**INFLUENCE OF SELF CONTROL AND SEX ON DISCIPLINARY BEHAVIOUR OF HIGHER SECONDARY SCHOOL PUPILS**

**SAVEESH KUMAR. A.**

Dissertation

submitted to the University of Calicut

in partial fulfilment of the requirement for the degree of

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2007**

**D E C L A R A T I O N**

 I, SAVEESH KUMAR. A, do hereby declare that this dissertation, **"INFLUENCE OF SELF CONTROL AND SEX ON DISCIPLINARY BEHAVIOUR OF HIGHER SECONDARY SCHOOL PUPILS"** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College,

 .06.2007. **SAVEESH KUMAR. A**

**Dr. Bindhu. C.M.**

***Lecturer (Senior Scale)***

***Farook Training College***

***Farook College P.O.***

**C E R T I F I C A T E**

 I, Dr. Bindhu, C.M., do hereby certify that this dissertation, **"INFLUENCE OF SELF CONTROL AND SEX ON DISCIPLINARY BEHAVIOUR OF HIGHER SECONDARY SCHOOL PUPILS"** is a record of bonafide study and research carried out by **SAVEESH KUMAR, A.** under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College, **Dr. Bindhu. C.M.**

 .06.2007. ***(Supervising Teacher)***

**ACKNOWLEDGEMENT**

 *The investigator underlines that the sense of profound indebtedness which he undoubtedly owes to his supervising teacher,* ***Dr. Bindhu, C.M.*** *Lecturer, Farook Training College, can't be expressed in words. She has been an unending source of inspiration, a spring of corrective suggestions and invaluable advise and encouragement which have been boost for the investigator from the beginning to the end.*

 *The investigator expresses his extreme thanks to* ***Dr. S. Nimrala Devi,*** *the present Principal for providing all necessary facilities and encouragement to conduct the study.*

 *The Investigator putforth special thanks to Dr. K. Manikandan, Lecturer in Farook college, Calicut, for the computer processing and analysis of data.*

 *The investigator wishes to express his gratitude to the Heads and Teachers of Higher Secondary Schools for their co-operation and help in collection of data for conducting the study.*

 *The investigator express his sincere thanks to M/s Bina Photostat, Chenakkal, for conducting the study.*

 *The investigator also would like to express his gratitude to all these who have extended their help directly or indirectly to make the study a success.*

Farook Training College,

 .06.2007. **SAVEESH KUMAR. A.**

**C O N T E N T S**

LIST OF TABLES

LIST OF APPENDICES

**CHAPTER PAGE No.**

 I INTRODUCTION 01 - 14

 II REVIEW OF RELATED LITERATURE 15 - 42

 III METHODOLOGY 43 - 67

 IV ANALYSIS 68 - 79

 V SUMMARY, CONCLUSIONS AND

 SUGGESTIONS 80 - 90

BIBLIOGRAPHY

APPENDICES

**LIST OF TABLES**

|  |  |  |
| --- | --- | --- |
| **Table No.** | **Description** | **Page No.** |
|  |  |  |
| 3.1 | Data of Item Analysis (Self-control) | 50 |
| 3.2 | Break up of the Final Sample | 53 |
| 3.3 | Data of Item Analysis (Disciplinary behaviour) | 59 |
| 3.4 | Break up of the Final Sample | 61 |
| 3.5 | Details of Initial Sample distribution | 63 |
| 3.6 | Details of Final Sample distribution  | 64 |
| 4.1 | Statistical constants of the variables self control and disciplinary behaviour for the total sample  | 69 |
| 4.2 | Statistical constants of the variables self control and disciplinary behaviour of Male Higher Secondary Students | 70 |
| 4.3 | Important statistical constants of the distribution of Mean Score of Female Higher Secondary Students of the variable self control and Disciplinary behaviour  | 71 |
| 4.4 | Important statistical constants of the distribution of Mean Scores of Urban and Rural Higher Secondary Students Self Control and Disciplinary behaviour | 71 |
| 4.5 | Data and Result of Test of Mean Scores of Disciplinary behaviour between Male and Female of Higher Secondary students  | 72 |
| 4.6 | Data and Result of Test of Mean Scores of Self Control between Male and Female of Higher Secondary Students | 73 |
| 4.7 | Data and Result of Test of Mean Scores of Self Control and Disciplinary behaviour Urban and Rural area of Higher Secondary Students | 74 |
| 4.8 | Data and Result of Two way ANOVA of Self control and Sex on disciplinary behaviour (total sample) | 75 |
| 4.9 | Data and Result of Two way ANOVA of Self control and Sex on Disciplinary behaviour of students (Urban) | 76 |
| 4.10 | Data and Result of Two way ANOVA of Self control and Sex on Disciplinary behaviour of students (Rural) | 77 |

**LIST OF APPENDICES**

|  |  |
| --- | --- |
| **Appendix** **No.** |  |
| 1. | Self control inventory (Draft - Malayalam |
| 2. | Disciplinary behaviour inventory (Draft - Malayalam) |
| 3. | Self Control Inventory (Final - English) |
| 4. | Disciplinary Behaviour Inventory (Final - English) |
| 5. | List of Schools |

CHAPTER I

**INTRODUCTION**

* Need and Significance
* Statement of the Problem
* Definition of Key Terms
* Variables
* Objectives of the Study
* Hypotheses
* Methodology
* Scope and Limitations of the Study
* Organisation of the Report

CHAPTER II

**REVIEW OF RELATED LITERATURE**

* Theoretical Overview
* Review of Related Literature

CHAPTER III

**METHODOLOGY**

* Variables of the Study
* Objectives
* Hypotheses
* Tools Used for the Study
* Selection of the Sample
* Data Collection Procedure and Consolidation of Data

CHAPTER IV

**ANALYSIS AND
INTERPRETATION OF DATA**

CHAPTER V

**SUMMARY OF PROCEDURE, FINDINGS AND SUGGESTIONS**

* Restatement of the Problem
* Variables
* Objectives of the Study
* Hypothesis
* Methodology
* Major Findings of the Study
* Tenability of Hypothesis
* Educational Implications
* Suggestion for Further Research

**APPENDICES**

**BIBLIOGRAPHY**

# INTRODUCTION

 Education is the pivot on which the overall human development rests. It enables anyone to have a meaningful life. Education has found the basis for the development of society. It is also categorically believed that a nation marches towards progress only through making proper utilisation of her human resources, and development of human resources is that primary function of education. It produces thinking, rational and disciplined individuals, which are the needs of all societies.

 Education is a process of development from infancy to maturity, process by which a child adopt himself gradually in various ways of his physical and psychological environment. It aims at shaping of behaviour of students in a desirable way and bringing about alround development in their personality. It helps the students to develop into highly evolved and morally oriented human being.

 School is a miniature form of the society, where children are trained to become good citizens. Education provides the 'do's and 'dont's' for good citizenship. Education is the medium for bringing out socialisation in the society, discipline is the essence of socialisation process. School is the prime agency for providing education. Hence school in a sense, is responsible for making a disciplined society. In the modern society we cannot endure the absence of schools because school is acting as the backbone for developing better societies and communities.

 Through out history person has strived to control and change himself in order to cope with the environment. But recently the phenomenon of self control has undergone scientific analysis and application. Psychologists and educationalists view that discipline involves certain controls, particularly those coming from within the person or self-control. This is considered at an ideal and positive means of gaining control and is always considered better than negative one.

 Modern approaches to discipline is that the child must understand reasons behinds rules, regulations and disciplinary actions. Children are by nature impulsive, so if they learn to accept those rules and regulations, as necessary, as necessary restrains, they become disciplined person. An appeal to reason is the basic defence for rules and regulations rather than arbitrary enforcement of superior authority (Reilly & Lewis, 1983).

 Children's development of their value system is influenced by self control. When Children's own well is interrupted through their own behaviour and delay is self-imposed, it is known as self control. By self control, thus we mean the behaviour in which the person monitors his or her own actions in absence of or in contradiction to pressures in the immediate environment (Maymar,  *et al.,* 1979). In this way self control is children's ability to inhibit the expression of spontaneous impulses (Berk, 1989). Self control consists of them aspects: namely resistance to temptation, delay and gratification and the imposing of standards of achievement upon oneself. Through defensive reactions, children are not only able to cope with the environment but also able to solve problems and control their own behaviour in different ways. These mechanisms are known as 'ego controls', 'intenalization and process of self control'.

 As soon as the ego develops as part of the child's personality which is in direct contact with the reality, there is constant conflict between unconscious libidinal urges and societal, restrictions and threats of punishments. In this transaction, super ego develops which is the internatized sources of discipline. In other words, discipline is a kind of self control, that the pupil or children comes to exercise consciously and deliberately. Need for development of self discipline is, therefore necessary for every child. Major aim of education is to develop self control in children. Inculcation of self discipline thus, becomes an essential objectives to education. Authoritative control functions as inhibitory factor is the development of right type of personality.

