INTRODUCTION

Education may be defined as a process designed to inculcate knowledge, skill and attitudes necessary to enable individuals to cope effectively with their environment. The primary purpose is to foster and promote the fullest individual self-realisation for all people. Achieving this goal requires understanding of, and commitment to, the position that education is a primary instrument for social and economic advancement and human welfare.

Two functions of education have been very much emphasized in the past; one, the intellectual and cognitive development of pupils and other the promotion of life, emotional and social adjustment. Even though all educators believe that the development of mental powers is of immense importance, they are affected very much by the total state of the pupil, by the physical, emotional and social aspects of his/her personality. The pupil comes to the school with more than his/her mind. If he/she is sick, emotionally disturbed or socially maladjusted optimum development of various aspects of his/her personality cannot take place. This point of view emphasizes education for living and education for adjustment.

Various spheres of human life are characterized by adjustment process. It is the adjustment process that makes one’s life more happy and meaningful. To the very heart of psychology of adjustment is what a person thinks of himself and of his potential for becoming a fully functioning individual. It is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Studies on adjustment are important since they affect classroom learning and development of desirable behaviour.

Social Adjustment is one of the important areas of adjustment. It refers to the condition of fitting into one’s community, or social milieu and satisfying its conditions and requirements. It enables an individual or group to adjust his behaviour to suit his social environment. Being able to put aside one’s self centred focus and impulses, has some social benefits like empathy, real listening and considering other’s perspective. In our pluralistic society, these capacities allow people to live together in a mutual respect.

Many societies have various adjustment problems. Lack of adjustment can cause even the intellectually brightest to founder in their relationship, coming off as arrogant, obnoxious or insensitive. Besides these, may create serious psychological diseases and illnesses. It may be more dangerous over the life span of an adolescent, if they are not cured through proper education. In addition, these problems are costly to a society in economic terms also.

**NEED AND SIGNIFICANCE OF THE STUDY**

No where else the adjustment problems are widely reflected than in educational field because the adjustment in classrooms are the prototype of ex-classroom adjustment. The socially awkward child is likely to misrespond to the teacher as well as another child. Poor adjustment will also lead to delinquency. Children who are disruptive, unable to get along with other children, disobedient with parents will tend to move towards delinquency in their teen years. These problems are also associated with academic failure and even school dropouts. Although teachers typically focus on children’s academic skills, they can also play important role in helping them to learn, to interact and adjust effectively with the peers and the society.

Adjustment of students at home and educational institutions is a burning issue of the present day world. It is a matter of great concern for psychologists and social scientists dealing with adjustment problems of young students at educational institutions. They are now found suffering from mental illness, alcoholism, juvenile delinquency, drug addiction in greater number. Suicides and crimes have become so common among young students that the prevention of these serious maladjustment is not only at individual level but it must be taken care of at the community level also. Psychological disorder in individual mental make up and disturbed interpersonal relationship at home and family environment may be at the root of these problems (Akhtar, 2004).

Social Adjustment is important because the way a child adjusts in his/her school years definitely influences adulthood behaviour also. Beyond the educational advantage, Social Adjustment helps the children to fulfill their roles in life and society in a better way. So the development of Social Adjustment is one of the most important outcome of the schooling process, otherwise it may contribute to acute problems.

How the students are well adjusted to the situation determine the all round development and progress in their life. It is sure that a problem unresolved in child’s life affects his entire life. So it is necessary to identify the problems of adjustment and guide them properly.

From psychological and sociological point of view, children’s behaviour depend upon the parent’s behaviour especially mother’s behaviour. Mother’s behaviour appears to be dominant and influential upon the child. A child spends only five or six hours in the school, rest of the time is spent in his home. Hence a great responsibility for his/her adjustment lies upon home rather than any other agency. Therefore it makes sense to inquire into the nature of maternal role regarding adjustment of child. Besides, presently percentage of working mothers with children under 18, has been steadily increasing. As mothers have gone to work, there has been a major change in child care arrangement, leaving them at Day care and Play schools at very tender age (Singh and Puna, 2000). Besides, Litvosky, 1986, Jain *et al.*, 1990, Sinha, 2000 and Pratap, 2001 suggest that maternal employment has significant influence upon children’s anxiety, loneliness, personality and adjustment. Since it was reviewed that, maternal employment has profound influence on Social Adjustment and most of the studies were conducted outside the Kerala, the investigator tends to study the effect of maternal employment on Social Adjustment under the conditions of Kerala.

As all individuals are different, no two people can be expected to react in the same manner to the same environmental stimuli. Timid children react differently than aggressive ones and those who are placid and easy going are not as that of shy and sensitive. Generally boys are aggressive and placid than girls. These characteristics will influence upon their adjustment also. So the ways in which boys are adjusting with the society is different from that of girls. Hence this indicates that gender has profound influence upon Social Adjustment. Studies conducted with regard to this showed different results. Gagandeep (1986) and Jain *et. al*., (1998) found that girls have better adjustment than boys, but another study (Goswami and Meenakshi, 1998) indicates that girls and boys were not significantly differing in their adjustment. As the results are inconclusive, the investigator wants to study the effect of gender on Social Adjustment.

Adolescents studying in high-SES-based environment had less problems as compared to adolescents studying in low-SES-based environment and defective social background of school will lead to poor adjustment of students towards school and home (Gagandeep, 1986). Here medium of instruction is one of the factor which determine the social background of school. This revealed that adjustment also depend upon the medium of instruction. Hence the investigator has taken the medium of instruction as a variable for the present study, to find out the effect on Social Adjustment.

To conclude, the maladaptive behaviour of students inside and outside the school is of serious concern of educators and families today. Therefore more and more exploratory studies are needed and there by important factors which influence Social Adjustment can be found out, so that the problem of adjustment of school going adolescents are minimized. Hence the investigator has taken the study ‘Interaction Effects of Gender, Maternal Employment and Medium of Instruction on Social Adjustment of Secondary School Pupils’ for investigation.

**STATEMENT OF THE PROBLEM**

The problem of the present investigation is entitled as **‘INTERACTION EFFECTS OF GENDER, MATERNAL EMPLOYMENT AND MEDIUM OF INSTRUCTION ON SOCIAL ADJUSTMENT OF SECONDARY SCHOOL PUPILS’**.

**DEFINITION OF KEY TERMS**

The key terms of the study are defined below, to have a comprehensive idea of the problem.

**Interaction Effects**

The interaction effects in the study stands for statistical process to see whether the effect for a variable is different for different levels of another variable as studied by the technique of Analysis of Variance.

**Maternal Employment**

In the present study the term maternal employment refers to the employment status of mothers-whether working or non-working.

**Gender**

The term gender denotes sex difference, boys and girls.

**Medium of Instruction**

In this study, the term medium of instruction of refers to two languages; English or Malayalam for providing instructions at secondary level.

**Social Adjustment**

Social Adjustment refers to the condition of fitting into one’s community or social milieu and satisfying its conditions and requirements. It is a continual process by which a person varies his behaviour to produce harmonious relationship between himself and environment.

For the present study, Social Adjustment is operationally defined as the sum total of the scores on the 15 factors viz., coherence, happiness, feeling of belongingness, social skill, social standard, communication ability, problem solving, school relations, standing aloof from anti-social tendencies, perception about academic achievement, leadership, self efficacy, empathy, self control and self monitoring and effective coping ability.

**Secondary School Pupils**

Secondary school pupils mean those who are attending standards of VIII, IX and X of formal schools. For the present study the pupils of standard IX of Malappuram district of Kerala are taken as representative of secondary school pupils.

**VARIABLES OF THE STUDY**

The present investigation has the following dependent and independent variables

**Dependent Variable**

The dependent variable of the study is Social Adjustment

**Independent Variables**

The independent variables of the present study include gender, maternal employment and medium of instruction.

Besides these, locality and type of management of school were used as categorical variables considered in sampling and tool development procedure.

**OBJECTIVES OF THE STUDY**

Objectives of the present study are the following

1. To construct and standardize a ‘Scale of Social Adjustment’ to measure Social Adjustment of secondary school pupils.
2. To find out the main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.
3. To find out the interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

**HYPOTHESES OF THE STUDY**

1. There is significant main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.
2. There is significant interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

**METHODOLOGY**

The present study used the survey design, the details of which are given below.

**Sample**

Sample of the study includes 715 pupils of Standard IX drawn from 15 schools of Malappuram district, by using technique of stratified random sampling giving due representation to gender of pupils, locality, medium of instruction and type of management of school.

**Tool Used**

‘Social Adjustment Scale’ constructed by the investigator with the help of supervising teacher.

**Statistical Techniques Used**

The following statistical techniques are used in analyzing the data.

1. Descriptive Statistics: Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.
2. Test of significance of difference between Means for large independent sample.
3. Percentiles
4. Three way ANOVA with 2 x 2 x 2 factorial design.

**SCOPE OF THE STUDY**

The study envisages to construct and standardize a tool which is useful to measure the Social Adjustment of secondary school pupils of Kerala. Moreover, the study intends to find out the main and interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

The sample for the study includes 715 pupils of standard IX drawn from fifteen secondary schools of Malappuram District. The sample is selected by using stratified random sampling technique. In the selected sample due representation is given to gender of pupils, medium of instruction, locality and type of management of school.

**LIMITATIONS OF THE STUDY**

Though care has been taken by the investigator to make the study as precise as possible, there might occur some unavoidable limitations also. The following are some among them.

1. Since the study is conducted as the part of course, the investigator has to complete it with in the time limitation. Hence it is decided to carry out the study in Malappuram District as a representative sample of whole state Kerala.
2. Though the study is intended to be conducted on a sample of secondary school pupils, the investigator selected the sample from standard IX pupils with the notion that standard IX will reasonably represent standards of VIII, IX and X. Besides a study on standard VIII pupils will be too early to represent the secondary school pupils and there exist practical difficulties to administer tools among standard X pupils as they are busy with their final exams. Further the standard IX pupils will be completed two out of three years of higher secondary school course and hence can be considered sufficient to represent the main characteristics of the pupils of secondary school.
3. The study is also limited to certain selected variables. Some of the other significant variables such as socio-economic status, family size, birth order, father’s occupation, school environment etc could not be included in the study due to practical reasons.

Inspite of all these limitations the investigator hopes that the results obtained will be more or less accurate and dependable, and will help to bring about modifications in the educational programme.

**ORGANIZATION OF THE REPORT**

The report has been presented in five chapters.

Chapter I of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, hypotheses, methodology, scope and limitations of the study.

In Chapter II, a conceptual outline of Social Adjustment and the findings of related studies are presented.

In Chapter III, methodology of the study is described in detail consisting of the variables of the study, tool used, selection of sample, data collection procedure and statistical techniques used for analysis of data.

In Chapter IV, statistical analysis of data, discussion of results and tenability of the hypotheses are given

Chapter V gives the summary of the study, major findings, conclusion, educational implications of the study and some suggestions for further research in this area.

REVIEW OF RELATED LITERATURE

Success of any research programme depends on adequate familiarity with the work which has already been done in the same area. It is essential that the researchers should acquire up-to-date information about what has been thought and done in the particular area through the review of related literature. Knowledge of related literature enables the investigator to define the frontiers of his field and avoid risk of duplication.

In order to get an insight into the theoretical background of the subject of study, related literature was thoroughly reviewed. The result of the review done is summarized in this chapter. For convenience, this has been attempted in two sections. Viz.,

1. Conceptual overview
2. Survey of related studies

# CONCEPTUAL OVERVIEW

Educators and psychologists have long been concerned with the concept of adjustment. The problem of adjustment is inseparably bound up with the nature of human personality. Maladjustment is recognized in individuals who fail to fit into social group or who appear to live unhappy and unproductive lives.

The adjustment theories proposed by Freud, Adler and Jung are popular in this context. They have contributed their theories to understand maladjustment.

According to Freud (1920), human behaviour is motivated by pleasure principle. Individual always seeks pleasure and avoids pain. But in the society everybody has to act in accordance with the norms of the society and taboos. An individual cannot fulfil his desires as he likes since there are so may restrictions imposed on him by the society. Therefore, frustration and stress emerge in the individual mainly from two basic instincts of sex and aggression. There is a constant conflict in the individual between the instinctive urges and environmental and social pressures. Thus, this conflict between inner impulses and taboos of the society causes maladjustment in a wide range of behavioural actions. According to Freud, maladjustment resulting neurosis is caused by the constant interaction of three factors viz., the powerful unconscious instinctive impulses, the ego and the superego. The strong instinctive desires being emerged from the unconscious are blocked by the ego and the superego. Thus this blocking process causes constant conflict. The controlled infantile sex has been found as a cause of maladjustment.

Adler (1925) differs from Freud’s over emphasis on the principles of pleasure and sex impulses. He stated that people can sacrifice their sex gratification for attaining goals set for themselves. A child is born helpless and find himself inferior and unable to meet his needs. Adler gives the feeling of inferiority as the prime cause of stress in child and maladjustment. The child struggles for overcoming inferiority and mastering the environment. All individuals strive for attaining superiority in different areas using a variety of approaches. The desire to dominate or amassing power is the centre core of a human behaviour according to Adler. He stated that desire for superiority is a universally accepted goal of human behaviour and neurosis; and is a device to dominate in various walks of life.

Having accepted contributions of Freud and Adler; Jung (1943) advocated against sex or mastery (power principle) as only factors of human motivation. He conceptualised inter psychic conflicts among individuals. He pointed out that the instincts like race preservation and self preservation constitute the human drives. Neurosis (maladjustment) is caused by the conflicts between instinctive wishes and conscious opposition to their expression. According to him, the conflicts are mostly unconscious causing neurotic behaviour. He accepts the concept of repression and unconscious acts. The child’s emotional pattern is influenced by his social environment and biological needs. The manifestation of maladjustment varies in different social groups.

Strang (1949) held that adjustment is a process and not a state adjustment is continuous throughout life.

Piaget (1950), studied in detail the process of adjustment from different angles. According to him accommodation and assimilation are to represent the alternation of one’s self or environment as a means of adjustment. An individual taking his standard from the social context and changes in belief in accordance with the altered values of the society is called accommodator.

According to Thorndaike (1961) “adjustment will mean, behaviour patterns that enable the person to get along in and be comfortable in his social settings”. He adds that adjustment is a term that we shall use to indicate how well the individual has been able to make peace with himself and the world about him.

Adjustment is a precarious and ever­-changing balance between the needs and desires of the individuals on the one hand and the demands of the environment or society on the other (Singh & Kang, 1977). As per their opinion, in a complex society, human needs with which adjustment is directly related are also complex. As a result no person is wholly adjusted. Cent percent adjustment is a psychological myth. Everyman tries to adjust according to the best of his ability and intelligence.

Adjustment according to modern concept, is both a process and a state. As a process it is continuous and complex. It depends upon the entire organization of psycho-physical systems with in the individual and the relation of this organization to the environment. As a state it is the condition of harmony arrived at by a person whom we may call adjusted. Proper adjustment is necessary for leading happy life. It includes adjustment with regard to home, health, social, emotional and educational aspects of life (Vamadevappa, 2005).

Adjustment may have different meanings. The relationship that exists between an individual and his environment especially the environment at home and educational institutions. This may be referred as Social Adjustment. Home adjustment may be good/bad depending on the extent of ability to live up to the expectations of one or both of the parents, feeling of parental rejection, persistent tension in the home, sibling rivalry etc (Bell, 1982).

Social Adjustment is one of the important areas of adjustment. It refers to the condition of fitting into one’s community or social milieu and satisfying its conditions and requirements. It is relatively harmonious relationship within and between individuals and groups (Basavanna, 2000). The term Social Adjustment is sometime referred as adaptation, i.e., capability to the society. Through adaptation, individual or group adjust his behaviour to suit his social environment, ie; other groups or larger society, i.e., adjustment of an individual to his environment (Scott, 1999).

Human beings, with few exceptions, live among other human beings. They live in groups like family, neighbourhood, community groups, job groups and so on. Accordingly, adjustment can be headed in to five (Arkof, 1986).

1. Family Adjustment
2. School Adjustment
3. College Adjustment
4. Vocational Adjustment
5. Marriage Adjustment

Since the researches concerned with Social Adjustment of Secondary School Pupils, limits discussion to family adjustment and school adjustment.

**1. Family Adjustment**

Of all areas of adjustment, none is more important than family. The consequences of family experiences are reflected in every facets of an individual’s life. Families are complex and changing. Each family has a life of its own. It is born, it lives and it dies. The membership changes, each member changes and the interaction between members changes. There have been relatively few longitudinal studies on families. The information from several studies suggests that there are systematic variations in a family’s interaction over the years (Arkof, 1986).

Sindh *et al.,* (2003) also identified family relation as one of the component of Social Adjustment. Accordingly, family assumes very great significance in the adjustment process. The satisfaction of the need for love, security and the consequent emergence of self respect greatly depend upon good family relations. Family adjustment is considered as the first step towards the Social Adjustment of an individual.

A well adjusted family has the following qualities (Arkof, 1986).

**Coherence**

Family continues as a physical unit. Ability to cohere with family members depends upon the degree of adjustment.

**Happiness**

Family has overall sense of well-being. Well adjusted family as one which is happy. There may be considerable variations in happiness among family members. Children who experience continued problematic social relationship in the family in their childhood appear to be disadvantageous in achieving Social Adjustment.

**Feeling of belongingness**

Families attempts to work out solutions to the difficulties faced by the members and a sense of belongingness is developed.

**2. School Adjustment**

Much of our early life is spent in school. Our school experiences have a lasting effect. Like families, schools are complex and changing environment. Each school system involves many people and forces-pupils, teachers, guidance workers or counsellors, curriculum specialists, principals, committees, boards, parent groups, teacher groups as well as many other groups and individuals (Arkof, 1986). The components of school adjustment are listed below.

**Academic achievement**

The student who achieves what he is expected to achieve is considered adjusted. The student who does not learn, who is held back in grade or who drops out of school before graduation would not meet this criterion of adjustment.

**Social competence**

Pupil forms satisfactory relationships with teachers and other children. A child who gets along with his classmates and his teachers is considered adjusted. A child who is unable to form satisfactory relationships, one who is aggressive and unruly or overly shy and withdrawing would be considered poorly adjusted. Social competence include *empathy* and *social skill*.

Empathy means awareness of other’s feelings, needs and concerns. Sensing what others feel without their saying, so captures the essence of empathy. Others rarely tell us in words what they feel; instead they tell us in their tone of voice, facial expressions or other non-verbal ways. The ability to sense subtle communications builds on more basic competencies, particularly self awareness and self control. Without the ability to sense our own feelings or to keep them from swamping us-we will be hopelessly out of touch with the moods of others. So it includes *self control* and *self efficacy* also.

Social skill means the skill that an individual needs in addition to knowing the norms of the society, which enable him to put his knowledge effectively into practice. Observation of overt behaviour can also be used to assess social skill which may vary with age, sex, occupations etc. It includes *leadership ability*, *problem solving ability*, *communication ability* and *effective coping ability*. Social skill is the ability to calm distressing emotions in others. People with this capacity have the ability to know other’s feelings and to act in such a way that further shapes those feelings (Sindh *et al.,* 2003).

Following components were also identified, for measuring Social Adjustment (Sindh *et al.,* 2003)

**Social standards**

Social standard refers to the ability, to identify and understand norms and rules of the society. This ability makes people effectively deal with social norms and become a socially accepted person.

**Standing aloof from anti-social tendencies**

It means free from anti-social activities. This competence help to prevent from the behavioural problems.

**School relations**

School comes next to the family in its influence on behaviour of an individual. In school, the student learns lesson of group life and co-operation that are most essential for satisfactory social adjustment. The students who have satisfactory school relations feel that they are loved by students and teachers.

**Community relations**

Those with good community relations tend to be mingling freely and happily with their neighbours and peers. They show tolerance to strangers and are generally respectful of laws and regulations.

From the above, investigator identified the components of Social Adjustment, 3 related with home adjustment and 12 related with school adjustment. Home related components are coherence, happiness and feeling of belongingness (Arkof, 1986). Social skill, Social standard, communication ability, problem solving, school relation, standing aloof from anti social tendency, perception about academic achievement, leadership, perception of self efficacy, empathy, self control and self monitoring, and effective coping ability are components of school adjustment (Arkof, 1986 and Sindh *et al*., 2003).

**SURVEY OF RELATED STUDIES**

Kumar (1980) conducted a study on some personality correlates of academic adjustment. The study revealed that the academic adjustment of female students was significantly much better than male students and the normal students had better academic adjustment than neurotic students.

In a study on social adjustment of Iranian students in Germany and India and their occupational aspiration, Baruch (1981) found that Iranian students showed more social adjustment than Indian students, students belonging to middle classes, studying in technical and professional courses and those supported by their parents showed high degree of social adjustment and Iranian students who were jobless showed poor social adjustment.

Bhatia (1984) investigated into the emotional, social and personal problems of adjustment of adolescents under Indian conditions with special reference to value of life and identified the problems of adolescents as (i) adolescents are treated like adults and sometimes like children, (ii) family atmosphere was more tense and unhappy for girls and (iii) adolescents claimed greater freedom in institutions which gave them self confidence

Litvosky (1986) conducted a study on effect of maternal employment on children’s personality development. It was found that there is positive effect of maternal employment on children’s personality development.

A study entitled ‘Defence Mechanism used by the Adolescents in Different School Environment and their Impact on their Adjustment to School and Home’ was conducted by Gagandeep (1986) and it was found that adolescents studying in high –SES- based environment had less problems as compared to adolescents studying in low -SES- based environment.

The impact of adjustment, frustration and level of aspiration on the children of working and non-working mothers was examined by Jain and Maradula (1990). It was revealed from the study that children of working and non working mothers differ significantly in their achievement, children of working mothers have low adjustment on different dimensions than children of non-working mothers. It was also found that there is high level of aspiration to the children of working mothers.

Thomas (1993) conducted a study on achievement and social adjustment of accelerated students and data were collected pertaining to high school and college achievement, career aspirations, personal values, self awareness and personality. It was found that those students continued to excel academically during the seven year period. Accelerated students are independent, practical, stable and showed high level of adjustment.

Jain & Jandi (1998) investigated into the school adjustment of adolescent girls and boys of employed and unemployed mothers in age group 14-18 years on a sample drawn from Udaipur city of Rajasthan. It was found that (i) girls had better adjustment than boys (ii) eventhough, no significant difference existed in total adjustment score between boys and girls of employed mothers but girls were found to be more adjustable than boys of unemployed mothers and (iii) girls were more adjustable than boys in emotional area

The study entitled ‘Social Adjustment on Accelerated Students’ by Datta *et al*., (1998) was conducted on a sample of 200 adolescents drawn from Assam Agricultural University and Kendriya Vidyalay of Assam. It was revealed that (i) mean scores of social adjustment of girls were greater than boys but no significant difference existed in mean score (ii) no significant difference existed in social adjustment between 16-18 years and 19-21 years and (iii) there is significant difference in social adjustment of high achievers and low achievers, high achievers are better adjusted.

Goyal & Chhaya (1998) carried out a study to analyze drive, frustration and adjustment on learning and speed of performance with special reference to interaction. Investigators interpreted that drive was a significant determinant of learning and speed of performance in college going female adolescents. Besides, home, health, social, emotional and educational adjustment were significant determinants of learning and speed of performance, but interaction between drive and adjustment was not significant.

In a study on effect of employment of home makers on academic performance of adolescent daughters conducted by Atshana & Anju (1999) it was seen that daughters of non-working mothers performed better than working mothers’ in their studies.

Pandya (2000) conducted a study on adjustment differences of adolescents in relation to maternal employment. It was found that significant differences existed in adjustment of adolescents of working and non-working mothers especially in emotional, social and educational areas of adjustment.

The relationship between scholastic achievement and academic adjustment of junior intermediate students of Tirupati of Tamil Nadu State, was investigated by Jyothi and Ramakrishnaiah (2000). It was revealed that (i) academic adjustment and scholastic achievement was related, students whose scholastic achievement was high are treated as well adjusted (ii) mean scores of adjustment of the girls in the areas of mental health, aspirational level, morale and in total adjustment are higher than boys. However boys were significantly better adjusted in, curricular adjustment, personal efficiency and study habits than girls.

Goswami & Meenakshi (2000) carried out a study to compare achievement motivation and anxiety of children of working and non-working mothers studying in secondary schools of Shillong. It was concluded that (i) children of working mothers were more achievement oriented than the children of non-working mothers (ii) there was no significant difference in anxiety among the groups but girls of working mothers found to be more anxious and unrest.

In a study on involvement of mothers in child care aspect in three working classes at Hisar city of Haryana state, Singh & Puna (2000) found that non-working mothers showed high involvement in child care as compared to working mothers’ involvement.

