

**PERCEIVED DIMENSIONAL MEANS-END CAPACITY AND
PERCEIVED SOCIAL ACCEPTANCE OF STUDENT
TEACHERS IN KERALA**

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**FAROOK TRAINING COLLEGE
UNIVERSITY OF CALICUT**

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DECLARATION

I, **FEHMIDA. P.**, do hereby declare that this dissertation
**“PERCEIVED DIMENSIONAL MEANS-END CAPACITY AND
PERCEIVED SOCIAL ACCEPTANCE OF STUDENT TEACHERS IN
KERALA”** has not been submitted by me for the award of a Degree,
Diploma, Title or Recognition before.

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CERTIFICATE

I, **IRSHANA SHAHNAZ ULLADAN**, do hereby declare that this dissertation “**PERCEIVED DIMENSIONAL MEANS-END CAPACITY AND PERCEIVED SOCIAL ACCEPTANCE OF STUDENT TEACHERS IN KERALA**” is a record of bonafide study and research carried out by **FEHMIDA P.**, under my guidance and supervision. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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INTRODUCTION

- ❖ *Need and significance*
- ❖ *Statement of the problem*
- ❖ *Definition of key terms*
- ❖ *Variables selected for the study*
- ❖ *Objectives of the study*
- ❖ *Hypotheses of the study*
- ❖ *Methodology*
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True education equips individuals to live creatively, responsibly and peacefully in a society and become agents of change for a better society. A healthy happy society is one in which all its members feel included and do not feel that they are excluded from the processes of the society because of their colour, caste, culture, religion, gender or community (NCERT, 2009). Education is for the complete development of a person, socialization being one of its major aims. Education; being an important social activity, brings about changes through the ages due to changes in social and physical conditions. According to William James “Education is the organization of acquired habits of such action as will fit the individual to his physical and social environment” (Bhattacharya, 2008). True education is the harmonious development of the physical, mental, moral, and social faculties. To enable an individual to fit in a social environment the student should acquire many capacities like adjustment, acceptance, etc. through the process of education.

Teachers are the role models of students. Kucukahmet (1999, as cited in Sreelatha & Vanaja, 2012) points out that; teachers have the potential to influence students, both positively and negatively, through their professional qualifications and personality traits. The behaviour of students’ is deeply influenced from that of their teachers. The essential qualities of teachers besides being content competent are being lovable, accurate, systematic, readiness and acceptable by society. Children are the most precious resources of our country’s development. So, providing good care and mentoring to them are the responsibility of the society, else, it may become the prime reason for the deterioration of a nation. Teacher is one of

the main characters involved in the fruitful development of children. That is, teachers are the constructors of the society. So, teacher education has an inevitable role in the construction of the country. The role of teachers in today's society is very important in social construction and transmission of knowledge, wisdom and experiences from generation to generation. The role and responsibilities of teachers are limitless. They are instructors, friends, engineers of warm personal relationship, a guarantee of happiness and what not. Therefore teacher education should be adequate to develop these aspects in student teachers.

Teacher education is equal to the sum of Teaching skills, Pedagogical theory and Professional skills. Teaching skills can be acquired by the training and practice in different techniques, strategies, and approaches. Pedagogical theory includes philosophical, sociological and psychological considerations which help to make an adequate basis for training and practice Teaching skills. Professional skills include techniques, strategies and approaches which help to grow in profession. This skill also includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

'Efficiency to deliver in a job is often dependent on qualities of perseverance, cooperation, genuineness, hard work, communication and relationship skills' (NCERT, 2009). As a job, teaching efficiency also should be dependent on these qualities. Quality of teachers depends upon the quality of teacher education. So teacher education should focus on the development of these qualities among student teachers. Apart from the pedagogical approach, teachers' leadership qualities and their relationship with their peers, students, parents etc can constitute areas of

influence on the development of values among students (NCERT, 2014). So teacher education should be adequate to develop the leadership qualities and healthy relationship with others.

India is a nation possessing high level of richness in diversity. Consequently our classrooms are a mixture of diverse students either by their race, caste, religion, colour, culture etc. Our teacher community should be aware about these diversities. India needs multicultural teachers for the democratic development of the nation. For this, teacher education should provide adequate space for addressing the diversities in the classrooms. Then only student teachers can cope up with these diversities efficiently.

To incorporate the different styles, beliefs and culture in our classrooms, our teacher educators should develop the ability to tolerate and accept these diversities. If our teachers understand the diversities in beliefs, culture and other individual differences with regards to their cognitive, affective and psychomotor abilities, then they can develop a good curriculum for students based on their needs. Social psychologists have long recognized that acceptance by an individual's associates is fundamental in the integration of an individual's personality. Indeed it may be asserted that a primary goal of education by parents and teachers is to make the individual acceptable to, and accepted by, the person with whom he associate (Brown.1955).

Each individual is a member of many groups like family, school, social club etc. Within each group, individuals have different roles to play. Each of them has certain expectations regarding how others behave towards him and how he ought to

behave towards others in the group. If the expectations of others coincide with our own expectations about us, it will help individuals to remain mentally healthy. Hurlock (1976) pointed out that a person, well accepted develops social skills which facilitate social relationships and thus increase his acceptance and it gives him self esteem and self confidence.

Acceptance by others can be felt by direct physical contact, verbal expression and non verbal expression. Bucher (2000, as cited in Plesis & Bischoff, 2007) revealed that to help individual students to succeed, instructors need to balance between holding high expectations for all the students regardless of who they are as well as use different techniques to teach each individual effectively.

The main aim of a teacher education course is to develop personal and social qualities in each student teacher undergoing it so as to emerge out as an all round and complete personality. The essential qualities to be developed are accuracy, punctuality, sincerity, mastery on the subject matter etc. An excellent teacher is anticipated to have high expectation capacity with regards to time management, space management, etc. in all of their work. Such an ability will prove helpful to plan before hand and put into action programmes and activities smoothly, which in turn will inspire their students and prove a role model. This will also develop a healthy mental attitude in students both to the teachers and to the programmes.

Teacher education focuses on the development of personal qualities of student teachers too. Students are always inclined to imitate their teachers in all sense. The personal qualities of teachers are highly influential among students. So teachers should keep basic values of discipline including punctuality, time

management etc. throughout their life. Then only it can be imbibed into our society. So the focus of teacher education on these qualities is very essential for the development of our nation

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour, and skills they require to perform their tasks effectively in the classroom and school (Good, 1973). So our teacher education courses should give importance in moulding out these qualities.

.Need and Significance of the study

One of the challenges to teacher education is to prepare teachers to connect and communicate with diverse learners. Teacher who actively accept the complexity of the classrooms orchestrate events in their classes more successfully than those who do not (Doyle, 1977). Teachers also hold high expectations for all students. Today's teachers must not only be well prepared to impart a quality education but also be sensitive to meeting the needs of their students regardless of their colour, sex, creed, caste etc. An effective teacher should take into account the intellectual, social and cultural characteristics of each student being taught. Linda (1990, as cited in George & Sivadasan, 2002) says that teaching is a very human activity; focused on developing mental balance, personal and social adjustment, teacher-pupil relationship and personality. These are the important factors for teacher efficiency. So an efficient teacher should be good in personality, well adjusted with all others, mentally healthy etc. Wangoo (1984, as cited in George and Sivadasan, 2002) says that teachers who are adjusted to their circumstances, domestic or departmental,

seldom feel difficulty in coping with the situation. They easily get along with their students and colleagues. So efficient teachers are socially accepted.

An analysis of these thoughts of various academicians indicate that teacher efficiency is highly related with social acceptance thus social acceptance can be considered as an essential quality for a teacher's success.

According to Abraham Maslow's Hierarchy of Needs, after people's basic biological and safety needs have been satisfied, socialization plays an increasing role in shaping their needs. Meaningful relationships with people become the central goal for everyone. Being one among the crowd and feeling the acceptance of others usually play a major role in the development of individual. Only through fulfillment of these needs an individual can move up to the higher level in the hierarchy and reach the level of self actualization. That is a person who is accepted by the society only can achieve personal success (Kuppuswamy, 1993). Highly accepted people were rated high on punctuality, sociability, fair-mindedness, intelligence, self confidence, and sense of humour in comparison with other members of the group including persons of low and average acceptance.

Personal success of student teachers is also related with Perceived Dimensional Means-End Capacity of student teachers (Peechi & Mahal 2014). So a person who has high capacity for achieving correct expectation of dimensional material or phenomena such as time, gravitation, and social relation is a successful person in life.

The investigator from her personal contact with some student teachers felt that they face problems to varying degree in relation to tolerating and accepting the differences of others, and also in connection to being punctual in their activities. Such a lack in promptness, leads to disturbances to the extend of not being able to accept the differences of others.

Analysis of all these traits lead to an assumption that there could be a relationship between dimensional means end capacity and social acceptance. This study was undertaken by the investigator as a check to the reliability of this relationship.

If investigator can find a relationship between these two variables then it would be of help to the teacher educators to develop their dimensional means end capacity which would also help them to engage with their students in a healthier way.

Statement of the Problem

The problem for the present study is titled as **“PERCEIVED DIMENSIONAL MEANS-END CAPACITY AND PERCEIVED SOCIAL ACCEPTANCE OF STUDENT TEACHERS IN KERALA”**

Definition of Key Terms

Perceived Dimensional Means-end Capacity

According to Tolman, “Dimensional Means-end Capacity refers to capacities for achieving correct expectation of dimensional material or phenomena such as

time, gravitation, and social relation” (Wolman, 2012). In this study it is operationally defined as the capacity for achieving correct expectation of time, space and social relationship one has to manipulate.

Perceived Social Acceptance

According to Webster’s dictionary (1996) “Acceptance refers to the quality of being accepted”. From this meaning Perceived social acceptance is operationally defined as the quality of being accepted by the society.

Student Teachers

Student teachers are the teacher trainees from different teacher education institutions under University of Calicut.

Variables of the Study

The independent and dependent variables selected for the present study are as following:

Independent Variables

Gender, subject of specialization, marital status, and Perceived Dimensional Means-end capacity will be considered as independent variables.

Dependent Variables

Perceived social acceptance will be considered as a dependent variable

Objectives

1. To find out whether there exist any significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on
 - Gender
 - Subject of specialization
 - Marital Status
2. To find out whether gender, subject of specialization, and marital status have any significant main and interaction effect on Perceived Dimensional Means-End Capacity of student teachers.
3. To find out whether gender, subject of specialization, and marital status have any significant main and interaction effect on Perceived Social Acceptance of student teachers
4. To find out whether there exist any significant relationship between Perceived Dimensional Means-End capacity and Perceived Social Acceptance of student teachers for the total sample.
5. To find out whether there exist any significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on gender, subject of specialization and marital status

Hypotheses

1. There exists significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on ,
 - Gender
 - Subject of specialization
 - Marital status
2. There will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Dimensional Means-End Capacity of student teachers.
3. There will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Social Acceptance of student teachers
4. There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the total sample
5. There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on ,
 - Gender
 - Subject of specialization
 - Marital status

Methodology

This part deals with the brief description of the present study with the precise description of the sample, tools and statistical techniques used for this study.

Sample

The present study was conducted on a representative sample of 663 student teachers of Kozhikode, Malappuram districts. Stratified sampling method was used as sampling technique by giving due representation to gender, subject of specialization, and marital status.

Tools used for the study

The investigator used the following tools for the present study.

1. Perceived Dimensional Means-End Capacity Assessment Scale. It is intended to measure the level of Dimensional Means-End Capacity of student teachers. The scale was adopted from the dissertation by Dr.Abdul Hameed Mukthar Mahal, Sajmath Peechi . 2014
2. Perceived Social Acceptance Inventory. It is intended to measure the level of Social acceptance of student teachers. It is prepared by the investigator with the help of her supervising teacher.

Statistical techniques used for the analysis of data

The following statistical techniques were used for the analysis of the data for the present study.

1. Preliminary statistics : Mean, Median, Mode, Standard deviation, Skewness and Kurtosis
2. Test of significance of the difference between means
3. Three way ANOVA : $2 \times 2 \times 2$ factorial design
4. Pearson's product moment of correlation

Scope and Limitations of the Study

The present study is intended to find out the relation between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers of Kerala. For this purpose investigator prepared a Perceived Social Acceptance Inventory of student teachers with the help of her supervising teacher. It can be used to measure Perceived Social Acceptance of student teachers. Further, researcher who conducted studies on Perceived Social Acceptance can make use of this tool. By using this tool any researcher can predict the social acceptance of student teachers towards their society. Findings of the study itself will be a replication of a problem for further research. This study was conducted on a representative sample of 663 student teachers of Kerala.

Even though every attempt has been made to make the study as precise as possible with maximum care and specificity certain limitations, which could hardly be avoided have crept in to the study. They are the following:

1. The investigator conducted the study as sample selected from Kozhikode and Malappuram districts in Kerala. Investigator could not include other districts due to lack of time and other inconvenience

2. The study was conducted only on the student teachers under University of Calicut.

Organization of the Report

The report of the present study is organized as in the following way:

Chapter 1 includes a brief introduction of the problem, need and significance of the study, statement of the study, definition of the key terms, variables of the study, objectives, hypotheses, methodology, scope and limitations of the study.

Chapter 2 contains a brief theoretical overview of the variables, studies related to the variables and a summary of review of related literature.

Chapter 3 represents methodology of the study in detail with description of tools used for measurement, sample for the study, data collection procedure, scoring and consolidation of the data and the statistical techniques used for analysis.

Chapter 4 describes the preliminary analysis, details of the major statistical analysis of the data, interpretation and discussion of data.

Chapter 5 includes major findings, tenability of hypotheses, conclusions, educational implications of the study and suggestion for further research.

Chapter 2

REVIEW OF RELATED LITERATURE

- ❖ *Theoretical framework of the variables*
- ❖ *Related studies*
- ❖ *Conclusion*

REVIEW OF RELATED LITERATURE

Review of related literature is an essential part of all researches. “A literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of research study”. (Creswell, 2011). Actually the review helps to provide evidence to the educators about the need of the current study. It also can build the research skill of using library. Reading the literature helps to find useful examples and models based on the present study.

Literature review serves two major purposes “it justifies the importance of the research problem, and it provides a rationale for the purpose of the study and research questions or hypotheses” (Creswell, 2011). The researchers who try to solve the problems in education must be aware about recent researches conducted, in education, what were the methods adopted by the researchers to solve these problems, and what was their conclusions.

The intention of the present study is to assess the Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers, to find out whether there exists any significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers and to find out whether there exists any relationship between the Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the relevant sub samples based on

- Gender
- Subject of specialization
- Marital Status.

This chapter provides a skeleton to the theoretical aspects of the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance and review of previous studies related to these variables. These are presented under three headings as follows:

1. Theoretical framework of the variables
2. Related studies
3. Conclusion

Theoretical framework of the variables

Theoretical framework of the variables in the present research is outlined briefly in this section of the report.

According to Tolman, (1946) learning is an affair of sign gestalt formation, reinforcement, selection and invention. According to him laws of learning should be classified into two as follows:

- **Capacity laws and**
- **Stimulus laws**

These are further classified into Conditioned reflex learning, Trial and error learning, and Inventive learning.

- **Capacity laws**

There are six laws under Capacity laws

- a. Conditioned reflex learning
 - I. Formal Means-End Capacity
 - II. Dimensional Means-end capacities and Discriminanda and Manipulanda Capacities
- b. Trial and error learning
 - III. Retentivity
 - IV. An eventual selection of more general field relationship of alternatives
 - V. Consciousness ability and ideation ability
- c. Inventive learning
 - VI. Creativity

- **Stimulus laws**

There are ten laws under Stimulus laws

- a. Conditioned reflex learning
 - I. The law of togetherness
 - II. The law of fusibility
 - III. Other gestalt like laws

b. Trial and error learning

IV. Interrelations among the spatial, temporal, and other character of the alternatives.

V. Law of temporal orders and sequences.

c. Inventive learning

VI. Law of presentations and character

VII. Frequency and recency.

VIII. Revival after extinction, Primacy, Distributed repetitions

IX. Motivation- law of motivation

X. Law of emphasis

Capacity laws

a. **Formal Means-End capacities :**

Capacities for simple differentiation and prediction

- Differentiate between Signs
- Differentiate between Significates
- Differentiate between Means-end relationships

Formal means-end capacities the quicker and more facile the animal at differentiation and prediction the better it will be at learning.

b. Dimensional Means-End Capacities and Discriminanda and Manipulanda Capacities

Capacities for achieving correct expectations of dimensional material or phenomena such as time, gravitation, social relation of the given sign, significate and the means end relation. The greater the capacities of the individual for such expectation the better he will be at conditioned reflex learning.

c. Retentivity

The capacity of the individual for retaining these differentiation and prediction from trial to trial. The better the retentivity of the individual sooner will he learn.

d. An eventual selection of more general field relationship of alternatives

Trial and error learning is a discovery of what the individual paths lead to and an eventual selection of a more general field relationship of alternativeness, final common pathness , round aboutness etc. the capacity for this selection favours learning.

e. Consciousness ability and ideation ability

It is assumed that consciousness ability and ideation ability are not involved appreciably in simple reflex learning but it is involved in trial and error learning.

