ACHIEVEMENT MOTIVATION, SELF EFFICACY, ACADEMIC PERFORMANCE, SUBJECTIVE WELLBEING AND SELF ESTEEM AMONG DALIT GIRL STUDENTS

University Grants Commission

Final Report

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DECLARATION

I hereby declare that the final report entitled "ACHIEVEMENT MOTIVATION, SELF EFFICACY, ACADEMIC PERFORMANCE, SUBJECTIVE WELL-BEING AND SELF ESTEEM AMONG DALIT GIRL STUDENTS" has been prepared by me as a requirement for the minor research project, granted by University Grants Commission, New Delhi.

I also declare that this final report is the result of my own effort.

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ACKNOWLEDGMENT

ABSTRACT

The present study aimed at assessing and enhancing the level of Achievement motivation, Self efficacy, Academic Performance, Subjective Well-being and Self Esteem through the intervention among Dalit Girl Students. For the purpose of this study the researcher has considered the SC and ST girl students hailing from rural households and low SES families. The study adopted a one group pre-test post-test design. A sample of 44 adolescent students residing at government pre-matric hostel was selected. It was hypothesized that intervention would improve their Achievement motivation, Self efficacy, Academic Performance, Subjective Well-being and Self Esteem. Intervention consisted of effective time management, communication skill, career opportunities, leadership training, team building, goal setting, interpersonal skills, adolescent psychosocial issues, physiological development during adolescent, importance of nutrition during adolescence, dental hygiene, personal hygiene, public speaking, reading habit, memory skills, study habits, how to face exam, Yoga training, women empowerment, group dynamics, life Skill, self Esteem, English training, civic sense, assertive training, and self defence technique for a period of 10 months. Participants were assessed pre-intervention and post-intervention. Results were analyzed using t for correlated means. Obtained result showed that there was significant improvement in the level of Achievement motivation, Self efficacy, Academic Performance, and Subjective Well-being but there was no significant improvement in the Self Esteem.

CHAPTER 1

INTRODUCTION

INTRODUCTION

Each society has its own structure; the structure of society can be called Social structure. It means "almost any ordered arrangement of social phenomenon". Indian Social structure and cultural patterns are characterized by unity and diversity. Caste system is one of the pillars of traditional Indian society. Indian family system is characterized by patriarchy. It implies that power is imperative in gender relation. Soon after the birth of a baby, the role is determined by traditional Social structure of India. If it is a boy, the role would have him acquire the male role and grow up thinking and behaving "like man", if it is a girl, they would get her to assume the female role and grow up thinking and behaving "like woman".

The caste system in India an be described as an elaborately stratified social hierarchy differentiating India's Social structure from any other nation. Its history is multifaceted and complex. Caste is a term, which is used to specify a group of people having a specific social rank and dates back to 1200 BCE. In India caste is termed as 'Jati' and generally designates a group that can vary in size. There are many thousands of jatis each with its own rules and customs. The various jatis are traditionally arranged in hierarchical order and fits into one of the four basic varnas(meaning colours).

- **The Varna of Brahmans:** commonly identified with priests and the learned class.

- **The Varna of Kshatriyas:** associated with rules and warriors including property owners.

- **The Varna of Vaishyas:** associated with commercial livelihoods like traders.

- **The Varna of Shudras:** the servile laborers.

The Untouchables occupy a place that is not clearly defined by boundaries and is outside of the Varna scheme. Their jobs such as toilet cleaning and garbage removal considered as impure and thus noted as "Untouchables".

Dalits, formerly known as 'untouchables', are one of the most marginalized groups in Indian society. Dalit(oppressed or broken) is not a new word. Apparently it was used in the 1930s as a Hindi and Marathi translation of 'depressed classes', the term the British used for what are now called the Scheduled Castes. In 1930, there was a depressed classes news paper published in Pune called *Dalit Bandu* (friend of Dalits). Nelson Mandela once said "No one is born hating another person because of the color of the skin or his background or his religion."

B.R. Ambedkar, who described the caste system as a gradation of castes forming an ascending scale of reference and a descending scale of contempt advocated its annihilation. It is the new political culture built up by Ambedkar in articulating the socio-political rights of the untouchables which culminated in the constitutional provisions for formal equality to all and special dispensation to the historically disadvantaged in particular the Scheduled Castes and Scheduled Tribes.(Radhakrishnan, 2007).

Both SCs and STs are marginalized groups: one through social discrimination as untouchables and therefore shunned by the mainstream and the other, through geographical " ghetto-isation" which places them outside the social mainstream. Enmeshed in a warp of poverty and a woof of hopelessness, the tribals and harijans have not been able to maintain even their relative places I the social and economic hierarchy, much less improve it.(Narasimhan, 1999).

A girl child is one of the most important segments of the society. Right from the day of her birth she carries the stigma of an unwanted child and so is tortured mentally and physically by her parents, her in-laws and society as well for no fault of hers. She is neglected from womb to the tomb. The girl child in India leads a life of multi-curse, multi-abuse, and multi-neglect. Dalit girls in particular have been viewed in Indian society as passive victims of caste and gender discrimination. Present study mainly looks on achievement motivation, self efficacy, academic performance, subjective wellbeing and self esteem among dalit girl students, in case if they are found low in any areas of above it is planned to have an interventions to enhance their abilities.

In India, the participation of girls in education has lagged behind that of boys at all levels of education. This low priority is embedded in our cultural and religious beliefs that question the Use fullness of investing in girls. The constitution confers on women, the equal right and opportunity in all fields. The Government of India has endorsed it through its plans, policies and programs. In order to improve the survival and welfare of girls both the national and the state governments have launched special financial incentive schemes for girls. These incentive based schemes aim at improving the value of the girl child on the premise that financial benefits would trigger behavioural changes among parents and communities. In spite of all these provisions, women in India have not been able to take full advantage of their rights and opportunities in practice for various reasons. Therefore, many numbers of researches was made to highlight the national and state level schemes to promote the girls education. Incentives schemes have the potential to become an effective means of channelizing resources to the poor and socially disadvantaged sections; more specifically, girls and women. With persisting gender inequalities

in India, the girl child is at a disadvantage and faces discrimination at every stage of her life – sex selection, infanticide, little or no access to education, lack of health care and nutrition and child Marriage. The incentive schemes that government launched for empowering girls and improve their status in society. These incentives are good for their further education as well, but the administrative formalities become hurdles for the disadvantage groups.

DIFFICULTIES FACED BY DALIT WOMEN

Position in the family:

What is the position of the Dalit woman in the family? Of course, it is subordinate like other women in India. For every decision, she waits for the man's opinion (he might be a father, brother, husband, a son or even a male friend)... In most families there is male domination even though a woman may be an earning member, she cannot feed or allow her maternal relatives to stay in her family. On the contrary, the relatives of her husband are hailed warmly. To serve them is her most important duty. To earn for the family is another essential duty. Moreover, she has to give money to her alcoholic husband to satisfy his addiction. Thirdly, she has to do all the domestic work. She gets up early in the morning at 4 o' clock and goes to bed at 11 o' clock at night. (Pawde, Kumud. 1995)

Male members in the family do not help her for they think it is degrading for the male to do such work. The result is that she has to expect help from other female members and this evokes a quarrelsome response in the family. Otherwise she has not only to forget the very thought of educating her female child but also to deprive the child of her childhood rights.

In illiterate Dalit families a woman is always treated with such low esteem that she has a status of nothing more than a mere slipper worn by the men. She also regards herself as inferior to a man. She has to tolerate suspicion about her character and wicked mental torture. There are traditional concepts that if a woman is given freedom there is a possibility of her being spoilt. Yet she has the freedom to remarry. Originally there was no dowry system for women among Dalits, but the impact of other non-Dalit communities has introduced this system. The importance of a woman in the family was taken for granted by Dalit communities. So the people from the bridegroom's side go to the girl's parents to ask whether they are ready to marry their daughter to their son.

Financial Position:

A Dalit woman is financially deprived. They were compelled to work at fewer wages. They were never permanently appointed. No protection to their wages is rendered. They cannot purchase medicines for themselves and for their children too. Five to ten percent of the women live a middle class life there is a lot of difference between the pre-independence and post-independence conditions.

The Political awakening:

The political awakening is definitely more among Dalit women as compared to women of the higher castes. They are very conscious in the matter of their right to vote.

Education:

Few research studies aimed to examine Right to Education (RTE) as a human right. It examines the gaps and complementary relations between education as a right and education as a human

right. Right to Education has been recognized in the Universal declaration of Human Rights by the United Nations in 1948. In India, right to education has been recognized as a fundamental right with the insertion of Article-21(a) in the constitution in 2002 which came into effect on 1 April, 2010. RTE ensures legally, the right to free and compulsory elementary education to all children till the age of 6 to 14 years. RTE provides a key to unlock all other rights. It has become an obligation of the government authorities to ensure free and compulsory education, but it seems very difficult to ensure because there are serious challenges like child marriage and child labour in front of RTE. A large section of children have been living under the exploitation, violence and abuse. The practices of child marriage and child labour obstruct the many thousands of children from attending schools. This denies children the right to development, right to survival and right to education and clearly violates the human rights of children. The finding of study shows that there are gaps and differences between RTE and education as a human right. RTE has to ensure the education for every child because in reality there are a vast number of children yet to be brought under the RTE. Right to education as human right must also ensure the inherent dignity of every child, exploitation-free environment and social security to which they are entitles as human beings. RTE has a long way to cover for realizing education as a human right.

As per the educational survey by the Government of India in 1981 the literacy rate among Dalit women is 35.91 percent. The Hindu Dalits are not so conscious about education. There are many reasons for this attitude. Those who have engaged themselves in traditional work like sweeping, nursing, etc., say their only aim is to earn a livelihood. Secondly, unemployment is a grave problem. The education of girls is a common problem among Dalits. If at all some of them try

for higher education they are detached from their caste brethren. There are very few names of Dalit women who work for the upliftment of women of their caste and their education. Being uneducated, the Dalit women, in general have the least sense about health and general hygiene. As a mark of respect to Babasaheb Ambedkar guidelines for the welfare of the society, majority of them have accepted the programme of family planning.

Position of Dalit women in rural Society:

The life of Dalit women in rural areas is full of hardships and misfortunes. They have to face the problem of hunger almost daily. Due to extreme poverty they have to go to collect fuel for cooking and while doing so listen to the curses and abuses of higher class Hindus. She has to tolerate the injustice and torture of the higher caste masters when she goes out to work in their fields. The rural Dalit women have to face the adversities of the caste system much more than the urban Dalit women.

The Dalit women, both urban and rural, are more conscious of their legal rights. After independence, the position of the Dalit women has been remarkably good and her status has improved as compared to the pre-independence period. They are frank and brave in asking for justice. They have become intolerant about the various prohibitions. They work and economically are more independent in comparison to the other Hindu women. Dalit women are more free, liberal, or conscious of their rights of justice and equality.

"Educated girl makes Good Family

Good Family makes Good Community

Good Community makes Good Nation

Good Nation makes good and peaceful world." (L.Rajesh Kannaa)

As per the survey report of Government of Tamilnadu's Ministry of Education, more than 30% of the rural girls and boys become dropouts already at the primary school level. Among Dalit ('untouchable') girls, more than 70% drop out of school before completing the 5th grade. Due to poverty and illiteracy, most of the Dalit parents discontinue education of their children even at the primary school level. Then, the Dalit girls are married to poor men even before reaching 18 years of age. Newly married Dalit girls while yet physically and mentally immature are then treated as child making machines, which in turn leads to the incidence of infant and maternal morbidity and mortality rising with each year. Further, the poverty prone situation and lack of basic infrastructure like electricity and congested and cramped habitations of Dalit families prevent their children from conducting their daily studies properly. The Dalit girls are routinely subjected to sexual abuse in their work places, like agricultural farm, small industries, and house work as house maid, readymade garment factories, etc. (Weswa trust).

Adolescents

The United Nations Population Fund (UNFPA) defines adolescents as being between the ages of 10 and 19, which is similar to the definition to which the World Health Organization adheres. It is now quite widely accepted that adolescence is a time of transition involving multi-dimensional changes: biological, psychological (including cognitive) and social. Biologically, adolescents are

experiencing pubertal changes, changes in brain structure and sexual interest, as a start. Psychologically, adolescents' cognitive capacities are maturing. And finally, adolescents are experiencing social changes through school and other transitions and roles they are assumed to play in family, community and school (National Research Council [NRC], 2002). This change occurs mutinously and at different paces for each adolescent within each gender, with structural and environmental factors often impacting adolescents' development. Developmentalists describe adolescence in terms of early and late periods. An early adolescent correspond roughly to the middle school or junior high school years and includes most pubertal change. Late adolescence refers approximately to the latter half of the second decade of life. (Santrock, 2011).

The stages of adolescence can be separated into three: **early** (10-13 years of age), **middle** (14-16), and **late** (17-19). In early adolescence, *physical* changes include physical and sexual maturation. These changes continue through middle adolescence into the late stage (where they usually are completed), and over time, adolescents are thought to be less concerned with their body image than they are during early adolescence. *Cognitively*, adolescents in the early stage develop concrete thinking abilities, while in middle and late adolescence, the young person moves to thinking abstractly and can develop reasoning skills. *Emotionally*, adolescents in the early stage are beginning to explore decision-making opportunities, while in the middle stage, they begin to develop a sense of identity, established more fully in late adolescence. *Socially*, during this stage, peers become a bigger influence and sexual interest usually begins. During the middle stage of adolescence, peers continue to hold influence, and sexual interest develops further. Finally, in the late stage, transitions to work and further schooling take place. *Behaviorally*, early adolescents begin to experiment with new ways of behaving, while middle

adolescence is considered a time of risk-taking, ending in late stage adolescence, during which assessment of one's own risk taking occurs (ReCAPP, 2003).

Adolescence: Indian Context

In contemporary India while adolescence is a comparatively new term, the word youth is better known and has been used at the levels of policy formulation and programming (Singh 1997). However, even the ancient text of Dharamashastra recognized the crucial nature of adolescence and prescribed specific codes of conduct for the phase. These codes are deeply rooted in the Indian psyche and continue to influence cultural practices towards adolescents in a powerful manner (Verma and Saraswathi 2002). Most Indian families observe sacred ritualistic ceremonies at various stages of life cycle (Kakar 1979, Saraswathi & Pai 1997). These are markers of progressive attainment of competencies both in social and behavioural aspects of life. The onset of puberty is acknowledged by the family and new code of conduct is prescribed both for boys and girls.

In this century of globalization and technological progress, education is of paramount importance for human empowerment and development. It plays a vital role in the development of human capital and is linked with an individual"s well being and opportunities for better living (Battle and Lewis, 2002). India, being a caste ridden country, there is a necessity to understand the educational status of dalits who suffer as victims of caste discrimination. Caste is a strong sociological factor which affects the Indian society. Owing to discrimination conducive academic environment and home environment is far from the reach even for the school children. Since the government has undertaken many measures to eradicate caste discrimination.

Achievement Motivation

Achievement has been defined as, "A task oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence" (Sabir, 1999). Educational Psychology has been concerned with analyzing different types of relationships, both associative and predictive. Achievement motivation can be understood by examining the meanings of "achievement" and "motivation" separately. Achievement typically stresses the importance of accomplishment and attainment with effort involved (Mandel & Marcus, 1988) and accomplishment or proficiency in a given skill or body of knowledge. Motivation relates to an individual's reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual (Graham & Weiner, 1996).

McClelland (1961) has first considered how culture affects achievement motivation of the individuals. A significant aspect of culture (Maehr, 1974) is the patterns of norms that guide family behavior and child rearing practices and in general, establish the early learning experiences that the child will have. These learning experiences, according to McClelland, create enduring personality patterns that persist through adulthood and determine achievement motivation. By encouraging independence, challenge seeking and delay of gratification through exhortation, modeling or selective reinforcement etc.