Sunil (2001) investigated into the caste belongingness and adjustment of high school girls on a sample of 400 high school girls of Madhya Pradesh. It was revealed that (i) ST girls scored significantly higher score than general caste and other backward caste (higher score indicates low level of adjustment). So they are poorly home adjusted (ii) ST girls are poorly adjusted in health area than general caste and (iii) ST girls were poorly adjusted in the area of social adjustment.

A study on achievement motivation, adjustment, anxiety and educational achievement of working and non-working mothers’ children was conducted by Pandya & Pratap (2001). It was concluded that significant difference existed in adjustment and anxiety of working and non-working mothers’ children, but no difference in achievement motivation and educational achievement.

In a study on academic achievement, study habits and loneliness of children of employed and unemployed mothers; Kumar (2001) revealed that (i) children of employed mothers had better ability in comprehension than children of unemployed mothers, but there is no significant difference in the areas of concentration, task orientation, interaction language and drilling (ii) there is no significant difference in academic achievement among children of employed and unemployed mothers.

A study entitled ‘Adjustment, Achievement Motivation and Frustration among Rural Urban Muslim students in Punjab’ by Irfan *et al.,* (2003) reported that there is significant difference in adjustment and frustration among rural and urban students. But there is no significant difference in achievement motivation among rural urban Muslim students.

Sinha (2003) conducted a study on the effect of maternal employment on children’s personality and general intelligence in a sample of 200 adolescent boys drawn from different public schools of North Bihar. It was found that maternal employment affects children’s personality, children of employed mothers have better personality. But there is no significant difference in general intelligence among children of employed and unemployed mothers.

Sujata & Sushila (2003) compared social-emotional adjustment of hearing impaired and non-impaired adolescents. It was revealed that (i) hearing impaired are better adjusted than the non-impaired (ii) hearing impaired adolescents in grade X were better adjusted than their non-impaired counterparts (iii) there was no significant difference between the two groups of grade VIII students (iv) hearing impaired females were better adjusted than males

In a study on social adjustment of orthopaedically handicapped students conducted on a sample of 200 adolescents drawn from New Delhi, Sindh & Jayakumari (2003) found that social adjustment of orthopaedically handicapped students differ significantly from non-handicapped students. But there is no significant difference in social adjustment among boys and girls.

Usha (2003) carried out a study on academic achievement as related to adjustment of 10th grade students of Tehri Town. It was revealed that (i) there existed a significant and positive correlation between academic achievement and adjustment of the total students (ii) there existed significant and positive correlation between academic achievement and adjustment of the boys and girls (iii) academic achievement and adjustment of girls are much better than that of boys.

A study entitled ‘Influence of Family Functioning on Adolescents’ Adjustment’ was carried out by Veena & Khadi (2004) on a sample drawn from first and second year Pre-university students of Karnataka state. The study concluded that (i) family functioning was significantly related to adjustment of adolescents (ii) higher grade students are well adjusted than lower grade students (iii) girls were well adjusted both emotionally and at home (iv) boys were socially and educationally well adjusted

Deshmukh (2005) investigated into the anxiety and adjustment in gutkha chewer and non-gutkha chewer youths of Amravati City. The investigator interpreted that (i) there is no significant difference between the mean scores of anxiety among gutkha chewer youths and non-gutkha chewer youths (ii) there existed significant difference between the mean scores of adjustment among gutkha chewer youths and non-gutkha chewer youths. Non-gutkha chewer has significantly higher level of adjustment.

**CONCLUSION**

The above review of related studies gave a wide perspective of the present problem under study. Review of related studies helped the investigator to conclude, Social Adjustment is a significant determinant of learning (Goyal & Chhaya, 1998). Maternal employment affects children’s personality and general intelligence [Litvosky, 1986 and Sinha, 2003]. From the studies conducted by Pandya (2000), Goswami *et al.,* (2000) and Pratap *et al.,* (2000) it is evident that maternal employment affects children’s adjustment and anxiety. Kumar (1980), Jain *et al.,* (1998) and Sinha (2003) interpreted that adjustment of girls is much better than that of boys. But at the same time Sindh *et al*., (2003) found that there was no significant difference in adjustment among boys and girls. Study by Gagandeep (1986) concluded that medium of instruction affects Social Adjustment of students. The general trend of the reviewed studies, is that maternal employment affects Social Adjustment. In the case of gender the results of the studies were not conclusive. There are very few studies about medium of instruction and those indicate that it also affects Social Adjustment. But most of the studies were conducted outside the Kerala state. So the investigator decide to conduct a study on the Interaction Effects of Gender, Maternal Employment and Medium of Instruction on Social Adjustment of Secondary School Pupils.

METHODOLOGY

Methodology discusses the procedure or technique adopted for the conduct of study. A perfectly selected research method will serve as a beacon in any situation that the investigator encounters during the course of research. Success of any research depends largely upon the stability of the methods, tools and techniques followed by the researcher in collecting and processing data. It refers to the general strategy followed in collecting and analysing the data necessary for conducting the study.

The present study is an attempt to find out the main and interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils. Methodology of the study is described in this chapter under the headings, viz.,

1. Variables
2. Objectives
3. Hypotheses
4. Tool Employed for Collection of Data
5. Sample
6. Data Collection Procedure
7. Scoring and Consolidation of Data
8. Statistical Techniques Used for Analysis of Data

**A. VARIABLES**

The dependent and independent variables that are measured and analysed in the present study are given below.

**Dependent Variable**

The dependent variable of the study is Social Adjustment.

**Independent Variables**

The independent variables of the study are gender, maternal employment ad medium of instruction.

Besides these, locality and type of management of school were used as categorical variables considered in sampling and tool development procedure.

**B. OBJECTIVES**

Objectives for the study are the following

1. To construct and standardise a ‘Scale of Social Adjustment’ to measure Social Adjustment of secondary school pupils.
2. To find out the main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.
3. To find out the interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

**C. HYPOTHESES**

1. There is significant main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.
2. There is significant interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

**D. TOOL EMPLOYED FOR COLLECTION OF DATA**

For the present study the investigator developed a tool ‘Social Adjustment Scale’ in collaboration with the supervising teacher. This scale consists of 3 components related with home adjustment and 12 components related with school adjustment. The components were developed based on the review of available theories and studies. Finally these components were validated by experts in this field.

The procedure of constructing and standardising the scale is described under the headings viz.,

1. Planning of the scale
2. Preparation of the draft scale
3. Try-out
4. Preparation of the final scale
5. Reliability
6. Validity
7. Norms

**1. Planning of the Scale**

For the preparation of “Social Adjustment Scale’ the investigator made an extensive study on Adjustment and its components. From the available theory and studies on adjustment, the investigator identified 3 components related with home adjustment and 12 components related with school adjustment. The components of home adjustment are coherence, happiness and feeling of belongingness. The components of school adjustment are social skill, social standards, communication ability, problem solving, school relation, standing aloof from anti-social tendencies, perception about academic achievement, leadership, perception of self efficacy, empathy, self control and self monitoring and effective coping ability. The theoretical description of these components of Social Adjustment were given in Chapter II.

**2. Preparation of the Draft Scale**

Following the available theory, the investigator listed 15 components (3 related to home adjustment and 12 related to school adjustment) of Social Adjustment. After identification and validation of components with experts, investigator prepared items for each component. Finally the investigator prepared the draft scale of Social Adjustment with the help of supervising teacher.

This draft scale consists of 79 items from the 15 components. Among these, 45 items are situational and 34 statement items. The responses of situational and statement items are closed type and each item consists of 4 responses. The responses of statement item are; always, sometimes, occasionally and never. The statement items consist both positive and negative statements. The components of Social Adjustment included in the scale are briefly described below with examples,

**Coherence**

Coherence means, cohere with family members, obeying parents, co-operation with siblings.

***Example****:*

*Situational item*

Suppose your father promised to take you for an outing in the evening. But he came from work too tired you will;

1. insist on asking father to take you out.
2. cancel the trip considering that your father is tired
3. keep quiet because you are angry
4. take care of your father (item no: 1)

*Statement item*

You will obey parents’ suggestions however difficult it may be (positive, item no: 7)

**Happiness**

Happiness means adjusting capacity of children to deal with family situations.

***Example:***

*Situational item*

Suppose your elder brother/sister got selection or medical entrance. You will;

1. congratulate happily and say every one with pride
2. feel jealous of him/her
3. congratulate him/her
4. do nothing (item no: 9)

*statement item*

Your are not happy to share about your friends and school to parents. (Negative, item no: 14)

**Feeling of belongingness**

It means having sense of feeling, security and comfort of family members.

***Example:***

*Situational item*

Suppose you are very sad since your teacher scolded you. Father asked your problem. You will:

1. say your problem to father
2. get angry with father
3. hesitate to tell him because he may scold you.
4. criticise your teacher (item no: 15)

*Statement item*

Your elder brother/sister helps you to clear your doubts. (Positive item no: 17)

**Social skill**

It includes effective use of basic skills like conversation, healthy handling of relationship and getting interested in other.

***Example:***

*Situational item*

Suppose your friend wants to visit your home. But you want to cancel that visit because of having a lot of work. You will.,

1. ask him/her to come on another day without saying any reason
2. say that you don’t like the visit by saying your difficulties.
3. say that you don’t like your friend’s visit
4. invite the friend to your house by postponding your work (item no: 19)

*Statement item*

You feel difficulty in mingling with students of different castes, religions, beliefs etc. (Negative, item no: 25)

**Social standards**

Social standard means accurate identification and understanding of cues, rules, standards and norms accepted by the society.

***Example:***

*Situational item*

Suppose one day you forgot to bring pen to school. You got a pen from the school ground. You will;

1. secretly take the pen without noticing others.
2. write on the school notice board that you have got one pen.
3. put the pen there itself.
4. break the pen to make it useless to anyone (item no: 26)

*Statement item*

You used to do works entrusted by your teacher while he/she is not in the classroom (Positive, item no: 32).

**Communication ability**

It includes effective transfer of ideas and information in social and communal context.

***Example:***

*Situational item*

Suppose there is a grievance about your English teacher. You will,

1. give complaint against the teacher to the principal.
2. discuss the problems with the concerned teacher.
3. discuss the problems with the class leader
4. do nothing (item no: 34)

*Statement item*

You are frightened to present your ideas in front of teachers (Negative, item no: 36)

**Problem solving**

Problem solving refers to constructive resolution of conflicts and problems in social situations.

***Example:***

*Situational item*

What will you do if teacher scolds you because you come to the class daily without doing homework.

1. curse the teacher in mind and do homework
2. try to do homework
3. come to the class without doing homework.
4. try to detect the reason for not doing the homework and find out the remedy for that (item no: 38)

*Statement item*

You try to discuss and find solutions, if you feel some subjects that are difficult to study (Positive, item no: 40)

**School relation**

It refers to degree of relationship, attachment towards teachers, friends and also school as a whole.

***Example:***

*Situational item*

Suppose you come to know that a student in your school is a rank holder in SSLC examination. You will;

1. feel jealous of him/her
2. do nothing because you don’t know that student
3. congratulate him/her and ask to give suggestions that helpful for you
4. congratulate him/her and feel proud on behalf of your school (item no: 42)

*Statement item*

You do not try to make good relations with your friends and teachers (Negative, item no: 48)

**Standing aloof from anti-social tendencies**

It means keeping oneself away from the society disapproved activities and immoral trafficking.

***Example:***

*Situational item*

Suppose the bus didn’t stop at your bus stop. Your friends started throwing stones at the bus. You will;

1. keep yourself away from the group who are throwing stones
2. keep yourself and dissuade your friends away from throwing stones.
3. help friends to throw stones and lead it to a great issue.
4. complaint to the teacher against your friends (item no: 49)

*Statement item*

You are able to overcome your problems when you are tensed (Positive, item no: 50)

**Perception about academic achievement**

It refers to the acquisition of skills that allow one to achieve what is expected to achieve.

***Example:***

*Situational item*

Once you got very low marks in a subject in which you used to get high marks. You will;

* 1. quarrel with your teacher about that
  2. analyze the reason for getting low marks and try not to repeat it
  3. satisfy with the marks you got
  4. do nothing (item no: 52)

*Statement item*

You think about having tuition in the subject in which you get very low mark (Negative, item no: 56)

**Leadership**

Leadership means the ability to lead and influence others.

***Example:***

*Situational item*

Suppose your friend presented a good idea in front of you. You will;

1. tease him/her
2. discuss with others and congratulate him/her if it is good.
3. accept it with an angry mind
4. do nothing (item no: 58)

*Statement item*

You encourage your friends to join in clubs at school (Positive, item no. 59)

**Perception of self efficacy**

It refers to one’s awareness about his own capacities and limitations.

**Example:**

*Situational item*

Suppose one of your classmates is teased by your friends because his/her dress is torn. You will;

1. tease him/her with others
2. discourage your friends from teasing and say that everyone have some weaknesses
3. help him/her in all possible ways as you can
4. do nothing (item no: 62)

*Statement item*

You feel arrogance if you get first place in your exam (Negative, item no: 64)

**Empathy**

Empathy indicates the ability to stand in other’s positions and their feelings.

***Example:***

*Situational item*

You came to know that a student coming from a poor family doesn’t bring meals for the day. You will;

1. feel sympathy for your friend and you eat the food.
2. share your food with him/her
3. eat your food without noticing him/her
4. tease him/her by saying to sit hungrily in the class (item no: 65)

*Statement item*

You used to inquire the cause of unhappiness of classmates (Positive, item no: 68)

**Self control and self monitoring**

It refers the ability to direct and control oneself.

***Example:***

*Situational item*

What will do if teacher beat you without any reason.

1. beat teacher in return
2. suppress the anger for teacher
3. calmly ask the reason for it
4. complaint to parents and will file case against the teacher (item no: 70)

*Statement item*

If your classmate complaints about you. You will get angry with him/her (Negative, item no: 74)

**Effective coping ability**

Coping ability means the ability to adjust with the stressful and strainful situations in the day to day life.

**Example:**

*Situational item*

Suppose teacher discouraged an idea which you felt to be good for the class. You will,

1. get angry with the teacher
2. make the teacher accept the idea by engaging in a justifiable discussion.
3. complaint against the teacher to the principal.
4. withdraw your idea by considering teacher (item no: 75)

*Statement item*

You are able to solve day to day tensions to a great extent (Positive, item no: 78).

A draft copy of ‘Social Adjustment Scale’ is given as appendix I.

**Scoring Procedure**

The item numbers of situational and statement type are given in Table 1.

**TABLE 1**

**Item Numbers of Situational and Statement Type**

|  |  |
| --- | --- |
| **Type of item** | **Item numbers** |
| Situational items | 1,2,3,4,5,6,9,10,11,12,15,16,19,20,21,22,23,26,27,28,29,30,31,34,38,39,42,43,44,45,49,52,53,57,58, 62,65,66,67,70,71,72,75,76 and 77. |
| Statement items | 7,8,13,14,17,18,24,25,32,33,35,36,37,40,41,46,47,48,50,51,54,55,56,59,60,61,63,64,68,69,70,73,74, 78 and 79. |

The questions in these type were so framed that the possible response fall on four point scale to which scores 4,3,2,1 is assigned. In all the items, the most appropriate responses carries 4 marks and least one carries 1 mark. The responses of positive items are arranged in the order of their appropriateness and scored as 4,3,2,1. The responses of negative items are scored as 1,2,3,4. The scoring key of situational items is given as Appendix II.

**3. Try Out**

Try out of the draft scale was done in order to select suitable items for the final scale by empirically testing the significance of each item in the draft scale.

For this, the scale was administrated to a sample of 370 secondary school students selected using stratified sampling technique. Proper instructions were given regarding the method of responding. The responses were scored according to scoring scheme.

The purpose of item analysis is to select items that have item characteristics. The procedure of item analysis are given below.

The response sheets of 370 students obtained after the preliminary testing, were scored and the total score of each student was found out. Then these sheets were arranged in descending order of the total score and highest and lowest 27 percent (100 sheets) were separated.

The mean and standard deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratios for each item were calculated, to find out items with adequate discrimination power. The critical ratio was found out using the formula

t =  (Garrett, 1981)

= Mean of the upper group (for an item)

 = Mean of the lower group

σ1 = standard deviation of the upper group

σ2 = Standard deviation of the lower group

N1 = Sample size of the upper group

N2 = Sample size of the lower group

Items with critical ratio greater than 2.58, the tabled value of ‘t’ for 0.01 level of significance were selected for the final scale. From the total 79 items, 72 items were selected with 0.01 level of significance.

The critical ratio (t-value) obtained for each item together with mean and standard deviation of the scores for two groups are given as Table 2.

**TABLE 2**

**Critical Ratio (t-value) with Means and**

**Standard Deviations of the Scores for the Two Groups**

| **Sl. No.** |  |  | **σ1** | **σ2** | **Critical ratio** |
| --- | --- | --- | --- | --- | --- |
| 1. | 3.48 | 2.33 | 0.62 | 1.11 | 9.06 |
| 2. | 3.59 | 3.40 | 0.75 | 0.79 | 1.75\* |
| 3. | 3.58 | 3.32 | 0.72 | 0.77 | 2.46\* |
| 4. | 3.38 | 2.09 | 0.75 | 0.91 | 10.79 |
| 5. | 3.61 | 2.11 | 0.58 | 0.93 | 13.72 |
| 6. | 3.63 | 1.96 | 0.67 | 0.94 | 14.47 |
| 7. | 3.33 | 2.22 | 0.68 | 0.86 | 10.16 |
| 8. | 3.26 | 2.04 | 0.90 | 0.96 | 9.27 |
| 9. | 3.48 | 2.07 | 0.75 | 0.99 | 11.32 |
| 10. | 3.28 | 2.08 | 0.72 | 0.92 | 10.23 |
| 11. | 2.98 | 2.13 | 0.92 | 0.91 | 6.57 |
| 12. | 3.15 | 2.16 | 0.73 | 0.95 | 8.30 |
| 13. | 3.26 | 2.25 | 0.69 | 0.85 | 9.22 |
| 14. | 3.42 | 2.11 | 0.64 | 0.90 | 11.85 |
| 15. | 3.69 | 2.18 | 0.58 | 1.03 | 12.76 |
| 16. | 3.43 | 2.20 | 0.72 | 1.09 | 9.42 |
| 17. | 3.17 | 2.12 | 0.86 | 0.93 | 8.28 |
| 18. | 3.37 | 2.39 | 0.82 | 0.99 | 7.63 |
| 19. | 3.31 | 2.39 | 0.77 | 1.03 | 7.16 |
| 20. | 3.59 | 2.10 | 0.58 | 0.95 | 13.32 |
| Continued... | | | | | |
| 21. | 3.30 | 1.93 | 0.78 | 0.95 | 11.13 |
| 22. | 3.74 | 2.29 | 0.61 | 1.05 | 11.93 |
| 23. | 3.67 | 3.44 | 0.53 | 0.62 | 2.82 |
| 24. | 3.41 | 2.06 | 0.76 | 0.94 | 11.18 |
| 25. | 3.49 | 2.17 | 0.74 | 0.97 | 10.81 |
| 26. | 3.52 | 2.31 | 0.64 | 0.93 | 10.68 |
| 27. | 3.57 | 1.97 | 0.74 | 0.90 | 13.75 |
| 28. | 3.56 | 2.02 | 0.79 | 0.96 | 12.38 |
| 29. | 3.51 | 2.29 | 0.59 | 0.93 | 11.06 |
| 30. | 3.54 | 2.21 | 0.70 | 0.95 | 11.26 |
| 31. | 3.71 | 3.59 | 0.53 | 0.55 | 1.56\* |
| 32. | 3.54 | 2.31 | 0.62 | 0.88 | 11.41 |
| 33. | 3.37 | 2.25 | 0.82 | 0.98 | 8.74 |
| 34. | 3.24 | 1.86 | 0.81 | 0.92 | 11.26 |
| 35. | 2.96 | 2.03 | 0.89 | 0.90 | 7.34 |
| 36. | 2.78 | 1.94 | 0.90 | 0.85 | 6.80 |
| 37. | 3.12 | 2.31 | 0.87 | 1.08 | 5.84 |
| 38. | 3.39 | 2.07 | 0.55 | 0.94 | 12.14 |
| 39. | 3.63 | 2.13 | 0.63 | 0.90 | 13.66 |
| 40. | 3.47 | 2.03 | 0.68 | 0.91 | 12.64 |
| 41. | 3.54 | 2.09 | 0.67 | 0.96 | 12.39 |
| 42. | 3.36 | 2.00 | 0.78 | 0.93 | 11.22 |
| 43. | 3.56 | 2.43 | 0.64 | 1.06 | 9.13 |
| Continued... | | | | | |
| 44. | 3.63 | 2.28 | 0.58 | 1.01 | 11.60 |
| 45. | 3.71 | 3.50 | 0.60 | 0.81 | 2.08\* |
| 46. | 3.48 | 2.30 | 0.66 | 0.99 | 9.90 |
| 47. | 3.61 | 2.19 | 0.66 | 0.98 | 12.04 |
| 48. | 3.35 | 2.18 | 0.68 | 1.01 | 9.57 |
| 49. | 3.44 | 2.17 | 0.71 | 0.98 | 10.48 |
| 50. | 3.06 | 1.97 | 0.98 | 0.85 | 8.40 |
| 51. | 3.58 | 3.26 | 0.79 | 0.89 | 2.69 |
| 52. | 3.58 | 2.29 | 0.60 | 0.99 | 11.10 |
| 53. | 3.14 | 2.15 | 0.70 | 0.90 | 8.66 |
| 54. | 3.60 | 2.41 | 0.60 | 0.98 | 10.35 |
| 55. | 3.44 | 2.30 | 0.73 | 1.05 | 8.91 |
| 56. | 3.32 | 2.04 | 0.85 | 0.94 | 10.13 |
| 57. | 3.52 | 3.30 | 0.62 | 0.89 | 2.03\* |
| 58. | 3.43 | 2.33 | 0.90 | 1.06 | 7.90 |
| 59. | 3.07 | 2.19 | 0.94 | 0.93 | 6.64 |
| 60. | 3.45 | 2.35 | 0.71 | 0.97 | 9.12 |
| 61. | 3.53 | 2.08 | 0.75 | 1.01 | 11.53 |
| 62. | 3.50 | 1.99 | 0.71 | 1.01 | 21.14 |
| 63. | 3.52 | 2.07 | 0.73 | 0.94 | 12.19 |
| 64. | 3.62 | 2.09 | 0.69 | 0.95 | 13.64 |
| 65. | 3.47 | 2.13 | 0.64 | 0.91 | 12.02 |
| 66. | 3.59 | 2.14 | 0.76 | 0.98 | 11.68 |
| Continued... | | | | | |
| 67. | 3.53 | 1.95 | 0.68 | 0.94 | 13.57 |
| 68. | 3.64 | 2.27 | 0.61 | 0.96 | 12.07 |
| 69. | 3.64 | 3.50 | 0.67 | 0.66 | 1.49\* |
| 70. | 3.46 | 1.99 | 0.75 | 0.88 | 12.71 |
| 71. | 3.27 | 2.11 | 0.83 | 0.89 | 9.49 |
| 72. | 3.31 | 2.02 | 0.83 | 0.88 | 10.63 |
| 73. | 3.42 | 1.99 | 0.81 | 0.94 | 11.47 |
| 74. | 3.27 | 2.08 | 0.79 | 0.96 | 9.62 |
| 75. | 3.35 | 2.03 | 0.79 | 1.03 | 10.13 |
| 76. | 3.44 | 2.27 | 0.71 | 0.95 | 9.88 |
| 77. | 3.62 | 3.46 | 0.66 | 0.64 | 1.74\* |
| 78. | 3.55 | 2.22 | 0.71 | 1.03 | 10.65 |
| 79. | 3.19 | 2.18 | 0.69 | 1.00 | 8.30 |

*\* Items which are deleted from final scale*

**4. Preparation of the Final Scale**

After item analysis, 72 items were included in the final scale. Among these 6 items are to measure the component coherence, 6 for happiness, 4 for feeling of belongingness, 7 for social skill, 7 for social standard, 4 for communication ability, 4 for problem solving, 6 for school relation, 3 for standing aloof from anti social tendencies, 5 for perception about academic achievement, 4 for leadership, 3 for self-efficacy, 4 for empathy, 4 for self control and self monitoring and 5 for effective coping ability. A copy of the final version of Social Adjustment Scale is given as Appendix III.

**5. Reliability**

Reliability of the present scale was estimated by test-retest method on a sample of 50 students with an interval of 3 weeks between the two administrations. The reliability co-efficient obtained is 0.80. This value indicates that the scale is reliable to measure Social Adjustment.

**6. Validity**

The scale has face validity as the identified components were based on the theory of adjustment and studies related to Social Adjustment. Besides, the items are prepared in a direct and clear way and the scale is validated with the help of experts in this field.

For establishing content validity, the investigator covered all the procedure in the preparation of the scale itself. That is (i) described the content of Social Adjustment (ii) the 15 components of Social Adjustment were determined and (iii) compared the structure of the scale with the structure of the content. Hence the scale shows substantial evidence of content validity.