• Consciousness ability

Capacity to run back and forth in a dis interested fashion over the elements of the field.

- **Ideation ability**

The capacity to adjust to such running back and forth these has considerable advantage in trial and error learning

f. Creativity

If an individual endowed with more creativity than others who belong to the same species and are equal in Formal and Dimensional Means-End Capacities and in Consciousness ability, Retentivity etc. then the first individual will be better at inventive learning. The inventive individual will be one who, is responsible and unstable, and by virtue of some break down tends to do something strange and new in any given situation.

Theory of perceived social acceptance

Webster's dictionary (1996) defines acceptance as 'the quality of being accepted'. With the help of supervising teacher, investigator operationally defined the Perceived Social Acceptance as 'the quality of being accepted by the society.' Investigator identified the components of this variable through the discussion with the supervising teacher and other experienced faculties in psychology and teacher education. The areas considered are as follows:

- Agree with the individual
- Argue for individual
- Imitate behavior of individual
- Trust individual

- Entrust individual with responsibilities
- Show interest to know individual's lifestyle
- Share with individual their personal problem

In the present study the investigator intended to study the influence of social acceptance on dimensional means-end capacity of student teachers.

Studies related to Perceived Dimensional Means-End Capacity

Peechi, and Mahal (2014) conducted a study on Perceived Dimensional Means-End Capacity and Perceived Personal Success of Student teachers in Kerala. This study aimed to find the relationship between the Perceived Dimensional Means End Capacity and Perceived Personal Success of student teachers in Kerala. This study was conducted on a sample of 720 student teachers in Malappuram, Kozhikode and Thrissur districts and used stratified sampling method by giving due representation to gender, faculty, and marital status. Perceived Dimensional Means-End Capacity assessment scale and Perceived Personal Success assessment scale is used to assess the level of Dimensional Means-End Capacity and Personal Success respectively. The results of this study revealed that there is significant relationship between these two variables based on gender, faculty and marital status of student teachers.

Chunyh, Weiwang, Huang, Linb, Chenb, and Kob (2017) conducted a study on 'The procrastination of Internet gaming disorder in young adults: The clinical severity'. Young adults with Internet Gaming Disorder (IGD) usually postpone the tasks of their daily lives to engage in internet gaming. This study evaluates the

association between procrastination and IGD and the association between the negative consequences of IGD and procrastination. This study recruited 87 individuals with IGD. Conducted a diagnostic interview based on the DSM-5 IGD criteria to assess the clinical global score for all participants. They also completed questionnaires regarding IGD, procrastination, impulsivity, depression, and hostility. The result indicates that Young adults with IGD had higher levels of procrastination. Procrastination was positively associated with depression, hostility, and impulsivity. After controlling for depression, hostility, and impulsivity, procrastination was still found to be associated with IGD. Further, procrastination was positively associated with the clinical global impressions score among young adults with IGD. Procrastination is associated with IGD independent of depression, hostility, and impulsivity. Procrastination is also associated with the clinical severity of IGD. The results suggest that procrastination should be carefully evaluated and intervention should be taken with young adults with IGD. This intervention might attenuate the negative consequences of IGD.

Gustavson, and Miyake (2017) conducted a study on Academic procrastination and goal accomplishment: A combined experimental and individual differences investigation. This study examined the relationship between academic procrastination and goal accomplishment in two novel ways. First, experimentally tested whether undergraduate students (N = 177) could reduce their academic procrastination over a course of three weeks after performing goal-related exercises to set so-called SMART goals and/or to prepare those students with specific strategies to resist their temptations . Second, conducted systematic regression

analyses to examine whether academic procrastination at baseline uniquely predicts later goal-related outcomes, controlling for various correlated variables, including personality traits (e.g., impulsivity), motivational factors (e.g., motivation for the generated goals), and situational factors (e.g., memory for the goals). Results indicated that neither the SMART-goal nor implementation- intention intervention significantly reduced academic procrastination in the three-week interval, even when relevant moderating variables were examined. Initial levels of academic procrastination, however, were predictive of the success of accomplishing the goals generated during the initial exercises, above and beyond a wide range of other candidate correlates. These results provided new correlational evidence for the association between academic procrastination and goal accomplishment, but suggest a need for further research to understand what interventions are effective at reducing academic procrastination.

Kim, Fernandez, and Terrier (2017) conducted a study on ‘Short Communication Procrastination, personality traits, and academic performance: When active and passive procrastination tell a different story’. This study examines the nomological network of active procrastination in comparison with passive procrastination. In particular examine the effects of the five factor model with the aim to understand which personality traits predict academic procrastination and also to test the effect of passive and active procrastination on academic performance to study the unique contribution of each type of procrastination. This study conducted on a sample of 178 university students in Switzerland. The result is that extraversion and neuroticism are related to active procrastination. Furthermore, active

procrastination predicts GPA to a much greater extent than the five factor model and passive procrastination in regards to traits and procrastination. Results also show that extraversion, agreeableness, and conscientiousness negatively correlate with passive procrastination.

Smith, Sherry, Saklofske, and Mushquash (2017) conducted a study on Clarifying the perfectionism-procrastination relationship using a 7-day, 14-occasion daily diary study. Perfectionistic concerns are reputed risk factors for procrastination. Even so, rigorously tested models explaining why perfectionistic concerns result in procrastination are scarce. To address this study proposed, tested, and supported a model explaining why perfectionistic concerns give rise to procrastination. This model fixes perfectionistic concerns generate discrepancies (a subjective sense of falling short of one's own standards), which in turn trigger procrastination. Undergraduates (N = 317) completed measures of perfectionism. The following day, participants completed online questionnaires measuring discrepancies and procrastination, twice a day, for seven consecutive days. Model predictions were supported. Perfectionistic concerns had a moderate positive association with procrastination. Tests of mediation suggested perfectionistic concerns contributed to procrastination through discrepancies. And results supported the incremental validity of our model beyond perfectionistic strivings. Findings contribute acceptance to theoretical accounts suggesting perfectionistic concerns generate a persistent paralytic gap between the actual and the ideal self that contributes to procrastinatory behaviour.

Balkis and Duru (2016) conducted a study on Procrastination, self-regulation failure, academic life satisfaction, and affective well-being: under regulation or misregulation form. The aim of this study was to examine the role of self-regulation failure in procrastination. In addition, it also aimed to investigate the effects of procrastination on affective wellbeing and academic life satisfaction. Three hundred and twenty-eight undergraduate students participated in the study. The most obvious finding emerging from this study is that the absence or lack of self-regulation skills, as an indicator of under regulation, plays a significant role in procrastination among college students. Whether procrastination is an under regulation or misregulation form of self-regulation failure, it has a negative impact on students' affective well-being. This study revealed that self-regulation is not only an academic skill, but also a life skill, which affects the affective well-being of students.

Saele, Dahl, Sorlie, and Friborg(2016) conducted a study on Relationships between learning approach, procrastination and academic achievement amongst first-year university students. Individual differences in student learning influence academic performance and two aspects influencing the learning process are the particular learning approach the students use and procrastination behaviour. We examined the relationships between learning approaches, procrastination and academic achievement (measured 1 year later as the grade point average (GPA)) amongst 428 first-year university students. Deep and strategic learning approaches positively predicted GPA, and a mediation analysis showed that the strategic learning approach also partly mediated the effect between deep learning approach

and GPA. Less procrastination was associated with a strategic learning approach, but procrastination tendencies did not predict GPA. Recommendations are made for educating new students in cognitive and metacognitive strategies, helping reduce their procrastination and facilitating the use of deep and strategic learning approaches

Yamada, Goda, Matsuda, Saito, Kato, and Miyagawa (2016) conducted a study on How does self-regulated learning relate to active procrastination and other learning behaviors? This research investigates the relationship between self-regulated learning awareness, procrastination, and learning behaviours in a blended learning environment. Participants included 179 first-grade university students attending a blended learning style class that used a learning management system. Data were collected using questionnaires on participants' self-regulated learning awareness, academic behaviour awareness for procrastination, and a datalog on the timeliness of their report submissions to quantify learning behaviours. Participants answered both pre- and post-class questionnaires. As regards learning behaviours, report and 1-min paper submission time values were collected using the learning management system. The results revealed that internal value, self-regulation, and procrastination are fundamental elements that enhance the awareness of time management for planned learning. Positive time management awareness promotes the submission of the 1-min paper report within the deadline and of the regular report early.

Balkis, Duru, and Bulus (2013) conducted a study on Analysis of the relation between academic procrastination, academic rational or irrational beliefs,

time preferences to study for exams, and academic achievement: a structural model. The purpose of this study was to investigate the relations between academic rational/irrational beliefs, academic procrastination, and time preferences to study for exams and academic achievement by using the structural equation model. The sample consists of 281 undergraduate students who filled in questionnaires at the 7-week-long summer course. Students responded to questionnaires assessing their levels of (a) academic procrastination, (b) academic rational/ irrational beliefs, and (c) time preferences to study for exams and demographic information sheet. In general, the results showed that rational academic beliefs have a direct impact on academic procrastination and time preferences to study for exams. Academic rational beliefs also have an impact on academic achievement indirectly by mediation of academic procrastination and time preferences to study for exams. The results also showed that academic procrastination has an impact on academic achievement both directly and by mediation of time preferences to study for exams. This study suggested that there is a relation between academic procrastination and rational academic beliefs, which should be addressed further in counseling intervention. Knowledge about the role of irrational academic beliefs and their relations with academic procrastination may assist school/ college counselors to develop interventions for students that suffer from delaying behaviours that negatively affect academic success.

Grunschel, Patrzek, and Fries (2013) conducted a study on Exploring reasons and consequences of academic procrastination: an interview study. This study broadly investigated reasons and consequences of academic procrastination.

Additionally, this study explored whether students seeking help from student counseling services to overcome academic procrastination report more serious reasons and consequences of academic procrastination than students who procrastinate but seek no counseling support. And consider them as counseling group and non-counseling group respectively. Investigator conducted standardized interviews with university students (N=36, of which 16 belonged to the counseling group) and analyzed these using qualitative content analysis and frequency analysis. The reasons and consequences of academic procrastination, each summarized in a separate category system, were manifold. The category systems consisted of 20 main categories in total, subsuming 81 subcategories, of which 32 were inductively developed. The counseling group reported more serious reasons and consequences of academic procrastination than the non-counseling group. The results suggest considering academic procrastination as a self-regulation failure and contribute to constructing interventions tailored to students' specific needs.

Kennedy, and Tuckman (2013) conducted a study on An exploration into the influence of academic and social values, procrastination, and perceived school belongingness on academic performance. The results of a structural equation model showed that a tendency to procrastinate, assessed early in college students' first term, was positively related to social values, but was negatively related to academic task values and grade goal-setting. The results suggest that procrastination may be a partial mediator of the influence of academic and social values on perceived school belongingness. In addition, the tendency to procrastinate had a direct negative relationship with self-regulatory, self-efficacy and perceived school belongingness

and was positively related to perceived stress near the end of the term. There was also a statistically significant negative total effect of procrastination on performance-approach and mastery-approach goal orientation and end of term grade point average (GPA) also statistically significant direct positive effect of performance-approach orientation on GPA was found. Direct relationship between mastery-approach orientation and GPA was not statistically significant. This study said that students living off campus might show a stronger negative relationship between procrastination and school belonging relative to students living on campus because these former students may have potentially more distractions pulling them away from the college or university.

Macher, Paechter, Papousek, and Ruggeri (2012) conducted a study on Statistics anxiety, trait anxiety, learning behavior, and academic performance. The present study investigated the relationship between statistics anxiety, individual characteristics (e.g., trait anxiety and learning strategies), and academic performance. Students enrolled in a statistics course in psychology (N=147) filled in a questionnaire on statistics anxiety, trait anxiety, interest in statistics, mathematical self concept, learning strategies, and procrastination. Additionally, their performance in the examination was recorded. The structural equation model showed that statistics anxiety held a crucial role as the strongest direct predictor of performance. Students with higher statistics anxiety achieved less in the examination and showed higher procrastination scores. Statistics anxiety was related indirectly to spending less effort and time on learning. Trait anxiety was related positively to statistics anxiety and, counter intuitively, to academic performance. This result can be

explained by the heterogeneity of the measure of trait anxiety. The part of trait anxiety that is unrelated to the specific part of statistics anxiety correlated positively with performance.

Ferrari, Keane, Wolfe, and Beck (1998) conducted a study on The antecedents and consequences of academic excuse-making: Examining Individual Differences in Procrastination. Students from two colleges ($n = 546$) differing in admission selectivity completed measures of academic procrastination and excuses. Procrastination was higher among students at the selective college than students at the nonselective college. Academic procrastination was motivated by task aversiveness for students at the selective college and by fear of task failure and fear of social disapproval for students at the nonselective college. At the nonselective college only, procrastinators compared to non-procrastinators reported more often using both legitimate and fraudulent excuses in college and during the current semester. Participants reported that excuses were self-generated for the purpose of gaining more assignment time and that most instructors did not require proof for excuses. The characteristics of courses and instructors likely to promote excuse-making by both procrastinators and non-procrastinators also were examined. These results reflect the need by administrators and personnel to consider individual and situational differences when implementing student-centered intervention programs.

Conclusion

A review of the above studies on Perceived Dimensional Means-End capacity gives a general perspective of the present study under investigation. While reviewing the literature related with the present study the investigator found that a

large number of works have been conducted on Procrastination (less time management) and found only one study based on the variable Perceived Dimensional Means-End Capacity. The study on Perceived Dimensional Means-End Capacity revealed that this variable has significant relationship with Personal success of student teachers. Studies on Procrastination revealed that it leads to psychological stress, time waste etc. and reasons for procrastination are fear of task failure, fear of social disapproval, internet gaming disorder etc. Extroversion and agreeableness can reduce procrastination. Academic procrastination had a negative impact on academic achievement.

Studies related to Perceived Social Acceptance

Arslan (2017) conducted a study on Psychological Maltreatment, Social Acceptance, Social Connectedness, and Subjective Well-Being in Adolescents. The purpose of present study is to investigate the mediation role of social acceptance and social connectedness on the effect of psychological maltreatment on subjective well-being in high school adolescents. The sample consisted of 825 students enrolled in grades 9–12 in two public schools in a small urban city in Turkey. The findings from the structural model indicated that psychological maltreatment was a negative and significant predictor of social connectedness and social acceptance, yet did not significantly predict youth subjective well-being. Further, social acceptance and social connectedness were significant and positive predictors of subjective well-being. Finally, results showed that social acceptance and social connectedness fully mediated the relationship between psychological maltreatment and subjective well-

being. Taken together, these outcomes support the importance of social connectedness and social acceptance on adolescents' wellbeing

Vanhalst, Luyckx, Scholte, Engels, and Luc Goossens (2013) conducted a study on Low Self-Esteem as a Risk Factor for Loneliness in Adolescence: Perceived but not Actual Social Acceptance. The present study aims to fill gaps in the literature. First, the direction of effects between loneliness and self-esteem was investigated in two independent longitudinal studies. Second, the underlying role of social acceptance was investigated in the latter sample by applying a multi-method approach that included actual and perceived social acceptance. Results indicated that self-esteem and loneliness influenced one another in a reciprocal manner. Furthermore, the dominant path from self-esteem to loneliness was partially mediated by perceived but not actual social acceptance. The importance of distinguishing actual from perceived social acceptance is discussed, and suggestions for future research are outlined.