Self Efficacy

Cognitive factor of pubertal development —self-efficacy, defined as one's perceived capabilities for learning or performing actions at designated levels (Bandura, 1997). The changes in self-efficacy as adolescents develop have important implications for their school performances, friendships, and career and vocational choices. Self-efficacy is grounded in the larger theoretical framework of social cognitive theory. This theory postulates that human functioning results from interactions among personal factors (e.g., cognitions, emotions), behaviors, and environmental conditions (Bandura, 1986, 1997). From this perspective, self-efficacy affects one's behaviors and the environments with which one interacts, and is influenced by one's actions and conditions in the environment.

Self-efficacy is hypothesized to affect individuals' task choices, effort, persistence, and achievement (Bandura, 1997; Schunk, 1995). Compared with learners who doubt their capabilities, those who feel self-efficacious about learning or performing a task competently are apt to participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels.

The cognitive, physical, and social changes associated with adolescence have important implications for how young people view their capabilities. Research has shown that adolescents' self-descriptions tend to be more abstract, multidimensional, and hierarchical. These changes are believed to be due in part to adolescents' increased abilities for cognitive abstraction, reflection, and social comparison (Harter, 1998). As teens become more skilled at coordinating conflicting

information and expectations, they form more stable and integrated views of their capabilities, values, and attributes.

Academic Achievement

The importance of Education has increased several fields in the world's order where, science and technology are the bases for socioeconomic development and political empowerment. It is the quality of education that exhibits any country's status in the globle level. This national goal can be achieved through academic achievement of the students in the campuses of educational institutions. The quality of academic achievement of schools has been a continuing national concern.

Academic achievement is the degree of academic learning by the person (Neghad & Shahraray,2001). Academic achievementof student is the chief indicators in evaluating the education (Paiziet al, 2000,Gholami et al, 2005). Although intelligence and talent arethe most important and determining factors of studentlearning but other factors besides these essential andeffectual factors exist.Students having same capabilitysometimes could not achieve the same.

Subjective well-being

Subjective well-being (SWB) is defined as 'a person's cognitive and affective evaluations of his or her life (Diener, Lucas, & Oshi, 2002). It can also be defined as a dynamic state characterized by a reasonable amount of harmony between individuals' ability, needs and expectations and environmental demands and opportunities (Levi, 1987). A person who has a high level of satisfaction with his/her life, and who experiences a greater positive affect and little or less negative affect, would be deemed to have a high level of SWB.

Well-being involves our experience of pleasure and our appreciation of life's rewards. SWB emphasizes people's reports of their life experiences. Accordingly, the subjective report is taken at face value. This subjective approach to happiness assumes that people from many cultures are comfortable in focusing on individualistic assessments of their affects and satisfaction and that people will be forthright in such personal analyses (Diener et al., 2009).

The term SWB often is used as a synonym for happiness in the psychological literature. Psychologists have defined happiness as a combination of life satisfaction and the relative frequency of positive and negative affect (Isen, 2000). SWB therefore encompasses moods and emotions as well as evaluations of one's satisfaction with general and specific areas of one's life.

Self Esteem

Self-esteem among adolescent is how they value themselves; it is how they perceive their value to the world and how valuable they think they are to others. Self-esteem affects our trust in others, our relationships, our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

Self-esteem is a subjective state. Adolescents have varying levels of self-esteem, which appears to be influenced by such factors as gender, ethnicity, and social class. It can also vary within an individual—an adolescent may have different levels of self-esteem in different domains such as social, scholastics, athletics, appearance, and general conduct and actions. Studies have found that one-third to one-half of adolescents struggle with low selfesteem, especially in early

adolescence (Harter, 1990; Hirsch & DuBois, 1991). The results of low self-esteem can be temporary, but in serious cases can lead to various problems including depression, anorexia nervosa, delinquency, self-inflicted injuries and even suicide. Selfesteem is related to school performance and delinquency. Adolescents with low self- esteem are more likely to do poorly in school. While adolescents' self-esteem can fluctuate, from approximately eighth grade on, studies have found that self-esteem appears relatively stable. Individuals with high self-esteem in childhood are likely to be adolescents with high self-esteem. Many studies have demonstrated that during middle and late adolescence, and into early adulthood, self-esteem stabilizes or even increases (Savin-Williams & Demo, 1983; Harter, 1990).

Gender and self-esteem Studies in a wide range of western countries have determined that adolescent females, on average, have a lower sense of self-esteem than adolescent males (Baumeister, 1993; Pipher, 1994).

Ethnicity, social class, and self-esteem In general, middle-class and upper-class adolescents have higher self-esteem than less affluent adolescents. This discrepancy increases into older adolescence. One common explanation is simply that higher socio-economic status youth have greater resources. For example, higher socio-economic status students generally attend higher quality schools, and/or perform better in school. Also, if higher socioeconomic status youth have individual difficulties or special needs in school, their parents more often have the resources to assist. So, resources can both augment individual skills and alleviate difficulties that would otherwise reduce self-esteem.

Objectives of the present study:

1. To understand the level of achievement motivation.

2. To analyze the subjective wellbeing.

3. To measure the self efficacy.

4. To know the level of academic achievement.

5. To understand the self esteem.

Hypotheses:

Based on the above objectives the following hypotheses were framed for the purpose of the study:

- The intervention will improve the achievement motivation

- The intervention will improve the Subjective well-being

- The intervention will improve the Self efficacy

- The intervention will improve the academic achievement

- The intervention will improve the Self esteem

CHAPTER 2

REVIEW OF LITERATURE

REVIEW OF LITERATURE

Review of literature is a vital part of any research. This chapter focuses on certain aspects of untouchables like caste discrimination, education, gender, culture etc. Present study aims at studying academic performance, self-efficacy, achievement motivation, subjective wellbeing and self esteem among dalit girls. Since many studies were not available in these areas, related some of the studies have been quoted.

Underprivileged Children

Posner et.al (2009) revealed adolescent girls in Nepal face enormous social barriers to accessing education and health services due to exclusionary socio-religious traditions and years of conflict. The programme and study reported here address two issues that a national assembly of in-school and out-of-school adolescent girls, who had completed a basic life skills class, and, in the case of unschooled girls, an intensive literacy course, identified as important to their well-being – menstrual restrictions and HIV awareness and prevention. Local non-governmental organizations developed a peer education programme in three districts of Nepal that paired girls from different castes and different educational levels. The programme sought to increase peer educators' (PE) leadership and collective efficacy for informing peers and adults in their communities about the effects that these issues have on women and girls. In total, 504 girls were selected and trained as PEs. They conducted targeted discussion sessions with other girls and organised mass awareness events, reaching 20,000 people. Examination of the effects of participating in the programme on key outcome measures showed that leadership self-efficacy, which was a central theoretical

construct for the programme, provided a strong predictor of both increased HIV knowledge and of practicing fewer menstrual restrictions at endline. The project demonstrated that girls from different caste and educational backgrounds are able to work together to change individual behaviour and to address socio-cultural norms that affect their lives and well-being within their communities.

Paik & Shailaja (2007) explains 'Daughters of the Lesser God: Dalit Women's Education in Postcolonial Pune' examines the nexus between caste, gender and state pedagogical practices in relationship to Dalit (exuntouchable) women ofPune (India). Based on interviews with three generations of Dalit women, it examines the ways in which they have experienced and made use of their formal education in schools and colleges. It traces their lives as they have over the generations migrated from rural areas to the cities, and from city slums to, in some cases, middle-class neighbourhoods. The women belong to two Dalit communities - the Mahars and the Matangs - who are traditionally rivals and competitors. It is argued that the education system discriminates against Dalit women in ways that mirror their socio-economic and religious disabilities. Dalits valourise institutes of formal education for escaping their historical and contemporary degeneration. They look upon education as a primary means of gaining employment, and of advancing economically and socially. Nonetheless, the process of education frequently subjects Dalit girls to humiliating experiences that smothers the hopes of many. These are described and analysed in detail, revealing how the caste system subjects Dalit in general, and Dalit women in particular, to the 'physical and mental violence' of constant indignities and humiliations. Although the recently burgeoning writing by Dalits has a lot to say on the experience of Dalit men, Dalit women are largely neglected in this literature - something that this

thesis seeks to rectify. The thesis also interrogates the ways in which culture is deployed and represented, showing how the process of subjectivities works to produce not merely forms of domination but also complicity and dissent. In recent years, increasing numbers of Dalit women have found ways of resisting the prevalent hegemony, and the research pinpoints the ways in which some have managed to use the education system to their advantage. Wider questions are raised about the ways that the Dalits, and specifically Dalit women, create spaces and sites for their own self-assertion and betterment, and how they engage with modernity in other ways. The dissertation is concerned with contributing to and furthering the dialogue on gendering education and caste. Dalit lives are built on a long history of suffering, anxiety, desire, and struggle, and the creative visions of social justice put forward by Dalits can continue to inspire and shape the consciousness of local and transnational participants in their battles against oppressive and exploitative systems.

Mohindra et.al (2011) states that discriminated and marginalized dalit group has been slowly including in all spheres of Development. However, there are many impeding factors to exclude them. This research study has concluded that Dalit enrolment in primary level is higher but their continuation is major challenge in upper level. Major impeding factor of drop out and lower attainment of secondary schools are caste based discriminations, poverty, illiteracy in Dalit parents, no teachers inspirations and discrimination by peers and society. The policy has showed positive indication however there is still challenge in the implementation of these policies.

 Dottolo and Stewart (2000) points out middle-aged black and white graduates of a Midwestern US high school responded to interview questions about race and racial identity. Their answers

included descriptions of police harassment and crime, and focused on those considered to be criminal actors: most often apparently poor, black men. Qualitative analysis of 38 interviews showed that questions about racial identity tapped into a discourse that constructs and stereotypes criminals as occupying social positions defined by race, class and gender, particularly for African Americans. The concept of intersectionality illuminates the cultural construction of police encounters with citizens in terms of poor black men, and the specific nature of the stories of racial identity told—and not told—by respondents with different race, class and gender identities.

Ferry (2008) says dalits, formerly known as 'untouchables', are one of the most marginalized groups in Indian society. Dalit girls in particular have been viewed in Indian society as passive victims of caste and gender discrimination. Some Dalit groups, however, have considered Dalit girls as having agency to make choices in their lives. This study considers what Dalit girls have to say about discrimination against them as well as the role that education plays in overcoming that discrimination. This qualitative study involved observing and interviewing seven Dalit girls in a Gujarati vocational school (Dalit Shakti Kendra), interviewing Dalit leaders in India, and analyzing literature to understand interrelated factors among caste, economic status, and gender. The results of this study suggest that education can help Dalit girls to find more economic opportunities and overcome hardships in their lives, but the extent to which education can help them overcome caste and gender discrimination is questionable.

Manjula (2007), aimed at assessing the effect of yoga , academic skills training, life skills training and human resource training on the study habits, academic performance, cognitive

abilities, personality and self-efficacy of disadvantaged school children. For the purpose of this study the researcher has considered the Sc and ST girl students hailing from rural household and low SES families as the disadvantaged. The study adopted a one group pre-test post-test design. A sample of 30 students studying in high school and residing at government pre-matric hostel was selected. It was hypothesizes that the intervention would improve their study habits, academic performance, cognitive abilities, personality and self efficacy. Intervention consisted of training in yoga, academic skills and H.R skills. Participants were assessed pre-intervention and post-intervention. Results were analyzed using t for correlated means. Obtained results showed that there was significant improvement in study habits, self-efficacy a few cognitive abilities and some personality dimensions. There is no significant improvement in the academic performance.

Nicolas (2008) contribution brings to our attention a Dalit ('untouchable') protest movement against caste violence (the 2006 Khairlanji massacre). Although anger is supposedly an emotion used in an open and demonstrative manner by the powerful as a means to enact their domination, the Dalit movement engaged in acts of 'emotion work' that upset such a social mapping of emotions. The paper engages critically with the sterile and biased concept of 'axiological neutrality' and advocates instead the heuristic possibilities enabled by the ethnographers' personal exposure to the emotion work performed by social movements. The protest's ideological stance illustrates the politically marginalized Dalits' appropriation of democratic conceptions through the language of injustice and outrage. Two different sets of actors involved in the protest are distinguished: human rights and progressive activists of the peasant NGO movement on the one hand, and the local anti-caste movement of Dalits on the other. The distinct kinds of emotion work each set of actors performed, and the framing of the massacre as an

outrage to moral values, highlights how, in the mobilization for Dalit rights, the popular language of communal outrage and the language of democratic rights articulate with and support one another.

Mallick (1997) multigenerational case study of an elite Untouchable family reveals the problems of integration, "passing," and cultural affirmation in the development and democratization process. As a nonvisible minority it is possible to facilitate integration in Indian urban areas by hiding caste, while affirmative action pro- grams facilitate upward mobility at the cost of having to proclaim Untouchable caste identity. These contradictory imperatives illustrate the difficulties facing elite Untouchables in achieving emancipation.

Chanana (1993) this article focuses on the growth of higher education within the framework of preferential treatment and supportive measures for the benefit of different social groups, namely, the Scheduled Castes, the Scheduled Tribes, minorities and women. It also reviews the educational policy discourse which assigns several functions to higher education. Some of these are: equity for the Scheduled Castes and Tribes; mainstreaming for the minorities, and equality for women. It demonstrates that the educational policy fails to integrate these functions which remain sectoral aims even at the conceptual level. Further, in the multi-cultural and multi-ethnic Indian society, the parameters of gender, caste, class and region are crucial in determining access to higher education. Again, gender becomes the all inclusive negative parameter conferring cumulative and competing disadvantages on women. Lastly, the educational policies and programmes are unable to encompass the complex social reality within a single framework and are, therefore, unable to bridge the gap between policy and practice.

Karanth (2004) the idea of replication of what Dumont considered the 'essential principle' of the Indian caste system has tended to deny the existence of cultural autonomy among the very low castes, especially the former Untouchable castes. It was argued that former Untouchable castes replicate the dominant social order within their communities. By drawing on empirical evidence from a Karnataka village, this article attempts to refute the idea of a passive acceptance of a low and subordinate status by the former Untouchable castes. It aims to show that the apparent replication may also be viewed as one of the ways of articulating an Independent cultural identity, besides demonstrating dissent against the hegemonic social order. In the process, the article makes an attempt to refocus the Dumontian discourse from 'replication and consensus' to 'hegemony and dissent'.

Agrawal (2004) article attempts to further the argument that caste hierarchies are subject to creative manipulation by those who inhabit the supposedly fixed slots. I provide detailed ethnographic data on the Bedias of North India, a 'denotified' community which lives off the prostitution of its own women. The engagement in this occupation renders the Bedias very 'low' in general opinion. But the data regarding the beliefs and practices of the Bedias shows that the community redefines the non-marital relations of the women with men belonging to higher-ranking castes through recourse to upper-caste norms of patriliny and hypergamy in order to claim upper-caste origin and affiliation. In doing so the community rejects the social position which the broader society accords it.

Heredia (2000), challenges to the dominant hegemony in this land have focused on the key issues of equity and justice that underlie the quest for identity and dignity. Setting these in a more integrated and holistic context we focus on three crucial issues: caste and hierarchy, caste and class and caste and ethnicity. We conclude with some more important leads which could be further pursued: a sub-altern hermeneutic, a new understanding of the fragmentation and shift in our present electoral politics, and the dilemmas of intervention by the state, social movements and market mechanisms. In sum, subaltern alternatives do represent a horizon of revolt and revolution, which can fuse with others to construct the identities and ideologies for a brae new world.