 Sex difference also plays an important role in determining disciplinary behaviour of the children. Process of socialization influence the behaviour of a particular sex in a given culture. In Indian set up girls from the very beginning are asked to control their impulses and behave submissively or obediently either at home or school. As a consequence they are forced to learn self-control and behave in a disciplinary way. Boys on other hand, enjoy greater freedom and independence. Although boys are considered as more impulsive then girls, parents took a liberal attitude towards male children against female one becomes important source of disciplinary problems.

**1.1. NEED AND SIGNIFICANCE OF THE STUDY**

 Most psychoanalysts and behaviourists agree that punishment should be avoided whenever possible, although their reason differ. Psychoanalysts avoid punishment and threat of punishment because this form of discipline increase the anxiety which is a natural component of the process of growing up some of the suggestion for method of discipline, although restrictions are necessary or the child's anxiety becomes even greater. Understanding the meaning of behaviour, its relationships to the need of the child, many of which may be unconscious. If a teacher understands the meaning of a child's behaviour, she can help the child become aware of its effectiveness or ineffectiveness in coping with his needs in the face of inevitable frustration and disappointments.

 Self control, an important feature in cognitive and somatic therapies. Many interrelating factors appears to govern self control, with no single factors responsible for its success or failure. The ability to self-control may have advantages in the course of individuals mental life. The notion of self-control is often associated with the ideals of freedom and self-improvement. Moreover, we value self-control because of its role in the survival of our society and culture. One measure of a "civilized society is the degree to which its inhabitants direct, maintain and coordinate their activities with out external coercion. If more individual could develop effective Self-management skills, the need for professional helpers and the number of passive 'your help me' patent might be sharply diminished.

 In the present day we may ask will freedom stay if discipline falls? Freedom has come stay, discipline must permeate the home, the school, the society and the government which play significant role. If they set fine examples of discipline, they will be reflected in the conduct of the generation to follow. Discipline comes through clear thinking and by being attend to the feeling of the students, the major asserts are the ear that listen, the eye that watches and open mind an earnest wish to develop sympathy and accord. Though discipline is the part of our culture but in the modern society indisciplinary behaviours are spreading throughout the society. Now a days all the technological facilities are also to be used in a indisciplinary manner. If these type of indisciplinary behaviour is spread out then existence of a particular culture will undergo gradual deterioration. And also the modern treatment of boys and girls may field some how different behavioural constraints. The status of self-control among boys and girls, there fore may be more or less equated and both of them may observe more or less, better disciplined behaviour. The adolescent period of life has its special characteristics. Some psychologists consider it as the transitional period of life, because this periods runs between childhood and adulthood and also sometimes called the period of teenage. According to G.S. Hall Adolescent as the period of stress and stain". It is a critical period in development characterised by sharp physical and psychological up heavals leading to base reorganisation in personality. When the needs of adolescents are not satisfied, they remains mal-adjusted and is considered as a problem of youth. Sex need is one of the important needs of the adolescence period. Now the sexual instinct takes a strong turn and develops into hetero-sexuality and there is strong attachment for opposite sex. It has been out that an adolescence has an attitude of dependence. During adolescent period, they are very adventurous. They can go to any extent for fulfilment of their need. Due to lack of proper direction they involve in different unsocial acts like strikes, demonstration etc. But if they are properly directed, love of adventure can take the form of hinking, excursion social-service and scientific exploration. Adolescent groups suffer with adjustment problem, emotional problem, physical problem etc.

**1.2. STATEMENT OF THE PROBLEM**

 The present study entitled as "INFLUENCE OF SELF CONTROL AND SEX ON DISCIPLINARY BEHAVIOUR OF HIGHER SECONDARY SCHOOL PUPILS"

**1.3 DEFINITIONS OF THE KEY TERMS**

 The key terms used in the study are defined operational below.

**1.3.1. Self control :-** The ability to guide ones own behaviour

**1.3.2. Sex:-** characteristics distinction between male and female

**1.3.3.**  **Disciplinary behaviour:** Is a kind of self regulation that the pupil or children comes to exercise consciously and deliberately.

**1.3.4. Higher Secondary School pupils:** Students studying in XI and XII classes.

**1.4 VARIABLES**

 The variables selected for the study were the following.

**1.4.1. Dependent variables**

(1) Disciplinary behaviour

**1.4.2. Independent variables**

(1) Self control

(2) Sex

**1.5 OBJECTIVES**

(i) To find out the influence of sex on disciplinary behaviour

(ii) To find out the influence of sex on self control.

(iii) To compare the self control and Disciplinary behaviour of rural and urban area

**1.6 HYPOTHESES**

(i) There will be no significant difference in sex and on disciplinary behaviour.

(ii) There will be no significant difference in sex on self control.

(iii) There will be no significant different between rural and urban areas in self control and disciplinary behaviour.

(iv) There will be no significant different in the interaction effect of self control and sex on disciplinary behaviour.

 a) Total sample

 b) Urban

 c) Rural

**1.7. METHODOLOGY**

 The methodology of the present study is outlined below.

**1.7.1. The sample**

 The study is carried out on a representative sample of 500 Higher secondary school pupils of Kerala state. Proportionate stratified sampling technique was employed. In selecting sample, due representation is given to the gender and school locale. The sample is drawn from six districts of Keala, viz., Thiruvananthapuram, Palakkad, Trissur, Malappuram, Kozhikode and Kannur.

**1.7.2 TOOLS USED FOR THE STUDY**

 The tools used for measuring the variable are the following.

1. Self control Inventory (Dr. Bindhu C.M. and Saveesh Kumar. A – 2007)

2. Disciplinary behaiour Inventory (Dr. Bindhu C.M. and Saveesh Kumar. A – 2007).

**1.7.3 STATISTICAL TECHNIQUES**

 The following statistical techniques have been used for the analysis of data in the present study.

1. Preliminary Analysis

2. Major Analysis

 (a) Test of significance different between mean score

 (b) 2-way ANOVA

**1.8 SCOPE AND LIMITATION OF THE STUDY**

 The aim of the study is to find out how far relationship between self control and sex on disciplinary behaviour of Higher Secondary school pupils. Appropriate standardized tools were used for data collection from a representative sample of Higher secondary school pupils. The investigator hopes that the findings of the study will be largely helpful for the chanalisation of better disciplined pupils through the enahancement of their self control. Even though this study "INFLUENCE OF SELF CONTROL AND SEX ON DISCIPLINARY BEHAVIOUR OF HIGHER SECONDARY SCHOOL PUPILS" was conducted with maximum possible attention and specificity certain limitations, which could hardly be avoided have crept into the study. They are follows:

(1) The study has not covered all the Higher Secondary School pupils of Kerala State. Due to practical reason it is limited to a representative sample of 500 pupils.

(2) The sample of the study is not a state wide one, but confined to six districts in Kerala viz., Thiruvananthapuram, Palakkad, Thrissur, Malappuram, Kozhikode and Kannur.

(3) A number of Personality factors were there that influencing disciplinary behaviour and self control. but all factors are not taken into consideration.

**1.9 ORGANISATION OF THE REPORT**

 Report of the present study is organized into 5 chapters.

**Chapter 1 Introduction**

 Need and Significance

 Statement of the problem

 Definition of key terms

 Objectives

 Hypothesis

 Methodology

 Scope and Limitation

 Organisation of the report

**Chapter II Review of related literature**

 Theoretical framework of the variables

 Review of related studies

**Chapter III Methodology**

 Variables

 Objectives

 Hypothesis

 Procedure

 Statistical technique used for analysis

**Chapter IV. Analysis and Interpretation**

 Preliminary Analysis

 Major Analysis

**Chapter V Summary of Procedure, Findings and Suggestions**

 Major findings

 Testability of hypothesis

 Educational Implication

 Suggestions for further research.

**REVIEW OF RELATED LITERATURE**

 An overview of the literature in the field of psychological, socio psychological and educational research concerned with variables selected for the study is presented in this section. The extensive review helped the investigator to formulate a strong theoretical footing for the study.

 The present study gives the review of the studies in nutshell under two headings, viz

2.1 THEORETICAL FRAME WORK OF THE VARIABLES

22 REVIEW OF RELATED LITERATURE

**2.1.1 Self Control**

 Self-control can be defined as managing disruptive emotions and impulses effectively. Emotional self-control includes not just damping down distress or stifling impulse. It can also mean intentionally eliciting an emotion, even an unpleasant one. Critical in determining whether emotional labour is onerous or not is show much the person identifies with the job. Self- control does not mean denying or repressing true feelings. "Bad" moods, for instance, have their uses; anger, sadness, and fear can become sources of creativity energy and connectedness.

 Self-control is not the same as over control, the stifling of all feeling and spontaneity. In fact, there is a physical and mental cost to such over control. People who stifling their feelings, especially strong negative ones, raise their heart rate, a sign of increased tension.