DeWall and Bushman (2011) conducted a study on Social Acceptance and Rejection: The Sweet and the Bitter People have a fundamental need for positive and lasting relationships. In this article, researchers provide an overview of social psychological research on the topic of social acceptance and rejection. After defining these terms, they describe the need to belong and how it enabled early humans to fulfill their survival and reproductive goals. Next, they review research on the effect of social rejection on emotional, cognitive, behavioral, and biological responses. This research also describe research on the neural correlates of social rejection and offer a theoretical account to explain when and why social rejection

produces desirable and undesirable outcomes. Then they review evidence regarding how people cope with the pain of social rejection and conclude by identifying factors associated with heightened and diminished responses to social rejection.

Sebire, Jago, Fox, Page, Brockman, and Thompson (2011) conducted a study on Associations between children's social functioning and physical activity participation are not mediated by social acceptance: a cross-sectional study. This paper investigates the associations among children's social functioning, and physical activity and whether perceptions of social acceptance mediate any social functioning. Results of this study revealed that Boys' conduct and peer problems were associated positively and negatively respectively with their physical activity but this relationship was not mediated by perceptions of social acceptance. Future research should study alternative mediators to understand the processes underpinning this relationship.

Miller, Brody, and Murry (2010) conducted a study on Mothers' and Fathers' Responsive Problem Solving with Early Adolescents: Do Gender, Shyness, and Social Acceptance Make a Difference? Shyness and social acceptance in preadolescence were associated with parents' responsive problem solving 1 year later after controlling for initial levels of parents' problem solving. Teachers completed assessments of youths' shyness and social acceptance, and parents completed assessments of their responsive problem solving with the child. For shy daughters, higher levels of social acceptance from peers predicted more responsive problem solving from fathers. Greater social acceptance predicted marginally less maternal problem solving for sons, but greater social acceptance predicted

marginally more maternal problem solving with daughters. Results suggest the salience of child gender, shyness, and social acceptance when considering typical levels of parental involvement with youth. Implications for parents include the importance of successful problem solving discussions with emerging adolescents, especially youth who are shy or excluded by peers.

Keltikangas, and Jarvinen (2002) conducted a study on Aggressive Problem-Solving Strategies, Aggressive Behavior, and Social Acceptance in Early and Late Adolescence. This study examined the relations between aggressive problem-solving strategies and aggressive behavior, and the intervening role of social acceptance in that relation in early and late adolescence. The subjects were 1655 members aged between 11 to 17 years adolescents (863 girls and 792 boys). They completed a questionnaire measuring aggressive problem-solving strategies, while assessments of aggressive behavior and social acceptance were obtained by peer nominations. The results showed that aggressive problem-solving strategies were significantly but not very highly associated with aggressive behavior among both age groups. The role of social acceptance was of high importance, this being the major finding of this study. The aggressive-accepted adolescents underestimated their aggressiveness, i.e., had as low a level of self-rated aggressive strategies as the nonaggressive adolescents. This was particularly true of the late adolescents. The self-rated strategies of the nonaggressive adolescents were not dependent on their level of social acceptance. Finally, some gender differences were found. The findings are discussed in terms of the development of sociability and social knowledge about the self.

Parke, O'Neil, Spitzer, Isley, Welsh, Wang, Lee, Strand, and Cupp (1997) conducted a study on A Longitudinal Assessment of Sociometric Stability and the Behavioral Correlates of Children's Social Acceptance. Stability and behavioral correlates of peer acceptance were examined from kindergarten through second grade. Study participants were 295 boys and 311 girls from 9 elementary schools. Sociometric protocols and rating scales assessed peers' and teachers' perceptions of likability and social behavior. Social acceptance and peer competence were relatively stable over 2-year periods. Stability of peer-assessed social competence varied as a function of children's gender. Stably rejected children evidenced poorer peer and teacher ratings of social behavior than did other children, whereas transiently rejected children were viewed as moderate in social skill. Changes in behavioral characteristics over the kindergarten to first-grade and first- to second-grade periods distinguished stably rejected, stably accepted, and transiently rejected children.

Harter and Pike (1984) conducted a study on The Pictorial Scale of Perceived Competence and Social acceptance for Young Children. A new pictorial scale of perceived competence and social acceptance for young children, a downward extension of the perceived Competence Scale for Children, is described. There-are 2 versions of this instrument, one for preschoolers and kindergartners and a second for first and second graders, each tapping 4 domains: cognitive competence, physical competence, peer acceptance, and maternal acceptance. Factor analyses reveal a 2-factor solution. The first factor, general competence, is defined by the cognitive and physical competence subscales. The second factor, social

acceptance, comprises the peer and maternal acceptance subscales. The psychometric properties were found to be acceptable. Weak correlations between children's and teachers' judgments are discussed in terms of the young child's tendency to confuse the wish to be competent or accepted with reality. It is urged that this instrument not be viewed as a general self-concept scale but be treated as a measure of two separate constructs, perceived competence and social acceptance.

Lorber (1966) conducted a study on Inadequate Social Acceptance and Disruptive Classroom Behavior. This investigation proposed to test the following hypothesis: Children socially unacceptable to their classmates tend to manifest poor behavior in the classroom characterized by disruptive, attention-seeking actions. Poor behavior was considered behavior incompatible with and undesirable in the best interest of the educational success and effective operation of a class. The investigation involved nine fifth and sixth grade classes, generally achieving below grade level, in a low socio-economic urban community. The incidence of children presenting classroom behavior problems was relatively high. Investigator used the Ohio Social Acceptance Scale for this study. They concluded as children who socially unacceptable to their classmates tend to manifest poor behaviour in the classroom characterized by disruptive, attention-seeking actions. Perhaps disruptive, attention-seeking behavior can tend to contribute to a child's loss of social acceptance.

Goslin (1962) conducted a study on Accuracy of Self Perception and Social Acceptance. The theoretical position taken in this study is that social interaction is based on the accuracy of the participants' expectations about one another's

behaviour. Data from 19 groups of adolescent boys and girls tended to support the hypothesis that children who perceived themselves differently from the way they were perceived by the other members of the group, and/or were unable to predict how the other members of the group perceived them, would tend to be isolated from the group. Data were also gathered pertaining to (a) the degree of overestimation or underestimation in subject self-ratings; (b) the amount of variance in the distribution of subject ratings; and (c) the amount of self-conflict manifested by accepted as opposed to rejected subjects.

Ryan and Davie (1958) conducted a study on Social acceptance, Academic achievement, and Academic aptitude among high school students. The present study is concerned with the exploration of the relationship of social acceptance to classroom grades and academic aptitude among secondary school pupils. The subjects were four entire classes of the senior high school of a suburban town. The total number of subjects was 326 of whom 232 were in the college preparatory course. Estimates of reliability for the social acceptance measures were obtained by means of the split-half method and corrected by the Spearman-Brown formula. Results obtained for this study is that there is a small and positive relationship exists between acceptance and grades and a lesser degree of relationship exists between quantitative aptitude scores and acceptance.

Gray (1957) conducted a study on Masculinity-Femininity in relation to anxiety and social acceptance. Children in sixth and seventh grade class were tested on three instruments, the 'Who Are They' reputation test, the Children's Manifest Anxiety Scale, and a Masculinity-Femininity Scale devised for the present study.

The results are interpreted as indicating a lack of clarity in the expectancies of the girl nearing adolescence as she is faced by the task of achieving an appropriate sex role. Further research is needed to determine whether this effect exists in a broader population and a wider age range.

Mccandless and Helen (1957) conducted a study on Sex differences in social acceptance and participation of preschool children. The opinion is often expressed by both casual and experienced teachers of nursery school free play that girls seem to engage in more social interaction of a friendly nature than do boys. This report describes the additional analyses of these data needed to provide empirical answers to three questions: (a) Do preschool boys and girls differ in scores obtained on measures of social acceptance and participation? (b) Are there sex differences in the relationships existing between concurrent measures of social acceptance and participation? (c) If they occur, are sex differences in social acceptance by peers affected by the progress of acquaintance in newly formed preschool groups? This investigation explored sex differences in five measures of social acceptance and participation obtained for 24 boys and 24 girls attending three newly formed preschool groups. Girls had higher Sociometric scores than boys but there were no significant sex differences in teacher judgments of social acceptance, observed social acceptance, degree of social interaction with peers, or degree of dependence on adults. Correlations between measures of peer social acceptance and participation were not affected by differences. However, the majority of the negative correlations between measure of dependence on adults and both Sociometric scores and peer action scores were significantly larger for girls than for boys. Progress acquaintance

in the nursery school groups did not demonstrably affect sex difference in Sociometric scores.

Brown (1955) conducted a study on Helping Adolescents Win Social Acceptance. A primary goal of education by parents and teachers is to make the individual acceptable to, and accepted by, the persons with whom he associates in childhood and in adulthood. To move toward that educational goal teachers must determine a means by which they may help adolescents to win social acceptance. According to this study, there was no evidence to show that child from a broken home suffers a handicap in winning acceptance among his peers, There is a similar but even higher degree of positive association between students' scholastic averages and their high acceptance among their peers; for the girls this positive association with scholastic averages is very high, There is no significant association between the location of students' homes and the degree of their social acceptance five most important reasons specified by students for choice of schoolmates as friends are, in order of mention: (1) "Interests or ideals in common," (2) "Understands me," (3) "Has good manners,(4)"Is sincere," and (5) "Is helpful." The five most important specified by pupils for rejection of schoolmates of friends are, in order of mention: (1) "Engages in conduct I consider wrong," (2) "Is insincere," (3) "Has low ideals," (4)Uses profane or obscene language," and (5) "Is stuck up or snobbish

Brown (1954) conducted a study on factors affecting social acceptance of high-school students. The major problem of this study was to ascertain the principal elements in the total environment of Anderson High School students which affect their social acceptance among their schoolmates. Results of the study revealed that

students' ordinal positions in their families have no bearing on their high or low social acceptance. There is a similar but higher degree of positive association between students' scholastic averages and their high acceptance among their peers. There is no significant association between the location of students' homes and the degree of their social acceptance.

Keislar (1953) conducted a study on A Distinction between Social Acceptance and Prestige among Adolescents to reveal some of the social pressures which are exerted by an adolescent group on its members, relationships between peer group ratings on certain traits and measures of social acceptance have been found. The results have been interpreted frequently as indicating prestige factors among adolescents. But the terms social acceptance and prestige have different meanings. Social acceptance connotes intimate face-to-face contacts which are in some way satisfying. Prestige, on the other hand, indicates the possession of admired or respected characteristics. A trait may be associated with prestige but not with social acceptance. It was the purpose of this to test the hypothesis that, among adolescents, ratings of social acceptance and ratings of prestige show different degrees of association with other trait ratings.

Conclusion

A review of the related studies on Perceived Social Acceptance helps the investigator to get an idea about whether there is any study has been done in the area under investigation. From these reviews it is clear that ordinal positions of students' in their families and location of students' home have no effect on social acceptance and it is positively associated with their scholastic averages and high acceptance

among their peers. Social acceptance and social connectedness were significant and positive predictors of subjective well being. These studies recommended that parents should involve on problem solving discussions of adolescents especially if they are shy or excluded by peers. The dominant path from self esteem to loneliness was partially mediated by perceived social acceptance. Social acceptance of a person mainly depends upon their common interests, understanding, good manners, sincerity and helpfulness. Children who are socially unacceptable to their classmates tend to manifest poor behaviour in the classroom. Social rejection effects negatively on emotional, cognitive, behavioural, and biological responses.

METHODOLOGY

- ❖ *Variables*
- ❖ *Objectives*
- ❖ *Hypotheses*
- ❖ *Tools used for data collection*
- ❖ *Sample used for the study*
- ❖ *Data collection procedure*
- ❖ *Scoring and consolidation of data*
- ❖ *Statistical techniques used*

METHODOLOGY

Methodology has a major role in any research work. It can make the work, done by the researcher a scientific and a valid one. It describes just what the investigator did in detail. A well written methodology section is sufficiently detailed to enable a reader to replicate the components of the study (Best and Kahn. 2014). For the present study 'Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of Student Teachers in Kerala' , it was decided to select survey method for collecting data which help to gathers data from a relatively large number of cases at a particular time.

The present study is an attempt to find out there exists any significant differences in between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers and any significant relationship on them based on relevant sub samples gender, subject of specialization and marital status. The method of research helps to understand the tools and techniques by which the research problem is to be tackled. In this chapter the design of the study is presented under the following headings.

- Variables of the study
- Objectives
- Hypotheses
- Tools used for data collection
- Sample used for the study

- Data collection procedure, Scoring and Consolidation of the data
- Statistical techniques used for analysis

The details of each heading are given below:

Variables of the study

The independent and dependent variables selected for the present study are as follows

- Gender, subject of specialization, marital status, and Perceived dimensional means-end capacity is considered as independent variables.
- Perceived social acceptance is considered as dependent variable

Objectives

1. To find out whether there exist any significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on
 - Gender
 - Subject of specialization
 - Marital Status
2. To find out whether gender, subject of specialization, and marital status have any significant main and interaction effect on Perceived Dimensional Means-End Capacity of student teachers.

3. To find out whether gender, subject of specialization, and marital status have any significant main and interaction effect on Perceived Social Acceptance of student teachers
4. To find out whether there exist any significant relationship between Perceived Dimensional Means-End capacity and Perceived Social Acceptance of student teachers for the total sample.
5. To find out whether there exist any significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on gender, subject of specialization and marital status

Hypotheses

1. There exists significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on ,
 - Gender
 - Subject of specialization
 - Marital status
2. There will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Dimensional Means-End Capacity of student teachers.

3. There will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Social Acceptance of student teachers
4. There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the total sample
5. There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on ,
 - Gender
 - Subject of specialization
 - Marital status

Tools used for data collection

“Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools which will provide data he requires for testing the hypotheses. In some situations he find that existing research tools do not suit his purpose and so he may modify them or construct his own”. (Koul, 2009).In order to collect the necessary data for this study the investigator used two tools as follows:

1. The data regarding Perceived dimensional means-end capacity of student teachers was measured using Perceived Dimensional Means-end Capacity

Assessment Scale. The scale was adopted from the dissertation by Dr. Abdul Hameed Mukthar Mahal, Sajmath Peechi . 2014

2. The data regarding Perceived Social Acceptance of student teachers was measured using Perceived Social Acceptance Inventory prepared by the investigator with the help of her supervising teacher.

Perceived Dimensional Means – End Capacity Assessment Scale

According to Tolman,(Wolman, 2012) Dimensional Means-end Capacity refers to the capacities for achieving correct expectation of dimensional material or phenomena such as Time , Gravitation, and social relations . Here the dimension 'Distance' also included.

The draft scale of Perceived dimensional means-end capacity assessment scale has 40 elements. Investigator developed this scale based on four dimensions. Those are time, distance, gravitation, and social relation. It consists of 21 positive items and 19 negative items

Perceived Social Acceptance Inventory

Mariam webster's dictionary (1996) defines acceptance as 'the quality of being accepted'. With the help of supervising teacher, investigator operationally defined the Perceived Social Acceptance as 'the quality of being accepted by the society.' Investigator identified the components of this variable by the discussion with the supervising teacher and other experienced faculties in psychology and teacher education. Those areas considered as follows:

- Agree with the individual
- Argue for individual
- Imitate behavior of individual
- Trust individual
- Entrust individual with responsibilities
- Show interest to know individual's lifestyle
- Share with individual their personal problem

Preparation of draft tool

The draft tool of Perceived Social Acceptance Inventory consists of 50 elements. Investigator developed this tool on the basis of above components. There are seven components in total in the draft tool of Perceived social acceptance inventory. It consists of 27 positive items and 23 negative items. A copy of the draft Perceived social acceptance inventory in both Malayalam and English version is given as Appendix I and Appendix III. Distribution of the items based on the components of Perceived Social Acceptance is as represented in Table 1

Table 1

Distribution of items under each component of Perceived Social Acceptance

Component of variable	Number of item
Agree with the individual	1, 16, 46, 22, 31,36,42
Argue for individual	4, 11,47, 19, 49,15,9
Imitate behaviour of individual	32, 2, 20,40,43,38
Trust individual	37,6,3,13,14,21
Entrust individual with responsibilities	10,44,24,30,34,35,50
Show interest to know individual's lifestyle	45,48,39,29,26,27,41,33,28
Share with individual their personal problem	25,7,23,8,12,17,5,18

Scoring procedure

The Perceived Social Acceptance Inventory consists of 50 items there are five alternative responses for each statement and are designed on five point inventory. Strongly agree, agree, undecided, disagree, strongly disagree are the responses. The subjects have to make their responses to each item in the appropriate columns corresponding to any of the five alternatives. For Positive items respective scores to the five responses are 5,4,3,2, and 1 and for negative items scores are in the reverse order .