Grey (2009) focus on the position of Dalit women in India. 0f 200 million Dalits (= former Untouchables), nearly 50% are women, often referred to a 'thrice Dalit', as they suffer from the triple oppressions of *poverty*, being *female* and being female *Dalits*. They are frequently let down by both the Dalit movement itself as well as the women's movement in India that focuses more on social problems like dowry deaths—more relevant for caste women and not those outside the caste system. Many Dalit women are denied access to education, to meaningful employment, health provision and are the first to suffer the negative effects of globalization. Access to upper caste wells is forbidden. Worst of all, Dalit women are exposed to many forms of violence (including temple prostitution) and are frequently raped as a way to humiliate Dalit men. The degrading work of 'scavenging'—removing human excrement-falls mostly on Dalit women, since men are more likely to be 'upwardly-mobile'. Despite all of this, a new strength now emerges in challenging caste boundaries, contributing to self esteem and a stronger sense of identity. The strong spirituality of Dalit women has sustained strength through songs and stories,

and in some cases by subverting patriarchy through ironically re-shaping traditional myths. The article ends by suggesting forms of action from Church, society and feminist theology to show solidarity and effect social change for Dalit women.

Academic Achievement

Geethanjali (2013) did a study which was based on Girls Education: Incentives Schemes and their Implementation at the school level. The data collected from the government schools of Delhi. It looked into the implementation mechanism at schools. This study analysed the different schemes like Ladli, Kishori, SC/ST/Minorities, Single girl child scholarship scheme; their objectives and target groups. With the help of previous studies done in this area and documents related to schemes and the data collected from field, the findings of research stated that the introduction of incentive schemes was a very important aspect of girls education, especially condition cash transfer schemes such as Ladli scheme has great influence on girls enrolment in school. Through provision of financial incentives to poor families following the fulfilment of certain verifiable conditions, CCTs and other incentives seek to provide short-term income support and at the same time promote long - term behavioural change. The findings of the study pointed out the need to simplify the eligibility criteria and conditionality, and also the procedures of registration under each of these schemes. There is a lack of field level monitoring and orientations not done in a proper manner. The findings showed that the objectives of incentive schemes were not clearly explained for girls and many of them viewed it as fixed deposit for their marriage. Moreover, by limiting the benefit to two girls or by providing a larger incentive for the first girl, the scheme inadvertently ends up valuing girls differentially depending on their position in the birth order.

Borman and Rachuba (2001) based on national data from the Prospects study, researcher identified the individual characteristics that distinguished academically successful, or resilient, elementary school students from minority and low-socioeconomic-status (SES) backgrounds from their less successful, or non-resilient, counterparts. They also formulated and tested four distinct models of the risk factors and resilience-promoting features of schools: (a) the effective schools model; (b) the peer-group composition model; (c) the school resources model; and (d) the supportive school community model. Results suggest that minority students from low-SES backgrounds were exposed to greater risks and fewer resilience-promoting conditions than otherwise similar low-SES White students. In general, though, the results supported the applicability of uniform individual and school-level models of academic resiliency to all low-SES students, regardless of their race. Greater engagement in academic activities, an internal locus of control, efficaciousness in math, a more positive outlook toward school, and a more positive self-esteem were characteristic of all low-SES students who achieved resilient outcomes. The most powerful school characteristics for promoting resiliency were represented by the supportive school community model, which, unlike the other school models, included elements that actively shielded children from adversity.

Jansi and Lakshmi (2014) said caste is a strong sociological factor which affects the Indian society. Owing to discrimination conducive academic environment and home environment is far from the reach even for the school children. Since the government has undertaken many measures to eradicate caste discrimination, this study is undertaken to assess the status of dalit and non dalit children of Andhra Pradesh. Dalit means all those who come under Scheduled caste category of the government. This sample consists of 1407 students from secondary schools

located in Andhra Pradesh. The questionnaire for self-concept was modified from Tennesse Self-concept Scale. The correlation co-efficients of self concept, home environment and academic achievement were found to be 0.81., 0.79. and 0.81 respectively. Besides descriptive statistics, inferential statistic such as t-test was also used to analyze the difference between the self-concept and academic achievement of dalit students and non dalit students. Meanwhile, Pearson correlations were used at significant level 0.05 to analyze the relationship between self-concept and academic achievement of the project sample. In the overall analysis of self concept of SSS, maximum percentage of them (75.05%) exhibited average level of self concept. Only 13.29% of the respondents showed high level of self concept and the remaining 11.66% showed low level of self concept. In this context comparative study was carried out among dalits, B.C. students and O.C. students. The research findings showed that all three percentage levels of self concept and home environment of dalit students in terms of their academic achievement, they remain lower than backward caste students as well as the other caste group of students. When relationship between self concept and home environment were statistically analyzed, B.C and O.C students recorded non significant relationship with the aforementioned variables in contrast to dalit students who showed significant relationship. Pearson correlations analysis showed that there were significant relation between dimension of self-concept, home environment and academic achievement of dalit and non dalit students. Therefore, suggestions were offered to improve the dalit student's self-concept and their academic achievement.

Achievement Motivation

Singh (2014), achievement motivation is considered as a prerequisite for academic success. This study was carried out with the objectives to investigate the gender related differences, residence

related differences and academic majors related differences on achievement motivation among scheduled caste higher secondary students. The study was carried on 565 scheduled caste students of various colleges from Allahabad District. The sample comprised of 210 Arts (37.2%), 41 Commerce (7.3%) and 314 Science (55.6 %) scheduled caste students of XI class wherein total of 336 male (59.5%) & 229 female (40.5%) and 286 urban (50.6%) & 279 rural (49.4%). To measure the Achievement Motivation, the Achievement Motivation Inventory was used. t-Test was used for deriving the results. Significant difference was found between the achievement motivation of science & arts and science & commerce stream students. Achievement Motivation of male & female and rural & urban students was found not significant. The differences indicate significant role of academic majors in achievement motivation of students and gender & residence of students does not play the significant role.

Acharya and Joshi (2011) conducted a study on parental support exerts most direct influence upon the acquisition of achievement motivation. Thus the present investigation provides an important perspective of the relationship between achievement motivation and parental support. The present study was undertaken to investigate the relationship between achievement motivation and parental support, and to examine the gender differences in parental support. The sample for the present study consisted of 500 adolescents in the age group of 16 to 18 years from Varanasi city who were enrolled in class 11th and 12th Deo Mohan achievement motivation scale and family support scale were used to assess achievement motivation and parental support, respectively. The results indicate a positive correlation between achievement motivation and parental support. Girls are sensitive to parental support as compared to boys. Achievement

motivation is related to success in life, life satisfaction and quality of life.The study revealed that parental support for their children seems to have a strong influence on achievement motivation. The results of the study are generally positive and have an important implication for educators and parents. In particular, parents should support educational activities of their children to enhance their academic motivation.

Chetri (2014) undertaken to investigate the achievement motivation of adolescents and its relationship with academic achievement. The study was confined to 480 secondary school leavers studying in different schools of Sikkim by using stratified random sampling techniques from various government and non government managed schools within the age range of 16-17 years, from urban and rural areas. The finding of the study revealed non significant difference in achievement motivation with regard to gender and locale variation but significant differences in relation to management variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management variation. The relationship between achievement motivation and academic achievement also yielded a significant relationship at 0.05 level and 0.01 level.

Subjective well-being

Dingchu , Tianmei (2010) studies the subjective well-being of 900 adolescents from Han, Qiang and Yi nationalities in mainland of China. Results: In general, the SWB of the adolescents from the three nationalities is at the level of more than medium. Their SWB is significant difference in the aspects of nationality, grade and academic records. In view of interaction, their SWB is also of differrent dimensions because the interrelated effects are significant between genders and

grades, between genders and academic records, between grades and academic records, and even between grades and their parental educational levels and parental occupations.

A study by Khan (2012) found that Gender, socio-economic status, marital status and religious beliefs of the students were significantly influencing the outcome variables. Significant positive relationship was found between positive psychological strengths and subjective well-being, mentoring from teachers and educational encouragement from parents, siblings and friends. Regression analysis revealed that mentoring on the part of the teachers significantly predicted positive psychological strengths and subjective well-being. Educational encouragement from the parents, siblings and friends, significantly predicted the positive psychological strengths and subjective well-being. Role of mentoring and educational encouragement from parents, siblings and teachers was found to be imperative in developing positive psychological strengths and subjective well-being in contemporary adolescents, as well as preparing skills to face challenges of life in a complex world.

Katja *et al* (2009) indicated that school satisfaction, body satisfaction, and self-rated good health explained 50% of the variance in global satisfaction among female respondents. For males, most significant predictors for global satisfaction included, in addition to those observed among girls, low-intensity drinking which explained 31% of the variance. The most significant associations for global ill-being for females were school dissatisfaction, high-intensity drinking, and self-rated moderate health, explaining 34% of the variance. In global ill-being, the variables of body dissatisfaction and regular drinking explained only 14% of the variance for boys. The results

support the need to enhance adolescent positive attitudes toward life and school, self-perception, and adolescent coping with negative emotions.

Self Esteem

Zorana et, al. (2009) said early adolescents recounted experiences when they felt especially good or especially bad about themselves in the past year. Consistent with prior research using adult participants, negative memories focused primarily on social themes, whereas positive memories also prominently included achievement themes. Girls described more social themes than did boys for both positive and negative memories. The content of self-esteem memories was related to teachers' formal assessments of adolescents' social and academic functioning: The presence of achievement themes in positive and negative memories was associated with more positive teacher ratings.

Adams (2012) African American adolescent females possess higher self-esteem than any other racial or ethnic adolescent female group. This article tests two popular empirically supported explanations for Black high self-esteem: *contingency of self-esteem theory* and the *locus of control model*. This article builds on past research to illustrate the specific mechanisms of self-esteem for Black and White adolescent girls. To facilitate an investigation of these theories, self-esteem was explored as a bidimensional construct consisting of self-worth and self-deprecation. The sample consisted of 453 Black and 1,902 White adolescent females. Multivariate regression analyses produced the following outcomes: The contingency of self-esteem theory and the locus of control model were not supported. A significant race by social support interaction found that

even in low support situations Black adolescent females reported less self-deprecation than White females.

Self Efficacy

Argyle (1999) suggests that older men are happier than older women and subjective well-being of men tend to increase steadily over the life span whereas subjective well-being of women increases up to age 25, slightly decreases between ages 25 to 35 and only shows a steady increase from age 35.

Diener and Diener (1995) demonstrated that self-esteem is a stronger predictor of life satisfaction in individualistic cultures than in collectivistic cultures because individualistic cultures emphasize a positive self-view. Culture influences subjective well-being in at least two different ways. Culture has direct effects on subjective well-being. People living in individualistic, rich and democratic cultures have higher levels of subjective well-being than do those living in collectivistic, poor and totalitarian cultures

CHAPTER 3

METHOD

METHOD

This chapter describes the aim, and objective of the study for which hypotheses are formulated, the sample selected and design of the research. Further this chapter describes the tools and procedure adopted for the study. Finally the chapter also describes analysis of the data and ethical consideration of the research.

AIM

To assess the levels of achievement motivation, Wellbeing, self efficacy, academic achievement, and self esteem of dalit Adolescent girls and plan a suitable intervention.

Objectives:

6. To understand the level of achievement motivation.

7. To analyze the subjective wellbeing.

8. To measure the self efficacy.

9. To know the level of academic achievement.

10. To understand the self esteem.

Hypotheses:

Based on the above objectives the following hypotheses were framed for the purpose of the study:

- The intervention will improve the achievement motivation

- The intervention will improve the Subjective well-being

- The intervention will improve the Self efficacy

- The intervention will improve the academic achievement

- The intervention will improve the Self esteem

Design:

The study adopts One-group, pretest-posttest design.

Sample:

Purposive sampling was adopted for the selection of the sample. The pre-matric hostels of the government of Karnataka come under the CDPO of the taluk. Permission for conducting the study was obtained from the CDPO Officer of Belthangadi taluk and Pre-matric hostel, Belthangadi was selected. Subsequently the warden of the hostel was contacted and later the children who fulfilled the criteria of research were selected for the study. A sample of 44 adolescent students residing at government pre-matric hostel was selected.

TOOLS:

Tools	Developers	Year
Deomohan's Achievement Motivation Scale	Prof. Prathibha Deo and Dr. Asha Mohan	1985
Self efficacy Scale	Sherer	1982
Self esteem scale	Dr. Rosenberg	1965
Subjective wellbeing scale	Nagpal and sell	1985

Deo mohan Achievement Motivation Scale

Deo Mohan Achievement motivation Scale is a self rating questionnaire developed by Prof. Prathibha Deo and Dr. Asha Mohan in the year 1985. It includes academic five factors, factors of general field of interest and social interests. The scale consists of 50 items of which 13 are negative and 37 are positive. For every statement, the possible responses are divided into five categories which are: always, Frequently, Sometimes, rarely and never. The scale consists of separate response sheets for the participants to mark their responses. The participants are asked to read each statement of an item very carefully and put across under the category which in their opinion, best describes their feelings about the statement.

Scoring:

Two stencil keys are to be used for scoring, one for positive items and one for negative items. Positive items carry the weights of 4,3,2,1 and 0 for the categories of Always, Frequently, Sometimes, Rarely and Never respectively. The negative items are to be scored 0,1,2,3 and 4 for the same categories respectively as are given above. Separate keys for the positive and negative items are provided.

The total score is the summation of all the positive and negative item scores. The minimum score obtained can be a 0 (zero) and the maximum can be 200, other scores ranging in between these limits.

Norms

Scores	Interpretation
91-123	Low level of Achievement motivation
124-168	Average level of achievement motivation
169-above	High levels of achievement Motivation

Reliability:

Test-retest method was applied to find out the reliability coefficient of the scale. Test retest reliability for male and female groups in 5 to 6 week interval was found to be 0.67 and 0.78 respectively, and test retest reliability for a mixed group in 4 week interval was found to be 0.69.

Validity:

The coefficient of correlation between the scale and the projective test of achievement motivation was observed to be 0.54 and 0.75 with Aberdeen Academic Motivation Inventory of Entwistle (1968).

Rosenberg's Self Esteem Scale

The Rosenberg's Self Esteem Scale is a tool for assessing global self-esteem. It is the most widely – used self-esteem measure in social science research. This scale was developed by Dr. Rosenberg. Ten statements are included in the self – report measure that pertain to self – worth and self – acceptance. A four- point scale ranging from " strongly agree" to "strongly disagree" is used as options.

Psychologist and sociologists are common users of this instrument. Also the instrument is a vital part of self- esteem measure in social science research and is mainly used with adolescents. RSE exists in several languages- English, French and Norwegian. Ten statements are included in the self-report measure that pertains to self-worth and self-acceptance.

Reliability and validity:

The Rosenberg Self-Esteem Scale presented high rating in reliability areas: internal consistency was 0.77 minimum Coefficient of reproductibility was at least 0.90 (M. Rosenberg, 1965). A varied selection of independent studies each using such sample as parents, men over 60, high school students, civil servants – showed alpha coefficients ranging from 0.72 to 0.87 (all fairly high). Test retest reliability for the 2 week interval was calculated at 0.85 the 7-month interval was calculated at 0.63. the RES is connected with the coopersmith self- esteem inventory.

Scoring:

For item 1,3,4,7 and 10, if the response is strongly agree, then a score of 3 is given, if the response is Agree then, a score of 2 is given, if the response is disagree then a score of 1 given and a response of strongly disagree is given a score of 0.

Items with an asterisk (2,5,6,8 and 9) are reverse scored, that is strongly agree is given a score of 0, agree is given a score of 1, disagree is given a score od 2 and a response of strongly disagree is given a score of 3.

Sum of the scores for all the 10 items. The total score ranges from 1 to 30. Scores between 15 and 25 are considered to be within the normal range and scores below 15 suggest low self-esteem. The higher the score, the higher is the self-esteem.