**7. Norms**

A test is said to be standardized when it undergoes all the statistical procedures meant for it and when the appropriate norms are calculated for the test. Separate norms need to be established for the whole population, as well as different strata of population, which show significant difference from one another based on gender, locale, medium of instruction and type of management of school. For establishing norms arithmetic mean, median, mode, standard deviation and percentile were calculated. The investigator has calculated the critical ratio for significance of difference between means of comparable sub samples based on gender, medium of instruction, locale and type of management of school. The norms were calculated only for those groups where significant difference exists in the mean scores of Social Adjustment.

Before establishing norms, the data was statistically analysed to test whether test scores follow a normal distribution. The details of fixing norms are presented in the succeeding chapter.

**E. SAMPLE**

The population of the present study is secondary school pupils of Kerala. The investigator decided to take an initial sample of 750 secondary school students of Malappuram district. The sample was selected using stratified sampling. The strata considered during the selection of the sample were gender, medium of instruction, locality and type of management of school. From the initial sample, the incomplete and multiple responded data sheets were removed and this resulted in 715 as final sample size. Details regarding the school from which sample was drawn is given in Table 3.

**TABLE 3**

**List of Schools**

| **Sl. No.** | **Name of school** | **Medium of instruction** | **Type of management of school** | **Boys** | **Girls** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. | G.R.H.S.S. Kottakkal | Malayalam | Government | 13 | 14 | 27 |
| 2. | G.B.H.S.S. Tirur | Malayalam | Government | 12 | 10 | 22 |
| 3. | G.B.H.S.S. Manjeri | Malayalam | Government | 24 | - | 24 |
| 4. | G.G.H.S.S. Malappuram | Malayalam | Government | - | 29 | 29 |
| 5. | V.V.M.H.S. Marakara | Malayalam | Aided | 25 | 24 | 49 |
| 6. | P.K.M.H.S. Ederikode | Malayalam | Aided | 30 | 27 | 57 |
| 7. | I.U.H.S. Parappur | Malayalam | Aided | 35 | 31 | 66 |
| 8. | A.M.M.H.S. Pulikkal | Malayalam | Aided | 24 | 23 | 47 |
| 9. | H.I.O.H.S. Olavattur | Malayalam | Aided | 27 | 28 | 55 |
| 10. | D.U.H.S.S. Panakkad | Malayalam | Aided | 35 | 30 | 65 |
| 11. | Najmul Huda H.S.S. Kavathikulam | English | Unaided | 25 | 20 | 45 |
| 12. | Farook Higher S.S. Tirur | English | Unaided | 30 | 25 | 55 |
| 13. | M.E.S. English Medium Tirur | English | Unaided | 27 | 26 | 53 |
| 14. | St. Paul’s H.S.S. Thenhipalam | English | Unaided | 35 | 36 | 71 |
| 15. | Jamiya Salafia E.M. School, Pulikkal | English | Unaided | 24 | 26 | 50 |
| **Total** | | | | **366** | **349** | **715** |

**F. DATA COLLECTION PROCEDURE**

The scale was administered in selected schools. For this, the investigator consulted the heads of institution, to seek permission for collecting data. A schedule for administration of the scale was prepared in advance and the data collection was done accordingly.

While administering the scale, students were informed about the purpose and procedure of responding. Necessary clarification of doubts were done whenever the students required it. The response sheets were collected back when all students completed the process of responding to the statements.

**G. SCORING AND CONSOLIDATION OF DATA**

The response sheets were scored according to the scoring scheme. The incomplete and multiple responded sheets were removed and this resulted in final sample size of 715. The breakup of the final sample is given in Table 4.

**TABLE 4**

**Break-up of the Final Sample**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | | **Medium of instruction** | | **Locality** | | **Type of management of school** | | |
| **Boys** | **Girls** | **Mlm.** | **English** | **Urban** | **Rural** | **Govt.** | **Aided** | **Unaided** |
| 366 | 349 | 441 | 274 | 310 | 405 | 102 | 339 | 274 |

The scores on Social Adjustment of 715 together with their variables, gender, maternal employment, medium of instruction, locale and type of management of school were consolidated in such a way that the data can be analysed with the help of the computer.

**H. STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

The raw scores obtained for 715 pupils were subjected to different statistical treatments in order to satisfy the objectives of the study. The various statistical techniques used for analysis are given below

1. **Descriptive Statistics**

Descriptive statistics like arithmetic mean, median, mode, standard deviation, skewness and kurtosis were calculated in order to arrive at conclusions about the nature of distribution

**2. Test of Significance of Difference Between Means for Large Independent Sample**

t =  (Garrett, 1981)

 and  are the means of the two groups. σ1 and σ2 are the standard deviations of the two groups. N1 and N2 are the number of individuals in each group.

**3. Percentiles**

To find out norms for the total sample and sub samples, percentiles are used. The formula is,

Pi = l + h/f (i/100 x N-C) [Gupta, 1997]

i = 1, 2, …….100

l= the lower limit of class containing Pi

h = the magnitude to the class containing Pi

f = frequency of the class containing Pi

c = cumulative frequency of the class preceeding the class containing Pi

**4. Three way ANOVA with 2x2x2 Factorial Design**

Analysis of variance has been defined as “the separation of variance ascribed to other groups” (Fisher, 1950). Analysis of variance is a parametric technique of hypothesis testing and is an extension of ‘t’ test of mean difference i.e., it is an overall test of significance of difference between means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. A ratio of two variance estimate is computed and this ratio has its sampling distribution, F-distribution, determined by two degrees of freedom values.

The technique of ANOVA is most often used in experiments which involve atleast two set of variables. But it can also include one or more independent variables. If three independent variables are included simultaneously in an ANOVA, the analysis is called a Three way Analysis of Variance. Each independent variable is called as a ‘factor’. Different values or categories of each factor is called as ‘level’.

The present study involves three independent variables or factors, viz., Gender, Maternal employment and Medium of instruction. Each factor involve two levels or categories with 715 subjects assigned at random to each of the groups. So this design is

called 2x2x2 factorial design. The data may be conceptualized as a three dimensional cube of numbers containing 2 rows, 2 columns and 2 layers, with 715 observations in each of the 8 cells of which the cube may be thought to be comprised. In three-factor, the total sum of squares is partitioned into eight parts, three sums of squares for main affects, four interaction sums of squares and a within cells sum of squares. Each sum of squares has an associated number of degrees of freedom. Sum of squares are divided by their associated degrees of freedom to obtain mean squares which are then used to test the signifi bcance of main effects and interactions. The details of main effects and interaction effects are presented in the succeeding chapter.

**ANALYSIS AND**

**INTERPRETATION OF DATA**

Analysis of data collected helps the investigator to test hypotheses formulated statistically and arrive at conclusions.

**Hypotheses of the Study**

1. There is significant main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.
2. There is significant interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

**1. SOCIAL ADJUSTMENT AMONG SECONDARY SCHOOL PUPILS**

To know the nature of distribution of Social Adjustment scores for the total sample, the descriptive statistics like mean, median, mode, standard deviation, skewness and kurtosis of the variable were computed.

The statistical values are presented in Table 5.

**TABLE 5**

**Descriptive Statistics of**

**‘Social Adjustment’ of Secondary School Pupils**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mean** | **Median** | **Mode** | **Standard deviation** | **Skewness** | **Kurtosis** |
| 197.77 | 202.58 | 210.63 | 42.36 | -0.43 | -0.12 |

**Discussion of the result**

Table 5 reveals that the values obtained for arithmetic mean, median and mode for the variable Social Adjustment are 197.77, 202.58 and 210.63 respectively. The extent of skewness or index of asymmetry is –0.43. This shows that the distribution is slightly negatively skewed. The obtained measure of peakedness is a very small number, i.e., -0.12. But as the sample is 715 and the skewness is only slight, it can be concluded that the distribution is not remarkably deviated from normality.

Graphical representation of the scores of the variable Social Adjustment for the total sample is presented in Figure 1.

**NORMS**

Standardization procedure of any scale includes establishment of norms. According to Freeman “a norm is the average or typical score on a test made by specified population”. Since the raw scores by themselves cannot provide significant measures of any variable, it is usual to give them meaning and dimensions by establishing certain values which are self interpreting in the sense that they indicate relative standing in a group.

The norms in the common use are age norms, grade norms, sex norms, locale norms etc. Norms are usually expressed in percentiles.

A percentile norm is a standard index for interpreting the score of an individual in terms of his/her relative standing or rank position in a particular group. An individual’s percentile rank on a test designates the percentage of cases or scores lying below it. Zero and hundred are the boundaries of percentile scores.

Since the study is limited to 9th standard students, the age and grade norms are not relevant. Percentile norms were established for total and relevant sub samples. Percentile norms were determined by calculating the deciles P10, P20, P30, P40, P50, P60, P70, P80 and P90 and quartiles P25, P75 P10 is the score below which 90% of total cases may lies and so on for all other percentiles

Comparison Social Adjustment of Relevant Sub samples

**To find out whether there is significant difference between the mean scores of Social Adjustment of Boys and Girls, English and Malayalam medium pupils, Urban and Rural pupils, Government and Private school pupils, two tailed t-test was used. The critical ratio obtained in each case is discussed below.**

Comparison of Social Adjustment of Boys and Girls

**The details of the test of significance of difference between the mean scores of Social Adjustment among Boys and Girls are given in Table 6.**

**TABLE 6**

**Comparison for Mean Scores of**

**Social Adjustment Among Boys and Girls**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gender** | **Size of the sample** | **Mean** | **Standard deviation** | **Critical ratio** |
| Boys | 366 | 181.19 | 39.64 | 10.62 |
| Girls | 349 | 212.48 | 39.12 |

**Table 6 shows that critical ratio obtained for the comparison of mean scores of Social Adjustment among boys and girls is 10.62 which is greater than the required value for significance at 0.01 level of significance. This suggests that there is significant difference between the mean scores of Social Adjustment for boys and girls at 0.01 level. Hence significant gender difference exists in the mean scores of Social Adjustment of Boys and Girls.**

Comparison of Social Adjustment of English and Malayalam Medium Pupils

**The investigator has tested the significance of difference between mean scores of Social Adjustment among English and Malayalam medium pupils. The details of the test of significance of difference between the mean scores of Social Adjustment among English and Malayalam medium pupils are given in Table 7.**

TABLE 7

Comparison of Mean Scores of Social

Adjustment Among English and Malayalam Medium Pupils.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Medium of instruction** | **Size of the sample** | **Mean** | **Standard deviation** | **Critical ratio** |
| English | 274 | 184.23 | 37.41 | 5.93 |
| Malayalam | 441 | 204.06 | 46.83 |

**Table 7 reveals that the critical ratio obtained in the case of English and Malayalam medium pupils, is 5.93, which is greater than 2.58, the required value of ‘t’ for significance at 0.01 level. This suggests that there is significant difference between the mean scores of Social Adjustment among English and Malayalam medium pupils. That is, English and Malayalam medium pupils differ significantly in their mean scores of Social Adjustment.**

Comparison of Social Adjustment of Urban and Rural Pupils

**The details of the test of significance of difference between the mean scores of social adjustment among Urban and Rural pupils are given in Table 8.**

TABLE 8

Comparison of Mean Scores of

Social Adjustment Among Urban and Rural Pupils

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Locality** | **Size of the sample** | **Mean** | **Standard deviation** | **Critical ratio** |
| Urban | 310 | 180.65 | 37.41 | 9.06 |
| Rural | 405 | 208.57 | 43.,28 |

**From Table 8 it can be observed that the critical ratio obtained in the case of Urban and Rural pupils is 9.06 which is greater than 2.58, the tabled value of ‘t’ for significance at 0.01 level. This suggests that there is significant difference between the two groups based on locale in their mean scores of Social Adjustment. It indicates that Urban and Rural pupils significantly differing in their mean scores of Social Adjustment.**

Comparison of Social Adjustment of Government and Private School Pupils

**The details of the test of significance of difference between the mean scores of Social Adjustment of Government and Private School pupils are given in Table 9.**

TABLE 9

Comparison of Mean Scores of

Social Adjustment Among Government and Private School Pupils

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of management of school** | **Size of the sample** | **Mean** | **Standard deviation** | **Critical ratio** |
| Government | 102 | 197.39 | 33.13 | 0.31 |
| Private | 613 | 196.30 | 43.76 |

**The critical ratio obtained is 0.31, which is less than 2.58, the required value of ‘t’ for significance at 0.01 level. This clearly indicates that the difference in the mean scores of Social Adjustment among government and private school pupils are not significant at 0.01 level. That is, pupils studying in Government and Private schools do not differ significantly in their mean scores of Social Adjustment.**

Norms for the Total Sample

**The value of the percentiles for the total sample is presented in Table 10**

TABLE 10

Percentile Norms for the Total Sample

|  |  |
| --- | --- |
| Percentile | Values |
| **P10** | **133.60** |
| **P20** | **158.00** |
| **P25** | **167.00** |
| **P30** | **177.00** |
| **P40** | **191.00** |
| **P50** | **203.00** |
| **P60** | **215.00** |
| **P70** | **224.00** |
| **P75** | **228.00** |
| **P80** | **234.00** |
| **P90** | **248.00** |

**In order to get percentiles readily, ogives are drawn for the total sample. This was made by calculating the cumulative percentages corresponding to the upper limit of each class interval. The graphical representation of cumulative percentage curve of total sample is given in Figure 2.**

Norms for Boys and Girls

**As there is significant difference in Social Adjustment among Boys and Girls, separate norms were established for these sub samples. Sex norms are summarized in Table 11.**

TABLE 11

Percentile Norms for Boys and Girls

|  |  |  |
| --- | --- | --- |
| Percentiles | Boys | Girls |
| **P10** | **115.00** | **123.70** |
| **P20** | **135.00** | **146.00** |
| **P25** | **145.00** | **156.00** |
| **P30** | **153.00** | **161.00** |
| **P40** | **163.80** | **173.80** |
| **P50** | **175.00** | **184.00** |
| **P60** | **184.20** | **195.20** |
| **P70** | **193.40** | **206.00** |
| **P75** | **199.00** | **212.00** |
| **P80** | **205.00** | **217.60** |
| **P90** | **218.80** | **230.00** |

**In order to compare the Social Adjustment of Boys and Girls, ogives were drawn separately in the same graph. This was made by calculating the cumulative percentages corresponding to the upperlimit of each class interval. The graphical representation of cumulative percentage curve of Boys and Girls are given in Figure 3.**

**Ogive of the Girls lies right to the ogive of the Boys showing that Girls are superior than Boys in their Social Adjustment. Difference between these groups were shown by the distance separating the curves at various levels. The difference between the two medians is given by the distance CD and difference between Q1 and Q3 are represented by lines AB and EF respectively. From the graph it is very clear that Boys and Girls differ significantly throughout the first, second and third quartile.**

**Percentiles corresponding to any cumulative percentage can be readily determined from the ogive.**

Norms for English and Malayalam Medium Pupils

**Distinct norms were established for English and Malayalam medium pupils since it was found that there is significant difference between these two groups in the mean scores of Social Adjustment.**

**The percentile norms for English and Malayalam medium pupils are given in Table 12.**

TABLE 12

Percentile Norms for

English and Malayalam Medium Pupils

|  |  |  |
| --- | --- | --- |
| Percentiles | English | Malayalam |
| **P10** | **110.00** | **153.00** |
| **P20** | **130.00** | **167.00** |
| **P25** | **142.75** | **177.00** |
| **P30** | **157.00** | **181.00** |
| **P40** | **185.00** | **195.80** |
| **P50** | **197.50** | **209.00** |
| **P60** | **207.00** | **219.00** |
| **P70** | **215.00** | **228.00** |
| **P75** | **221.00** | **231.00** |
| **P80** | **225.00** | **237.00** |
| **P90** | **240.00** | **251.80** |

**In order to compare the Social Adjustment of English and Malayalam medium pupils, ogives were drawn separately in the same graph. This was made by calculating the cumulative percentages corresponding to the upper limit of each class interval. The graphical representation of cumulative percentage curve of scores of Social Adjustment obtained for English and Malayalam medium pupils are given in Figure 4.**

**Ogive of the Malayalam medium pupils showing that they are superior than English medium school pupils, in their Social Adjustment. Difference between these groups shown by the distance separating the curves at various levels. The difference between the two medians is given by the distance CD and difference between Q1 and Q3 are represented by lines AB and EF respectively. From the graph it is very clear that English and Malayalam medium pupils differ more significantly at first quartile and some what equal throughout second and third quartile.**

**Percentiles corresponding to any cumulative percentage can be readily determined from the ogive.**

Norms for Urban and Rural Pupils

**As there is significant difference in Social Adjustment among Urban and Rural pupils. Separate norms were established for these sub samples.**

**Locale norms are summarized in Table 13.**

TABLE 13

Percentile Norms for Urban and Rural Pupils

|  |  |  |
| --- | --- | --- |
| Percentiles | Urban | Rural |
| **P10** | **113.20** | **154.60** |
| **P20** | **139.00** | **178.00** |
| **P25** | **148.75** | **185.50** |
| **P30** | **156.30** | **193.80** |
| **P40** | **174.00** | **205.00** |
| **P50** | **185.00** | **214.00** |
| **P60** | **196.00** | **221.60** |
| **P70** | **211.40** | **230.20** |
| **P75** | **217.00** | **235.00** |
| **P80** | **223.00** | **241.00** |
| **P90** | **236.90** | **254.40** |

**In order to compare the Social Adjustment of Urban and Rural pupils, ogives were drawn separately in the same graph. This was made by calculating the cumulative percentages corresponding to the upperlimit of each class interval. The graphical representation of cumulative percentage curve of scores of Social Adjustment obtained for Urban and Rural pupils are given in figure 5.**

**Ogive of the Rural pupil lies right to the ogive of the Urban pupil showing that Rural pupils are superior than Urban pupils in their Social Adjustment. Difference between these groups were shown by the distance separating the curves at various levels. The difference between the two medians is given by the distance CD and difference between Q1 and Q3 are represented by lines AB and EF respectively. From the graph it is very clear that Urban and Rural pupils differ more significantly throughout the first, second and third quartile.**

**Percentiles corresponding to any cumulative percentage can be readily determined from the ogive.**

3. WAY ANOVA (2 X 2 X 2) FACTORIAL DESIGN

**Being a parametric technique ANOVA has some basic assumptions and they are:**

1. **The distribution of the dependent variable in the population from which samples are drawn should follow normality.**
2. **Homogeneity of variance.**
3. **The samples drawn should be random and independent.**

**The nature of distribution is shown in Table 5. It is found that the distribution of the variable Social Adjustment is not considerably deviating from normality.**

**The second basic assumption of Analysis of Variance is the homogeneity of variances. Since the samples are drawn from the normal population and also is sufficiently large, the researcher assumed that there is homogeneity of variances.**

**The third basic assumption of ANOVA is that the samples drawn should be random and independent. In the present study sample was selected randomly and measures are independent.**

**As the basic conditions for ANOVA are almost satisfied by the variable Social Adjustment, ANOVA was carried out. The statistical analysis and discussion of the results with regard to this technique are described under the following two sections.**

1. **Main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.**
2. **Interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.**

**As there is three independent variables, viz., gender, maternal employment and medium of instruction and each of the variable has two levels or categories, the investigator used three-way ANOVA with 2x 2x2 factorial design.**

**The details of the results obtained are given in Table 14.**

TABLE 14

Results of ANOVA (2 x 2 x 2)

On Social Adjustment of Secondary School Pupils

by Gender, Maternal Employment and Medium of Instruction

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of squares | Degrees of freedom | Mean squares | F-value |
| **Gender** | **123056.59** | **1** | **123056.59** | **130.21\*** |
| **Maternal Employment** | **360981.01** | **1** | **360981.01** | **381.95\*** |
| **Medium of Instruction** | **31436.84** | **1** | **31436.84** | **33.26\*** |
| **Gender x Maternal Employment** | **3608.39** | **1** | **3608.39** | **3.85\*\*** |
| **Gender x Medium of Instruction** | **10.48** | **1** | **10.48** | **0.01** |
| **Maternal employment x Medium of Instruction** | **1185.09** | **1** | **1185.09** | **1.25** |
| **Gender x Maternal Employment x Medium of Instruction** | **5470.29** | **1** | **5470.29** | **5.79\*\*** |
| **Residual** | **668185.82** | **707** | **845.10** |  |
| **Total** | **1281001.69** | **714** | **1794.12** |  |

**\* significant at 0.01 level**

**\*\* significant at 0.05 level**

**The discussion of results is explained under the following headings.**

1. Main Effects of Gender, Maternal Employment and Medium of Instruction on Social Adjustment of Secondary School Pupils.

**The test of the main effect is the test of the differences among marginal means for a factor taken across the other two factors. When no interaction is present, the main effect of a factor more or less accurately describes how the effect of the factor operates at each level of the other factor.**

**In the present study, the effects of gender maternal employment and medium of instruction on Social Adjustment of secondary school pupils are described separately under the following sections.**

a. Main effect of gender on Social Adjustment of secondary school pupils

**From Table 14, it can be found that the F-value obtained for the main effect of gender on Social Adjustment of secondary school pupils is 130.21, which is greater than 6.63, the tabled value of F for (1,714) degrees of freedom at 0.01 level of significance. So the variable gender has significant main effect on Social Adjustment of secondary school pupils at 0.01 level. This is evident also from the results of test of significance of difference between means of boys and girls (Table 6). The mean values further indicate that girls have better Social Adjustment than boys.**

b. Main effect of maternal employment on Social Adjustment of secondary school pupils.