Standardization procedure

The inventory was standardized, for which the first step was item analysis to get quality items for the final inventory. Then reliability and validity were ensured.

Item analysis

The inventory was administered on a sample of 100 student teachers, selected using stratified sampling method giving due representation to Gender, Subject of specialization, and Marital status. After scoring the response sheets as per the scoring procedure they were arranged in ascending order of total score. Then the highest 27 percentage and the lowest 27 percentage were separated. The mean and standard deviation of the scores obtained for each item of the upper group and lower group were calculated separately. The critical ratio for each item was calculated using the formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where:

\bar{X}_1 = mean of sample 1

\bar{X}_2 = mean of sample 2

N_1 = number of subjects in sample 1

N_2 = number of subjects in sample 2

σ_1 = Standard Deviation of sample 1

σ_2 = Standard Deviation of sample 2.

Items with a critical ratio greater than 1.96 (table value at 0.05 level) were selected for the final scale. The critical ratio obtained for the items together with means and standard deviations of the groups are given as Table 2.

Table 2

Critical ratio('t') obtained for the items together with means and standard deviations of the groups on Perceived social acceptance inventory

Item No	Mean 1	Mean 2	σ_1	σ_2	t-value
1	4.56	3.85	0.58	0.99	3.20
2	3.07	2.15	0.73	1.03	3.83
3	4.74	4.19	0.45	0.62	3.77
4	3.19	2.19	1.04	1.21	1.27*
5	4.26	3.67	0.76	0.83	2.72
6	4.82	4.44	0.40	0.64	2.55
7	4.74	4.04	0.45	0.59	4.95
8	4.59	3.93	0.89	1.07	2.48
9.	4.70	3.78	0.72	1.25	3.33
10.	4.30	3.56	0.95	1.28	2.40
11.	1.93	2.30	.87	0.67	-1.75*

Item No	Mean 1	Mean 2	σ_1	σ_2	t-value
12.	4.52	3.67	0.85	0.88	3.60
13.	4.56	4.08	0.85	0.93	1.97
14.	4.19	3.33	0.68	1.04	3.56
15.	4.30	3.33	0.61	0.78	5.09
16.	4.11	3.15	1.05	1.17	3.19
17.	4.74	4.04	0.45	0.76	4.15
18.	3.96	3.15	0.76	0.77	3.92
19.	4.33	3.97	0.88	0.81	1.62*
20.	2.70	2.07	0.87	0.78	2.80
21.	4.67	3.89	0.56	0.93	3.72
22.	4.59	3.82	0.97	1.39	2.40
23.	4.07	3.26	0.92	1.16	2.85
24.	4.41	3.78	1.01	1.19	2.09
25.	4.78	4.26	0.51	0.53	3.73
26.	4.04	3.63	0.65	0.79	2.07
27.	4.41	3.63	0.93	0.74	3.39
28.	4.19	3.04	0.79	0.90	5.01
29.	4.37	3.00	0.57	1.33	4.90
30.	4.85	3.82	0.36	1.04	4.89
31.	4.67	3.56	0.56	1.31	4.11
32.	2.93	2.44	1.14	1.25	1.48*
33.	4.70	3.93	0.47	0.78	4.44
34.	3.33	2.48	1.04	1.09	2.94
35.	4.44	3.48	0.75	0.85	4.41
36.	4.33	3.52	0.78	0.75	3.89
37.	4.15	3.26	0.72	1.13	3.45
38.	4.18	3.37	0.83	0.79	3.68
39.	3.74	2.89	0.98	1.19	2.87
40.	4.44	3.63	0.58	1.04	3.55
41.	4.07	3.30	1.07	1.03	2.71
42.	4.67	3.93	0.62	1.14	2.97
43.	4.00	3.30	0.78	0.87	3.12
44.	4.37	3.44	0.74	0.89	4.15
45.	4.19	2.93	0.62	0.96	5.75
46.	4.37	4.19	0.70	0.85	0.77*
47.	4.41	3.52	0.57	1.09	3.76
48.	4.52	4.33	0.51	0.73	1.08*
49.	3.85	2.11	1.10	1.25	5.43
50.	4.48	3.82	0.80	0.79	3.07

*Indicates rejected items

Preparation of the final scale

The critical ratios obtained for all those items of the scale with greater than 1.96, the table value of at 0.05 level of significance, was selected for final scale. Six items with critical ratio less than 1.96 were rejected from the first draft of Perceived social acceptance inventory. 44 items in the draft scale were selected for the final scale. Thus the final scale consists of 44 items.

The final copy of Perceived Social Acceptance Inventory (Malayalam and English Version) is given as Appendix II and IV. Distribution of the items based on the components of Perceived Social Acceptance is as represented in Table 3

Table 3

Distribution of final items under each component of Perceived Social Acceptance

Component of variable	Number of item
Agree with the individual	1,14,19,28,32,38
Argue for individual	42,43,13,8
Imitate behaviour of individual	2,17,36,39,34
Trust individual	33,5,3,11,12,18
Entrust individual with responsibilities	9,40,21,27,30,31,44
Show interest to know individual's lifestyle	41,35,26,23,24,37,29,25
Share with individual their personal problem	22,6,20,7,10,15,4,16

Reliability

Reliability of an instrument means the consistency and accuracy with which it measures and whatever it measures. The reliability concerns the extent to which an

experiment test or any measuring procedure yields the same results on repeated trials. The more consistent results given by repeated measurements, higher the reliability of the measuring procedure (Carmines & Zeller, 1998) the coefficient alpha is used to test the internal consistency of tool. If the items are scored as continuous variables (e.g., strongly agree to strongly disagree) the alpha provides a coefficient to estimate consistency of scores on an instrument. (Creswell, 2011) The internal consistency of the items was established by calculating Cronbach's coefficient alpha. These coefficients are referred to as measures of internal consistency.

The value of Cronbach Alpha is 0.84. hence the items included in the tool are correlated well and tool is highly reliable.

Validity

Validity is the quality of data gathering instrument or procedures that enable to measure what it supposed to measure. Validity is an evaluation of the adequacy and appropriateness of the interpretations and uses of assessment results (Linn and Gronlund, 2007). The validity of the inventory is verified through face validity. The items of the scale were carefully framed as to cover the major components of Perceived Social Acceptance. Thus the validity of the scale is established logically.

Participants for the study

The population for the study is student teachers of Kerala and a sample of 663 students was taken from the population using stratified sampling technique considering gender, faculty and marital status as strata. The sample was selected

from two districts of Kerala, Malappuram and Kozhikode. The details of the sample selected for the study is represented as Figure 1

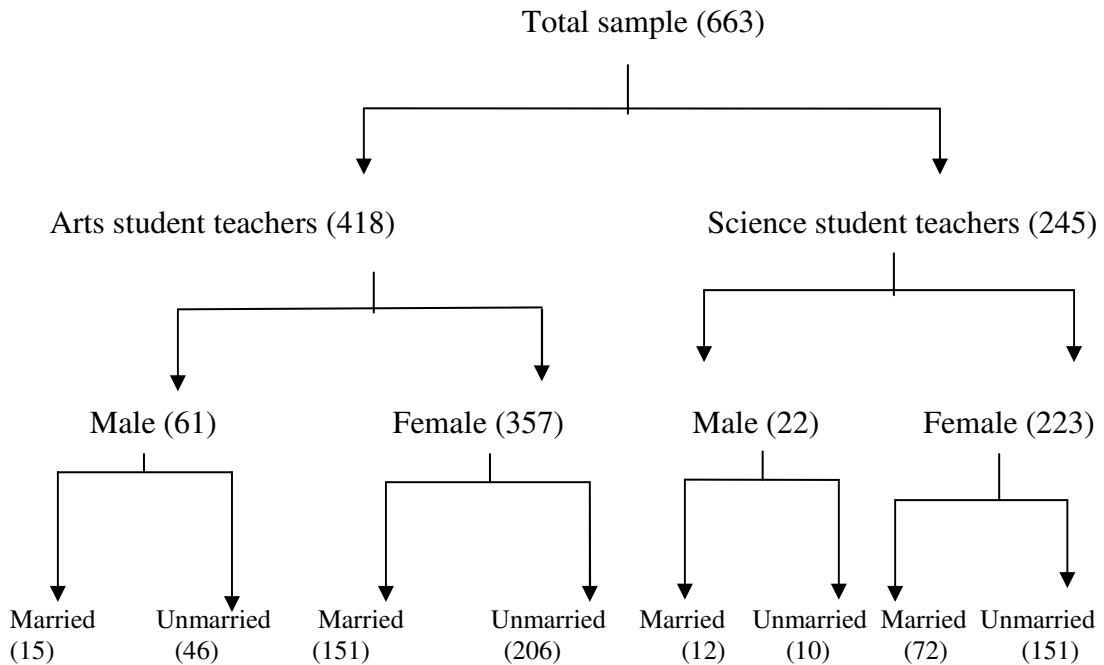


Figure 1

Breakup of the final sample

Data collection procedure, Scoring and Consolidation of Data

Data Collection Procedure

The investigator selected 12 schools randomly from the two districts of Kerala, and then the investigator contacted the head of the institutions for obtaining permission for data collection. After obtaining permission the investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. Next, the investigator administered the tools on student teachers of various teacher training institutions. After the copies of the tools were distributed to the students they were asked to mark their responses to each item in

the boxes corresponding to it by a tick mark in the given response sheet. No time limit was enforced to respond to the items. After responding the response sheets were collected back.

Scoring and Consolidation of Data

All the response sheets from the respondents were scored as per the scoring key of the tools. The incomplete data sheets were removed. The data thus collected were consolidated on a sheet for the purpose of analysis. Analysis of the data was done with the appropriate statistical technique.

Statistical techniques used for analysis

The data obtained from 663 student teachers were used for statistical treatment. The statistical techniques used for analyzing data to arrive at meaningful conclusions are following.

1. Preliminary analysis
2. Correlation analysis
3. Test of significance of difference between means of different categories
4. Three way ANOVA

1. Preliminary analysis

The important statistical properties of the scores of the variable under study were calculated and analyzed as preliminary step that is Mean, Median, Mode, Skewness and Kurtosis.

2. Correlation analysis

The most often used and the most precise coefficient of correlation is Pearson product moment correlation coefficient. The degree of relationship is measured and represented by the coefficient of correlation using the formula.

$$r_{xy} = \frac{N\sum XY - (\sum X \sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

N = number of pairs of scores

\sum = denotes the summation of items

$\sum XY$ = sum of the product of paired scores

$\sum X$ = sum of X scores

$\sum Y$ = sum of Y scores

$\sum X^2$ = sum of squared X scores

$\sum Y^2$ = sum of squared Y scores

In this study correlation coefficient is used to find out the extent of relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers.

Test of significance of difference between means of different categories

The test of significance of difference between two means is known as t-test in this study t-test is used to find out if there exists any significant difference in

Perceived Dimensional Means- End Capacity and Perceived Social Acceptance of student teachers between relevant sub samples. The formula is,

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where:

\overline{X}_1 = mean of sample 1

\overline{X}_2 = mean of sample 2

N_1 = number of subjects in sample 1

N_2 = number of subjects in sample 2

σ_1 = Standard Deviation of sample 1

σ_2 = Standard Deviation of sample 2.

If the obtained critical ratio is greater than 1.96 the required value is significant at 0.05 level of significance. If it is greater than 2.58 it is significant at 0.01 level.

ANOVA

ANOVA is used to test the significance of difference between a number of different populations. This is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is an international statistical procedure by which can test the null hypotheses that two or more population means are equal. A ratio of two variance estimate is computed

and this ratio has as its sampling distribution, the F distribution determined by two degrees of freedom values. ANOVA can include one or more independent variable. If three independent variable included simultaneously in an ANOVA, the analysis is called three way ANOVA.

In this study ANOVA is used further find out whether Gender, subject of specialization and marital status have any main and interaction effect on Perceived Dimensional Means-End Capacity of student teachers.

ANOVA is used further find out whether Gender, subject of specialization and marital status have any main and interaction effect on Perceived Social Acceptance of student teachers.

ANALYSIS AND INTERPRETATION

- ❖ *Objectives*
- ❖ *Hypotheses*
- ❖ *Preliminary Analysis*
- ❖ *Mean Difference Analysis*
- ❖ *Analysis of Variance*
- ❖ *Pearson's Product Moment Coefficient of Correlation*

ANALYSIS AND INTERPRETATION

Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it (Creswell , 2011). Here investigator have been presented and discussed the collected data with reference to the objectives of the study. This chapter deals with the details of the statistical analysis and its results and is presented under the following major headings

- Objectives
- Hypotheses
- Preliminary Analysis
- Mean Difference Analysis
- Analysis of Variance
- Pearson’s Product Moment Coefficient of Correlation

Objectives

1. To find out whether there exist any significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on
 - Gender
 - Subject of specialization
 - Marital Status

2. There will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Dimensional Means-End Capacity of student teachers.
3. There will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Social Acceptance of student teachers
4. To find out whether there exist any significant relationship between Perceived Dimensional Means-End capacity and Perceived Social Acceptance of student teachers for the total sample.
5. To find out whether there exist any significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on gender, subject of specialization and marital status

Hypotheses

1. There exists significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on ,
 - Gender
 - Subject of specialization
 - Marital status
2. Gender, subject of specialization and marital status have significant main and interaction effect on Perceived Dimensional Means-End Capacity of student teachers.

3. Gender, subject of specialization and marital status have significant main and interaction effect on Perceived Social Acceptance of student teachers
4. There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the total sample
5. There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on ,
 - Gender
 - Subject of specialization
 - Marital status

Preliminary Analysis

As the first step of analysis the investigator has done preliminary analysis for the variables Perceived Social Acceptance. For this important statistical measures such as Mean, Median, Mode, Standard deviation, Skewness, and Kurtosis were computed for the whole sample

Details of the preliminary analysis for Perceived Dimensional Means-End Capacity are presented in Table 4.

Table 4

Preliminary analysis of test scores

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Perceived Dimensional Means-End Capacity	663	137.42	39	144	13.72	-0.07	0.116

Discussion

Table 4 shows that the value of arithmetic mean, median, and mode for the variable, Perceived Dimensional Means-End Capacity of student teachers are 137.42, 139 and 144 respectively. These values are almost equal for the variable Perceived Dimensional Means-End Capacity. This indicates that the distribution of the scores approximate closely what is expected for a normal curve. That means it shows the possibility of normal distribution. The obtained value of skewness and kurtosis for Perceived Social Acceptance is -0.07 and 0.116 respectively. This value of skewness indicates that the distribution is negatively skewed distribution and more values are concentrated at the upper end or at the right part of the scale. The value of kurtosis indicates that the distribution is leptokurtic. So perceived Dimensional Means-End Capacity can be considered as normal distribution.

The histogram with normal probability curve of perceived Dimensional Means-End Capacity of student teachers for the total sample is represented as figure 2.

SCALE

X axis: 1 division scale = 20

Y axis: 1 division scale = 20

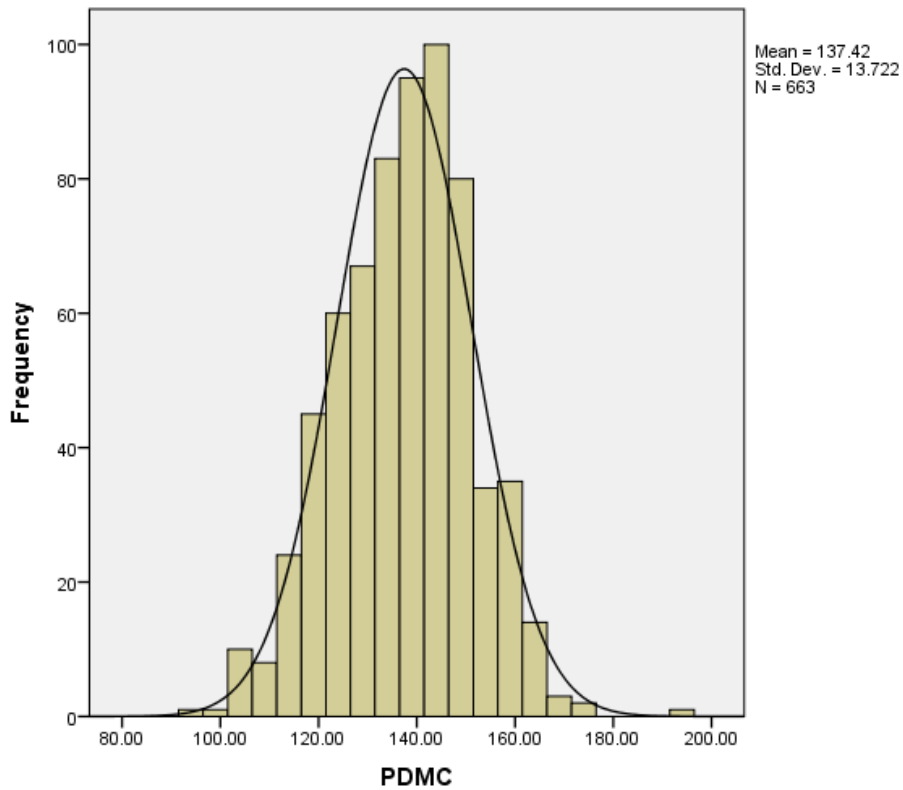


Figure 2:

Histogram with normal probability curve of Perceived Dimensional Means-End Capacity.