Subjective wellbeing inventory

Subjective wellbeing inventory was Developed by Nagpal and Sell (1985). The questionnaire consists of 40 items covering 11 areas of Subjective wellbeing inventory. They are:

1. General wellbeing positive (GWB+)
2. Expectation achievement congruence (EAC)
3. Confidence in coping (CC)
4. Transcendence (TT)
5. Family group concern (PGC)
6. Social Support (SS)
7. Primary group concern (PGC)
8. Inadequate mental mastery (IMM)
9. Perceived ill Health (PIH)
10. Deficiency in social contacts (DSC)
11. General wellbeing negative affect (GWB-)

Reliability:

Tests re-test reliability – original sample was re-tested after 18 months interval of original administration. The contingency as a measure of association between the responses to the same items at two occasions was worked out. It was found to be statistically significant

below 0.002 levels. Since memory effects are extremely unlikely to have played a role after such a long time, it proves not only a high re-test reliability of the inventory and its items but also high stability over time of the feelings measures.

Scoring:

SWBI is scored by attributing the values 3,2 and 1 to the response categories of the positive items and 1,2,and 3 to the negative items. The range of the total scores is 40 to 120 with the cut-off scores of 81 for adult Indians. A lower score is indicative of the lack of feeling of well-being.

Academic achievement:

Marks obtained in the different examinations would be taken as indicators of academic achievement.

Self efficacy scale (Sherer et al., 1982)

This questionnaire is a Likert format 30 items scale which consists of series of statements about an individual's personal attitudes and traits. Each statement represents a commonly held belief. The response format is a 5- point scale (1 = strongly disagree, 5 = strongly agree). Sum of item score reflects general self-efficacy and social self-efficacy separately. The higher the total score the more self efficacious is the respondent. The SES has been the most widely used GSE (general Self Efficacy) and SSE (Social Self efficacy) measure. The SES (Self Efficacy scale) was primarily developed for clinical and personality research. Later it has also been used in organizational settings.

Reliability and validity:

This scale has accepted levels of internal consistency, temporal stability and construct validity. Cronbach's alpha was 0.85 (p<.0001). the corrected item- total correlations (r = 0.25 to 0.66, p < .0001) supported convergent validity of the scale. Temporal stability in of test-retest reliability was calculated on a separate sample of 138 students with r = .60 9p <.010

Scoring instructions:

Answers are converted to numbers (A= 1,B = 2, C = 3 D = 4 and E = 5). Items marked R (3,6,7,8,11,12,14,18,20,22,24,26,29, and 30) are reversed in scoring. (A = 5, B = 4, C = 3, D = 2 and E = 1). Items marked filler are not scored. Items marked GSE contribute to the general self – Efficacy Subscale. These are summed to produce the General Self – efficacy subscale score. Items marked SSE contribute to the Social Self–efficacy Subscale. These are summed to produce the Social Self-Efficacy Subscale score. The General and Social Self – Efficacy subscale scores are not summed to give an overall score.

Procedure:

The entire procedure consisted of 3 phases: Pre test, Intervention and Post test.

Phase I

Pre test: In the first phase, the researcher assessed the level of achievement motivation, Subjective well-being, self efficacy, academic achievement, and self esteem of dalit Adolescent girls.

Phase II

After the assessment the results were analyzed and interpreted based on the norms of each questionnaire. It was found that on an average the group had low level of achievement motivation, Wellbeing, self efficacy, academic achievement, and self esteem.

Hence the researcher felt the need to foster achievement motivation, Subjective well-being, self efficacy, academic achievement, and self esteem. Therefore the intervention that targets the positive development of the above variables was planed for about 10 months with the specific objective for all the intervention programmers.

Following are the different interventions.

1. **Effective time management:** to develop a workable strategy for need to manage time efficiently and balance work and personal needs.

2. **Personal hygiene:** to understand the consequences of poor hygiene can serve as motivation for planning and accomplishing self respect.

3. **Importance of nutrition during adolescent:** for the development of physical as well as mental abilities

4. **Communication skill:** Good communication skills help to reduce mistakes and misunderstandings among people.

5. **Career opportunities:** helps to get success in professional life

6. **Leadership training:** The ability to influence others to accomplish desired goals together.

7. **Team building:** Helps to understand to become get along and how to work more efficiently

8. **Adolescent issues:** To face the challenges

9. **Physiological development during adolescent:** To be aware of the changes.

10. **Environmental awareness:** It helps to live in harmony

11. **Public speaking:** To develop ability to recreate the thoughts of self or others through vocal delivery.

12. **Reading habit:** Improves the knowledge.

13. **Memory skills:** to facilitate the academic achievement

14. **Study habits:** To explore students strengths and learning styles and relate them to school tasks and courses.

15. **How to face exam:** It facilitates the students to achieve good in their academics.

16. **Goal setting:** It helps to organize our time and our resources so that we can make the very most of our life. To have a road map in our life

17. **Importance of Yoga and training in Asthangha yoga:** To improve the quality of life

18. **Group Dynamics:** It can be understand in terms of the internal nature of groups, their information, structure and process, the way they affect individual members, other groups, and the organization .

19. **Life skills:** To enhance the abilities of students for adoptive and positive behavior that enable them to deal effectively with the demonds of everyday life.

20. **Interpersonal skills:** it helps to enjoy better relationship with others.

21. **Dental hygiene:** To develop a strong sense of dental care among students

22. **Women Empowerment:** To make understand the importance of gender equality

23. **Self Esteem:** To understand ourself better

24. **Importance of English:** For the better academic achievement

25. **Civic Sense:** To create awarness and importance about Civic Mannerse

26. **Important of Hobbies** To encouraging student participation in recreational activities, thus providing an opportunity for networking, team-building and personality development.

27. **Importance of Art:** To express them self

28. **Assertive training:** To help participants acquire the skills basic to effective and responsible assertion

29. **Self Defence Technique:** To protect our self

Phase III

Post test: In the last phase, the researcher assessed the level of achievement motivation, Subjective well-being, self efficacy, academic achievement, and self esteem of dalit Adolescent girls after the intervention.

Statistical Analysis:

Correlated t statistical techniques is used for analysis of data with SPSS 14.

Some photos of interventions which are conducted to prematric hostel students of Belthangadi

Prof. Alphonsamma discussing on Importance of nutrition during adolescent

Mrs. Chitra talking on Group Dynamics

Dr. Shashidhar Dogre demonstrated Dental hygine

Dr. Kavyashree spoke on Psychosocial issues of adolescents

Mrs. Manasa discussed with participants regarding exam preparation

Dr. Shalip Kumari oriented the participants regarding Women Empowerment

Mr. Sudheer K.V Presented on Leadership Training

Prof. Krishnamurthy trained the participants on Life Skill issues

Ms. Mythili spoke on Goal Setting

SWOT analysis Class

CHAPTER 4

RESULT AND DISCUSSION

RESULT AND DISCUSSION

The results of the study are discussed in the following order:-

- Effect of intervention on achievement motivation

- Effect of intervention on subjective well-being

- Effect of intervention on self efficacy

- Effect of intervention on academic achievement

- Effect of intervention on self esteem

I. Effect of intervention on achievement motivation

Table 1: t for Correlated means on Achievement Motivation

Variable	Pre-intervention	Post-intervention	df	t	P value
Achievement Motivation	M 110.03 S.D 30.413	M 122.43 S.D 24.574	43	7.236	0.001
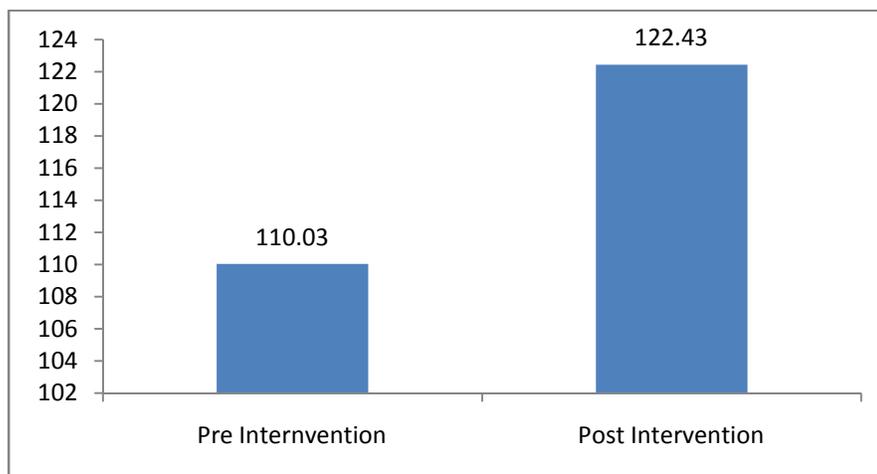
Figure 1: mean score on Achievement Motivation

On the Achievement Motivation the obtained t is 7.236, which is significant beyond 0.001 level. Post intervention is higher than pre intervention mean showing that Achievement motivation of the participants have improved significantly subsequent to the intervention. Hence we accept the alternative hypothesis that intervention will improve the Achievement Motivation of the participants.

II.   Effect of intervention on Subjective well-being

Table 2 t for Correlated means on Subjective well-being

Variable	Pre-intervention	Post-intervention	df	t	P value
SWB	M 78.93 S.D 11.111	M 92.20 S.D 8.598	43	5.714	0.001
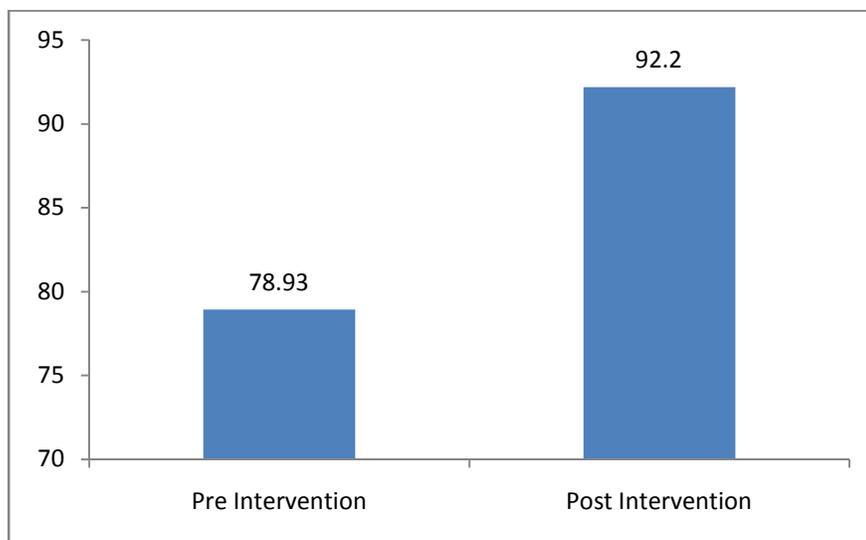
Figure 2: Mean value of Subjective well-being

On the Subjective Well-being the obtained t is 5.714, which is significant beyond 0.001 level. Post intervention is higher than pre intervention mean showing Subjective well-being of the participants have improved significantly subsequent to the intervention. Hence we accept the

alternative hypothesis that intervention will improve the Subjective well-being of the participants.

III.   Effect of intervention on Subjective well-being

Table 3 t for Correlated means on Self Efficacy

Variable	Pre-intervention	Post-intervention	df	t	P value
Self Efficacy	M 48.69 S.D 35.552	M 52.66 S.D 38.344	43	2.396	0.021
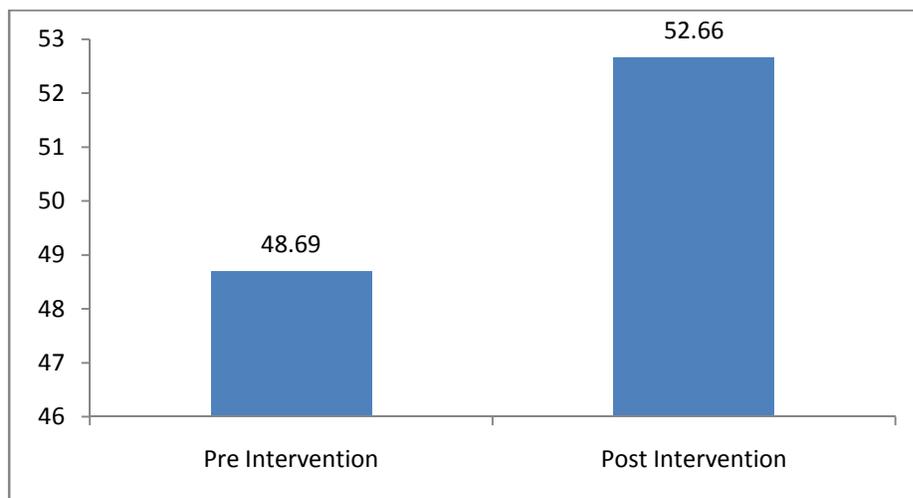
Figure 3: Mean value of Self Efficacy

On the Self efficacy the obtained t is 2.396, which is significant beyond 0.021 level. Post intervention is higher than pre intervention mean showing Self Efficacy of the participants have improved significantly subsequent to the intervention. Hence we accept the alternative hypothesis that intervention will improve the Self Efficacy of the participants.

IV.   Effect of intervention on Academic Achievement

Table 3 t for Correlated means on Academic Achievement

Variable	Pre-intervention	Post-intervention	df	t	P value
Academic Achievement	M 44.73 S.D 11.057	M 53.60 S.D 11.711	43	7.786	0.001
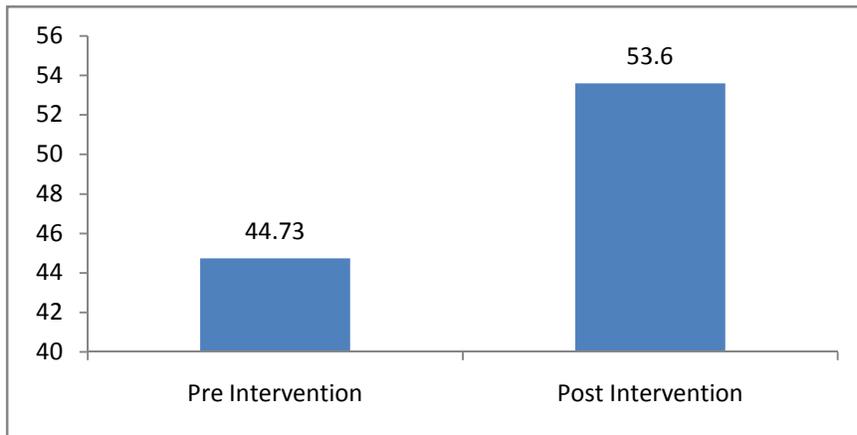
Figure 3: Mean value of Academic Achievement

On the Academic achievement the obtained t is 7.786, which is significant beyond 0.001 level. Post intervention is higher than pre intervention mean showing Academic performance of the participants have improved significantly subsequent to the intervention. Hence we accept the alternative hypothesis that intervention will improve the Self Efficacy of the participants.

V. Effect of intervention on Self Esteem

Table 2 t for Correlated means on Self Esteem

Variable	Pre-intervention	Post-intervention	df	t	P value
Self Esteem	M 51.94 S.D 36.322	M 48.69 S.D 34.561	43	3.361	0.002
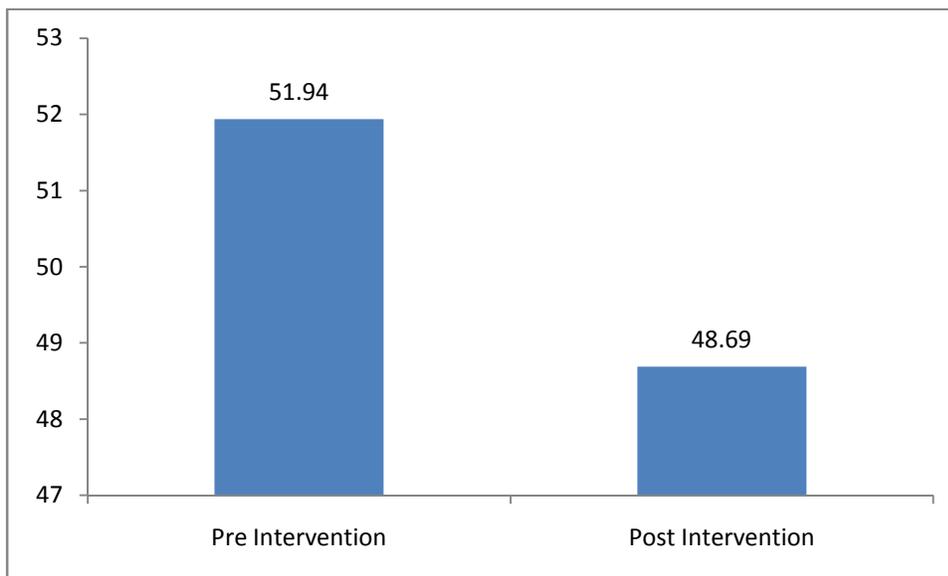
Figure 5: Mean value of Self Esteem

On the Self Esteem the obtained t is 3.361, which is significant beyond 0.002 level. Pre intervention is higher than post intervention mean showing Self Esteem of the participants have not improved significantly subsequent to the intervention. Hence we reject the alternative hypothesis that intervention will improve the Self Esteem of the participants.

