**EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT
OF STUDENT TEACHERS IN
MALAPPURAM DISTRICT**

**THAHIRA K.K.**

**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, THAHIRA K.K., do hereby declare that this dissertation, **EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT OF STUDENT TEACHERS IN MALAPPURAM DISTRICT** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College,

 .06.2007. **THAHIRA K.K.**

**Dr. A. Hameed**

Lecturer in Education

Farook Training College

Farook College P.O.

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

 I, Dr. A. HAMEED, do hereby certify that this dissertation, **EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT OF STUDENT TEACHERS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Thahira K.K.** under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College, **Dr. A. Hameed**

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

**ACKNOWLEDGEMENT**

 The investigator underlines that the sense of profound indebtedness which she undoubtedly owes to her supervising teacher, **Dr. A. Hameed**, Lecturer in Education, Farook Training College, can't be expressed in words. He has been an unending source of inspiration, a spring of corrective suggestions which have been boost for the investigator from the beginning to the end.

 The investigator is also thankful to the Principal, **Dr. S. Nirmala Devi**, Farook Training College, for all the valuable assistance provided during the study. The investigator expresses her sincere thanks to all the teaching and non-teaching staff of Farook Training College who provided all possible help in conducting the study. The investigator is highly thankful to **Dr. G. Manoj Praveen**, Lecturer, Farook Training College, for permitting to modify and use Social Adjustment Scale.

 The investigator expresses her sincere thanks to the Heads, Teachers and Student Teachers of the various Teacher Training Institutes of Malappuram district who co-operated with all enthusiasm during the collection of data required for the study.

 The investigator putsforth special thanks to **Dr. K. Manikandan**, Lecturer in Psychology, Farook College, for the analysis of data.

 The investigator profoundly thanking M/s Bina Photostat, Chenakkal, for typing the report.

 The investigator acknowledge the immense moral support and encouragement received from her family and classmates who have been a constant source of inspiration for the study.

 Above all it is true that it is the grace and blessings of **GOD ALMIGHTY** which made this endeavour a success.

Farook Training College,

 .06.2007. **THAHIRA K.K.**

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## CHAPTER 1

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**1.2. Statement of the Problem**

**1.3. Definition of Key Terms**

**1.4. Variables of the Study**

**1.5. Objectives**

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 Education stands for the development of an integrated personality of an individual who in turn has to fulfil the duty of being the unit of a healthy society. Mere gathering of information or acquiring knowledge is not education. Development of a toddler in to a truly educated adult depends on a large numbers of factors in which the home, the school, the teacher, the books, the environment and the society all play an important role. Education is fundamentally an interpersonal process involving teachers and students, aimed at transmitting knowledge, skills and culture from one generation to the next.

 Education is highly acclaimed as the most essential pre-requisite for human development. It is the only instrument which helps to bring intellectual, social, political and cultural changes. Redden (1956) states, "Education is the deliberate and systematic influence exerted by the mature person up on the immature, through instruction, discipline, and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being, according to individual and social needs and directed towards the union of the educated with his creator as the final end".

 The two important functions of education are intellectual development of pupils and the promotion of individual development, that is emotionally and socially. If an individual is emotionally disturbed or socially maladjusted, his personality can't take place in a proper manner. Education helps an individual to lead life in a perfect manner. Various spheres of human life are characterised by adjustment process and emotional development. Adjustment and emotional development are important, since they affect classroom learning and development of desirable behaviour. Only effective teachers can materialize policies and plans of education in the classroom at grass root level. In order to perform his role effectively, a teacher should be intelligent, Matured in Emotions and Socially Adjusted.

 Emotional Maturity is a new concept in the field of education. It is generally assumed that all adults are matured. But without Maturity in Emotions, life would be mechanical and dull. "Emotional Maturity is a state or condition having reached an adult level of emotional development therefore no longer displaying emotional pattern appropriate to children. Most adults experience the same emotions as children but suppress or control them better, particularly in social situations" (Woodworth, *et al*., 1996).

 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. Social Adjustment is one of the important areas of adjustment. It is a 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 environment (Basavanna, 2000). Social Adjustment is a signal of harmonious relationship between a man and his environment.

 In the educational process, the personality of a teacher is very important and the proper organization of their Emotions and Social Adjustment is also essential. "Emotional Maturity of teachers regulate themselves very efficiently and remain the source of inspiration to every students" (Bansibihari and Surwade, 2006). "Emotionally Matured and Socially Adjusted teachers can influence every students positively" (Nagaraj, 1988) such teachers are highly respected by all students.

**1.1. NEED AND SIGNIFICANCE**

 In the past, education gave more importance to intellectual domain of the students. To say that a person is more intelligent than another can only mean that he acts more intelligently most of the time. Research has continually shown that ranks at school or a high I.Q. can't predict increasingly who will be successful and who willn't be. Academic intelligence has little to do with emotional life. People with high I.Q.s can be stunningly poor pilots of their private lives. In the modern world, intelligence is not more important than interpersonal competence. Thus the role of affective domain has become increasingly relevant with in the field of education.

 Education is not only an instruction. In fact, instruction is only a means for furthering the ends of education. Education stands for all round development. Education takes into consideration all those factors that influence man from birth to death. Considering this wide view of education, the teacher must know the laws that govern the growth of human personality because the teacher is the pivot in any system of education and the whole system of education revolves around him.

 A teacher should be an Emotionally Matured one, otherwise he may reacts to difficulties with bitterness, resentment, despair, anger, or he may commit any mistakes in his classroom. Emotional Maturity of a teacher helps to make his teaching successful. So that an Emotionally Matured teacher can create a climate of trust in his classroom, help students and recognise their feelings and expressions. A teacher should help students to recognise emotions in others, and provide strategies to recognise their cultural difference in emotional expression.

 The Student Teachers of the present are prospective teachers. Being models, teacher's personality traits have deep impact on the pupils. Thus teacher plays an important role in school. The teacher must be Emotionally Matured. He must be free from worries and frustration. As a prospective teacher, Student Teachers also should attain Emotional Maturity. Then only they can teach effectively. An Emotionally immatured teacher can't do justice to his work. Emotional Maturity helps them to take responsibility of teaching successfully and keep their relationship with students in a harmonious manner.

 Since an individual lives in the society and interacts with the people with different behaviour and nature, the question of social adjustment becomes much relevant. More over, adjustment of, students at home and educational institutions is a burning issue of the recent years. Suicide, crimes, dishonesty etc., have become so common among students that the prevention of these serious maladjustments is to be taken not only individual level but community level also.

 Recent researches shows the importance of social intelligence in the classroom (Goleman, 1995; Nancy Canter, 2000). Due to this, the Social Adjustment of an individual is not to be considered as negligible. Social Adjustment help a student to adjust in his educational life definitely (Dutta, 1998; Usha, 2003). It influences adulthood behaviour too. Social Adjustment is the ongoing activity by which a person attempts to satisfy his needs in terms of his roles and his position in the society. For acquiring Social Adjustment, Emotional Maturity is very necessary.

 A teacher is an important part of the society. He can't live isolated from beliefs, customs, and manners of the society. He is not only a communicator but also a motivator and a co-ordinator between school and the society. A teacher should be Socially Adjusted for overcoming learning problems and instructional problems. Socially Adjusted teacher can make good relationship with pupils and teachers, feeling socially acceptable, understanding group goals etc. Thus, as a prospective teacher, a Student Teacher must be a Socially Adjusted person. He/She must maintain good relations with his colleagues, pupils, parents and general public. He must be able to mix well with people. Only then he will be able to develop social adjustment in the students.

 Today, the maladjustment problems and emotional problems of students and teachers is a serious concern in education. Therefore, more and more exploratory studies are needed and thereby important factors which influence Emotional Maturity and Social Adjustment can be found, so that these problems can be minimized. A review of related studies reveals the paucity of such a study in Kerala situation. Due to this, the present study is highly significant to analyse the Emotional Maturity and Social Adjustment of Student Teachers.

**1.2. STATEMENT OF THE PROBLEM**

 The present generation faces a wide chain of challenges like Psychological Problems, Social Problems, Moral Problems etc. Our social environment is lacking good manners. As the teachers are an important part of the society, they should have the ability to counter these challenges and to remain an active member of the society. For this, he has to acquire the characteristics of an Emotionally Matured and Socially Adjusted person. As prospective teachers, Student Teachers also have to attain these characteristics. Thus the present study is an investigation of Emotional Maturity and Social Adjustment of Student Teachers. Hence, the present study is entitled as EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT OF STUDENT TEACHERS IN MALAPPURAM DISTRICT.

**1.3. DEFINITION OF KEY TERMS**

 The definition of the key terms, used in the title of the study are given below.

**1.3.1. Emotional Maturity**

 Emotional Maturity is the emotional pattern of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and is now fitted to deal successfully with readily and to participate in adult love relationship with out undue emotional strain (Good, 1959).

**1.3.2. Social Adjustment**

 Social Adjustment is a harmonious relationship between one's self and other people; requires understanding of one's self; suitable relationship with parents and siblings, desirable relationships in neighbourhood and community, and eventually, established long term congenial relationships with contemporaries, involves a continuous modifications of personality (Good, 1959).

**1.3.3. Student Teachers**

 It stands for the students who are studying at the teacher training institutes of Kerala State for the purpose of getting Teacher Training Certificate.

**1.4. VARIABLES OF THE STUDY**

 The present study involves the following variables.

1.4.1. Emotional Maturity and

1.4.2. Social Adjustment

**1.5. OBJECTIVES**

 The objectives formulated for the study are as follows.

1.5.1. To find out the level of Emotional Maturity of Student Teachers.

1.5.2. To find out if there is any difference in Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution.

1.5.3. To find out the level of Social Adjustment of Student Teachers.

1.5.4. To find out if there is any difference in Social Adjustment of Student teachers with respect to Gender and Type of the Institution.

1.5.5. To find out the relation, if any, between the Emotional Maturity and Social Adjustment of Student Teachers.

**1.6. HYPOTHESES**

 Following hypotheses were set for the study.

1.6.1. There is no significant difference in Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution.

1.6.2. There is no significant difference in Social Adjustment of Student Teachers with respect to Gender and Type of the Institution.

1.6.3. There is no significant relation between Emotional Maturity and Social Adjustment of Student Teachers.

**1.7. PROCEDURE**

 The procedure adopted for the present study is discussed in the following sections.

**1.7.1. Sample for the Study**

 The study was conducted on a sample of 600 Student Teachers belonging to various teacher training institutes of Malappuram district. The sample was drawn by stratified random sampling technique giving due representation to Gender and Type of the Institution.

**1.7.2. Tools Used for the Study**

 The investigator used the following tools for the present study.

1.7.2.1. Scale of Emotional Maturity - SEM (Hameed and Thahira, 2007)

 The Scale of Emotional Maturity (SEM) developed and standardized by Hameed and Thahira (2007) was used to measure the Emotional Maturity of Student Teachers.

**1.7.2.2. Social Adjustment Scale (Praveen and Asmabi, 2005)**

 The second variable, Social Adjustment was measured using the Social Adjustment Scale developed and standardised by Praveen and Asmabi (2005).

**1.7.3. Statistical Techniques Used for Analysis**

In the present study, the collected data were analysed using the following statistical techniques.

1.7.3.1. Percentiles

1.7.3.2. Mean Difference Analysis

1.7.3.3. Pearson's Product Moment Coefficient of Correlation (r)

**1.8. SCOPE AND LIMITATIONS OF THE STUDY**

 The present study is an attempt to find out the level of Emotional Maturity and Social Adjustment of Student Teachers of Malappuram district. It investigates the level of Emotional Maturity and Social Adjustment of male and female Student Teachers. For the collection of data, the investigator developed a Scale of Emotional Maturity (SEM) with the help of the supervising teacher. The scale is suitable for measuring the Emotional Maturity of Student Teachers at various stages. It is also suitable for measuring the Emotional Maturity of graduate students and post-graduate students, who are studying for different courses.

 The study was conducted on a sample of 600 student teachers in Malappuram district. Even though much precaution were taken to make the study as objective as possible, certain limitations had crept in to the study. They are as follows:

1.8.1. The investigator selected the students of Teacher Training Institutions only.

1.8.2. Though the study was intended to carry out on a sample of students of Teacher Training Institutions, the investigator selected a sample from second year students only.

1.8.3. The sample of the study is confined to one district of Kerala State only i.e., Malappuram, due to time constraint.

1.8.4.The investigator limited the sample size to 600 Student Teachers only.

1.8.5.The investigator used only the statistical techniques like percentiles, Mean Difference Analysis and Correlation t-test and correlation, for the analysis of data.

Inspite of the above limitations, the investigator has attempted to make the study as much objective and valid as possible and hopes that the findings of the study will yield fruitful results.

**1.9. ORGANISATION OF THE REPORT**

 The organisation of the present research report is as follows. The report has been presented in 5 chapters and each chapter is explained in the relevant sub units.

**Chapter I INTRODUCTION**

* 1. Need and Significance
	2. Statement of the Problem
	3. Definition of Key Terms
	4. Variables of the Study
	5. Objectives
	6. Hypotheses
	7. Procedure
	8. Scope and Limitations of the Study
	9. Organisation of the Report

**Chapter 2 REVIEW OF RELATED LITERATURE**

2.1. Theoretical Framework of the Variables.

* + 1. Emotional Maturity
		2. Social Adjustment

2.2. Review of Related Studies

2.2.1. Studies on Emotional Maturity

2.2.2. Studies on Social Adjustment

**Chapter 3 METHODOLOGY**

* 1. Variables of the Study
	2. Objectives and Hypotheses
	3. Procedure

**Chapter 4**

* 1. Preliminary Analysis
	2. Level of Emotional Maturity of Student Teachers for Total Sample and Subsamples
	3. Comparison of the Mean Scores of Emotional Maturity With Respect to Gender and Type of the Institution.
	4. Level of Social Adjustment of Student Teachers for Total Sample and Subsample
	5. Comparison of the Means Scores of Social Adjustment With Respect to Gender and Type of the Institution
	6. Estimation of the Extent of Relationship Between Emotional Maturity and Social Adjustment
	7. Conclusions

**Chapter 5 SUMMARY, FINDINGS AND SUGGESTIONS**

* 1. Study in Retrospect
	2. Major Findings of the Study
	3. Tenability of Hypotheses
	4. Educational Implications of the Study
	5. Suggestions for Further Research

### REVIEW OF RELATED LITERATURE

### The present study is an investigation in to the Emotional Maturity and Social Adjustment of Student Teachers in Malappuram District. For the purpose, the investigator tried to review almost all the available literature in this area and the studies from the year 1980 to 2006. The reviewed literature has been classified and presented under the following headings.

**2.1. THEORETICAL FRAMEWORK OF THE VARIABLES**

2.1.1. EMOTIONAL MATURITY

2.1.2. SOCIAL ADJUSTMENT

**2.2. REVIEW OF RELATED STUDIES**

2.2.1. STUDIES ON EMOTIONAL MATURITY

2.2.2. STUDIES ON SOCIAL ADJUSTMENT

**2.1. THEORETICAL FRAMEWORK OF THE VARIABLES**

 In this section, the most important theoretical viewpoints regarding the variables namely Emotional Maturity and Social Adjustment are dealt in detail by the investigator.

2.1.1. EMOTIONAL MATURITY

Emotions play quite a significant role in guiding and directing our behaviour. Emotional experiences are associated with some instincts or biological drives. An emotion is aroused under the current or influence of an instinctive excitement. Emotions are the product of perception. Perception of a proper stimulus is needed to start an emotional experience. Webster (1996) explains emotions as a complex state of arousal associated with varying degrees of physiological activation, conscious awareness of feeling with a specific cognitive label and a tendency to move the organism to action.

 Actually every emotional experience, involves feelings – a sense of response aroused in the heart. Feelings and emotions are affective experiences. There is only the difference of degrees. After perceiving a thing or a situation, feelings like pleasure or displeasure can be aroused. When the feelings are so strong as to disturb the mind and excite an individual to act immediately, they are turned in to emotions. Therefore, the urge to do or act is the most important emotional experience.

**2.1.1.1 . Development of Emotions and Emotional Maturity**

 The process of maturation and learning play effective role in the development of emotions in human beings. As the child grows, he may acquire various positive and negative emotions through his experiences and training. When an infant completes his six months, negative emotions (like fear, anger and jealousy etc) take the lead and then the positive emotions (like love, sympathy, enjoyment etc).

 Emotional development, after the stage of infancy, is thus totally concerned with the development of the ways and manner of expressing various positive and negative emotions. These ways and means of emotional expressions are learned through environmental experiences, formal as well as informal education and specialized training given to an individual right from his childhood. Whatever education, or training a person may get for the expression of his emotional behaviour during his childhood and adolescence, we expect from him a quite mature behaviour in terms of his emotional expression during his adulthood. Besides attaining maturity in terms of his physical and mental development, an adult should also demonstrate adequate maturity in terms of his emotional development.

 Maturity is a relative freedom from the well-known constellation of inferiority, egotism and competitiveness. The important attribute of maturity is a sense of reality. An Emotionally Matured person has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration.

 Emotional Maturity is the emotional pattern of an adult who has progressed through the inferior emotional stages characteristics of infancy, childhood, and adolescence and is now fitted to deal successfully with readily and to participate in adult love relationships without undue emotional strain (Good, 1959). Emotional Maturity is meant by an adult level of emotional development as opposed to childhood emotionality. (Basavanna, 2000). Emotional Maturity is that characteristics of emotional behaviour in one's day-today life. A person may said to be emotionally matured if he has in his possession almost all types of emotions – positive or negative and is able to express them at the appropriate time in an appropriate degree. Various psychologists have tried to define the term ‘Emotional Maturity’ in their own ways.

 Emotional Maturity is a state or condition of having reached an adult level of emotional development and therefore no longer displaying emotional patterns appropriate to children. The term Emotional Maturity often carried with it the implication of emotional control. Most adults experience some emotions as children but suppress or control them better, particularly in social situations (Wood worth, *et al*., 1996). Ann Landers (1989) defines Emotional Maturity as “the art of living in peace with that which we can’t change, the courage to change that which should be changed, no matter what it takes, and the wisdom to know the difference".

 Emotional Maturity as defined by Covey (1997) the balance between courage and consideration. If a person can express his feelings and convictions with courage, balanced with consideration for the feelings and convictions of other persons, he is mature particularly if the issue is very important to both the parties. Starks (2005) defined “Emotional Maturity as being able to accept the reality of people and things as they are, without needing them to be other than that”.

**2.1.1.2. Levels of Emotional Maturity**

Maurice (1990) has identified six components (levels) of Emotional Maturity. They are as follows.

**i) Emotional Responsibility**

 Emotional Responsibility means, a person realizes that he can no longer view his/her emotional states as the responsibility of external forces such as people, places, things, forces, fate and spirits. They can learn to drop expressions from their speech that show disownership of feelings and a helpless or victim attitude towards their feelings.

**ii) Emotional Honesty**

 Emotional Honesty concerns the willingness of the person to know and own, his/her own feelings. This is a necessary step to self-understanding and acceptance.

**iii) Emotional Openness**

 Emotional Openness concerns the person’s willingness and skills in sharing their feelings in an appropriate manner and at appropriate times. Persons at this level experience and learn the value of ventilating feelings, and also the dangers involved in hiding feeling from self and others. Self-disclosure is the important issue at this level of work. At this level, one has the openness, the freedom to experience any emotion without the need, the compulsion to suppress or repress it.

**iv) Emotional Assertiveness**

 The person at this level of work enters a new era of positive self-expression. The primary goal here is to be able to ask for and to receive the nurturing that one needs and wants first from self and then from others. As a secondary goal, persons should learn how to express any feeling appropriately in any situation, ie, without aggressive overtones.