The interpretation of statistical indices obtained and graph revealed that the distribution of the sample followed normal distribution approximately and thus the inferential statistics is applied.

Details of the preliminary analysis for Perceived Social Acceptance are presented in Table 5.

Table 5

Preliminary Analysis of Test Scores

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Perceived Social Acceptance	663	170.36	171	164	16.39	-0.15	-0.0016

Discussion

From the Table 5 it is evident that that the value of arithmetic mean, median, and mode for the variable, Perceived Social Acceptance of student teachers are 170.36, 171, and 164 respectively. These values are almost equal for the variable Perceived Social Acceptance. This indicates that the distribution of the scores approximate closely what is expected for a normal curve. That means it shows the possibility of normal distribution. The obtained value of skewness and kurtosis for Perceived Social Acceptance is -0.15 and -0.0016 respectively. This value of skewness indicates that the distribution is negatively skewed distribution and more values are concentrated at the upper end or at the right part of the scale. The value of kurtosis indicates that the distribution is leptokurtic. So perceived social acceptance can be considered as normal distribution.

The histogram with normal probability curve of perceived social acceptance of student teachers for the total sample is represented as figure 3

SCALE

X axis : 1 division scale = 20

Y axis : 1 division scale = 20

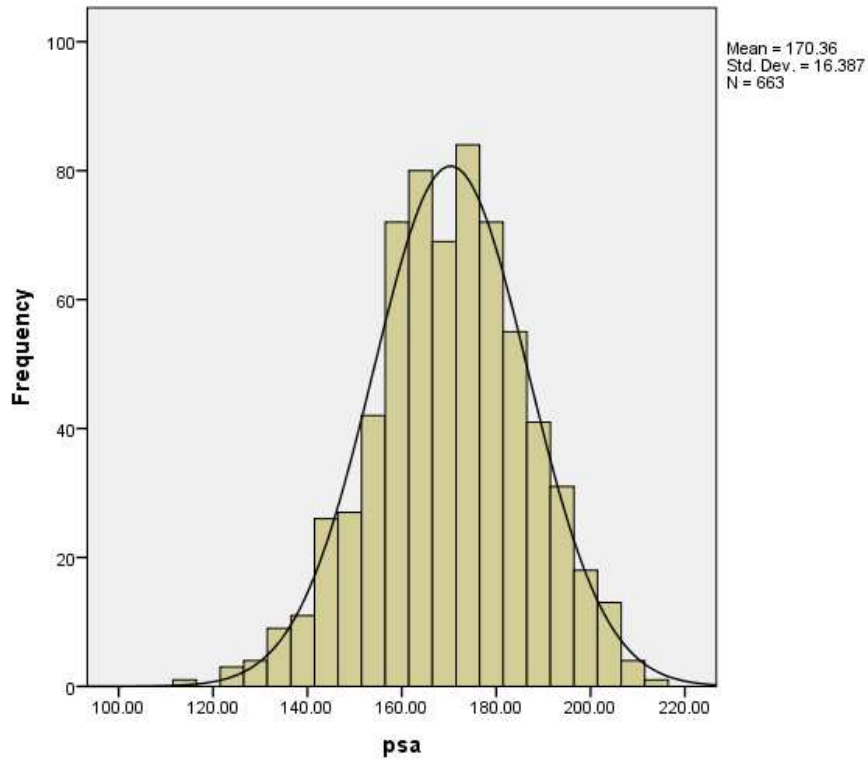


Figure 3:

Histogram with normal probability curve of Perceived Social Acceptance

The interpretation of statistical indices obtained and graph revealed that the distribution of the sample followed normal distribution approximately and thus the inferential statistics is applied.

Mean Difference Analysis

The statistical technique mean difference analysis is used to analyze and calculate the consolidated and tabulated data. The test of the significance of the difference between two means is known as a t test (Best and Khan. 2012). Test of significance of difference between mean scores is used to find out if there exist any significant difference in the means scores of Perceived Dimensional Means-end Capacity and Perceived Social acceptance of student teachers between relevant sub sample based on gender, subject of specialization and marital status. For this purpose mean and standard deviation of the variable were calculated separately and subjected to two-tailed test of significance of difference.

Comparison of the Mean scores of Perceived Dimensional Means-End Capacity of student teachers with respect to Gender

Mean scores of the Perceived Dimensional Means End Capacity between male and female student teachers were calculated by the investigator and represented as in Table 6

Table 6

Data and Results of the Test of significance of differences on Perceived Dimensional Means End Capacity based on the Subsample Gender

SI. NO.	Category	N	M	SD	t value	Level of significance
1	Male	84	134.61	16.77	1.69	NS
2	Female	579	137.83	13.19		

NS- Not Significant

Table 6 reveals that ‘t’ value obtained for the Perceived Dimensional Means-End Capacity for the subsample on the basis of gender is 1.69, which is less than the Tabled value 1.96 at 0.05 level. Therefore the mean difference of Perceived Dimensional Means-End Capacity between Male and Female student teachers does not differ significantly.

Discussion

By analyzing the difference of mean scores of Perceived Dimensional Means-End Capacity between Male and Female teachers, investigator concluded that there is no significant difference in Perceived Dimensional Means-End Capacity between Male and Female student teachers.

Comparison of the Mean scores of Perceived Dimensional Means-End Capacity of student teachers with respect to Marital Status

Mean scores of Perceived Dimensional Means-End Capacity between Married and Unmarried student teachers were calculated and represented as in Table 7

Table 7

Data and Results of the Test of significance of differences on Perceived Dimensional Means-End Capacity based on the Subsample Marital Status

SI. NO.	Category	N	M	SD	t value	Level of significance
1	Married	250	138.05	14.34	0.90	NS
2	Unmarried	413	137.04	13.34		

NS- Not Significant

From Table 7 it is evident that 't' value obtained for the Perceived Dimensional Means-End Capacity for the subsample on the basis of marital status is 0.90, which is less than the Tabled value 1.96 at 0.05 level. Therefore the mean difference of Perceived Dimensional Means-End Capacity between Married and Unmarried student teachers does not differ significantly.

Discussion

By analyzing the difference of mean scores of Perceived Dimensional Means-End Capacity between Married and Unmarried student teachers, investigator concluded that there is no significant difference in Perceived Dimensional Means-End Capacity between Married and Unmarried student teachers.

Comparison of the Mean scores of Perceived Dimensional Means-End Capacity of student teachers with respect to their Subject of specialization.

Mean scores of Perceived Dimensional Means-End Capacity between Arts and Science student teachers were calculated and represented as in Table 8

Table 8

Data and Results of the Test of significance of differences on Perceived Dimensional Means-End Capacity based on the Subsample Subject of specialization

SI. NO.	Category	N	M	SD	t value	Level of significance
1	Arts	418	137.22	14.10	0.49	NS
2	Science	245	137.76	13.08		

NS- Not Significant

Table 8 shows that 't' value obtained for the Perceived Dimensional Means-End Capacity for the subsample on the basis of their specialized subject is 0.49,

which is less than the Tabled value 1.96 at 0.05 level. Therefore the mean difference of Perceived Dimensional Means-End Capacity between Arts and Science student teachers does not differ significantly.

Discussion

By analyzing the difference of mean scores of Perceived Dimensional Means-End Capacity between Arts and Science student teachers, investigator concluded that there is no significant difference in Perceived Dimensional Means-End Capacity between Arts and Science student teachers.

Comparison of the Mean scores of Perceived Social Acceptance of student teachers with respect to Gender

Mean scores of the Perceived Social Acceptance between Male and Female student teachers were calculated by the investigator and represented as in Table 9

Table 9

Data and Results of the Test of significance of differences on Perceived Social Acceptance based on the Subsample Gender

SI. NO.	Category	N	M	SD	t value	Level of significance
1	Male	84	165.24	18.02		
2	Female	579	171.10	16.02	2.82	0.01

From Table 9 it is evident that obtained t value is 2.82, which is greater than the tabled value 2.58 at 0.01 level of significance. Therefore the mean difference of Perceived Social Acceptance for Male and Female student teachers is significant at 0.01 level.

Discussion

This helps us to conclude that there exists significant difference in the mean scores of male and female student teachers on Perceived Social Acceptance. The result also shows that, the mean scores of female sample (Mean=171.10) is higher than that of male sample (Mean=165.24). which indicate that the female student teachers are high on their Perceived Social Acceptance than male student teachers.

Comparison of the Mean scores of Perceived Social Acceptance of student teachers with respect to Marital Status

Mean scores of Perceived Social Acceptance between Married and Unmarried student teachers were calculated and represented as in Table 10

Table 10

Data and Results of the Test of significance of differences on Perceived Social Acceptance based on the Subsample Marital Status

SI. NO.	Category	N	M	SD	t value	Level of significance
1	Married	250	169.67	16.37	0.84	NS
2	Unmarried	413	170.77	16.40		

NS- Not Significant

Table 10 reveals that obtained t value is 0.84, which is less than the tabled value 1.96 at 0.05 level. Therefore the mean difference of Perceived Social Acceptance for Married and Unmarried student teachers does not differ significantly.

Discussion

By analyzing the difference of mean scores of Perceived Social Acceptance between Married and Unmarried student teachers, investigator concluded that there is no significant difference on Perceived Social Acceptance between Married and Unmarried student teachers.

Comparison of the Mean scores of Perceived Social Acceptance of student teachers with respect to their Subject of specialization

Mean scores of Perceived Social Acceptance between Arts and Science student teachers were calculated and represented as in Table 11

Table 11

Data and Results of the Test of significance of differences on Perceived Social Acceptance based on the Subsample Subject of specialization

SI. NO.	Category	N	M	SD	t value	Level of significance
1	Arts	418	169.74	16.84	1.29	NS
2	Science	245	171.41	15.56		

NS- Not Significant

Table 11 shows that the obtained t value is 1.29 which is less than tabled value 1.96 at 0.05 level. Therefore the mean difference of Perceived Social Acceptance for Arts and Science student teachers does not differ significantly.

Discussion

By analyzing the difference of mean scores of Perceived Social Acceptance between Arts and Science student teachers, investigator concluded that there is no

significant difference on Perceived Social Acceptance between Arts and Science student teachers.

Analysis of variance

In order to find out the main effect and interaction effect of Gender, Marital status and Subject on Perceived Dimensional Means-End Capacity and on Perceived Social Acceptance of student teachers $2 \times 2 \times 2$ factorial design of Three-way ANOVA is used.

The data and results of $2 \times 2 \times 2$ ANOVA on the variables Perceived Dimensional Means-End Capacity and on Perceived Social Acceptance is represented as follows.

Main and interaction effect of Gender, Marital status and Subject on Perceived Dimensional Means-End Capacity of student teachers

To calculate main and interaction effect of Gender, Marital status and Subject on Perceived Dimensional Means-End Capacity investigator used three way ANOVA with $2 \times 2 \times 2$ factorial design with 663 cases. The obtained data are given as follows in Table 12

Table 12

Main and interaction effect of Gender, Marital status and Subject on Perceived Dimensional Means-End Capacity of student teachers

Source of variation	Sum of squares	Degrees of freedom	Mean square	F-value	Level of significance
Gender	2209.10	1	2209.10	11.98	0.01
Marital status	1291.42	1	1291.42	7.01	0.01
Subject	221.69	1	221.69	1.20	NS
Gender× Marital status	1543.29	1	1543.29	8.37	0.01
Gender× Subject	218.19	1	218.19	1.18	NS
Marital status × subject	95.50	1	95.50	0.52	NS
Gender× Marital status × Subject	476.67	1	476.67	2.59	NS
Error	120769.97	655	184.38		

NS- Not Significant

Main effect of Gender on Perceived Dimensional Means-End Capacity

Calculated F-value for Gender on Perceived Dimensional means-end capacity of student teachers is 11.98 which is greater than the tabled F value (6.67). Thus the F-value is significant at 0.01 level with the degrees of freedom (1,655). From this the investigator identified that Perceived Dimensional Means-End Capacity of student teachers differs significantly on the basis of Gender at 0.01 level. By comparing the mean scores it is evident that the mean scores of Female student teachers' (Mean=137.83) is higher than that of Male student teachers (Mean=128.09).

Discussion

It indicates that there exists significant difference on the mean scores of male and female student teachers on Perceived Dimensional Means-End capacity for the total sample. Therefore there is significant effect of Gender on Perceived Dimensional Means-End Capacity.

Main effect of Marital status on Perceived Dimensional Means-End Capacity

Calculated F-value for Marital status on Perceived Dimensional means-end capacity of student teachers is 7.01, which is greater than the tabled F value (6.67). Thus the F-value is significant at 0.01 level with the degrees of freedom (1,655). From this the investigator identified that Perceived Dimensional Means-End Capacity of student teachers differs significantly on the basis of marital status at 0.01 level. By comparing the mean scores it is evident that the mean scores of Unmarried student teachers' (Mean=136.68) are higher than that of Married student teachers (Mean=129.25).

Discussion

It indicates that there exists significant difference on the mean scores of Married and Unmarried student teachers on Perceived Dimensional Means-End capacity for the total sample. Therefore there is significant effect of Marital status on Perceived Dimensional Means-End Capacity.

Main effect of Subject of specialization on Perceived Dimensional Means-End Capacity

Calculated F-value for specialized subject on Perceived Dimensional means-end capacity of student teachers is 1.20, which is less than the tabled F value (3.85). Thus the F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates that there is no significant difference for arts and science student teachers on Perceived Dimensional Means-End capacity for the total sample.

Interaction effect of Gender and Marital status on Perceived Dimensional Means-End Capacity

Calculated F-value for Gender and Marital status on Perceived Dimensional means-end capacity of student teachers is 8.37 which is greater than tabled value of F (6.67). The F-value is significant at 0.01 level with the degrees of freedom (1,655). By comparing the mean scores it is evident that the mean scores of female married student teachers' (Mean=138.17) is higher than that of male married student teachers (Mean=120.33), male unmarried student teachers (Mean=135.88), and female unmarried student teachers (Mean=137.48).

Discussion

It indicates that the interaction effect of Gender and Marital status on Perceived Dimensional Means-End capacity is significant at 0.01 level for the total

sample. Therefore there is significant interaction effect of Gender and Marital status on Perceived Dimensional Means-End Capacity.

Interaction effect of Gender and Subject of specialization on Perceived Dimensional Means-End Capacity

Calculated F-value for Gender and Subject of specialization on Perceived Dimensional Means-End Capacity of student teachers is 1.18 which is less than tabled value of F (3.85). This F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates there is no significant interaction effect of Gender and Subject of specialization on Perceived Dimensional Means-End Capacity. That is Perceived Dimensional Means-End Capacity of student teachers does not vary significantly based on Gender and Subject of specialization

Interaction effect of Marital status and Subject of specialization on Perceived Dimensional Means-End Capacity

Calculated F-value for Marital status and Subject of specialization on Perceived Dimensional Means-End Capacity of student teachers is 0.52 which is less than tabled value of F (3.85). This F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates there is no significant interaction effect of Marital status and Subject of specialization on Perceived Dimensional Means-End Capacity. That is Perceived Dimensional Means-End Capacity of student teachers does not vary significantly based on Marital status and Subject of specialization.

Interaction effect of Gender, Marital status and Subject of specialization on Perceived Dimensional Means-End Capacity

Calculated F-value for Gender, Marital status and Subject of specialization on Perceived Dimensional Means-End Capacity of student teachers is 2.59 which is less than tabled value of F (3.85). This F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates there is no significant interaction effect of Gender, Marital status and Subject of specialization on Perceived Dimensional Means-End Capacity. That is Perceived Dimensional Means-End Capacity of student teachers does not vary significantly based on the relevant subsample Gender, Marital status and Subject of specialization.