 Self-control is a set of behaviours which:

* Accepts the reality that the only thing in life which you can successfully change and control is yourself.
* Keeps in check all self-destructive, addictive obsessive, compulsive, irrational, and unacceptable behaviour.
* Gives you a sense of personal mastery, autonomous and competency over your own life.
* Is under your control and power to direct and orchestrate with no need for interference or manipulation from others.
* Make you the master of your own destiny because it keeps in check those barriers and obstacles which are a threat to your overall successes in life.
* Help you to keep your – emotional responses in check or moderation.
* Keeps your life in moderation, helping you to avoid extremes in any direction.
* Reflects your inner desire to grow up into a mature, responsible adult.

Self-control is a control issue because it is;

* Keeping the 'locus of control' internal and remove the 'locus of control' from the external in your life.
* Giving to yourself the power and control to have an impact on our personal destiny and fortunes.
* Ensuring your focusing on what in life you have the ability to change and control, namely yourself.
* Not allowing yourself to fall in to the trap of using manipulation or helplessness to get others to come to your rescue to fix or care for you.

**Development of Self-control**

 In order to develop self-control the following steps are to be taken

First: Need to identify in what areas of life need to gain more self-control.

Second: Once we identified the various issues in which we need to develop more self control, then we need to identify which emotions tend to lead you to be more out of control with these issues. Use the list of emotions and feelings clusters to identify for each issue out of control, which emotions or feelings tend to exacerbate the loss of control.

Third: Once we have identified what feelings and emotions tend to exacerbate our loss of control, next identify what irrational beliefs lead to increased loss of control in each of these issues

Fourth: Then we need to identify new, rational, reality based, healthy thinking which will lead to our gaining control over these issues. Some self-affirmations are

* I can gain control over this
* I am capable of controlling myself
* I will take control of my behaviour
* I can be rational, realistic and healthy in my thinking emotions and actions.

**Step 5:** Once we have identified healthy self talk to help our though this time of gaining self control, then you need to identify positive actions or behaviours which will assist you to develop self-control in our life.

**Sixth:** Once we have identified the set of healthy actions which assists the development of self-control, then develop a plan of action for each issue which is out of control for us.

**Seventh:** Once our plan of action are developed, implement them one at a time, taking one issue at a time to get under control. To decide which issue to take first, prioritize the issues using the following scale

* Highest priority
* High priority
* Average priority
* Slight priority

**Eighth:** Once we have prioritized the issue to be worked on, then begin to implement the plans of action to get them under our control.

**Ninth:** If after a time we find that we are still out of control, then return to first step and begin again.

**People with self-control**

* Manage their impulsive feelings and distressing emotions well.
* Stay composed, positive, and unflappable even in trying moments.
* Think clearly and stay focused under pressure.
* Hold themselves accountable for meeting their objectives.
* Are organized and careful in their work.
* Build trust through their reliability and authenticity.
* Admit their own mistakes and confront unethical actions in others.

 It was mainly this soviet psychologist Luria, Vygotsky, and Leontief (1932) who established the tradition of psychological conceptualisation centered around the notion of the ontogenetic development of self regulation, including its social and cultural origin. This tradition was taken up comparatively late by United State Psychology (Diz et al 1990 Meichenbaum 1977). Although Soviet accounts of a child's transition from 'impulsive ' to voluntary behaviour as a result of cultural progress to systematic and organised form of labour do not play a substantial role in psychological theory in the early 1990s, there ontogenic perspective has had a considerable impact. According to these perspective each human being as to acquire voluntary behaviour during the course of psychological and socialisation process. Basic psychological mechanism are transformed in to sign with in a series of social interactions. After a process of internalisation these sign form independent higher forms of psychological functioning.

 One unresolved problem concern the deeper meaning of the concept of internalisation, it is often simply equated with sub vocationalisation of others expectation and norms. Kopp (1982) describes a similar 'immature' form of internalisation in terms of self 'control' according to Kopp 'self control refers to an intermediate development step characterised by behaviour strictly in accordance with a cognitive representation of the absent caregivers commands or directives. True seld regulation however requires taking over effectively the care givers regulating role.

 In clinical psychology Kanfer and his associates developed several models of self-regulation and behavioural techniques to alleviate self-regulatory deficits (Kanfer and Schefft 1988). Starting from the point of disruption in the regular smooth flow of behaviour. Kanffer elaborated an information processing model of self-regulation which focussed on the trial of self monitoring, self evaluation, and self-reinforcement. This model has been extended and refined in many ways and can be judged - apart from its concrete influence on clinical practice- as a major contribution to an understanding therapeutic problem solving information processing and systematic terms. From an educational point of view, Kanfer's emphasis on attributional and self reinforcing process is particularly relevant, since functional self regulatory deficit can result from a lack of appreciation of oneself as a powerful agent.

 A third major theoretical approach self-regulation stem from Ach's (1910) work on willpower. This approach has been elaborated by Kuhl (1992) and reformulated in terms of a computational process model that overcomes the traditional short coming of volitional theories.

 Although each of the three mentioned has a some what different focus, all of them contribute the deeper understanding of students inability to maintain their plants and defend them against temptation. Although each of the theories mentioned as a some what different all of them contribute to a deeper understanding of students inability to maintain their plants and defend them against temptation.

 Despite the small number of elaborated theories, many researchers has elaborated specific aspects of self regulation are developed well-designed experimental paradigms which can be integrated in a comprehensive theoretical frame work. Especially relevant in this context are Michels experiments that contained operationalisation of the basis components of self-regulation such as induction of a conflict between cognitive decision (eg. To wait for a more attractive reward) and an emotional temptation (eg. To obtained a smaller reward immediately) and the use of a strategies children employed to resist temptation (Mischel and Mischel 1983).

 The assumption of conflict between current intention and emotional preferences or habitual responses tendencies is not as unproblematic as it would seems from a perspective of commonsense psychology. On closer inspection, the assumption raises some complex philosophical problems. What does it mean when a client seeking therapy complaints that he wants to stop drinking alcohol, but that he cannot stay away from it? Does a child who has express an intention to finish her home work before joining her friends display a self-regulatory deficit when she start playing with them before finishing her homework or as she simply changed her intention if a change of behaviour (eg. To drinking or playing) occurs without hesitation, regret, attempt to make up for counter intentional behaviour, or other sign of conflict, there is no reason to assume a self-regulatory deficit. One would rather assume that the individual as simply changed his or intention. By contrast, a self-regulatory deficit is usually inferred from evidence for a perservating conflict between the intention the individual regards as the best choice and an emotional preferences for a attractive activity.

 Theoretically this conflict can be accounted for on the level of 'sub personal psychology'. This conceptualisation involves distinguishing more or less autonomous subsystem with in a person. According to this view, several 'sub person' may arrive at conflicting decision on the basis of different information sources, or decision rules, or both. They will there fore compete for the control of overt action since there is no automatic conflict resolution despite continuous and intensive interaction among them.

As for self regulation there three subsystem to be consider

1. Acquired action schemas
2. Emotionally supported action tendencies
3. Deliberately action alternatives

 If a cognitive decision is to be enacted actual strength action schemes compatible with the decision has to be made dominant. This may be a difficult task, when there is a persisting conflict between cognitive and emotional preferences. This is due to the "impulsive nature of a story habits and emotional preferences. The assumption of impulsivity implies that emotional and processing. The resulting difficulty of enactment of cognitive intentions encompassing counter emotional or counter habitual behaviour must be overcome by effortful self-regulatory strategies.

 Self regulatory mechanisms are process that modulate the interaction between an organism's subsystem. The most important self regulatory mechanism which are presumed to serve this purpose are

1. Encoding control
2. Action control
3. Emotional control
4. Motivation control
5. Attention control
6. Intention control
7. Copying with failure and
8. Self - reflective thinking

 The development of self regulatory functions depends on the acquisition of meta cognitive and meta motivational knowledge and skills. In the course of their development, individual will detect regulatories between their behaviour and internal and external state. For instance some one who experiences repeated future after having made impulsive decisions may at some point form a meta rule like "fast decision produce results"

 According to Kuhl and Krasta's (1989) developmental theory of self-regulation, children have to acquire the following developmental precursors.

1. Representation of ongoing tendencies
2. Self-congruent commitment
3. Difficulty of enactment

 There is a freezing function which creates a "time window" for the operations of the remaining self regulatory mechanism by blocking by blocking the execution of currently dominant action schemes that are not compatible with the cognitive intention strategies that mediat a task shift or the deliberate initiation of planning and self-reflective thinking are emphasised to a similar degree in the early 1990s (Khul, 1992). This is reflected in the inclusion of self-reflection as a self-regulatory strategy. Frequently, the enactment of an intention requires a high degree of meta control over one's own thought process. For instance, a student preparing for an exam must decide what to learn, how to learn when to stop learning about one particular topic, and so on. The adequate implementation of the intention to prepare for the intention prepare for the exam ideally requires much self-reflective activity directed at one's own thinking and specific impairments may result from deficient meta control (Kuhl and Kraska 1989).