**v) Emotional Understanding**

 Persons at this level understand the actual cause and effect dimensions of emotional responsibility and irresponsibility. Self-Concepts are known as “the” problem. They realize that it is not possible to have a so-called good self-concept without a complementary bad self-concept. Such experience is first hand, because all self-concept contain their opposites, knowing that though we may hide one half in darkness (unconsciousness) it is still active in us. They begin to regularly leap beyond the pit falls of self-concepts, self-images and self-constructs. This knowledge of the unity of opposites is applied to new situations daily.

**vi) Emotional Detachment**

 Emotional Detachment means the individual lives without the burden and share of self-concepts, self-images, self-constructs and all group concepts. They are only aware of self as a process, as a sensing being, as an experiencing being as a living vessel, as unknowable and ungraspable because it is alive and not static or fixed.

**2.1.1.3. Characteristics of an Emotionally Matured Person**

There are different characteristics for Emotionally Matured person. Elaine, Soul, and Carruthers (1998) identified the important characteristics of the Emotionally Matured person. They are as follows:

1. An Emotionally Matured person has the capacity to make effective adjustment with himself, members of his family, his peers and culture.

2. He can express his feelings and convictions with courage, balanced with consideration for the feelings and convictions of other person.

3. He accepts criticism gratefully, being honestly glad for an opportunity to improve.

4. He doesn’t indulge in self-pity. He has began to feel the laws of compensation operating in all life.

5. He doesn’t expect special consideration from others.

6. He controls his temper.

7. He meets emergencies with poise.

8. He has out grown the “all or nothing” stage. He recognizes that no person or situation is wholly good or wholly bad and he begins to appreciate the Golden Mean.

9. He is not a chronic "fault-finder".

10. He accepts the responsibility of his own actions with out trying to “alibi”.

11. He is not impatient at reasonable delays.

12. His feelings are not easily hurt.

13. He doesn’t worry about things he can’t help.

14. He is not given to boasting or “showing off” in socially unacceptable ways.

15. He is open-minded enough to listen thoughtfully to the opinions of others.

16. He can endure defeat and disappointment without complaining.

17. He is honestly glad when others enjoy success or good fortune. He has outgrown envy and jealousy.

18. He plans things in advance rather than trusting to the inspiration of the moment.

19. The ability to adapt flexibly and creatively to life’s changing circumstances and conditions.

20. The ability to relate comfortably and freely with others to like and be liked by others and to maintain healthy and mutually satisfying relationships.

**2.1.1.4. The Principles of Emotional Maturity**

 Plutchik (1970) gives the fundamental principles of Emotional Maturity.

1. Take total responsibility for one’s life.

2. Blame no one, not even one self.

3. Give up attack of any kind.

4. Take charge of one’s emotions.

5. Get over the past.

6. If one have suffered loss, then there are some crucial lessons for one to learn, beginning with letting go.

7. Give up, as best you can, all judgements.

8. When you suffer, some one around you is suffering even more.

9. Realise that what one see, experience or say about what others are doing is what one is doing, or have done.

10. Realise that all problems and upset began in the past.

11. Recognise one’s needs and accept them.

12. Give up judgement against the women.

13. Emotional pain signals that one is making the mistake.

14. Be neither careless nor careful.

**2.1.1.5. Measurement of Emotional Maturity**

 Measurement is evaluation put in quantitative terms – the numeric description of an event or characteristic. Measurement tells how much, how often, or how well by providing scores, ranks or ratings. It also allows to compare one’s performance on one particular task with either a standard or the performance of others.

 Singh and Bhargava (1990) states that Emotional Maturity is related to emotional expressions and emotional control. They attempt to measure the nature of feelings of an individual from his behavioural pattern. A few instruments were developed to measure Emotional Maturity such as Emotional Maturity Scale (Roma Pal, 1984) and Emotional Maturity Scale (Singh and Bhargava, 1990). Some psychological therapy were also used for measuring Emotional Maturity and it also used for developing an individuals Emotional Maturity. More recently another multi factorial Scale of Emotional Maturity (SEM) was developed by Hameed and Thahira (2007).

2.1.2. SOCIAL ADJUSTMENT

The theoretical framework of Social Adjustment is given in the following sections.

**2.1.2.1. Concept of Social Adjustment**

 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. Social Adjustment is a harmonious relationship between one’s self and other people; requires understanding of one’s self; suitable relationship with parents and siblings, desirable relationships in neighbourhood and community, and eventually, established long term congenial relationships with contemporaries, involves a continuous modification of personality (Good, 1959).

 Social Adjustment is learning the skills to fit in to a social group, establishing harmonious relation with social environment (Basavanna, 2000). Social Adjustment as a signal of harmonious relationship between a man and his environment. One has to fit himself in the prevailing circumstances. For this, a person changes his nature in order to fit himself in the realm of nature. Thus the process of Social Adjustment is a continuous one. It is also an adaptation. Through adaptation, individual or group adjust his behaviour to suit his social environment, i.e., other groups or larger society, i.e., adjustment of an individual to his environment.

 Social Adjustment means the success with which people adjust to other people in general and to the group with which they are identified in particular. Well adjusted people have learned such social skills as the ability to deal diplomatically with others – both friends and strangers. So that other’s attitudes toward them will be favourable. People who make good Social Adjustments usually develop favourable social attitudes, such as a willingness to help others, even if they are personally inconvenient. They are not self-bound (Hurlock, 1956).

 The term Social Adjustment can be defined as the degree to which a person fulfills the normative social expectations of behaviour that constitute his roles (Barrabec, 1995). Arkoff (1986) states: human beings, with fex expectations, live among other human beings. They live in groups like family, neighbourhood, community groups, job groups and so on. Thus Social Adjustment is the establishment of a satisfactory relationship with others in the society, and it is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.

**2.1.2.2. Types of Social Adjustment**

 Social Adjustment can be classified in to different types such as,

1. Family/Home adjustment

ii) School/College adjustment

iii) Vocational adjustment and

iv) Marriage adjustment

 These are explained in the following sections.

**i) Family Adjustment**

 Out of all areas of adjustment, none is more important than the family adjustment. The consequences of family experiences are reflected in every facets of an individual’s life. The information from several studies suggest that there are systematic variations in family’s interaction over the years. A well-adjusted family has the following qualities (Arkoff, 1986).

**Coherence**

 Ability to cohere with family members depends up on the degree of adjustment.

**Happiness**

 Family has overall sense of well being. Well-adjusted family is one which is very happy. There may be considerable variations in happiness among family members.

**Feeling of Belongingness**

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

**ii) School Adjustment**

 Much of our early life is spent in school. Our school experiences have a lasting effect. Each school system involves many people and forces such as pupils, teachers, guidance workers or counsellors, curriculum specialists, principals, communities, parent-groups and individuals. The components of school adjustment are listed below.

**Academic achievement**

 The student who achieve what he is expected to achieve is considered as adjusted. The student who doesn’t learn, who is held back in grade or who drops out school before graduation wouldn’t meet this criterion of adjustment.

**Social Competence**

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

 **Empathy** means awareness of others feelings, needs and concerns. Sensing what others feel without they say. Others rarely tell us in words what they feel, instead they tell us in their tone of voice, facial expressions or others nonverbal ways.

 **Social skills** means the skill that an individual needs in addition to knowing the norms of the society, which enable him to put his knowledge efficiently in to practice. It includes leadership ability, problem solving ability, communication ability and effective coping ability. People with this capacity have the ability to know other’s feelings and to act in such a way that further shapes those feelings (Goleman, 1995).

**Social Standards**

Social standards refers to the ability to identify and understand norms and rules of the society. The 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. The competence helps to prevent from the behavioural problems.

**School Relations**

 In school, the student learn lessons 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 shows respect towards laws and regulations.

**iii) Vocational Adjustment**

 Vocational adjustment is another branch of Social Adjustment. The vocational field is also a complex and changing one. The members may change and their relation with others also changes. If all members are working very co-operatively, they should get Job satisfaction. The components of vocational adjustment are as follows.

**Job Hours**

 The job hours of an individual should be minimum otherwise it will create so many adjustment problems in any situation.

**Regularity of Work**

 Regular work in a field provide happy life for an individual. If the work is regular, then the individual can adjust to that vocation.

**Job Changes**

 The vocational field is changing one. An individual can adjust to a new vocation, only if it provides regularity and minimum hours than the earlier.

**Interpersonal Relationship**

 Those with good interpersonal relations tend to be mingling freely and happily with their colleagues.

**iv) Marriage Adjustment**

 This area of adjustment is very closely related to family adjustment. The marriage adjustment is very important for a happy and successful life. Marriage adjustment is a signal of harmonious relationship between man and his environment. This adjustment will occur in the life process of an individual. The marriage adjustment have some qualities like concordance, love between members, respect to others, adjustment to home and family, adjustment to place and sexual adjustment.

 Concordance means equal relation between male and female. It is an important quality of the marriage adjustment. Respect to others is also a necessary condition for the successful life as a part of marriage adjustment. Love between family members, adjustment to home and place and sexual adjustment are very important aspects of marriage adjustment. If an urban girl is married to a rural boy and made to lead a village life, she has to change her behaviour pattern, her habits and her ways of life, for accounting herself in the changed circumstances.

**2.1.2.3. Characteristics of a Socially Adjusted Person**

Bernard (1932), identified that a Socially Adjusted person must possess the following characteristics.

1. Awareness of his own strengths and limitations.

2. Respecting himself and others.

3. An adequate level of aspiration, neither too low nor too high in terms of his own strengths and abilities.

4. Satisfaction of basic needs.

5. Absence of critical or fault-finding attitude.

6. Not rigid in his way of life.

7. He is not easily overwhelmed by adverse circumstances.

8. A realistic perception of the world.

9. A feeling of ease with his surroundings.

10. A balanced philosophy of life.

11. It gives strength and ability to bring about desirable changes in the conditions of one’s environment.

12. It persuades one to change one’s way of life according to the demands of the society.

**2.1.2.4. Criteria of Social Adjustment**

 Barrabec, *et al.* (1955) mentioned four criteria of Social Adjustment. They are as follows:

**1. Overt Performance**

When people’s social behaviour, as judged by the standards of the group with which they are identified, comes up to group expectations, they will be accepted members of the group.

**2. Adjustment to Different Groups**

People who can adjust reasonably well to the different groups with which they come in contact are regarded as Socially well Adjusted.

**3. Social Attitudes**

 People must exhibit favourable attitudes towards others, towards social participation, and towards their roles in the social group if they are to be judged as Socially well Adjusted.

**4. Personal Satisfaction**

 To be Socially well Adjusted, person must be reasonably satisfied with their social contacts and with the roles they play in social situations, whether that of leader or follower.

**2.1.2.5. Measurement of Social Adjustment**

 Katz (1963) states that measures of Social Adjustment are closely related to measures of mental health. They attempt to record the extent of feeling at home, in the local community and the ability to cope with immediate social surroundings. A few instruments are designed to measure Social Adjustment, such as Katz Adjustment Scale (1963), and Erichton Royal Behaviour Scale (1968). But it is widely used in psychiatric patients’ treatment. But later so many inventories and scaling techniques were developed to measure Social Adjustment such as Bell Adjustment Inventory (1980); Singh’s Adjustment Inventory (1990), Meadow-Kendall Social Adjustment Scale etc. (1995). Recently another Scale of Social Adjustment was developed by Praveen and Asmabi (2005).

**2.2. REVIEW OF RELATED STUDIES**

 This section presents a comparative and comprehensive analysis of the review of studies related to the variables of the investigation. The reviewed studies are mainly categorised in to 2 sections and presented under the following headings.

2.2.1. Studies on Emotional Maturity

2.2.2. Studies on Social Adjustment

2.2.1. STUDIES ON EMOTIONAL MATURITY

 The investigator reviewed the studies related to Emotional Maturity from the year 1980 to 2006. Results of the studies are depicted in the following section.

 Dhami (1980) has examined Emotional Maturity in relation to intelligence and scholastic achievement on a sample of 200 graduate students. *It is found that Emotional Maturity has a positive effect on intelligence and scholastic achievement*.

 Arya (1984) investigated Emotional Maturity in relation to values of superior children in 700 families at Chandigarh. Results suggest that *Emotional Maturity is positively related to the values of superior children in the family*.

 Sethi and Patel (1985) conducted a study to find out the relation of Emotional Maturity and teacher effectiveness. The sample of the study were 300 secondary teachers at Rajasthan. It was found that *teacher effectiveness was high on the group who were high in Emotional Maturity*.

 Sabapathy (1986) studied the relationship of Emotional Maturity of Standard X students to their academic achievement. The sample consisted of 36 standard X students from Himachal. The study revealed that *Emotional Maturity is positively and significantly related to total academic achievement.*

 Nagaraj (1988) conducted a study on Emotional Maturity in relation to their intelligence on a sample of IX standard urban students in Bangalore district. The major findings of the study were that *there was no significant difference in the Emotional Maturity of girls with average and high I.Q and there was no significant difference in Emotional Maturity of boys with average and above average intelligence*.

 Lamborn, *et al.* (1993) conducted a study on Emotional Autonomy of 370 adolescents at Chicago. The investigator found that *adolescents scored high in Emotional Autonomy*.

 Kiran and Lakshmi (1999) conducted a study on Emotional Competencies among Bhang and Heroine users. The sample consisted of 100 drug addictors from Patna. The study revealed that *normal person have greater adequate depth of feeling, adequate control and expression of emotion, ability to function with emotions* in comparison to Bhang and Heroine users.

 A study was conducted by Pyari (1999) to find out the influence of Emotional Maturity on academic achievement using cluster sampling method. The investigator selected 78 Hindi medium students consisting 39 boys and 39 girls. The findings of the study proved that *there is no significant gender difference in Emotional Maturity*.

 Sehgal (1999) conducted a study on Emotional Quotient, Intelligence, Personality and Psychological well being of adolescents. The sample consisted of 150 adolescents in the age range of 15-17 years from model schools in Chandigarh. The study revealed that *E.Q and I.Q dimensions show a moderate significant positive relationship. E.Q was related positively with psychological well being among adolescent*.

 Nair (2000) investigated Emotional Intelligence in relation to academic achievement of secondary school pupils of Kerala, on a sample of 500 pupils of standard IX drawn from different districts of Kerala. The study revealed that there was *no significant relationship between emotional intelligence and academic achievement*.

 Thangal (2000) investigated in to Emotional Adjustment and achievement in social studies of secondary school scout/guide students of Malappuram district. The sample consisted of 300 scout/guides from secondary schools of Malappuram district. The investigator found that there is *significant relation between emotional adjustment and achievement in social studies* of secondary school scout/guide students of Malappuram district.

 Kaur (2001) conducted a study about Emotional Maturity of adolescents in relation to intelligence and academic achievement. The sample consisted of 356 adolescents. The study revealed that there is significant relationship between Emotional Maturity and intelligence. However, *no significant relation was observed between Emotional Maturity and academic achievement*.

 Chauhan and Tithi (2002) conducted a study for assessing Emotional Maturity, Emotional Expression and E.Q of adolescents on a sample of 120 male and female adolescents. The results of the study indicated that *adolescent males have higher Emotional maturity than females*.

 Gill and Saini (2002) investigated the Emotional Maturity patterns of institutionalised and non-institutionalised aged in Punjab. There were 140 subjects. The results revealed that *institutionalised males and females were found to be extremely unstable as compared to their non-institutionalised counterparts*.

 Peter (2002) conducted a study on Emotional Maturity of college students as a function of family interaction and social participation. The sample of the study were 700 students from different colleges in Calicut. The investigator found *high positive correlation between the variables*.

 Richburg, *et al.* (2002) conducted a study on Emotional Intelligence and its effect of individual's success in life. The sample consisted of 1000 normal people from Washington. The study found out that there is a *significant relationship between emotional intelligence and life success*.

 Gakhar (2003) conducted a study of Emotional Maturity of students at secondary stage. The sample consisted of 600 students of secondary stage. The study found that there is a *significant difference in the Emotional Maturity of boys/girls, urban/rural and government/private school students*.

 Dash and Behera (2004) investigated in to the Teacher Effectiveness in relation to Emotional Intelligence on a sample of 360 senior secondary teachers at Agra. The result of the study shows that there is a *positive effect of emotional intelligence on teacher effectiveness*.

 Tyagi (2004) conducted a study on emotional intelligence of secondary teachers in relation to gender and age. The sample consisted of 500 secondary teachers belonging to secondary schools from Dhule district, Maharashtra. The findings revealed that the *level of emotional intelligence is low and E.Q is independent of gender and age*.

 Bushira (2005) investigated altruism and emotional intelligence of student teachers under the University of Calicut. The study consisted of 650 students teachers under the University of Calicut. The findings of the study revealed that *significant relationship between altruism and emotional intelligence of total sample and subsamples based on gender and faculty*.

 Ganesh and Alex (2005) studied Emotional Maturity of teacher trainees. The study was conducted on 153 B.Ed. trainees studying in a college of education at Pondicherry. The study revealed that there is *no gender difference in Emotional Maturity, and there is no significant difference in the Emotional Maturity of students having graduate and post graduate levels of education*.

Jyotsana, *et al.* (2005) investigated in to Emotional Competency and Anxiety among 57 male diagnosed hospitalised alcoholics. The findings depict that *alcoholics show consistent pattern of responses on the scale of anxiety but high dispersion is there on the measures of emotional competency.*

Zambare (2005) carried out a study of Emotional Competencies and Intelligence of B.Ed. trainees. The sample consisted of 280 B.Ed. trainees from Dhule. It was revealed that *there is correlation between intelligence and emotional competencies indices accentuate the fact that the B.Ed. trainees having high intelligence were likely to have higher emotional competencies*.

Babu (2006) studied about Emotional Intelligence and aspiration for moral education of school teachers in Malappuram district. The study was conducted on a sample of 300 school teachers working in various schools of Malappuram district. Findings of the study indicated that there is *significant relationship between emotional intelligence and aspiration for moral education of school teachers*.

Bansibihari and Sarwade (2006) examined Emotional Maturity of secondary teachers and its effect on the teacher effectiveness. 355 secondary teachers were selected from different schools of Nandurba of Maharashtra. The results indicate that a) *female teachers are more mature than male teachers* b) *emotionally matured teachers are more effective in their teaching than emotionally immature* c) *there is* *no sex difference in Emotionally Mature group and emotionally immature group with respect to teacher effectiveness.*

Geetha (2006) conducted a study on emotional competence of school teachers in Malabar. The sample consisted by 300 school teachers from government, aided and unaided schools in Malabar. The results of the study revealed that there was *no significant difference in the mean scores of emotional competence between male and female primary school teachers and secondary school teachers*.