Main and interaction effect of Gender, Marital status and Subject on Perceived Social Acceptance of student teachers

To calculate main and interaction effect of Gender, Marital status and Subject on Perceived Social Acceptance investigator used three way ANOVA with $2 \times 2 \times 2$ factorial design with 663 cases. The obtained data are given as follows in Table 13

Table 13

Main and interaction effect of Gender, Marital status and Subject on Perceived Social Acceptance of student teachers

Source of variation	Sum of Squares	Degree s of freedom	Mean Square	F-value	Level of significance
Gender	1358.50	1	1358.50	5.12	0.05
Marital status	144.94	1	144.94	0.55	NS
Subject	62.83	1	62.83	0.24	NS
Gender × Marital status	3.40	1	3.40	0.01	NS
Gender × Subject	238.36	1	238.36	.89	NS
Marital status × Subject	57.63	1	57.63	0.22	NS
Gender × Marital status × Subject	24.17	1	24.17	0.09	NS
Error	173969.02	655	265.602		

NS- Not Significant

Main effect of Gender on Perceived Social Acceptance

Calculated F-value for Gender on Perceived Social Acceptance is 5.12 which is greater than the tabled value of F (3.85). Thus the F-value is significant at 0.05 level with the degrees of freedom (1,655). From this the investigator identified that Perceived Social Acceptance of student teachers differs significantly on the basis of Gender at 0.05 level. By comparing the mean scores it is evident that the mean scores of Female student teachers' (Mean=171.09) is higher than that of Male student teachers (Mean=163.48).

Discussion

It indicates that there exists significant difference on the mean scores of male and female student teachers on Perceived Social Acceptance for the total sample. Therefore there is significant effect of Gender on Perceived Social Acceptance.

Main effect of Marital status on Perceived Social Acceptance

Calculated F-value for Marital status on Perceived Social Acceptance is 0.55 which is less than tabled value of F (3.85). thus the F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates that there is no significant difference for Married and Unmarried student teachers on Perceived Social Acceptance for the total sample.

Main effect of subject of specialization on Perceived Social Acceptance

Calculated F-value for Marital status on Perceived Social Acceptance is 0.24 which is less than tabled value of F (3.85) at 0.05 level. Thus the F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates that there is no significant difference for Arts and Science student teachers on Perceived Social Acceptance for the total sample.

Interaction effect of Gender and Marital status on Perceived Social Acceptance

Calculated F-value for Gender and Marital status on Perceived Social Acceptance of student teachers is 0.01 which is less than tabled value of F (3.85). Thus the F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates there is no significant interaction effect of Gender and Marital status on Perceived Social Acceptance. That is Perceived Social Acceptance of student teachers does not vary significantly based on Gender and Marital status.

Interaction effect of Gender and Subject of specialization on Perceived Social Acceptance

Calculated F-value for Gender and Subject of specialization on Perceived Social Acceptance of student teachers is 0.89 which is less than tabled value of F (3.85). Thus the F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates there is no significant interaction effect of Gender and Subject of specialization on Perceived Social Acceptance. That is Perceived Social Acceptance of student teachers does not vary significantly based on Gender and Subject of specialization

Interaction effect of Marital status and Subject of specialization on Perceived Social Acceptance

Calculated F-value for Marital status and Subject of specialization on Perceived Social Acceptance of student teachers is 0.22 which is less than tabled value of F (3.85). Thus the F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates there is no significant interaction effect of Marital status and Subject of specialization on Perceived Social Acceptance. That is Perceived Social Acceptance of student teachers does not vary significantly based on Marital status and Subject of specialization.

Interaction effect of Gender, Marital status and Subject of specialization on Perceived Social Acceptance

Calculated F-value for Gender, Marital status, and Subject of specialization on Perceived Social Acceptance of student teachers is 0.09 which is less than tabled value of F (3.85). So this F-value is not significant at 0.05 level with the degrees of freedom (1,655).

Discussion

It indicates there is no significant interaction effect of Gender, Marital status and Subject of specialization on Perceived Social Acceptance. That is Perceived Social Acceptance of student teachers does not vary significantly based on the relevant subsample Gender, Marital status and Subject of specialization.

Correlation between Perceived Dimensional Means- End Capacity and Perceived Social Acceptance for the Total sample and sub sample.

The collected data has been analyzed to find out the significance of relationship between the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance. The relationship was measured by using Pearson's Product-Moment Correlation (r). Co-efficient of correlation between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance is presented as Table 14.

Table 14

Co-efficient of correlation between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance for Total sample (N= 663) and subsample

SI. No.	Sample	Correlation (r)
1	Total	0.192
2	Male	-0.014
3	Female	0.226
4	Arts	0.187
5	Science	0.199
6	Married	0.133
7	Unmarried	0.233

From the Table 14 the investigator identified that the correlation co-efficient between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance for the total sample is 0.192. Thus it was found that these two variables are having positive and negligible correlation.

Correlation co-efficient for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance for Male student teachers is -0.014. It indicates that the correlation between the two variables for the Male teachers is negative and negligible.

Correlation co-efficient for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of Female student teachers is 0.226. It indicates that there exists a positive and low correlation for Female student teachers between these two variables.

Correlation co-efficient of student teachers who specialized in Arts subjects is 0.187. It indicates that there exists a positive and negligible relationship between the two variables among Arts student teachers .

Correlation co-efficient of student teachers who specialized in Science subjects is 0.199. It indicates the relationship is positive and negligible for Science student teachers for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance.

Correlation co-efficient of Married student teachers is 0.133. It indicates the relationship is positive and negligible for Married student teachers for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance.

Correlation co-efficient of Unmarried student teachers is 0.233. It indicates the relationship is positive and low for Unmarried student teachers for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance.

Discussion

The co-efficient of correlation was calculated for total sample and for the relevant subsample based on Gender, Subject and Marital status of student teachers.

It was found some results that there is a positive relationship in between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance in all cases except in the case of Male student teachers, they exhibits negative relationship in between these variables.

It indicates that as Perceived Dimensional Means-End Capacity increases then Perceived Social Acceptance also increases and as Perceived Social Acceptance increases then Perceived Dimensional Means-End Capacity also increases. But for Male student teachers, as Perceived Dimensional Means-End Capacity increases then Perceived Social Acceptance decreases and as the Perceived Social Acceptance increases then Perceived Dimensional Means-End Capacity decreases.

SUMMARY, FINDINGS AND SUGGESTIONS

- ❖ *Restatement of the study*
- ❖ *Variables of the Study*
- ❖ *Objectives*
- ❖ *Hypotheses*
- ❖ *Methodology*
- ❖ *Major Findings of the study*
- ❖ *Tenability of Hypotheses*
- ❖ *Educational Implications*
- ❖ *Suggestions for Further Research*

SUMMARY, FINDINGS AND SUGGESTIONS

. This chapter provides retrospective views of the study, major Findings, Educational Implications and Suggestions for further research in this area.

Restatement of the study

The problem for the present study is restated as **“PERCEIVED DIMENSIONAL MEANS-END CAPACITY AND PERCEIVED SOCIAL ACCEPTANCE OF STUDENT TEACHERS IN KERALA”**

Variables of the Study

In this study the investigator considered Perceived Dimensional Means-end capacity as independent variable and Perceived social acceptance as dependent variable.

Objectives

1. To find out whether there exist any significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on
 - Gender
 - Subject of specialization
 - Marital Status

2. To find out whether gender, subject of specialization, and marital status have any significant main and interaction effect on Perceived Dimensional Means-End Capacity of student teachers.
3. To find out whether gender, subject of specialization, and marital status have any significant main and interaction effect on Perceived Social Acceptance of student teachers
4. To find out whether there exist any significant relationship between Perceived Dimensional Means-End capacity and Perceived Social Acceptance of student teachers for the total sample.
5. To find out whether there exist any significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on gender, subject of specialization and marital status.

Hypotheses

1. There exists significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on ,
 - Gender
 - Subject of specialization
 - Marital status

2. There will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Dimensional Means-End Capacity of student teachers.
3. There will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Social Acceptance of student teachers
4. There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the total sample
5. There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on ,
 - Gender
 - Subject of specialization
 - Marital status

Methodology

This deals with a brief description of the present study with a precise description of the sample, tools and statistical techniques used.

Sample

The present study was conducted on a representative sample of 663 student teachers of Kozhikode, Malappuram districts. Stratified sampling method was used

as sampling technique by giving due representation to gender, subject of specialization, and marital status.

Tools used for the study

The investigator used the following tools for the present study.

1. Perceived Dimensional Means-End Capacity Assessment Scale.
2. Perceived Social Acceptance Inventory .

Statistical techniques used for the analysis of data.

The following statistical techniques were used for the analysis of the data for the present study.

1. Preliminary statistics : Mean, Median, Mode, Standard deviation, Skewness and Kurtosis
2. Test of significance of the difference between means
3. Three way ANOVA : $2 \times 2 \times 2$ factorial design
4. Pearson's product moment of correlation

Major Findings of the study

The major findings of the study are the following,

1. There is no significant difference in Perceived Dimensional Means-End Capacity between Male and Female student teachers. (t- value= 1.69)
2. There is no significant difference in Perceived Dimensional Means-End Capacity between Married and Unmarried student teachers. (t- value=0.90)

3. There is no significant difference in Perceived Dimensional Means-End Capacity between Arts and Science student teachers. (t-value=0.49)
4. There exists significant difference in the mean scores of male and female student teachers on Perceived Social Acceptance. Mean scores of female sample (Mean = 171.10) is higher than that of male sample (Mean = 165.24) (t-value=2.82).
5. There is no significant difference on Perceived Social Acceptance between Married and Unmarried student teachers. (t-value=0.84)
6. There is no significant difference on Perceived Social Acceptance between Arts and Science student teachers. (t-value=1.29).
7. Gender has significant main effect on Perceived Dimensional Means-End Capacity of student teachers (F=11.98, P<0.01) for the degrees of freedom (1,655). Mean scores of females student teachers (137.83) is higher than that of male sample (Mean = 128.09).
8. Marital status has significant main effect on Perceived Dimensional Means-End Capacity of student teachers (F=7.01, P<0.01) for the degrees of freedom (1,655). Mean scores of unmarried student teachers (Mean = 136.68) is higher than that of married student teachers (Mean = 129.25).
9. Subject of specialization has no significant main effect on Perceived Dimensional Means-End Capacity of student teachers (F=1.20, P>0.05) for the degrees of freedom (1,655).
10. The interaction effect of Gender and Marital status on Perceived Dimensional Means-End Capacity of student teachers is significant at 0.01 level. (F=8.37, P<0.01) for the degrees of freedom (1,655). Mean scores of

female married student teachers (Mean =138.17) is higher than that of all other interactions.

11. The interaction effect of Gender and Subject of specialization on Perceived Dimensional Means-End Capacity of student teachers is not significant at 0.05 level. ($F=1.18$, $P>0.05$) for the degrees of freedom (1,655).
12. The interaction effect of Marital status and Subject of specialization on Perceived Dimensional Means-End Capacity of student teachers is not significant at 0.05 level. ($F=0.52$, $P>0.05$) for the degrees of freedom (1,655).
13. The interaction effect of Gender, Marital status and Subject of specialization on Perceived Dimensional Means-End Capacity of student teachers is not significant at 0.05 level. ($F=2.59$, $P>0.05$) for the degrees of freedom (1,655).
14. Gender has significant main effect on Perceived Social Acceptance of student teachers ($F=5.12$, $P<0.05$) for the degrees of freedom (1,655). Mean scores of female student teachers (Mean = 171.09) is higher than that of male student teachers (Mean = 163.48).
15. Marital status has no significant main effect on Perceived Social Acceptance of student teachers ($F=0.55$, $P>0.05$) for the degrees of freedom (1,655).
16. Subject of specialization has no significant main effect on Perceived Social Acceptance of student teachers ($F=0.24$, $P>0.05$) for the degrees of freedom (1,655).

17. The interaction effect of Gender and Marital status on Perceived Social Acceptance of student teachers is not significant at 0.05 level. ($F=0.01$, $P>0.05$) for the degrees of freedom (1,655).
18. The interaction effect of Gender and Subject of specialization on Perceived Social Acceptance of student teachers is not significant at 0.05 level. ($F=0.89$, $P>0.05$) for the degrees of freedom (1,655).
19. The interaction effect of Marital status and Subject of specialization on Perceived Social Acceptance of student teachers is not significant at 0.05 level. ($F=0.22$, $P>0.05$) for the degrees of freedom (1,655).
20. The interaction effect of Gender, Marital status and Subject of specialization on Perceived Social Acceptance of student teachers is not significant at 0.05 level. ($F=0.22$, $P>0.05$) for the degrees of freedom (1,655).
21. There exists positive and negligible relationship for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance for the total sample. ($r=0.192$)
22. There exists negative and negligible relationship for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance for Male student teachers. ($r= -0.014$)
23. There exists positive and low relationship for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of Female student teachers. ($r= 0.226$)
24. There exists positive and negligible relationship for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance among Arts student teachers. ($r= 0.187$)

25. There exists positive and negligible relationship for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance for Science student teachers. ($r= 0.199$)
26. There exists positive and negligible relationship for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of Married student teachers. ($r= 0.133$)
27. There exists positive and low relationship for the variables Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of Unmarried student teachers. ($r= 0.233$)

Tenability of Hypotheses

Hypothesis 1 (a) states that there exists significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on Gender. The result of comparison of mean scores of Perceived Dimensional Means-End Capacity between male and female student teachers indicate that there does not exist significant difference in Perceived Dimensional Means-End Capacity ($t=1.69$). for Perceived Social Acceptance The result of comparison of mean scores between male and female student teachers indicate that there exists significant difference in Perceived Social Acceptance ($t=2.82$). Hence the hypothesis is partially accepted.

Hypothesis 1 (b) states that there exists significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on Subject of specialization. The result of comparison of mean scores of Perceived Dimensional

Means-End Capacity between arts and science student teachers indicate that there does not exist significant difference on Perceived Dimensional Means-End Capacity ($t=0.49$) and on Perceived Social Acceptance ($t= 1.29$), between arts and science student teachers. Hence the hypothesis is rejected.

Hypothesis 1 (c) states that there exists significant difference in the mean scores of Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers between relevant sub sample based on Marital status. The result of comparison of mean scores of Perceived Dimensional Means-End Capacity between married and unmarried student teachers indicate that there does not exist significant difference on Perceived Dimensional Means-End Capacity ($t=0.90$) and on Perceived Social Acceptance ($t= 0.84$), between married and unmarried student teachers. Hence the hypothesis is rejected.

Hypothesis 2 states that there will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Dimensional Means-End Capacity of student teachers. The findings revealed that Main effect of gender and marital status on Perceived Dimensional Means-End Capacity is significant and main effect of subject of specialization on Perceived Dimensional Means-End Capacity is not significant. The interaction effect of gender and marital status on Perceived Dimensional Means-End Capacity is significant and all other interaction effect of gender and subject of specialization, marital status and subject of specialization, and three-way interaction of gender, marital status and subject of specialization on Perceived Dimensional Means-End Capacity is not significant. Hence this hypothesis is partially accepted.

Hypothesis 3 states that there will be significant Main and Interaction effect of gender, subject of specialization, and marital status on Perceived Social Acceptance of student teachers. The findings revealed that Main effect of gender on Perceived Social Acceptance is significant and main effect of marital status and subject of specialization on Perceived Social Acceptance is not significant. The interaction effect of gender and marital status, gender and subject of specialization, marital status and subject of specialization, and three-way interaction of gender, marital status and subject of specialization on Perceived Social Acceptance is not significant. Hence this hypothesis is partially accepted.

Hypothesis 4 states that there exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the total sample. The coefficient of correlation obtained is 0.192. which indicates a positive and negligible relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers. Hence the hypothesis is fully accepted.

Hypothesis 5 (a) states that There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on Gender. The findings revealed that there exists significant positive and low relationship on female student teachers and there exists negative and negligible relationship for male student teachers between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers. Hence the hypothesis is fully accepted.

Hypothesis 5 (b) states that There exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on Subject of specialization. The findings revealed that there exists significant positive and negligible relationship on arts and science student teachers between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers. Hence the hypothesis is fully accepted.