 The remaining strategies all consists of the selective activation or inhibition of elements in the different subsystem in order to increase the probability that a chosen intention will be realised. Regarding the developmentally crucial period of elementary school years there are four main strategies, which are of the greatest important and will be described in some details. Children's knowledge concerning these four basic self regulatory strategies can be assessed by a newly developed standardised test (Khul and Christ 1992).

 Motivation control is the attempt to generate action – related emotions that increase the evaluate strength of an intention. this can mainly be achieved by imaging positive outcomes of the cognitively chosen action.

 Attention control facilitate the maintenance of a difficulty intention by means of the selective activation of representation that support the intention and by inibiting irrelevant aspects. This can be done by selective processing of external intention-relevant information or by the selective activation of (eg. Action related information voting knowledge about various action consistent with the current intention).

 Emotion control refers to the strengthening of emotion that facilitate the initiation, maintenance, or termination of a difficult intention. For instance, sometimes sadness reduce self regulatory efficiency as exemplified by the difficulty of striking to a dietary intention when one is unhappy. In other situation a happy mood may have a debilitating effect, because it widens the scope of attention, and because it creates a positive attitude towards self-gratification and generosity.

 Coping with failure refers to an attitude which encourage analysis of one's shortcoming insofar as this is useful for improving one's ability for the next occasion, but discourages analysis when there is no possibility of amending the failure.

 The development of self regulation does not end, however, with the acquisition of the ability to maintain one's goal in the face of various distractions. Kahl and Kroska (1989) included in their developmental theory a final step of volition-emotion integration which was characterised by a more mature form of resolving the conflict between commitment and emotional preference. At this stage of development, persisting conflicts between volitionally supported intentions and emotional preference are avoided by finding new ways to develop emotional support for difficult intention. Intention that cannot obtain emotional support are abandoned after sometime.

 A crucial and often neglected point related to the stage of cognition-emotion integration concern the nation of flexibility the immature form of internalisation associated with 'Self control' (Kopp, 1982) seems to be related to a rigid and literal adherence to internal representation of other's expectations that are not fully assimilated in to the self. Research on a related personality disposition towards 'State orientation' has shown that the tendency towards incomplete or even 'false' internalisation of other belief wishes and expectations can explain the occurrence of uncontrollable and intrusive cognition that interfere with efficient processing of information related to an individuals current situations (Kahl, 1992). State oriented cognition can, in turn help explain several behavioural paradoxes, such as the co-occurrence of high motivation and performance deficits in state of learned helplessness, the co-occurrence of rigid perseveration and distractibility and the co-occurrence of over commitment and procrastination (Kahl 1992, Kahl and Beckmann 1993).

**2.1.2 Disciplinary behaviour**

 Disciplinary behaviour is a kind of self-regulation that the pupil or children comes to exercise consciously and deliberately. Definition of discipline will have to do with being taught, with surrounding one-self to the demands of learning. And we are often misled by word meaning as punishment. Discipline comes from the Latin word DISCIPLINA which means teaching or instruction. Discipline is society's way of teaching children the moral behaviours approved by the social group. The purpose of discipline is teach the individual to conform to social expectation to a reasonable degree. Discipline helps the individual to develop a self-control and self-direction.

 The problem of discipline should not be seen simply as a struggle between the child's desire and the parents restrictions. Complete suppression of child's impulses are not the aim of discipline but it aims that parents guide the child's impulses into socially acceptable channels (White and Watt, 1973).

 There are 3 essential elements: rules and laws which serve as guide lines for approval behaviour, punishment for wilful violation of rules and laws, and rewards for behaviour or attempts to behave in a socially approved an way (Hurlock, 1981).

 Discipline can be either good or bad. Good discipline is one basic and necessary condition for social living, and for education. Creating interest and using modern educational tools are others. Not only is good discipline important in achievement, it is equally important in affecting the way we feel about ourselves and, indirectly, the way we feel about others. Our morale, our confidence, our self esteem are affected by the manner in which we achieve what we set out to achieve, by the way we handle the tasks of everyday living (Philips *et al*, 1960).

 Discipline should serve to correct or misapprehension or misdemeanor. A corrective device it should point out the positive alternatives that are available to the person.

**Parental Discipline**

 Parental disciplinary practice have significant role in making good or bad personality of the child (Garg, 1987).

 Parental discipline is an important one connection with ultimately would reveal the behaviour of the child in different situation, which would determine the child's capacity to adjust to different surroundings, particularly in school. Although teacher is also responsible, the parents play a more important and major role mainly because the child spends much more time at home with the parents than who he does in the school. Thus personality development of the child mainly depends on disciplinary practice by the parents (Garg, 1987).

**Authoritarian Discipline**

 This is a traditional form of discipline and is based on the old saying that 'to spare the rod means spoiling the child' Hurlock, 1981). Authoritarian parents attempts to shape and control their children's behaviour by enforcing a set of standard of conduct. The emphasis is on obedience and the use of punitive, forceful measures to enforce proper behaviour (Turner and Helms, 1987). No attempt is made to explain the children why they must conform nor are children given opportunities to express their opinions about the fairness or the reasonableness of the rules. Their reason for breaking the rule is not taken in to consideration. It is assumed that they knew the rule and wilfuly violated it (Hurlock, 1981).

**Permissive discipline**

 Permissive discipline developed as a revolt against the authoritarian discipline, many adults had been subjected to during their own childhood. In this type, the parents let the children to learn from the consequences of their acts how to behave in a socially approved way. They were not taught rules, they were not punished for wilful breaking of rules nor were they rewarded for behaving in a socially approved way. This form fails to fulfil all three of the essential elements of discipline (Hurlock, 1981).

**Democratic Discipline**

 Today there is a growing tendency to favour discipline based on democratic principles. These principles emphasize the rights of the child to know why rules are made and to have an opportunity to express their opinions if they believe a rule is unfair. Blind obedience is not expected even when children are very young (Hurlock, 1981). Parents attempt to direct their children's activities in a more rational fushion (Turner and Helms, 1987).

**Self-Discipline**

 The parent does not always realise that child is not a bundle of inherent badness but that he is ready to behave in situations as he is trained or disciplined. Self-control is one of the most important aspects of character development. The child learns that he cannot live in a social situation without reacting to the habits, thinking patterns and general attitudes of the members of his groups. Hence from infancy onward he must be helped to learn that he should not initiate any form of activity that may interfere with the approved activity of others in his group (Crow and Crow, 1953).

**FACTORS RELATED TO DISCIPLINE**

 Sharma and Goirala, 1990 describe the following factors as related to discipline.

(i) Social class:- Disciplinary pattern also very according to social class, but not in clearly defined ways. Middle class parents and teachers tend to be stricter, more coercive and less tolerant than those of the upper and lower classes, but they are more consistent.

(ii) Parental Personality:- Complications are caused by feelings, such as the feelings of parents towards their own up-brining or about the child's relationship with their own parent's patterns of discipline used also reflect the personality traits of the parents.

(iii) Concept of the adult role:- Parent who believe in the traditional concept tend to be more authoritarian than those who have accepted a modern concept. It has much influenced the adolescent's disciplinary behaviour.

(iv) Age of the child:- Authoritarian discipline is more commonly used for young children than for older. Most parents fell that young children cannot understand explanations so they concentration authoritarian control.

**EFFECT OF DISCIPLINE**

 Discipline effect's children in different ways. The common effects of discipline are on children's behaviour, attitude personality (Hurlock, 1978).

 Children's of permissive parents become selfish, disregard the right of others and are aggressive and unsocial. Those who are subjected to strict, authoritarian training are overly obedient in the presence of adult but aggressive in peer relationships. Children brought up under democratic discipline learn to restrain, the behaviour which they know is wrong and are more considerate of the rights of others (Hurlock, 1978).

 Children who treated with either authoritarian and or permissive tend to resent those in authority. In the former case they feel they have been treated unfairly, in the latter case, they feel their parents should have warned them. Democratic discipline may lead to temporary anger, but not to resentment (Hurlock, 1978).

 The more physical punishment is used the, more likely the child is to become sullen, obstinate, and negativistic. This result in poor personal and social adjustments. Those brought up with democratic discipline make the best personal and social adjustments (Hurlock, 1978).

 Discipline is integrally related to the culture of a social system, both national and communal. Norms and more impact heavily upon educational system and upon their student as well. The values which determine desirable conduct derive from cultural imperatives as do the means for educating youth into that behaviour. Indeed, what is desired as disciplined behaviour, and the method used to attain such behaviour, are perhaps better gauges of the link between schooling and social values than any other factor in the school.

