A Study on the Effect of Academic Achievement on Inferiority - Insecurity Feeling

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Article Received: 15 October 2017  Article Accepted: 30 November 2017  Article Published: 30 December 2017

ABSTRACT

The present study was aimed to determine the effect of academic achievement on inferiority- insecurity feeling. The sample for the present study consisted of 100 adolescents, on this samples 50 high academic achiever (25 boys and 25 girls) and 50 low academic achievers (25 boys and 25 girls) from Dev Sanskriti Vishwavidyalaya, Haridwar. For collecting the data, Inferiority and Insecurity Questionnaires developed and standardized by Dr. G.G. Pati (1976) was used. Analysis of data was done by using, mean, SD, and ‘t’ test. The study revealed that (i) there is no significant difference between high academic achiever and low academic achiever student on the level of inferiority feeling. (ii) there is no significant difference between high academic achiever and low academic achiever student on the level of insecurity feeling. (iii) there is no significant difference between high academic achiever boys and high academic achiever girls on the level of inferiority feeling. (iv) there is no significant difference between high academic achiever boys and high academic achiever girls on the level of insecurity feeling. (v) there is no significant difference between high academic achiever boys and low achiever boys on the level of inferiority feeling. (vi) There is no significant difference between high academic achiever and low achiever boys on the level of insecurity feeling. (vii) there is no significant difference between high academic achiever and low achiever girls on the level of inferiority feeling. (viii) there is no significant difference between high academic achiever and low achiever girls on the level of insecurity feeling. It is recognized by the result of this field study that the variable has academic achievement effected to inferiority and insecurity feeling.

Keywords: Academic Achievement, Inferiority- Insecurity and Adolescent.

1. INTRODUCTION

Today’s era is the age of competition. Everyone is running so as to make others a step behind in this competitive world. Competition can be seen in various aspects of human life, whether it is a field of education, sports, politics or it may be business. Every individual has a feeling of competition among others. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. In fact, it appears as if the, whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours.

Academic achievement has been and continues to be one of the most important values held in highly arrives in all cultures, countries and times. Scholastic achievement has therefore been an important development task, which the pre-adolescents and the adolescents are expected to attain. Education, it is hoped, wideness the mind and trains the critical faculties of thought and judgment. Hence it has always been valued by all societies and cultures. In society today, academic performance plays an essential role in many peoples’ lives. In life, good academic performance is vital for entrance into good high schools, colleges, and graduate or medical schools. In fact, grades, the formal measure of academic performance, become important as early as pre-school and remain important through the process of seeking employment, as many employers request transcripts along with job applications. One’s academic performance is measured for a significant portion of his or her life. Past grades play an influential role in
critical decisions made by others about one’s future. In short, educational development is the threshold of all progress.

Those who tend to believe that they are culturally, socially and intellectually inferior should, first of all, shake off their inferiority complex. Though it might be deep-rooted, it should be possible to weed it out. Of course, it is not as easy as throwing away an unwanted article. Our first and foremost need—nay, duty, is to develop confidence in our own immense power, which is latent. In the past, seers and men of spiritual insights tried to impress upon us that behind the apparently limited powers of man are hidden unlimited mysterious powers, if only we had the skill to discover them. Today, psychologists are reaffirming the same fact with the help of their experimental observations. To arouse the powers, nothing more than self-confidence is required. We should strive to rise from the state in which we are right now. We should gradually attain success, scaling each step through efforts. But many people often wondered why some students have more difficulty than others with their academic performance. Some students are better able to function in the school environment and to perform in a more positive way than others. For instance, why is it that one student may seem to be very alert in class, take wonderful notes, participate in all classes, and do well on tests, while others are not capable of doing any of those things? Researchers try very hard to provide reasons why these particular students are lacking in some very important abilities.