Hypothesis 5 (c) states that there exists significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers for the sub sample based on Marital status. The findings revealed that there exists significant positive and negligible relationship for married student teachers and there exists positive and low relationship for unmarried student teachers between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers. Hence the hypothesis is fully accepted.

Conclusion

Based on the analysis the investigator reached the following conclusions

There exists significant difference on Perceived Social Acceptance between male and female student teachers. Mean scores of female student teachers is higher than that of male student teachers.

Main effect of gender and marital status on Perceived Dimensional Means-End Capacity is significant but main effect of subject of specialization on Perceived Dimensional Means-End Capacity is not significant. Main effect of gender on

Perceived Social Acceptance is significant but main effect of marital status and subject of specialization on Perceived Social Acceptance is not significant.

The interaction effect of gender and marital status on Perceived Dimensional Means-End Capacity is significant and all other interaction effect of gender and subject of specialization, marital status and subject of specialization, and three-way interaction of gender, marital status and subject of specialization on Perceived Dimensional Means-End Capacity is not significant. The interaction effect of gender and marital status, gender and subject of specialization, marital status and subject of specialization, and three-way interaction of gender, marital status and subject of specialization on Perceived Social Acceptance is not significant.

There is significant and low relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers. This relationship for male student teachers is negative and all others are positive.

Educational Implications

The main aim of the present study is to find out whether there exists any significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers. The results revealed that there exists low significant relationship between Perceived Dimensional Means-End Capacity and Perceived Social Acceptance of student teachers. This indicate that enhancement on Perceived Dimensional Means-End Capacity of student teachers may make positive change in their Perceived Social Acceptance, even if not a major one. But for male student teachers these have a negative impact. Based on the

findings of the study the investigator put forward the following suggestions for the benefit of the educational system.

1. Student teachers may be made aware of the importance of Social Acceptance for incorporating the diversity in their classroom.
2. The Perceived Social Acceptance of male student teachers is less than that of female student teachers. It indicates the need for better exposure and consideration to be provided for boys to develop their Social Acceptance.
3. The correlation drawn from the study shows that Perceived Dimensional Means-End Capacity has negligible relationship with Perceived Social Acceptance of Student Teachers. Thus keeping Dimensional Means-End Capacity is not a strong factor for developing the Social Acceptance of student teachers. So the teacher education course should not provide misconception that the student who has the Dimensional Means-End Capacities will be only being Socially Accepted.
4. Gender has significant main effect on the Perceived Dimensional Means-End Capacity. Main effect of male student teachers is less than that of female student teachers. It indicates the need for consideration to be provided for boys to develop their Dimensional Means End Capacity, which leads to their personal success.
5. Marital status has significant main effect on Perceived Dimensional Means-End Capacity. Main effect of unmarried student teachers is higher than that of married student teachers. It indicates that the need for consideration to be

provided for married student teachers to develop their Perceived Dimensional Means-End Capacity, which leads to their personal success.

Suggestion for Further Research

Based on the findings of the study, investigator put forward the following suggestion for further research

1. The present study may be extended to the students of different grade levels like lower primary, upper primary, secondary and college level.
2. A study can be conducted to find out the relationship between Perceived Social Acceptance and other psychological variables like academic stress, job satisfaction and goal attainment of teachers.
3. The present study can be made a state wide one.
4. Studies may be conducted to find out the effect of environmental factors for the development of social acceptance.
5. A study can be conducted to find out the relationship between Perceived Social Acceptance and actual Social Acceptance of student teachers.
6. A study can be conducted to find out the factors behind the difference of male and female student teachers on Perceived Social Acceptance.
7. Studies may be conducted to find out the factors effecting Perceived Social Acceptance of teachers.

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APPENDICES

APPENDIX-I
FAROOK TRAINING COLLEGE, CALICUT
PERCEIVED SOCIAL ACCEPTANCE INVENTORY
Mrs. Irshana Shahanaz Ulladan & Mrs. Fehmida. P
(MALAYALAM-DRAFT)

2017

നിർദ്ദേശങ്ങൾ

നിങ്ങളെ സംബന്ധിച്ചുള്ള ചില പ്രസ്താവനകൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോ പ്രസ്താവനയ്ക്കും അഞ്ചുവീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. 1) പൂർണ്ണമായി യോജിക്കുന്നു, 2) യോജിക്കുന്നു, 3) തീരുമാനമില്ല, 4) വിധേയമാക്കുന്നു, 5) പൂർണ്ണമായി വിധേയമാക്കുന്നു.

ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിൽ പറയുന്ന കാര്യങ്ങൾ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിൽ അതാത് പ്രസ്താവനകളുടെ നമ്പറിന് നേരെ നിങ്ങളുടെ പ്രതികരണം ശരി (✓) ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ ശ്രദ്ധിക്കണം.

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1. വീട്ടിൽ എന്റെ അഭിപ്രായങ്ങൾക്ക് പ്രധാന്യം നൽകാറുണ്ട്.
 2. കൂട്ടുകാർ എന്റെ പഠനരീതി അനുകരിക്കാറുണ്ട്.
 3. ഏൽപ്പിച്ച കാര്യങ്ങൾ ഞാൻ സത്യസന്ധമായി ചെയ്യും എന്നൊരു പ്രതീക്ഷ എന്റെ വീട്ടുകാർക്കുണ്ട്.
 4. ഞാൻ ആരെങ്കിലുമായി തർക്കമുടാകുമ്പോൾ മാതാപിതാക്കൾ എനിക്കുവേണ്ടി വാദിക്കാറുണ്ട്.
 5. ബന്ധുക്കൾക്ക് അവരുടെ രഹസ്യങ്ങൾ എന്നോട് പറയാൻ മടിയാണ്.
 6. വീട്ടുകാർ എന്തെങ്കിലും വാങ്ങാൻ പോകുമ്പോൾ എന്നെക്കൂടെ കൂട്ടാൻ അവർക്ക് മടിയാണ്.
 7. കുടുംബാംഗങ്ങൾക്ക് മാനസിക പിരിമുറുക്കങ്ങൾ ഉടാകുമ്പോൾ അവർ അത് എന്നോട് പറയാറുണ്ട്.
 8. മാതാപിതാക്കൾക്ക് എന്തെങ്കിലും ബുദ്ധിമുട്ടുകൾ അനുഭവപ്പെടുമ്പോൾ അവർക്കത് എന്നോട് പറയാൻ മടിയാണ്.
 9. വസ്ത്രധാരണ രീതിയെക്കുറിച്ചുള്ള എന്റെ തീരുമാനങ്ങളോട് വീട്ടുകാർക്ക് വിധേയമാകാറില്ല.

10. അയൽവാസികൾ അവർക്ക് യാത്രപോകാനുള്ള അവസരങ്ങളിൽ അവരുടെ വീടിന്റെ താക്കോൽ എന്നെ ഏൽപ്പിക്കാറുണ്ട്.
11. കോളേജിൽ എന്റെ ഭാഗത്തുനിന്നും എന്തെങ്കിലും വീഴ്ച വന്നാൽ അധ്യാപകർ അതു നിസാരമാക്കി തള്ളാറുണ്ട്.
12. സഹപാഠികൾ അവർക്ക് പഠനത്തിൽ ബുദ്ധിമുട്ടുകൾ അനുഭവപ്പെടുമ്പോൾ എന്നോടു പങ്കുവെക്കാറുണ്ട്.
13. എന്റെ കുടുംബാംഗങ്ങളോട് എന്തെങ്കിലും ആവശ്യപ്പെട്ടാൽ അവർ സന്തോഷപൂർവ്വം തരാറുണ്ട്.
14. ക്ലാസിൽ എന്തെങ്കിലും പ്രശ്നങ്ങൾ ഉണ്ടായാൽ സുഹൃത്തുക്കൾ എന്നോട് പരിഹാരം തേടാറുണ്ട്.
15. പഠനശൈലികളെക്കുറിച്ചുള്ള എന്റെ വാദങ്ങളോട് സുഹൃത്തുക്കൾക്ക് വിധേയമാകുന്നുണ്ട്.
16. എന്റെ അഭിപ്രായങ്ങൾ സ്വീകരിക്കാൻ സുഹൃത്തുക്കൾക്ക് മടിയാണ്.
17. സുഹൃത്തുക്കൾക്ക് മറ്റു സുഹൃത്തുക്കളിൽ നിന്ന് വേദനിപ്പിക്കുന്ന അനുഭവങ്ങൾ ഉണ്ടാകുമ്പോൾ അവർ അത് എന്നോട് പറയാറുണ്ട്.
18. അയൽവാസികൾക്കിടയിലെ രഹസ്യങ്ങൾ പലതും എന്നോട് പറയാൻ അവർക്ക് മടിയാണ്.
19. കൂട്ടുകാർ എന്തെങ്കിലും പരിപാടി ആസൂത്രണം ചെയ്യുമ്പോൾ എനിക്ക് പരിഗണന നൽകാറുണ്ട്.
20. ചില സഹപാഠികൾ ഞാൻ സംസാരിക്കുന്നതുപോലെ സംസാരിക്കാറുണ്ട്.
21. എന്റെ സുഹൃത്തുക്കളോട് പണം കടം ചോദിച്ചാൽ തരാൻ മടിയാണ്.
22. എന്റെ വസ്ത്രധാരണ രീതിയോട് വീട്ടുകാർക്ക് വിധേയമാകുന്നുണ്ട്.
23. എന്റെ അയൽവാസികൾ അവർക്ക് പ്രയാസങ്ങൾ അനുഭവപ്പെടുമ്പോൾ എന്നോട് പങ്കുവെക്കാറുണ്ട്.
24. കുടുംബാംഗങ്ങൾക്ക് അവരുടെ ഇഷ്ട വസ്ത്രങ്ങൾ എനിക്ക് തരാൻ മടിയാണ്.
25. എന്റെ സുഹൃത്തുക്കൾ അവരുടെ കുടുംബപരമായ പ്രശ്നങ്ങൾ എന്നോട് പറയാറുണ്ട്.
26. പരീക്ഷയുടെ മാർക്ക് ലഭിക്കുമ്പോൾ ഞാൻ പഠിക്കുന്ന രീതിയെക്കുറിച്ച് എന്നോട് ചോദിക്കാൻ സുഹൃത്തുക്കൾക്ക് മടിയാണ്.
27. എന്റെ ഇഷ്ടവിനോദത്തെക്കുറിച്ച് എന്നോട് ചോദിക്കാൻ കുടുംബാംഗങ്ങൾക്ക് മടിയാണ്.
28. എന്റെ ദൈനംദിനചര്യകളെക്കുറിച്ച് ചോദിച്ചറിയാൻ പലർക്കും മടിയാണ്.

29. ഭക്ഷണ രീതിയെക്കുറിച്ച് പലരും എന്നോട് ചോദിക്കാറുണ്ട്.
30. മാതാപിതാക്കൾ അവരുടെ വിലപ്പെട്ട സാധനങ്ങൾ എന്നെ ഏൽപ്പിക്കാറുണ്ട്.
31. അധ്യാപകർ എന്റെ സംസാരശൈലിയെ വിമർശിക്കാറുണ്ട്.
32. ചില സുഹൃത്തുക്കൾ എന്റെ വസ്ത്രധാരണ രീതി അനുകരിക്കാറുണ്ട്.
33. എന്റെ ഇഷ്ടങ്ങളെക്കുറിച്ച് ചോദിച്ചറിയാൻ വീട്ടുകാർക്ക് മടിയാണ്.
34. ക്ലാസിലെ കായിക പ്രവർത്തനങ്ങളുടെ ചുമതല അധ്യാപകർ എന്നെ ഏൽപ്പിക്കാറുണ്ട്.
35. ക്ലാസിൽ എന്തെങ്കിലും ഉത്തരവാദിത്വം ഏറ്റെടുക്കേണമെന്നുവരുമ്പോൾ എന്റെ പേര് നിർദ്ദേശിക്കാൻ കൂട്ടുകാർക്ക് മടിയാണ്.
36. പഠനയാത്രകൾ ആസൂത്രണം ചെയ്യുമ്പോൾ എന്റെ നിർദ്ദേശങ്ങൾ സ്വീകരിക്കാൻ സുഹൃത്തുക്കൾക്ക് മടിയാണ്.
37. ക്ലാസിൽ സംശയദൂരീകരണത്തിനായി സുഹൃത്തുക്കൾ എന്നെ സമീപിക്കാറുണ്ട്.
38. മറ്റുള്ളവരെ അഭിവാദ്യം ചെയ്യുന്ന എന്റെ രീതികൾ മാതൃകയാക്കാൻ പലർക്കും മടിയാണ്.
39. ഞാൻ എന്തെങ്കിലും വ്യായാമങ്ങൾ ചെയ്യാറുണ്ടോ എന്ന് സുഹൃത്തുക്കൾ ചോദിക്കാറുണ്ട്.
40. കുടുംബാംഗങ്ങൾക്ക് അവരുടെ വിദ്യാഭ്യാസ കാര്യങ്ങളിൽ എന്നെ അനുകരിക്കാൻ മടിയാണ്.
41. എന്റെ പഠനലക്ഷ്യങ്ങളെക്കുറിച്ച് അധ്യാപകർ എന്നോട് ചോദിക്കാറുണ്ട്.
42. വീട്ടിൽ നടക്കുന്ന ആഘോഷങ്ങളുടെ കാര്യത്തിൽ എന്റെ അഭിപ്രായം പരിഗണിക്കാറുണ്ട്.
43. ഞാൻ മറ്റുള്ളവരുമായി ഇടപഴകുന്ന രീതി മാതൃകയാക്കാൻ കൂട്ടുകാർക്ക് മടിയാണ്.
44. ക്ലാസിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളുടെ ചുമതലകൾ എന്നെ ഏൽപ്പിക്കാൻ അധ്യാപകർക്ക് മടിയാണ്.
45. ഞാൻ സഹപാഠികളുമായി നല്ലബന്ധം സ്ഥാപിക്കുന്നതെങ്ങനെയെന്നത് മറ്റുള്ളവർ എന്നോട് ചോദിച്ചറിയാറുണ്ട്.
46. കുടുംബാംഗങ്ങൾ അവരുടെ വിദ്യാഭ്യാസ കാര്യങ്ങൾക്ക് എന്റെ അഭിപ്രായം പരിഗണിക്കാറുണ്ട്.
47. ക്ലാസിൽ പഠനപ്രവർത്തനങ്ങൾ നടക്കുമ്പോൾ ഗ്രൂപ്പിലെ മറ്റ് അംഗങ്ങൾക്ക് എന്റെ അഭിപ്രായത്തെ പിൻതാങ്ങാൻ മടിയാണ്.

- 48. ഞാൻ പുതിയ വസ്ത്രം ധരിക്കുമ്പോൾ അത് എവിടെ നിന്നാണ് വാങ്ങിയതെന്ന് സുഹൃത്തുക്കൾ ചോദിക്കാറുണ്ട്.
- 49. എന്റെ അയൽപ്പക്കത്ത് എന്തെങ്കിലും പരിപാടി ആസൂത്രണം ചെയ്യുമ്പോൾ എന്റെ ലഭ്യത പരിഗണിക്കാറുണ്ട്.
- 50. കുടുംബത്തിൽ എന്തെങ്കിലും ഉത്തരവാദിത്വം ഏറ്റെടുക്കേണ്ടി വരുമ്പോൾ എന്റെ പേര് നിർദ്ദേശിക്കാൻ കുടുംബാംഗങ്ങൾക്ക് മടിയാണ്.

APPENDIX-II

FAROOK TRAINING COLLEGE, CALICUT

PERCEIVED SOCIAL ACCEPTANCE INVENTORY

Mrs. Irshana Shahanaz Ulladan & Mrs. Fehmida. P

(MALAYALAM-FINAL)

2017

നിർദ്ദേശങ്ങൾ

നിങ്ങളെ സംബന്ധിച്ചുള്ള ചില പ്രസ്താവനകൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോ പ്രസ്താവനയ്ക്കും അഞ്ചുവീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. 1) പൂർണ്ണമായി യോജിക്കുന്നു, 2) യോജിക്കുന്നു, 3) തീരുമാനമില്ല, 4) വിധേയമാക്കുന്നു, 5) പൂർണ്ണമായി വിധേയമാക്കുന്നു.

ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിൽ പറയുന്ന കാര്യങ്ങൾ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിൽ അതാത് പ്രസ്താവനകളുടെ നമ്പറിന് നേരെ നിങ്ങളുടെ പ്രതികരണം ശരി (✓) ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ ശ്രദ്ധിക്കണം.