 Research into student conduct and school discipline has ignore those influence over human behaviour which are subtle, tacit, and difficult to measure. Researchers schooled too narrowly in scientific methods in the Western traditions shun concept which are inherently normative, such as discipline. The topic has therefore received more philosophical attention than scientific investigation and its understanding has had to await less purist methods and observation from anthropologists and behavioural scientists who are not dismayed by the complexity of human interactions.

 Discipline and pupil conduct have always been concern for school personal and, to a lesser extent for parents and the general public. Since the early 1960s, however, discipline and conduct have become major issues for public discussion. The concern seems to be world wide, though more is known about the situation in the United State and Western Europe.

**2.2 REVIEW OF RELATED LITERATURE**

 Mehdi and Sinha (1977) conducted a study on relationship between self regulation and sportsman spirit. In that study they proved that the sports spirit high in highly self-regulated people. But in the state level there is no relationship between self-regulation and sports spirit.

 Kernals (1980) study the relationship between authoritarian discipline and personality. In that study he concluded that authoritarian discipline adversely affect the personality of adolescence.

 Abraham (1985) conducted a study on self-control and achievement of primary teachers. In that study the teachers have high self-control have some sort of enhancement in their achievement.

 Karoly (1986) has conducted an extensive review of self-regulation mechanism underlying cognitive and somatic based learning in therapy and performance; self-regulation appears to be the stable element attempting to guide behaviour along a specific path to a directed aim or goal.

 Lester (1987) found that high self-control subjects reported experiencing 'multiple selves' ie, different aspects of external behaviour in social situation than law self controlled people.

 Graziano and Bryant (1988) found that high self-control reacted to bogus bio feed back. When viewing slides of attractive people more so than low self-controllers. However no differentiation was made concerning the ability of high and low self-controllers to regulate internal state of self. The authors concluded that high self-controlled peoples are more susceptible to external stimuli than low self-controlled people and could not give a causative explanation.

 Singh (1989) conducted a study on disciplinary behaviour of aided and unaided school students with related to their performance in examination. He concluded that there is no significance difference among aided and unaided students in their classroom performance.

 Nasby (1990) conducted a study on self-regulation and private self-consciousness. He concluded that low self-controlled people were able to provide greater reliability across time than high self-controlled people.

 Rakesh *et al*, (1992) reported that high-self controlled people have high performance.

 Diominky (1994) conducted the study on early discipline and crime of adolescence. He concluded that people who are treated with democratic discipline do not showing much criminal behaviour than who do not treated with democratic discipline.

 The study conducted by Steinberg *et al*, (1996) to examine the impact of authoritarian discipline, in schooling and parental encouragement to succeed on adolescent school achievement in 9 high schools with approximately 6000 students. Result showed that authoritarian discipline led to better school performance by students and stronger school engagement.

 Douglas and Lennick (1999) conducted a study on self-control and adaptability of people under backward classes. In his study he concluded that people with high control showing better adaptability than people using low self-control.

 Gupta (2000) conducted a study on the variable self-control and emotional maturity. Through that study he concluded that these two variables at highly correlated.

 Shanty and Anita (2001) studied disciplinary practice and adolescent reaction to frustration. The investigation was undertaken to study the relationship between different disciplinary practice and reaction to frustrating situation in 40 adolescent girls whose mean age was 13 years. Analysis of the data showed that disciplinary practice were significantly related to the relations to frustration situation.

 R.P. Varma (2002) conducted a study on self-control and its effect on adjustment. He concluded that self-control variable and adjustment variable highly correlated.

 Gallimore (2004) conducted a study on discipline and self-monitoring. On the basis of his analysis self-monitoring helps the people to keep a well-disciplined generation.

 Review of these studies reveals the importance of self-control and disciplinary behaviour of people.

**ANALYSIS AND INTERPRETATION OF DATA**

 The main purpose of the present study was to investigate the influence of self control and sex on disciplinary behaviour of higher secondary school pupils. The collected and tabulated data were analysed using the statistical techniques like t-test, ANOVA.

 The statistical analysis of the consolidated data has been done based on the following objectives of the study.

1. To find out the influence of sex on disciplinary bahaviour.

2. To find out the influence of sex on self-control.

3. To compare the self control and disciplinary behaviour of rural and urban area.

**PRELIMINARY ANALYSIS**

 The important statistical properties of the scores of the variables under study were analyzed as a preliminary step. The mean, median, mode, kurtosis, skewness and standard deviation were computed for the whole sample.

**TABLE 4.1**

**Statistical constants of the Variables**

 **Self-control and disciplinary behaviour for the total sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **N** | **Mean** | **Median** | **Mode** | **S.D** | **Skewness** | **Kurtosis** |
| Self control | 480 | 212.292 | 212.00 | 212.00 | 6.738 | 0.771 | 1.101 |
| Dsciplinary behaviour | 480 | 201.908 | 201 | 201 | 4.214 | 0.195 | 0.076 |

 The above table reveals that for the variable, the three measures of the central tendency, mean, median and modes are equal. The extent of skewness or index of a symmetry is 0.771 that is the distribution is positively skewed. The measures of kurtosis is 1.101. That is, the curve is leptokurtic thus the statistical constants reveals that the variable self control is normally distributed, that is curve for self control is normal.

 For the variable disciplinary behaviour, the three measures of central tendency mean, median and mode are equal. Skewness is 6.195 which shows the curve is slightly positively skewed. The measures of kurtosis is 0.076. That is the curve is slightly leptokurtic. Thus the curve for the variable disciplinary behaviour approximately normally.

**TABLE 4.2**

**Statistical constants of the Variables Self-control and**

**disciplinary behaviour of Male Higher Secondary Students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **N** | **Mean** | **Median** | **Mode** | **S.D** | **Skewness** | **Kurtosis** |
| Self control | 240 | 211.704 | 211.00 | 212.00 | 6.576 | 1.041 | 2.636 |
| Dsciplinary behaviour | 240 | 202.37 | 202.00 | 201.00 | 4.179 | -0.011 | 0.103 |

 The above table reveals that for the variable, Self control, the three measures of the central tendency mean, median and mode are approximately equal. The extent of Skewness is 1.041 that is the distribution is positively skewed. The measures of Kurtosis is 2.636 that is the curve is leptokurtic. Thus the statistical constant reveals that the variable Self control is normally distributed.

 For the variable disciplinary behaviour, the three measures of central tendency, mean, median and mode are approximately equal The extent of skewness is –0.011 that is the distribution is negatively skewed. The measures of Kurtosis is 0.103 that is the variable is not normally distributed.

**TABLE 4.3**

**Important Statistical constants of the**

**Distribution of Mean scores of Female Higher Secondary**

**Students of the variables Self-control and Disciplinary behaviour**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **N** | **Mean** | **Median** | **Mode** | **S.D** | **Skewness** | **Kurtosis** |
| Self control | 240 | 212.879 | 212.00 | 206.00 | 6.860 | 0.532 | 9.172 |
| Dsciplinary behaviour | 240 | 201.43 | 201.00 | 201.00 | 4.204 | 0.298 | 0.280 |

 From the table it is clear that the measures of central tendencies, that is mean, median and mode for the two variable are approximately equal. Skewness of both the variables are positively skewed and kurtosis for the variable self control is 9. 72 while that of disciplinary behaviour is 0.28. For both the variable the curve is approximately normal.

**TABLE 4.4**

**Important Statistical constants of the**

**Distribution of Mean scores of Urban and Rural**

**Higher Secondary Students' Self-control and Disciplinary behaviour**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **N** | **Mean** | **Median** | **Mode** | **S.D** | **Skewness** | **Kurtosis** |
| Urban | 360 |  |  |  |  |  |  |
| Self control  |  | 212.37 | 212.00 | 212.00 | 6.714 | 0.743 | 1.127 |
| Disciplinary behaviour |  | 201.6 | 201.00 | 201.00 | 4.30 | 0.265 | 0.105 |
| Rural |  |  |  |  |  |  |  |
| Self Control |  | 212.042 | 211.00 | 205.00 | 6.832 | 0.865 | 1.145 |
| Disciplinary Behaviour |  | 202.83 | 202.00 | 201.00 | 3.814 | 0.106 | 0.166 |

 Table 4.4 shows that the measures of central tendencies obtained for the variable self control in urban areas are almost equal. For the variable disciplinary behaviour in urban area are also get approximate mean, median and mode. The measure obtained for skewness for the variable self control and disciplinary behaviours are 0.743 and 0.265 respectively. While kurtosis is 1.27 and 0.105 respectively.

 In the rural area also get equal measures for mean, median and mode for the two statistical variables. Skewness of the variables, Self Control and Disciplinary behaviour are 0.865 and 0.106 respectively. Kurtosis for the variable do not depart appreciably from that of normality. This suggest that Selected variables of the study fulfils the properties of a normal distribution.