**From Table 14, it can be observed that F-value obtained for the main effect of maternal employment on Social Adjustment of secondary school pupils is 381.59. This value is greater than 6.63, the tabled value of F for (1,714) degrees of freedom at 0.01 level of significance. This indicates that the main effect of the variable maternal employment on Social Adjustment of secondary school pupils is significant at 0.01 level of significance.**

**To test, which group (i.e., pupils of employed mothers or unemployed mothers) has more effect on Social Adjustment of secondary school pupils. The investigator calculated test of significance of mean difference. The needed data and critical ratio obtained are given in Table 15.**

TABLE 15

Comparison of Mean Scores of Social Adjustment of

Secondary School Pupils of Employed and Unemployed Mothers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maternal Employment** | **Size of the sample** | **Mean** | **Standard deviation** | **Critical ratio** |
| Employed | 354 | 171.62 | 38.31 | 19.65 |
| Unemployed | 361 | 221.80 | 29.28 |

**From Table 15, the critical ratio obtained is 19.65 which is greater than 2.58, the tabled value required for significance at 0.01 level. This shows that there is significant difference between the mean scores of pupils of employed and unemployed mothers. The mean values further indicate that pupils of unemployed mothers have comparatively better Social Adjustment than the pupils of employed mothers.**

c. Main effect of medium of instruction on Social Adjustment of secondary school pupils

**Table 14, shows that the F-value obtained for the main effect of medium of instruction on Social Adjustment of secondary school pupils, is 33.26 which is greater than 6.63, the tabled value of F for (1,714) degrees of freedom at 0.01 level of significance. So the variable medium of instruction has significant main effect on Social Adjustment of secondary school pupils. This is clear also from the results of test of significance of difference between means of English and Malayalam medium pupils (Table 7). The examination of critical ratio also indicates that Malayalam medium pupils have better Social Adjustment than English medium pupils.**

1. Interaction Effects of Gender, Maternal Employment and Medium of Instruction on Social Adjustment of Secondary School Pupils

**Interaction between two factors represents the extent to which the effect of one factor depends on the level of the other factor. If it remains as such, there is no interaction. Otherwise there is an interaction between the two factors. In this case the effect of one factor may be explored at each level of the other factor.**

**In the present study, the interaction effects of the variables on Social Adjustment of secondary school pupils is described under the following headings. Here interaction between two factors is termed as second order effect and interaction between three factors is termed as third order effect.**

a. Second order effects of gender and maternal employment on Social Adjustment of secondary school pupils

**It is found from Table 14 that the F-value obtained for the interaction effects of gender and maternal employment on Social adjustment of secondary school pupils is 3.85, which is greater than 3.84, the tabled value of F for (1,714) degrees of freedom at 0.05 level of significance. This implies that the variables gender and maternal employment has significant interaction effects on Social Adjustment of secondary school pupils. It implies that girls with unemployed mothers have better Social Adjustment than girls with employed mothers and the opposite holds for the other group, i.e., for boys. Then gender and maternal employment may be said to interact.**

**In order to get the joint effects of gender and maternal employment readily, an interaction graph was drawn. This was made by calculating the cell means of gender and maternal employment on Social Adjustment. The cell means are given in Table 16.**

TABLE 16

Cell Means of Gender and Maternal

Employment on Social Adjustment of Secondary School Pupils

|  |  |  |
| --- | --- | --- |
|  | Employed | Unemployed |
| Boys | **158.13** | **210.23** |
| Girls | **189.15** | **231.55** |

**The graphical representation of second order effects of gender and maternal employment is given in figure 6**

**From the graph it is very clear that Social Adjustment of girls especially with unemployed mothers have better Social Adjustment than boys with unemployed mothers and employed mothers. So the graphical representation also reveals that gender and maternal employment has joint effects on Social Adjustment of secondary school pupils.**

b. Second order effects of gender and medium of instruction on Social Adjustment of secondary school pupils

**From Table 14, it can be observed that the F-value obtained for the second order effects of gender and medium of instruction on Social Adjustment of Secondary school pupils, is 0.01 which is less than 3.84, the tabled value of F for (1,714) degrees of freedom at 0.05 level of significance. This implies that the variables gender and medium of instruction have no significant interaction effects on Social Adjustment of secondary school pupils. That mean girls are superior than boys in Social Adjustment regardless of their medium of instruction and Malayalam medium pupils are superior regardless of their sex group, then there is no interaction between gender and medium of instruction.**

c. Second order effects of maternal employment and medium of instruction on Social Adjustment of secondary school pupils

**The F-value for the second order effects of maternal employment and medium of instruction on Social Adjustment of secondary school pupils is 1.25 (from Table 14) which is less than 3.84, the tabled value of F for (1,714) degrees of freedom at 0.05 level of significance. This shows that the variables maternal employment and medium of instruction have no significant interaction effects on Social Adjustment of secondary school pupils. That means pupils of unemployed mothers have better Social Adjustment regardless of their medium of instruction and Malayalam medium pupils have better Social Adjustment regardless of their maternal employment, there is no interaction between maternal employment and medium of instruction.**

d. Third order effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils

**From Table 14, it can be found that the F-value obtained for the third order effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils, is 5.79 which is greater than 3.84, the tabled value of F for (1,714) degrees of freedom at 0.05 level of significance. This implies that the variables gender, maternal employment and medium of instruction have significant third order effects on Social Adjustment of secondary school pupils. That means the effect of gender is different for different levels of the maternal employment and medium of instruction. Like wise the effect of each factor is different for different levels of the other factors.**

**In order to get the interaction effects readily, graphical representation of third order interaction was drawn. This was made by calculating the cell means of gender, maternal employment and medium of instruction on Social Adjustment.**

**The details of cell means are given in Table 17.**

TABLE 17

Cell means of Gender,

Maternal Employment and Medium of

Instruction on Social Adjustment of Secondary School Pupils

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Employed | | Unemployed | |
| English | Malayalam | English | Malayalam |
| Boys | **146.85** | **167.39** | **207.77** | **211.27** |
| Girls | **183.37** | **193.67** | **220.66** | **237.13** |

**Graphical representation of third order interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils, is given in figure 7.**

**Graphical representation also shows that gender, maternal employment and medium of instruction have interaction effects on Social Adjustment of secondary school pupils. Social Adjustment of girls studying in Malayalam medium schools with unemployed mothers have comparatively better Social Adjustment than all other groups. Social Adjustment of boys studying in English medium schools with employed mothers have least Social Adjustment.**

SUMMARY OF FINDINGS

**The findings of the study are summarized as follows:**

* + - 1. **A scale of Social Adjustment was developed with 72 items. The co-efficient of reliability (test-retest method) of the scale is 0.80. The face validity and content validity were also established for the scale. The significance of mean difference in the Social Adjustment scores of Boys and Girls, English and Malayalam Medium pupils, Rural and Urban pupils and Government and Private school pupils were tested and it was found that significant mean difference existed except in the case of government and private school pupils.**

**Separate norms for Boys and Girls, English and Malayalam Medium school pupils, Urban and Rural school pupils were calculated as significant difference was observed in the mean scores. Norms based on Type of Management of School was not calculated as the critical ratio indicated that no significant difference existed in the mean scores of these groups. The percentile norms for the total sample and relevant sub samples are presented in Table 18.**

### TABLE 18

**Percentile Norms for**

**Total Sample Boys and Girls, English and**

**Malayalam Medium School Pupils and Urban Rural Pupils**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Percentiles | **Total** | **Boys** | **Girls** | **English** | **Malayalam** | **Urban** | **Rural** |
| P10 | 133.60 | 123.70 | 151.00 | 110.00 | 153.00 | 113.20 | 154.60 |
| P20 | 158.00 | 146.00 | 185.00 | 130.00 | 167.40 | 139.00 | 178.00 |
| P25 | 167.00 | 156.00 | 193.50 | 142.75 | 177.00 | 148.75 | 185.50 |
| P30 | 177.00 | 161.00 | 201.00 | 157.00 | 181.00 | 156.30 | 193.80 |
| P40 | 191.00 | 173.80 | 213.00 | 185.00 | 195.80 | 174.00 | 205.00 |
| P50 | 203.00 | 184.00 | 220.00 | 197.50 | 209.00 | 185.00 | 214.00 |
| P60 | 215.00 | 195.20 | 228.00 | 207.00 | 219.00 | 196.00 | 221.60 |
| P70 | 224.00 | 206.00 | 235.00 | 215.00 | 228.00 | 211.00 | 230.20 |
| P75 | 228.00 | 212.00 | 238.50 | 221.00 | 231.00 | 217.00 | 235.00 |
| P80 | 234.00 | 217.60 | 244.00 | 225.00 | 237.60 | 223.00 | 241.80 |
| P90 | 248.00 | 230.00 | 257.00 | 240.00 | 251.80 | 236.90 | 254.40 |

2. Gender has significant main effect on Social Adjustment of secondary school pupils. [F = 130.21, P<0.01 for (1, 714) df]

3. Girls have better Social Adjustment than boys.

4. Maternal employment has significant main effect on Social Adjustment of secondary school pupils. [F= 381.95, P<0.01 for (1, 714) df]

**5. Employed mother’s pupils have comparatively lesser Social Adjustment than pupils of unemployed mothers.**

6. Medium of instruction has significant main effect on Social Adjustment of secondary school pupils. [F = 33.26, P<0.01 for (1, 714) df]

7. Pupils studying in Malayalam medium schools have better Social Adjustment than English medium pupils.

8. The second order interaction effects of Gender and Maternal employment on Social Adjustment of secondary school pupils are significant. [F = 3.85, P<0.05 for (1, 714) df]

**9. The second order interaction effects of Gender and Medium of instruction on Social Adjustment of secondary school pupils are not significant. [F=0.01 P>0.05 for (1, 714) df]**

10. The second order interaction effects of Maternal employment and Medium of instruction on Social Adjustment of secondary school pupils are not significant. [F=1.25, P>0.05 for (1, 714) df]

**11. Gender, Maternal employment and Medium of instruction have significant third order interaction effects on Social Adjustment of secondary school pupils. [F=5.79, P<0.05 for (1, 714) df]**

TENABILITY OF HYPOTHESES

**Based on the findings, the tenability of the hypotheses for the study were reviewed.**

**The hypothesis (1) states that, there is significant main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils’. The results of the study in this regard are that all the three independent variables have significant main effects on Social Adjustment of secondary school pupils. So hypothesis (1) is substantiated.**

**The hypothesis (2) is that, there is significant interaction effects of gender, maternal employment and medium of instruction are significant. The results of the study were found that there is significant interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils. So hypothesis (2) is substantiated.**

**SUMMARY**

Education may be defined as a process designed to inculcate knowledge, skill and attitudes necessary to enable individuals to cope effectively with their environment. The primary purpose is to foster and promote the fullest individual self-realisation for all people. Achieving this goal requires understanding of, and commitment to, the position that education is a primary instrument for social and economic advancement and human welfare.

Social Adjustment is one of the important areas of adjustment. It refers to the condition of fitting into one’s community, or social milieu and satisfying its conditions and requirements. It enables an individual or group to adjust his behaviour to suit his social environment. Being able to put aside one’s self centred focus and impulses, has some social benefits like empathy, real listening and considering other’s perspective. In our pluralistic society, these capacities allow people to live together in a mutual respect.

Many societies have various adjustment problems. Lack of adjustment can cause even the intellectually brightest to founder in their relationship, coming off as arrogant, obnoxious or insensitive. Besides these, may create serious psychological diseases and illnesses. It may be more dangerous over the life span of an adolescent, if they are not cured through proper education. In addition, these problems are costly to a society in economic terms also.

**NEED AND SIGNIFICANCE OF THE STUDY**

No where else the adjustment problems are widely reflected than in educational field because the adjustment in classrooms are the prototype of ex-classroom adjustment. The socially awkward child is likely to misrespond to the teacher as well as another child. Poor adjustment will also lead to delinquency. Children who are disruptive, unable to get along with other children, disobedient with parents will tend to move towards delinquency in their teen years. These problems are also associated with academic failure and even school dropouts. Although teachers typically focus on children’s academic skills, they can also play important role in helping them to learn, to interact and adjust effectively with the peers and the society.

From psychological and sociological point of view, children’s behaviour depend upon the parent’s behaviour especially mother’s behaviour. Mother’s behaviour appears to be dominant and influential upon the child. A child spends only five or six hours in the school, rest of the time is spent in his home. Hence a great responsibility for his/her adjustment lies upon home rather than any other agency. Therefore it makes sense to inquire into the nature of maternal role regarding adjustment of child. Besides, presently percentage of working mothers with children under 18, has been steadily increasing. As mothers have gone to work, there has been a major change in child care arrangement, leaving them at Day care and Play schools at very tender age (Singh and Puna, 2000). Besides, Litvosky, 1986, Jain *et al.*, 1990, Sinha, 2000 and Pratap, 2001 suggest that maternal employment has significant influence upon children’s anxiety, loneliness, personality and adjustment. Since it was reviewed that, maternal employment has profound influence on Social Adjustment and most of the studies were conducted outside the Kerala, the investigator tends to study the effect of maternal employment on Social Adjustment under the conditions of Kerala.

As all individuals are different, no two people can be expected to react in the same manner to the same environmental stimuli. Timid children react differently than aggressive ones and those who are placid and easy going are not as that of shy and sensitive. Generally boys are aggressive and placid than girls. These characteristics will influence upon their adjustment also. So the ways in which boys are adjusting with the society is different from that of girls. Hence this indicates that gender has profound influence upon Social Adjustment. Studies conducted with regard to this showed different results. Gagandeep (1986) and Jain *et. al*., (1998) found that girls have better adjustment than boys, but another study (Goswami and Meenakshi, 1998) indicates that girls and boys were not significantly differing in their adjustment. As the results are inconclusive, the investigator wants to study the effect of gender on Social Adjustment.

Adolescents studying in high-SES-based environment had less problems as compared to adolescents studying in low-SES-based environment and defective social background of school will lead to poor adjustment of students towards school and home (Gagandeep, 1986). Here medium of instruction is one of the factor which determine the social background of school. This revealed that adjustment also depend upon the medium of instruction. Hence the investigator has taken the medium of instruction as a variable for the present study, to find out the effect on Social Adjustment.

To conclude, the maladaptive behaviour of students inside and outside the school is of serious concern of educators and families today. Therefore more and more exploratory studies are needed and there by important factors which influence Social Adjustment can be found out, so that the problem of adjustment of school going adolescents are minimized. Hence the investigator has taken the study ‘Interaction Effects of Gender, Maternal Employment and Medium of Instruction on Social Adjustment of Secondary School Pupils’ for investigation.

**STATEMENT OF THE PROBLEM**

The problem of the present investigation is entitled as **INTERACTION EFFECTS OF GENDER, MATERNAL EMPLOYMENT AND MEDIUM OF INSTRUCTION ON SOCIAL ADJUSTMENT OF SECONDARY SCHOOL PUPILS**.

**DEFINITION OF KEY TERMS**

The key terms of the study are defined below, to have a comprehensive idea of the problem.

**Interaction Effects**

The interaction effects in the study stands for statistical process to see whether the effect for a variable is different for different levels of another variable as studied by the technique of Analysis of Variance.

**Maternal Employment**

In the present study the term maternal employment refers to the employment status of mothers-whether working or non-working.

**Gender**

The term gender denotes sex difference, boys and girls.

**Medium of Instruction**

In this study, the term medium of instruction of refers to two languages; English or Malayalam for providing instructions at secondary level.

**Social Adjustment**

Social Adjustment refers to the condition of fitting into one’s community or social milieu and satisfying its conditions and requirements. It is a continual process by which a person varies his behaviour to produce harmonious relationship between himself and environment.

For the present study, Social Adjustment is operationally defined as the sum total of the scores on the 15 factors viz., coherence, happiness, feeling of belongingness, social skill, social standard, communication ability, problem solving, school relations, standing aloof from anti-social tendencies, perception about academic achievement, leadership, self efficacy, empathy, self control and self monitoring and effective coping ability.

**Secondary School Pupils**

Secondary school pupils mean those who are attending standards of VIII, IX and X of formal schools. For the present study the pupils of standard IX of Malappuram district of Kerala are taken as representative of secondary school pupils.

**VARIABLES OF THE STUDY**

The present investigation has the following dependent and independent variables

**Dependent Variable**

The dependent variable of the study is Social Adjustment

**Independent Variables**

The independent variables of the present study include gender, maternal employment and medium of instruction.

Besides these, locality and type of management of school were used as categorical variables considered in sampling and tool development procedure.

**OBJECTIVES OF THE STUDY**

Objectives of the present study are the following

1. To construct and standardize a ‘Scale of Social Adjustment’ to measure Social Adjustment of secondary school pupils.
2. To find out the main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.
3. To find out the interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

**HYPOTHESES OF THE STUDY**

1. There is significant main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.
2. There is significant interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

**METHODOLOGY**

The present study used the survey design, the details of which are given below.

**Sample**

Sample of the study includes 715 pupils of Standard IX drawn from 15 schools of Malappuram district, by using technique of stratified random sampling giving due representation to gender of pupils, locality, medium of instruction and type of management of school.

**Tool Used**

‘Social Adjustment Scale’ constructed by the investigator with the help of supervising teacher.

**Statistical Techniques Used**

The following statistical techniques are used in analyzing the data.

1. Descriptive Statistics: Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.
2. Test of significance of difference between Means for large independent sample.
3. Percentiles
4. Three way ANOVA with 2 x 2 x 2 factorial design.

**SCOPE OF THE STUDY**

The study envisages to construct and standardize a tool which is useful to measure the Social Adjustment of secondary school pupils of Kerala. Moreover, the study intends to find out the main and interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

The sample for the study includes 715 pupils of standard IX drawn from fifteen secondary schools of Malappuram District. The sample is selected by using stratified random sampling technique. In the selected sample due representation is given to gender of pupils, medium of instruction, locality and type of management of school.

**LIMITATIONS OF THE STUDY**

Though care has been taken by the investigator to make the study as precise as possible, there might occur some unavoidable limitations also. The following are some among them.

1. Since the study is conducted as the part of course, the investigator has to complete it with in the time limitation. Hence it is decided to carry out the study in Malappuram District as a representative sample of whole state Kerala.
2. Though the study is intended to be conducted on a sample of secondary school pupils, the investigator selected the sample from standard IX pupils with the notion that standard IX will reasonably represent standards of VIII, IX and X. Besides a study on standard VIII pupils will be too early to represent the secondary school pupils and there exist practical difficulties to administer tools among standard X pupils as they are busy with their final exams. Further the standard IX pupils will be completed two out of three years of higher secondary school course and hence can be considered sufficient to represent the main characteristics of the pupils of secondary school.
3. The study is also limited to certain selected variables. Some of the other significant variables such as socio-economic status, family size, birth order, father’s occupation, school environment etc could not be included in the study due to practical reasons.

Inspite of all these limitations the investigator hopes that the results obtained will be more or less accurate and dependable, and will help to bring about modifications in the educational programme.

**MAJOR FINDINGS**

The important findings of the study are presented below:

* + - 1. A ‘Scale of Social Adjustment’ was developed with 72 items. The co-efficient of reliability (test-retest method) of the scale is 0.80. The face validity and content validity were also established for the scale. The significance of mean difference in the Social Adjustment scores of Boys and Girls, English and Malayalam medium pupils, Urban and Rural pupils and Government and Private school pupils were tested and it was found that significant mean difference existed except in the case of Government and Private school pupils.

Separate norms for Boys and Girls, English and Malayalam medium school pupils, Urban and Rural school pupils were calculated as significant difference was observed in the mean scores. Norms based on Type of Management of School was not calculated as the critical ratio indicated that no significant difference existed in the mean scores of these groups.

The percentile norms for the total and relevant sub samples are presented in Table 18.

**TABLE 19**

**Percentile Norms for Total Sample, Boys and Girls, English**

**and Malayalam Medium School Pupils and Urban Rural Pupils**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Percentiles | **Total** | **Boys** | **Girls** | **English** | **Malayalam** | **Urban** | **Rural** |
| P10 | 133.60 | 123.70 | 151.00 | 110.00 | 153.00 | 113.20 | 154.60 |
| P20 | 158.00 | 146.00 | 185.00 | 130.00 | 167.40 | 139.00 | 178.00 |
| P25 | 167.00 | 156.00 | 193.50 | 142.75 | 177.00 | 148.75 | 185.50 |
| P30 | 177.00 | 161.00 | 201.00 | 157.00 | 181.00 | 156.30 | 193.80 |
| P40 | 191.00 | 173.80 | 213.00 | 185.00 | 195.80 | 174.00 | 205.00 |
| P50 | 203.00 | 184.00 | 220.00 | 197.50 | 209.00 | 185.00 | 214.00 |
| P60 | 215.00 | 195.20 | 228.00 | 207.00 | 219.00 | 196.00 | 221.60 |
| P70 | 224.00 | 206.00 | 235.00 | 215.00 | 228.00 | 211.00 | 230.20 |
| P75 | 228.00 | 212.00 | 238.50 | 221.00 | 231.00 | 217.00 | 235.00 |
| P80 | 234.00 | 217.60 | 244.00 | 225.00 | 237.60 | 223.00 | 241.80 |
| P90 | 248.00 | 230.00 | 257.00 | 240.00 | 251.80 | 236.90 | 254.40 |

2. Gender has significant main effect on Social Adjustment of secondary school pupils. [F = 130.21, P<0.01 for (1, 714) df]

3. Girls have better Social Adjustment than boys.

4. Maternal employment has significant main effect on Social Adjustment of secondary school pupils. [F= 381.95, P<0.01 for (1, 714) df]

5. Employed mother’s pupils have comparatively lesser Social Adjustment than pupils of unemployed mothers.

6. Medium of instruction has significant main effect on Social Adjustment of secondary school pupils. [F = 33.26, P<0.01 for (1, 714) df]

7. Pupils studying in Malayalam medium schools have better Social Adjustment than English medium pupils.

8. The second order interaction effects of Gender and Maternal employment on Social Adjustment of secondary school pupils are significant. [F = 3.85, P<0.05 for (1, 714) df]

9. The second order interaction effects of Gender and Medium of instruction on Social Adjustment of secondary school pupils are not significant. [F=0.01 P>0.05 for (1, 714) df]

10. The second order interaction effects of Maternal employment and Medium of instruction on Social Adjustment of secondary school pupils are not significant. [F=1.25, P>0.05 for (1, 714) df]

11. Gender, Maternal employment and Medium of instruction have significant third order interaction effects on Social Adjustment of secondary school pupils. [F=5.79, P<0.05 for (1, 714) df]

# CONCLUSION

Major findings of the study helped the investigator to conclude as follows:

Gender, maternal employment and medium of instruction has profound influence on Social Adjustment of secondary school pupils. The follow up analysis also revealed that girls have comparatively better adjustment than boys, pupils of unemployed mothers are better in their Social Adjustment than pupils of employed mothers and English medium pupils have comparatively lesser adjustment than Malayalam medium pupils.

Girls with unemployed mothers have more Social Adjustment than girls with employed mothers, boys with unemployed mothers and boys with employed mothers. Boys with employed mothers have least Social Adjustment as compared to other groups. But there is no joint effects by gender, medium of instruction and maternal employment.

Girls studying in Malayalam medium with unemployed mothers have better Social Adjustment and boys studying in English medium with employed mothers have least Social Adjustment.

The results of the study coincide with the general trends shown by the review i.e., gender, maternal employment and medium of instruction affect Social Adjustment (Kumar, 1980, Gagandeep, 1986, Litovsky, 1986, Jain *et al*., 1998 and Sinha, 2003). Though the review indicated conclusive results regarding Social Adjustment of gender of students, the present study indicates that girls have better Social Adjustment than boys.

So the parents and teachers must be conscientized about the importance of Social Adjustment among students.

# EDUCATIONAL IMPLICATIONS

The present study was to test the significance of main and interaction effects of the Gender, Maternal employment and Medium of instruction on Social Adjustment of secondary school pupils. The major findings of the study showed that pupils of employed mothers especially boys studying in English medium schools have less Social Adjustment as compared to pupils of unemployed mothers especially girls studying in Malayalam medium schools.

The findings of the study and hence the conclusions drawn helped the investigator to suggest the following.

1. Students with employed mothers especially boys studying in English medium schools should be identified and proper experiences should be provided to improve their Social Adjustment.
2. Pupils should be made aware of the dignity of their roles as the children of employed mothers.
3. Pupils should be conscious about the benefits they could enjoy as the children of employed mothers and lack of opportunities of unemployed mothers.
4. Try to make the children the importance of family coherence, better dealings with social situations by the parents `in their available time.
5. Create a congenial environment both in family and school in which pupils can know each other and develop their Social Adjustment. Teachers and parents should co-operate to create such an environment.
6. Special guidance programmes and social awareness classes should be conducted at schools where teachers, parents and students should participate.
7. Provisions must be made to more co-curricular activities and provide opportunities for mingling pupils with others.
8. Students must be encouraged to participate in various social activities and programmes arranged in schools.
9. Students should provide opportunities to express their emotions in a creative way at an earlier stage itself.
10. Different group programmes like projects, social services and club activities should be given to develop social skills among pupils.
11. Students should be re-directed to fruitful activities while showing adjustment problems.
12. Proper counselling services should be provided to students who showed maladjustment.

# SUGGESTIONS FOR FURTHER RESEARCH

Review of related studies and the findings of the study lead the investigator to suggest the following for further research.

1. The study can be repeated to improve social adjustment among pupils of employed mothers.
2. Effect of timing, socio-economic status, family size, birth order, number of siblings on social adjustment of pupils of employed and unemployed mothers can be investigated.
3. The study can be repeated using a sample from other educational levels, viz., primary, higher secondary, college levels and also professional course on state wide samples.
4. A study on Social Adjustment in relation to Academic Achievement can be conducted.
5. Maternal employment effect can be studied by splitting educated and uneducated working and non working mothers.
6. Interaction effects of locality and type of management of school on Social Adjustment can be studied.
7. Social Adjustment in relation to disabled students can be studied.

SUMMARY, CONCLUSIONS AND SUGGESTIONS

This chapter provides an overview of the significant aspects of the study viz., study in retrospect, major findings of the study, educational implications and suggestions for further researches in the area.

**STUDY IN RETROSPECT**

**INTERACTION EFFECTS OF GENDER, MATERNAL EMPLOYMENT AND MEDIUM OF INSTRUCTION ON SOCIAL ADJUSTMENT OF SECONDARY SCHOOL PUPILS**

**OBJECTIVES OF THE STUDY**

The objectives of the study were the following:

1. To construct and standardise a ‘Social Adjustment Scale’ to measure the Social Adjustment of secondary school pupils.
2. To find out the main effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.
3. To find out the interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils.

**METHODOLOGY**

The present study used the survey design, the details of which are given below.

**Sample**

The study was conducted on a sample of 715 students of standard IX. The sample selection was done by stratified sampling technique giving due representation to factors like gender of pupils, medium of instruction, locality and type of management of school.

**Tool used**

A ‘Scale of Social Adjustment’ constructed by the investigator with the help of supervising teacher.

**Statistical techniques used**

The following statistical techniques were used in analysing the data.

1. Descriptive statistics: Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.
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5. Maternal employment effect can be studied by splitting educated and uneducated working and non working mothers.
6. Interaction effects of locality and type of management of school on Social Adjustment can be studied.
7. Social Adjustment in relation to disabled students can be studied.

APPENDIX I

FAROOK TRAINING COLLEGE

FEROOK COLLEGE (PO)

**'SOCIAL ADJUSTMENT SCALE' (2005) - DRAFT**

**Manoj Praveen. G Asmabi. P.K.**

Lecturer in Physical Science M.Ed Student

Farook Training College Farook Training College

# Instructions

From the two parts (Part – A & Part – B) given below, after filling your personal data in part - A carefully read the statements given in Part – B and put a mark against the most suitable statement according to you.

# Part – A

Name of the Student :

Name of the School :

Class / Standard :

Male / Female :

Locality :

Mother’s Occupation :

# Part - B

1. Suppose your father promised to take you for an outing in the evening. But your father came from work too tired. You will.

a) insist on asking father to take you out.

b) cancel the trip considering that your father is tired.

c) keep quiet because you are angry.

d) take care of your father.