1. വീട്ടിൽ എന്റെ അഭിപ്രായങ്ങൾക്ക് പ്രധാന്യം നൽകാറുണ്ട്.
2. കുട്ടുകാർ എന്റെ പഠനരീതി അനുകരിക്കാറുണ്ട്.
3. ഏൽപ്പിച്ച കാര്യങ്ങൾ ഞാൻ സത്യസന്ധമായി ചെയ്യും എന്നൊരു പ്രതീക്ഷ എന്റെ വീട്ടുകാർക്കുണ്ട്.
4. ബന്ധുക്കൾക്ക് അവരുടെ രഹസ്യങ്ങൾ എന്നോട് പറയാൻ മടിച്ചാണ്.
5. വീട്ടുകാർ എന്തെങ്കിലും വാങ്ങാൻ പോകുമ്പോൾ എന്നെക്കൂടെ കൂട്ടാൻ അവർക്ക് മടിച്ചാണ്.
6. കുടുംബാംഗങ്ങൾക്ക് മാനസിക പിരിമുറുക്കങ്ങൾ ഉണ്ടാകുമ്പോൾ അവർ അത് എന്നോട് പറയാറുണ്ട്.
7. മാതാപിതാക്കൾക്ക് എന്തെങ്കിലും ബുദ്ധിമുട്ടുകൾ അനുഭവപ്പെടുമ്പോൾ അവർക്ക് എന്നോട് പറയാൻ മടിച്ചാണ്.
8. വസ്ത്രധാരണ രീതിയെക്കുറിച്ചുള്ള എന്റെ തീരുമാനങ്ങളോട് വീട്ടുകാർക്ക് വിധേയമാകാറില്ല.
9. അയൽവാസികൾ അവർക്ക് യാത്രപോകാനുള്ള അവസരങ്ങളിൽ അവരുടെ വീടിന്റെ താക്കോൽ എന്നെ ഏൽപ്പിക്കാറുണ്ട്.
10. സഹപാഠികൾ അവർക്ക് പഠനത്തിൽ ബുദ്ധിമുട്ടുകൾ അനുഭവപ്പെടുമ്പോൾ എന്നോടു പങ്കുവെക്കാറുണ്ട്.

11. എന്റെ കുടുംബാംഗങ്ങളോട് എന്തെങ്കിലും ആവശ്യപ്പെട്ടാൽ അവർ സന്തോഷപൂർവ്വം തരാറുണ്ട്.
12. ക്ലാസിൽ എന്തെങ്കിലും പ്രശ്നങ്ങൾ ഉണ്ടായാൽ സുഹൃത്തുക്കൾ എന്നോട് പരിഹാരം തേടാറുണ്ട്.
13. പഠനശൈലികളെക്കുറിച്ചുള്ള എന്റെ വാദങ്ങളോട് സുഹൃത്തുക്കൾക്ക് വിധേയമാണ്.
14. എന്റെ അഭിപ്രായങ്ങൾ സ്വീകരിക്കാൻ സുഹൃത്തുക്കൾക്ക് മടിയാണ്.
15. സുഹൃത്തുക്കൾക്ക് മറ്റു സുഹൃത്തുക്കളിൽ നിന്ന് വേദനിപ്പിക്കുന്ന അനുഭവങ്ങൾ ഉണ്ടായാൽ കുമ്പോൾ അവർ അത് എന്നോട് പറയാറുണ്ട്.
16. അയൽവാസികൾക്കിടയിലെ രഹസ്യങ്ങൾ പലതും എന്നോട് പറയാൻ അവർക്ക് മടിയാണ്.
17. ചില സഹപാഠികൾ ഞാൻ സംസാരിക്കുന്നതുപോലെ സംസാരിക്കാറുണ്ട്.
18. എന്റെ സുഹൃത്തുക്കളോട് പണം കടം ചോദിച്ചാൽ തരാൻ മടിയാണ്.
19. എന്റെ വസ്ത്രധാരണ രീതിയോട് വീട്ടുകാർക്ക് വിധേയമാണ്.
20. എന്റെ അയൽവാസികൾ അവർക്ക് പ്രയാസങ്ങൾ അനുഭവപ്പെടുമ്പോൾ എന്നോട് പങ്കു വെക്കാറുണ്ട്.
21. കുടുംബാംഗങ്ങൾക്ക് അവരുടെ ഇഷ്ടവസ്ത്രങ്ങൾ എനിക്ക് തരാൻ മടിയാണ്.
22. എന്റെ സുഹൃത്തുക്കൾ അവരുടെ കുടുംബപരമായ പ്രശ്നങ്ങൾ എന്നോട് പറയാറുണ്ട്.
23. പരീക്ഷയുടെ മാർക്ക് ലഭിക്കുമ്പോൾ ഞാൻ പറയുന്ന രീതിയെക്കുറിച്ച് എന്നോട് ചോദിക്കാൻ സുഹൃത്തുക്കൾക്ക് മടിയാണ്.
24. എന്റെ ഇഷ്ടവിനോദത്തെക്കുറിച്ച് എന്നോട് ചോദിക്കാൻ കുടുംബാംഗങ്ങൾക്ക് മടിയാണ്.
25. എന്റെ ദൈനംദിനചര്യകളെക്കുറിച്ച് ചോദിച്ചറിയാൻ പലർക്കും മടിയാണ്.
26. ഭക്ഷണ രീതിയെക്കുറിച്ച് പലരും എന്നോട് ചോദിക്കാറുണ്ട്.
27. മാതാപിതാക്കൾ അവരുടെ വിലപ്പെട്ട സാധനങ്ങൾ എന്നെ ഏൽപ്പിക്കാറുണ്ട്.
28. അധ്യാപകർ എന്റെ സംസാരശൈലിയെ വിമർശിക്കാറുണ്ട്.
29. എന്റെ ഇഷ്ടങ്ങളെക്കുറിച്ച് ചോദിച്ചറിയാൻ വീട്ടുകാർക്ക് മടിയാണ്.
30. ക്ലാസിലെ കായിക പ്രവർത്തനങ്ങളുടെ ചുമതല അധ്യാപകർ എന്നെ ഏൽപ്പിക്കാറുണ്ട്.
31. ക്ലാസിൽ എന്തെങ്കിലും ഉത്തരവാദിത്വം ഏറ്റെടുക്കേണ്ടിവരുമ്പോൾ എന്റെ പേര് നിർദ്ദേശിക്കാൻ കൂട്ടുകാർക്ക് മടിയാണ്.
32. പഠനയാത്രകൾ ആസൂത്രണം ചെയ്യുമ്പോൾ എന്റെ നിർദ്ദേശങ്ങൾ സ്വീകരിക്കാൻ സുഹൃത്തുക്കൾക്ക് മടിയാണ്.
33. ക്ലാസിൽ സംശയദൂരീകരണത്തിനായി സുഹൃത്തുക്കൾ എന്നെ സമീപിക്കാറുണ്ട്.

34. മറ്റുള്ളവരെ അഭിവാദ്യം ചെയ്യുന്ന എന്റെ രീതികൾ മാതൃകയാക്കാൻ പലർക്കും മടിയാണ്.
35. ഞാൻ എന്തെങ്കിലും വ്യായാമങ്ങൾ ചെയ്യാറുണ്ടോ എന്ന് സുഹൃത്തുക്കൾ ചോദിക്കാറുണ്ട്.
36. കുടുംബാംഗങ്ങൾക്ക് അവരുടെ വിദ്യാഭ്യാസ കാര്യങ്ങളിൽ എന്നെ അനുകരിക്കാൻ മടിയാണ്.
37. എന്റെ പഠനലക്ഷ്യങ്ങളെക്കുറിച്ച് അധ്യാപകർ എന്നോട് ചോദിക്കാറുണ്ട്.
38. വീട്ടിൽ നടക്കുന്ന ആഘോഷങ്ങളുടെ കാര്യത്തിൽ എന്റെ അഭിപ്രായം പരിഗണിക്കാറുണ്ട്.
39. ഞാൻ മറ്റുള്ളവരുമായി ഇടപഴകുന്ന രീതി മാതൃകയാക്കാൻ കുട്ടുകാർക്ക് മടിയാണ്.
40. ക്ലാസിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളുടെ ചുമതലകൾ എന്നെ ഏൽപ്പിക്കാൻ അധ്യാപകർക്ക് മടിയാണ്.
41. ഞാൻ സഹപാഠികളുമായി നല്ലബന്ധം സ്ഥാപിക്കുന്നതെങ്ങനെയെന്നത് മറ്റുള്ളവർ എന്നോട് ചോദിച്ചറിയാറുണ്ട്.
42. ക്ലാസിൽ പഠനപ്രവർത്തനങ്ങൾ നടക്കുമ്പോൾ ഗ്രൂപ്പിലെ മറ്റ് അംഗങ്ങൾക്ക് എന്റെ അഭിപ്രായത്തെ പിൻതാങ്ങാൻ മടിയാണ്.
43. എന്റെ അയൽപ്പക്കത്ത് എന്തെങ്കിലും പരിപാടി ആസൂത്രണം ചെയ്യുമ്പോൾ എന്റെ ലഭ്യത പരിഗണിക്കാറുണ്ട്.
44. കുടുംബത്തിൽ എന്തെങ്കിലും ഉത്തരവാദിത്വം ഏറ്റെടുക്കേണിവരുമ്പോൾ എന്റെ പേര് നിർദ്ദേശിക്കാൻ കുടുംബാംഗങ്ങൾക്ക് മടിയാണ്.

APPENDIX-III
FAROOK TRAINING COLLEGE, CALICUT
PERCEIVED SOCIAL ACCEPTANCE INVENTORY
Mrs. Irshana Shahnaz Ulladan & Mrs. Fehmida. P
(ENGLISH-DRAFT)
2017

INSTRUCTIONS

Some elements regarding you are given below. Each statement has 5 responses each. 1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

Read each statement carefully and mark which responses suits you the most. Use the Tick mark (✓) for the most apt response against the number of the statement in the response sheet. Take care to mark responses for all statements.

-
1. Due importance is given to my opinions at home.
 2. My friends imitate my learning style.
 3. My family expects that I do any matters entrusted truthfully.
 4. While involved in a quarrel with anyone, my parents stand up for me.
 5. Relatives are reluctant to share their secrets with me.
 6. When members of family go to purchase any things, they dislike me accompanying them.
 7. When relatives face mental strains, they discuss their problems with me.
 8. My parents do not like to share their problems with me, when they face any.
 9. Household members are against my decisions regarding dressing style.
 10. Neighbours entrust me their house key while they are gone for a travel.
 11. If any mistake on my part occurs in college, teachers discard it as negligible.
 12. Classmates share their difficulties experienced in learning with me.

13. If I ask for anything to my family members, they gladly give it.
14. For any problems in class room, friends approach me for a solution.
15. Friends disagree with my statements regarding learning styles.
16. Friends are reluctant to accept my opinions.
17. My friends share their bitter experiences they have had from other friends with me.
18. Neighbours are reluctant to share secrets among them with me.
19. While friends plan any activity, they give me due consideration.
20. Some classmates speak the way I do.
21. My friends are hesitant to lend me money.
22. My family is against my dressing ways.
23. Neighbours share their problems with me, when they face any.
24. Family members are reluctant to give me their favourite dresses.
25. My friends discuss their family issues with me.
26. Friends are hesitant to ask me about my learning style while obtaining the grade sheets of exams.
27. Family members are reluctant to ask about my favourite entertainment.
28. Many are reluctant to ask about my daily life routines.
29. Many people ask about my food habits.
30. Parents entrust me with their valuable items.
31. Teachers criticise my styles of talking.
32. Some friends imitate my dressing ways.
33. Family members are not interested in enquiring about my likes.
34. Teachers give me charge of the physical activities in class.
35. Friends do not like to recommend my name to take up any responsibilities in class.
36. Friends are reluctant to accept my suggestions while planning educational trips.
37. Friends in class approach me for clarification of doubts.

38. Many are not interested in accepting my manner of greeting as exemplary.
39. Friends ask me whether I engage in any physical exercises.
40. Family members are disinclined in imitating me in their educational matters.
41. Teachers ask about my goals of learning.
42. My opinions are sought while conducting celebrations in home.
43. Friends are opposed to accepting my ways of dealing with others as role models.
44. Teachers do not prefer to assign the duties of group activities with me.
45. Others ask me about how I am able to maintain good relations with my classmates.
46. Family members take into consideration my opinions in regards to their educational matters.
47. While conducting learning activities, other members of group are hesitant to support my opinion.
48. Friends ask me from where I buy new clothes from when I wear any.
49. While planning any programme in the neighbourhood, my availability is considered.
50. Family members do not like to recommend my name to take up any responsibilities in family.

APPENDIX-IV
FAROOK TRAINING COLLEGE, CALICUT
PERCEIVED SOCIAL ACCEPTANCE INVENTORY
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(ENGLISH-FINAL)
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INSTRUCTIONS

Some elements regarding you are given below. Each statement has 5 responses each. 1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

Read each statement carefully and mark which responses suits you the most. Use the Tick mark (✓) for the most apt response against the number of the statement in the response sheet. Take care to mark responses for all statements.

1. Due importance is given to my opinions at home.
2. My friends imitate my learning style.
3. My family expects that I do any matters entrusted truthfully.
4. Relatives are reluctant to share their secrets with me.
5. When members of family go to purchase any things, they dislike me accompanying them.
6. When relatives face mental strains, they discuss their problems with me.
7. My parents do not like to share their problems with me, when they face any.
8. Household members are against my decisions regarding dressing style.
9. Neighbours entrust me their house key while they are gone for a travel.
10. Classmates share their difficulties experienced in learning with me.
11. If I ask for anything to my family members, they gladly give it.
12. For any problems in class room, friends approach me for a solution.

13. Friends disagree with my statements regarding learning styles.
14. Friends are reluctant to accept my opinions.
15. My friends share their bitter experiences they have had from other friends with me.
16. Neighbours are reluctant to share secrets among them with me.
17. Some classmates speak the way I do.
18. My friends are hesitant to lend me money.
19. My family is against my dressing ways.
20. Neighbours share their problems with me, when they face any.
21. Family members are reluctant to give me their favourite dresses.
22. My friends discuss their family issues with me.
23. Friends are hesitant to ask me about my learning style while obtaining the grade sheets of exams.
24. Family members are reluctant to ask about my favourite entertainment.
25. Many are reluctant to ask about my daily life routines.
26. Many people ask about my food habits.
27. Parents entrust me with their valuable items.
28. Teachers criticise my styles of talking.
29. Family members are not interested in enquiring about my likes.
30. Teachers give me charge of the physical activities in class.
31. Friends do not like to recommend my name to take up any responsibilities in class.
32. Friends are reluctant to accept my suggestions while planning educational trips.
33. Friends in class approach me for clarification of doubts.
34. Many are not interested in accepting my manner of greeting as exemplary.
35. Friends ask me whether I engage in any physical exercises.
36. Family members are disinclined in imitating me in their educational matters.
37. Teachers ask about my goals of learning.

38. My opinions are sought while conducting celebrations in home.
39. Friends are opposed to accepting my ways of dealing with others as role models.
40. Teachers do not prefer to assign the duties of group activities with me.
41. Others ask me about how I am able to maintain good relations with my classmates.
42. While conducting learning activities, other members of group are hesitant to support my opinion.
43. While planning any programme in the neighbourhood, my availability is considered.
44. Family members do not like to recommend my name to take up any responsibilities in family.

APPENDIX-V

RESPONSE SHEET OF PERCEIVED SOCIAL ACCEPTANCE INVENTORY

Name of the student:

Gender: Female /Male

Name of the Institution:

subject of specialization: Arts/Science

Marital status: Married/Unmarried

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APPENDIX-VI
LIST OF COLLEGES

1. Farook Training College, Farook college.
2. Government College of Teacher Education, Calicut
3. EMEA Training College, Kondotty
4. Devaki Amma Memorial Teacher Education College , Chelembra
5. KPPM College of Teacher Education, Anakkayam
6. Bhavans Ramakrishna Institute of Teacher Education, Ramanattukara.
7. MCT Training College, Alathumpadi, Melmuri
8. KMCT College of Teacher Education.
9. Calicut University Teacher Education Center, Malappuram
10. CICS College of Teacher Education, Calicut
11. KMO College of Teacher Education, Calicut
12. Providence College of teacher Education For Women, Calicut
13. SSM College of Teacher Education, Calicut.