CHAPTER 5

SUMMARY AND CONCLUSION

SUMMARY AND CONCLUSION

The present study was undertaken mainly to identify a set of different intervention to improve significant the level of achievement motivation, subjective well-being, self efficacy, academic achievement, and self esteem of Dalit girl students. For this purpose, adolescent girl students from rural background, from SC and ST families and hailing from poor Socioeconomic background were selected. They were assessed on achievement motivation, subjective well-being, self efficacy, academic achievement, and self esteem before and after intervention.

Interventions like effective time management, communication skill, career opportunities, leadership training, team building, goal setting, interpersonal skills, adolescent psychosocial issues, physiological development during adolescent, importance of nutrition during adolescence, dental hygiene, personal hygiene, public speaking, reading habit ,memory skills, study habits, how to face exam, Yoga and training, women empowerment, group dynamics, life Skill, self Esteem, English training, civic Sense, assertive training, and self defence technique for a period of 10 months.

Obtained results show that:

- On achievement motivation the participants show significant improvement

- On subjective well-being the participants show significant improvement

- On self efficacy the participants show significant improvement

- On Academic achievement the participants show significant improvement

- On self esteem the participants do not show any significant improvement

Overall it can be **concluded** that the duration if the intervention as well as the different types of intervention helped the participants to improve their level of achievement motivation, subjective well-being, self efficacy, academic achievement. But not adequate enough to increase esteem level of the participants it may be because of social structure, economic condition, as girls are in adolescent age so their focus is on apperence, school medium etc.

Limitations of the present research:

- Not involved parents of the participants for their overall development

- The impact of the school environment and teacher attitude towards the students was not taken into consideration

- Training was provided only in group, probably working one on one with the participants might have brought about greater change

- The study can be compared more scientifically if the reseach included the control group of participants

Suggestions for future Research:

Further research could be done in this area by taking very small sample like experimental group and control group and would be to work one on one with their parents and teachers involvement, which is likely to be much more effective in bringing about a significant change

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APPENDICES

ಸಮ್ಮತಿ ನಮೂನೆ (Consent Form)

"ದಲಿತ ವಿದ್ಯಾರ್ಥಿನಿಯರಲ್ಲಿ ಸಾಧನಾ ಪ್ರೇರಣೆ, ಆತ್ಮಶಕ್ತಿ, ಶೈಕ್ಷಣಿಕ ಸಾಧನೆ.. ವ್ಯಕ್ತಿ ನಿಷ್ಠೆ ಕ್ಷೇಮ ಮತ್ತು ಆತ್ಮ ಪ್ರತಿಷ್ಠೆ" ಎಂಬ ಹೆಸರಿನ ಈ ಸಂಶೋಧನೆಯನ್ನು ಶ್ರೀ ಧ. ಮಂ. ಕಾಲೇಜು, ಉಜಿರೆ ನಡೆಯಲಾಗುತ್ತಿದೆ. ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಭಾಗವಹಿಸುವುದು ನಿಮ್ಮ ಶೈಕ್ಷಣಿಕ ಸಾಧನೆ ಮತ್ತು ವ್ಯಕ್ತಿ ನಿಷ್ಠೆ ಕ್ಷೇಮವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳುವಲ್ಲಿ ಸಹಾಯಕವಾಗಬಹುದು. ನಿಮ್ಮ ಗುರುತು ಮತ್ತು ಉತ್ತರಗಳನ್ನು ಯಾರಿಗೂ ಬಹಿರಂಗಪಡಿಸಲಾಗುವುದಿಲ್ಲ ಅವುಗಳನ್ನು ಗೋಪ್ಯವಾಗಿಡಲಾಗುತ್ತದೆ. ನೀವು ಈ ಸಂಶೋಧನೆಯಿಂದ ಯಾವುದೇ ಸಂದರ್ಭದಲ್ಲಿ ವಿಮುಖರಾಗಬಹುದು.

ಸಂಶೋಧಕರ ಸಹಿ

ವಂದನಾ ಜೈನ್

ಉಪನ್ಯಾಸಕರು, ಮನಃಶಾಸ್ತ್ರ ವಿಭಾಗ

ಶ್ರೀ ಧ. ಮಂ. ಕಾಲೇಜು, ಉಜಿರೆ

ಈ ಸಂಶೋಧನೆಯ ಸ್ವರೂಪ ಮತ್ತು ಶರತ್ತುಗಳನ್ನು ನನಗೆ ವಿವರಿಸಲಾಗಿದೆ. ನಾನು ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಭಾಗವಹಿಸಲು ಇಚ್ಛಿಸುತ್ತೇನೆ.

ಸಂಶೋಧನೆಯಲ್ಲಿ ಭಾಗವಹಿಸಿದವರ ಸಹಿ

ದಿನಾಂಕ:

ಸ್ಥಳ:

ದೂರವಾಣಿ ಸಂಖ್ಯೆ:

DEMOGRAPHIC DATA SHEET

1. Name:

2. Age:

3. Sex:

4. Place:

5. Date of Birth:

6. Education:

7. School:

8. How many years in hostel:

9. Type of family: a) Joint family b) Nuclear family

10. Father's education:

11. Mother's education:

12. Father's occupation:

13. Mother's occupation:

14. No. of members in the family:

15. No. of siblings: a) Elder Brother(s):   b) Elder Sister(s):

                c) Younger Brother(s):   d) Younger Sister(s):

16. Parents habits: Smoking: a) Yes b) No

                Alcohol: a) Yes b) No

                Gutka: a) Yes b) No

17. Hobbies:

18. Interests:

Deo-Mohan Achievement Motivation (n-Ach) Scale

Name:

1. ನಾನು ಕೆಲವು ದಿನಗಳವರೆಗೆ ತರಗತಿಗಳಿಗೆ ಗೈರು ಹಾಜರಾಗಬೇಕಾಗಿ ಬಂದರೆ ನಾನು ಅತ್ಯಂತ ಖುಷಿಯಾಗಿರುತ್ತೇನೆ
   a. ಯಾವಾಗಲೂ   b. ಆಗಾಗ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

2. ನಾನು ತರಗತಿಯಲ್ಲಿನ ಕಾರ್ಯಗಳಿಗೆ ಸಂಪೂರ್ಣ ಗಮನ ಹರಿಸುತ್ತೇನೆ
   a. ಯಾವಾಗಲೂ   b. ಆಗಾಗ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

3. ನಾನು ತರಗತಿಗೆ ತಡವಾಗಿ ಹೊದರೆ ನಾನು ಅದರ ಬಗ್ಗೆಯೇ ಹೆಚ್ಚು ಗಮನ ಕೊಡುತ್ತೇನೆ
   a. ಯಾವಾಗಲೂ   b. ಆಗಾಗ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

4. ಜ್ಞಾನದ ಅಪರಿಚಿತ ವಲಯಗಳನ್ನು ಕಂಡು ಹಿಡಿಯಲು ನಾನು ತುಂಬಾ ಓದುವುದನ್ನು ಇಷ್ಟಪಡುತ್ತೇನೆ.
   a. ಯಾವಾಗಲೂ   b. ಆಗಾಗ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

5. ಪಠ್ಯ ಪುಸ್ತಕಗಳನ್ನು ಗಣಿಸದೆ, ನನ್ನದೇ ವೈಯಕ್ತಿಕ ಗ್ರಂಥಾಲಯವನ್ನು ಹೊಂದಲು ನಾನು ಇಷ್ಟಪಡುತ್ತೇನೆ.
   a. ಯಾವಾಗಲೂ   b. ಆಗಾಗ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

6. ನನಗೆ ನಾನೇ ಗುರಿಗಳನ್ನಿಟ್ಟುಕೊಮಡು ಅವುಗಳನ್ನು ಸಾಧಿಸಲು ನಾನು ತುಂಬಾ ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ.
   a. ಯಾವಾಗಲೂ   b. ಆಗಾಗ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

7. ನಾನು ನನಗಿಷ್ಟದ ಕ್ಷೇತ್ರದಲ್ಲಿ ವಿಶೇಷ ಪರಿಣತಿ ಸಾಧಿಸಬೇಕೆಂದು ಮತ್ತು ಉನ್ನತ ಸ್ಥಾನಕ್ಕೇರಬೇಕೆಂದು ಬಯಸುತ್ತೇನೆ.
   a. ಯಾವಾಗಲೂ   b. ಆಗಾಗ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

8. ಹೊಸ ವಸ್ತುಗಳನ್ನು ಸೃಷ್ಟಿಸಿ ಪ್ರಯೋಗಗಳನ್ನು ಮಾಡಿ ಜನರನ್ನು ಚಕಿತಗೊಳಿಸುವುದನ್ನು ನಾನು ಇಷ್ಟಪಡುತ್ತೇನೆ

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

9. ನಾನು ಯಾವ ಕಾರ್ಯವನ್ನು ಕೈಗೆತ್ತಿಕೊಂಡರೂ ಅದರಲ್ಲಿ ವಿಜಯಿಯಾಗಬೇಕೆಂದು ಗಂಟೆಗಳ ಕಾಲ ಪರಿಶ್ರಮದಿಂದ ಕೆಲಸ ಮಾಡುತ್ತೇನೆ.

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

10. ಇತರೆ ಜನರು ಪರಿಹರಿಸಲಾಗದೆ ಸೋತಿರುವಂತಹ ಸಮಸ್ಯೆ, ಒಗಟುಗಳಿಗೆ ಪರಿಹಾರ ಕಂಡುಹಿಡಿಯಬೇಕೆನ್ನುವ ಪ್ರವೃತ್ತಿ ನನಗಿದೆ.

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

11. ಎಲ್ಲಾ ಶೈಕ್ಷಣಿಕ ಸ್ಪರ್ಧೆಗಳಲ್ಲೂ ಅತ್ಯುತ್ತಮ ಫಲಿತಾಂಶ ಪಡೆಯಬೇಕೆಂದು ನಾನು ಬಯಸುತ್ತೇನೆ

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

12. ಒಂದು ಕೆಲಸವನ್ನು ಅರ್ಧ ಮಾಡಿ ಬಿಟ್ಟು ಹೊಸದೊಂದನ್ನು ಪ್ರಯತ್ನಿಸಲು ನಾನು ಸಿದ್ಧ

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

13. ಪರೀಕ್ಷೆಯಲ್ಲಿ ಒಂದೆರಡು ಪ್ರಶ್ನೆಗಳು ಪಠ್ಯಕ್ರಮದ ಹೊರತಾಗಿದ್ದರೆ ನಾನು ಧೈರ್ಯಗೆಡುತ್ತೇನೆ

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

14. ಮುಂದಿನ ವಾರವಿರುವ ಪರೀಕ್ಷೆಗೆ ಸಿದ್ಧತೆ ಮಾಡಿಕೊಳ್ಳುವುದಕ್ಕಿಂತ ಔತನಕೂಟವೊಂದಕ್ಕೆ ಹೋಗುವುದನ್ನು ನಾನು ಇಷ್ಟಪಡುತ್ತೇನೆ

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

15. ಕಡಿಮೆ ಅಂಶಗಳನ್ನು ಪಡೆದುಕೊಂಡಾಗ ನಾನು ತುಂಬಾ ನಿರಾಶೆಗೊಳ್ಳುತ್ತೇನೆ ಮತ್ತು ಮುಂದಿನ ಪರೀಕ್ಷೆಯಲ್ಲಿ ಚೆನ್ನಾಗಿ ಬರೆಯಲು ತುಂಬಾ ಪರಿಶ್ರಮ ಪಡಬೇಕೆಮದು ನಿರ್ಧರಿಸುತ್ತೇನೆ

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

16. ನನ್ನ ಪಾಠಗಳು ಅರ್ಥಪೂರ್ಣವಾಗಿಯೂ ಆಸಕ್ತಿಕರವಾಗಿಯೂ ಇವೆ ಎಂದು ನನಗನಿಸುತ್ತದೆ.

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

17. ಅಧ್ಯಯನ ಮಾಡುವಾಗ ನನ್ನ ಮನಸ್ಸು ಪಾಠದಿಂದ ಹೊರಗೆ ವಿಹರಿಸಿ ನಾನು ಕಲ್ಪನೆಗಳನ್ನು ಕಳೆದುಹೋಗುತ್ತೇನೆ.

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

18. ತರಗತಿಗಳಿಗೆ ಹಾಜರಾಗುವುದಕ್ಕಿಂತ ಕ್ಯಾಂಟೀನಿನಲ್ಲಿ ಕುಳಿತು ಗಾಳಿಸದ್ದಿ ಹಬ್ಬಿಸುವುದು ಉತ್ತಮವೆಂದು ನನಗನಿಸುತ್ತದೆ.

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

19. ಅಧ್ಯಾಪಕರು ಪಾಠ ಮಾಡುತ್ತಿರುವಾಗ ತರಗತಿಯಲ್ಲಿ ಕಥೆ–ಕಾದಂಬರಿಗಳನ್ನು ಓದಲು ಅಥವಾ ವ್ಯಂಗ್ಯಚಿತ್ರ ಬರೆಯಲು ನನಗಿಷ್ಟ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

20. ಶಾಲೆ/ಕಾಲೇಜು ನನ್ನನ್ನು ಪದೇ ಪದೇ ಕಾಡುತ್ತದೆ. ನನಗೆ ಸಿಕ್ಕುವ ಮೊದಲೇ ಅವಕಾಶದಲ್ಲಿಯೇ ನಾನಿದನ್ನು ಬಿಟ್ಟುಹೋಗಲು ಬಯಸುತ್ತೇನೆ.

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

21. ಕೆಲವೊಂದು ಉಪನ್ಯಾಸಗಳಿಗೆ ಶಾಲೆ/ಕಾಲೇಜಿನಲ್ಲಿ ತುಂಬಾ ಹೊತ್ತಾದ ನಂತರವು ಇರಬೇಕೆಂದರೆ ಅದು ನನ್ನನ್ನು ಸಿಟ್ಟಿಗೇಳಿಸುತ್ತದೆ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

22. ಕಾಲೇಜು/ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಹೋಗಲು ನಾನು ಇಷ್ಟಪಡುತ್ತೇನೆ. ಏಕೆಂದರೆ ಅಲ್ಲಿ ಜೀವನದಲ್ಲಿ ಮೋಜುಮಾಡಲು ಧಾರಾಳ ಅವಕಾಶಗಳು ಸಿಗುತ್ತವೆ.

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

23. ಅಧ್ಯಯನ, ಕ್ರೀಡೆ ಮತ್ತು ಇತರ ಚಟುವಟಿಕೆಗಳು ಒಟ್ಟಿಗೆ ಸಾಗಬಹುದೆಂದ ನನಗನಿಸುತ್ತದೆ.

