressing timely socio-economic issues of our time including bullying intervention (Marsh, Parada, Craven, & Finger, 2004; Parada, Craven, & Marsh, 2008); peer support interventions (Ellis, Marsh, & Craven, 2005); reading and mathematics intervention (Craven, Marsh & Debus, 1991);
perceived discrimination (e.g., Bodkin-Andrews & Craven, 2006); and addressing disadvantage in Aboriginal communities (Craven et al., 2005).

These results clearly demonstrate the pervasive significance of the self-concept construct, offer further support for the theory on which this research is based, and affirm that enhancing self-concept has a causal influence on achievement and multiple desirable psycho-social and socio-economic outcomes with critical implications for interventions aiming to bridge the gap. Clearly, enhancing skills alone is not enough to improve achievement; people need also to hold positive self-concepts of their abilities in specific areas.

**Impact of Self-concept Enhancement on Mathematics and Reading**

Early reading failure casts a long shadow over the remainder of a young person's education more often than not resulting in the truncation of years of schooling with highly adverse individual and social consequences (Rimm-Kaufman, Kagan, & Byers, 1999). Entwisle, Alexander, and GIlson (2005) have demonstrated that young children are launched into achievement trajectories when they start formal schooling or even before, and the patterns of these early trajectories are highly stable over childhood and adolescence, hi addition, in education research there is broad support for Mathews effects - early small differences in academic outcomes predict large subsequent differences (Stanovich, 1986).

Based on the results of longitudinal causal ordering studies (see Marsh & Craven, 2006 and previous discussion or REM), reading interventions that only target reading achievement are unlikely to produce sustainable improvements in literacy, while interventions that target both skills and self-concept are likely to be more effective. A similar scenario is also predicted for the relation of mathematics achievement and self-concept.
As such self-concept theory (e.g., Marsh & Craven, 1997; 2005; 2006), provides a theoretical explanation for tangible new solutions to maximise the potency of reading and mathematics interventions. Below we present two example studies that have targeted reading and mathematics self-concept and achievement to provide examples of the potential potency of such interventions that capitalize on advances in self-concept theory and research.

2.5 CONCLUDING REMARKS

The researcher felt that it was necessary to study the personality and the self concept of the adolescents studying in higher secondary schools and junior colleges.

Some of the above studies though directly not related to present research topics, gave a background to research to plan out the present research study.

In the light of above observations it can be seen that
1. In personality factors D, I and O the girls achieved the higher mean values while on factor H they were lower than boys.
2. Achievement locality interaction did not affect the personality trait significantly.
3. Personality factors of Shrewdness, Social awareness (N) and high intelligence (B) contributed positively but group adherence (Q2), praxarnia practical (M) and conservatism of temperament (Q1) contributed negatively to academic achievement of the students.
4. Personality was not positively related to moral development.
5. The adolescents from joint family were found to be higher of self esteem, power to the subject of nuclear family.
6. High parental control was found to the contributing more to the development of self-esteem work in comparison to high support.

7. High academic achievers were adventures, active, implosive, socially bold and tough minded where as low achievers were more shy, timid, threat sensitive and tender minded.

8. Rural students tended to be more assertive and self-sufficient where as urban students were obedient and group dependent.

9. There exists no significant relationship between the personality traits, self-concept and the level of aspiration among the students from the different types of schools.

10. Academic achievement had significant effect on self-concept.

11. Home background had significant effect on self-concept.

12. There was significant relationship between the parental involvement and self-concept of the students.

13. Female students had more parental involvement the physical support, dimensions than male students.

14. Parental involvement was relatively low/poor on the educational and intellectual dimension.

15. Family reared and institutional reared children were similar in their self-concept.

16. They are also similar in their personality adjustment.

17. Self-concept was not related with the moral development and moral undevelopment adolescents did not posses many different traits.

18. There was a significant relationship between the self-concept and personality characteristics.

19. The social and emotional adjustment of adolescents boys was more satisfactory than that of adolescents girls.
Therefore it can be stated that present research work is different new and original.

In the next chapter the researcher has discussed the plan and procedure of the present research work.