AÑ³ sshIn«v \n§sf ]pd¯v sIm­v t]mImsa¶v hmKvZm\w sNbvXp F¶v IcpXpI. ]t£ tPmenIgnªv hfsc £oWnX\mbn hcp¶ AÑs\bmWv ImWp¶Xv. \n§Ä F´v sN¿pw?

a) AÑ³ sIm­v t]mIWsa¶v hmin]nSn¡pw.

b) AÑsâ £oWw a\Ênem¡n bm{X ths­¶v sh¡pw.

c) AÑt\mSv tZjys¸«v au\w ]men¡pw.

d) AÑ\v th­ ip{iqjIÄ sN¿pw.

2. Suppose your mother asked to help her in the Kitchen. But you have a lot of homework to do. You will.

a) help your mother without doing homework.

b) help mother soon after completing the homework.

c) do nothing.

d) go to play with friends.

\n§Ä¡v Ipsdb[nIw tlmwhÀ¡v sN¿m\pÅt¸mÄ \n§fpsS A½ ASp¡f tPmenIfnÂ \n§fpsS klmbw Bhiys¸Sp¶p F¶v IcpXpI. \n§Ä F´vsN¿pw?

a) tlmw hÀ¡v sN¿msX A½sb klmbn¡pw.

b) s]s«¶v tlmw hÀ¡v sNbvXv XoÀ¯v A½sb klmbn¡pw.

c) {]tXyIn¨v H¶pw sN¿nÃ.

d) Iq«pImcpsam¯v Ifn¡m³ t]mIpw.

3. Your mother wants to go out for an emergency. She asked to take care of your 4 year old sister. You will.

a) say that you have some other work.

b) take care of the baby happily till mother comes.

c) insist on asking mother to take the baby along with her.

d) obey mother in forceful situation.

\n§fpsS A½¡v AXymhiyambn ]pd¯v t]mtI­n h¶t¸mÄ \mephbÊmb A\pP¯nsb t\m¡m³ ho«nÂ aämcpanÃm¯Xn\mÂ \n§tfmSv Bhiys¸«p F¶p IcpXpI. \n§Ä F´vsN¿pw?

a) thsd tPmenIfps­¶v HgnhpIgnhv ]dbpw.

b) A½ hcp¶Xv hsc hfsc kt´mjt¯msS Ip«nsb t\m¡pw.

c) A½bpsS IqsS Ip«nsb sIm­v t]mIm³ hmin]nSn¡pw.

d) \nÀ\_ÔnXmhØbnÂ A½sb A\pkcn¡pw.

4. Your Parents ambition is to see you become a doctor. But you are interested in literature. You will;

a) give preference to your ambition.

b) try to make your parents understand by discussing matters with them.

c) ask your parents not to interfere in your matters.

d) do as your parent's wish.

\n§sf Hcp tUmIvSdm¡Wsa¶mWv amXm]nXm¡fpsS B{Klw. ]t£ \n§Ä¡v kmlnXy¯nemWv XmÂ]cyw. \n§Ä F´v sN¿pw?

a) \n§fpsS XmÂ]cy¯n\v ap³KW\ sImSp¡pw.

b) amXm]nXm¡sf Imcyw ]dªv t\_m[ys¸Sp¯pw.

c) \n§fpsS Imcy¯nÂ CSs]ScpsX¶v amXm]nXm¡tfmSv ]dbpw.

d) amXm]nXm¡fpsS XmÂ]cy¯n\\pkcn¨v {]hÀ¯n¡pw.

5. On the occasion of your best friend's birthday Party, your father arranged a family trip and told you not to go for birthday Party. You will;

a) decide not to go to the birthday Party.

b) ask your father to go for family trip on some other day.

c) go to the birthday party without obeying your father.

d) not go to the family trip and birthday party, because you are angry.

\n§fpsS Gähpw ASp¯ kplr¯nsâ ]nd¶mÄ Znhkw, AÑ³ Hcp IpSpw\_bm{X GÀs¸Sp¯nbXn\mÂ ]nd¶mfmtLmj¯n\v t]mI­ F¶v ]dªp. \n§Ä F´v sN¿pw?

a) ]nd¶mfmtLmj¯n\v t]mI­ F¶v Xocpam\n¡pw.

b) AÑt\mSv IpSpw\_bm{XbpsS kabw amän¡qsS F¶v tNmZn¡pw.

c) AÑs\ A\pkcn¡msX ]nd¶mfmtLmj¯n\v t]mIm³ Xocpam\n¡pw.

d) tZjys¸«v IpSpw\_bm{X¡pw ]nd¶mfmtLmj¯n\pw t]mImXncn¡pw.

6. Suppose your book was torn by your two year old brother/sister. You will;

a) cane him/her due to anger.

b) let to tear it because he/she is a baby.

c) keep the book in a high place where he/she can't reach.

d) will feel relief because you dont want to study that part which is torn away.

\n§fpsS ]pkvXIw c­v hbÊmb A\nb³ / A\nb¯n Iodnsb¶v IcpXpI. \n§Ä F´v sN¿pw?

a) tZjys¸«v Ahs\ / Ahsf ASn¡pw.

b) sNdnb Ip«nbsÃsb¶v IcpXn Iodnt¡ms« F¶v Xocpam\n¡pw.

c) ]pkvXIw AhÄ¡v / Ah\v In«m¯ Øe¯v sh¡pw.

d) ]pkvXIw IodnbmÂ A{Xbpw ]Tnbv¡­ F¶v IcpXn kam[m\n¡pw.

7. You will obey parents' suggestions however difficult they may be.

a) always b) sometimes c) occasionally d) never.

amXm]nXm¡fpsS \nÀt±i§Ä F{X ITn\ambncp¶mÂ t]mepw \n§Ä A\pkcn¡mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

8. You will obey parents only if they get angry.

a) always b) sometimes c) occasionally d) never.

AÑ\½amÀ \n§tfmSv tZjys¸Spt¼mÄ am{Xsa \n§Ä Ahsc A\pkcn¡mdpÅq.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

9. Suppose your elder brother/Sister got selection for medical entrance. You will;

a) congratulate happily and say everyone it with pride

b) feel jealous of him/her.

c) congratulate him/her.

d) do nothing.

\n§fpsS tN«\v / tN¨n¡v saUn¡Â F³{S³kn\v ske£v³ In«n F¶v IcpXpI. \n§Ä F´v sN¿pw?

a) hfscb[nIw BËmZt¯msS A\ptamZn¡pIbpw A`nam\t¯msS aäpÅhtcmSv ]dbpIbpw sN¿pw.

b) Aht\mSv / AhtfmSv Akqb tXm¶pw.

c) Ahsf / Ahs\ A\ptamZn¡pw.

d) {]tXyIn¨v H¶pw sN¿nÃ.

10. Suppose your mother scold you for silly reasons. You will;

a) scold your mother back.

b) pacify mother by asking the reason for her anger.

c) calmly hear her scolding

d) move away there to escape from her scolding.

\n§fpsS A½ tZjys¸«v \nÊmc Imcy§Ä¡v t]mepw \n§sf iImcn¡p¶p F¶p IcpXpI. \n§Ä F´v sN¿pw?

a) A½sb Xncn¨v iImcn¡pw.

b) tZjyImcWw Xnc¡n kam[m\n¸n¡m³ {ian¡pw.

c) iImcw tI«v au\w ]men¡pw.

d) iImcw tIÄ¡mXncn¡m³ Øe¯v \n¶v amdn\nÂ¡pw.

11. Suppose you need some money for study tour. But your parents can't afford it. You will;

a) borrow money from your friends.

b) not go for study tour.

c) discuss with parents to find a solution.

d) steal money and go for tour.

ÌUnSqÀ Bhiy¯n\mbn \n§Ä¡v Ipd¨v ]Ww Bhiyaps­¶v IcpXpI. ]t£ amXm]nXm¡fpsS km¼¯nI\ne A{X \ÃXÃ. \n§Ä F´v sN¿pw?

a) kplr¯p¡fnÂ \n¶v ]Ww ISw hm§pw.

b) ÌUn SqdnÂ \n¶v amdn\nÂ¡pw.

c) amXm]nXm¡fpambn IqSnbmtemNn¨v Fs´¦nepw Hcp hgn Is­¯pw.

d) ]Ww tamjvSn¨v Sqdn\v t]mIpw.

12. Suppose a beautiful sketch of your home is drawn by your father. You will;

a) congratulate him.

b) congratulate him happily and show the picture to everyone.

c) try to make a sketch like the one that is drawn by your father.

d) do nothing

\n§fpsS hoSnsâ at\mlcamb Nn{Xw AÑ³ hcbv¡p¶psh¦nÂ \n§Ä F´v sN¿pw?

a) At±ls¯ A`n\µn¡pw.

b) kt´mjt¯msS At±ls¯ A`n\µn¡pIbpw Nn{Xw FÃmhtcbpw ImWn¡pIbpw sN¿pw.

c) AÑ³ hc¨Xv t]mse hcbv¡m³ {ian¡pw.

d) {]tXyIn¨v H¶pw sN¿nÃ.

13. You and members of your family used to crack jokes.

a) always b) sometimes c) occasionally d) never.

\n§fpw amXm]nXm¡fpw ktlmZc§fpw Xami ]dªv ckn¡mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

14. You are not happy to share with your parents about your school and friends.

a) always b) sometimes c) occasionally d) never.

\n§Ä kvIqfnse hntij§fpw, Iq«pImcpsS hntij§fpw amXm]nXm¡fpambn ]¦nSpIbpw AXnÂ kt´mjw sImÅpIbpw sN¿mdnÃ.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

15. Suppose you are very sad since your teacher scolded you. Father asked about your problem. You will;

a) say your problem to father.

b) get angry with father

c) hesitate to tell him because he may scold you.

d) criticise your teacher

A[ym]I³ iImcn¨Xn\mÂ \n§Ä hfsc ZpxJnX\msW¶v IcpXpI. AÑ³ ZpxJImcWw Xnc¡p¶p. \n§Ä F´v sN¿pw?

a) ZpxJImcWw AÑt\mSv ]dbpw.

b) AÑt\mSv tZjys¸Spw.

c) AÑ³ No¯ ]dbpsa¶v t]Sn¨v ImcWw ]dbm³ aSn¡pw.

d) A[ym]Is\ Ipäs¸Sp¯n kwkmcn¡pw.

16. Suppose you saw your father's friend while coming back from the school. He entrusted to convey some information to your father. You will ;

a) tell happily about this to your father.

b) will not say anything because you don’t likt to talk with father.

c) entrust your mother to convey the matter.

d) say later that you forgot to tell it then.

kvIqÄ hn«v hcp¶ hgnbnÂ Hcp Znhkw AÑsâ kplr¯ns\ I­p F¶v IcpXpI. AÑt\mSv ]dbm³ th­n At±lw Nne Imcy§Ä \n§sf GÂ¸n¨mÂ \n§Ä F´p sN¿pw?

a) hfsc kt´mjt¯mSv IqSn AÑt\mSv Imcy§Ä ]dbpw.

b) AÑt\mSv Imcy§Ä Xpd¶v ]dbm³ aSnbpÅXv ImcWw H¶pw ]dbnÃ.

c) AÑt\mSv Imcy§Ä ]dbm\mbn A½sb GÂ]n¡pw.

d) At¸msgm¶pw ]dbmsX ]n¶oSv ad¶p F¶v IÅw ]dbpw.

17. Your elder brother/sister helps to clear your doubts.

a) always b) sometimes c) occasionally d) never.

tN«³ / tN¨n \n§fpsS kwib§Ä \nhmcWw sN¿m³ {ian¡mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

18. Your parents are not care about your academic and non-academic matters.

a) always b) sometimes c) occasionally d) never.

]T\Imcy¯nepw, ]mtTyXc Imcy¯nepw \n§fpsS amXm]nXm¡Ä {i²n¡mdnÃ.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

19. Suppose your friend wants to visit your home. But you want to cancel that visit because of having a lot of work. You will;

a) ask him/her to come on another day without saying any reason.

b) say that you don't like the visit by saying your difficulties.

c) say that you don't like your friend's visit.

d) invite the friend to your home by postponding your work.

Iq«pImc³ \n§fpsS hoSv kµÀin¡m³ B{Kln¡p¶p. ]t£ [mcmfw tPmenbpÅXn\mÂ B kµÀi\w Hgnhm¡m³ \n§Ä B{Kln¡p¶p. F´p sN¿pw?

a) ImcWsam¶pw ]dbmsX asämcp Znhkw hcm³ th­n ]dbpw.

b) \_p²nap«pIÄ ]dªv Iq«pImc³ hcp¶Xv CjvSanÃ F¶v ]dbpw.

c) kplr¯v hcp¶Xv \n§Ä¡v CjvSanÃ F¶v ]dbpw.

d) \n§fpsS tPmen asämcp Znhkt¯¡v amänsh¨v kplr¯ns\ ho«nte¡v £Wn¡pw.

20. Suppose while your are returning from school you saw an old man lying on the ground. You will;

a) go home without noticing him.

b) you and your friend will tease him.

c) help him to get up and do what he want.

d) empathise with him.

kvIqÄ hn«v hcp¶ hgnbnÂ Hcp hr²³ hoWv InS¡p¶Xv \n§Ä I­p F¶v IcpXpI. \n§Ä F´p sN¿pw?

a) hr²s\ {i²n¡msX \n§Ä ho«nte¡v t]mIpw.

b) \n§fpw kplr¯p¡fpw tNÀ¶v hr²s\ Ifnbm¡pw.

c) hr²s\ FWo¸n¨ncp¯n \n§sfsIm­v Ignbp¶ klmb§Ä sNbvXvsImSp¡pw.

d) hr²t\mSv klXm]w tXm¶n ho«nte¡v t]mIpw.

21. Suppose your father/mother quarrelling with neighbour. You will;

a) also involve in the quarrel.

b) interfere and try to solve the problem.

c) do nothing.

d) would not respond then and talk with father/mother later and ask not to make any problem further.

\n§fpsS AÑ³/A½ AbÂhmknbpambn hg¡p­m¡p¶p F¶v IcpXpI. \n§Ä F´p sN¿pw?

a) \n§fpw hg¡nÂ ]¦mfnbmIpw.

b) \n§Ä CSs]«v {]iv\w ]cnlcn¡m³ {ian¡pw.

c) {]tXyIn¨v H¶pw sN¿nÃ.

d) At¸mÄ {]XnIcn¡msX ]n¶oSv AÑ³ / A½bpambn kwkmcn¨v {]iv\w D­m¡cpsX¶v ]dbpw.

22. If you are asked to write notes for a classmate who is sick. You will;

a) write notes

b) not write notes and will tease.

c) ask to write it after he gets well

d) escape by saying other friend to write notes

AkpJapÅ kl]mTn¡v th­n t\m«v FgpXm³ ]dªmÂ \n§Ä F´v sN¿pw?

a) t\m«v FgpXnsImSp¡pw.

b) t\m«v FgpXnsImSp¡mXncn¡pIbpw Ifnbm¡pIbpw sN¿pw.

c) AkpJw amdnbn«v FgpXm³ ]dbpw.

d) aäpÅ kplr¯p¡tfmSv ]dªv c£s¸Spw.

23. What will you do if you see your classmates do some mischievious acts in the class.

a) encourage them to do that.

b) make your friends to stop that acts.

c) join them to do that.

d) do nothing

kl]mTnIÄ ¢mÊnÂ A\mhiyambn Fs´¦nepw sN¿p¶Xv I­mÂ \n§Ä F´v sN¿pw?

a) kl]mTnIfpsS A¯cw {]hr¯nIsf t{]mÕmln¸n¡pw.

b) kl]mTnIsf A¯cw {]hr¯nIfnÂ \n¶v ]n´ncn¸n¡pw.

c) AhcpsS IqsS \n§fpw A¯cw {]hr¯nIÄ sN¿pw.

d) {]tXyIn¨v H¶pw sN¿nÃ.

24. You feel happy in encouraging your friends who are good in curricular and co-curricular activities.

a) always b) sometimes c) occasionally d) never.

]mTyhnjb§fnepw ]mtTyXc hnjb§fnepw \¶mbn Ignhv {]ISn¸n¡p¶ kplr¯p¡sf t{]mÕmln¸n¡p¶XnÂ \n§Ä¡v kt´mjw tXm¶mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

25. You feel difficulty in mingling with students of different castes, religions, beliefs etc.,

a) always b) sometimes c) occasionally d) never.

]ePmXn, aX, hnizmkmNmcm\pjvTm\§Ä F¶nh ]peÀ¯p¶ Ip«nIfpambn CS]gIm³ \n§Ä¡v {]bmkw A\p`hs¸Smdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

26) Suppose one day you forgot to bring pen to school. You got a pen from the school ground. You will;

a. secretly take that pen without noticing others.

b. write on the school notice board that you have got one pen.

c. put the pen there itself.

d. break the pen to make it useless to anyone.

\n§Ä Hcp Znhkw kvIqfnte¡v t]mIpt¼mÄ t]\ FSp¡m³ ad¶p F¶v IcpXpI. kvIqÄ apä¯v \n¶v Hcp t]\ hoWv In«n. \n§Ä F´v sN¿pw?

a) Bcpw ImWmsX t]\ FSp¡pw.

b) Hcp t]\ hoWv In«nbn«p­v F¶v Fgp¯v FgpXn shbv¡pw.

c) t]\ AhnsS Xs¶ sh¡pw,

d) BÀ¡pw D]Imcs¸ScpsX¶v IcpXn t]\ AhnsS s]m«n¨nSpw.

27) Suppose you saw, teacher forgetting some of the reports related to your exam. You will;

a. open the documents secretly.

b. handover it to the teacher without opening it.

c. open it secretly and do some malpractices in it.

d. open it with the help of your friends.

\n§fpsS amÀ¡ns\ \_m[n¡p¶ Nne tcJIÄ A[ym]I³ ¢mÊnÂ sh¨v ad¶v t]mbXv \n§Ä am{Xw I­p F¶ncn¡s«. \n§Ä F´p sN¿pw?

a) Bcpw ImWmsX B tcJIÄ Xpd¶v t\m¡pw.

b) H¶pw sN¿msX AXv A[ym]Is\ Xncnt¨Â]n¡pw.

c) AXv Xpd¶v t\m¡n Bcpw AdnbmsX AXnÂ Nne Ir{XnaXzw hcp¯pw.

d) \n§fpsS kplr¯ns\ sIm­v AXv Xpd¶v t\m¡n¸n¡pw.

28) You happen to see your old friend while going to school. If keep on talking with friend you will be late for the class. You will;

a. say to your friend that you are busy now and promise to see him later.

b. talk the friend ignoring that you have to reach school.

c. go to school without noticing the friend.

d. just smile at your friend and go to school.

kvIqfnte¡v hcp¶ hgn \n§fpsS Hcp ]gb kplr¯ns\ I­p F¶ncn¡s«. kplr¯pambn kwkmcn¡pIbmsW¦nÂ IrXykab¯v kvIqfnse¯m³ ]änÃ. \n§Ä F´p sN¿pw?

a) kplr¯nt\mSv \n§fpsS Xnc¡ns\ Ipdn¨v ]dbpIbpw ]n¶osSmcn¡Â ImWmsa¶v hm¡v sImSp¡pIbpw sN¿pw.

b) kvIqfnset¯­ Imcyw ]cnKWn¡msX kplr¯pambn Ipsdt\cw kwkmcn¨ncn¡pw.

c) kplr¯ns\ Ku\n¡msX kvIqfnte¡v t]mIpw.

d) kplr¯ns\ I­v Nncn¨v kvIqfnte¡v t]mIpw.

29) Suppose your father bought a beautiful dress for your birthday. You wish to go to school putting on that dress but uniform is compulsory in school. You will;

a. wear the new dress bought by father and go to school.

b. obey the rules of school

c. wear uniform and discuss with the teacher to get permission to wear colour dress on birthday.

d. take leave on that day.

\n§fpsS ]nd¶mfn\v AÑ³ hfsc \ÃXpw ImWm³ `wKnbpÅXpamb Hcp {UÊv hm§nX¶p F¶v IcpXpI. \n§Ä AXv kvIqfnte¡v [cn¡phm³ B{Kln¡pIbpw, F¶mÂ kvIqfnÂ bqWnt^mw \nÀ\_ÔhpamsW¦nÂ \n§Ä F´p sN¿pw?

a) AÑ³ hm§nX¶ {UÊv [cn¨v kvIqfnte¡v t]mIpw.

b) kvIqfnse \nbaw ]men¨v bqWnt^mw [cn¡pw.

c) bqWnt^mw [cn¡pIbpw A[ym]I\pambn NÀ¨ sNbvXv ]nd¶mÄ Znhkw IfÀ{UÊv [cn¡phm³ k½Xw hm§pIbpw sN¿pw.

d) At¶ Znhkw kvIqÄ eohm¡pw.

30. Suppose you have a marriage function at your relative's home on the day of examination. You will;

a. go to the marriage function without writing the exam.

b. attend the function after your exam.

c. go to write exam avoiding the marriage function

d. go to marriage on the day before the marriage function.

kvIqfnse ]co£bpsS Znhkw \n§fpsS Gähpw ASp¯ Hcp \_Ôphnsâ ho«nÂ IeymWw Ds­¶v IcpXpI. \n§Ä F´p sN¿pw?

a) ]co£ FgpXmsX IeymW¯n\v t]mIpw.

b) ]co£mImcyw \_Ôphnsâ ho«nÂ ]dbpIbpw ]co£ IgnªXn\v tijw IeymW¯n\v t]mIpIbpw sN¿pw.

c) IeymWw Hgnhm¡n ]co£¡v t]mIpw.

d) Xte Znhkw IeymW ho«nÂ t]mIpw.

31. Suppose while going to school you saw a water tap being opened and water being wasted. You will;

a. go to school without noticing it.

b. enjoy seeing the water flowing for a long time.

c. close the water tap and stop the wastage of water.

d. say to the man standing near you that water is being wasted.

kvIqfnÂ t]mIp¶ hgnbnÂ Hcp shÅ Sm¸v Xpd¶psh¨v shÅw ]mgmbnt]mIp¶Xv I­p F¶v IcpXpI. \n§Ä F´p sN¿pw?

a) AXv Ku\n¡msX kvIqfnte¡v t]mIpw.

b) shÅw t]mIp¶Xv Iptdt\cw t\m¡n\n¶v ckn¡pw.

c) shÅ Sm¸v ]q«pIbpw shÅw \jvSs¸Sp¶Xv XSbpIbpw sN¿pw.

d) shÅw \jvSs¸«p t]mIp¶ps­¶v ASp¯v \nÂ¡p¶ BtfmSv ]dbpw.

32. You used to do works entrusted by your teacher while he/she is not in the classroom.

a) always b) sometimes c) occasionally d) never.

A[ym]I³ ¢mÊnÂ CÃm¯ kab¯v GÂ]n¨ tPmenIÄ \n§Ä sN¿mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

33. You used to put all unwanted materials and wastes in the class.

a) Always b) Sometimes c) Occasionally d) Never.

D]tbmKiq\yamb hkvXp¡Ä \n§Ä ¢mÊv dqanÂ CSmdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

34. Suppose there is a grievance about your English teacher. You will;

a) give complaint against the teacher to the principal.

b) discuss the problems with the concerned teacher.

c) discuss the problems with class leader.

d) do nothing.

Cw¥ojv A[ym]I³ ]mT§Ä ]Tn¸n¨n«v \n§Ä¡v a\ÊnemIp¶nÃ F¶v s]mXpsh ¢mÊnÂ ]cmXnbps­¶v IcpXpI. \n§Ä F´p sN¿pw?

a) A[ym]Is\Xnsc {][m\[ym]I\v ]cmXnsImSp¡pw.

b) A[ym]It\mSv Xs¶ \n§fpsS {]iv\§Ä ]dbpw.

c) ¢mkv eoUtdmSv Imcy§Ä ]dbpw.

d) {]tXyIn¨v H¶pw sN¿nÃ.

35. You celebrate important days like Independence day, Gandhiji's birthday, Republic day with your friends.

a) always b) sometimes c) occasionally d) never.

kzmX{´yZn\w, KmÔnPb´n, dn¸»nIvZn\w XpS§nb kp{][m\ Zn\§Ä \n§Ä Iq«pImcpsam¯v BtLmjn¡mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

36. You are frightened to present your ideas in front of teachers.

a) always b) sometimes c) occasionally d) never.