**2.2.1.1. Summary of Studies on Emotional Maturity**

 Summary of reviewed studies on Emotional Maturity is presented as follows.

| Author | Result |
| --- | --- |
| 1. Dhami (1980) | Emotional Maturity has a positive effect on intelligence and achievement |
| 2. Arya (1984) | Positive relation between Emotional Maturity and values of superior children |
| 3. Sethi and Patel (1985) | Those who were shows high Emotional Maturity, they have high teacher effectiveness |
| 4. Sabapathy (1986) | Emotional Maturity is positively related to total academic achievement |
| 5. Nagaraj (1988) | There is no significant difference in the Emotional Maturity of girls and boys |
| 6. Lamborn, *et al.* (1993) | Adolescents who scored high emotional autonomy which support more internal distress and problems than less autonomous adolescents |
| 7. Kiran and Lakshmi (1999) | Drug addictors have less emotional competence than normal persons |
| 8. Pyari (1999) | Emotional Maturity of boys are greater than that of girls |
| 9. Sehgal (1999) | E.Q. was related positively with psychological well being among adolescents |
| 10. Nair (2000) | There was no significant relationship between E.Q. and academic achievement |
| 11. Thangal (2000) | Significant relation between emotional adjustment and achievement in social studies of secondary school scout/guide students. |
| 12. Kaur (2001) | No significant relation was observed between Emotional Maturity and academic achievement  |
| 13. Chauhan and Tithi (2002) | Adolescent males have higher Emotional Maturity than females |
| 14. Gill and Saini (2002) | The institutionalised males and females were found to be extremely unstable as compared to their counterparts |
| 15. Peter (2002) | High positive correlation between Emotional Maturity and family interaction |
| 16. Richbarg, *et al.* (2002) | There is significant relationship between E.Q. and life success |
| 17. Gakhar (2003) | Significant difference in the Emotional Maturity of boys/girls, rural/urban and Government/Private school students |
| 18. Dash and Behera (2004) | There is positive effect of E.Q. on teacher effectiveness |
| 19. Tyagi (2004) | The level of E.Q. of secondary school teachers are very low |
| 20. Bushira (2005) | Significant relation relationship between E.Q and altruism  |
| 21. Ganesh and Alex (2005) | No gender difference in Emotional Maturity of student teachers. |
| 22. Jyotsana, *et al.* (2005)  | Alcoholics show high dispersion on the measures of emotional competency  |
| 23. Zambare (2005) | There is correlation between intelligence and emotional competencies |
| 24. Babu (2006) | There is significant relationship between E.Q and aspiration for moral education of school teachers |
| 25. Bansibihari and Surwade (2006) | Emotionally mature teachers are more effective in their teaching than emotionally immature |
| 26. Geetha (2006) | There was no significant difference in the mean scores of emotional competence between male and female teachers. |

2.2.2 STUDIES ON SOCIAL ADJUSTMENT

 The investigator reviewed the studies related to Social Adjustment from the year 1980 to 2006. The summary of the relevant studies are presented below:

 Kumar (1980) conducted a study on some personality correlates of Academic Adjustment on a sample of 500 under graduate college students. 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*.

 Baruch (1981) investigated in to Social Adjustment of Iranian students in Germany and India and their occupational aspirations. The sample consisted of 80 students studying in different courses. Investigator 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 those who have no job showed poor Social Adjustment.

 Bhatia (1984) investigated in to the Social, Emotional and Personal Problems of Adjustment of adolescents under Indian conditions with special reference to the value of life. The sample consisted of 830 adolescents in Bombay. The major findings of the study were that *adolescents were sometimes treated like adults and sometimes like children, with regard to their problems of adjustment*.

 Babel (1985) conducted a study of Adjustment of foreign students. The samples included 425 students from different nations studying in the universities of Rajasthan. The study revealed that the *best adjustment of foreigners was in the academic area*.

 Lata (1985) investigated the impact of Parental Attitude on Emotional, Social and Educational Adjustment of normal and handicapped students. The sample consisted of 100 normal students and 80 handicapped students from Bihar. The study revealed that *normal boys and handicapped girls showed better adjustment than normal girls and handicapped boys*.

 Gagandeep (1986) conducted a study entitled Defence Mechanism used by the adolescents in different school environment and their impact on their adjustment to school and home. The sample consisted of 400 students. The study revealed that *adolescents studying in high-SES-based environment had less problems as compared to adolescents studying in low SES based environment*.

 Sundararajan and Mary (1992) investigated the Adjustment Problems of high school pupils. The sample consisted of 800 students studying in government schools, municipal schools and private schools of U.P. They found that *government school students and municipal school students were better than private school students in respect of their educational adjustment*.

 Thomas (1993) conducted a study on Achievement and Social Adjustment of 25 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*.

 Brower (1994) examined the Social Adjustment of college students on a sample of 850 college students from Kudappa. It was found that *Social Adjustment have a positive correlation to academic achievement of college students*.

 The study entitled Social Adjustment on accelerated students by Dutta (1998) intended to estimate Social Adjustment on a sample of 80 students studying different course from Vienna. The study revealed that mean scores of social adjustment of girls were greater than boys but no significant difference existed in mean score and no significant difference existed in Social Adjustment between 16-18 years and 19-21 years and there is *significant difference in social adjustment of high achievers and low achievers and high achievers are better adjusted*.

 Jain and Jandi (1998) investigated in to the school adjustment of adolescent girls and boys of employed and unemployed mothers in age group 14-18 years on a sample of 240 school students drawn from Udaipur city of Rajasthan. It was found that even though, *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*.

 Ingman (1999) conducted an examination of social anxiety, social skills, Social Adjustment, and self-concept in Chinese and American students at an American University. The investigator collected data from 59 Chinese and 105 American graduate students at a large state University in the South Eastern United States. Results indicated that *Chinese students experience lower Social Adjustment. There is also an inverse relationship between social anxiety and Social Adjustment was found for the American students only*.

Sharma and Anu (1999) studied the behavioural and emotional adjustment of United States adopted adolescents. It was found that *as age of adopteers increases, behavioural adjustment and emotional adjustment of adoptee decreased*.

Pandya (2000) conducted a study on adjustment differences of adolescents in relation to maternal employment. The sample consisted of 370 students from Chitoor. 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*.

 Sunil (2001) investigated in to the caste belongingness and adjustment of high school girls on a sample of 400 high school girls of Madhya Pradesh using Adjustment scale. It was revealed that *ST girls are poorly home adjusted and poorly adjusted in the area of Social Adjustment*.

 A study of school adjustment and frustration among truants and non-truants in Punjab was conducted by Irfan, *et al.* (2003). The sample consisted 144 truants and 144 non-truants from Sangrur of Ludhiana. Results indicate that there is *significant difference between truants and non-truants in terms of Adjustment and frustration*.

 Sindhu and Jayakumari (2003) investigated Social Adjustment of orthopaedically handicapped students. The sample consists of 68 orthopaedically handicapped and 91 non-handicapped high school students. The results indicate that there is *significant difference between orthopaedically handicapped and non-handicapped students of both sexes in Social Adjustment*.

 Sujatha and Sushila (2003) compared Social- emotional Adjustment of hearing impaired and non-impaired adolescents on a sample of 80 hearing impaired and 111 non impaired secondary school Indian adolescents from New Delhi. The study revealed that *hearing impaired are better adjusted than the non-impaired and hearing impaired females were better adjusted than males*.

 Usha (2003) carried out a study on academic achievement as related to adjustment of Xth grade students of Tehri Town. The sample of the study were 100 students from different schools of district Tehri. The study revealed that there exists a *significant and positive correlation between academic achievement and adjustment of the total students* and academic achievement and adjustment of girls are much better than that of boys.

 Babu (2004) studied the attitude towards the study of commerce and adjustment of Higher Secondary vocational stream students. In this study the *students attitude towards the study of commerce has been found to favourable and they are well adjusted to the environment*.

 Veena and Khadi (2004) studied the influence of family functioning on adolescent’s adjustment. The sample consisted 240 pre-university students from Karnataka. The study revealed 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*.

 Wainright, *et al.* (2004) investigated in to psychological and Social Adjustment in teens with same-sex parents. The sample consisted of 44 adolescents whose mothers had same sex romantic partners and 44 adolescents whose mothers had opposite sex partners. They found that *adolescents in both groups were generally well adjusted,* with relatively high levels of self-esteem, relatively low levels of anxiety, few symptoms of depression and good school achievement.

 Asmabi (2005) a study about the interaction effects of gender, maternal employment and medium of instruction on Social Adjustment of secondary school pupils. The study revealed that *gender, maternal employment and medium of instruction has profound influence on Social Adjustment of secondary school pupils*.

 Deshmukh (2005) investigated in to the anxiety and adjustment in 30 Gutkha Chewer and 30 non-Gutkha chewer youths in Amaravati city. The investigator interpreted that there existed *significant difference between the means scores of adjustment among Gutkha Chewer youths and non-Gutkha Chewer youths*.

 Minnalkodi and Epsybai (2005) conducted a study to find out the adjustment patterns of 100 high school students in Chidambaram Town. The result revealed that *urban and rural students studying in hostel differ significantly in their adjustment patterns*.

 Singh (2005) conducted a study on effect of age, SES, and marital status on Social Adjustment of drug addicts. The sample consisted of 90 male drug addicts. The study revealed that *marital status and SES were found to be significantly related to Social Adjustment of drug addicts* and age wasn’t significantly related.

 Vamadevappa (2005) conducted a study of adjustment of over achievers and under achievers in Biology among 430 Pre-University science students of Chitradurga. The study revealed that *under achievers have poor Adjustment where as over achievers have good Adjustment and boys and girls don’t differ in their adjustment*.

 Rajeena (2006) investigated in to perceived comfort of home environment and Social Adjustment of secondary school students in Malappuram district. The sample of the study consists of 600 secondary school students of standard IX from 14 schools of Malappuram district. Results of the study shows that there is *significant relationship between perceived comfort of home environment and Social Adjustment of secondary school students*.

**2.2.2.1. Summary of Studies on Social Adjustment**

The entire studies related to Social Adjustment during the period from 1980 to 2006 are summarised as follows.

| Author | Result |
| --- | --- |
| 1. Kumar (1980) | Academic Adjustment of female students was significantly much better than male students |
| 2. Baruch (1981) | Iranian students showed more social Adjustment than Indian students |
| 3. Bhatia (1984) | Adolescents shows childish behaviour as well as adult behaviour with regard to their problems of adjustment |
| 4. Babel (1985) | Best adjustment of foreigners was in the academic area  |
| 5. Lata (1985) | Normal boys and handicapped girls showed better adjustment than normal girls and handicapped boys |
| 6. Gagandeep (1986) | Adolescents studying in high SES based environment had less adjustment problems |
| 7. Sundararajan and Mary (1992) | Government school students were better adjusted than private school students |
| 8. Thomas (1993) | Accelerated students showed high level of adjustment |
| 9. Brower (1994) | Social Adjustment and Academic Achievement  |
| 10. Dutta (1998) | There is significant difference in Social Adjustment of high achievers and low achievers |
| 11. Jain and Jandi (1998) | Girls were found to be more adjustable than boys of unemployed mothers |
| 12. Ingman (1999) | Chinese students experience lower Social Adjustment  |
| 13. Sharma and Anu (1999) | As age increases adjustment of adopted adolescents were decreased |
| 14. Pandya (2000) | Significant difference existed in adjustment of adolescents of working and non-working mothers |
| 15. Sunil (2001) | ST girls are poorly adjusted in all area |
| 16. Irfan, *et al.* (2003) | There is significant difference between truants and non-truants in terms of adjustment and frustration |
| 17. Sindhu and Jayakumari (2003) | There is significant difference between handicapped and non-handicapped students of both sexes in Social Adjustment |
| 18. Sujatha and Sushila (2001) | Hearing impaired are better adjusted than the non-impaired |
| 19. Usha (2003) | There exists a significant and positive correlation between academic achievement and Social Adjustment  |
| 20. Babu (2004) | Commerce students are well adjusted to the environment |
| 21. Veena and Khadi (2004) | Boys were Socially well Adjusted |
| 22. Wainright *et al.* (2004) | Adolescents were generally well adjusted  |
| 23. Asmabi (2005) | Gender, Maternal employment and Medium of instruction has profound influence on Social Adjustment |
| 24. Deshmukh (2005) | Non-Gutkha chewer has significantly higher level of adjustment |
| 25. Minnalkodi and Epsybai (2005) | Those who studying in hostel differ in their adjustment pattern |
| 26. Singh (2005) | None of the interactions was found to have significant impact on Social Adjustment  |
| 27. Vamadevappa (2005) | Negative relationship between adjustment problems and achievement in Biology  |
| 28. Rajeena (2006) | Significant relationship between home environment and Social Adjustment  |

 From the reviewed studies, it is evident that positive studies and negative studies were done related to these variables. Out of the 54 studies, 17.46 percentage were negative studies. Where as, the investigator couldn’t locate any study showing Emotional Maturity and Social Adjustment of student teachers in Kerala State.

# METHODOLOGY

 The present study is an attempt to find out the Emotional Maturity and Social Adjustment of Student Teachers in Malappuram district. The study also focussed to find out the relationship between Emotional Maturity and Social Adjustment of Student Teachers. Methodology of the study is presented under the following sections.

**3.1. VARIABLES OF THE STUDY**

**3.2. OBJECTIVES AND HYPOTHESES**

**3.3. PROCEDURE**

**3.1. VARIABLES OF THE STUDY**

 The present study involves two variables i.e., Emotional Maturity and Social Adjustment. The variables and the Rationale behind the selection of the variables is explained in the following sections.

3.1.1. EMOTIONAL MATURITY

 Emotional Maturity is that characteristics of emotional behaviour in one's day-to-day life. A person may said to be emotionally matured if he has in his possession almost all types of emotions- positive or negative and is able to express then at the appropriate time in an appropriate degree.

 Emotional Maturity of a teacher helps to make his teaching successful. So that Emotionally Matured teacher can create a climate of trust in his classroom, help students and recognise their feelings and expressions. The Student Teachers of the present are prospective teachers. As a prospective teacher, Student Teachers also should attain Emotional Maturity. Then only they can teach effectively. Today the emotional problems of students and teachers is a serious concern of educators. Therefore more and more exploratory studies are needed and thereby the investigator selected Emotional Maturity as one of the variables.

3.1.2. SOCIAL ADJUSTMENT

 Social Adjustment is a signal of harmonious relationship between a man and his environment. One has to fit himself in the prevailing circumstances. For this, a person changes his nature in order to fit himself in the realm of nature. Social Adjustment is a continuous process.

 A teacher is an important part of the society. Socially Adjusted teacher can make good relationship with pupils and teachers. As a prospective teacher, a Student Teacher must be a socially adjusted one. He/she must maintain good relations with colleagues, pupils, parents, etc. The maladjustment of a teacher will affect his teaching. Hence the investigator selected Social Adjustment of Student Teachers as the second variable.

**3.2. OBJECTIVES AND HYPOTHESES**

 The Objectives and Hypotheses of the present study are described in the following sections.

3.2.1. OBJECTIVES

The objectives formulated for the present study are as follows:

3.2.1.1. To find out the level of Emotional Maturity of Student Teachers.

3.2.1.2. To find out if there is any difference in Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution.

3.2.1.3. To find out the level of Social Adjustment of Student Teachers.

3.2.1.4. To find out if there is any difference in Social Adjustment of Student
 teachers with respect to Gender and Type of the Institution.

3.2.1.5. To find out the relation, if any, between the Emotional Maturity and Social Adjustment of Student Teachers.

3.2.2. HYPOTHESES

 Following hypotheses were set for the study.

3.2.2.1. There is no significant difference in Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution.

3.2.2.2. There is no significant difference in Social Adjustment of Student Teachers with respect to Gender and Type of the Institution.

3.2.2.3. There is no significant relation between Emotional Maturity and Social Adjustment of Student Teachers.

**3.3. PROCEDURE**

 The procedure adopted for the present study is discussed in the following sections.

3.3.1. SAMPLE FOR THE STUDY

 Population for the present study is Student Teachers from Malappuram district. The sample was drawn by Stratified Random Sampling Technique giving due representation to Gender and Type of the Institution. The study was thus conducted on a sample of 600 Student Teachers from various Teacher Training Institutions in Malappuram district. Details regarding the institution from which sample was drawn is given in Table 3.1.

TABLE 3.1

**Sample Collected from Different Institutions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Name of the Institution** | **Type of Management** | **No.ofMale** | **No.ofFemale** | **Total**  |
| 1 | Govt. T.T.I., Malappuram | Government  | 3 | 35 | 38 |
| 2 | S.S.M.O. T.T.I., Tirurangadi | Aided | 5 | 27 | 32 |
| 3 | M.C.T., Alathurpadi | Private | 10 | 36 | 46 |
| 4 | Mankada Orphanage  | Private | 7 | 25 | 32 |
| 5 | B.H.M. T.T.I., Kannamangalam | Private  | 4 | 30 | 34 |
| 6 | H.I.O. T.T.I., Olavattur | Private  | 10 | 44 | 54 |
| 7 | D.A.M.T.E.C., Chelembra  | Private  | 5 | 44 | 49 |
| 8 | J.N.T.T.I., Edavanna | Private  | 4 | 44 | 48 |
| 9 | T.T.K.M., Parappur | Private | 1 | 39 | 40 |
| 10 | Fazfari T.T.I., Padinhattumuri | Private  | 19 | 46 | 65 |
| 11 | M.M.E.T.T.T.I., Melmuri  | Private | 11 | 65 | 76 |
| 12 | Farook T.T.I., Kottakkal | Private  | 6 | 36 | 42 |
| 13 | J.S.T.T.C., Pulikkal | Private | 6 | 38 | 44 |
|  | Total |  | 91 | 509 | 600 |

Break up of the final sample is given in Table 3.2.

TABLE 3.2

**Break up of the Final Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of the Institution****Gender** | **Government/Aided** | **Private** | **Total** |
| Male | 8 | 83 | 91 |
| Female | 62 | 447 | 509 |
| Total | 70 | 530 | 600 |

3.3.2. TOOLS EMPLOYED

For the present study, the following tools were used by the investigator.

**3.3.2.1. Scale of Emotional Maturity – SEM (Hameed & Thahira, 2007)**

 For the present study, one of the variables Emotional Maturity was measured using a Scale of Emotional Maturity (SEM) was developed by the investigator. The procedure undertaken for the construction and standardization of Scale of Emotional Maturity (SEM) is described in the following sections.

**Planning of the Scale**

 For the preparation of the Scale of Emotional Maturity (SEM), the investigator made an extensive study on Emotional Maturity and its components. The investigator also studied the available Emotional Maturity Scales. The available literature shows that six components constitute the Emotional Maturity, i.e., Emotional responsibility, Emotional honesty, Emotional openness, Emotional assertiveness, Emotional understanding and Emotional detachment. The theoretical overview of Emotional Maturity is given in Chapter II.

**Preparation of the Scale**

 After a thorough analysis of the available literature, the investigator prepared items for the scale in collaboration with the supervising teacher, based on six components of Emotional Maturity. After selecting the components of Emotional Maturity, the investigator utilised different sources of informations for preparing appropriate items. The names of the sources used by the investigator is as follows:

1. Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

2. Maurice, K.E. (1990). *The secret of maturity.* New York. (ERIC Document Reproduction Service, No. ED 2002-6).

3. Pestonjee, D.M. (Ed.). (1977). *Third handbook of psychological and social instrument*. (2nd ed.). New Delhi: Concept Publishing.

4. Singh and Bhargava (1990). *Emotional maturity scale*. Agra: National Psychological Corporation.

5. Webster (1998). *The characteristics of emotional maturity.* New York: (ERIC Document Reproduction Service, No. ED 2005-6).

 The investigator prepared an initial tool of 80 items on the basis of the six components. The item format of reputed tests on Emotional Maturity were referred and followed for developing the items. Inorder to avoid ambiguity and to ensure clarity, some items were avoided and some were re-edited, only after the discussion with experts. From the initial tool of 80 items, 70 items, representing all the six components, were selected for the draft test. The draft scale consists 70 items. Out of these 33 items were positive statements and 37 items were negative statements. The items were so framed that five responses such as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree' are possible for the statement of each item. Six components of Emotional Maturity included in the scale are mentioned with appropriate examples in the following section.

**a) Responsibility**

 Responsibility means a person realizes that he can no longer view his/her emotional states as the responsibility of external forces such as people, places, things, forces, fate and spirit.

Example:

*Positive Statement*

1. I do my assigned duty despite all difficulties (Item number: 8).

*Negative Statement*

2. I feel afraid of acting a leader in group activities (Item no: 14).

**b) Honesty**

 Honesty is the willingness of the person to know and own his/her own feelings.

Example:

*Positive Statement*

1. I can easily overcome my anger (Item no: 27).

*Negative Statement*

2. I feel restless when I am not given a chance to express my views (Item no: 26).

**c) Openness**

 One has openness, the freedom to experience an emotion with out the need or the compulsion to suppress or repress it.

Example:

*Positive Statement*

1. I can live with and help the lower class in the society (Item no: 32).

*Negative Statement*

2. I pay back soon those who abuse me (Item no:33).

**d) Assertiveness**

 Assertiveness means an individual enters a new era of positive self expression. Here, the primary goal is to be able to ask for and to receive the nurturing that one needs and wants first from self and then from others. As a secondary goal, person should learn how to express any feeling appropriately in any situations, i.e., with out aggressive overtones.