The importance of scholastic or academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? Flow far do the different factors contribute towards academic achievement? Many factors have been hypothesized and researched upon. Researchers have come out with varied results, at times complementing each other, but at times contradicting each other. A complete and comprehensive picture of academic achievement still seems to eluding the researchers. The search, therefore, continues; educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. Jasuja (1983) studied for find out the correlation among academic achievement, frustration, sex. The sample comprised 500 subjects (250 males and 250 females). They belonged to different classes and ages. The findings were: 1. Frustration and academic achievement were negatively and significantly related. 2. Girls achieved higher in the academic field and were less frustrated as compared to boys. Shukla, (1984) was conducted on a sample of 2000 rural and 500 urban primary school children studying in classes III and V of 33 rural and 11 urban basic primary schools randomly drawn from the list of all basic primary schools of the Varanasi region. Find out the relationship among academic achievement, rural-urban area, sex, SES, size of the family, no. of the children in the family. The following conclusions were drawn: 1. There was no significant sex and rural-urban differences in the academic achievement of primary school children. 2. SES was positively and significantly related to academic achievement. 3. At class III level, children belonging to the large family size category had significantly better academic achievement than those of average and small family size categories. 4. At class V level, the positive impact of large family size had been completely nullified. There was a tendency of better achievement among the children belonging to the small family size category. 5. The structure of family, whether joint or unitary, had no significant differential impact on academic achievement. 6. The number of children below 14 within the family had
no differential impact on the academic achievement. 7. The Adult-child ratio of (1:1) had shown significantly greater relationship with academic achievement. Tavani and Losh (2003) examined the relationships among students’ academic performances, expectations, motivations, and self-confidence during a summer orientation at a large southeastern university.

The effects of parental education levels on students’ performances were also studied. Significant positive correlations were found among all variables. These variables were also all significant predictors of students’ academic performances. Gender had statistically significant effects on students’ expectations and self-confidence levels. These results are consistent with previous studies and provide additional pathways for future research.

In view of this it will be very useful to undertake a synoptic view of the researches conducted in the field so far as this will indicate the areas on which educational researchers could concentrate most profitably. In the present dissertation the researcher wants to find out the effect of academic achievement on inferiority - insecurity feeling.

2. VARIABLES OF THE PRESENT STUDY

- Independent Variable - Academic Achievement
- Dependent Variables - inferiority - insecurity
- Control Variable - Gender

3. OBJECTIVES OF PRESENT STUDY

- To study the significant difference between high academic achiever and low academic achiever student on the level of inferiority feeling.
- To study the significant difference between high academic achiever and low academic achiever student on the level of insecurity feeling.
- To study the significant difference between high academic achiever boys and high academic achiever girls on the level of inferiority feeling.
- To study the significant difference between high academic achiever boys and high academic achiever girls on the level of insecurity feeling.
- To study the significant difference between high academic achiever and low achiever boys on the level of inferiority feeling.
- To study the significant difference between high academic achiever and low achiever boys on the level of insecurity feeling.
- To study the significant difference between high academic achiever and low achiever girls on the level of inferiority feeling.
- To study the significant difference between high academic achiever and low achiever girls on the level of insecurity feeling.
4. HYPOTHESES OF PRESENT STUDY

1. There is no significant difference between high academic achiever and low academic achiever student on the level of inferiority feeling.
2. There is no significant difference between high academic achiever and low academic achiever student on the level of insecurity feeling.
3. There is no significant difference between high academic achiever boys and high academic achiever girls on the level of inferiority feeling.
4. There is no significant difference between high academic achiever boys and high academic achiever girls on the level of insecurity feeling.
5. There is no significant difference between high academic achiever and low achiever boys on the level of inferiority feeling.
6. There is no significant difference between high academic achiever and low achiever boys on the level of insecurity feeling.
7. There is no significant difference between high academic achiever and low achiever girls on the level of inferiority feeling.
8. There is no significant difference between high academic achiever and low achiever girls on the level of insecurity feeling.

5. SAMPLE OF THE PRESENT STUDY

For the study, the sample will be selected to match the study and help in achieving the purpose of the study. The researcher will use quota-sampling technique for the data collection. A sample of 100 students will be selected for the present research.

The students of Dev Sanskriti Vishwavidyalaya, Haridwar will be selected in the sample. Students between the age ranges of 17-21 years will be selected in the samples. To meet the objectives, ex-post facto design will be used or the data will be analyzed.
6. TOOLS OF THE PRESENT STUDY
In this research work researcher used two tests for the measurement of dependent variables. For measurement of Inferiority and Insecurity feelings researcher used Inferiority and Insecurity Questionnaires. The inventor of this test is Dr. G.G. Pati (1976); Mental Health Institution, SCB Medical College, Cuttack (Orissa).

7. RESULTS OF THE PRESENT STUDY
**Hypothesis 1:** There is no significant difference between high academic achiever and low academic achiever persons on the level of inferiority feeling.