\n§fpsS Bib§Ä A²ym]IcpsS ap¼nÂ AhXcn¸n¡m³ {]bmka\p`hs¸Smdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

37. You feel difficulty while presenting and getting recognition of your ideas in front of others.

a) always b) sometimes c) occasionally d) never.

aäpÅhcpsS ap¼nÂ kz´w Bib§Ä AhXcn¸n¡m\pw AXn\v AwKoImcw t\SnsbSp¡m\pw \n§Ä¡v {]bmka\p`hs¸Smdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

38. What will you do if teacher scolds you because you come to the class daily without doing homework.

a) curse your teacher in mind and do homework.

b) try to do homework.

c) come to the class without doing home work.

d) try to detect the reason for not doing the homework and find out the remedy for that by yourself.

tlmwhÀ¡v sN¿msX Øncambn ¢mÊnÂ hcp¶Xv ImcWw \n§sf A[ym]I³ iImcn¨mÂ F´v sN¿pw?

a) A[ym]Is\ DÅmÂ i]n¨v tlmwhÀ¡v sNbvXvsIm­v hcpw.

b) tlmw hÀ¡v sNbvXv sIm­v hcm³ {ian¡pw.

c) ho­pw tlmw hÀ¡v sN¿msX Xs¶ ¢mÊnÂ hcpw.

d) tlmwhÀ¡v sN¿m³ Ignbm¯Xv F´vsIm­msW¶v a\Ênem¡n AXn\v ]cnlmcw Is­¯m³ {ian¡pw.

39. Suppose your brother/sister is studying in your class. He/She fainted during the class time. You will;

a) bring water and sprinkle it on him/her along with your friends.

b) do nothing

c) sit and cry because you are helpless

d) say to the teacher

\n§fpsS ¢mÊnÂ \n§fpsS ktlmZc³ / ktlmZcn ]Tnbv¡p¶p­v F¶v IcpXpI. ¢mÊn\nSbnÂ Ah³ / AhÄ XeNpänhoWp. \n§Ä F´v sN¿pw?

a) Iq«pImcpsam¯v tNÀ¶v shÅw sIm­ph¶v Ahsâ / AhfpsS apJ¯v Xfn¡pw.

b) {]tXyIn¨v H¶pw sN¿nÃ.

c) k¦SwsIm­v H¶pw sN¿m\mhmsX Ccp¶v Icbpw.

d) ¢mÊnse A[ym]It\mSv ]dbpw.

40. You try to discuss and find solutions, if you feel some subjects that are difficulty to study.

a) always b) sometimes c) occasionally d) never.

]Tn-¡m³ \_p²nap-«pÅ Nne hnj-b-§-Ä A-²ym-]-I-cp-ambn NÀ¨ sNbvXv \nhm-cWw Is­-¯m³ \n§Ä {ian-¡m-dp­v

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

41. You feel difficulty in sovling problems confronted in your school life.

a) always b) sometimes c) occasionally d) never.

kv¡qÄ Pohn-X-¯nÂ A`n-ap-Jo-I-cn-t¡-­n-h-cp¶ {]iv\-§Ä ]cn-l-cn-¡m³ \n§Ä¡v {]bmkw tXm¶m-dp­v

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

42. Suppose you came to know that a student in your school is a rank holder in S.S.L.C examination. You will;

a) feel jealousy of him/her

b) do nothing because you don't know that student.

c) congratulate him/her and ask to give suggestions that may helpful for you.

d) congratulate him/her and feel proud on behalf of your school.

\n§-fpsS kv¡qfnse Hcp Ip«n¡v Fkv.-F-kv.-FÂ.-kn¡v dm¦p-s­¶ hnhcw Adnªp F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) Ah-t\mSv/Ah-tfmSv Akq-b-tXm-¶pw.

b) \n §Ä B Ip«nsb Adn-bm-¯Xv sIm­v {]tXy-In¨v H¶pw sN¿n-Ã.

c) Ahsf/Ahs\ A\p-tam-Zn-¡p-Ibpw th­ \nÀtZ-i-§Ä tNmZn¡pIbpw sN¿pw.

d) Ahs\ / Ahsf A\p-tam-Zn-¡p-Ibpw, \n§-fpsS kv¡qfnsâ t]cnÂ A`n-am-\n-¡p-Ibpw sNbpw.

43. Suppose you came to know that class teacher is hospitalised. You will;

a) visit the teacher's home and inquire about sickness.

b) feel happy because the teacher is on leave.

c) visit the teacher and pray for speed recovery.

d) take leave because the teacher is on leave.

¢mÊv So¨À AkpJw aqew Bip-]-{Xn-bn-em-sW¶v \n§Ä Adn-ªp F¶v Icp-Xp-I,. \n-§Ä F´v sN¿pw?

a) So¨dpsS hoSv kµÀin-¡p-Ibpw hnh-c-§-f-t\z-jn-¡p-Ibpw sN¿pw.

b) So¨À eohm-b-XnÂ At§-bäw kt´m-jn-¡pw.

c) So¨sd kµÀin-¡p-Ibpw tcmK-im-´n-¡mbn ssZh-t¯mSv {]mÀ°n-¡p-Ibpw sN¿pw.

d) So-¨À eohm-bXv ImcWw \n§fpw eosh-S-p-¡pw.

44. Suppose it is decided to celebrate the birthday party of the youngest child in your home. Parents asked to invite your teachers and friends. You will;

a) invite your best friends only.

b) won’t invite anybody because you don't like to mingle with anyone.

c) invite friends and teachers happily.

d) ask parents to invite everyone.

\n§-fpsS ho«nse sNdnb Ip«n-bpsS P·-Zn-\-¯n\v hncp-s¶m-cp-¡p-hm³ Xocp-am-\n¨p F¶v Icp-Xp-I. amXm-]n-Xm-¡Ä kplr-¯p-¡-tfbpw A[ym-]-I-tcbpw £Wn-¡m³ ]d-ªp F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) Gähpw ASp¯ kplr-¯p-¡sf am{Xw £Wn-¡pw.

b) s]mXpsh Bcp-ambpw Iq«p-Iq-Sm³ CjvS-s¸-Sm-¯-XvsIm­v Bscbpw £Wn¡n-Ã.

c) AXy-[nIw BËm-Z-t¯m-SvIqSn kplr-¯p-¡-tfbpw A[ym-]-I-tcbpw £Wn-¡pw.

d) £Wn-¡m³ th­n amXm-]n-Xm-¡-tfmSv ]d-bpw.

45. Suppose one of your classmates is trying to break the leg of the bench. You will;

a) look at him/her when break the bench.

b) help your classmate to break the bench.

c) make aware of the after effects of breaking the bench and discourage him/her from doing so.

d) complaint about him/her to the teacher.

\n§-fpsS kl-]mTn ¢mÊnse s\_©nsâ Imev s]m«n-¡m³ {ian-¡p-¶-Xmbn I­p F¶n-cn-¡-s«. \n§Ä F´v sN¿pw?

a) kl-]mTn s]m«n-¡p-¶Xv t\m¡n \nÂ¡pw.

b) s\_©v s]m«n-¡m³ kplr-¯ns\ klm-bn-¡pw.

c) s\_©v s]m«n-¨m-epÅ Zqjy-h-i-§sf Ipdn¨v kplr-¯ns\ t\_m[y-s¸-Sp-¯p-Ibpw Ahs\/Ahsf ]n´n-cn-¸n-¡p-Ibpw sN¿pw.

d) kplr-¯ns\ Ipdn¨v A[ym-]-I-t\mSv ]cm-Xn ]d-bpw.

46. You get teacher's help for experiencing new things.

a) always b) sometimes c) occasionally d) never.

]pXnb ]co-£W-§Ä ]cnioen¨v t\m¡p¶Xn\v A[ym-]-I-cpsS ]n´pW \n§Ä¡v In«m-dp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

47. You feel the freedom to share classroom problems and academic problems with teachers.

a) always b) sometimes c) occasionally d) never.

¢mÊvdqw {]iv\-§fpw ]T\{]iv\§fpw A[ym-]-I-cp-ambn ]¦vsh¡m-\pÅ kzmX{´yw tXm¶m-dp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

48. You do not try to make good relations with your friends and teachers.

a) always b) sometimes c) occasionally d) never.

kl-]m-Tn-I-fp-w A[ym-]-I-cp-ambn \Ã \_Ôw D­m-¡m³ {ian-¡m-dnÃ.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

49. Suppose the bus didn't stop at your bus stop. Your friend started throwing stones at the bus. You will;

a) keep yourself away from the group who are throwing stones.

b) keep yourself and disuade friends away from throwing stones

c) help friends to throw stones and lead it to a great issue

d) complaint to teacher against friends

kvIqfnÂ \n¶v hcp-t¼mÄ \_kvtÌm]nÂ \n§Ä¡v \_kv \nÀ¯n X¶n-Ã. \n§-fpsS IqsS-bpÅ Iq«p-ImÀ \_kn\v IsÃ-dn-ªp F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) IsÃ-dn-bp-¶-XnÂ \n¶v amdn \nÂ¡pw.

b) IsÃ-dn-bp-¶-XnÂ \n¶v amdn \nÂ¡pIbpw Iq«p-Imsc ]n´n-cn-¸n-¡p-Ibpw sN¿pw.

c) IsÃ-dn-bm³ Iq«p-Imsc klm-bn-¡p-Ibpw IqSp-XÂ {]tIm-]-\-§Ä¡v hgn krjvSn-¡p-Ibpw sN¿pw.

d) IsÃ-dn-bp-¶-XnÂ \n¶v amdn \nÂ¡p-Ibpw A[ym-]-I-tcmSv ]cmXn ]d-bpIbpw sN¿pw.

50. You are able to overcome your problems when you are tensed.

a) always b) sometimes c) occasionally d) never.

am\-knI {]bmkw t\cn-Sp-t¼mfpÅ {]iv\§Ä XcWw sN¿m³ \n§Ä¡v Ign-bm-dp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

51. You will have ‘Hans’ and ‘Panparag’ from the shops nearby school

a) always b) sometimes c) occasionally d) never.

kv¡qfn\-Sp-¯pÅ IS-bnÂ \n¶v lm³kv, ]m³]-cmKv t]mse-bpÅ hkvXp-¡Ä \n§Ä hm§n Ign-¡m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

52. Once you got very low marks in a subject in which you used to get high marks. You will;

a) quarrel with your teacher about that.

b) analyse the reason for getting low marks and try not to repeat it.

c) satisfy with the marks you got.

d) do nothing

km-[m-cW Gähpw IqSp-XÂ amÀ¡v hm§p¶ Hcp hnj-b-¯nÂ \n§Ä¡v Hcp {]mhiyw amÀ¡v Ipd-ªvt]m-bn. \n§Ä F´v sN¿pw?

a) AXns\ sNmÃn A[ym-]-I\p-ambn hg-¡n-Sp-w

b) F´psIm­v amÀ¡v Ipd-ªp-t]mbn F¶v hni-Zambn hne-bn-cp-¯p-Ibpw ]n¶o-Sm-hÀ¯n-¡m-Xn-cn-¡m³ {ian-¡p-Ibpw sN¿pw.

c) In«nb amÀ¡v sIm­v Xr]vXn-s¸Spw.

d) {]tXy-In¨v H¶pw sN¿n-Ã.

53. If you feel a doubt while reading. You will;

a) read the next part without caring it.

b) clear doubts by asking those who know it.

c) stop reading, get up and go.

d) clear doubts by your own.

hmbn-¡p¶ ka-b¯v \n§Ä¡v Adn-bm¯ Imcys-¯ Ipdn¨v Hcp kwibw h¶mÂ \n§Ä F´v sN¿pw.?

a) B kwibw Ku\n-¡msX ASp¯ `mKw hmbn-¡pw.

b) Adn-hp-Å-htcmSv tNmZn¨v a\-Ên-em-¡pw.

c) hmb\ \nÀ¯nsh¨v FWnäv t]mcpw.

d) kwi-b-§Ä \n§Ä Xs¶ At\z-jn¨v Is­¯n hyà-am-¡pw.

54. You are careful in reading academic and non-academic matters.

a) always b) sometimes c) occasionally d) never.

]mTy-hn-j-b-§fpw ]mtTy-Xc hnj-b-§fpw hmbn-¡p-¶-XnÂ \n§Ä {i²m-ep-hm-Wv.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

55. After writing examination you calculate the approximate marks you may get in that exam.

a) always b) sometimes c) occasionally d) never.

]co£ Ign-ªmÂ GI-tZiw F{X-amÀ¡v In«p-sa¶v \n§Ä Iq«n-t\m-¡m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

56. You think about having tuition in the subject in which you get very low mark.

a) always b) sometimes c) occasionally d) never.

Ipdhv amÀ¡v e`n-¡p¶ hnj-b-¯nÂ Syqj³ thW-sa¶v \n§Ä¡v tXm¶m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

57. Suppose you saw your friends quarrelling with each other. you will;

a) ask them the reason for the quarrelling and try to solve it.

b) complaint to your teacher.

c) think not to interfere in matters which doesn't bother you.

d) attack them along with your friends

kl-]m-Tn-IÄ X½nÂ iWvT-Iq-Sp-¶Xv \n§Ä I­p- F-¶n-cn-¡s«. \n§Ä F´v sN¿pw?

a) iWvT-bpsS ImcWw Xnc-¡p-Ibpw Ah-km-\n-¸n-¡m³ {ian-¡p-Ibpw sN¿pw.

b) ¢mÊv A[ym-]-I-t\mSv ]cmXn ]d-bpw.

c) \n§sf \_m[n-¡m¯ {]iv\-§-fnÂ CS-s]-S­ F¶v Icp-Xpw.

d) \n§fpw kl-]m-Tn-Ifpw IqSn Ahsc D]-{Z-hn-¡pw.

58. Suppose your friend presented a good idea in front of you. You will;

a) tease him/her

b) discuss with others and congratulate him/her if it is good.

c) accept it with an angry mind.

d) do nothing.

kl-]mTn \n§-fpsS ap¼nÂ \Ã-sX¶v tXm¶p¶ Hcm-ibw Ah-X-cn-¸n-¨p- F-¶n-cn-¡-s«. \n§Ä F´v sN¿pw?

a) Ahs\/Ahsf ]pÑn¨p XÅpw.

b) aäp-Å-h-tcmSvIqSn- NÀ¨-sN-bvXv, \Ã-Xm-sW-¦nÂ AXv AwKo-I-cn-¡p-Ibpw kplr-¯ns\ A`n-\-µn-¡p-Ibpw sN¿pw.

c) am\knIamb hntZzj-t¯msS AXv AwKo-I-cn-¡pw.

d) {]tXy-In¨v H¶pw sN¿n-Ã.

59. You encourage your friends to join in clubs at school.

a) always b) sometimes c) occasionally d) never.

kv¡qfp-I-fnse ¢\_p-I-fnÂ tNcm³ \n§Ä kplr-¯p-Isf t{]mÂkm-ln-¸n-¡m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

60. As a class leader you will be stern in your opinion even if all of your friends disagree with you.

a) always b) sometimes c) occasionally d) never.

kl-]m-Tn-I-fnÂ NneÀ FXnÀ¯mepw Hcp ¢mkv eoUÀ F¶ \ne-bnÂ \n§-fpsS A`n-{]m-b-¯nÂ Dd¨v \nÂ¡pw.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

61. You wish to become a model for your classmates and try for it.

a) always b) sometimes c) occasionally d) never.

kl-]m-Tn-IÄ¡v Hcp amXr-Ibm-I-W-sa¶v \n§Ä B{K-ln-¡p-Ibpw AXn\v th­n ]cn-{i-an-¡p-Ibpw sN¿m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

62. Suppose one of your classmates is teased by your friends becase his/her dress is torn. You will

a) tease him/her with others.

b) discourage your friends from teasing and say that everyone may have some weakness.

c) help him/her in all possible ways as you can

d) do nothing

¢mÊnse ]mh-s¸« Hcp Ip«n Iodnb hkv{Xw [cn¨v h¶-Xn\v aäv kplr-¯p¡Ä Ifn-bm-¡n-bmÂ \n§Ä F´v sN¿pw?

a) aäp-Å-h-cpsS IqsS-IqSn Ahs\/Ahsf Ifn-bm-¡pw.

b) Iq«p-Imsc Ifn-bm-¡p-¶-XnÂ \n¶pw \ncpÂkml-s¸-Sp-¯p-Ibpw \ap¡pw Hcp-]mSv Ipd-hp-I-fp-­m-Im-sa¶v ]d-bp-Ibpw sN¿pw.

c) \n§Ä¡v Ignbpw hn[-¯nÂ Ahs\/Ahsf klm-bn-¡pw.

d) {]tXy-In¨v H¶pw sN¿nÃ.

63. You are not arrogant in front of your classmates who got low marks.

a) always b) sometimes c) occasionally d) never.

¢mÊnÂ \n§-tf-¡mÄ tamiw amÀ¡v e`n-¡p¶ Ip«n-I-fpsS ap¼nÂ \n§Ä Al-¦-cn-¡m-dnÃ.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

64. You feel arrogance if you get first place in your exam.

a) always b) sometimes c) occasionally d) never.

]co-£-bnÂ H¶mw Øm\w In«n-bmÂ \n§Ä Al-¦-cn-¡m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

65. You came to know that a student coming from a poor family doesn't bring meals for the day. You will;

a) feel sympathy for your friend and you eat the food

b) share your food with him/her.

c) have your food without noticing him/her.

d) tease him by asking to sit hungrily in the class.

]mh-s¸« IpSpw-\_-¯nÂ \n¶pw hcp¶ Ip«n Hcp Znhkw D¨-`-£Ww sIm­p-h-¶nÃ F¶v \n§Ä Adn-bp-¶p F¶v Icp-XpI. \n§Ä F´v sN¿pw?

a) Ip«n-tbmSv kl-Xm]w tXm¶p-Ibpw sIm­v h¶ `£Ww \n§Ä Ign-¡p-Ibpw sN¿pw.

b) `£Ww Ah³/Ah-fp-ambn ]¦p-sh-¡pw.

c) \n§Ä AXv {i²n¡msX `£Ww Ign-¡pw.

d) `£-Ww Ign-¡msX ¢mÊn-en-cp-t¶m-fm³ ]dªv Ahs\ ]cn-l-kn-¡pw.

66. Suppose your best friend is so sad that he failed in one subject. You will;

a) find out the reasons for his/her failure and give proper suggestions and help.

b) tease him/her for failing.

c) ask him/her to go for tuition.

d) criticize him/her that failure was due to his/her own reasons

\n§-fpsS hfscbSp¯ kplr¯v Hcp hnj-b-¯nÂ ]cm-P-b-s¸-«-Xn\mÂ ZpxJnX-\m-sW¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) Ahsâ ]cm-P-b-Im-cWw At\z-jn-¡p-Ibpw th­ \nÀtZ-i-§fpw klm-b§fpw sImSp-¡p-Ibpw sN¿pw.

b) ]cm-P-b-s¸-«-Xn\v Ahs\/Ahsf Ifn-bm-¡pw.

c) Ah-t\mSv/Ah-tfmSv Syqj\v t]mIm³ ]d-bpw.

d) ]cm-P-b-s¸«Xv Ahsâ/Ah-fpsS ImcWw sIm­mWv F¶v Ipä-s¸-Sp-¯pw.

67. Suppose one of your classmates' father or mother died in an accident. You will;

a) feel happy if the classmate is your rival.

b) visit classmate and console him/her.

c) do nothing because you don't know him/her closely.

d) pretend that you are ignorant of the death and ask about it later.

kl-]m-Tn-bpsS AÑ³/A½ A]-I-S-¯nÂ ac-W-s¸«p F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) \n§-fp-ambn i{Xp-X-bpÅ Ip«n-bm-sW-¦nÂ acn-¨-XnÂ kt´m-jn¡pw

b) ac-W-hoSv kµÀin¡p-Ibpw kl-]m-Tnsb Biz-kn-¸n-¡p-Ibpw sN¿pw.

c) \n§-fp-ambn {]tXy-In¨v \_Ô-sam-¶p-an-Ãm¯-Xn\mÂ H¶pw sN¿n-Ã.

d) ac-W-s¸-«Xv Adn-bm-¯-Xmbn \Sn-¡p-Ibpw ]n¶oSv AtX-Ip-dn¨v tNmZn-¡p-Ibpw sN¿pw.

68. You used to enquire the cause of unhappiness of classmates

a) always b) sometimes c) occasionally d) never.

Iq«p-Im-c³ hf-sc-b-[nIw {]bm-k-a-\p-`-hn-¡p-t¼mÂ \n§Ä At\z-jn-¨-dn-bm-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

69. You do not feel empathy to handicapped and disabled students.

a) always b) sometimes c) occasionally d) never.

AwK-ssh-I-Ãy-apÅ Ip«n-I-tfmSv \n§Ä¡v kl-Xm]w tXm¶m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

70. What will do if teacher beat you without any reason.

a) beat teacher in return.

b) suppress the anger for teacher.

c) calmly ask, the reason for it.

d) complaint to parents and will file case against the teacher.

A[ym-]-I³ ImcWw IqSmsX \n§sf XÃnbmÂ F´v sN¿pw?

a) A[ym-]-Is\ Xncn¨v XÃp-Ibpw tZjy-s¸-Sp-Ibpw sN¿pw.

b) A[ym-]-I-t\m-SpÅ tZjyw DÅnÂ AaÀ¯nsh¡pw.

c) hfsc kam-[m-\-t¯mSv IqSn A[ym-]-I-t\mSv XÃnbXnsâ ImcWw Xnc-¡pw.

d) amXm-]n-Xm-¡-tfmSv ]cmXn ]d-bp-Ibpw A[ym-]-I-s\-Xnsc tIkv sImSp-¡p-Ibpw sN¿pw.

71. Suppose your friend had an accident while going to school. You will;

a) call the friend's father and inform the incident.

b) go to school because there are a lot of people around him/her.

c) hospitalise the student after giving proper first aid.

d) cry aloud and stare because you are helpless.

kv¡qfn-te¡v hcp¶ hgn \n§-fpsS kplr-¯n\v A]-ISw ]än F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) kplr-¯nsâ AÑs\ hnfn¨v ]dbpw

b) Npäp-]mSpw Hcp-]mSv t]À DÅXv sIm­v \n§-fp-sS klmbw Bh-iy-anÃ F¶v IcpXn kv¡qfn-te¡v t]mkpw.

c) kplr-¯ns\ ip{iq-jn¨v Bip-]-{Xn-bnÂ sIm­vt]m-Im-\pÅ \S-]Sn FSp-¡pw.

d) H¶pw sN¿m-\m-ImsX \ne-hn-fn¨v t\m¡n \nÂ¡pw.

72. Suppose you lost something which you likes very much. You will;

a) keep silence with sorrows and eat anything.

b) get angry for silly things and cry for a long time.

c) try to find out a way to get back the lost thing.

d) trouble parents and insist them to buy that thing.

\n§Ä¡v Gä-hp-a-[nIw CjvS-s¸« hkvXp \jvS-s¸-«p- F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) hnjaw kln¨v au\w ]men¡pIbpw `£Ww Ign-¡m-Xn-cn-¡p-Ibpw sN¿pw.

b) sXm«-Xn-s\Ãmw tZjyw ]nSn-¡p-Ibpw Iptd-b-[nIw Ic-bp-Ibpw sN¿pw.

c) \jvSs¸« km[\w In«m-s\-s´-¦nepw hgn-bp-t­m- F¶v At\zjn-¡pw.

d) amXm-]n-Xm-¡sf D]-{Z-hn-¨v km[\w hm§n-X-cm³ \nÀ\_-Ôn-¡p-w.

73. You are able to control temper.

a) always b) sometimes c) occasionally d) never.

s]s«-¶p-­m-Ip¶ tZjys¯ \nb-{´n-¡m³ \n§Ä¡v Ign-bm-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

74. If your classmate complaints about you. Will you get angry with him.

a) always b) sometimes c) occasionally d) never.

\n§Ä sNbvX GsX-¦n-ep-samcp sXämb Imcys¯ Ipdn¨v kl-]mTn \n§-fpsS amXm-]n-Xm-¡-tfmSv ]cmXn ]d-ªmÂ \n§Ä tZjy-s¸Spw.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

75. Suppose teacher discouraged an idea which you felt to be good for the class. You will;

a) get angry with the teacher.

b) make teacher accept the idea by engaging in a justifiable discussion.

c) complaint against the teacher to the principal.

d) withdraw your idea by considering teacher.

¢mÊn\v D]-Im-c-{]-Z-sa¶v \n§Ä Ic-pXnb Hcp \nÀtZiw A[ym-]-I³ \ncpÂkm-l-s¸-Sp¯n F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) A[ym-]-I-t\mSv tZjy-s¸-Spw.

b) \ymb-amb hmKzm-Z-§fn-eqsS \n§-fpsS \nÀtZiw A[ym-]-Is\ sIm­v AwKo-I-cn-¸n-¡pw.

c) A[ym-]-I-s\-Xn-cnÂ {][m-\m-[ym-]-I-t\mSv ]cmXn ]dbpw

d) A[ym-]-Is\ am\n¨v \n§-fpsS \nÀtZiw ]n³h-en-¡pw.