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

24. ನನ್ನ ಪ್ರಸ್ತುತ ವ್ಯಾಸಂಗ ನನ್ನ ಮುಂದಿನ ಜೀವನವನ್ನು ಯಶಸ್ವಿಯನ್ನಾಗಿ ಮಾಡುತ್ತದೆಂದು ನಾನು ಒಪ್ಪಿಕೊಳ್ಳುತ್ತೇನೆ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

25. ನನ್ನ ಆಯ್ಕೆಯ ಕ್ಷೇತ್ರದಲ್ಲಿ ನನಗೆ ಸ್ಪರ್ಧಿಸಲು ಅವಕಾಶ ಸಿಗದಿದ್ದರೆ ನಾನು ತುಂಬಾ ಹತಾಶಭಾವಕ್ಕೊಳಗಾಗುತ್ತೇನೆ.

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

26. ನಾನು ತರಗತಿಯಲ್ಲಿ ನಿಯಮಿತವಾಗಿ ಟಿಪ್ಪಣಿಗಳನ್ನು ಬರೆದುಕೊಳ್ಳುತ್ತೇನೆ. ಮತ್ತು ನನಗೆ ಕೊಟ್ಟಿರುವ ಕಾರ್ಯಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುತ್ತೇನೆ.

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

27. ನಾನು ಪ್ರತಿ ವಿಷಯದ ಪ್ರತಿ ಪರೀಕ್ಷೆಯಲ್ಲಿಯೂ ಉತ್ತಮ ಅಂಶಗಳನ್ನು ಪಡೆಯಲು ಪ್ರಯತ್ನಿಸಬೇಕೆಂದು ವರ್ಷವಿಡೀ ಗಮನವಿಟ್ಟು ಓದಲು ಯೋಜನೆ ಹಾಕಿಕೊಳ್ಳುತ್ತೇನೆ

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

28. ಮೊದಲು ಕೆಲಸ ನಂತರ ಆಟ ಎಂಬುದರಲ್ಲಿ ನನಗೆ ನಂಬಿಕೆಯಿದೆ

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

29. ಮರುದಿನದ ತರಗತಿಯಲ್ಲಿನ ಕಾರ್ಯಗಳಿಗೆ ಮನೆಯಲ್ಲಿ ನಾನು ಬಹಳಷ್ಟು ಸಿದ್ಧತೆ ಮಾಡಿಕೊಳ್ಳುತ್ತೇನೆ.

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

30. ನಾನು ಪುಸ್ತಕಗಳಲ್ಲಿನ ಕೋಷ್ಟಕ ಮತ್ತು ನಕ್ಷೆಗಳನ್ನು ಮುಂದೆ ಓದಿದರಾಯಿತೆಂದು ಮುಂದೂಡದೆ ಅವುಗಳ ಪ್ರತಿ ಮಾಹಿತಿಯ ಬಗೆಗೂ ಪ್ರಶ್ನಿಸಲು ಇಷ್ಟಪಡುತ್ತೇನೆ.

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

31. ನನ್ನ ಅಧ್ಯಾಪಕರು ಅವರ ಕಾರ್ಯದಲ್ಲಿ ಸಮರ್ಥರೆಂದು ನನಗನಿಸುತ್ತದೆ.

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

32. ತರಗತಿಯಲ್ಲಿ ದಾಂಧಲೆ ಸೃಷ್ಟಿಸಿ ಉಪಾಧ್ಯಾಯರನ್ನು ಸಿಟ್ಟಿಗೇಳಿಸುವುದನ್ನು ನಾನು ಇಷ್ಟಪಡುತ್ತೇನೆ.

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

33. ನಾನು ನನ್ನ ಅಧ್ಯಾಪಕರನ್ನು ನನ್ನ ಕೆಲಸದಿಂದ ಮೆಚ್ಚಿಸಲು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ ಹೊರತು ಮುಖಸ್ತುತಿ ಮಾಡುವುದರಿಂದಲ್ಲ

    a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

34. ನನ್ನ ಸ್ನೇಹಿತರು ನನ್ನನ್ನು ದಡ್ಡನೆಂದೂ, ಮೈಗಳ್ಳನೆಂದೂ ಯೋಚಿಸುತ್ತಾರೆ

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

35. ನನ್ನ ಅಧ್ಯಾಪಕರು ನನ್ನನ್ನು ಒಬ್ಬ ಪ್ರಾಮಾಣಿಕ ಮತ್ತು ಪರಿಶ್ರಮ ಪಡುವ ವಿದ್ಯಾರ್ಥಿ ಎಂದು ಯೋಚಿಸುತ್ತಾರೆಂಬುದು ಸತ್ಯ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

36. ಇತರರು (ಪೋಷಕರು, ಅಧ್ಯಾಪಕರು ಮತ್ತು ಗೆಳೆಯರು) ನನ್ನನ್ನು ಟೀಕಿಸಿದರೆ ನಾನು ನೊಂದುಕೊಳ್ಳುತ್ತೇನೆ ಮತ್ತು ನನ್ನ ದೌರ್ಬಲ್ಯಗಳನ್ನು ತಿದ್ದಿಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

37. ನನ್ನ ಪೋಷಕರು ಜೀವನವನ್ನು ತುಂಬಾ ಹಗುರವಾಗಿ ತೆಗೆದುಕೊಳ್ಳಬೇಕೆಂದು ಅಧ್ಯಯನ ಅಥವಾ ಮುಮದಿನ ಜೀವನದ ಬಗ್ಗೆ ಹೆಚ್ಚು ಯೋಚಿಸಬಾರದೆಂದು ಉಪದೇಶಿಸುತ್ತಾರೆ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

38. ಎಷ್ಟೇ ಟೀಕೆಗಳನ್ನೆದುರಿಸದರೂ ಸಹ ನನ್ನ ಧ್ಯೇಯಗಳನ್ನು ನಾನು ಮುಂದುವರೆಸಿಕೊಂಡು ಹೋಗಲು ಇಚ್ಛಿಸುತ್ತೇನೆ.

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

39. ಜೀವನ ಒಂದು ಸವಾಲು ಎಂದು ಯೋಚಿಸುತ್ತೇನೆ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

40. ಗುಂಪಿನ/ ತರಗತಿಯ/ ಸಂಘದ ಚಟುವಟಿಕೆಗಳನ್ನು ಸಂಘಟಿಸುವುದರಲ್ಲಿ ನನಗೆ ಆಸಕ್ತಿ ಇದೆ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

41. ನನ್ನ ಆಯ್ಕೆಯ ಕ್ಷೇತ್ರದಲ್ಲಿ ಅತ್ಯುನ್ನತ ಸ್ಥಾನದಲ್ಲಿರುವ ವ್ಯಕ್ತಿಯೊಡನೆ ಸಂಯೋಜಿಸಲು ನಾನು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

42. ನನ್ನ ಬಿಡುವಿನ ಸಮಯದಲ್ಲಿ ಕೆಲವು ಸಾಹಸಗಳಿರಬೇಕೆಂದು ನಾನು ಬಯಸುತ್ತೇನೆ

     a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

43. ಶಸ್ತ್ರ ಚಿಕಿತ್ಸೆ ಮಾಡುತ್ತಿರುವುದನ್ನು ನೋಡಲು ನಾನು ಇಷ್ಟಪಡುತ್ತೇನೆ

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

44. ನಾಟಕಗಳಲ್ಲಿ ಸ್ಪರ್ಧಿಸುವುದು ನನಗಿಷ್ಟ

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

45. ನೃತ್ಯ–ಸಂಗೀತಗಳು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉತ್ತಮ ಹವ್ಯಾಸಗಳೆಮದು ನನಗನಿಸುತ್ತದೆ

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

46. ಆಟ/ ಕ್ರೀಡೆಗಳಲ್ಲಿ ಚಾಂಪಿಯನ್ ಆಗಬೇಕೆಂದು ನನಗೆ ಬಲವಾದ ಆಸೆ ಇದೆ.

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

47. ನನ್ನ ತಂಡವನ್ನು ಇತರ ರಾಜ್ಯ, ದೇಶಗಳಲ್ಲಿ ಪ್ರತಿನಿಧಿಸಲು ನಾನು ನನ್ನ ಶಾಲೆ/ಕಾಲೇಜಿನ ಕ್ರೀಡ ತಂಡಕ್ಕೆ ಸೇರಲು ಪ್ರಯತ್ನಿಸಿದ್ದೇನೆ.

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

48. ಕ್ರೀಡೆಯ ಮುಂದಾಳತ್ವ, ನಾಯಕತ್ವ ಮತ್ತು ಶಿಸ್ತುಗಳನ್ನು ಬೆಳೆಸುತ್ತದೆಂದು ನಾನು ನಂಬುತ್ತೇನೆ.

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

49. ಬೆಟ್ಟ ಹತ್ತುವುದು, ಮತ್ತು ಪರ್ವತಾರೋಹಣ ಮಾಡುವುದು ನಾನು ತೆಗೆದುಕೊಳ್ಳಲು ಇಚ್ಛಿಸುವ ಸ್ವಾಗತಾರ್ಹ ಸವಾಲುಗಳು

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

50. ನಾನು ರಜಾದಿನದಲ್ಲಿ ಜಾಸ್ತಿ ಏನೂ ಕೆಲಸವಿಲ್ಲದೆ ಮನೆಯಲ್ಲಿ ಕುಳಿತಿರುವಗುದಕ್ಕಿಂತ ಸೈಕಲು ಹೊಡೆಯುವುದು, ಈಜುವುದು, ದೋಣಿ ನಡೆಸುವುದನ್ನು ಇಷ್ಟಪಡುತ್ತೇನೆ.

a. ಯಾವಾಗಲೂ   b. ಆಗಾಗೆ   c. ಕೆಲವೊಮ್ಮೆ   d. ಅಪರೂಪಕ್ಕೆ   e. ಯಾವಾಗಲೂ ಇಲ್ಲ

Self Esteem Scale

ಸೂಚನೆಗಳು

ನಿಮ್ಮ ಕುರಿತು ನಿಮಗಿರುವ ಸಾಮಾನ್ಯ ಭಾವನೆಗಳನ್ನು ಕುರಿತಾಗಿರುವ ಹೇಳಿಕೆಗಳ ಒಂದು ಪಟ್ಟಿಯನ್ನು ಕೆಳಗೆ ನೀಡಲಾಗಿದೆ. ನೀವು ಅದನ್ನು ಬಲವಾಗಿ ಒಪ್ಪುವುದಾದರೆ ಬಿ. ಒ. ಸುತ್ತ ವೃತ್ತ ಎಳೆಯಿರಿ, ಬರೀ ಒಪ್ಪುವುದಾದರೆ 'ಒ' ಸುತ್ತ ವೃತ್ತ ಎಳೆಯಿರಿ, ಬರೀ ನಿರಾಕರಿಸುವಿದಾದರೆ 'ನಿ'ಯ ಸುತ್ತ ವೃತ್ತ ಎಳೆಯಿರಿ, ಬಲವಾಗಿ ನಿರಾಕರಿಸುವುದಾದರೆ 'ಬ.ನಿ.'ಯ ಸುತ್ತ ವೃತ್ತ ಎಳೆಯಿರಿ.

ಪ್ರಶ್ನೆ ಸಂಖ್ಯೆ	ಹೇಳಿಕೆ	ಉತ್ತರಗಳು
1.	ಒಟ್ಟಾರೆಯಾಗಿ ನನ್ನ ಬಗ್ಗೆ ನನಗೆ ತೃಪ್ತಿಯಿದೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
2.	ಕೆಲವೊಮ್ಮೆ ನಾನು ಯಾವುದಕ್ಕೂ ಸಲ್ಲದವನು ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
3.	ನನ್ನಲ್ಲಿ ಬೇಕಾದಷ್ಟು ಒಳ್ಳೆಯ ಗುಣಗಳಿವೆ ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
4.	ಇತರರಷ್ಟೇ ಸಮರ್ಥವಾಗಿ ನಾನು ಎಲ್ಲಾ ಕಾರ್ಯಗಳನ್ನು ಮಾಡಬಲ್ಲೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
5.	ಅಭಿಮಾನ ಪಟ್ಟುಕೊಳ್ಳಲು ನನ್ನಲ್ಲಿ ಹೆಚ್ಚೇನೂ ಇಲ್ಲ ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
6.	ಕೆಲವೊಮ್ಮೆ ನಾನು ಖಂಡಿತವಾಗಿಯೂ ನಿಷ್ಪ್ರಯೋಜಕನೆಂದು ಅನಿಸುತ್ತದೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
7.	ಕನಿಷ್ಟ ಪಕ್ಷ ಇತರರೊಂದಿಗೆ ಸಮಾನವಾಗಿ ನೋಡಿದಾಗಲಾದರೂ ನಾನು ಯೋಗ್ಯ ವ್ಯಕ್ತಿಯೆಂದು ನನಗೆ ಅನಿಸುತ್ತದೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
8.	ನನಗೆ ನನ್ನ ಬಗ್ಗೆ ಇನ್ನೂ ಹೆಚ್ಚು ಗೌರವವಿರಬೇಕಿತ್ತು ಎಂದು ನಾನು ಆಶಿಸುತ್ತೇನೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
9.	ಒಟ್ಟಾರೆಯಾಗಿ ನಾನೊಂದು ವೈಫಲ್ಯವೆಂದೇ ನನ್ನ ಅನಿಸಿಕೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ
10.	ನಾನು ನನ್ನ ಬಗ್ಗೆ ಧನಾತ್ಮಕ ಮನೋಭಾವ ಹೊಂದಿದ್ದೇನೆ	ಬ. ಒ.–ಒ–ನಿ–ಬ.ನಿ

Self Efficacy Scale

ಸೂಚನೆಗಳು:

ಈ ಪ್ರಶ್ನಾವಳಿ ನಿಮ್ಮ ಮನೋಭಾವ ಮತ್ತು ವಿಶೇಷ ಗುಣಗಳ ಕುರಿತಾಗಿರುವ ಹೇಳಿಕೆಗಳ ಸರಪಳಿಯಾಗಿದೆ. ಪ್ರತಿಯೊಂದು ಹೇಳಿಕೆಯೂ ನಾವು ಸಾಮಾನ್ಯವಾಗಿ ಹೊಂದಿರುವ ಒಂದು ನಂಬಿಕೆಯನ್ನು ಪ್ರತಿನಿಧಿಸುತ್ತದೆ. ಪ್ರತಿಯೊಂದು ಹೇಳಿಕೆಯನ್ನು ಓದಿ ಅದು ಎಷ್ಟರಮಟ್ಟಿಗೆ ನಿಮಗೆ ಸರಿಹೊಂದುತ್ತದೆ ಎಂಬುದನ್ನು ನಿರ್ಧರಿಸಿ. ಇಲ್ಲಿ ಯಾವುದೇ ಸರಿ ಅಥವಾ ತಪ್ಪು ಉತ್ತರವಿಲ್ಲ. ನೀವು ಪ್ರಾಯಶಃ ಕೆಲವು ಹೇಳಿಕೆಗಳನ್ನು ಒಪ್ಪಬಹುದು ಮತ್ತು ಉಳಿದವನ್ನು ಒಪ್ಪದಿರಬಹುದು. ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಪ್ರತಿಯೊಂದು ಹೇಳಿಕೆಗಳ ಮುಂದೆ ನೀಡಿರುವ ಖಾಲಿ ಜಾಗದಲ್ಲಿ ನಿಮ್ಮ ಮನೋಭಾವ ಅಥವಾ ಭಾವನೆಯನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ಚಿತ್ರಿಸುವ ಅಕ್ಷರವನ್ನು ಬರೆಯುವುದರ ಮೂಲಕ ಆ ಹೇಳಿಕೆಯ ಕುರಿತಾದ ನಿಮ್ಮ ವೈಯಕ್ತಿಕ ಭಾವನೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಿ. ದಯವಿಟ್ಟು ಸಂಪೂರ್ಣ ಪ್ರಾಮಾಣಿಕತೆಯಿಂದ ನಿಮ್ಮ ಉತ್ತರಗಳನ್ನು ನೀಡಿ. ಉತ್ತರಗಳನ್ನು ನೀಡುವ ಸಂದರ್ಭದಲ್ಲಿ ನೀವು ನಿಜವಾಗಿ ಹೇಗಿದ್ದೀರಿ ಎಂಬುದನ್ನು ನೀವು ಚಿತ್ರಿಸಬೇಕೇ ಹೊರತು ನೀವು ಹೇಗೆ ಇರಲು ಬಯಸುತ್ತೀರಿ ಎಂಬುದನ್ನಲ್ಲ.