Example:

*Positive Statement*

 I feel extremely happy when others praise my activities (Item no:47)

*Negative Statement*

2. I loose temper if somebody distracts me while working (Item no:52).

**e) Understanding**

 Understanding means to understand the actual cause and effect dimensions of emotional responsibility and irresponsibility.

Example:

*Positive Statement*

1. I believe that we shouldn't misbehave with others (Item no:58).

*Negative Statement*

2. I don't think about others because I am preoccupied with my own concerns from morning to evening (Item no: 64).

**f) Detachment**

 Detachment means the individual lives without the burden and share of self-concepts, self-images, self-constructs and all group concepts and thing concepts. They are only aware of self as process, as a sensing being, as an experiencing being, and ungraspable because it is alive and not static or fixed.

Example

*Positive Statement*

1. I always try my best to listen to and solve other's problems (Item no. 67).

*Negative Statement*

2.I have no time to spend for others (Item no: 65).

##  A copy of the draft Scale of Emotional Maturity and its Response Sheet in Malayalam language and their English version and Scoring Key are given as Appendices I, IA, IB, IC and ID.

**Try Out**

 The draft scale, consisting of 70 items were re-edited and printed. Sufficient number of response sheets were also printed. The draft scale contained all the necessary instructions.

Try out of the draft 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 administered to a representative sample of 370 Student Teachers of Malappuram district selected using stratified sampling technique. Proper instructions were given regarding the method of responding. The response sheets were scored according to the following scoring scheme.

 Statement of each item has five possible responses viz., 'Strongly Agree', 'Agree', 'Undecided', Disagree', and 'Strongly Disagree'. Scores 5, 4, 3, 2 and 1 respectively were given to the responses of positive statement. For the items to be scored reversely, the scores 1, 2, 3, 4 and 5 respectively were given to the responses of negative statements.

**Item Analysis**

 The purpose of item analysis is to select valid items for the final scale. The procedure of item analysis is given below.

 The response sheets of 370 students complete in all sense obtained after the testing, were scored and the total score of each student was found out. Then these sheets were arranged in descending order of the magnitude of total score and highest and lowest 27 percent (100 sheets) were separated. The scores obtained by the top 100 subjects and bottom 100 subjects were taken as the upper group and lower group respectively.

 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 ratio for each item were calculated, to find out items with adequate discrimination power. The Critical ratio were calculated using the formula.

 t = (Garrett, 1981)

 Where,
 = mean of the upper group (for an item)

 = mean of the lower group

 = Standard deviation of the upper group

 = Standard deviation of the lower group

 = Sample size of the upper group

 = Sample size of the lower group.

 The Critical ratio (t-value) obtained for each item, together with Mean and Standard Deviation of the scores for two groups are given in Table 3.3.

TABLE 3.3

**Critical ratio (t-value) with Means and
Standard Deviations of the Score for the Two Groups**

| **Sl. No.** | **X1** | **σ1** | **X2** | **σ2** | **Critical ratio (t-value)** |
| --- | --- | --- | --- | --- | --- |
| 1 | 2.60 | 1.24 | 2.03 | 1.45 | 3.00\* |
| 2 | 3.07 | 1.35 | 2.74 | 1.40 | 11.00\* |
| 3 | 4.15 | 0.87 | 3.37 | 1.52 | 4.45\* |
| 4 | 3.59 | 0.75 | 3.40 | 0.79 | 1.75 |
| 5 | 4.61 | 0.79 | 3.30 | 1.50 | 8.18\* |
| 6 | 4.48 | 0.98 | 3.24 | 1.69 | 6.35\* |
| 7 | 3.05 | 1.37 | 2.25 | 1.37 | 4.21\* |
| 8 | 4.10 | 1.10 | 2.97 | 1.56 | 5.94\* |
| 9 | 3.71 | 0.60 | 3.50 | 0.81 | 2.08 |
| 10 | 3.52 | 1.06 | 2.57 | 1.39 | 5.58\* |
| 11 | 3.21 | 1.63 | 2.66 | 1.48 | 2.62\* |
| 12 | 4.41 | 0.89 | 3.33 | 1.54 | 6.10\* |
| 13 | 4.65 | 0.73 | 3.32 | 1.69 | 7.22\* |
| 14 | 3.52 | 0.62 | 3.30 | 0.89 | 2.63\* |
| 15 | 4.45 | 0.73 | 2.59 | 1.62 | 10.30\* |
| 16 | 3.58 | 0.72 | 8.32 | 0.77 | 2.70\* |
| 17 | 3.71 | 1.00 | 3.07 | 1.42 | 3.76\* |
| 18 | 4.22 | 0.97 | 0.32 | 1.48 | 6.00\* |
| 19 | 3.82 | 1.27 | 2.60 | 1.63 | 6.10\* |
| 20 | 3.40 | 1.79 | 2.45 | 1.45 | 4.13\* |
| 21 | 3.71 | 0.53 | 3.59 | 0.55 | 1.56 |
| 22 | 2.82 | 1.31 | 2.12 | 1.32 | 3.89\* |
| 23 | 3.57 | 1.29 | 2.50 | 1.30 | 5.95\* |
| 24 | 3.13 | 1.48 | 2.05 | 1.42 | 5.40\* |
| 25 | 1.64 | 1.70 | 1.77 | 1.44 | 0.34 |
| 26 | 3.36 | 1.36 | 2.52 | 1.39 | 4.32\* |
| 27 | 3.81 | 1.27 | 2.88 | 1.51 | 4.89\* |
| 28 | 4.41 | 1.15 | 3.16 | 1.80 | 5.95\* |
| 29 | 4.07 | 1.46 | 3.18 | 1.50 | 4.94\* |
| 30 | 4.42 | 1.04 | 3.06 | 1.52 | 0.53 |
| 31 | 1.98 | 1.16 | 1.88 | 1.32 | 0.52 |
| 32 | 3.99 | 1.25 | 3.05 | 2.79 | 2.93\* |
| 33 | 3.61 | 0.90 | 2.60 | 1.45 | 5.94\* |
| 34 | 2.14 | 0.68 | 1.97 | 0.67 | 1.77 |
| 35 | 4.41 | 0.83 | 3.51 | 1.61 | 5.00\* |
| 36 | 4.34 | 0.81 | 3.22 | 1.52 | 6.58\* |
| 37 | 3.86 | 0.98 | 2.58 | 1.43 | 7.52\* |
| 38 | 3.77 | 1.13 | 2.6 | 1.48 | 6.50\* |
| 39 | 4.56 | 0.95 | 2.98 | 1.59 | 8.78\* |
| 40 | 4.33 | 0.82 | 3.39 | 1.42 | 5.76\* |
| 41 | 4.26 | 1.26 | 2.49 | 1.75 | 8.42\* |
| 42 | 4.32 | 1.03 | 3.24 | 1.53 | 5.83\* |
| 43 | 4.65 | 1.21 | 2.86 | 1.58 | 8.99\* |
| 44 | 4.17 | 0.95 | 2.94 | 1.48 | 7.02\* |
| 45 | 4.28 | 1.04 | 2.76 | 1.52 | 8.26\* |
| 46 | 2.14 | 0.43 | 2.08 | 0.54 | 0.87 |
| 47 | 4.43 | 0.93 | 3.38 | 1.82 | 5.64\* |
| 48 | 4.02 | 1.12 | 3.29 | 1.58 | 3.84\* |
| 49 | 1.96 | 0.42 | 1.98 | 0.53 | 0.29 |
| 50 | 3.40 | 1.23 | 2.86 | 1.42 | 2.89\* |
| 51 | 8.73 | 1.26 | 2.38 | 1.75 | 3.95 \* |
| 52 | 3.12 | 1.34 | 2.01 | 1.85 | 5.84\* |
| 53 | 3.92 | 1.50 | 2.86 | 1.78 | 4.56\* |
| 54 | 4.20 | 1.14 | 2.72 | 1.58 | 7.62\* |
| 55 | 4.25 | 1.07 | 2.84 | 1.30 | 7.66\* |
| 56 | 4.46 | 0.94 | 3.21 | 1.62 | 6.68\* |
| 57 | 3.86 | 1.25 | 2.99 | 1.72 | 4.14\* |
| 58 | 4.42 | 1.08 | 8.45 | 1.60 | 5.02\* |
| 59 | 3.56 | 1.35 | 2.26 | 1.48 | 6.50\* |
| 60 | 3.90 | 1.19 | 3.15 | 1.51 | 3.89\* |
| 61 | 3.85 | 0.98 | 2.90 | 1.45 | 5.59\* |
| 62 | 4.22 | 0.95 | 8.12 | 1.66 | 5.75\* |
| 63 | 3.69 | 1.45 | 3.11 | 1.48 | 2.80\* |
| 64 | 4.12 | 1.11 | 2.73 | 1.52 | 7.44\* |
| 65 | 4.22 | 9.50 | 2.68 | 1.54 | 8.56\* |
| 66 | 4.08 | 1.45 | 3.27 | 1.52 | 3.85\* |
| 67 | 3.97 | 1.07 | 3.14 | 1.58 | 4.46\* |
| 68 | 1.96 | 0.42 | 1.98 | 0.53 | 0.29 |
| 69 | 3.85 | 1.29 | 2.73 | 1.56 | 5.60\* |
| 70 | 3.54 | 1.52 | 2.98 | 1.53 | 2.80\* |

\* Items selected for the final test.

**Preparation of the Final Scale**

 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 70 items, 60 items were selected with 0.01 level of significance.

Thus the investigator prepared the final scale consisting of 60 items. Among them 13 items are to measure the Emotional responsibility, 12 are to measure Emotional honesty, 13 for measure Emotional openness, 9 items for measure Emotional assertiveness, 8 for Emotional understanding and 5 items for measure Emotional detachment. The time duration fixed for the test was 30 minutes. Maximum score was 300 and minimum score was zero.

**Validity**

 The scale has **face validity** as the identified components were based on the theory of Emotional Maturity and studies related to Emotional Maturity. 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 the **content validity**, the investigator covered all the procedure in the preparation of the Scale itself, i.e., (i) described the content of Emotional Maturity (ii) six components 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.

**Reliability**

 Reliability of the present study was estimated by Test-Retest Method on a same sample of 40 Student Teachers with an interval of three weeks between the two administrations. The coefficient of reliability is obtained by correlating the scores on two successive administrations of the test (administration number 1 versus administration number 2). The Correlation Coefficient of the two sets of scores was calculated using Pearson's Product Moment formula. The Correlation Coefficient obtained to be 0.78. The obtained validity and reliability indicates that the Scale of Emotional Maturity having acceptable psychometric qualities to measure the Emotional Maturity of Student Teachers.

**Norms**

 A test is said to be standardized when it undergoes all the statistical procedures meant for it and when the appropriate norms were calculated for the test. Separate norms need to be established for the whole population, as well as different strata of population, which shows significant difference from one another based on Gender and Type of the Institution. For establishing norms; Arithmetic Mean, Median, Mode, Standard Deviation and Percentiles were calculated. The investigator has calculated the Critical ratio for significance of difference between means of comparable subsamples based on Gender and Type of the Institution. The norms were calculated only for those groups where significant difference exists in the Mean Scores of Emotional Maturity. 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.

 A copy of the final Scale and its Response Sheet in Malayalam language and their English versions and Scoring Key of Emotional Maturity are given as Appendices II, II A, II B, II C and II D

**3.3.2.2. Social Adjustment Scale (Praveen & Asmabi, 2005)**

 For measuring Social Adjustment, the investigator adopted the modified form of Social Adjustment Scale prepared and standardized by Praveen and Asmabi (2005). The scale consists of 60 items in which three components related to Home Adjustment and twelve components related to School/College Adjustment. A composite score attained for 15 components is the subject's score of Emotional Maturity. The fifteen components of Social Adjustment are given below.

**a) Coherence**

 Coherence means to cohere with family members, obeying parents, cooperation with siblings.

**b) Happiness**

 Happiness means adjusting capacity of children to deal with family situations

1. **Feeling of Belongingness**

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

**d) Social Skill**

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

**e) Social Standards**

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

**f) Communication Ability**

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

**g) Problem Solving**

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

**h) School Relation**

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

**i) Standing Aloof From Anti-social Tendencies**

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

**j) Perception About Academic Achievement**

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

**k) Leadership**

 Leadership means the ability to lead and influence others.

**l) Perception of Self-efficacy**

 It refers to ones awareness about his own capacities and limitations.

**m) Empathy**

 Empathy indicates the ability to stand in others positions and their feelings.

**n) Self control and Self monitoring**

 It refers the ability to direct and control oneself.

**o) Effective Coping Ability**

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

 The scale was prepared in the form of a 4 point scale. The scale consists of 60 items from the 15 components. Among these, 30 items are situational and 30 statement items. The responses of situational items are closed type and each item consists of 4 responses. The responses of statement items are, 'Always', 'Sometimes', 'Occasionally' and 'Never'. The statement items consist both positive and negative statements. The subject has to response all the items within a maximum time of 20 minutes.

 Face validity and content validity of Social Adjustment Scale were established by the scale constructor. Reliability of Social Adjustment Scale was found out by test retest method by the scale constructor. The reliability of the scale was found to be 0.85.

 An illustrative example from the scale is presented.

1. 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.

 A copy of the Social Adjustment Scale and its Response Sheet in Malayalam Language and English version and Scoring key are given in Appendices III, III A, III B, III C and III D.

3.3.3. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA

Details regarding the procedure of data collection and scoring and consolidation of data are given below.

**3.3.3.1. Data Collection Procedure**

 After the selection of the sample, the investigator made arrangements for the administration of the tools. The investigator sought permission from the Principals of the selected colleges for collecting data and made necessary arrangements for it. The investigator met Student Teachers in the class and explained the nature and confidentiality of the study. After giving necessary instructions the investigator administered the Scale of Emotional Maturity and Scale of Social Adjustment on Student Teachers and collected data.

**3.3.3.2. Scoring and Consolidation of Data**

 Specific direction given in the respective test manuals were strictly followed for scoring the response sheets collected. The response sheets of the Scale of Emotional Maturity, were scored according to the scoring scheme provided. Each statements has five responses i.e., ‘Strongly Agree’, ‘Agree’, ‘Undecided’ ‘Disagree’ and ‘Strongly Disagree’. A score of 5, 4, 3, 2 and 1 was given for the responses, ‘Strongly Agree’, ‘Agree’ ‘Undecided’, ‘Disagree’, ‘Strongly Disagree’ for a positive item. For a negative item, the scoring was done in the reverse order.

 Modified Social Adjustment scale involves 60 items. Each one has four responses. The investigator scored each response sheet using scoring key of the social adjustment scale.

 After scoring the response sheets, the scores obtained in each test were tabulated and consolidated.

3.3.4. STATISTICAL TECHNIQUES USED FOR ANALYSIS

 The raw scores obtained for 600 students were subjected to different statistical treatments in order to satisfy the objectives of the study. The entire statistical processing was done through computer. The various statistical techniques used for analysing data are given below.

**3.3.4.1. Percentiles**

 To find out norms for the Total sample and Subsamples, Percentiles are used. The method of calculating Percentiles using the following formula.

 pp = + (Garrett, 1981)

Where,

 p = Percentage of the distribution wanted

 = exact lower limit of the class interval up on which pp  lies

 ρN = Part of N to be counted off in order to reach pp

F = Sum of all scores up on intervals below .

*f*p = number of scores within the interval up on which pp falls.

*i* = length of the class interval.

**3.3.4.2. Mean Difference Analysis**

 The statistical technique, Test of Significance of Difference Between Means for Large Independent sample was used to find out if there exists any significant difference in Emotional Maturity and Social Adjustment between relevant sub samples.

 The Test of Significance of Difference Between two means is known as t-test. The following formula suggested by Garrett (1981) was used.

t =

 Here , the Mean, , the Standard Deviation and , Sample size of the groups. The Difference Between Means is said to be significant, depending upon whether the t-values exceeds the table value set for 0.01 and 0.05level of significance.

**3.3.4.3. Pearson’s Product Moment Coefficient of Correlation ('r')**

The most often used and most precise Coefficient of Correlation is Pearson’s Product Moment Coefficient of Correlation. The degree of relationship between the variables Emotional Maturity and Social Adjustment was measured and represented by the Coefficient of Correlation which can be calculated using the formula.

 r = (Garrett, 1981)

Where,

 ΣX = Sum of the X scores

 ΣY = Sum of the Y scores

 ΣX2 = Sum of the squared X score

 ΣY2 = Sum of the squared Y scores

 ΣXY = Sum of the product of paired X and Y scores

 N = Number of paired scores.

 For the present study Correlation Coefficient (‘r’) is used to find out the extent of relationship between Emotional Maturity and Social Adjustment of Student Teachers.

**ANALYSIS**

 The main purpose of the present study was to find out the level of Emotional Maturity and Social Adjustment of Student Teachers of Malappuram district. The study was also used to find out the relation, if any, between the Emotional Maturity and Social Adjustment of Student Teachers. The collected and tabulated data were analysed using the statistical techniques like Percentiles, Mean Difference Analysis and Correlation. Analysis of the data has been done, classified and presented under the following headings.

4.1 Preliminary Analysis

4.2 Level of Emotional Maturity of Student Teachers for Total Sample and Subsamples.

4.3 Comparison of the Mean Scores of Emotional Maturity with Respect to Gender and Type of the Institution.

4.4 Level of Social Adjustment of Student Teachers for Total Sample and Subsamples.

4.5 Comparison of the Mean Scores of Social Adjustment with Respect to Gender and Type of the Institution

4.6 Estimation of the Extent of Relationship Between Emotional Maturity and Social Adjustment.

4.7 Conclusions.

**4.1. PRELIMINARY ANALYSIS**

 To know the nature of distribution of Emotional Maturity Scores and Social Adjustment Scores for the Total sample and subsamples, important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis were computed. The statistical values are presented in Tables 4.1 and 4.2.

TABLE 4.1

**Statistical Constants of the Variables Emotional Maturity and
Social Adjustment of Student Teachers (Total Sample, Male and Female)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl.No.** | **Variables** | **Total Sample (N = 600)** | **Male (N=91)** | **Female (N=509)** |
| **Mean** | **Median** | **Mode** | **S.D** | **Skew-ness** | **Kurto-sis** | **Mean** | **Median** | **Mode** | **S.D** | **Skew-ness** | **Kurto-sis** | **Mean** | **Median** | **Mode** | **S.D** | **Skew-ness** | **Kurto-sis** |
| 1. | Emotional Maturity | 196.30 | 198.00 | 197.00 | 24.48 | -0.931 | 4.77 | 201.69 | 207.00 | 210.00 | 25.10 | -0.26 | 0.235 | 195.34 | 197.00 | 197.00 | 24.26 | -1.08 | 5.67 |
| 2. | Social Adjust-ment | 180.10 | 183.00 | 197.00 | 20.93 | -0.66 | 0.096 | 187.18 | 189.00 | 180.00 | 18.701 | -0.879 | 1.495 | 178.84 | 182.00 | 197.00 | 21.07 | -0.630 | 0.04 |

TABLE 4.2

**Statistical Constants of the Variables Emotional Maturity and
Social Adjustment of Student Teachers (Government/Aided and Private)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.No.** | **Variables** | **Government/Aided (N = 70)** | **Private (N =530)** |
| **Mean** | **Median** | **Mode** | **S.D** | **Skewness** | **Kurtosis** | **Mean** | **Median** | **Mode** | **S.D** | **Skewness** | **Kurtosis** |
| 1. | Emotional Maturity | 206.97 | 209.00 | 186.00 | 23.08 | -0.452 | 0.264 | 194.89 | 197.00 | 197.00 | 24.33 | -1.017 | 5.382 |
| 2. | Social Adjustment | 184.82 | 188.00 | 188.00 | 20.63 | -1.106 | 1.132 | 179.48 | 182.00 | 197.00 | 20.90 | -0.62 | 0.039 |

Table 4.1 reveals that the three measures of central tendency viz., Mean, Median and Mode of the variable Emotional Maturity of Total Sample are approximately equal. Where as the values obtained for Mean, Median and Mode for the variable Social Adjustment are not equal. The extent of Skewness or index of asymmetry for the variable Emotional Maturity is -0.93. This shows the distribution is slightly negatively skewed. The measure of kurtosis is obtained as 4.77, which shows the curve is platykurtic (Ku >0.263). The extent of Skewness for the Variable Social Adjustment of total sample is -0.66. This shows the distribution is negatively skewed. The obtained measure of peakedness is a very small ie, 0.09.