**4.2. MAJOR ANALYSIS**

**TABLE 4.5**

**Data and Result of Test of Mean Scores of Disciplinary,**

**behaviour between Male and Female of Higher Secondary Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **Male** | **Female** | **t** | **Level of significance** |
| **N1** | **M1** | **SD1** | **N2** | **M2** | **SD2** |
| Disciplinary behaviour | 240 | 204.02 | 3.09 | 240 | 201.05 | 4.12 | 3.56 | 0.05 |

 The above table reveals that the mean score of male and female for the variable disciplinary behaviour is 204.02 and 201.65 respectively and that of standard deviation score are 3.09 and 4.12 respectively. While considering the 't' value it is very clear that the calculated value is higher than the table value at a significance level of 0.05 that is there is a significance difference in sex on disciplinary behaviour.

**TABLE 4.6**

**Data and Result of Test of
Mean Scores of Self Control between
Male and Female of Higher Secondary Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **Male** | **Female** | **t** | **Level of significance** |
| **N1** | **M1** | **SD1** | **N2** | **M2** | **SD2** |
| Self-Control | 240 | 211.70 | 6.576 | 240 | 212.88 | 6.86 | 2.87 | 0.05 |

 The above table reveals that the mean score of male and female for the variable self-control is 211.70 and 212.88 respectively and that of standard deviation score are 6.576 and 6.86 respectively. While considering the 't' value it is clear that the calculated value is greater than the table value at the significance level of 0.05 that is, there is a significance difference in sex in self control.

**TABLE 4.7**

**Data and Result of Test of Mean Scores**

 **of Self Control and Disciplinary behaviour**

 **Urban and rural area of Higher Secondary Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **Male** | **Female** | **t** | **Level of significance** |
| **N1** | **M1** | **SD1** | **N2** | **M2** | **SD2** |
| Self Control | 360 | 212.38 | 6.71 | 120 | 212.04 | 6.83 | 0.47 | NS |
| Disciplinary behaviour | 360 | 201.60 | 4.30 | 120 | 202.83 | 3.81 | -2.96 | 0.05 |

 The table shows that mean score in Urban and Rural area for the variable Self Control is 212.38 and 212.04 respectively and that of standard deviation is 6.71 and 6.83. While considering the t - value it is less than the calculated value.

 The mean scores in urban and rural area for the variable Disciplinary behaviour is 201.60 and 202.83 respectively and that of standard deviation is 4.30 and 3.81. While considering the 't' value at a significance level of 0.05 it is very clear that there is no significance difference exist between rural and urban area for the variable self-control but there is a significance difference exist between urban and rural area for the variable disciplinary behaviour.

**4.2.1 INVESTIGATION OF THE MAIN AND INTERACTION EFFECT OF VARIABLES**

**TABLE 4.8**

**Data and Result of
Two way ANOVA of Self-control and Sex
on disciplinary behaviour (Total Sample) (N=480)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sources of Variation** | **Sum of Squares** | **Degrees of freedom** | **Mean square of variance** | **F-value** | **Levels of significance** |
| Main effectSelf ControlSex | 1.284106.847 | 21 | 0.642106.847 | 0.0376.124 | NS0.05 |
| 2-way InteractionSelf Control X SexWithin cell | 126.1578270.117 | 2474 | 63.07917.448 | 3.615 | 0.05 |
| Total | 8503.967 | 479 |  |  |  |

 As per the table 4.8 it can be noted that the F-values obtained for main effect of self control, main effect of sex and 2 way interaction of Self control and Sex on disciplinary behaviour for the total samples are 0.037, 6.124 and 3.615 respectively. At 0.05 level of significance the F-value is greater than the table value that is we reject the Null hypothesis that is while considering the total sample there is a significance difference in the interaction effect of self control and sex on disciplinary behaviour.

**TABLE 4.9**

**Data and Result of Two way ANOVA of**

**Self-control and Sex on disciplinary behaviour of students (Urban)**

**(N=360)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sources of Variation** | **Sum of Squares** | **Degree of freedom** | **Mean square of variance** | **F-value** | **Levels of significance** |
| Main effectSelf ControlSex | 16.84723.738 | 21 | 8.42423.738 | 0.4591.293 | NSNS |
| 2-way InteractionSelf Control X SexWithin cell | 100.2596499.694 | 2354 | 50.13018.361 | 2.730 | NS |
| Total | 6636.400 | 359 |  |  |  |

 As per the table 4.9 it can be noted that the F - value obtained for main effect of Self control, main effect of sex and 2 way interaction of self control and sex in urban area of higher secondary students are 0.459, 1.293 and 2.730 respectively. Here the F-value less than the table value. So we accept Null hypothesis that is there is a no significance difference in the interaction effect of Self control and sex on disciplinary behaviour in the urban area higher secondary students.

**TABLE 4.10**

**Data and Result of
Two-way ANOVA of Self-control and Sex on
disciplinary behaviour of students (Rural)(N=120)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sources of Variation** | **Sum of Squares** | **Degree of freedom** | **Mean square of variance** | **F-value** | **Levels of significance** |
| Main effectSelf ControlSex | 31.726167.464 | 21 | 15.863167.464 | 1.20112.674 | NS0.05 |
| 2-way InteractionSelf Control X SexWithin cell | 24.6181506.28 | 2114 | 12.30913.213 | 0.932 | N.S |
| Total | 1730.667 | 119 |  |  |  |

 From the table 4.10 it can be clear that the F - value obtained for Main effect of Self control, main effect of Sex and 2 way interaction of Self control and Sex on disciplinary behaviour in the rural area 1.201, 12.674 and 0.932 respectively. Here while considering the interaction effect, the F-value is less than table value. So we accept Null hypothesis at a significant level 0.05. That is there is no significance difference in the interaction effect of Self control and sex on disciplinary behaviour in the rural area of higher secondary students.

**CONCLUSION**

 The analysis of the data helped the investigator of reach the following conclusion.

1. There is a significance difference in sex on disciplinary behaviour of higher secondary students.

2. There is no significance difference in sex on self-control of higher secondary students.

3. There is no significance difference between Rural and Urban area in self-control but there is a significance difference between rural and urban area in disciplinary behaviour of higher secondary students.

4. There is a significant difference in the interaction effect of Self-control and Sex on disciplinary behaviour of the total sample of higher secondary student.

5. There is no significant difference in the interaction effect of self control and sex on disciplinary behaviour of the urban higher secondary students.

 6. There is no significant difference in the interaction effect of self control and sex on disciplinary behaviour of the rural higher secondary students.

**SUMMARY OF PROCEDURE, FINDINGS AND SUGGESTIONS**

 This chapter highlights the significant stages of the study, the important findings, their educational implications and suggestion for further research.

**5.1. STUDY IN RETROSPECT**

 The various aspects related to the different stages in the extension of the present study like the problem, variables, hypothesis, methodology are reviewed retrospectively.

**5.1.1. RESTATEMENT OF THE PROBLEM**

 The study was entitled as "INFLUENCE OF SELF CONTROL AND SEX ON DISCIPLINARY BEHAVIOUR OF HIGHER SECONDARY SCHOOL PUPILS."

 The present study as stated earlier was intended to examine the influence of Self Control and Sex on disciplinary behaviour of Higher Secondary School pupils.

**5.2. VARIABLES**

 The variables selected for the study were the following:

**5.1.2.1. Independent variable**

 Self Control and Sex were treated as Independent Variable.

**5.1.2.2. Dependent Variable**

Disciplinary behaviour was treated as dependent variable.

**5.1.3. OBJECTIVES AND HYPOTHESIS**

 Objectives and hypothesis formulated for the present study are the following:

**5.1.3. OBJECTIVES OF THE STUDY**

 The following were the objectives of the study.

5.1.3.1.1. To find out the influence of Sex on disciplinary behaviour.

5.1.3.1.2. To find out the influence of Sex on Self Control.

5.1.3.1.3. To compare the Self Control and Disciplinary behaviour of Rural and Urban area.

5.1.3.1.4. To find out whether there is any significant difference in interaction effect.

**5.1.3.2. HYPOTHESIS OF THE STUDY**

 Hypothesis formulated for the present study are the following.

5.1.3.2.1. There will be no significant difference in sex on disciplinary behaviour of higher secondary school pupils.

5.1.3.2.2. There will be no significant difference in sex on self control of higher secondary school pupils.

5.1.3.2.3. There will be no significant difference between rural and urban area in self control and disciplinary behaviour of Higher Secondary School Pupils.

5.1.3.2.4. There will be no significant difference in the interaction effect of self control and sex on disciplinary behaviour.

 (a) Total area/sample

 (b) Urban area

 (c) Rural area

**5.1.4. METHODOLOGY**

 The methodology of the present investigation is briefly described below.

**5.1.4.1 Sample for the Study**

 The sample taken for this study is 500 Higher Secondary School Pupils various district in Kerala State. The sample of the study was selected giving due representation to sex and locale.