ಒಂದು ಹೇಳಿಕೆಯನ್ನು ನೀವು ಬಲವಾಗಿ ವಿರೋಧಿಸುತ್ತೀರಾದರೆ ಅದರ ಎದುರ A ಎಂದು ಬರೆಯಿರಿ

ಒಂದು ಹೇಳಿಕೆಯನ್ನು ನೀವು ಸೌಮ್ಯವಾಗಿ ವಿರೋಧಿಸುತ್ತೀರಾದರೆ ಅದರ ಎದುರು B ಎಂದು ಬರೆಯಿರಿ

ಒಂದು ಹೇಳಿಕೆಯನ್ನು ನೀವು ಒಪ್ಪುವುದೂ ಇಲ್ಲ, ವಿರೋಧಿಸುವುದೂ ಇಲ್ಲ ಎಂದಾದರೆ ಅದರ ಎದುರು C ಎಂದು ಬರೆಯಿರಿ

ಒಂದು ಹೇಳಿಕೆಯನ್ನು ನೀವು ಸೌಮ್ಯವಾಗಿ ಒಪ್ಪುತ್ತೀರಾದರೆ ಅದರ ಎದುರು D ಎಂದು ಬರೆಯಿರಿ

ಒಂದು ಹೇಳಿಕೆಯನ್ನು ನೀವು ಬಲವಾಗಿ ಒಪ್ಪುತ್ತೀರಾದರೆ ಅದರ ಎದುರು E ಎಂದು ಬರೆಯಿರಿ

1. ನಾನು ಹಿತ್ತಲ ಗಿಡಗಳನ್ನು ಬೆಳೆಸಲು ಇಷ್ಟಪಡುತ್ತೇನೆ _____
2. ನಾನು ಯೋಜನೆಗಳನ್ನು ಮಾಡುವಾಗ ನಾನು ಅವುಗಳನ್ನು ಕಾರ್ಯಗತಗೊಳಿಸಬಲ್ಲೆ ಎಂಬ ವಿಶ್ವಾಸ ನನಗೆ ಇರುತ್ತದೆ _____
3. ನನ್ನ ಒಂದು ತೊಂದರೆಯೇನೆಂದರೆ ನಾನು ಯಾವಾಗ ಕೆಲಸಕ್ಕೆ ಇಳಿಯಬೇಕೋ ಆಗ ಕೆಲಸಕ್ಕೆ ಇಳಿಯಲು ನನ್ನಿಂದ ಆಗುವುದಿಲ್ಲ _____

4. ಪ್ರಥಮ ಯತ್ನದಲ್ಲಿ ನನ್ನಿಂದ ಒಂದು ಕೆಲಸ ಆಗದಿದ್ದರೆ ನನ್ನಿಂದ ಆ ಕೆಲಸ ಆಗುವ ತನಕ ನಾನು ಪ್ರಯತ್ನಿಸುತ್ತಲೇ ಇರುತ್ತೇನೆ _____

5. ಒಬ್ಬನ ವ್ಯಕ್ತಿತ್ವವನ್ನು ನಿರ್ಧರಿಸುವುದರಲ್ಲಿ ಅನುವಂಶಿಕತೆ ಪ್ರಮುಖವಾದ ಪಾತ್ರವನ್ನು ವಹಿಸುತ್ತದೆ _____

6. ಹೊಸ ಗೆಳೆಯರನ್ನು ಮಾಡುವುದು ನನಗೆ ಕಷ್ಟದ ಕೆಲಸ _____

7. ನಾನು ಸಾಧಿಸಬೇಕಾದ ಮುಖ್ಯ ಗುರಿಗಳನ್ನು ಸ್ವತಃ ನಾನೇ ನಿರ್ಧರಿಸಿಕೊಂಡಾಗ ನಾನು ಅವನ್ನು ಸಾಧಿಸುವುದು ಅಪರೂಪ _____

8. ನಾನು ಕೆಲವು ಕಾರ್ಯಗಳನ್ನು ಸಂಪೂರ್ಣಗೊಳಿಸುವ ಮುಂಚೆಯೇ ಅವನ್ನು ಬಿಟ್ಟು ಬಿಡುತ್ತೇನೆ _____

9. ನಾನು ಅಡಿಗೆ ಮಾಡಲು ಇಷ್ಟಪಡುತ್ತೇನೆ _____

10. ನಾನು ಭೇಟಿಯಾಗಲು ಉದ್ದೇಶಿಸಿರುವ ಯಾರನ್ನಾದರೂ ನಾನು ಕಂಡರೆ, ಅವರು ನನ್ನ ಬಳಿ ಬರುವುದನ್ನು ಕಾಯದೆ ನಾನೇ ಆ ವ್ಯಕ್ತಿಯ ಬಳಿ ಹೋಗುತ್ತೇನೆ _____

11. ನಾನು ಕಷ್ಟಗಳನ್ನು ಎದುರಿಸುವುದನ್ನು ತಪ್ಪಿಸಿಕೊಳ್ಳುತ್ತೇನೆ _____

12. ಏನಾದರೂ ಒಂದು ವಿಷಯ ತೀರಾ ಕ್ಲಿಷ್ಟಕರವೆಂದು ತೋರಿದರೆ ನಾನು ಅದರತ್ತ ತಲೆ ಕೂಡಾ ಹಾಕುವುದಿಲ್ಲ _____

13. ಪ್ರತಿಯೊಬ್ಬರಲ್ಲೂ ಏನಾದರೂ ಒಂದು ಒಳ್ಳೆಯದು ಇದ್ದೇ ಇರುತ್ತದೆ _____

14. ಆಸಕ್ತಿ ಹುಟ್ಟಿಸುವ ವ್ಯಕ್ತಿಯೊಬ್ಬನನ್ನು ನಾನು ಭೇಟಿಯಾಗಿ ಅವನ ಸ್ನೇಹಿತನಾಗುವುದು ಕಷ್ಟವೆಂದು ಅರಿತರೆ ನಾನು ತಕ್ಷಣ ಆ ವ್ಯಕ್ತಿಯ ಸ್ನೇಹಿತನಾಗುವ ಪ್ರಯತ್ನವನ್ನು ಕೈ ಬಿಡುತ್ತೇನೆ _____

15. ಅಪ್ರಿಯವಾದ ಏನಾದರೂ ಒಂದು ಕೆಲಸವನ್ನು ನಾನು ಮಾಡಬೇಕಾದರೆ ನಾನು ಅದನ್ನು ಮುಗಿಸುವ ತನಕ ಅದರೊಂದಿಗೆ(ಆ ಕೆಲಸದೊಂದಿಗೆ) ಇರುತ್ತೇನೆ _____

16. ನಾನು ಒಂದು ಕೆಲಸವನ್ನು ಮಾಡಬೇಕೆಂದು ನಿರ್ಧರಿಸಿದರೆ ತಕ್ಷಣ ಅದರತ್ತ ಗಮನ ಹರಿಸುತ್ತೇನೆ _____

17. ನಾನು ವಿಜ್ಞಾನವನ್ನು ಇಷ್ಟಪಡುತ್ತೇನೆ _____

18. ನಾನು ಹೊಸತು ಏನಾದರೂ ಕಲಿಯಲು ಪ್ರಯತ್ನಿಸುವಾಗ ಮೊದಲ ಯತ್ನದಲ್ಲಿ ಅದರಲ್ಲಿ ಯಶಸ್ವಿಯಾಗದಿದ್ದರೆ, ನಾನು ಅದನ್ನು ಕೂಡಲೇ ಬಿಟ್ಟುಬಿಡುತ್ತೇನೆ _____

19. ನಾನು ಸ್ನೇಹ ಸಂಪಾದಿಸಲು ಯತ್ನಿಸುತ್ತಿರುವ ವ್ಯಕ್ತಿ ಮೊದಲಿಗೆ ನನ್ನತ್ತ ಆಸಕ್ತಿ ತೋರದಿದ್ದರೂ ನನ್ನ ಪ್ರಯತ್ನವನ್ನು ನಾನು ಅಷ್ಟು ಸುಲಭಕ್ಕೆ ಬಿಟ್ಟು ಬಿಡುವುದಿಲ್ಲ _____

20. ಅನಿರೀಕ್ಷಿತವಾದ ತೊಂದರೆಗಳು ಎದುರಾದಾಗ ನಾನು ಅದನ್ನು ಸಮರ್ಪಕವಾಗಿ ನಿಭಾಯಿಸುವುದಿಲ್ಲ _____

21. ನಾನೊಬ್ಬ ಕಲಾವಿದನಾಗಿದ್ದರೆ ನಾನು ಮಕ್ಕಳ ಚಿತ್ರ ಬಿಡಿಸುವುದನ್ನು ಇಷ್ಟಪಡುತ್ತಿದ್ದೆ _____

22. ಹೊಸ ವಿಷಯಗಳು ತೀರಾ ಕಷ್ಟವೆಂದು ನನಗೆ ಕಂಡುಬಂದರೆ ನಾನು ಅವುಗಳನ್ನು ಕಲಿಯುವುದನ್ನು ತಪ್ಪಿಸಿಕೊಳ್ಳುತ್ತೇನೆ _____

23. ವೈಫಲ್ಯ ನನ್ನನ್ನು ಇನ್ನೂ ಕಠಿಣವಾಗಿ ಪರಿಶ್ರಮಿಸುವಂತೆ ಮಾಡುತ್ತದೆಯಷ್ಟೆ _____

24. ಸಾಮಾಜಿಕ ಸಮಾರಂಭಗಳಲ್ಲಿ ನಾನು ನನ್ನನ್ನು ಉತ್ತಮವಾಗಿ ನಿಭಾಯಿಸಿಕೊಳ್ಳುವುದಿಲ್ಲ _____

25. ಕುದುರೆ ಸವಾರಿ ಮಾಡುವುದೆಂದರೆ ನನಗೆ ತುಂಬಾ ಇಷ್ಟ _____

26. ನನ್ನ ಕಾರ್ಯಕ್ಷಮತೆಯ ಕುರಿತು ನನಗೆ ಭರವಸೆಯಿಲ್ಲ _____

27. ನಾನೊಬ್ಬ ಸ್ವಾವಲಂಬಿ ವ್ಯಕ್ತಿ _____

28. ಸ್ನೇಹಿತರನ್ನು ಮಾಡಿಕೊಳ್ಳುವ ನನ್ನ ವೈಯಕ್ತಿಕ ಸಾಮರ್ಥ್ಯದ ಮೂಲಕ ನಾನು ನನ್ನ ಸ್ನೇಹಿತರನ್ನು ಪಡೆದಿದ್ದೇನೆ _____

29. ನಾನು ಸುಲಭದಲ್ಲಿ ಸೋಲನ್ನು ಒಪ್ಪಿಕೊಳ್ಳುತ್ತೇನೆ _____

30. ನನ್ನ ಬದುಕಿನಲ್ಲಿ ಎದುರಾಗುವ ಹೆಚ್ಚಿನ ತೊಂದರೆಗಳು ನಿಭಾಯಿಸುವಲ್ಲಿ ನಾನು ಸಮರ್ಥ ಎಂದು ಬರೆಯುವುದಿಲ್ಲ _____

Subjective Well-being Scale

ಸೂಚನೆಗಳು :

ಜನಗಳು ವಿಭಿನ್ನ ಅವರು ವಿವಿಧ ಸನ್ನಿವೇಶಗಳಲ್ಲಿ ವಾಸಿಸುತ್ತಾರೆ ಮತ್ತು ಜೀವನದ ಬಗ್ಗೆ ಹಾಗೂ ಸುತ್ತಲಿನ ಪ್ರಪಂಚದ ಬಗ್ಗೆ ಒಂದೇ ತರಹ ಅನಿಸಿಕೆಗಳನ್ನು ಹೊಂದಿರುವುದಿಲ್ಲ. ವ್ಯವಹಾರ ದೃಷ್ಟಿಕೋನದಿಂದ, ಬೇರೆ ಬೇರೆ ವ್ಯಕ್ತಿಗಳು ತಮ್ಮ ದಿನನಿತ್ಯದ ಖಾಳಜಿಗಳಾದ ಆರೋಗ್ಯ ಮತ್ತು ಕುಟುಂಬದ ಬಗ್ಗೆ ಅನಿಸಿಕೆಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದು ಮುಖ್ಯ. ಜನಗಳ ಜೀವನದ ಗುಣಮಟ್ಟದಲ್ಲಿ ಸುಧಾರಣೆ ತರಲು ಆ ರೀತಿಯ ಜ್ಞಾನವು ಅವಶ್ಯಕ.

ಈ ಪ್ರಶ್ನಾವಳಿಯು ಜೀವನದ ಕೆಲ ಅಂಶಗಳ ಬಗ್ಗೆ ಏನು ಭಾವಿಸುತ್ತೀರ ಎಂಬುದರ ವೇಲಿದೆ. ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ ಕೊಟ್ಟಿರುವ ಉತ್ತರ ವರ್ಗಗಳಲ್ಲಿ ಉತ್ಕೃಷ್ಟವಾಗಿ ಭಾವನೆಯನ್ನು ಪ್ರತಿನಿಧಿಸುವ ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆ ಒಂದಕ್ಕೆ ವೃತ್ತಹಾಕಿ ಉತ್ತರಿಸಬಹುದು.

ಉದಾಹರಣೆಗೆ : ವೊದಲ ಪ್ರಶ್ನೆಯಲ್ಲಿ ನಿಮ್ಮ ಜೀವನವು ಬಹಳ ಸ್ವಾರಸ್ಕರ ಎಂದೆನಿಸಿದಲ್ಲಿ ದಯವಿಟ್ಟು '1' ಉತ್ತರಕ್ಕೆ ವೃತ್ತ ಹಾಕಿ. ಕೆಲವೊಮ್ಮೆ ನಿಮ್ಮ ಭಾವನೆಗಳು ಕೊಟ್ಟಿರುವ ಉತ್ತರ ವರ್ಗದಿಂದ ಪ್ರತಿನಿಧಿಸಲ್ಪಟ್ಟಿಲ್ಲ ಎಂದೆನಿಸಬಹುದು. ಆ ರೀತಿಯ ಸಂದರ್ಭದಲ್ಲಿ ನೀವು ಯೋಚಿಸುವ ಅತಿ ಸನಿಹದ ಒಂದನ್ನು ಆರಿಸಿ.

1) ನಿಮ್ಮ ಜೀವನ ಆಸಕ್ತಿದಾಯಕ (ಕೌತುಕಮಯ) ವಾಗಿದೆಯೆಂದು ಭಾವಿಸುತ್ತೀರಾ?

ಬಹುಪಾಲು	1
ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	2
ಅಷ್ಟಾಗಿ ಅಲ್ಲ	3

2) ನೀವು ಅಂದುಕೊಂಡಷ್ಟು ಜೀವನ ಮಟ್ಟ ಮತ್ತು ಸಮಾಜದಲ್ಲಿನ ಸ್ಥಾನಮಾನವನ್ನು ಗಳಿಸಿದ್ದೀರಿ ಎಂದಿನಿಸುತ್ತದೆಯೇ?

ಬಹುಪಾಲು	1
ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	2
ಅಷ್ಟಾಗಿ ಅಲ್ಲ	3

3) ನೀವು ತಲುಪಿರುವ ಸಾಧನೆಯ ಮಟ್ಟ ಹಾಗೂ ಆ ನಿಟ್ಟಿನಲ್ಲಿ ಮುಂದುವರಿಯುತ್ತಿರುವ ಬಗ್ಗೆ ಅನಿಸಿಕೆ?