 The values of measures of central tendency of the variables Emotional Maturity and Social Adjustment for Male student Teachers were not equal. The extent of Skewness of the variable Emotional Maturity and Social Adjustment of Student Teachers based on Gender follows slightly negative skewness. The measure of kurtosis of Emotional Maturity for Male student Teachers is obtained as 0.235, which shows the curve is platykurtic while the measure of Kurtosis obtained for females is 5.67, which show the curve is leptokurtic. The measure of Kurtosis of Social Adjustment for Male Student Teachers is obtained as 1.495, which shows the curve is leptokurtic. The obtained measure of peakedness is a very small for Social Adjustment of Female Student Teachers.

 From Table 4.2, the obtained measure of peakedness of Emotional Maturity of Government student Teacher is approximately mesokurtic where as for Social Adjustment of the same, shows leptokurtic curve. The measure of Kurtosis of Emotional Maturity and Social Adjustment of Private Student Teachers are 5.38 and 0.03 respectively. This shows the Emotional Maturity curve for Private Student Teachers is lepto kurtic. Where as, for Social Adjustment of Private Student Teachers, it is Platykurtic.

 Graphical representation of the scores of the variables, Emotional Maturity and Social Adjustment of Student Teachers for the Total sample is presented in Figure 4-1 and 4-2 respectively.



Scale

X axis : 1 unit = 25 Scores

Y axis : 1 unit = 50 Frequency

**FIGURE 4-1 Smoothed Frequency Curve of Emotional Maturity for Total Sample**



Scale:

X axis : 1 cm = 10 Score

Y axis : 1 cm = 50 Frequency

**FIGURE 4-2 Smoothed Frequency Curve of Social Adjustment for Total Sample**

 The graphical representation of the variable Emotional Maturity of Total Sample (Figure 4-1) shows that Emotional Maturity of Student Teachers follows approximately a normal distribution. Figure 4-2 shows that the distribution of Social Adjustment of Student Teacher is not remarkably deviated from normality.

**4.2. LEVEL OF EMOTIONAL MATURITY OF STUDENT TEACHERS FOR TOTAL SAMPLE AND SUBSAMPLES**

 The level of Emotional Maturity of student Teachers, in the Total Sample and in the subsamples based on Gender and Type of the Institution were established by calculating the Mean Scores and the Percentiles.

 The Mean Score of Emotional Maturity of Student Teachers in the Total Sample and Subsamples are presented in Table 4.3.

TABLE 4.3

**Mean Score of Emotional Maturity of
Student Teachers in the Total Sample and Relevant Subamples**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Total Sample** | **Gender** | **Type of the Institution** |
| **Male** | **Female** | **Government/Aided** | **Private** |
| Mean Score of Emotional Maturity | 196.30 | 201.69 | 195.34 | 206.97 | 194.89 |

 Table 4.3 reveals that the Mean Score of Emotional Maturity of Student Teachers for the Total Sample is 196.30. When Gender was considered, Male Student Teachers have higher score in Emotional Maturity than their Female counter parts. When the Type of the Institution was considered, those who are studying in Government/Aided Institutions, attained greater score in Emotional Maturity than Private Student Teachers.

4.2.1. ESTABLISHING RELEVANT NORMS FOR THE VARIABLE EMOTIONAL MATURITY

 Standardisation procedure of any scale involves establishment of norms. Norms are usually expressed as Percentiles. A Percentile norm is a standard index for interpreting the scores of an individuals in terms of his 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.

 The norms in common use are age norms, grade norms, management norms etc. Since the present study is limited to Student Teachers, the age and grade norms are not relevant. For the present study, Percentile norms were established for Total sample and subsamples based on Gender and Type of the Institution.

**4.2.1.1. Norms for the Total Sample**

 The values of the Percentiles for the Total Sample is presented in
Table 4.4.

TABLE 4.4
**Percentile Norms for the Total Sample**

|  |  |
| --- | --- |
| **Percentile** | **Values** |
| P90 | 224.00 |
| P80 | 216.00 |
| P70 | 210.00 |
| P60 | 203.00 |
| P50 | 198.00 |
| P40 | 193.00 |
| P30 | 187.00 |
| P20 | 178.00 |
| P10 | 163.10 |

 Table 4.4 shows 10 percentage of the 600 Student Teachers scored below 163.10 in the distribution of Emotional Maturity Scores. The Percentile value also shows 50 percentage of the 600 Student Teachers scored below 198.00 in the distribution of Emotional Maturity Scores. It also shows that 90 percentage of the 600 Student Teachers scored below 224.00 in the distribution of Emotional Maturity Scores. 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 4-3.



Scale

X axis =2 cm =50 Scores

Y axis =1cm =10 Percentage

**FIGURE 4-3 Cumulative Percentage Curve of Emotional Maturity for Total Sample**

**4.2.1.2. Percentile Norms for Gender**

 As there is difference in the Mean Scores of Emotional Maturity between Male and Female Student Teachers, separate norms were established for this subsample. Gender norms are summarized in Table 4.5.

TABLE 4.5
**Percentile Norms for Gender**

|  |  |  |
| --- | --- | --- |
| **Percentiles** | **Male** | **Female** |
| P90 | 231.60 | 223.00 |
| P80 | 218.60 | 215.00 |
| P70 | 214.00 | 208.00 |
| P60 | 210.00 | 201.00 |
| P50 | 207.00 | 197.00 |
| P40 | 197.80 | 193.00 |
| P30 | 188.60 | 186.60 |
| P20 | 183.40 | 177.00 |
| P10 | 164.00 | 163.00 |

 Table 4.5 shows 50 percentage of 91 Male Student Teachers scored below 207.00 in the distribution of Emotional Maturity Scores. Where as 90 percentage of Male Student Teachers scored below 231.060 only in the distribution of Emotional Maturity Scores. It also shows 50 percentage of the 509 Female Student Teachers scored below 197.00 only in the distribution of Emotional Maturity Scores. Where as 90 percentage of the student Female Student Teachers scored below 223.00 only in the distribution of Emotional Maturity scores. Thus Male Student Teachers scores more score than that of Female Student Teachers in the distribution of Emotional Maturity. In order to compare the Emotional Maturity of Male and Female, super imposed ogives were drawn. The graphical representation of Cumulative Percentage Curve of Males and Females are given in Figure 4-4.



Scale

X axis =2 cm =20 Scores

Y axis =1cm =10 Percentage

**FIGURE 4-4 Cumulative Percentage Curve of Emotional Maturity of Student Teachers with Respect to Gender**

 Figure 4-4 shows that ogive of the Male Student Teachers lies right to the ogive of the Female Student Teachers. This suggests that Male Student Teachers are superior than Females in their Emotional Maturity.

**4.2.1.3. Percentile Norms for Type of the Institution**

 As there is difference in the Mean Scores of Emotional Maturity among those who are studying in Government/Aided Institutions and Private Institutions, separate norms were established for this subsample. Norms for Type of the Institution are summarized in Table 4.6.

TABLE 4.6
**Percentile Norms for Type of the Institution**

|  |  |  |
| --- | --- | --- |
| **Percentiles** | **Government/Aided** | **Private** |
| P90 | 237.60 | 208.00 |
| P80 | 226.80 | 199.00 |
| P70 | 220.70 | 196.00 |
| P60 | 213.00 | 193.00 |
| P50 | 209.00 | 188.00 |
| P40 | 204.40 | 184.00 |
| P30 | 199.30 | 179.00 |
| P20 | 186.00 | 173.20 |
| P10 | 174.50 | 148.40 |

 Table 4.6 shows 50 percentage of the 70 Government/Aided Student Teachers scores below 209.00 in case of Emotional Maturity. 90 percentage of the Government/Aided Student Teachers scores below 237.60 in case of Emotional Maturity. Whereas 50 percentage of the 530 Private Student Teachers scored below 188.00. 90 percentage of the Private Student Teachers scored below 208.00 in the distribution of Emotional Maturity scores. Hence Government/Aided Student Teachers scored more scores than Private Student Teachers in case of Emotional Maturity. In order to compare the Emotional Maturity of Student Teachers in Government/Aided and Private Institutions, super imposed ogives were drawn. The graphical representation of cumulative percentage curve of scores of Emotional Maturity obtained for Government/Aided and Private Student Teachers are given in Figure 4-5.



Scale

X axis =2 cm =20 Scores

Y axis =1cm =10 Percentage

**FIGURE 4-5 Cumulative Percentage Curve of Emotional Maturity of Student Teachers with Respect to Type of the Institution**

Figure 4-5 reveals that ogive of the Government/Aided student Teachers lies right to the ogive of the Private Student Teachers, showing that Government/Aided Student Teachers are superior than Private Student Teachers in their Emotional Maturity.

**4.3. COMPARISON OF THE MEAN SCORES OF EMOTIONAL MATURITY WITH RESPECT TO GENDER AND TYPE OF THE INSTITUTION**

 To find out if there is any difference in Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution, Test of significance of Difference between Means was employed. t-value obtained for the subsample Gender is presented in Table 4.7.

TABLE 4.7

**Data and Result of the t-test for the
Mean Scores of Emotional Maturity Based on the Subsample, Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Gender** | **Mean score** | **Standard Deviation** | **Size of the Sample** | **t-value** |
| 1. | Male | 201.69 | 25.10 | 91 | 2.23\* |
| 2 | Female | 195.34 | 24.26 | 509 |

\* Significant at 0.05 level.

 Table 4.7 shows that the t-value obtained for the variable Emotional Maturity with respect to Gender is 2.23 which is greater than 1.96, the required value of 't' for significance at 0.05 level. This suggest that there is significant difference (at 0.05 level) between Male and Female Student Teachers with respect to Emotional Maturity. The high Mean Scores associated with the Male student Teachers shows that they are superior than Female Student Teachers in case of Emotional Maturity.

 The t-value obtained for the subsample, Type of the Institution is presented in Table 4.8.

TABLE 4.8

**Data and Result of the t-test for the Mean Scores of
Emotional Maturity Based on the Subsample, Type of the Institution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Type of the Institution** | **Mean** | **Standard Deviation** | **Size of the Sample** | **t-value** |
| 1 | Government/Aided | 206.97 | 23.08 | 70 | 4.09\*\* |
| 2 | Private | 194.89 | 24.33 | 530 |

\*\* Significant at 0.01 level.

 Table 4.8 shows that t-value obtained for the variable Emotional Maturity with respect to Type of the Institution is 4.09. Which is greater than 2.58, the required value of 't' for significance at 0.01 level. This suggest that there is significant difference (at 0.01 level) in the Mean Scores of Emotional Maturity among Government/Aided and Private student Teachers. The high Mean Scores associated with the Government/Aided Student Teachers indicate that they are superior than Private Student Teachers in case of Emotional Maturity.

**4.4. LEVEL OF SOCIAL ADJUSTMENT OF STUDENT TEACHERS FOR TOTAL SAMPLE AND SUBSAMPLES**

 The level of Social Adjustment of Student Teachers for Total Sample and the sub samples based on Gender and Type of the Institution were established by calculating the Mean Scores and the Percentiles.

 The Mean Scores of Social Adjustment of Student Teachers in the Total Sample and relevant subsamples are presented in Table 4.9.

TABLE 4.9

**Mean Scores of Social Adjustment of
Student Teachers in the Total Sample and Relevant Subsamples**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Total Sample** | **Gender** | **Type of the Institution** |
| **Male** | **Female** | **Government/Aided** | **Private** |
| Mean Score of Social Adjustment | 180.10 | 187.18 | 178.84 | 184.82 | 179.48 |

 From Table 4.9, the Mean Scores of Social Adjustment of Student Teachers for the Total Sample is 180.10. While considering Male Student Teachers, they have higher Mean Score in Social Adjustment than their counterparts. When the Type of the Institution was considered, those who are studying in Government/Aided Institutions got greater score in Social Adjustment than those studying in Private Institutions.

4.4.1. ESTABLISHING RELEVANT NORMS FOR THE VARIABLE SOCIAL ADJUSTMENT

Since the present study is limited to Student Teachers, Percentile norms for Total Sample, Gender Norms and Norms for Type of the Institution were only considered.

**4.4.1.1. Norms for the Total Sample**

 The value of the percentiles for the Total Sample is presented in Table 4.10.

TABLE 4.10
**Percentile Norms for the Total Sample**

|  |  |
| --- | --- |
| **Percentiles** | **Values** |
| P90 | 204.00 |
| P80 | 198.00 |
| P70 | 194.00 |
| P60 | 188.00 |
| P50 | 183.00 |
| P40 | 178.00 |
| P30 | 171.00 |
| P20 | 162.00 |
| P10 | 151.00 |

 Table 4.10 shows 50 percentage of the 600 Student Teachers were scored below 183.00. Whereas 90 percentage of the 600 Student Teachers scored below 204.00 in the distribution of Social Adjustment Scores. In order to get percentiles, ogives are drawn for the Total sample. The graphical representation of cumulative percentage curve of Total Sample is given in Figure 4-6.



Scale

X axis =2 cm =20 Scores

Y axis =1cm =10 Percentage

**FIGURE 4-6 Cumulative Percentage Curve of Social Adjustment for Total Sample**

**4.4.1.2. Percentile Norms for Gender**

 As there is difference in the Mean Scores of Social Adjustment among Male and Female Student Teachers, separate norms were established for this subsample. Gender Norms are presented in Table 4.11.

TABLE 4.11
**Percentile Norms for Gender**

|  |  |  |
| --- | --- | --- |
| **Percentile** | **Male** | **Female** |
| P90 | 209.00 | 203.00 |
| P80 | 201.60 | 197.00 |
| P70 | 196.40 | 193.00 |
| P60 | 193.20 | 188.00 |
| P50 | 189.00 | 182.00 |
| P40 | 184.80 | 176.00 |
| P30 | 180.00 | 169.00 |
| P20 | 175.00 | 160.00 |
| P10 | 162.60 | 150.00 |

 Table 4.11 shows 50 percentage of the 91 Male Student Teachers scored below 189.00 in case of Social Adjustment Scores. It also shows 90 percentage of Male Student Teachers scored below 209.00 in case of Social Adjustment Scores. Whereas 50 percentage of the 509 Female Student Teachers scored below 182.00 and 90 percentage of Female Student Teachers scored below 203.00 in the distribution of Social Adjustment. Thus it shows that Male Student Teachers were scored more score than Female Student Teachers in case of Social Adjustment. In order to compare the level of Social Adjustment of Male and Female Student Teachers, super imposed ogives were drawn separately in the same graph. The graphical representation of cumulative percentage curve of Males and Females are given in Figure 4-7.



Scale

X axis =2 cm =15 Scores

Y axis =1cm =10 Percentage

**FIGURE 4-7 Cumulative Percentage Curve of Social Adjustment of Student Teachers with Respect to Gender**

 Figure 4-7 reveals that ogive of the Male lies right to the ogive of the Females showing that Male student Teachers are superior to Females in their Social Adjustment

**4.4.1.3. Percentile Norms for Type of the Institution**

 As there is difference in Mean Score in Social Adjustment among those who studying in Government /Aided Institutions and Private Institutions, separate norms were established for this subsample. Norms for Type of the Institution are summarized in Table 4.12.

TABLE 4.12
**Percentile Norms for Type of the Institution**

|  |  |  |
| --- | --- | --- |
| **Percentile** | **Government/Aided Institutions** | **Private Institution** |
| P90 | 208.00 | 203.00 |
| P80 | 199.00 | 198.00 |
| P70 | 196.00 | 193.70 |
| P60 | 193.00 | 188.00 |
| P50 | 188.00 | 182.00 |
| P40 | 184.00 | 177.00 |
| P30 | 179.00 | 170.00 |
| P20 | 173.20 | 161.00 |
| P10 | 148.40 | 151.00 |

 Table 4.12 shows 50 percentage of the 70 Government/Aided Student Teachers scored below 188.00 and 90 percentage of the Government/Aided Student Teachers scored below 208.00 in the distribution of Social Adjustment. Whereas 50 percentage of the 530 Private Student Teachers scored below 182.00 only in the distribution of Social Adjustment. It also shows 90 percentage of the Private Student Teachers scored below 203.00 in case of Social Adjustment Scores. In order to compare the Social Adjustment of Student Teachers in Government/Aided and Private Institutions, super imposed ogives were drawn. The graphical representation of cumulative Percentage curve of scores of Social Adjustment of Student Teachers with respect to Type of the Institutions is given in Figure 4-8.

**FIGURE 4-8 Cumulative Percentage Curve of Social Adjustment of Student Teachers with Respect to Type of the Institution**

Scale

X axis =2 cm =15 Scores

Y axis =1cm =10 Percentage

 Figure 4-8 indicate that ogive of the Government/Aided Student Teachers lies right to the ogive of the Private Student Teachers showing that Government/Aided student Teachers are superior to Private Student Teachers in case of Social Adjustment.

**4.5. COMPARISON OF THE MEAN SCORES OF SOCIAL ADJUSTMENT WITH RESPECT TO GENDER AND TYPE OF THE INSTITUTION**

 To find out if there is any difference in Social Adjustment of Student Teachers with respect to Gender and Type of the Institution. Test of significance of difference between means is used. t-value obtained for the Subsample Gender is presented in Table 4.13.

TABLE 4.13

**Data and Result of the t-test for the
Mean Scores of Social Adjustment Based on the Subsample, Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Gender** | **Mean** | **Standard Deviation** | **Size of the Sample** | **t-value** |
| 1 | Male | 187.18 | 18.70 | 91 | 3.84\*\* |
| 2 | Female | 178.84 | 27.07 | 509 |

\*\* Significant at 0.01 level.

 Table 4.13 reveals that t-value obtained for the variable Social Adjustment with respect to Gender is 3.84 which is greater than 2.58, the required value of 't' for significance at 0.01 level. This suggest that there is significant difference in the Mean Scores of Social Adjustment of Student Teachers with respect to Gender.

 Male Student Teachers got more Mean Score than Female Student Teachers in Social Adjustment. Hence Male Student Teachers are superior to the Female Student Teachers.

 The t-value obtained for the subsample based on Type of the Institution is given in Table 4.14.

TABLE 4.14

**Data and Result of the t-test for the Mean Scores of
Social Adjustment Based on Subsample, Type of the Institution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Type of the Institution** | **Mean** | **Standard Deviation** | **Size of the Sample** | **t-value** |
| 1 | Government/Aided | 184.32 | 20.63 | 70 | 2.03\* |
| 2 | Private | 179.48 | 20.90 | 530 |

\* Significant at 0.05 level.

 Table 4.14 reveals that t-value obtained for he variable Social Adjustment with respect to Type of the Institution is 2.03. Which is greater than 1.96, the required value of 't' for significance at 0.05 level. This suggest that there is significant (at 0.05 level) difference in the Mean Scores of Social Adjustment with respect to Type of the Institution. The Government/Aided Student Teachers got more score than Private Student Teachers. This shows that the Government/Aided Student Teachers are superior to Private Student Teachers in the case of Social Adjustment.

**4.6. ESTIMATION OF THE EXTENT OF RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT**

 The collected data has been analysed to find out the relation, if any, between the Emotional Maturity and Social Adjustment of Student Teachers. For the same, Correlation was used. The Coefficient of Correlation between the two variables obtained for Total Sample is presented in Table 4.15.

TABLE 4.15

**Pearson's 'r' Between Emotional Maturity and
Social Adjustment of Student Teachers for the Total Sample**

|  |  |
| --- | --- |
| **Sample Size** | **Coefficient of Correlation** |
| 600 | 0.6057\*\* |

\*\* Significant at 0.01 level.

 The Coefficient of Correlation between the variables Emotional Maturity and Social Adjustment for the Total Sample is 0.6057. This suggests that in case of Total Sample, the two variables are significantly related at 0.01 level. The magnitude of 'r' indicate that the relationship between the two variables are substantial. The Correlation Coefficient also suggests that two variables are positively related. That is, in the case of Total sample, change in one variable may result in a corresponding change (substantial) in the other variable.

 The Coefficient of Correlation between the variables Emotional Maturity and Social Adjustment for the subsample based on Gender is presented in Table 4.16.

TABLE 4.16

**Pearson's 'r' Between Emotional Maturity and Social
Adjustment of Student Teachers for the Subsample Based on Gender**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Gender** | **Coefficient of Correlation** |
| 1. | Male | 0.5676\*\* |
| 2. | Female | 0.6075\*\* |

\*\* Significant at 0.01 level.

 Table 4.16 suggests that Coefficient of Correlation between the variables Emotional Maturity and Social Adjustment for Male Student Teachers is 0.5676. It indicates that, in case of Male Student Teachers, the two variables are significantly related at 0.01 level. The magnitude of 'r' suggests that the relationship between the two variable is moderate. The Coefficient of Correlation between Emotional Maturity and Social Adjustment for Female Student Teachers is 0.6075. This indicates that, in case of Female Student Teachers the two variables are significantly related at 0.01 level. The magnitude of 'r' also indicate that the relationship between the two variable is substantial.

 The Coefficient of Correlation between the variables Emotional Maturity and Social Adjustment obtained for the subsample based on Type of the Institution are presented in Table 4.17.

TABLE 4.17

**Pearson's 'r' Between Emotional
Maturity and Social Adjustment of Student
Teachers for the Subsample Based on Type of the Institution**

|  |  |  |
| --- | --- | --- |
| **Sl.No.** | **Type of the Institution** | **Coefficient of Correlation** |
| 1. | Government/Aided | 0.7673\*\* |
| 2. | Private | 0.5822\*\* |

\*\* Significant at 0.01 level.

 Table 4.17 suggest that the Coefficient of Correlation between Emotional Maturity and Social Adjustment for Government/Aided and Private Student Teachers are 0.7673\*\* and 0.5822\*\* respectively.

 Thus in case of Government/Aided Student Teachers, the two variables are significantly related at 0.01 level. It's magnitude of 'r' suggests that the relationship between two variable is substantial. But in case of Private Student Teachers, the two variables are significantly related at 0.01 level and its magnitude indicate that the relation is only moderate. The Correlation Coefficient also suggests that the two variables are positively related for the subsample based on Type of the Institution.

**4.7. CONCLUSIONS**

 The objectives of the present study were to find out the level of Emotional Maturity and Social Adjustment of Student Teachers of Malappuram district. The study was also used to find out the relation, if any, between the Emotional Maturity and Social Adjustment of Student Teachers. The entire statistical analysis were done through the Percentiles, Mean Difference Analysis and Correlation, keeping the objectives in mind. From the result of the analysis investigator arrived at the following conclusions:

4.7.1. The level of Emotional Maturity of Student Teachers for Total Sample and subsample based on Gender and Type of the Institution in terms of Percentile was found to be:

|  |  |
| --- | --- |
| **Percentile** | **Sample** |
| **Total Sample** | **Gender** | **Type of the Institutions** |
| **Male** | **Female** | **Government/Aided** | **Private** |
| P­90 | 224.00 | 231.60 | 223.00 | 237.60 | 208.00 |
| P80 | 216.00 | 218.60 | 215.00 | 226.80 | 199.00 |
| P70 | 210.00 | 214.00 | 208.00 | 220.70 | 196.00 |
| P60 | 203.00 | 210.00 | 201.00 | 213.00 | 193.00 |
| P50 | 198.00 | 207.00 | 197.00 | 209.00 | 188.00 |
| P40 | 193.00 | 197.80 | 193.00 | 204.40 | 184.00 |
| P30 | 187.00 | 188.60 | 186.00 | 199.30 | 179.00 |
| P20 | 178.00 | 183.40 | 177.00 | 186.00 | 173.20 |
| P10 | 163.10 | 164.00 | 163.00 | 174.50 | 148.40 |

4.7.2. There is significant difference in Emotional Maturity of Student Teachers with respect to Gender [t=2.23\* (Significant at 0.05 level)] and Type of the Institution [t=4.09\*\* (Significant at 0.01 level)]

 4.7.3. The level of Social Adjustment of Student Teachers for Total Sample and Subsample based on Gender and Type of the Institution was found to be:

|  |  |
| --- | --- |
| **Percentile** | **Value** |
| **Total Sample** | **Gender** | **Type of the Institutions** |
| **Male** | **Female** | **Government/Aided** | **Private** |
| P­90 | 204.00 | 209.00 | 203.00 | 208.00 | 203.00 |
| P80 | 198.00 | 201.60 | 197.00 | 199.00 | 198.00 |
| P70 | 194.00 | 196.40 | 193.00 | 196.00 | 193.70 |
| P60 | 188.00 | 193.20 | 188.00 | 193.00 | 188.00 |
| P50 | 183.00 | 189.00 | 182.00 | 188.00 | 182.00 |
| P40 | 178.00 | 184.80 | 176.00 | 184.00 | 177.00 |
| P30 | 171.00 | 180.00 | 169.00 | 179.00 | 170.00 |
| P20 | 162.60 | 175.00 | 160.00 | 173.20 | 161.00 |
| P10 | 151.00 | 162.60 | 150.00 | 148.40 | 151.00 |

4.7.4. There is significant difference in Social Adjustment of Student Teachers with respect to Gender [t = 3.84\*\* (Significant at 0.01 level)] and Type of the Institution [t=2.03\* (Significant at 0.05 level)].

4.7.5. There is significant and substantial relationship between Emotional Maturity and Social Adjustment of Student Teachers for Total Sample (r = 0.6057). There is moderate and significant relationship between Emotional Maturity and Social Adjustment of Male Student Teachers (r = 0.5676). While for Female student Teachers, there is substantial and significant relationship between Emotional Maturity and Social Adjustment (r = 0.6075). There is significant and substantial relationship between Emotional Maturity and Social Adjustment of Government/Aided Student Teachers (r = 0.7673). But there is moderate and significant relationship between Emotional Maturity and Social Adjustment of Private Student Teachers (r = 0.5822). Thus the study reveals that there is significant and positive relationship between Emotional Maturity and Social Adjustment of Student Teachers. This points that any change in Emotional Maturity may result in a corresponding change in the Social Adjustment of Student Teachers.

**SUMMARY, FINDINGS AND SUGGESTIONS**

 This chapter provides an overview of the significant aspects of the study.

**5.1. STUDY IN RETROSPECT**

 The various aspects relating to the present study like Variables, Objectives, Hypotheses and Methodology are given below in brief.

5.1.1. RESTATEMENT OF THE PROBLEM

 The present study was entitled as "EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT OF STUDENT TEACHERS IN MALAPPURAM DISTRICT".

5.1.2. VARIABLES OF THE STUDY

 The variables selected for the study were the following.

5.1.2.1. Emotional Maturity and

5.1.2.2. Social Adjustment

5.1.3. OBJECTIVES

 The objectives formulated for the present study are as follows:

5.1.3.1. To find out the level of Emotional Maturity of Student Teachers.

5.1.3.2. To find out if there is any difference in Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution.

5.1.3.3. To find out the level of Social Adjustment of Student Teachers

5.1.3.4. To find out if there is any difference in Social Adjustment of Student teachers with respect to Gender and Type of the Institution.

5.1.3.5. To find out the relation, if any, between the Emotional Maturity and Social Adjustment of Student Teachers.

5.1.4. HYPOTHESES

 Following hypotheses were set for the study.

5.1.4.1. There is no significant difference in Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution.

5.1.4.2. There is no significant difference in Social Adjustment of Student Teachers with respect to Gender and Type of the Institution.

5.1.4.3. There is no significant relation between Emotional Maturity and Social Adjustment of Student Teachers.

5.1.5. PROCEDURE

 The procedure of the present study is outlined as the following:

**5.1.5.1. Sample for the Study**

 The study was conducted on a sample of 600 Student Teachers belonging to various Teacher Training Institutes of Malappuram district.

**5.1.5.2. Tools Used for the Study**

The investigator made use of the following tools for the study.

***a) Scale of Emotional Maturity – SEM (Hameed & Thahira, 2007)***

 The variable Emotional Maturity was measured by a newly developed Scale of Emotional Maturity by Hameed and Thahira (2007).

***b) Social Adjustment Scale (Praveen & Asmabi, 2005)***

 The Social Adjustment Scale developed by Praveen and Asmabi (2005) was employed to measure the Social Adjustment of Student Teachers.

**5.1.5.3. Statistical Techniques Used for Analysis**

 In the present study, the calculated data were analysed using the following statistical techniques.

***a) Percentiles***

 Percentiles are used to find out the norms for the Total Sample and Subsamples, Gender and Type of the Institution.

***b) Mean Difference Analysis***

 Mean Difference Analysis was used to find out if there exists any significant difference in Emotional Maturity and Social Adjustment between relevant Subsample.

***c) Pearson's Product Moment Coefficient of Correlation***

 Pearson's Product Moment Coefficient of Correlation was used to find out the degree of relationship between the variables Emotional Maturity and Social Adjustment.

**5.2. MAJOR FINDINGS OF THE STUDY**

 A brief descriptions of the major findings of the study is presented in the section of this study.

**5.2.1. Level of Emotional Maturity of Student Teachers for Total sample and Subsamples**

The level of Emotional Maturity of Student Teachers for Total Sample and Subsamples based on gender and type of the institution in terms of percentile was found to be:

|  |  |
| --- | --- |
| **Percentile** | **Value** |
| **Total Sample** | **Gender** | **Type of the Institution** |
| **Male** | **Female** | **Government/Aided** | **Private** |
| P­90 | 224.00 | 231.60 | 223.00 | 237.60 | 208.00 |
| P80 | 216.00 | 218.60 | 215.00 | 226.80 | 199.00 |
| P70 | 210.00 | 214.00 | 208.00 | 220.70 | 196.00 |
| P60 | 203.00 | 210.00 | 201.00 | 213.00 | 193.00 |
| P50 | 198.00 | 207.00 | 197.00 | 209.00 | 188.00 |
| P40 | 193.00 | 197.80 | 193.00 | 204.40 | 184.00 |
| P30 | 187.00 | 188.60 | 186.00 | 199.30 | 179.00 |
| P20 | 178.00 | 183.40 | 177.00 | 186.00 | 173.20 |
| P10 | 163.10 | 164.00 | 163.00 | 174.50 | 148.40 |

**5.2.2. Comparison of Mean Scores of Emotional Maturity of Student Teachers With Respect to Gender and Type of the Institution**

There is significant difference in Emotional Maturity of Student Teachers with respect to Gender [t = 2.23\* (significant at 0.05level)] and Type of the Institution [t = 4.09\*\* (significant at 0.01 level)]. Male Student Teachers and Government/Aided Student Teachers are more superior to Female Student Teachers and Private Student Teachers in case of Emotional Maturity.

**5.2.3. Level of Social Adjustment of Student Teachers for Total Sample and Subsample**

The level of Social Adjustment of Student Teachers for Total sample and Subsamples based on Gender and Type of the Institution was found to be:

|  |  |
| --- | --- |
| **Percentile** | **Value** |
| **Total Sample** | **Gender** | **Type of the Institution** |
| **Male** | **Female** | **Government/Aided** | **Private** |
| P­90 | 204.00 | 209.00 | 203.00 | 208.00 | 203.00 |
| P80 | 198.00 | 201.60 | 197.00 | 199.00 | 198.00 |
| P70 | 194.00 | 196.40 | 193.00 | 196.00 | 193.70 |
| P60 | 188.00 | 193.20 | 188.00 | 193.00 | 188.00 |
| P50 | 183.00 | 189.00 | 182.00 | 188.00 | 182.00 |
| P40 | 178.00 | 184.80 | 176.00 | 184.00 | 177.00 |
| P30 | 171.00 | 180.00 | 169.00 | 179.00 | 170.00 |
| P20 | 162.60 | 175.00 | 160.00 | 173.20 | 161.00 |
| P10 | 151.00 | 162.60 | 150.00 | 148.40 | 151.00 |

**5.2.4. Comparison of the Mean Scores of Social Adjustment With Respect to Gender and Type of Institution**

There is significant difference in Social Adjustment of Student Teachers with respect to Gender [t = 3.84\*\* (significant at 0.01 level)] and Type of Institution [t = 2.03\* (significant at 0.05 level)]. Male Student Teachers and Government/Aided Student Teachers got more score than Female Student Teachers and Private Student Teachers. Hence Male Student Teachers and Government/Aided Student Teachers are more superior in case of Social Adjustment.

**5.2.5. Extent of Relationship Between Emotional Maturity and Social Adjustment**

Significant and substantial relationship between Emotional Maturity and Social Adjustment of Student Teachers for Total sample (r = 0.6057) is noticed.

There is moderate relationship between Emotional Maturity and Social Adjustment for Male Student Teachers (r = 0.5676). For Female Student Teachers, there is substantial relationship between Emotional Maturity and Social Adjustment (r = 0.6075). There is significant and substantial relationship between Emotional Maturity and Social Adjustment of Government/Aided Student Teachers (r = 0.7679). There is only moderate and significant relationship between Emotional Maturity and Social adjustment of Private Student Teachers (r = 0.5822).

**5.3. TENABILITY OF HYPOTHESES**

 Based on the findings, the tenability of the hypotheses of the study was examined.

5.3.1. The first hypothesis state that, "There is no significant difference in Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution".

The findings of the study reveals that there is significant difference in the Emotional Maturity of Student Teachers with respect to Gender and Type of the Institution. Hence the first hypothesis is rejected.

5.3.2. The second hypothesis state that, "There is no significant difference in Social Adjustment of Student Teachers with respect to Gender and Type of the Institution".

The results of the study shows that there is significant difference in Social adjustment of Student Teachers with respect to Gender and Type of the Institution. Hence, the second hypothesis is rejected.

5.3.3. The third hypothesis state that, "There is no significant relation between Emotional Maturity and Social Adjustment of Student Teachers".

The study reveals that there is significant relationship between Emotional Maturity and Social adjustment of Student Teachers. Therefore, the third hypothesis is also rejected.

**5.4. EDUCATIONAL IMPLICATIONS**

 The present study was to find out the Emotional Maturity and Social adjustment of Student Teachers in Malappuram district. The study reveals that there is significant relationship between Emotional Maturity and Social Adjustment of Student Teachers. The findings of the study also reveals that there is significant difference in Emotional Maturity and Social Adjustment of Student Teachers with respect to Gender and Type of the Institution. Emotional Maturity and Social Adjustment are important setup of psychological abilities that related to life success and can be instrumental in many areas in the workplace. Psychologists argued that Teachers and Student Teachers must know about the importance of Emotional Maturity and Social Adjustment for effective decision making, stimulating creativity and co-operation, developing leadership skills etc.

 For developing Emotional Maturity and Social Adjustment of Student Teachers, the investigator has the following suggestions:

1. Student Teacher should be made aware of the dignity of their roles as the prospective teachers.

2. The teacher in the class must understand his/her own emotions as well as the emotions of pupils and act appropriately in the light of wise emotions.

3. Provide experiences to improve positive self concept of Student Teachers in the teacher training programme.

4. Provision for providing practical experience to student teachers to enhance their Emotional Maturity should be included in the teacher training programme.

5. Different types of group programmes can be conducted to inculcate Emotional Maturity and Social Adjustment.

6. Special guidance programmes and social awareness classes should be conducted.

7. Provisions must be made to have more co-curricular activities and provide opportunities for mingling with others.

8. Students should provide opportunities to express their emotions in a creative way.

9. Students should be redirected to fruitful activities while showing adjustment problems.

10. Provisions to make effective adjustment with himself, members of his family, peers and culture.

11. Teachers should not blame no one.

12. Teachers should recognise one's needs and accept them.

13. Student Teachers should not be neither careless nor careful.

14. Student Teachers should be encouraged to take the responsibility of the society.

15. Student Teachers should be encouraged to assess and enhance their Emotional Maturity and Social Adjustment.

**5.5. SUGGESTIONS FOR FURTHER RESEARCH**

 The present study brings light to a number of new areas to be covered by future researchers. The following suggestions are put forwarded for the same.

1. Studies can be conducted to find out Emotional Maturity of Student Teachers in different stages.

2. Replications of the present study in Higher Secondary School Teachers can be conducted.

3. Comprehensive study can be conducted on Emotional Maturity and Social Adjustment separately.

4. Experimental studies can be conducted to find out ways for enhancing Emotional Maturity of Student Teachers.

5. Emotional Maturity and Social adjustment of Graduate or Post graduate students can be studied.

6. The present study can be extended to other districts.

7. Emotional Maturity in relation to Social Maturity can be studied.

8. Social Adjustment in relation to self esteem can be investigated.

9. Studies on Emotional Intelligence in relation to Emotional Maturity can be conducted.

10. Social Adjustment in relation to Social Intelligence can be studied.

**APPENDIX I**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE (P.O)**

**SCALE OF Emotional Maturity (2007)**

**(Draft)**

**Dr. A. Hameed Thahira. K.K**

**Lecturer in Education M.Ed. Student**

**Farook Training College Farook Training College**

**\nÀt±-i-§Ä**

*Xmsg sImSp-¯n-cn-¡p¶ {]kvXm-h-\-IÄ¡pÅ \n§-fpsS {]Xn-I-cWw, X¶n-cn-¡p¶ D¯-c-¡-S-em-knÂ A©v hn`m-K-§-fnÂ ("ià-ambn tbmPn-¡p¶p', "tbmPn-¡p¶p', "A`n-{]m-b-anÃ', "hntbm-Pn-¡p¶p', "ià-ambn hntbm-Pn-¡p¶p') GXm-sW¶v KpW\ NnÓw (x) D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I.*