**5.1.4.2. Tool used for the Study**

 For this study the tool used for measuring the variables are "Self Control Inventory and Disciplinary behaviour Inventory."

**5.1.4.3. Statistical Techniques used for the Analysis of Data**

(1) Test of Significant of difference between means for different categories.

(2) Analysis of variance (ANOVA).

**5.1.5. MAJOR FINDINGS OF THE STUDY**

 The major findings of the study are the following. For analysis 3 mean comparison and three ANOVA were done to find out the influence of Self Control and Sex on disciplinary behaviour of higher secondary school pupils.

1) Comparison of mean scores of Male and Female for the variables of Self Control and Disciplinary behaviour of Higher Secondary School Pupils.

**TABLE 5.1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Variables** | **Male****N1** | **Female****N2** | **t-value** | **Level of Signi-ficance** |
| 1 | Disciplinary behaviour | 240 | 240 | 3.56 | 0.05 |
| 2 | Self Control | 240 | 240 | 2.87 | 0.05 |

 From the table it is concluded that there is a significant difference in Male and Female in there disciplinary behaviour and Self Control at 0.05 significant level.

(2) Comparison of mean scores of urban and rural area for the variables of Self Control and Disciplinary behaviour of higher secondary school students.

**TABLE 5.2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Variables** | **Urban** | **Rural** | **t-value** | **Level of Signi-ficance** |
| 1 | Self Control | 360 | 120 | 0.47 | NS |
| 2 | Disciplinary behaviour | 360 | 120 | -2.96 | 0.05 |

 From the table it is concluded that there is no significant difference between Urban and Rural area in their Self Control but at 0.05 significant level there exist a significant differences between urban and rural area in there disciplinary behaviour of higher secondary school pupils.

3) Summary of the Analysis of variance with respect to the Self Control and Sex on disciplinary behaviour of Higher Secondary School Pupils.

**TABLE 5.3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **Samples** | **F-value** | **Level of Significance** |
| Self Control × Sex | Total | 3.615 | 0.05 |
| Self Control × Sex | Urban | 2.730 | NS |
| Self Control × Sex | Rural | 0.932 | NS |

 From the table 5.3 it was concluded that there is no significance difference in the interaction effect of Self control and Sex on disciplinary behaviour of higher secondary school pupils in the urban and rural area at 0.05 significant level but while considering the total sample there exist a significant difference in the interaction effect of self control and sex on disciplinary behaviour of higher secondary school pupils.

**5.1.6. TENABILITY OF HYPOTHESIS**

 Based on the findings tenability of hypothesis set for the study were reviewed six hypothesis were formulated and tested.

 Hypothesis I States that there will be no significant difference in sex on disciplinary behaviour of higher secondary students. But the study revealed that there is a significant difference in sex on disciplinary behaviour of higher secondary school pupils.

 Hypothesis II states that there will be no significant different in sex on self control of higher secondary school pupils. But the study revealed that there is a significant difference in sex on self control of higher secondary students.

 Hypothesis III states that there will be no significant difference between rural and urban area in there self control and disciplinary behaviour. The study revealed that there is no significant difference between rural and urban area in self control but there is a significant difference between rural and urban area in self control but there is a significant difference between rural and urban area in disciplinary behaviour of higher secondary school pupils.

 Hypothesis IV states that there will be no significant difference in the interaction effect of self control and sex on disciplinary behaviour of the total sample of higher secondary school pupils. The study revealed that there is a significant different in the interaction effect of self control and sex on disciplinary behaviour of the total sample of higher secondary school pupils.

 Hypothesis V states that there will be no significant difference in the interaction effect of self control and sex on disciplinary behaviour of the urban higher secondary school pupils. The study also revealed that there is no significant difference in the interaction effect of self control and sex on disciplinary behaviour of the urban higher secondary school pupil.

 Hypothesis VI states that there will be no significant difference in the interaction effect of self control and sex on disciplinary behaviour of the rural higher secondary students. The study also revealed that there is no significant difference in the interaction effect of self control and sex on disciplinary behaviour of the rural higher secondary school pupils.

**5.1.7. EDUCATIONAL IMPLICATION**

 The present study has helped to find out the influence of self control and sex on the disciplinary behaviour of higher secondary school pupils. The value of research in education lie in the implication of the study.

 This study revealed that there is a significant difference in sex on self control and disciplinary behaviour. Based on these findings some practical suggestion offered will be helpful to increase self control and disciplinary behaviour of higher secondary school pupils. We can adopt yogas and personal counsellings for higher secondary students. While considering the interaction effect of self control and sex on disciplinary behaviour there exist a significant difference. Through this findings we try to adopt new technique and approaches self control and through this we can control the spreading of indisciplinary behaviour of adolescence. First up as all the needs and desirability of the adolescence has to be identified and apply a suitable approach inorder to control the indisciplinary behaviour.

**5.1.8. SUGGESTIONS FOR FURTHER RESEARCH**

 The findings of the present study made the investigator to suggest the following problems for further research.

1. Influence of Self Control and Sex on disciplinary behaviour of Secondary students.

2. A comparative study of secondary and higher secondary students in the self control and disciplinary behaviour.

3. Influence of Self Control and Sex as disciplinary behaviour of higher secondary students in the Government and Private school.

4. Influence of Self Control and Sex on disciplinary behaviour of higher secondary students in the Malabar area.

5. Influence of Teachers in the development of Self Control and disciplinary behaviour of Secondary School Pupils.

**BIBLIOGRAPHY**

Aggarwal, J.C. (1997). *School organisation and mangagement* (3rd ed). New Delhi; Doaba House, Book sellers and publishers.

Aggarwal, J.C. (2001). *Teacher and Education in a developing society*. New Delhi; Vikas publishing house private limited.

Albert, L. (1989). *A teachers guide to cooperative discipline, How to manage your classroom and promote self-esteem.*  America: Corde press.

Anand, S.P. (2000). *ABCs of guidance in education*, Bhubaneswar: Page setter publication.

Arcano, S.J. (1997). *Quality in education*, New Delhi; Variety books international.

Berk, L.E. (1989). *Child development* (2nd edn.) Illinois State University, Allyn and Bacon.

Best, J.W. & Khan, V.J. (1996). *Educational Administration, emerging trends*, New Delhi; Kanishka.

Best, J.W & Khan, V.J. (2005). *Research in Education*, New Delhi; Printice Hall of India Private Limited.

Bhantnagar, R.P. & Varma, I.B. (1978). *Educational supervision and organisational behaviour,* Meerat, Royal book depart.

Blishen, E. (1969). *Encyclopaedia of education*. London; W & Baird limited.

Buch, M.B. (1988). *Fourth survey of research in education,* New Delhi: NCERT.

Buch, M.B. (1992). *Fifth survey of research in education.* New Delhi NCERT.

Buch, M.B. (1998). *Sixth survey of research in education,* New Delhi; NCERT.

Chandra, (2002).  *Management and administration.* University News, 40 (51), 12-16.

Chandran, J.S. (1997). *Management concepts and strategies*. New Delhi: Vikas Publishing house private limited.

Chaube, S.P & Chaube, A. (1995). *School organisation*, Delhi; Vikas publishing house private limited.

Chaube, S.S. (1983). *Innovation in teaching learning process*. New Delhi. Vikas Publishing House.

Chester, W.H. (1964). *Encyclopaedia of Educational research.* New York: Macmillan and Company.

Dale, E. (1969).  *Management theory and practice*. New York: Mac Graw Hill.

Deighton, L.C. (1971). *The enclopaedia of Education*. New York; The Macmillan Company and the Free press.

Desai, V. (1975). Education in India. *Journal of Indian education* 1, 98.

Dosajh, N.L & Sharma, S. (1990). Impact of guidance and counselling on academic achievement. *Recent trend in education,* 1 (2), 20-30.

Duke, L. (1980).  *Managing students behavioural problems*. New York: Teachers College Press.

Fontana, D. (1987).  *Classroom control*. London; British Psychological Society.

Garret, H.E. (2004). *Statistics in Psychology and education*. New Delhi: Paragon International Publishers.

Glasser, W. (1990).  *Quality school.* New York: Harper and Row.

Good, C.V. (1963). *Introduction to educational research.* New York: Appletion Century Cofth.

Government of India (1957).  *Report of the secondary education commission,* 1952-52 Madras: Ministry of education.

Government of India (1966). *Report of education commission*, 1964-66, New Delhi: Ministry of education.

Gupta, N.C. (1998). *New education policy, a new era in education.*  Ajmir: Krishna brothers.

Hall, S.G. (1989). *Encyclopaedia of educational problems.* New Delhi: Anmol Publications.

Harmesh, L. (1987). Strategies of improving quality education.  *The primary teacher*, 12, 20-28.

Herold, E. & Mitzal, (ed.) (1982). *Encyclopedia of Educational research.* New York: Collier Macmillan Publishers.