ತುಂಬಾ ಚೆನ್ನಾಗಿದೆ	1
ಸ್ವಲ್ಪ ಚೆನ್ನಾಗಿದೆ	2
ಅಷ್ಟಾಗಿ ಚೆನ್ನಾಗಿಲ್ಲ	3

4) ಸಾಮಾನ್ಯವಾಗಿ ನಿಮಗೇನು ಬೇಕು ಅದನ್ನು ನೆರವೇರಿಸುತ್ತೀರಾ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲು	1
ಕೆಲವೊಮ್ಮೆ	2
ವಿರಳವಾಗಿ	3

5) ಹಿಂದಿನ ಜೀವನಕ್ಕೆ ಹೋಲಿಸಿದಾಗ ನಿಮ್ಮ ಸದ್ಯದ ಜೀವನ ಬಗೆಗೆ ನಿಮ್ಮ ಭಾವನೆ?

ತುಂಬಾ ಆನಂದದಾಯಕ	1
ಸ್ವಲ್ಪ ಆನಂದದಾಯಕ	2

ಅಷ್ಟಾಗಿ ಖುಷಿಕರವಲ್ಲ   **3**

6) ಇತ್ತೀಚಿನ ವರ್ಷಗಳಲ್ಲಿ ನೀವು ಮಾಡುತ್ತಿರುವ ಕೆಲಸಗಳಲ್ಲಿ ಒಟ್ಟಾರೆಯಾಗಿ ಎಷ್ಟು ಖುಷಿ ಹೊಂದಿದ್ದೀರಿ?

ತುಂಬಾ ಆನಂದದಾಯಕ   **1**

ಸ್ವಲ್ಪ ಆನಂದದಾಯಕ   **2**

ಅಷ್ಟಾಗಿ ಖುಷಿಕರವಲ್ಲ   **3**

7) ನೀವು ಅಂದುಕೊಂಡಂತೆ ಕೆಲವು ಸನ್ನಿವೇಶಗಳು ನಡೆಯದಿದ್ದಲ್ಲಿ ನೀವು ಅದನ್ನು ನಿಭಾಯಿಸಬಲ್ಲಿರಿ ಎಂದೆನಿಸುತ್ತದೆ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲು   **1**

ಕೆಲವೊಮ್ಮೆ   **2**

ವಿರಳವಾಗಿ   **3**

8) ಸಂದಿಗ್ಧ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿಯೂ ಸಹ ನೀವು ಅದನ್ನು ನಿಭಾಯಿಸಬಲ್ಲಿರಿ ಎಂಬ ವಿಶ್ವಾಸವಿದೆಯೇ?

ಬಹುಪಾಲು   **1**

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   **2**

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   **3**

9) ಈಗ ಕಾರ್ಯಗಳು / ಸಂಗತಿಗಳು ಸಾಗುತ್ತಿರುವುದನ್ನು ನೋಡಿದರೆ ಭವಿಷ್ಯವನ್ನು ಎದುರಿಸಬಹುದು ಎನಿಸುತ್ತದೆಯೇ?

ಬಹುಪಾಲು   **1**

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   **2**

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   **3**

10) ಕೆಲವೊಮ್ಮೆ ನೀವು ಮತ್ತು ನಿಮ್ಮ ಸುತ್ತಲಿರುವ ವಸ್ತುಗಳು ಒಂದಕ್ಕೆ ಸೇರಿರುವ ಮತ್ತು ಒಂದೇ ಶಕ್ತಿಯ ಅವಿಭಾಜ್ಯ ಅಂಗಗಳು ಅನಿಸುತ್ತದೆಯೇ?

ಬಹುಪಾಲು   **1**

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   **2**

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   **3**

11) ನೀವು ಕೆಲವೊಂದು ಬಾರಿ ಕ್ಷಣಕಾಲ ತೀವ್ರವಾದ ಸಂತೋಷದಿಂದ ಭಾವೋದ್ರೇಕಕ್ಕೆ / ಭಾವ ಪರವಶತೆಗೆ ಒಳಗಾಗುತ್ತೀರಾ?

ಆಗಾಗ   **1**

ಕೆಲವೊಮ್ಮೆ   **2**

ಅತಿ ವಿರಳವಾಗಿ   **3**

12) ನಿಮಗೆ / ನೀವು ಮಾನವ ಕುಲವೆಂಬ ದೊಡ್ಡ ಸಂಸಾರದಲ್ಲಿ ಒಂದು ಭಾಗವಾಗಿರುವುದಕ್ಕೆ ಕೆಲವೊಮ್ಮೆ ಸಂತೋಷದ ಅನುಭವವಾಗುತ್ತದೆಯೇ?

ಆಗಾಗ   1

ಕೆಲವೊಮ್ಮೆ   2

ಅತಿ ವಿರಳವಾಗಿ   3

13) ಸಂಬಂಧಿಕರು ಮತ್ತು / ಅಥವಾ ಸ್ನೇಹಿತರು, ನೀವು ತುರ್ತು ಪರಿಸ್ಥಿತಿಯಲ್ಲಿರುವಾಗ ಸಹಾಯ ಮಾಡುತ್ತಾರೆಂದು ದೃಢವಾಗಿ ನಂಬಿದ್ದೀರಾ? ಉದಾ: ನಿಮ್ಮ ವಸ್ತುಗಳು ಅಗ್ನಿಗೆ ಆಹುತಿಯಾದಾಗ ಅಥವಾ ಕಳ್ಳತನವಾದಾಗ

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

14) ನಿಮ್ಮ ಮತ್ತು ನಿಮ್ಮ ಮಕ್ಕಳೊಂದಿಗಿನ ಸಂಬಂಧದ ಬಗ್ಗೆ ಅನಿಸಿಕೆಯೇನು?

ತುಂಬಾ ಚೆನ್ನಾಗಿದೆ 1

ಸ್ವಲ್ಪ ಚೆನ್ನಾಗಿದೆ   2

ಅಷ್ಟಾಗಿ ಚೆನ್ನಾಗಿಲ್ಲ   3

ಅನ್ವಯಿಸುವುದಿಲ್ಲ   4

15) ನೀವು ತೀವ್ರ ಖಾಯಿಲೆ ಅಥವಾ ಅಪಘಾತ ಹೊಂದಿದರೆ ನಿಮ್ಮ ಸಂಬಂಧಿಕರು ಮತ್ತು ಸ್ನೇಹಿತರು ನಿಮ್ಮನ್ನು ನೋಡಿಕೊಳ್ಳುತ್ತಾರೆಂದು ದೃಢವಾಗಿ ಅನಿಸುತ್ತದೆಯೇ?

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

16) ಕೆಲಸಗಳು ನಿಮ್ಮ ನಿರೀಕ್ಷೆಯಂತೆ ನಡೆಯದಿದ್ದರೆ ಸುಲಭವಾಗಿ ವಿಚಲಿತಗೊಳ್ಳುತ್ತೀರಾ?

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

17) ಕೆಲವೊಮ್ಮೆ ವಿನಃ ಕಾರಣ ಬೇಸರಿಸುತ್ತೀರಾ?

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

18) ನೀವು ಅತಿ ಸುಲಭವಾಗಿ ಸಿಟ್ಟಿಗೆಳುತ್ತೀರಾ? ಮನಸ್ಸಿಗೆ ಹಚ್ಚಿಕೊಳ್ಳುತ್ತೀರಾ?

ಬಹಳವಾಗಿ   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

19) ನೀವು ಆತಂಕ ಮತ್ತು ಉದ್ವೇಗ ಭಾವನೆಗಳಿಂದ ವಿಚಲಿತರಾಗುತ್ತೀರಾ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲೂ   1

ಕೆಲವೊಮ್ಮೆ	2
ವಿರಳವಾಗಿ	3

20) ನೀವು ಸಣ್ಣ ಪುಟ್ಟ ವಿಷಯಗಳಿಗೆ ಕೆಲವೊಂದು ಸಲ ತಾಳ್ಮೆ ಕಳೆದುಕೊಳ್ಳುವುದನ್ನು ತೊಂದರೆ ಎಂದು ಪರಿಗಣಿಸಿದ್ದೀರಾ?

ಬಹುಪಾಲು	1
ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	2
ಅಷ್ಟಾಗಿ ಅಲ್ಲ	3

21) ನಿಮ್ಮ ಹಲವಾರು ತೊಂದರೆಗಳಿಗೆ ಮಾರ್ಗೋಪಾಯ ಕಂಡುಕೊಳ್ಳಲು ನಿಮ್ಮ ಕುಟುಂಬ ಸಹಾಯ ಮಾಡುವ ಒಂದು ಮೂಲ ಎಂದು ಅಭಿಪ್ರಾಯ ಪಡುತ್ತೀರಾ?

ಬಹುಪಾಲು	1
ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	2
ಅಷ್ಟಾಗಿ ಅಲ್ಲ	3

22) ನಿಮ್ಮ ಕುಟುಂಬದ ಸದಸ್ಯರು ಒಬ್ಬರನ್ನೊಬ್ಬರು ನಿಕಟವಾಗಿ ಹಚ್ಚಿಕೊಂಡಿದ್ದಾರೆ ಎಂದು ಅನಿಸುತ್ತದೆಯೆ?

ಬಹುಪಾಲು	1
ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	2
ಅಷ್ಟಾಗಿ ಅಲ್ಲ	3

23) ನೀವು ಗಂಭೀರ ಕಾಯಿಲೆಗೊಳಗಾದಾಗ ನಿಮ್ಮ ಕುಟುಂಬದಿಂದ ಚೆನ್ನಾಗಿ ನೋಡಿಕೊಳ್ಳುತ್ತಾರೆಂದು ಅನಿಸುತ್ತದೆಯೆ?

ಬಹುಪಾಲು	1
ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	2
ಅಷ್ಟಾಗಿ ಅಲ್ಲ	3

24) ನಿಮ್ಮ ಜೀವನ ನೀರಸವಾಗಿದೆ ಎಂದು ಎನಿಸುತ್ತದೆಯೇ?

ಬಹಳವಾಗಿ	1
ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	2
ಅಷ್ಟಾಗಿ ಅಲ್ಲ	3

25) ನಿಮ್ಮ ಭವಿಷ್ಯದ ಬಗೆಗೆ ಕೊರಗುತ್ತೀರಾ?

ಬಹುಪಾಲು	1
ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	2
ಅಷ್ಟಾಗಿ ಅಲ್ಲ	3

26) ನಿಮ್ಮ ಜೀವನ ನಿಷ್ಪ್ರಯೋಜಕ ಎಂದೆನಿಸುತ್ತದೆಯೇ?

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

27) ನೀವು ನಿಮ್ಮ ಮತ್ತು ನಿಮ್ಮ ಪತಿ/ಪತ್ನಿಯೊಂದಿಗಿನ ಸಂಬಂಧದ ಬಗ್ಗೆ ಕೆಲವೊಮ್ಮೆ ಚಿಂತಿಸುತ್ತೀರಾ?

ಬಹಳವಾಗಿ   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

ಅನ್ವಯಿಸುವುದಿಲ್ಲ   4

28) ನಿಮಗೆ ಅವಶ್ಯಕತೆ ಇರುವಾಗ ನಿಮ್ಮ ಸ್ನೇಹಿತರು / ಸಂಬಂಧಿಕರು ಸಹಾಯ ಮಾಡುತ್ತಾರೆಂದು ಅನಿಸುತ್ತದೆಯೇ?

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

ಅನ್ವಯಿಸುವುದಿಲ್ಲ   4

29) ನೀವು ಹಾಗೂ ನಿಮ್ಮ ಮಕ್ಕಳ ನಡುವಿನ ಬಾಂಧವ್ಯದ ಬಗ್ಗೆ ಕೆಲವೊಮ್ಮೆ ಚಿಂತಿಸುತ್ತೀರಾ?

ಬಹಳವಾಗಿ   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

ಅನ್ವಯಿಸುವುದಿಲ್ಲ   4

30) ಸಣ್ಣ ಪುಟ್ಟ ವಿಚಾರಗಳು ಬೇಕಾದ್ದಕ್ಕಿಂತ ಹೆಚ್ಚಿಗೆ ವಿಚಲಿತಗೊಳಿಸುತ್ತವೆಯೇ?

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

31) ನಿಮ್ಮನ್ನು ಟೀಕಿಸಿದಾಗ ನೀವು ಸುಲಭವಾಗಿ ವಿಚಲಿತರಾಗುತ್ತೀರಾ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲೂ   1

ಕೆಲವೊಮ್ಮೆ   2

ವಿರಳವಾಗಿ   3

32) ಈಗಿರುವುದಕ್ಕಿಂತ ಹೆಚ್ಚು ಸ್ನೇಹಿತರು ಇರಬೇಕೆಂದು ಇಚ್ಛೇಸುತ್ತೀರಾ?

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   3

33) ಕೆಲವೊಮ್ಮೆ ನೀವು ನಿಜವಾದ ಆತ್ಮೀಯ ಸ್ನೇಹಿತ/ಸ್ನೇಹಿತೆಯನ್ನು ಪಡೆಯಲಿಲ್ಲವೆಂದು ಅನಿಸುತ್ತದೆಯೇ?

ಬಹುಪಾಲು   1

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   2

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   **3**

34) ನಿಮ್ಮ ಆರೋಗ್ಯದ ಬಗ್ಗೆ ಕೆಲವೊಮ್ಮೆ ಚಿಂತಿಸುತ್ತೀರಾ?

ಬಹುಪಾಲು   **1**

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   **2**

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   **3**

35) ನೀವು ನಿಮ್ಮ ದೇಹದ ಹಲವು ಭಾಗಗಳಲ್ಲಿ ನೋವಿನಿಂದ ನರಳುತ್ತೀರಾ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲೂ   **1**

ಕೆಲವೊಮ್ಮೆ   **2**

ವಿರಳವಾಗಿ   **3**

36) ಢವಗುಟ್ಟುವ ಬಡಿದುಕೊಳ್ಳುವ ಹೃದಯದಿಂದ ನೀವು ಪ್ರಕ್ಷುಬ್ಧರಾಗುತ್ತೀರಾ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲೂ   **1**

ಕೆಲವೊಮ್ಮೆ   **2**

ವಿರಳವಾಗಿ   **3**

37) ತಲೆ ಸುತ್ತುವ ಅನುಭವದಿಂದ ನೀವು ಪ್ರಕ್ಷುಬ್ಧರಾಗುತ್ತೀರಾ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲೂ   **1**

ಕೆಲವೊಮ್ಮೆ   **2**

ವಿರಳವಾಗಿ   **3**

38) ನೀವು ಅತಿ ಸುಲಭವಾಗಿ ಆಯಾಸಗೊಳ್ಳುತ್ತೀರಿ ಎಂದೆನಿಸುತ್ತದೆಯೇ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲೂ   **1**

ಕೆಲವೊಮ್ಮೆ   **2**

ವಿರಳವಾಗಿ   **3**

39) ನಿದ್ರಾಭಂಗದಿಂದ ನೀವು ತೊಂದರೆಗೊಳಗಾಗುತ್ತೀರಾ?

ಸಾಮಾನ್ಯವಾಗಿ ಯಾವಾಗಲೂ   **1**

ಕೆಲವೊಮ್ಮೆ   **2**

ವಿರಳವಾಗಿ   **3**

40) ನೀವು ಕೆಲವೊಮ್ಮೆ ಬೇರೆ ಜನಗಳೊಂದಿಗೆ ನಿಕಟ ವೈಯಕ್ತಿಕ ಸಂಬಂಧಗಳು ಇಲ್ಲವೆಂದು ಚಿಂತಿಸುತ್ತೀರಾ?

ಬಹುಪಾಲು   **1**

ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ   **2**

ಅಷ್ಟಾಗಿ ಅಲ್ಲ   **3**