Table 1

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>CR</th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Persons</td>
<td>50</td>
<td>28.76</td>
<td>16.9</td>
<td>3.17</td>
<td>2.45</td>
<td></td>
</tr>
<tr>
<td>L. A. A. Persons</td>
<td>50</td>
<td>36.54</td>
<td>14.72</td>
<td>3.17</td>
<td>2.45</td>
<td></td>
</tr>
</tbody>
</table>

Graphical Representation

On the basis of the result table 1 and graph, the mean scores of the high academic achiever persons and low academic achiever persons are 28.76 and 36.54 respectively on inferiority feeling. The SD’s of the high academic achiever persons and low academic achiever persons are 16.90 and 14.72 respectively. The t-test was used to assess the significance of the hypothesis.

The obtained C_R-value is 2.45, since the obtained C_R-value is more than the table value at 0.05 level of confidence and less than the table value at 0.01 level of confidence for df = 98. So, there is significance difference on the level of inferiority feeling among high academic achiever persons and low academic achiever persons. **Since the hypothesis 1 is rejected.** So, we can say that high academic achiever persons have low inferiority feeling than low academic achiever persons.

**Hypothesis 2:** There is no significant difference between high academic achiever and low academic achiever persons on the level of insecurity feeling.
Table 2

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>CR</th>
<th>Significant at 0.01 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Person</td>
<td>50</td>
<td>20.66</td>
<td>16.31</td>
<td>3.64</td>
<td>3.21</td>
<td></td>
</tr>
<tr>
<td>L. A. A. Person</td>
<td>50</td>
<td>32.36</td>
<td>19.94</td>
<td>3.64</td>
<td>3.21</td>
<td></td>
</tr>
</tbody>
</table>

df = 98

Graphical Representation

On the basis of the result table 2 and graph, the mean scores of the high academic achiever persons and low academic achiever persons are 20.66 and 32.36 respectively on insecurity feeling. The SD’s of the high academic achiever persons and low academic achiever persons are 16.31 and 19.94 respectively.

The t-test was used to assess the significance of the hypothesis. The obtained CR-value is 3.21, since the obtained CR-value is more than the table value at 0.01 level of confidence for df = 98. So, there is significance difference on the level of insecurity feeling among high academic achiever persons and low academic achiever persons.

Since the hypothesis 2 is also rejected. So, we can say that high academic achiever persons have low insecurity feeling than low academic achiever persons.

Hypothesis 3: There is no significant difference between high academic achiever boys and high academic achiever girls on the level of inferiority feeling.

Table 3

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-value</th>
<th>Not Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Boys</td>
<td>25</td>
<td>32.14</td>
<td>16.46</td>
<td></td>
<td>4.83</td>
<td></td>
</tr>
<tr>
<td>H. A. A. Girls</td>
<td>25</td>
<td>25.39</td>
<td>18.01</td>
<td></td>
<td>1.39</td>
<td></td>
</tr>
</tbody>
</table>

df = 48
On the basis of the result table 3 and graph, the mean scores of the high academic achiever boys and high academic achiever girls are 32.14 and 25.39 respectively on inferiority feeling. The SD’s of the high academic achiever boys and high academic achiever girls are 16.46 and 18.01 respectively. The t-test was used to assess the significance of the hypothesis. The obtained t-value is 1.39, since the obtained t-value is less than the table value at 0.05 level of confidence for df = 48. So, there is no significance difference on the level of inferiority feeling among high academic achiever boys and high academic achiever girls. Since the hypothesis 3 is accepted.

Hypothesis 4: There is no significant difference between high academic achiever boys and high academic achiever girls on the level of insecurity feeling.

Table 4

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Boys</td>
<td>25</td>
<td>21.64</td>
<td>16.32</td>
<td>4.66</td>
<td>0.42</td>
</tr>
<tr>
<td>H. A. A. Girls</td>
<td>25</td>
<td>19.69</td>
<td>16.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 48

From Table 4 and graph it is evident that no significant difference exists among high academic achiever boys and high academic achiever girls in respect to their level of insecurity feeling; t-value being 0.42, 'not significant' at
0.05 level of confidence. The mean scores of both groups indicate that there is no significant difference on the level of insecurity feeling among high academic achiever boys and high academic achiever girls, means being 21.64 and 19.69 respectively. The SD’s of both groups are 16.32 and 16.96 respectively. Hence, **hypothesis 4 is accepted**.

**Hypothesis 5**: There is no significant difference between high academic achiever and low achiever boys on the level of inferiority feeling.

Table 5

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>t-value</th>
<th>Not Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Boys</td>
<td>25</td>
<td>32.14</td>
<td>16.46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. A. A. Boys</td>
<td>25</td>
<td>31.26</td>
<td>9.87</td>
<td>3.80</td>
<td>0.23</td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis 6: There is no significant difference between high academic achiever and low achiever boys on the level of insecurity feeling.

Table 6

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>t-value</th>
<th>Not Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Boys</td>
<td>25</td>
<td>21.64</td>
<td>16.32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. A. A. Boys</td>
<td>25</td>
<td>23.32</td>
<td>14.29</td>
<td>2.83</td>
<td>0.59</td>
<td></td>
</tr>
</tbody>
</table>

On the basis of the result table 5 and graph, the mean scores of the high academic achiever boys and low academic achiever boys are 32.14 and 31.26 respectively on the level of inferiority feeling. The SD’s of the high academic achiever boys and low academic achiever boys are 16.46 and 9.87 respectively. The t-test was used to assess the significance of the hypothesis. The obtained t-value is 0.23, since the obtained t-value is less than the table value at 0.05 level of confidence for df = 48. So, there is no significance difference on the level of inferiority feeling among high academic achiever boys and low academic achiever boys. **Since the hypothesis 5 is accepted**.

On the basis of the result table 5 and graph, the mean scores of the high academic achiever boys and low academic achiever boys are 32.14 and 31.26 respectively on the level of inferiority feeling. The SD’s of the high academic achiever boys and low academic achiever boys are 16.46 and 9.87 respectively. The t-test was used to assess the significance of the hypothesis. The obtained t-value is 0.23, since the obtained t-value is less than the table value at 0.05 level of confidence for df = 48. So, there is no significance difference on the level of inferiority feeling among high academic achiever boys and low academic achiever boys. **Since the hypothesis 5 is accepted**.

Hypothesis 6: There is no significant difference between high academic achiever and low achiever boys on the level of insecurity feeling.

Table 6

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>t-value</th>
<th>Not Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Boys</td>
<td>25</td>
<td>21.64</td>
<td>16.32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. A. A. Boys</td>
<td>25</td>
<td>23.32</td>
<td>14.29</td>
<td>2.83</td>
<td>0.59</td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis 6: There is no significant difference between high academic achiever and low achiever boys on the level of insecurity feeling.

Table 6

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>t-value</th>
<th>Not Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Boys</td>
<td>25</td>
<td>21.64</td>
<td>16.32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. A. A. Boys</td>
<td>25</td>
<td>23.32</td>
<td>14.29</td>
<td>2.83</td>
<td>0.59</td>
<td></td>
</tr>
</tbody>
</table>
From Table 6 and graph it is evident that no significant difference exists among high academic achiever boys and low academic achiever boys in respect to their level of insecurity feeling; t-value being 0.59, ‘not significant’ at 0.05 level of confidence. The mean scores of both groups indicate that there is no significant difference on the level of insecurity feeling among high academic achiever boys and low academic achiever boys, means being 21.64 and 23.32 respectively. The SD’s of both groups are 16.32 and 14.29 respectively. Hence, hypothesis 6 is accepted.

Hypothesis 7: There is no significant difference between high academic achiever and low achiever girls on the level of inferiority feeling.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE₀</th>
<th>t-value</th>
<th>Significant at 0.01 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Girls</td>
<td>25</td>
<td>25.39</td>
<td>18.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. A. A. Girls</td>
<td>25</td>
<td>41.83</td>
<td>18.82</td>
<td>5.16</td>
<td>3.19</td>
<td></td>
</tr>
</tbody>
</table>

df = 48

On the basis of the result table 7 and graph, the mean scores of the high academic achiever and low academic achiever girls are 25.39 and 41.83 respectively on inferiority feeling. The SD’s of the high academic achiever and low academic achiever girls are 18.01 and 18.82 respectively. The t-test was used to assess the significance of the
hypothesis. The obtained t-value is 3.19, since the obtained t-value is more than the table value at 0.01 level of confidence for df = 48. So, there is significance difference on the level of inferiority feeling among high academic achiever and low academic achiever girls. Since the hypothesis 7 is rejected. So, we can say that high academic achiever girls have low inferiority feeling than low academic achiever girls.

**Hypothesis 8:** There is no significant difference between high academic achiever and low achiever girls on the level of insecurity feeling.