1. Fsâ hyàn-]-c-amb Imcy-§-fnÂ asäm-cmÄ CS-s]-Sp-¶-Xns\ Rm³ CjvS-s]-Sp-¶n-Ã.
2. Rm³ asäm-cm-fnÂ \n¶v {]tXyI ]cn-K-W\ Imw£n-¡p-¶n-Ã.
3. kaq-l-¯nse AwK-sa¶ \ne¡v Fsâ D¯-c-hm-Zn-Xz-§Ä Rm³ \nÀh-ln-¡m-dp-­v.
4. kmaq-lnI \nb-a-§sf ]cn-K-Wn-¡msX Pohn-¡p¶ hyànsb Rm³ CjvS-s¸-Sp-¶p.
5. k¦oÀ®-am-b ka-Im-enI PohnX¯nÂ HcmÄ¡pw FÃm Imcy- §fpw Hä¡v sN¿m³ km[n-¡n-Ã. F-¶-Xn-\mÂ aäp-Å-hsc klm-bn-t¡-­Xv Fsâ IS-a-bm-Wv.
6. Rm³ ¢mÊnÂ F¯m³ sshIn-bmÂ Fsâ ho«p-Imsc Ipä-s¸-Sp-¯m-dp-­v.
7. F\n¡v {]bm-k-§-f-\p-`-h-s¸-Sp-t¼mÄ Fsâ hn[nsb ]gn-¡m-dp-­v.
8. Rm³ Gsä-Sp¯ tPmen F´p XymKhpw kln¨v \nÀÆ-ln-¡m-dp-­v.
9. Fs¶ Bsc-¦nepw hnaÀin-¨mÂ Ahsc Rm³ Ipä-s¸-Sp-¯m-dp-­v.
10. aäp-Å-h-cpsS B{K-l-§Ä¡v ap³Xq¡w \ÂtI­n hcp-t¼mÄ F\n¡v Akz-ØX tXm¶m-dp-­v.
11. kplr-¯p-¡-sfs¶ A]-IoÀ¯n-s¸-Sp-¯n-bmepw Rm³ Ahsc Ipä-s¸-Sp-¯m-dn-Ã.
12. ]T-\-Im-cy-§-fnÂ kl-]m-Tn-Isf F\n¡v km[n-¡p¶ coXn-bnÂ Rm³ klm-bn-¡m-dp-­v.
13. kl-]m-Tn-IÄ¡v kwi-b-§Ä Zqco-I-cn¨v sImSp-¡p-¶XnÂ F\n¡v AXn-bmb kt´m-j-ap-­v.
14. kwL-{]-hÀ¯-\-¯nÂ F\n¡v t\XrXzw X¶mÂ AtX-sä-Sp-¡m³ `b-ap-­m-Im-dp-­v.
15. ]T-\-{]-hÀ¯-\-¯nÂ F\n¡v hogvN kw`-hn-¨mÂ kl-]m-Tn-I-tfmSv tZjyw tXm¶m-dp-­v.
16. Rm³ Gsä-Sp-¡p¶ GsXmcp {]hÀ¯-\hpw IrXy-ambn sN¿p-¶-Xn\pw e£y-{]m-]vXn-bn-se-¯n-¡p-¶-Xn\pw F\n¡v ip`m]vXn hnizm-k-ap-­v.
17. Fsâ {]hÀ¯-\-§-sf-¡p-dn¨v Nn´n-¡p-t¼mÄ F\n¡v \Ã kwXr]vXn tXm¶m-dp-­v.
18. Fsâ Pohn-X-s¯-¡p-dn¨v F\n¡v hyà-amb [mc-W-bp-­v.
19. Fsâ hnIm-c-§sf \nb-{´n-¡m³ F\n¡v km[n-¡m-dn-Ã.
20. Hcp \_p²n-ap-«p-­m-bmÂ F\n¡v `b-¦c k¦-Shpw AXv XcWw sN¿m³ Ign-bm¯ Ah-Øbpw D­m-hm-dp-­v.
21. Fsâ A]-IÀj-Xm-t\_m[w aqew aÕ-c-§-fnÂ ]s¦-Sp-¡m³ F\n¡v km[n-¡m-dn-Ã.
22. aÕ-c-§-fnÂ ]cm-Pbw kw`-hn-¡p-t¼mÄ F\n¡v k¦Sw hcm-dp-­v.
23. Iq«mb {]hÀ¯-\-¯nÂ GÀs¸-Sp-t¼m-sgÃmw F\n¡v ]e XS-Ê-§Ä t\cn-tS­n hcn-Ibpw Akz-ØX D­m-hp-Ibpw sN¿m-dp-­v.
24. {]mb-am-b-hÀ Xcp¶ \nÀt±-i-§Ä F\n¡v D]-Im-c-{]-Z-am-sW-¦nÂ am{Xta Rm³ kt´m-j-]qÀÆw tIÄ¡m-dp-Åq.
25. Bsc-¦nepw Ft¶mSv Hcp Imcy-s¯-¡p-dn¨v A`n-{]mbw tNmZn-¨mÂ, Rm³ ]d-bm³ ss[cyw ImWn-¡m-dn-Ã.
26. Fsâ ImgvN-¸m-Sp-IÄ Ah-X-cn-¸n-¡m³ Ah-kcw In«m-Xn-cp-¶mÂ Rm³ A£-a- ImWn¡pw.
27. F\n¡v tIm]w h¶mÂ s]s«¶v Xs¶ ]gb ØnXn-bn-se-¯m³ km[n-¡m-dp-­v.
28. A\m-Y-cmb Ip«n-Isf ImWp-t¼mÄ F\n¡v hnjaw tXm¶m-dp-­v.
29. kl-]m-Tn-I-fpsS hnj-a-X-IÄs¡m¶pw Rm³ {]m[m\yw \ÂIm-dn-Ã.
30. ]mtTy-Xc {]hÀ¯-\-§Ä F\n¡v hf-sc-b-[nIw CjvS-am-Wv.
31. ka-bhpw ]Whpw \jvS-s¸-Sp-¯p¶ kmaq-ln-Im-Nm-c-§Ä kÀ¡mÀ \ntcm-[n-t¡-­-Xp-­v.
32. kaq-l-¯nse, Xmgv¶ PohnXw \bn-¡p¶ Bfp-I-fpsS IqsS kl-h-kn-¡m\pw Ahsc DÄs¡m-Åm\pw F\n¡v km[n-¡pw.
33. Bsc-¦nepw Fs¶ No¯ hnfn-¨mÂ At¸mÄ Xs¶ AhtcmSv Rm³ tZjy-s¸-Smdp­v.
34. ¢mkvdq-anse kwL {]hÀ¯-\-§Ä ka-bhpw A²zm-\hpw ]mgm-¡p-¶p F¶Xn-\mÂ Ah Hcp ]T-\-co-Xn-bmbn kzoI-cn-t¡-­-Xn-Ã.
35. kaq-l-¯nse hyXy-kvX-cmb hyàn-Isf kplr-¯p-¡-fm-¡p-¶-XnÂ F\n¡v BËm-Z-ap-­v.
36. aäp-Å-h-cpsS klmbw, {]iv\-§Ä s]s«¶v ]cn-l-cn-¡p-¶-Xn\v klm-b-I-am-Ipsa¶-Xn-\mÂ, Bh-iy-amb kµÀ`-¯nÂ klmbw tXSp-¶-XnÂ Rm³ kwi-bn¨p \nÂ¡m-dn-Ã.
37. aäp-Å-hÀ¡v th­n kz´w ka-bs¯ ]¦p-sh-¡m³ Fsâ hyàn-]-c-amb Imcy-§-fmÂ Rm³ X¿m-d-Ã.
38. hyàn-tI-{µo-IrX ]T-\-s¯-bmWv Rm³ CjvS-s¸-Sp-¶-Xv.
39. ]T-\-k-abw A]-l-cn-¡p¶ Iem-Im-bnI aÕ-c-§Ä kvIqfp-I-fnÂ \S-¯p-¶-Xn-t\mSv F\n¡v tbmPn-¸n-Ã.
40. aäp-Å-h-cpsS hm¡p-IÄ Rm³ {i²m-]qÀÆw tIÄ¡m-dp-­v.
41. Bsc-¦nepw Xami ]d-ªmÂ F\n-¡Xv ckn-¡m-dn-Ã.
42. aäm-sc-¦nepw hnj-an-¡p-¶Xv I­mÂ F\n¡pw hnjaw hcm-dp-­v.
43. aäp-Å-h-cpsS kt´m-j-§-fnÂ ]¦p tNcm³ F\n¡v km[n-¡m-dn-Ã.
44. kmaq-lnI {]iv\-§-fnÂ CS-s]-Sp¶ ¢\_p-I-fnepw kmwkvIm-cnI kwL-S-\-I-fnepw {]hÀ¯n-¡m³ Rm³ Xmev]cyw ImWn-¡m-dp-­v.
45. P\-§-fp-ambn CS-s]-tS­n hcp¶ kml-N-cy-§Ä Ign-hXpw Hgn-hm-¡m³ Rm³ {ian-¡m-dp-­v.
46. hnaÀi-\-§-fnÂ \n¶v kzbw Hgn-hm-Im³ aäp-Å-hcpsS ImgvN-¸m-Sns\ \mw AwKo-I-cn-¡p-¶-XmWv \Ã-Xv.
47. Bfp-IÄ Fsâ {]hr-¯n-sb-¡p-dn¨v \Ã A`n-{]mbw ]d-bp-t¼mÄ F\n¡v hf-sc-b-[nIw kt´mjw tXm¶m-dp-­v.
48. Hcp {]hÀ¯\w aµ-K-Xn-bnÂ ]ptcm-Kan¡p-¶-Xn-t\-¡mÄ s]s«¶v XoÀ¡m³ Rm³ Xmev]-cy-s¸-Sp-¶p.
49. Hcp Imcy-¯nÂXs¶ sI«n-¸n-W-bp-¶-Xn-t\-¡mÄ AXnÂ \n¶v c£-s¸-Sm³ Rm³ CjvS-s¸-Sp-¶p.
50. F\n¡v tZjy-s¸-tS­ kml-N-cy-§-fnÂ \n¶v Rm³ X{´-]qÀÆw Hgnªp amdm-dp-­v.
51. Fsâ A`n-am-\-¯n\v £X-taÂ¡p¶ Ah-k-c-§-fnÂ \n¶v Rm³ a\-]qÀÆw amdn-\nÂ¡m-dp-­v.
52. Rm³ {i²-tbm-Sp-IqSn Hcp {]hr¯n sNbvXp-sIm-­n-cn-¡p-t¼mÄ aäm-sc-¦nepw hÃ Imcy-§fpw At\z-jn-¨mÂ Fsâ sshIm-cnI \nb-{´Ww \jvS-s¸-Sm-dp-­v.
53. ¢mknÂ \S-¡p¶ NÀ¨IfnÂ aäp-Å-h-cpsS A`n-{]m-b-§Ä ]cn-K-Wn-¡m-Xn-cn-¡p-t¼mÄ F\n¡v kt´mjw tXm¶m-dp-­v.
54. ¢mknÂ {Kq¸v {]hÀ¯-\-§Ä sN¿m³ A²ym-]-I³ \nÀt±-in-¨mÂ F\n¡v Akz-ØX tXm¶m-dp-­v.
55. Hmtcm-cp-¯cpw apXnÀ¶-hcpw kzbm-{i-bcpw Bb-Xn-\mÂ kwL-{]-hÀ¯-\-t¯-¡mÄ \ÃXv hyàn-KX ]T\ {]hÀ¯-\-§-fm-Wv.
56. Bh-iy-amb kµÀ`-§-fn-seÃmw Rm³ kz´w A`n-{]m-b§Ä {]I-Sn-¸n-¡p-¶-Xn¶pw aäp-Å-h-cpsS A`n-{]m-bs¯ am\n-¡p-¶-Xn\pw Rm³ Xmev]cyw ImWn-¡m-dp-­v.
57. PohnXw Ct¸mÄ Gsd bm{´n-I-ambn amdn-bn-«p-­v F¶-Xn-\mÂ, Ct¸mÄ HcmÄ¡pw kaq-l-¯n\v th­n \Ã Imcy-§Ä sN¿m³ ka-b-an-Ã.
58. \mw aäp-Å-h-tcmSv s]cp-amä Zqjyw ImWn-¡-cp-Xv F¶v Rm³ hniz-kn-¡p-¶p.
59. F´n\pw GXn\pw Rm³ kzmÀ°X ImWn-¡p-¶Xv P\-§-fpsS s]cp-amä Zqjyw aqe-am-Wv.
60. ]gb BNm-c-§Ä Ah-bpsS D]-bpàX ]cn-K-Wn¨v am{Xta kzoI-cn-¡m-hq.
61. Fsâ s]cp-amä ssien PohnX hnP-b-¯n\v DX-Ip-¶-Xm-Wv.
62. a\p-jy³ Nne-t¸mÄ kml-N-cy-§-fpsS XS-hp-Im-c-\m-bpw kml-N-cy-§Ä a\p-jysâ XS-hp-Im-c-\mbpw F\n¡v A\p-`-h-s¸-Sm-dp-­v.
63. GsXm-cmÄ¡pw, Pohn-X-¯nse FÃm {]iv\-§fpw kz´w ]cn-l-cn-¡m³ Ign-bp-sa¶ hnizmkw auVy-am-Wv.
64. cmhnse apXÂ sshIp-t¶cw hsc, Fsâ-Xmb {]hÀ¯-\-§Ä Xs¶ Hcp-]m-Sp-Å-Xn-\mÂ aäp-Å-h-sc-¡p-dn¨v Rm³ Nn´n-¡m-dn-Ã.
65. aäp-Å-hÀ¡v th­n Nne-h-gn-¡m³ F\n¡v ka-b-an-Ã.
66. A²ym-]-I³ kplr-¯ns\ No¯ ]d-bp-t¼mÄ Fsâ a\-ÊnÂ kt´mjw tXm¶m-dp-­v.
67. asäm-cm-fpsS {]iv\-§Ä tIÄ¡p-¶-Xn\pw ]cn-l-cn-¡p-¶p-Xn\pw Fsâ GXv Xnc-¡n-\n-S-bnepw Rm³ ]c-am-h[n {ian-¡m-dp-­v.
68. FÃm-hcpw Ah-Im-i-§-sf-¡p-dn¨pw IS-a-I-sf-¡p-dn¨pw am{Xw kwkm-cn-¡p-sd­-¦nepw, Hcmfpw hyàn-kzm-X-{´y-¯n\v {]m[m\yw \ÂIp-¶n-Ã.
69. Cu Ime-L-«-¯nÂ, {]bm-k-§-fnÂ \n¶v c£-s¸-Sm³ kXyw ]d-bm-Xn-cn-¡-emWv \Ã-Xv.
70. C¶s¯ kzmÀ°X \nd-ª kaq-l-¯n-\n-S-bnÂ Pohn-¡p-t¼mÄ kz´s¯ ]pI-gv¯p-¶Xv sXä-Ã.

**APPENDIX II**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE (P.O)**

**SCALE OF Emotional Maturity (2007)**

**(FINAL)**

**Dr. A. Hameed Thahira. K.K**

**Lecturer in Education M.Ed. Student**

**Farook Training College Farook Training College**

**\nÀt±-i-§Ä**

*Xmsg sImSp-¯n-cn-¡p¶ {]kvXm-h-\-IÄ¡pÅ \n§-fpsS {]Xn-I-cWw, X¶n-cn-¡p¶ D¯-c-¡-S-em-knÂ A©v hn`m-K-§-fnÂ ("ià-ambn tbmPn-¡p¶p', "tbmPn-¡p¶p', "A`n-{]m-b-anÃ', "hntbm-Pn-¡p¶p', "ià-ambn hntbm-Pn-¡p¶p') GXm-sW¶v KpW\ NnÓw (x) D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I.*