76. Suppose you lost the money which parents you gave to buy a book. You will;

a) not say about this and steal money from somewhere else.

b) inform parents and relatives that you have lost money.

c) not say that you lost money and say lie that you brought the book.

d) cry a lot thinking about the loss and feel mental tension.

]pkvXIw hm§n-¡p-¶-Xn-\mbn ho«nÂ \n¶v Ipd¨v ]Ww X¶p F¶v Icp-Xp-I. F¶mÂ \n§-fpsS I¿nÂ \n¶v B ]Ww \jvS-s¸-«p-t]m-bn. \n§Ä F´v sN¿pw?

a) Cu Imcyw ho«nÂ ]d-bmsX Fhn-Sp-s¶-¦nepw ]Ww tamjvSn¨v ]pkvXIw hm§pw.

b) ]Ww \ã-s¸-«n-«p-s­¶v amXm-]n-Xm-¡-tfbpw \_Ôp-¡-tfbpw Adn-bn-¡pw.

c) ]Ww \jvS-s¸« hnhcw Adn-bn-¡m-sX, ]pkvI-XIw hm§n-b-Xmbn ]d-bpw.

d) ]Ww \jvS-s¸-«-tXmÀ¯v Ic-bp-I-bpw, am\-kn-I-ambn {]bm-k-a-\p-`-hn-¡p-Ibpw sN¿pw.

77. Suppose teacher asked to do a project work about a recent and difficult subject. You will;

a) search for all available materials you know and write down from that.

b) present your problem in front of parents.

c) say to teacher that you can't prepare it because it is very complicated.

d) copy down from your classmate who is very bright.

\n§-fpsS A[ym-]-I³ ]pXn-bXpw \_p²n-ap-«p-Å-Xp-amb Hcp hnj-bs¯ Ipdn¨v s{]mPIvSv X¿m-dm-¡m³ ]d-ªp F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) \n§-Ä-¡-dn-bmhp-¶ FÃm saäo-cn-bÂkpw At\z-jn-¡p-Ibpw AXnÂ \n¶v Fgp-Xn-sIm­v hcn-Ibpw sN¿pw.

b) {]iv\w amXm-]n-Xm-¡-fpsS ap¼nÂ Ah-X-cn-¸n-¡pw.

c) \n§Ä¡v \_p²n-ap-«p-Å-Xm-b-XvsIm­v X¿m-dm-¡m³ Ign-bnÃ F¶v A[ym-]-I-t\mSv ]d-bpw.

d) ¢mÊnÂ Gähpw \¶mbn ]Tn-¡p¶ Ip«n-bp-tSXv t\m¡n Fgp-Xpw.

78. You are able to solve day-to-day tensions to a great extent.

a) always b) sometimes c) occasionally d) never.

\nXy-Po-hn-X-¯n-\p-­m-Ip¶ {]iv\-§sf ]c-am-h[n ]cn-l-cn-¡m³ \n§Ä¡v Ign-bm-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

79. You are not able to adjust with arguments made by others.

a) always b) sometimes c) occasionally d) never.

aäpÅh-cpsS hmZ-§fpambn s]mcp-¯-s¸-«p-t]m-Im³ \n§Ä¡v {]bmkw tXm¶m-d-­-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

APPENDIX III

FAROOK TRAINING COLLEGE

FEROOK COLLEGE (PO)

### 'SOCIAL ADJUSTMENT SCALE' (2005) - FINAL

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Farook Training College Farook Training College

# Instructions

From the two parts (Part – A & Part – B) given below, after filling your personal data in part - A carefully read the statements given in Part – B and put a mark against the most suitable statement according to you.

# Part – A

Name of the Student :

Name of the School :

Class / Standard :

Male / Female :

Locality :

Mother’s Occupation :

# Part - B

1. Suppose your father promised to take you for an outing in the evening. But your father came from work too tired. You will.

a) insist on asking father to take you out.

b) cancel the trip considering that your father is tired.

c) keep quiet because you are angry.

d) take care of your father.

AÑ³ sshIn«v \n§sf ]pd¯v sIm­v t]mImsa¶v hmKvZm\w sNbvXp F¶v IcpXpI. ]t£ tPmenIgnªv hfsc £oWnX\mbn hcp¶ AÑs\bmWv ImWp¶Xv. \n§Ä F´v sN¿pw?

a) AÑ³ sIm­v t]mIWsa¶v hmin]nSn¡pw.

b) AÑsâ £oWw a\Ênem¡n bm{X ths­¶v sh¡pw.

c) AÑt\mSv tZjys¸«v au\w ]men¡pw.

d) AÑ\v th­ ip{iqjIÄ sN¿pw.

2. Your Parents ambition is to see you become a doctor. But you are interested in literature. You will;

a) give preference to your ambition.

b) try to make your parents understand by discussing matters with them.

c) ask your parents not to interfere in your matters.

d) do as your parent's wish.

\n§sf Hcp tUmIvSdm¡Wsa¶mWv amXm]nXm¡fpsS B{Klw. ]t£ \n§Ä¡v kmlnXy¯nemWv XmÂ]cyw. \n§Ä F´v sN¿pw?

a) \n§fpsS XmÂ]cy¯n\v ap³KW\ sImSp¡pw.

b) amXm]nXm¡sf Imcyw ]dªv t\_m[ys¸Sp¯pw.

c) \n§fpsS Imcy¯nÂ CSs]ScpsX¶v amXm]nXm¡tfmSv ]dbpw.

d) amXm]nXm¡fpsS XmÂ]cy¯n\\pkcn¨v {]hÀ¯n¡pw.

3. On the occasion of your best friend's birthday Party, your father arranged a family trip and told you not to go for birthday Party. You will;

a) decide not to go to the birthday Party.

b) ask your father to go for family trip on some other day.

c) go to the birthday party without obeying your father.

d) not go to the family trip and birthday party, because you are angry.

\n§fpsS Gähpw ASp¯ kplr¯nsâ ]nd¶mÄ Znhkw, AÑ³ Hcp IpSpw\_bm{X GÀs¸Sp¯nbXn\mÂ ]nd¶mfmtLmj¯n\v t]mI­ F¶v ]dªp. \n§Ä F´v sN¿pw?

a) ]nd¶mfmtLmj¯n\v t]mI­ F¶v Xocpam\n¡pw.

b) AÑt\mSv IpSpw\_bm{XbpsS kabw amän¡qsS F¶v tNmZn¡pw.

c) AÑs\ A\pkcn¡msX ]nd¶mfmtLmj¯n\v t]mIm³ Xocpam\n¡pw.

d) tZjys¸«v IpSpw\_bm{X¡pw ]nd¶mfmtLmj¯n\pw t]mImXncn¡pw.

4. Suppose your book was torn by your two year old brother/sister. You will;

a) cane him/her due to anger.

b) let to tear it because he/she is a baby.

c) keep the book in a high place where he/she can't reach.

d) will feel relief because you dont want to study that part which is torn away.

\n§fpsS ]pkvXIw c­v hbÊmb A\nb³ / A\nb¯n Iodnsb¶v IcpXpI. \n§Ä F´v sN¿pw?

a) tZjys¸«v Ahs\ / Ahsf ASn¡pw.

b) sNdnb Ip«nbsÃsb¶v IcpXn Iodnt¡ms« F¶v Xocpam\n¡pw.

c) ]pkvXIw AhÄ¡v / Ah\v In«m¯ Øe¯v sh¡pw.

d) ]pkvXIw IodnbmÂ A{Xbpw ]Tnbv¡­ F¶v IcpXn kam[m\n¡pw.

5. You will obey parents' suggestions however difficult they may be.

a) always b) sometimes c) occasionally d) never.

amXm]nXm¡fpsS \nÀt±i§Ä F{X ITn\ambncp¶mÂ t]mepw \n§Ä A\pkcn¡mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

6. You will obey parents only if they get angry.

a) always b) sometimes c) occasionally d) never.

AÑ\½amÀ \n§tfmSv tZjys¸Spt¼mÄ am{Xsa \n§Ä Ahsc A\pkcn¡mdpÅq.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

7. Suppose your elder brother/Sister got selection for medical entrance. You will;

a) congratulate happily and say everyone it with pride

b) feel jealous of him/her.

c) congratulate him/her.

d) do nothing.

\n§fpsS tN«\v / tN¨n¡v saUn¡Â F³{S³kn\v ske£v³ In«n F¶v IcpXpI. \n§Ä F´v sN¿pw?

a) hfscb[nIw BËmZt¯msS A\ptamZn¡pIbpw A`nam\t¯msS aäpÅhtcmSv ]dbpIbpw sN¿pw.

b) Aht\mSv / AhtfmSv Akqb tXm¶pw.

c) Ahsf / Ahs\ A\ptamZn¡pw.

d) {]tXyIn¨v H¶pw sN¿nÃ.

8. Suppose your mother scold you for silly reasons. You will;

a) scold your mother back.

b) pacify mother by asking the reason for her anger.

c) calmly hear her scolding

d) move away there to escape from her scolding.

\n§fpsS A½ tZjys¸«v \nÊmc Imcy§Ä¡v t]mepw \n§sf iImcn¡p¶p F¶p IcpXpI. \n§Ä F´v sN¿pw?

a) A½sb Xncn¨v iImcn¡pw.

b) tZjyImcWw Xnc¡n kam[m\n¸n¡m³ {ian¡pw.

c) iImcw tI«v au\w ]men¡pw.

d) iImcw tIÄ¡mXncn¡m³ Øe¯v \n¶v amdn\nÂ¡pw.

9. Suppose you need some money for study tour. But your parents can't afford it. You will;

a) borrow money from your friends.

b) not go for study tour.

c) discuss with parents to find a solution.

d) steal money and go for tour.

ÌUnSqÀ Bhiy¯n\mbn \n§Ä¡v Ipd¨v ]Ww Bhiyaps­¶v IcpXpI. ]t£ amXm]nXm¡fpsS km¼¯nI\ne A{X \ÃXÃ. \n§Ä F´v sN¿pw?

a) kplr¯p¡fnÂ \n¶v ]Ww ISw hm§pw.

b) ÌUn SqdnÂ \n¶v amdn\nÂ¡pw.

c) amXm]nXm¡fpambn IqSnbmtemNn¨v Fs´¦nepw Hcp hgn Is­¯pw.

d) ]Ww tamjvSn¨v Sqdn\v t]mIpw.

10. Suppose a beautiful sketch of your home is drawn by your father. You will;

a) congratulate him.

b) congratulate him happily and show the picture to everyone.

c) try to make a sketch like the one that is drawn by your father.

d) do nothing

\n§fpsS hoSnsâ at\mlcamb Nn{Xw AÑ³ hcbv¡p¶psh¦nÂ \n§Ä F´v sN¿pw?

a) At±ls¯ A`n\µn¡pw.

b) kt´mjt¯msS At±ls¯ A`n\µn¡pIbpw Nn{Xw FÃmhtcbpw ImWn¡pIbpw sN¿pw.

c) AÑ³ hc¨Xv t]mse hcbv¡m³ {ian¡pw.

d) {]tXyIn¨v H¶pw sN¿nÃ.

11. You and members of your family used to crack jokes.

a) always b) sometimes c) occasionally d) never.

\n§fpw amXm]nXm¡fpw ktlmZc§fpw Xami ]dªv ckn¡mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

12. You are not happy to share with your parents about your school and friends.

a) always b) sometimes c) occasionally d) never.

\n§Ä kvIqfnse hntij§fpw, Iq«pImcpsS hntij§fpw amXm]nXm¡fpambn ]¦nSpIbpw AXnÂ kt´mjw sImÅpIbpw sN¿mdnÃ.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

13. Suppose you are very sad since your teacher scolded you. Father asked about your problem. You will;

a) say your problem to father.

b) get angry with father

c) hesitate to tell him because he may scold you.

d) criticise your teacher

A[ym]I³ iImcn¨Xn\mÂ \n§Ä hfsc ZpxJnX\msW¶v IcpXpI. AÑ³ ZpxJImcWw Xnc¡p¶p. \n§Ä F´v sN¿pw?

a) ZpxJImcWw AÑt\mSv ]dbpw.

b) AÑt\mSv tZjys¸Spw.

c) AÑ³ No¯ ]dbpsa¶v t]Sn¨v ImcWw ]dbm³ aSn¡pw.

d) A[ym]Is\ Ipäs¸Sp¯n kwkmcn¡pw.

14. Suppose you saw your father's friend while coming back from the school. He entrusted to convey some information to your father. You will ;

a) tell happily about this to your father.

b) will not say anything because you don’t likt to talk with father.

c) entrust your mother to convey the matter.

d) say later that you forgot to tell it then.

kvIqÄ hn«v hcp¶ hgnbnÂ Hcp Znhkw AÑsâ kplr¯ns\ I­p F¶v IcpXpI. AÑt\mSv ]dbm³ th­n At±lw Nne Imcy§Ä \n§sf GÂ¸n¨mÂ \n§Ä F´p sN¿pw?

a) hfsc kt´mjt¯mSv IqSn AÑt\mSv Imcy§Ä ]dbpw.

b) AÑt\mSv Imcy§Ä Xpd¶v ]dbm³ aSnbpÅXv ImcWw H¶pw ]dbnÃ.

c) AÑt\mSv Imcy§Ä ]dbm\mbn A½sb GÂ]n¡pw.

d) At¸msgm¶pw ]dbmsX ]n¶oSv ad¶p F¶v IÅw ]dbpw.

15. Your elder brother/sister helps to clear your doubts.

a) always b) sometimes c) occasionally d) never.

tN«³ / tN¨n \n§fpsS kwib§Ä \nhmcWw sN¿m³ {ian¡mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

16. Your parents are not care about your academic and non-academic matters.

a) always b) sometimes c) occasionally d) never.

]T\Imcy¯nepw, ]mtTyXc Imcy¯nepw \n§fpsS amXm]nXm¡Ä {i²n¡mdnÃ.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

17. Suppose your friend wants to visit your home. But you want to cancel that visit because of having a lot of work. You will;

a) ask him/her to come on another day without saying any reason.

b) say that you don't like the visit by saying your difficulties.

c) say that you don't like your friend's visit.

d) invite the friend to your home by postponding your work.

Iq«pImc³ \n§fpsS hoSv kµÀin¡m³ B{Kln¡p¶p. ]t£ [mcmfw tPmenbpÅXn\mÂ B kµÀi\w Hgnhm¡m³ \n§Ä B{Kln¡p¶p. F´p sN¿pw?

a) ImcWsam¶pw ]dbmsX asämcp Znhkw hcm³ th­n ]dbpw.

b) \_p²nap«pIÄ ]dªv Iq«pImc³ hcp¶Xv CjvSanÃ F¶v ]dbpw.

c) kplr¯v hcp¶Xv \n§Ä¡v CjvSanÃ F¶v ]dbpw.

d) \n§fpsS tPmen asämcp Znhkt¯¡v amänsh¨v kplr¯ns\ ho«nte¡v £Wn¡pw.

18. Suppose while your are returning from school you saw an old man lying on the ground. You will;

a) go home without noticing him.

b) you and your friend will tease him.

c) help him to get up and do what he want.

1. empathise with him.

kvIqÄ hn«v hcp¶ hgnbnÂ Hcp hr²³ hoWv InS¡p¶Xv \n§Ä I­p F¶v IcpXpI. \n§Ä F´p sN¿pw?

a) hr²s\ {i²n¡msX \n§Ä ho«nte¡v t]mIpw.

b) \n§fpw kplr¯p¡fpw tNÀ¶v hr²s\ Ifnbm¡pw.

c) hr²s\ FWo¸n¨ncp¯n \n§sfsIm­v Ignbp¶ klmb§Ä sNbvXvsImSp¡pw.

d) hr²t\mSv klXm]w tXm¶n ho«nte¡v t]mIpw.

19. Suppose your father/mother quarrelling with neighbour. You will;

a) also involve in the quarrel.

b) interfere and try to solve the problem.

c) do nothing.

d) would not respond then and talk with father/mother later and ask not to make any problem further.

\n§fpsS AÑ³/A½ AbÂhmknbpambn hg¡p­m¡p¶p F¶v IcpXpI. \n§Ä F´p sN¿pw?

a) \n§fpw hg¡nÂ ]¦mfnbmIpw.

b) \n§Ä CSs]«v {]iv\w ]cnlcn¡m³ {ian¡pw.

c) {]tXyIn¨v H¶pw sN¿nÃ.

d) At¸mÄ {]XnIcn¡msX ]n¶oSv AÑ³ / A½bpambn kwkmcn¨v {]iv\w D­m¡cpsX¶v ]dbpw.

20. If you are asked to write notes for a classmate who is sick. You will;

a) write notes

b) not write notes and will tease.

c) ask to write it after he gets well

d) escape by saying other friend to write notes

AkpJapÅ kl]mTn¡v th­n t\m«v FgpXm³ ]dªmÂ \n§Ä F´v sN¿pw?

a) t\m«v FgpXnsImSp¡pw.

b) t\m«v FgpXnsImSp¡mXncn¡pIbpw Ifnbm¡pIbpw sN¿pw.

c) AkpJw amdnbn«v FgpXm³ ]dbpw.

d) aäpÅ kplr¯p¡tfmSv ]dªv c£s¸Spw.

21. What will you do if you see your classmates do some mischievious acts in the class.

a) encourage them to do that.

b) make your friends to stop that acts.

c) join them to do that.

d) do nothing

kl]mTnIÄ ¢mÊnÂ A\mhiyambn Fs´¦nepw sN¿p¶Xv I­mÂ \n§Ä F´v sN¿pw?

a) kl]mTnIfpsS A¯cw {]hr¯nIsf t{]mÕmln¸n¡pw.

b) kl]mTnIsf A¯cw {]hr¯nIfnÂ \n¶v ]n´ncn¸n¡pw.

c) AhcpsS IqsS \n§fpw A¯cw {]hr¯nIÄ sN¿pw.

d) {]tXyIn¨v H¶pw sN¿nÃ.

22. You feel happy in encouraging your friends who are good in curricular and co-curricular activities.

a) always b) sometimes c) occasionally d) never.

]mTyhnjb§fnepw ]mtTyXc hnjb§fnepw \¶mbn Ignhv {]ISn¸n¡p¶ kplr¯p¡sf t{]mÕmln¸n¡p¶XnÂ \n§Ä¡v kt´mjw tXm¶mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

23. You feel difficulty in mingling with students of different castes, religions, beliefs etc.,

a) always b) sometimes c) occasionally d) never.

]ePmXn, aX, hnizmkmNmcm\pjvTm\§Ä F¶nh ]peÀ¯p¶ Ip«nIfpambn CS]gIm³ \n§Ä¡v {]bmkw A\p`hs¸Smdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

24. Suppose one day you forgot to bring pen to school. You got a pen from the school ground. You will;

a. secretly take that pen without noticing others.

b. write on the school notice board that you have got one pen.

c. put the pen there itself.

d. break the pen to make it useless to anyone.

\n§Ä Hcp Znhkw kvIqfnte¡v t]mIpt¼mÄ t]\ FSp¡m³ ad¶p F¶v IcpXpI. kvIqÄ apä¯v \n¶v Hcp t]\ hoWv In«n. \n§Ä F´v sN¿pw?

a) Bcpw ImWmsX t]\ FSp¡pw.

b) Hcp t]\ hoWv In«nbn«p­v F¶v Fgp¯v FgpXn shbv¡pw.

c) t]\ AhnsS Xs¶ sh¡pw,

d) BÀ¡pw D]Imcs¸ScpsX¶v IcpXn t]\ AhnsS s]m«n¨nSpw.

25. Suppose you saw, teacher forgetting some of the reports related to your exam. You will;

a. open the documents secretly.

b. handover it to the teacher without opening it.

c. open it secretly and do some malpractices in it.

d. open it with the help of your friends.

\n§fpsS amÀ¡ns\ \_m[n¡p¶ Nne tcJIÄ A[ym]I³ ¢mÊnÂ sh¨v ad¶v t]mbXv \n§Ä am{Xw I­p F¶ncn¡s«. \n§Ä F´p sN¿pw?

a) Bcpw ImWmsX B tcJIÄ Xpd¶v t\m¡pw.

b) H¶pw sN¿msX AXv A[ym]Is\ Xncnt¨Â]n¡pw.

c) AXv Xpd¶v t\m¡n Bcpw AdnbmsX AXnÂ Nne Ir{XnaXzw hcp¯pw.

d) \n§fpsS kplr¯ns\ sIm­v AXv Xpd¶v t\m¡n¸n¡pw.

26. You happen to see your old friend while going to school. If keep on talking with friend you will be late for the class. You will;

a. say to your friend that you are busy now and promise to see him later.

b. talk the friend ignoring that you have to reach school.

c. go to school without noticing the friend.

d. just smile at your friend and go to school.

kvIqfnte¡v hcp¶ hgn \n§fpsS Hcp ]gb kplr¯ns\ I­p F¶ncn¡s«. kplr¯pambn kwkmcn¡pIbmsW¦nÂ IrXykab¯v kvIqfnse¯m³ ]änÃ. \n§Ä F´p sN¿pw?

a) kplr¯nt\mSv \n§fpsS Xnc¡ns\ Ipdn¨v ]dbpIbpw ]n¶osSmcn¡Â ImWmsa¶v hm¡v sImSp¡pIbpw sN¿pw.

b) kvIqfnset¯­ Imcyw ]cnKWn¡msX kplr¯pambn Ipsdt\cw kwkmcn¨ncn¡pw.

c) kplr¯ns\ Ku\n¡msX kvIqfnte¡v t]mIpw.

d) kplr¯ns\ I­v Nncn¨v kvIqfnte¡v t]mIpw.

27. Suppose your father bought a beautiful dress for your birthday. You wish to go to school putting on that dress but uniform is compulsory in school. You will;

a. wear the new dress bought by father and go to school.

b. obey the rules of school

c. wear uniform and discuss with the teacher to get permission to wear colour dress on birthday.

d. take leave on that day.

\n§fpsS ]nd¶mfn\v AÑ³ hfsc \ÃXpw ImWm³ `wKnbpÅXpamb Hcp {UÊv hm§nX¶p F¶v IcpXpI. \n§Ä AXv kvIqfnte¡v [cn¡phm³ B{Kln¡pIbpw, F¶mÂ kvIqfnÂ bqWnt^mw \nÀ\_ÔhpamsW¦nÂ \n§Ä F´p sN¿pw?

a) AÑ³ hm§nX¶ {UÊv [cn¨v kvIqfnte¡v t]mIpw.

b) kvIqfnse \nbaw ]men¨v bqWnt^mw [cn¡pw.

c) bqWnt^mw [cn¡pIbpw A[ym]I\pambn NÀ¨ sNbvXv ]nd¶mÄ Znhkw IfÀ{UÊv [cn¡phm³ k½Xw hm§pIbpw sN¿pw.

d) At¶ Znhkw kvIqÄ eohm¡pw.

28. Suppose you have a marriage function at your relative's home on the day of examination. You will;

a. go to the marriage function without writing the exam.

b. attend the function after your exam.

c. go to write exam avoiding the marriage function

d. go to marriage on the day before the marriage function.

kvIqfnse ]co£bpsS Znhkw \n§fpsS Gähpw ASp¯ Hcp \_Ôphnsâ ho«nÂ IeymWw Ds­¶v IcpXpI. \n§Ä F´p sN¿pw?

a) ]co£ FgpXmsX IeymW¯n\v t]mIpw.

b) ]co£mImcyw \_Ôphnsâ ho«nÂ ]dbpIbpw ]co£ IgnªXn\v tijw IeymW¯n\v t]mIpIbpw sN¿pw.

c) IeymWw Hgnhm¡n ]co£¡v t]mIpw.

d) Xte Znhkw IeymW ho«nÂ t]mIpw.

29. You used to do works entrusted by your teacher while he/she is not in the classroom.

a) always b) sometimes c) occasionally d) never.

A[ym]I³ ¢mÊnÂ CÃm¯ kab¯v GÂ]n¨ tPmenIÄ \n§Ä sN¿mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

30. You used to put all unwanted materials and wastes in the class.

a) Always b) Sometimes c) Occasionally d) Never.

D]tbmKiq\yamb hkvXp¡Ä \n§Ä ¢mÊv dqanÂ CSmdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

31. Suppose there is a grievance about your English teacher. You will;

a) give complaint against the teacher to the principal.

b) discuss the problems with the concerned teacher.

c) discuss the problems with class leader.

d) do nothing.

Cw¥ojv A[ym]I³ ]mT§Ä ]Tn¸n¨n«v \n§Ä¡v a\ÊnemIp¶nÃ F¶v s]mXpsh ¢mÊnÂ ]cmXnbps­¶v IcpXpI. \n§Ä F´p sN¿pw?

a) A[ym]Is\Xnsc {][m\[ym]I\v ]cmXnsImSp¡pw.

b) A[ym]It\mSv Xs¶ \n§fpsS {]iv\§Ä ]dbpw.

c) ¢mkv eoUtdmSv Imcy§Ä ]dbpw.

d) {]tXyIn¨v H¶pw sN¿nÃ.