Husen, T. (1994).  *The International Encyclopedia of Education.* Exeter: BPC Whenton Limited.

Kaushik, V.K. & Sharma, S.R. (1997).  *School administration organisation.* New Delhi: Anmol Publication Pvt. Limited.

Marmar, G.S. Poulose, R.W. Poulouse (1979). *Developmental Psychology,* New Delhi: Prentice-Hall of India.

Martin, J. & Sugarman, J. (1992). *Model of classroom Management.* Washington: Deseli Ltd.

Mischel, W. (1981). *Introduction to Personality*, (3rd edn). Standford University, Holt, Renehart and Winston.

Mohanty, J. (1990). *Educational Administration Supervision and Management.* New Delhi: Deep and Deep publications.

Mowrer, O.H. (1947). Discipline and Mental Health, *Harward Educational Review,* 17, 284-296.

Nayak, K. (1994). *Administration and supervision of primary school.*  New Delhi: Deep and Deep Publications. NCERT (1998). Sixth All India Educational Society

Pandey, Saroj. (2001). Corporal punishment in schools. *New Frontiers in Education,* 31 (3), 347-353.

Patrick, Manu (2001). A model classroom, How to create it. *New frontiers in education* 31 (3), 340-346.

Praveen, Manoj (1999). Justifying punishment to control learning. *The primary teacher,* 24, 18-21.

Rao, Narayanan, S. (1990). *Educational Psychology,* New Delhi; Wiley Eastern Limited.

Reilly, Robert. R. (1983). *Applications for classroom Learning and Instruction,* Educational psychology, New Delhi; VMT publications.

Schdeva, M.S, (2000). *School organisation, administration and management.* Ludhiyana; Tandon publications.

Sharma. (2002). *Philosophical and Sociological foundation of education,* Agra; Narain Publishers.

Sharma, R.A. (2001).  *Fundamentals of guidance and Counselling*. Meerat; Surya Publications.

Singh and Arunkumar (1996). *Self-regulation*, Agra: National Psychological Co-operation.

Smith, E.W. and Atkinson, M.M. (1967). *The educational encyclopedia*. USA; Prentice Hall Inc.

Sreepriya, C. (2005). *Guidance needs of Higher Secondary School students*. Unpublished M.Ed dissertation, University of Calicut.

Verma, Sing, M.K.C. (1998). Perceived causes of behaviour problems among Indian Adolescents, *Psycho-Lingua,* 28 (2): 151-158.

**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**SELF CONTROL INVENTORY**

Dr. BINDHU. C.M SAVEESH KUMAR. A

Senior Lecturer M.Ed

Farook Training College Natural Science

**Instructions:-**

The following are the statements about the self-control of an individual. Read each statement carefully and put an 'X' mark in the appropriate circle indicating how far the statement is true and about you.

 I hereby declare that all these details will be kept confidential and be used only for research purpose.

Example: Strict control in the class causes psychological agitation with in me

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |
| ⭘ | ⭘ | **⊗** | ⭘ | ⭘ |

1. I have a hard time breaking bad habits.
2. I change my mind fairly often.
3. I say inappropriate things.
4. People would describe me as impulsive.
5. I do even bad things if they are enjoyable.
6. I keep everything neet.
7. Getting up the morning hard for me.
8. I spent a little time for reading.
9. I change my work style in accordance with the conditions.
10. I find time for talking with my friends.
11. Sometimes learning may feel broad.
12. With related to my learning process I receive help from others.
13. I am interested in sports item.
14. I use excess drugs.
15. I refuse things that are bad for me.
16. There were acts from me, which disturb others.
17. I do things without expecting any profit.
18. I can't stop myself from doing something even if I know its wrong.
19. I try to be truthful.
20. I am lazy.
21. I like to her others appreciating me.
22. I quite interest in my learning process.
23. I help others in learning process.
24. I do things that are adverse for others.
25. I give consideration to all kinds of work.
26. I adjust with my learning atmosphere.
27. I do stand firm in my belief.
28. I am able to work effectively towards better goals.
29. I lose my temper too easily.
30. I wish to be a well disciplined one.
31. I try to be respectful towards my elders.
32. I respect teachers.
33. I spent more time to watch TV than learning.
34. Sometimes I lie.
35. I depend others even to achieve small goals.
36. I am a talkative.
37. I happily accepts others achievements.
38. I am modelled upon others in good things.
39. I think before doing things.
40. I spent too much money.
41. I am reliable.
42. I would like to be free hand on holidays.
43. I interrupt people.
44. I evaluate whether my doings are good or bad.
45. I lie for simple things.
46. My learning process is interrupted by my habit of seeing films.
47. I try to be a model for others.

**APPENDIX IV**

**FAROOK TRAINING COLLEGE**

**DISCIPLINARY BEHAVIOUR INVENTORY**

Dr. BINDHU. C.M SAVEESH KUMAR. A

Senior Lecturer M.Ed

Farook Training College Natural Science

**Instructions:-**

The following are the statements about the disciplinary behaviour of an individual. Read each statement carefully and put an 'X' mark in the appropriate circle indicating how far the statement is true and about you.

 I hereby declare that all these details will be kept confidential and be used only for research purpose.

Example: I am trying to keep quite while at the classroom

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |
| **⊗** | ⭘ | ⭘ | ⭘ | ⭘ |

1. I reaches the class half an hour before the school time.
2. I usually read newspapers.
3. I do the homework, which are given from the schools.
4. I co-operate with my classmates.
5. I got to school without wearing uniform.
6. I like teachers who teaches well.
7. I try to keep quite while teaching.
8. I would like to sit at the last bunch.
9. I copy the homework from my friends.
10. I am truthful to my friends.
11. I consider the opinion of my friends.
12. I ask permission from class teacher before taking the leave.
13. I am not much interested in attending the class test.
14. I respect teachers only because of fear.
15. I engaged in sports on holidays.
16. I answer the questions in the classroom.
17. I like teachers who are friendly to me.
18. I hate some classmates.
19. I express my disagreements to my friends in certain matters.
20. I like to leave the school before school time.
21. I publically discard some friends.
22. I fear even at the presence of headmaster.
23. I demark some teachers negatively.
24. I take leave even for simple issues.
25. I ask doubt about certain things.
26. I learn things discussing with my friends.
27. I respect teachers than parents.
28. I felt that teaching is a reputable work.
29. I copy from my friends during examination.
30. During the afternoon periods I sleep.
31. I conveniently avoid few from my friendship.
32. I complaint to the parents about my teachers.
33. I compare my teachers.
34. I do the assignment regularly.
35. I talk during the class hours.
36. I do not like to attend the classes on the day of class test.
37. I write dairy.
38. I do participate in co-curricular activities.
39. I have no interest to do homework.
40. Before taking important decision I discuss with my friends.
41. I obey all rules of the school.
42. I spent my time unnecessarily.

**APPENDIX V**

**LIST OF SCHOOLS**

|  |  |
| --- | --- |
| Sl. No. |  Name of Schools |
| 1. | G.H.S.S., MANJERI |
| 2. | G.G.H.S.S, MALAPPURAM |
| 3. | GANAPATH H.S.S., FEROKE |
| 4. | G.H.S.S., PATTAMBI |
| 5. | C.M.H.S.S., TRIVANDRUM |
| 6. | A.P.H.S., PETTA |
| 7. | G.H.S.S., GURUVAYOOR |
| 8. | VENERNI H.S.S., FEROKE |
| 9. | CALICUT GIRLS H.S.S., CALICUT |
| 10. | G.V.H.S.S., THRISSUR |
| 11. | G.V.H.S.S., MANKADA |
| 12. | K.S.H.S.S., KANOOR |
| 13. | M.T.H.S.S., VADAKUNNU  |

**RESPONSE SHEET**

|  | Always | Often | Some times | Rarely | Never |
| --- | --- | --- | --- | --- | --- |
| 1 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 2 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 3 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 4 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 5 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 6 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 7 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 8 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 9 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 10 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 11 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 12 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 13 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 14 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 15 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 16 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 17 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 18 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 19 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 20 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 21 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 22 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 23 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 24 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 25 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 26 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 27 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 28 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 29 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 30 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 31 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 32 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 33 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 34 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 35 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 36 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 37 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 38 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 39 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 40 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 41 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 42 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 43 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 44 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 45 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 46 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 47 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |

**RESPONSE SHEET**

|  | Always | Often | Some times | Rarely | Never |
| --- | --- | --- | --- | --- | --- |
| 1 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 2 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 3 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 4 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 5 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 6 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 7 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 8 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 9 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 10 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 11 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 12 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 13 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 14 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 15 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 16 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 17 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 18 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 19 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 20 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 21 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 22 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 23 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 24 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 25 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 26 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 27 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 28 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 29 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 30 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 31 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 32 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 33 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 34 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 35 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 36 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 37 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 38 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 39 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 40 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 41 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
| 42 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |