

A Study of Introversion and Extroversion Behavior and Academic Achievement of Adolescent Girls of Working and Non-working Mothers

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Abstract

The present research study aims to find out intro-extro and ambivert behaviour and academic achievement of adolescent girls of working and non-working mother. The study was conducted in the colleges of district Bulandshahr (U.P.). The sample of study comprised of 200 adolescent girls of working mothers and 200 adolescent girls of non-working mothers first year college level. Total 400 is representative sample of population. The data was analysed by using mean, SD, t-test, Skuwness and kurtosis. The result of the study revealed that there are more ambivert girls than intro-extro in behaviour and no significant difference was found among intro-extro and ambivert adolescent girls with reference to their behaviour. There was no significant difference between academic achievement of High school and Intermediate marks. It was found that there was no correlation between the adolescent girls of working and non-working mothers with reference to their intro-extro and ambivert behaviour and was no effect on marks of High school and Intermediate examination.

Introduction:

Parenting is very big responsibility - Interaction between child and parents plays a very crucial role in the development of personality of a child. The behaviour, mannerism, ethics and level of confidence in a child are the total reflection of the style of parenting of a child; child unconsciously observes and starts to imitate his parents' activities. Parents become role models of children at quite an early age. A girl starts to behave in the same manner like her mother and son like his father. By growing up unintentionally they acquire many traits of their parents' personality. Personality of a child has deep impact on the education of the child. Personality is one of the factors affecting learning. By the time he/she enters higher education the traits or characteristics of personality become permanent and dominant.

Adolescence is a stage in life where a child is neither an adult nor a child. Hence one needs maximum support and guidance from parents to grow up. They should create an environment of openness at the home where a child freely and comfortably comes up with his/her problem. Girls have to struggle much harder for their freedom and independence than boys. Parents seem to place more restrictions on their teenager daughters as they worry about their safety. Girls who are

very sensitive become more shy and conservative at this stage whereas some girls become aggressive. They find it difficult to meet new and changed social expectations. They are expected to behave in a particular way, dress in a particular manner and have changes in relationship with others. All these sometimes lead to emotional disorders like depression and compression. Therefore, they need some body's help whom they can confide and open their heart and feel relaxed. Working mothers also have both pros and cons. On positive side wives have joined hands with their husbands in earning livelihood, on the other side children are deprived of love, affection, care and guidance which they need a lot and deserve. Money cannot fulfill the communication gap between daughter and mother. It is said that children of working mothers suffer to a great extend. They remain emotionally upset and develop bad habits. It is found in some cases, absence of mother for a longer period of time pushes children in the company of bad friends or environments etc. Women are contributing to society by playing the roles of best mothers, home makers, social activists and reformerists. They are playing an important role outside the four walls of their homes Mothers also play an important role in

adjustment of their children's Intro-Extro behaviours.

Introversion is a trait or characteristic of behaviour. Introverts are those people who do not talk much, generally are shy and do not socialize much. Such people lack of self confidence and decision-making.

Extroversion is also a trait or characteristic of behavior. It is opposite of introversion. Extrovert people are those who talk freely. They generally like to be socialized, such people are found to be more confident and take decisions easily.

Ambiversion is a term used to describe people who fall more or less directly in the middle and exhibit tendencies of both groups. An ambivert is normally comfortable with groups and enjoys social interaction, but also relishes time alone and away from the crowd.

The role of mother is largely associated with the development of extro-intro behavioral aspects of adolescents. The aim of mother is to protect, promote and conceive the mental and physical health of children from the parental period through adolescents. Mother child relationship is a link of attachment, emotion and loyalty between family and children. So the researcher tried to find out the effect of working and non-working mothers care on behavior and academic achievement of their adolescents' girls' child.

Statement of The Problem: A study of Introversion and Extroversion Behavior and Academic Achievement of Adolescent Girls of Working and Non-Working Mothers

Objectives of Study: Following objectives of the study were carried out to achieve-

1. To calculate the normality of the distributions of all the various variables separately
 - (i) High School academic achievement of adolescent girls of working and non-working mothers.
 - (ii) Intermediate academic achievement of adolescent girls of working and non-working mothers.
 - (iii) High School academic achievement of adolescent girls of working mothers.
 - (iv) Intermediate academic achievement of adolescent girls of working mothers.
 - (v) High School academic achievement of adolescent girls of non-working mothers.
 - (vi) Intermediate academic achievement of adolescent girls of non-working mothers.
2. To calculate the relationship between High school and Intermediate academic achievement of working and non working mothers.
3. To calculate the relationship between High School and Intermediate marks of adolescent girls of working mothers.
4. To calculate the relationship between High School and Intermediate marks of adolescent girls of non-working mothers.
5. To find the relationship between High School and Intermediate marks of Introvert adolescent girls of working mothers.
6. To find the relationship between High School and Intermediate marks of Extrovert adolescent girls of working mothers.
7. To find the relationship between High School and Intermediate marks of Ambivert adolescent girls of working mothers.
8. To find the relationship between High School and Intermediate marks of Introvert adolescent girls of non-working mothers.
9. To find the relationship between High School and Intermediate marks of Extrovert adolescent girls of non-working mothers.
10. To find the relationship between High School and Intermediate marks of Ambivert adolescent girls of non-working mothers.
11. To calculate the difference between Introvert adolescent girls of working and non-working mothers with respect to their High School academic achievement.
12. To calculate the difference between Extroverts adolescent girls of working and non-working mothers with respect to their High School academic achievement.
13. To calculate the difference between Ambivert adolescent girls of working and non-working mothers with respect to their High School academic achievement.
14. To calculate the difference between Introvert adolescent girls of working and non-working mothers with respect to their Intermediate academic achievement.
15. To calculate the difference between Extrovert adolescent girls of working and non-working mothers with respect to their Intermediate academic achievement.
16. To calculate the difference between Ambivert adolescent girls of working and non-working mothers with respect to their Intermediate academic achievement.

17. To find the difference between adolescent girls of working mothers and non-working mothers with respect to their High School academic achievement.
18. To find the difference between adolescent girls of working mothers and non-working mothers with respect to their Intermediate academic achievement.
19. To find the difference between Introversion of adolescent girls of working and non-working mothers.
20. To find the difference between Extroversion of adolescent girls of working and non-working mothers.
21. To calculate the difference between High Achievers of working and non-working mothers with respect to their introversion behaviour.
22. To calculate the difference between High Achievers of working and non-working mothers with respect to their extroversion behaviour.
23. To calculate the difference between High Achievers and Low achievers of adolescent girls of working mothers with respect to their introversion behaviour.
24. To calculate the difference between High Achievers and Low achievers of adolescent girls of non-working mothers with respect to their introversion behaviour.
25. To calculate the difference between High achievers and Low achievers of adolescent girls of working mother with respect to their extroversion behaviour.
26. To calculate the difference between High achievers and Low achievers of adolescent girls of non-working mother with respect to their extroversion behaviour.

HYPOTHESES: -

- (i) Distributions of all this various following variables separately are normally distributed.
 - a. High School academic achievement of adolescent girls of working and non-working mothers.
 - b. Intermediate academic achievement of adolescent girls of working and non-working mothers.
 - c. High School academic achievement of adolescent girls of working mothers.
 - d. Intermediate academic achievement of adolescent girls of working mothers.
 - e. High School academic achievement of adolescent girls of non-working mothers.
 - f. Intermediate academic achievement of adolescent girls of non-working mothers.
- (ii) There is significant positive relationship between High School and Intermediate academic achievement of adolescent girls of working and non-mothers.
- (iii) High School and Intermediate marks of adolescent girls of working mothers are positively and significantly correlated.
- (iv) High School and Intermediate marks of adolescent girls of non-working mothers are positively and significantly correlated.
- (v) High School and Intermediate marks of Introvert adolescent girls of working mothers are positively and significantly correlated.
- (vi) High School and Intermediate academic achievement of Extrovert adolescent girls of working mothers are positively and significantly correlated.
- (vii) There is positive and significant relationship between High School and Intermediate academic achievement of Ambivert adolescent girls of working mothers.
- (viii) High School and Intermediate academic achievement of Introvert adolescent girls of non-working mothers are positively and significantly correlated.
- (ix) There is positively and significantly relationship between High School and Intermediate academic achievement of Extrovert adolescent girls of non-working mothers.
- (x) High School and Intermediate academic marks of Ambivert adolescent girls of non-working mothers are positively and significantly correlated.
- (xi) There is no significant difference between introvert adolescent girls of working and non-working mothers with respect to their High School academic achievement.
- (xii) There is no significant difference between exrovert adolescent girls of working and non-working mothers with respect to their High School academic achievement.
- (xiii) There is no significant difference between ambivert adolescent girls of working and non-working mothers with respect to their High School academic achievement.
- (xiv) There is no significant difference between introvert adolescent girls of working and non-

- working mothers with respect to their Intermediate academic achievement.
- (xv) There is no significant difference between extrovert adolescent girls of working and non-working mothers with respect to their Intermediate academic achievement.
 - (xvi) There is no significant difference between ambivert adolescent girls of working and non-working mothers with respect to their Intermediate academic achievement.
 - (xvii) There is no significant difference between adolescent girls of working and non-working mothers with respect to their High School academic achievement.
 - (xviii) The adolescent girls of working and non-working mothers do not differ significantly with respect to their intermediate academic achievement.
 - (xix) There is no significant difference between adolescent girls of working and non-working mothers with respect to their introversion behaviour.
 - (xx) There is no significant difference between adolescent girls of working and non-working mothers with respect to the extroversion behaviour.
 - (xxi) High achievers from adolescent girls of working and non-working mothers do not differ significantly with respect to their introversion behaviour.
 - (xxii) High achievers from adolescent girls of working and non-working mothers do not differ significantly with respect to their extroversion behaviours.

- (xxiii) High achievers and Low achievers of adolescent girls of working mother do not differ significantly with respect to their introversion behaviour.
- (xxiv) High achievers and Low achievers of adolescent girls of non-working mother do not differ significantly with respect to their introversion behaviour.
- (xxv) High achievers and Low achievers of adolescent girls of working mother do not differ significantly with respect to extroversion behaviour.
- (xxvi) High achievers and low achievers of adolescent girls of non-working mother do not differ significantly with respect to extroversion behaviour.

DELIMITATIONS OF THE STUDY: -

Since educational problem is not only complex but extensive in its scope, it is, therefore, necessary for the researcher to narrow the range of the problem in terms of his interest, skills, and resources. To accomplish this, study was delimited to 400 adolescent girl students of working and non-working mothers selected from 1st year of Degree Colleges in Bulandshahr (U.P.)

The Method:-

It was obvious that to achieve the aim of the study the Normative Survey Method was the best suited as the Historical and Experimental methods deal with the past and future respectively. The Normative Survey, the most commonly used approach for studying educational problems, gathers data from a large number of cases at a particular time.

Variables:-

The Independent Variables	the Dependent Variables	the Moderator Variables	Control Variables
Working & Non working Mothers	Academic Achievement & Behaviour (Intro-Extro Version)	High & Low Achievers	Sex, Class and Area

The Sample of the Study

200 girls of working mothers and 200 girls of non-working mothers studying in first year of graduation in different colleges of district Bulandshahr have been taken as a sample of the study

Selection of Tools:

- (a) Introversion Extroversion Inventory developed by Dr. P.P Aziz and Dr. Rekha Gupta.

- (b) Questionnaires to collect marks of X & XII Board examination, developed by Researcher.

Use of Relevant Statistics:-

After converting the required raw scores into standard scores of different statistics of the score of the variable were computed for describing their respective distribution if they satisfied assumptions for applying product moment correlation and t-test. Significance of the

difference believes the means of contrasting groups on different variables and significance of the different between the correlations were tested.

Hypotheses-wise finding & Conclusions -

Educating himself with the above quotation and limiting the above findings, he arrived at the following conclusions.

- (i) The distributions of scores of High School and Intermediate achievement of working and non-working mothers, Scores of High School and Intermediate achievement of working mothers and that of non-working mothers were separately found to be normal. Thus the first question's objective and first hypothesis was accepted.
- (ii) " There is a significant positive relationship between the marks of High School and Intermediate examinations of adolescent girls of working and non-working mothers (Whole sample)" The correlation obtained between the two variables was low($r=.27$) positive and significant at the 0.01 level. Thus the second hypothesis has been accepted
- (iii)The correlation obtained between the two variables was low ($r=0.21$) positive and significant at the 0.01 level. The hypothesis was accepted and it was concluded that the High School and Intermediate examination marks of adolescent girls of working mothers were positively and significantly correlated.
- (iv)The correlation obtained between the two variables was low ($r=0.32$) positive and significant at the 0.01 level. Thus the hypothesis was accepted and it was concluded that there exists positive and significant correlation between High School and Intermediate marks of adolescent girls of non-working mothers.
The correlation coefficient obtained was low ($r=-0.312$) negative but not significant at the 0.05 level. The hypothesis was, therefore, rejected ($N=20$) at the 0.05 level and it was concluded that introversion interrupt in the consistency of marks at High School and Intermediate level.
- (vi)The correlation coefficient obtained was ($r=-0.100$) negligible negative and not significant at the 0.05 level. The hypothesis was, therefore, rejected ($N=50$) at the 0.05 level and it was concluded that extroversion also hinders the consistency and regularity in studies. All the more the coefficient of correlation is negative and very low persists to make case study of such students through intensive and deep interview. Their parents also need to be interviewed.
- (vii) The coefficient correlation was ($r=0.007$) almost zero. The hypothesis was rejected ($N=130$) and it was concluded that there exists no relationship between the two variables. This is a strange result as the ambivert adolescent girls are of normal personality. The only effect may be due the fact that their mothers are mostly out side the home.
- (viii) "The obtained coefficient correlation between the two variables was ($r=-0.274$) negative and low not significant at the 0.05 level. The hypothesis was rejected and it was concluded that the two variables were negatively correlated. The mothers are within the home therefore, it is the introversion of the adolescent girls that may influence negatively on their achievement.
- (ix)The obtain coefficient of correlation between the two variables was ($r=0.137$) positive low negligible and not significant at the 0.05 level. The hypothesis was almost rejected and it was concluded that there was actually no correlation between the two variable of extrovert ($N=50$) adolescent girls of non-working mothers.
- (x) The obtained coefficient of correlation was ($r=-0.064$) almost zero and, therefore, the hypothesis was rejected at the 0.05 level and it was concluded that the two variables were not correlated. The reason in the absence of any study in the field is difficult to arrive at ambivert adolescent girls of non-working mothers are normal psychologically but the age of adolescent is of stress and tension and may effect the academic achievement at the two stages adversely and may vary the results.
- (xi)In the present study the introvert adolescent girls were taken. Moreover the obtained difference is not significant at the 0.05 level. Therefore the hypothesis of no significant difference was accepted, the eleventh question was answered and the concerned objective was achieved. It has been concluded that there existed no significant difference between the introvert adolescent girls of working and non-working mothers with respect to their high school achievement.
- (xii) It was found that extrovert adolescent girls of working and non-working mothers did not differ significantly at the 0.05 level with respect to their High school achievement. Hence the twelfth hypothesis was accepted. It has been concluded that extrovert adolescent

- girls of working and non-working mothers do not differ with respect to their High School achievement.
- (xiii) The ambivert adolescent girls of non-mothers were slightly superior to the other group but the difference was not significant at the 0.05 level. Thus the hypothesis was accepted and it was concluded that working and non-working mothers had no impact on the high school academic achievement of their adolescent girls.
- (xiv) The fourteenth hypothesis of the study was accepted, the fourteenth question was answered and the related objective was achieved. It has been concluded that the introvert adolescent girls of working and non-working mothers do not differ significantly with respect to their Intermediate academic achievement.
- (xv) The extrovert adolescent girls of non-working mothers were slightly superior to the other group but the difference was not significant at the 0.05 level. Therefore, the hypothesis was accepted. There is not a direct study previous study to compare with the present result. Thus it was concluded that working or non-working mothers do not affect the intermediate academic achievement of their extrovert adolescent girls.
- (xvi) For testing XVI hypothesis the significant difference between the means of intermediate achievement of two groups was found. The result was found that there was no significant difference between the two groups with respect to their intermediate academic achievement so sixteenth hypothesis is accepted.
- (xvii) XVII hypothesis was formulated in view of the objective of finding difference between adolescent girls of working and non-working mothers with respect to their High School academic achievement. The hypothesis was tested and it was found that there was no significant difference between the two groups. Thus hypothesis is accepted.
- (xviii) The group of working mothers was a superior to the adolescent girls of non working mothers. The obtained difference was not significant at the 0.05 level. Thus XVIII hypothesis is accepted and it was concluded that the adolescent girls of working and non-working did not differ significantly with respect to their hypothesis.
- (xix) Testing XIX hypothesis it was found that there was no significant difference in introversion of adolescent girls of working and non-working mothers. Therefore, the hypothesis was accepted. There was no such study similar to it. Thus it was concluded that the adolescent girls of working and non working mothers did not differ significantly with respect to introversion
- (xx) By testing XX hypothesis it was found no significant difference between the two groups with respect to this extroversion. The hypothesis, therefore, was accepted.
- (xxi) The adolescent girls of working mothers were more introvert than the adolescent girls of non-working mothers. But the difference was not significant at the 0.05 level. Moreover, their numbers were 4 and 13 only. XXI hypothesis was also accepted and it was concluded that high achievers of adolescent girls of working and non-working mothers did not differ significantly with respect to their introversion behavior.
- (xxii) The group of non-working mothers was slightly more extrovert than the other group. But the difference was not significant at the 0.05 level. Therefore, the hypothesis was accepted and it was concluded that high achiever adolescent girls of working and non-working mothers did not differ significantly with respect to their extroversion behaviour.
- (xxiii) Testing XXIII hypothesis and achieving the relevant objective it was found that low achiever adolescent girls were significant more introvert than the high achiever adolescent girls of working mothers at the 0.01 level. Therefore, the hypothesis was rejected in favour of low achievers the investigator could not search out a similar study. Therefore, it was concluded that the low achiever adolescent girls (n=04) of working mothers were significantly more introvert than the high achiever adolescent girls (N=04) of working mothers.
- (xxiv) XXIV hypothesis, was rejected. There is no related study in the field. Therefore, it was concluded that high (N=13) and low (N=06) achievers differed significantly with respect to introversion. Low achiever adolescent girls of non-working mothers were significantly more introvert than the high achiever adolescent girls of non-working mothers.

(xxv) XXV hypothesis was tested but there was no low achiever adolescent girl of working mothers. The high achiever adolescent girls were seven in number. It means extrovert adolescent girls of working mothers are not found in low achievers. So the study needs a greater sample and more tools to apply to get a valid result.

(xxvi) By Testing XXVI hypothesis it was found that the low achievers are zero in number therefore, no conclusion was possible in this case also. The study needs more sample and tools to apply to get good result.

Direct Implications:

The subject of the present study is of vital concern to educators and psychologists. The study has established the significance of introversion-extroversion behavior of adolescent girls of working and non-working mothers with respect to their academic achievement. It has also been determined that service out the home by women is not only a fashion but has become a necessity for proper development of a family. This were effect their adolescent daughters mostly adversely.

Findings of the present study quite hopeful and positive and may be utilized by the mothers in making behavior of their adolescent girls. In this study in behavior of adolescent girls were found intro-extro and ambivert. The knowledge of these findings may be helpful for mothers. Mothers have been suggested that behavior can be developed by caring and looking after i.e. given more time to their adolescent girls in activities and discussion. This will not only be helpful for the academic achievement of the girls but also their balanced personality development.

The husbands may take advantage of the findings of the present study in building of behavior and future of their children. If the husbands are alert for shaping the character of their children in the family, they may help to their wife's in making behavior of their children.

The knowledge of these findings may be helpful for the teachers & psychologists in understanding the intro-extort and ambient behavior and in developing good academic achievement.

The finding of the study may be useful for book writers and publishers. For developing good behavior of children especially adolescent girls centered stories should be included in books and role of working and non-working mothers in shaping behavior of girls also should be taken the theme of the literature.

Indirect Implications:

The indirect implications based on the investigation wide reading and thinking are as follows:

(i) Man has achieved a lot in the field of science and technology but he has yet to discover how to release the great untapped power of the average human mind. There is still a need to develop good qualities of personality in children. As parents are being busy in earning money or in profession. The children are lacking of care which affects indirectly their personality i.e. behaviour or qualities in children's life values. Considering this fact the present study with its significant findings may be of much important.

(ii) We hear a great deal about the falling behaviour and academic result so the need to maintain quality in academic achievement and personality or behaviour. Without improving behaviour of personality the future of girls citizen of country, there will be loss of good citizens. For improving behaviour parents will have to give time with in sharing their children. In this respect the present study will help a lot in shaping the future generation of girls citizen.

Suggestions for further Research

No research is final. There is always a scope for futher researches in the same area. The following are some broad suggestions on the lines of which further research studies may be conducted:

1. This study has restricted to a moderate city Bulandshahr. The further study should be made in big cities like Delhi, Mumbai, Agra etc.
2. This study has restricted to study the age group of adolescent 13 to 19. A further study is needed to compare the intro-extra behavior and academic achievement of children in primer and middle classes in age group of 6 to 12.
3. Due to non-availability of larger sample in Bulandshahr and other limitations in the present study the investigator has taken a sample of 400 adolescent girls only. The further study should be under taken on a large sample.
4. Owing to limitation of the time the investigator could apply two techniques in collection of data one is inventory of Dr. Rekha Gupta and Mohd. Aziz a standardized tool and another a questionnaire is prepared by investigator. In further researches other technique of research may be used for studying the problem more intensively specially with the large scale case studies or interview.

5. The further study can be done in the field of educated and non-educated mothers. The impact of their education can be studied in Intro-extro version and academic achievement of their adolescents.
6. This study has restricted to study the gender i.e. adolescents girls only. The further study should be undertaken on gender boys of adolescent's boys of mothers.

It is hoped that the findings, implications and suggestions of the present study as mentioned in

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the chapter will help and guide, mothers, fathers, teachers, psychologists etc. to develop and shape good personality or behaviour and academic achievement in Board examination of their children. Especially it will help working and non-working mothers in given time to children for good personality and marks. It encourage other scholar to undertake further research and follow up work in the areas suggested.

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