32. You celebrate important days like Independence day, Gandhiji's birthday, Republic day with your friends.

a) always b) sometimes c) occasionally d) never.

kzmX{´yZn\w, KmÔnPb´n, dn¸»nIvZn\w XpS§nb kp{][m\ Zn\§Ä \n§Ä Iq«pImcpsam¯v BtLmjn¡mdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

33. You are frightened to present your ideas in front of teachers.

a) always b) sometimes c) occasionally d) never.

\n§fpsS Bib§Ä A²ym]IcpsS ap¼nÂ AhXcn¸n¡m³ {]bmka\p`hs¸Smdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

34. You feel difficulty while presenting and getting recognition of your ideas in front of others.

a) always b) sometimes c) occasionally d) never.

aäpÅhcpsS ap¼nÂ kz´w Bib§Ä AhXcn¸n¡m\pw AXn\v AwKoImcw t\SnsbSp¡m\pw \n§Ä¡v {]bmka\p`hs¸Smdp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

35. What will you do if teacher scolds you because you come to the class daily without doing homework.

a) curse your teacher in mind and do homework.

b) try to do homework.

c) come to the class without doing home work.

d) try to detect the reason for not doing the homework and find out the remedy for that by yourself.

tlmwhÀ¡v sN¿msX Øncambn ¢mÊnÂ hcp¶Xv ImcWw \n§sf A[ym]I³ iImcn¨mÂ F´v sN¿pw?

a) A[ym]Is\ DÅmÂ i]n¨v tlmwhÀ¡v sNbvXvsIm­v hcpw.

b) tlmw hÀ¡v sNbvXv sIm­v hcm³ {ian¡pw.

c) ho­pw tlmw hÀ¡v sN¿msX Xs¶ ¢mÊnÂ hcpw.

d) tlmwhÀ¡v sN¿m³ Ignbm¯Xv F´vsIm­msW¶v a\Ênem¡n AXn\v ]cnlmcw Is­¯m³ {ian¡pw.

36. Suppose your brother/sister is studying in your class. He/She fainted during the class time. You will;

a) bring water and sprinkle it on him/her along with your friends.

b) do nothing

c) sit and cry because you are helpless

d) say to the teacher

\n§fpsS ¢mÊnÂ \n§fpsS ktlmZc³ / ktlmZcn ]Tnbv¡p¶p­v F¶v IcpXpI. ¢mÊn\nSbnÂ Ah³ / AhÄ XeNpänhoWp. \n§Ä F´v sN¿pw?

a) Iq«pImcpsam¯v tNÀ¶v shÅw sIm­ph¶v Ahsâ / AhfpsS apJ¯v Xfn¡pw.

b) {]tXyIn¨v H¶pw sN¿nÃ.

c) k¦SwsIm­v H¶pw sN¿m\mhmsX Ccp¶v Icbpw.

d) ¢mÊnse A[ym]It\mSv ]dbpw.

37. You try to discuss and find solutions, if you feel some subjects that are difficulty to study.

a) always b) sometimes c) occasionally d) never.

]Tn-¡m³ \_p²nap-«pÅ Nne hnj-b-§-Ä A-²ym-]-I-cp-ambn NÀ¨ sNbvXv \nhm-cWw Is­-¯m³ \n§Ä {ian-¡m-dp­v

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

38. You feel difficulty in sovling problems confronted in your school life.

a) always b) sometimes c) occasionally d) never.

kv¡qÄ Pohn-X-¯nÂ A`n-ap-Jo-I-cn-t¡-­n-h-cp¶ {]iv\-§Ä ]cn-l-cn-¡m³ \n§Ä¡v {]bmkw tXm¶m-dp­v

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

39. Suppose you came to know that a student in your school is a rank holder in S.S.L.C examination. You will;

a) feel jealousy of him/her

b) do nothing because you don't know that student.

c) congratulate him/her and ask to give suggestions that may helpful for you.

d) congratulate him/her and feel proud on behalf of your school.

\n§-fpsS kv¡qfnse Hcp Ip«n¡v Fkv.-F-kv.-FÂ.-kn¡v dm¦p-s­¶ hnhcw Adnªp F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) Ah-t\mSv/Ah-tfmSv Akq-b-tXm-¶pw.

b) \n §Ä B Ip«nsb Adn-bm-¯Xv sIm­v {]tXy-In¨v H¶pw sN¿n-Ã.

c) Ahsf/Ahs\ A\p-tam-Zn-¡p-Ibpw th­ \nÀtZ-i-§Ä tNmZn¡pIbpw sN¿pw.

d) Ahs\ / Ahsf A\p-tam-Zn-¡p-Ibpw, \n§-fpsS kv¡qfnsâ t]cnÂ A`n-am-\n-¡p-Ibpw sNbpw.

40. Suppose you came to know that class teacher is hospitalised. You will;

a) visit the teacher's home and inquire about sickness.

b) feel happy because the teacher is on leave.

c) visit the teacher and pray for speed recovery.

d) take leave because the teacher is on leave.

¢mÊv So¨À AkpJw aqew Bip-]-{Xn-bn-em-sW¶v \n§Ä Adn-ªp F¶v Icp-Xp-I,. \n-§Ä F´v sN¿pw?

a) So¨dpsS hoSv kµÀin-¡p-Ibpw hnh-c-§-f-t\z-jn-¡p-Ibpw sN¿pw.

b) So¨À eohm-b-XnÂ At§-bäw kt´m-jn-¡pw.

c) So¨sd kµÀin-¡p-Ibpw tcmK-im-´n-¡mbn ssZh-t¯mSv {]mÀ°n-¡p-Ibpw sN¿pw.

d) So-¨À eohm-bXv ImcWw \n§fpw eosh-S-p-¡pw.

41. Suppose it is decided to celebrate the birthday party of the youngest child in your home. Parents asked to invite your teachers and friends. You will;

a) invite your best friends only.

b) won’t invite anybody because you don't like to mingle with anyone.

c) invite friends and teachers happily.

d) ask parents to invite everyone.

\n§-fpsS ho«nse sNdnb Ip«n-bpsS P·-Zn-\-¯n\v hncp-s¶m-cp-¡p-hm³ Xocp-am-\n¨p F¶v Icp-Xp-I. amXm-]n-Xm-¡Ä kplr-¯p-¡-tfbpw A[ym-]-I-tcbpw £Wn-¡m³ ]d-ªp F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) Gähpw ASp¯ kplr-¯p-¡sf am{Xw £Wn-¡pw.

b) s]mXpsh Bcp-ambpw Iq«p-Iq-Sm³ CjvS-s¸-Sm-¯-XvsIm­v Bscbpw £Wn¡n-Ã.

c) AXy-[nIw BËm-Z-t¯m-SvIqSn kplr-¯p-¡-tfbpw A[ym-]-I-tcbpw £Wn-¡pw.

d) £Wn-¡m³ th­n amXm-]n-Xm-¡-tfmSv ]d-bpw.

42. You get teacher's help for experiencing new things.

a) always b) sometimes c) occasionally d) never.

]pXnb ]co-£W-§Ä ]cnioen¨v t\m¡p¶Xn\v A[ym-]-I-cpsS ]n´pW \n§Ä¡v In«m-dp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

43. You feel the freedom to share classroom problems and academic problems with teachers.

a) always b) sometimes c) occasionally d) never.

¢mÊvdqw {]iv\-§fpw ]T\{]iv\§fpw A[ym-]-I-cp-ambn ]¦vsh¡m-\pÅ kzmX{´yw tXm¶m-dp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

44. You do not try to make good relations with your friends and teachers.

a) always b) sometimes c) occasionally d) never.

kl-]m-Tn-I-fp-w A[ym-]-I-cp-ambn \Ã \_Ôw D­m-¡m³ {ian-¡m-dnÃ.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

45. Suppose the bus didn't stop at your bus stop. Your friend started throwing stones at the bus. You will;

a) keep yourself away from the group who are throwing stones.

b) keep yourself and disuade friends away from throwing stones

c) help friends to throw stones and lead it to a great issue

d) complaint to teacher against friends

kvIqfnÂ \n¶v hcp-t¼mÄ \_kvtÌm]nÂ \n§Ä¡v \_kv \nÀ¯n X¶n-Ã. \n§-fpsS IqsS-bpÅ Iq«p-ImÀ \_kn\v IsÃ-dn-ªp F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) IsÃ-dn-bp-¶-XnÂ \n¶v amdn \nÂ¡pw.

b) IsÃ-dn-bp-¶-XnÂ \n¶v amdn \nÂ¡pIbpw Iq«p-Imsc ]n´n-cn-¸n-¡p-Ibpw sN¿pw.

c) IsÃ-dn-bm³ Iq«p-Imsc klm-bn-¡p-Ibpw IqSp-XÂ {]tIm-]-\-§Ä¡v hgn krjvSn-¡p-Ibpw sN¿pw.

d) IsÃ-dn-bp-¶-XnÂ \n¶v amdn \nÂ¡p-Ibpw A[ym-]-I-tcmSv ]cmXn ]d-bpIbpw sN¿pw.

46. You are able to overcome your problems when you are tensed.

a) always b) sometimes c) occasionally d) never.

am\-knI {]bmkw t\cn-Sp-t¼mfpÅ {]iv\§Ä XcWw sN¿m³ \n§Ä¡v Ign-bm-dp­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

47. You will have ‘Hans’ and ‘Panparag’ from the shops nearby school

a) always b) sometimes c) occasionally d) never.

kv¡qfn\-Sp-¯pÅ IS-bnÂ \n¶v lm³kv, ]m³]-cmKv t]mse-bpÅ hkvXp-¡Ä \n§Ä hm§n Ign-¡m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

48. Once you got very low marks in a subject in which you used to get high marks. You will;

a) quarrel with your teacher about that.

b) analyse the reason for getting low marks and try not to repeat it.

c) satisfy with the marks you got.

d) do nothing

km-[m-cW Gähpw IqSp-XÂ amÀ¡v hm§p¶ Hcp hnj-b-¯nÂ \n§Ä¡v Hcp {]mhiyw amÀ¡v Ipd-ªvt]m-bn. \n§Ä F´v sN¿pw?

a) AXns\ sNmÃn A[ym-]-I\p-ambn hg-¡n-Sp-w

b) F´psIm­v amÀ¡v Ipd-ªp-t]mbn F¶v hni-Zambn hne-bn-cp-¯p-Ibpw ]n¶o-Sm-hÀ¯n-¡m-Xn-cn-¡m³ {ian-¡p-Ibpw sN¿pw.

c) In«nb amÀ¡v sIm­v Xr]vXn-s¸Spw.

d) {]tXy-In¨v H¶pw sN¿n-Ã.

49. If you feel a doubt while reading. You will;

a) read the next part without caring it.

b) clear doubts by asking those who know it.

c) stop reading, get up and go.

d) clear doubts by your own.

hmbn-¡p¶ ka-b¯v \n§Ä¡v Adn-bm¯ Imcys-¯ Ipdn¨v Hcp kwibw h¶mÂ \n§Ä F´v sN¿pw.?

a) B kwibw Ku\n-¡msX ASp¯ `mKw hmbn-¡pw.

b) Adn-hp-Å-htcmSv tNmZn¨v a\-Ên-em-¡pw.

c) hmb\ \nÀ¯nsh¨v FWnäv t]mcpw.

d) kwi-b-§Ä \n§Ä Xs¶ At\z-jn¨v Is­¯n hyà-am-¡pw.

50. You are careful in reading academic and non-academic matters.

a) always b) sometimes c) occasionally d) never.

]mTy-hn-j-b-§fpw ]mtTy-Xc hnj-b-§fpw hmbn-¡p-¶-XnÂ \n§Ä {i²m-ep-hm-Wv.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

51. After writing examination you calculate the approximate marks you may get in that exam.

a) always b) sometimes c) occasionally d) never.

]co£ Ign-ªmÂ GI-tZiw F{X-amÀ¡v In«p-sa¶v \n§Ä Iq«n-t\m-¡m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

52. You think about having tuition in the subject in which you get very low mark.

a) always b) sometimes c) occasionally d) never.

Ipdhv amÀ¡v e`n-¡p¶ hnj-b-¯nÂ Syqj³ thW-sa¶v \n§Ä¡v tXm¶m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

53. Suppose your friend presented a good idea in front of you. You will;

a) tease him/her

b) discuss with others and congratulate him/her if it is good.

c) accept it with an angry mind.

d) do nothing.

kl-]mTn \n§-fpsS ap¼nÂ \Ã-sX¶v tXm¶p¶ Hcm-ibw Ah-X-cn-¸n-¨p- F-¶n-cn-¡-s«. \n§Ä F´v sN¿pw?

a) Ahs\/Ahsf ]pÑn¨p XÅpw.

b) aäp-Å-h-tcmSvIqSn- NÀ¨-sN-bvXv, \Ã-Xm-sW-¦nÂ AXv AwKo-I-cn-¡p-Ibpw kplr-¯ns\ A`n-\-µn-¡p-Ibpw sN¿pw.

c) am\knIamb hntZzj-t¯msS AXv AwKo-I-cn-¡pw.

d) {]tXy-In¨v H¶pw sN¿n-Ã.

54. You encourage your friends to join in clubs at school.

a) always b) sometimes c) occasionally d) never.

kv¡qfp-I-fnse ¢\_p-I-fnÂ tNcm³ \n§Ä kplr-¯p-Isf t{]mÂkm-ln-¸n-¡m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

55. As a class leader you will be stern in your opinion even if all of your friends disagree with you.

a) always b) sometimes c) occasionally d) never.

kl-]m-Tn-I-fnÂ NneÀ FXnÀ¯mepw Hcp ¢mkv eoUÀ F¶ \ne-bnÂ \n§-fpsS A`n-{]m-b-¯nÂ Dd¨v \nÂ¡pw.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

56. You wish to become a model for your classmates and try for it.

a) always b) sometimes c) occasionally d) never.

kl-]m-Tn-IÄ¡v Hcp amXr-Ibm-I-W-sa¶v \n§Ä B{K-ln-¡p-Ibpw AXn\v th­n ]cn-{i-an-¡p-Ibpw sN¿m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

57. Suppose one of your classmates is teased by your friends becase his/her dress is torn. You will

a) tease him/her with others.

b) discourage your friends from teasing and say that everyone may have some weakness.

c) help him/her in all possible ways as you can

d) do nothing

¢mÊnse ]mh-s¸« Hcp Ip«n Iodnb hkv{Xw [cn¨v h¶-Xn\v aäv kplr-¯p¡Ä Ifn-bm-¡n-bmÂ \n§Ä F´v sN¿pw?

a) aäp-Å-h-cpsS IqsS-IqSn Ahs\/Ahsf Ifn-bm-¡pw.

b) Iq«p-Imsc Ifn-bm-¡p-¶-XnÂ \n¶pw \ncpÂkml-s¸-Sp-¯p-Ibpw \ap¡pw Hcp-]mSv Ipd-hp-I-fp-­m-Im-sa¶v ]d-bp-Ibpw sN¿pw.

c) \n§Ä¡v Ignbpw hn[-¯nÂ Ahs\/Ahsf klm-bn-¡pw.

d) {]tXy-In¨v H¶pw sN¿nÃ.

58. You are not arrogant in front of your classmates who got low marks.

a) always b) sometimes c) occasionally d) never.

¢mÊnÂ \n§-tf-¡mÄ tamiw amÀ¡v e`n-¡p¶ Ip«n-I-fpsS ap¼nÂ \n§Ä Al-¦-cn-¡m-dnÃ.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

59. You feel arrogance if you get first place in your exam.

a) always b) sometimes c) occasionally d) never.

]co-£-bnÂ H¶mw Øm\w In«n-bmÂ \n§Ä Al-¦-cn-¡m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

60. You came to know that a student coming from a poor family doesn't bring meals for the day. You will;

a) feel sympathy for your friend and you eat the food

b) share your food with him/her.

c) have your food without noticing him/her.

d) tease him by asking to sit hungrily in the class.

]mh-s¸« IpSpw-\_-¯nÂ \n¶pw hcp¶ Ip«n Hcp Znhkw D¨-`-£Ww sIm­p-h-¶nÃ F¶v \n§Ä Adn-bp-¶p F¶v Icp-XpI. \n§Ä F´v sN¿pw?

a) Ip«n-tbmSv kl-Xm]w tXm¶p-Ibpw sIm­v h¶ `£Ww \n§Ä Ign-¡p-Ibpw sN¿pw.

b) `£Ww Ah³/Ah-fp-ambn ]¦p-sh-¡pw.

c) \n§Ä AXv {i²n¡msX `£Ww Ign-¡pw.

d) `£-Ww Ign-¡msX ¢mÊn-en-cp-t¶m-fm³ ]dªv Ahs\ ]cn-l-kn-¡pw.

61. Suppose your best friend is so sad that he failed in one subject. You will;

a) find out the reasons for his/her failure and give proper suggestions and help.

b) tease him/her for failing.

c) ask him/her to go for tuition.

d) criticize him/her that failure was due to his/her own reasons

\n§-fpsS hfscbSp¯ kplr¯v Hcp hnj-b-¯nÂ ]cm-P-b-s¸-«-Xn\mÂ ZpxJnX-\m-sW¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) Ahsâ ]cm-P-b-Im-cWw At\z-jn-¡p-Ibpw th­ \nÀtZ-i-§fpw klm-b§fpw sImSp-¡p-Ibpw sN¿pw.

b) ]cm-P-b-s¸-«-Xn\v Ahs\/Ahsf Ifn-bm-¡pw.

c) Ah-t\mSv/Ah-tfmSv Syqj\v t]mIm³ ]d-bpw.

d) ]cm-P-b-s¸«Xv Ahsâ/Ah-fpsS ImcWw sIm­mWv F¶v Ipä-s¸-Sp-¯pw.

62. You used to enquire the cause of unhappiness of classmates

a) always b) sometimes c) occasionally d) never.

Iq«p-Im-c³ hf-sc-b-[nIw {]bm-k-a-\p-`-hn-¡p-t¼mÂ \n§Ä At\z-jn-¨-dn-bm-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

63. You do not feel empathy to handicapped and disabled students.

a) always b) sometimes c) occasionally d) never.

AwK-ssh-I-Ãy-apÅ Ip«n-I-tfmSv \n§Ä¡v kl-Xm]w tXm¶m-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

64. What will do if teacher beat you without any reason.

a) beat teacher in return.

b) suppress the anger for teacher.

c) calmly ask, the reason for it.

d) complaint to parents and will file case against the teacher.

A[ym-]-I³ ImcWw IqSmsX \n§sf XÃnbmÂ F´v sN¿pw?

a) A[ym-]-Is\ Xncn¨v XÃp-Ibpw tZjy-s¸-Sp-Ibpw sN¿pw.

b) A[ym-]-I-t\m-SpÅ tZjyw DÅnÂ AaÀ¯nsh¡pw.

c) hfsc kam-[m-\-t¯mSv IqSn A[ym-]-I-t\mSv XÃnbXnsâ ImcWw Xnc-¡pw.

d) amXm-]n-Xm-¡-tfmSv ]cmXn ]d-bp-Ibpw A[ym-]-I-s\-Xnsc tIkv sImSp-¡p-Ibpw sN¿pw.

65. Suppose your friend had an accident while going to school. You will;

a) call the friend's father and inform the incident.

b) go to school because there are a lot of people around him/her.

c) hospitalise the student after giving proper first aid.

d) cry aloud and stare because you are helpless.

kv¡qfn-te¡v hcp¶ hgn \n§-fpsS kplr-¯n\v A]-ISw ]än F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) kplr-¯nsâ AÑs\ hnfn¨v ]dbpw

b) Npäp-]mSpw Hcp-]mSv t]À DÅXv sIm­v \n§-fp-sS klmbw Bh-iy-anÃ F¶v IcpXn kv¡qfn-te¡v t]mkpw.

c) kplr-¯ns\ ip{iq-jn¨v Bip-]-{Xn-bnÂ sIm­vt]m-Im-\pÅ \S-]Sn FSp-¡pw.

d) H¶pw sN¿m-\m-ImsX \ne-hn-fn¨v t\m¡n \nÂ¡pw.

66. Suppose you lost something which you likes very much. You will;

a) keep silence with sorrows and eat anything.

b) get angry for silly things and cry for a long time.

c) try to find out a way to get back the lost thing.

d) trouble parents and insist them to buy that thing.

\n§Ä¡v Gä-hp-a-[nIw CjvS-s¸« hkvXp \jvS-s¸-«p- F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) hnjaw kln¨v au\w ]men¡pIbpw `£Ww Ign-¡m-Xn-cn-¡p-Ibpw sN¿pw.

b) sXm«-Xn-s\Ãmw tZjyw ]nSn-¡p-Ibpw Iptd-b-[nIw Ic-bp-Ibpw sN¿pw.

c) \jvSs¸« km[\w In«m-s\-s´-¦nepw hgn-bp-t­m- F¶v At\zjn-¡pw.

d) amXm-]n-Xm-¡sf D]-{Z-hn-¨v km[\w hm§n-X-cm³ \nÀ\_-Ôn-¡p-w.

67. You are able to control temper.

a) always b) sometimes c) occasionally d) never.

s]s«-¶p-­m-Ip¶ tZjys¯ \nb-{´n-¡m³ \n§Ä¡v Ign-bm-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

68. If your classmate complaints about you. Will you get angry with him.

a) always b) sometimes c) occasionally d) never.

\n§Ä sNbvX GsX-¦n-ep-samcp sXämb Imcys¯ Ipdn¨v kl-]mTn \n§-fpsS amXm-]n-Xm-¡-tfmSv ]cmXn ]d-ªmÂ \n§Ä tZjy-s¸Spw.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

69. Suppose teacher discouraged an idea which you felt to be good for the class. You will;

a) get angry with the teacher.

b) make teacher accept the idea by engaging in a justifiable discussion.

c) complaint against the teacher to the principal.

d) withdraw your idea by considering teacher.

¢mÊn\v D]-Im-c-{]-Z-sa¶v \n§Ä Ic-pXnb Hcp \nÀtZiw A[ym-]-I³ \ncpÂkm-l-s¸-Sp¯n F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

a) A[ym-]-I-t\mSv tZjy-s¸-Spw.

b) \ymb-amb hmKzm-Z-§fn-eqsS \n§-fpsS \nÀtZiw A[ym-]-Is\ sIm­v AwKo-I-cn-¸n-¡pw.

c) A[ym-]-I-s\-Xn-cnÂ {][m-\m-[ym-]-I-t\mSv ]cmXn ]dbpw

d) A[ym-]-Is\ am\n¨v \n§-fpsS \nÀtZiw ]n³h-en-¡pw.

70. Suppose you lost the money which parents you gave to buy a book. You will;

a) not say about this and steal money from somewhere else.

b) inform parents and relatives that you have lost money.

c) not say that you lost money and say lie that you brought the book.

d) cry a lot thinking about the loss and feel mental tension.

]pkvXIw hm§n-¡p-¶-Xn-\mbn ho«nÂ \n¶v Ipd¨v ]Ww X¶p F¶v Icp-Xp-I. F¶mÂ \n§-fpsS I¿nÂ \n¶v B ]Ww \jvS-s¸-«p-t]m-bn. \n§Ä F´v sN¿pw?

a) Cu Imcyw ho«nÂ ]d-bmsX Fhn-Sp-s¶-¦nepw ]Ww tamjvSn¨v ]pkvXIw hm§pw.

b) ]Ww \ã-s¸-«n-«p-s­¶v amXm-]n-Xm-¡-tfbpw \_Ôp-¡-tfbpw Adn-bn-¡pw.

c) ]Ww \jvS-s¸« hnhcw Adn-bn-¡m-sX, ]pkvI-XIw hm§n-b-Xmbn ]d-bpw.

d) ]Ww \jvS-s¸-«-tXmÀ¯v Ic-bp-I-bpw, am\-kn-I-ambn {]bm-k-a-\p-`-hn-¡p-Ibpw sN¿pw.

71. You are able to solve day-to-day tensions to a great extent.

a) always b) sometimes c) occasionally d) never.

\nXy-Po-hn-X-¯n-\p-­m-Ip¶ {]iv\-§sf ]c-am-h[n ]cn-l-cn-¡m³ \n§Ä¡v Ign-bm-dp-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

72. You are not able to adjust with arguments made by others.

a) always b) sometimes c) occasionally d) never.

aäpÅh-cpsS hmZ-§fpambn s]mcp-¯-s¸-«p-t]m-Im³ \n§Ä¡v {]bmkw tXm¶m-d-­-­v.

a) FÃmbvt¸mgpw, b) Nnet¸msgms¡, c) hÃt¸mgpw, d) Hcn¡epanÃ

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