Table 8

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SED</th>
<th>t-value</th>
<th>Significant at 0.01 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. A. Girls</td>
<td>25</td>
<td>19.69</td>
<td>16.96</td>
<td>5.98</td>
<td>3.63</td>
<td></td>
</tr>
<tr>
<td>L. A. A. Girls</td>
<td>25</td>
<td>41.4</td>
<td>24.99</td>
<td>5.98</td>
<td>3.63</td>
<td></td>
</tr>
</tbody>
</table>

Graphical Representation

From Table 8 and graph it is evident that significant difference exists among high academic achiever and low academic achiever girls in respect to their level of insecurity feeling; t-value being 3.63, significant at 0.01 level of confidence. The mean scores of both groups indicate that high academic achiever girls have low insecurity feeling than low academic achiever girls, means being 19.69 and 41.40 respectively. The SD’s of both groups are 16.96 and 24.99 respectively. Hence, hypothesis 8 is rejected.

**8. DISCUSSION AND INTERPRETATION OF THE PRESENT STUDY**

The above described problem is one of the big problems of today’s era in the society. It is such problem whose solution contains in that person who is suffered from it. Keeping in view above all points the researcher picked this topic i.e. “To study the effect of academic achievement on inferiority- insecurity feeling.” Researcher exerted on 100 samples for data collection. According to the demand of topic, researcher acquired 50 (25 boys and 25 girls) high academic achiever student and 50 (25 boys and 25 girls) low academic achiever student. In this research work researcher formulated only 8 null hypotheses. In which, 4 null hypotheses are not rejected and 4 null hypotheses are rejected.
Researcher found that there is no significant effect of gender on the level of inferiority and insecurity feeling of human being. Researcher got same results in the context of inferiority and insecurity feeling. Some psychologists have worked on the inferiority and insecurity feeling with sex. They also found that there is no significant correlation of inferiority and insecurity feeling with gender. It can be reason that in the present era, girls are not lagging from boys in any field or aspect of life. Whether, it may be education, or sports, or politics. In fact, girls are much more ahead than boys. Today girls and boys both are getting success in their field together. So we can say that neither girls, nor boys both have the feeling of insecurity towards the future.

Similarly, when a student fails at several times in his class, then he compares himself with his colleagues, he considers himself a small person by whom he looses self-confidence and as a result inferiority feeling increases. Insecurity refers to the lack of security. Insecurity is one of the basic factors leading to most of the present day mental health problems. Feeling of shame, guilt, rejection, isolation, tension etc.; perception of world and life as dangerous, human beings as bad, etc. leading to actions like putting up grievance, looking pathetic, begging, pleading, weeping and accepting favors unhesitatingly, etc. to name a face may serve as indicative signs of the presence of insecurity feelings.

Today in the hi-tech world every individual has primary thinking that he can attain more success in every field, by this he can secure his future. Every person wants to earn more money. In today era education has become the simplest way to attain this goal. But the people who lacks in their studies, develop a feeling of insecurity among themselves. Due to this the person feels mentally ill. He feels himself to be the different part of the society. He does not interact well with the others and he does not develop the feeling of respect towards himself. Hence, analyzing the all results it can be said clearly that in this field study variables i.e., inferiority and insecurity feeling have been affected by academic achievement.

9. CONCLUSION OF THE PRESENT STUDY
In presented research work “To study the effect of academic achievement on inferiority- insecurity feeling.” researcher want to examine the relationship between academic achievement and the inferiority and insecurity feeling. This research attempt to determine that academic achievement can effect on the level of inferiority and insecurity feeling in adolescent. It is recognized by the result of this field study that the variable has academic achievement effected to inferiority and insecurity feeling.

Hence, we can declare that the academic achievement affects the level of inferiority and insecurity feeling of human being. But, there are many large scaled researches which are against to the result of the present study in the view of insecurity feeling of adolescents. Like this, a lone study by Trivedi (1987) has attempted to investigate the relationship between the feeling of security-insecurity and achievement. The sample consisted of girls studying in intermediate colleges in Lucknow. The results indicated that there was no significant relationship between feeling of security-insecurity and academic achievement.
10. SUGGESTIONS FOR FURTHER RESEARCH

1. There is minute sample size in this research work. But further research would increase the sample size. By which the result would be more reliable and which can be generalized.

2. In this field study dependent variable is inferiority and insecurity feeling. In additional research dependent variable can be changed, as socio-economic status, interpersonal relationship, creativity, behavior, personality, academic self-efficacy, social support, depression, intelligence etc.

3. In this research, the work is performed on independent variable – academic achievement. But in further study researcher may perform on academic achievement as dependent variable also.

4. Extrinsic variable – sex has been controlled in this research by researcher. But instead of sex, ‘socio-economic status’ effects on academic achievement also. Hence, researcher should effort to control socio-economic status in further research so that the study does not bear any type of error.

REFERENCES