1. Fsâ hyàn-]-c-amb Imcy-§-fnÂ asäm-cmÄ CS-s]-Sp-¶-Xns\ Rm³ CjvS-s]-Sp-¶n-Ã.
2. Rm³ asäm-cm-fnÂ \n¶v {]tXyI ]cn-K-W\ Imw£n-¡p-¶n-Ã.
3. kaq-l-¯nse AwK-sa¶ \ne¡v Fsâ D¯-c-hm-Zn-Xz-§Ä Rm³ \nÀh-ln-¡m-dp-­v.
4. k¦oÀ®-am-b ka-Im-enI PohnX¯nÂ HcmÄ¡pw FÃm Imcy- §fpw Hä¡v sN¿m³ km[n-¡n-Ã. F-¶-Xn-\mÂ aäp-Å-hsc klm-bn-t¡-­Xv Fsâ IS-a-bm-Wv.
5. Rm³ ¢mÊnÂ F¯m³ sshIn-bmÂ Fsâ ho«p-Imsc Ipä-s¸-Sp-¯m-dp-­v.
6. F\n¡v {]bm-k-§-f-\p-`-h-s¸-Sp-t¼mÄ Fsâ hn[nsb ]gn-¡m-dp-­v.
7. Rm³ Gsä-Sp¯ tPmen F´p XymKhpw kln¨v \nÀÆ-ln-¡m-dp-­v.
8. aäp-Å-h-cpsS B{K-l-§Ä¡v ap³Xq¡w \ÂtI­n hcp-t¼mÄ F\n¡v Akz-ØX tXm¶m-dp-­v.
9. kplr-¯p-¡-sfs¶ A]-IoÀ¯n-s¸-Sp-¯n-bmepw Rm³ Ahsc Ipä-s¸-Sp-¯m-dn-Ã.
10. ]T-\-Im-cy-§-fnÂ kl-]m-Tn-Isf F\n¡v km[n-¡p¶ coXn-bnÂ Rm³ klm-bn-¡m-dp-­v.
11. kl-]m-Tn-IÄ¡v kwi-b-§Ä Zqco-I-cn¨v sImSp-¡p-¶XnÂ F\n¡v AXn-bmb kt´m-j-ap-­v.
12. kwL-{]-hÀ¯-\-¯nÂ F\n¡v t\XrXzw X¶mÂ AtX-sä-Sp-¡m³ `b-ap-­m-Im-dp-­v.
13. ]T-\-{]-hÀ¯-\-¯nÂ F\n¡v hogvN kw`-hn-¨mÂ kl-]m-Tn-I-tfmSv tZjyw tXm¶m-dp-­v.
14. Rm³ Gsä-Sp-¡p¶ GsXmcp {]hÀ¯-\hpw IrXy-ambn sN¿p-¶-Xn\pw e£y-{]m-]vXn-bn-se-¯n-¡p-¶-Xn\pw F\n¡v ip`m]vXn hnizm-k-ap-­v.
15. Fsâ {]hÀ¯-\-§-sf-¡p-dn¨v Nn´n-¡p-t¼mÄ F\n¡v \Ã kwXr]vXn tXm¶m-dp-­v.
16. Fsâ Pohn-X-s¯-¡p-dn¨v F\n¡v hyà-amb [mc-W-bp-­v.
17. Fsâ hnIm-c-§sf \nb-{´n-¡m³ F\n¡v km[n-¡m-dn-Ã.
18. Hcp \_p²n-ap-«p-­m-bmÂ F\n¡v `b-¦c k¦-Shpw AXv XcWw sN¿m³ Ign-bm¯ Ah-Øbpw D­m-hm-dp-­v.
19. aÕ-c-§-fnÂ ]cm-Pbw kw`-hn-¡p-t¼mÄ F\n¡v k¦Sw hcm-dp-­v.
20. Iq«mb {]hÀ¯-\-¯nÂ GÀs¸-Sp-t¼m-sgÃmw F\n¡v ]e XS-Ê-§Ä t\cn-tS­n hcn-Ibpw Akz-ØX D­m-hp-Ibpw sN¿m-dp-­v.
21. {]mb-am-b-hÀ Xcp¶ \nÀt±-i-§Ä F\n¡v D]-Im-c-{]-Z-am-sW-¦nÂ am{Xta Rm³ kt´m-j-]qÀÆw tIÄ¡m-dp-Åq.
22. Fsâ ImgvN-¸m-Sp-IÄ Ah-X-cn-¸n-¡m³ Ah-kcw In«m-Xn-cp-¶mÂ Rm³ A£-a- ImWn¡pw.
23. F\n¡v tIm]w h¶mÂ s]s«¶v Xs¶ ]gb ØnXn-bn-se-¯m³ km[n-¡m-dp-­v.
24. A\m-Y-cmb Ip«n-Isf ImWp-t¼mÄ F\n¡v hnjaw tXm¶m-dp-­v.
25. kl-]m-Tn-I-fpsS hnj-a-X-IÄs¡m¶pw Rm³ {]m[m\yw \ÂIm-dn-Ã.
26. kaq-l-¯nse, Xmgv¶ PohnXw \bn-¡p¶ Bfp-I-fpsS IqsS kl-h-kn-¡m\pw Ahsc DÄs¡m-Åm\pw F\n¡v km[n-¡pw.
27. Bsc-¦nepw Fs¶ No¯ hnfn-¨mÂ At¸mÄ Xs¶ AhtcmSv Rm³ tZjy-s¸-Smdp­v.
28. kaq-l-¯nse hyXy-kvX-cmb hyàn-Isf kplr-¯p-¡-fm-¡p-¶-XnÂ F\n¡v BËm-Z-ap-­v.
29. aäp-Å-h-cpsS klmbw, {]iv\-§Ä s]s«¶v ]cn-l-cn-¡p-¶-Xn\v klm-b-I-am-Ipsa¶-Xn-\mÂ, Bh-iy-amb kµÀ`-¯nÂ klmbw tXSp-¶-XnÂ Rm³ kwi-bn¨p \nÂ¡m-dn-Ã.
30. aäp-Å-hÀ¡v th­n kz´w ka-bs¯ ]¦p-sh-¡m³ Fsâ hyàn-]-c-amb Imcy-§-fmÂ Rm³ X¿m-d-Ã.
31. hyàn-tI-{µo-IrX ]T-\-s¯-bmWv Rm³ CjvS-s¸-Sp-¶-Xv.
32. ]T-\-k-abw A]-l-cn-¡p¶ Iem-Im-bnI aÕ-c-§Ä kvIqfp-I-fnÂ \S-¯p-¶-Xn-t\mSv F\n¡v tbmPn-¸n-Ã.
33. aäp-Å-h-cpsS hm¡p-IÄ Rm³ {i²m-]qÀÆw tIÄ¡m-dp-­v.
34. Bsc-¦nepw Xami ]d-ªmÂ F\n-¡Xv ckn-¡m-dn-Ã.
35. aäm-sc-¦nepw hnj-an-¡p-¶Xv I­mÂ F\n¡pw hnjaw hcm-dp-­v.
36. aäp-Å-h-cpsS kt´m-j-§-fnÂ ]¦p tNcm³ F\n¡v km[n-¡m-dn-Ã.
37. kmaq-lnI {]iv\-§-fnÂ CS-s]-Sp¶ ¢\_p-I-fnepw kmwkvIm-cnI kwL-S-\-I-fnepw {]hÀ¯n-¡m³ Rm³ Xmev]cyw ImWn-¡m-dp-­v.
38. P\-§-fp-ambn CS-s]-tS­n hcp¶ kml-N-cy-§Ä Ign-hXpw Hgn-hm-¡m³ Rm³ {ian-¡m-dp-­v.
39. Bfp-IÄ Fsâ {]hr-¯n-sb-¡p-dn¨v \Ã A`n-{]mbw ]d-bp-t¼mÄ F\n¡v hf-sc-b-[nIw kt´mjw tXm¶m-dp-­v.
40. Hcp {]hÀ¯\w aµ-K-Xn-bnÂ ]ptcm-Kan¡p-¶-Xn-t\-¡mÄ s]s«¶v XoÀ¡m³ Rm³ Xmev]-cy-s¸-Sp-¶p.
41. F\n¡v tZjy-s¸-tS­ kml-N-cy-§-fnÂ \n¶v Rm³ X{´-]qÀÆw Hgnªp amdm-dp-­v.
42. Fsâ A`n-am-\-¯n\v £X-taÂ¡p¶ Ah-k-c-§-fnÂ \n¶v Rm³ a\-]qÀÆw amdn-\nÂ¡m-dp-­v.
43. Rm³ {i²-tbm-Sp-IqSn Hcp {]hr¯n sNbvXp-sIm-­n-cn-¡p-t¼mÄ aäm-sc-¦nepw hÃ Imcy-§fpw At\z-jn-¨mÂ Fsâ sshIm-cnI \nb-{´Ww \jvS-s¸-Sm-dp-­v.
44. ¢mknÂ \S-¡p¶ NÀ¨IfnÂ aäp-Å-h-cpsS A`n-{]m-b-§Ä ]cn-K-Wn-¡m-Xn-cn-¡p-t¼mÄ F\n¡v kt´mjw tXm¶m-dp-­v.
45. ¢mknÂ {Kq¸v {]hÀ¯-\-§Ä sN¿m³ A²ym-]-I³ \nÀt±-in-¨mÂ F\n¡v Akz-ØX tXm¶m-dp-­v.
46. Hmtcm-cp-¯cpw apXnÀ¶-hcpw kzbm-{i-bcpw Bb-Xn-\mÂ kwL-{]-hÀ¯-\-t¯-¡mÄ \ÃXv hyàn-KX ]T\ {]hÀ¯-\-§-fm-Wv.
47. Bh-iy-amb kµÀ`-§-fn-seÃmw Rm³ kz´w A`n-{]m-b§Ä {]I-Sn-¸n-¡p-¶-Xn¶pw aäp-Å-h-cpsS A`n-{]m-bs¯ am\n-¡p-¶-Xn\pw Rm³ Xmev]cyw ImWn-¡m-dp-­v.
48. PohnXw Ct¸mÄ Gsd bm{´n-I-ambn amdn-bn-«p-­v F¶-Xn-\mÂ, Ct¸mÄ HcmÄ¡pw kaq-l-¯n\v th­n \Ã Imcy-§Ä sN¿m³ ka-b-an-Ã.
49. \mw aäp-Å-h-tcmSv s]cp-amä Zqjyw ImWn-¡-cp-Xv F¶v Rm³ hniz-kn-¡p-¶p.
50. F´n\pw GXn\pw Rm³ kzmÀ°X ImWn-¡p-¶Xv P\-§-fpsS s]cp-amä Zqjyw aqe-am-Wv.
51. ]gb BNm-c-§Ä Ah-bpsS D]-bpàX ]cn-K-Wn¨v am{Xta kzoI-cn-¡m-hq.
52. Fsâ s]cp-amä ssien PohnX hnP-b-¯n\v DX-Ip-¶-Xm-Wv.
53. a\p-jy³ Nne-t¸mÄ kml-N-cy-§-fpsS XS-hp-Im-c-\m-bpw kml-N-cy-§Ä a\p-jysâ XS-hp-Im-c-\mbpw F\n¡v A\p-`-h-s¸-Sm-dp-­v.
54. GsXm-cmÄ¡pw, Pohn-X-¯nse FÃm {]iv\-§fpw kz´w ]cn-l-cn-¡m³ Ign-bp-sa¶ hnizmkw auVy-am-Wv.
55. cmhnse apXÂ sshIp-t¶cw hsc, Fsâ-Xmb {]hÀ¯-\-§Ä Xs¶ Hcp-]m-Sp-Å-Xn-\mÂ aäp-Å-h-sc-¡p-dn¨v Rm³ Nn´n-¡m-dn-Ã.
56. aäp-Å-hÀ¡v th­n Nne-h-gn-¡m³ F\n¡v ka-b-an-Ã.
57. A²ym-]-I³ kplr-¯ns\ No¯ ]d-bp-t¼mÄ Fsâ a\-ÊnÂ kt´mjw tXm¶m-dp-­v.
58. asäm-cm-fpsS {]iv\-§Ä tIÄ¡p-¶-Xn\pw ]cn-l-cn-¡p-¶p-Xn\pw Fsâ GXv Xnc-¡n-\n-S-bnepw Rm³ ]c-am-h[n {ian-¡m-dp-­v.
59. Cu Ime-L-«-¯nÂ, {]bm-k-§-fnÂ \n¶v c£-s¸-Sm³ kXyw ]d-bm-Xn-cn-¡-emWv \Ã-Xv.
60. C¶s¯ kzmÀ°X \nd-ª kaq-l-¯n-\n-S-bnÂ Pohn-¡p-t¼mÄ kz´s¯ ]pI-gv¯p-¶Xv sXä-Ã.

**APPENDIX II A**

**SCALE OF EMOTIONAL MATURITY**

**RESPONSE SHEET**

Name: ............................................................ Sex:......................

Class: .............................................................. Name of Institution: ..............

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question No. | ià-ambn tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hn-tbm-Pn¡p¶p | ià-ambn hn-tbm-Pn¡p¶p |  | Question No. | ià-ambn tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hn-tbm-Pn¡p¶p | ià-ambn hn-tbm-Pn¡p¶p |
| 1 |  |  |  |  |  |  | 31 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 32 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 33 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 34 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 35 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 36 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 37 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 38 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 39 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 41 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 42 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 50 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 51 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 52 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 24 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 26 |  |  |  |  |  |  | 56 |  |  |  |  |  |
| 27 |  |  |  |  |  |  | 57 |  |  |  |  |  |
| 28 |  |  |  |  |  |  | 58 |  |  |  |  |  |
| 29 |  |  |  |  |  |  | 59 |  |  |  |  |  |
| 30 |  |  |  |  |  |  | 60 |  |  |  |  |  |

**APPENDIX I A**

**SCALE OF EMOTIONAL MATURITY**

**RESPONSE SHEET**

Name: ............................................................ Sex:......................

Class: .............................................................. Name of Institution: ..............

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question No. | ià-ambn tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hn-tbm-Pn¡p¶p | ià-ambn hn-tbm-Pn¡p¶p |  | Question No. | ià-ambn tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hn-tbm-Pn¡p¶p | ià-ambn hn-tbm-Pn¡p¶p |
| 1 |  |  |  |  |  |  | 36 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 37 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 38 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 39 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 41 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 42 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 50 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 51 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 52 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 56 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 57 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 58 |  |  |  |  |  |
| 24 |  |  |  |  |  |  | 59 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 60 |  |  |  |  |  |
| 26 |  |  |  |  |  |  | 61 |  |  |  |  |  |
| 27 |  |  |  |  |  |  | 62 |  |  |  |  |  |
| 28 |  |  |  |  |  |  | 63 |  |  |  |  |  |
| 29 |  |  |  |  |  |  | 64 |  |  |  |  |  |
| 30 |  |  |  |  |  |  | 65 |  |  |  |  |  |
| 31 |  |  |  |  |  |  | 66 |  |  |  |  |  |
| 32 |  |  |  |  |  |  | 67 |  |  |  |  |  |
| 33 |  |  |  |  |  |  | 68 |  |  |  |  |  |
| 34 |  |  |  |  |  |  | 69 |  |  |  |  |  |
| 35 |  |  |  |  |  |  | 70 |  |  |  |  |  |

**APPENDIX I B**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE (P.O)**

**Scale OF Emotional Maturity (2007)**

**(Draft)**

**Dr. A. Hameed Thahira. K.K**

**Lecturer in Education M.Ed. Student**

**Farook Training College Farook Training College**

***Instructions***

Mark your response to the given statements in the response sheet provided with a cross mark (X) against any one of the five options given as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'.

1. I don't like the interference of others in my personal matters.
2. I never expect consideration from others.
3. As a member of society, I used to discharge my responsibilities.
4. I like the person, who disregard social norms.
5. As social life has become so deplorable, no individual can do things alone. Hence it is my obligation to help others.
6. I used to put blame on my parents when I come late to the class.
7. I reproach fate when I face hardships.
8. I used to do my assigned duty despite all difficulties.
9. I used to put blame on others when they criticise me.
10. I feel restless while I have to give priority to wishes of others.
11. I don't reproach my friends even if they disgrace me.
12. As I can, I help my fellow learners with regard to study works.
13. I have great pleasure in clearing my friend's doubts.
14. I have fear while acting as a leader in group activities.
15. For failure in learning activities I become furious with my fellow learners.
16. I am confident enough to take all the activities and make it successful.
17. I feel content whenever I think about my works.
18. I have a clear vision of my life.
19. I can't control my emotions.
20. When I face a trouble, I feel terribly sad and feel helpless to overcome it.
21. I can't participate in competitions due to my inferiority complex.
22. I feel sad whenever I taste failure in competition.
23. I confront many problems and feel restless whenever I engage in a group activity.
24. I give attention to the advices of the elders only if they are useful to me.
25. I don't used to boldness to express my opinions when someone asks for it.
26. I feel restless when I am not given a chance to express my views.
27. I can easily overcome my anger.
28. I feel worry whenever I see orphans.
29. I don't used to give any importance to the difficulties ofo my classmates.
30. I like co-curricular activities very much.
31. The government should ban social functions wastes time and money as such the government should ban them.
32. I can understand and live with the downtrodden classes in the society.
33. I pay back soon those who abuse me.
34. Group activities in the classroom need not be taken as a learning method as it wastes time and effort.
35. I rejoice making friendship with vivid people in the society.
36. I don't hesitate to seek the help of those people who are very helpful for solving others problems.
37. For personal reasons I am not ready to share my time with others.
38. I prefer individualised learning.
39. I disagree with the conduct of arts and sports meets at schools, as they spoil learning time.
40. I listen attentively to others suggestions.
41. I can't delight the jokes of others.
42. I feel hard when I see others difficulties.
43. I fail to share others happiness.
44. I am interested to work for clubs and social organisastions which indulge in social issues.
45. I am always tried to my level best to avoid contact with others.
46. It is better to accept others views because if one presents one's own views one has to face criticism.
47. I feel extremely happy when others praise my activities.
48. I could like to complete a task in great speed rather than proceeding slowly.
49. I like to escape from the situation rather than struggling with it.
50. I cunningly avoids situations that makes me angry.
51. I used to escape deliberately from situations that hurt my ego.
52. I loose temper if somebody distracts me while working.
53. I feel happy when others views are not considered in classroom discussion.
54. I feel restless when the teacher instructs me to take part in group activities.
55. As each individual is grown up and self reliant, individualised learning and activities are better than group activities.
56. I am always interested in expressing my views and respecting other's views whenever necessary.
57. I believed that life has become almost a machine and one can't get time to do good for the society.
58. I believed that we shouldn't misbehave with others.
59. I am selfish only due to cultureless behaviour of others.
60. Old traditions should be accepted only after considering their utility.
61. My behaviour is condusive to successful life.
62. Sometimes I feel that man is slave of the circumstances and sometimes that circumstances are man's slave.
63. The thought that everyone can solve all the problems is foolishness.
64. I don't think about others because I am pre occupied with my own concerns from morning to evening.
65. I don't have time to spend for others.
66. I feel happy when the teacher abuses my friend.
67. I always try my best to listen to and solve other's problems.
68. Everybody talk of rights and duties but none give importance to personal independence.
69. Telling lies is not bad because it is the only easiest means of defense.
70. Self-praise is not bad while living in this selfish society.

**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE (PO)**

**SOCIAL ADJUSTMENT SCALE (2005)**

**(Modified Form)**

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

**Lecturer in Physical Science M.Ed. Student**

**Farook Training College Farook Training College**

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Xmsg sImSp-¯n-cn-¡p¶ {]kvXm-h-\-IÄ hfsc {i²m-]qÀÆw hmbn¨v X¶n-cn-¡p¶ D¯-c-¡-S-e-km-enÂ Gähpw A\p-tbm-Py-sa¶v \n§Ä¡v tXm¶p¶ D¯-c-¯n\v t\sc icn AS-bmfw tcJ-s¸-Sp-¯p-I.

1. \n§sf Hcp A²ym-]-I³/A²ym-]nI-bm-¡W-sa¶mWv amXm-]n-Xm-¡fpsS B{K-lw. ]t£ \n§Ä¡v tUmIvS-dm-I-W-sa-¶mWv XmXv]-cyw. \n§Ä F´v sN¿pw?

 a) \n§-fpsS XmXv]-cy-¯n\v ap³K-W\ sImSp¡pw

 b) amXm-]n-Xm-¡sf Imcyw ]dªv t\_m[y-s¸-Sp¯pw

 c) \n§-fpsS Imcy-¯nÂ CS-s]-S-cp-sX¶v amXm-]n-Xm-¡-tfmSv ]d-bpw.

 d) amXm-]n-Xm-¡-fpsS XmXv]-cy-¯n-\-\p-k-cn¨v {]hÀ¯n¡pw

2. \n§-fpsS Gähpw ASp¯ kplr-¯nsâ ]nd-¶mÄ Znhkw AÑ³ Hcp IpSpw-\_-bm{X GÀs¸-Sp-¯n-bXn\mÂ ]nd-¶m-fm-tLm-j-¯n\v t]mh-cpXv F¶v ]d-ªp. \n§Ä F´v sN¿pw?

 a) ]nd-¶m-fm-tLm-j-¯n\v t]mtI­ F¶v Xocp-am-\n¡pw

 b) AÑt\mSv bm{X-bpsS kabw amän-¡qsS F¶v tNmZn-¡pw.

 c) AÑs\ A\p-k-cn-¡msX ]nd-¶m-fm-tLm-j-¯n\v t]mIm³ Xocp-am-\n- ¡pw.

 d) tZjy-s¸«v IpSpw-\_-bm-{X¡pw ]nd-¶m-fm-tLm-j-¯n\pw t]mIm-Xn-cn- ¡pw.

3. \n§-fpsS ]pkvXIw c­v hb-Êm-b -A\nb³/A\n-b¯n Iodn-sb¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

 a) tZjy-s¸«v Ahs\/Ahsf ASn-¡pw.

 b) sNdnb Ip«n-b-tÃsb¶v IcpXn Iodn-t¡ms« F¶v Xocp-am-\n-¡pw.

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

 d) ]pkvXIw Iodn-bmÂ A{Xbpw ]Tn-t¡­ F¶v IcpXn kam-[m- \n¡pw.

4. A²ym-]-I-cpsS \nÀt±-i-§Ä F{X ITn-\-am-bn-cp-¶mÂ t]mepw \n§Ä A\p-k-cn¡m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

5. AÑ\½-amÀ \n§-tfmSv tZjy-s¸-Sp-t¼mÄ am{Xta \n§Ä Ahsc A\p-k-cn-¡m-dp-Åq.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

6. \n§-fpsS A½ \nÊmc Imcy§Ä¡p t]mepw \n§sf iIm-cn-¡p¶p F¶v Icp-Xp-I. \n§Ä F´v sN¿pw?

 a) A½sb Xncn¨v iIm-cn-¡pw.

 b) tZjy-Im-cWw Xnc¡n kam-[m-\n-¸n-¡m³ {ian-¡pw.

 c) iImcw tI«v au\w ]men-¡pw.

 d) iImcw tIÄ¡mXn-cn-¡m³ Øe¯v \n¶v amdn \nÂ¡pw

7. ÌUnSqÀ Bh-iy-¯n-\mbn \n§Ä¡v Ipd¨v ]Ww Bh-iy-ap­v F¶v Icp-Xp-I. ]s£, amXm-]n-Xm-¡-fpsS km¼-¯nI \ne A{X \Ã-X-Ã. \n§Ä F´v sN¿pw?

 a) kplr-¯p-¡-fnÂ \n¶v ]Ww ISw hm§pw.

 b) ÌUnSqdnÂ \n¶v amdn \nÂ¡pw

 c) amXm-]n-Xm-¡-fp-ambn IqSn-bm-tem-Nn¨v Fs´¦nepw Hcp hgn I­¯pw

 d) ]Ww tamjvSn¨v Sqdn\v t]mIpw

8. \n§fpw amXm-]n-Xm-¡fpw ktlm-Z-c-§fpw Xami ]dªv ckn-¡m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

9. \n§Ä ¢mknse hnti-j-§-fpw, Iq«p-Im-cpsS hnti-j-§fpw amXm-]n-Xm-¡-fp-ambn ]¦n-Sp-Ibpw AXnÂ kt´mjw sImÅp-Ibpw sN¿m-dn-Ã.

 a) FÃm-bvt¸mgpw b) Nnet¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

10. A²ym-]-I³ iIm-cn-¨-Xn-\mÂ \n§Ä hfsc ZpxJn-X-\m-sW¶v Icp-Xp-I. AÑ³ ZpJ-Im-cWw Xnc-¡p-¶p. \n§Ä F´v sN¿pw?

 a) ZpxJImcWw AÑt\mSv ]dbpw

 b) AÑt\mSv tZjy-s¸Spw

 c) AÑ³ No¯-]-d-bp-sa¶v t]Sn¨v ImcWw ]d-bm³ aSn¡pw

 d) A²ym-]-Is\ Ipä-s¸-Sp¯n kwkm-cn¡pw

11. -\n§-fpsS Øm]-\¯nÂ \n¶pw hcp¶ hgn-bnÂ Hcp Znhkw AÑsâ kplr-¯ns\ I­p F¶v Icp-Xp-I. AÑt\mSv ]d-bm³ th­n At±lw Nne Imcy-§Ä \n§sf GÂ¸n-¨mÂ \n§Ä F´v sN¿pw?

 a) hfsc kt´m-j-t¯mSv IqSn AÑ-t\mSv Imcy-§Ä ]d-bpw.

 b) AÑ-t\mSv Imcy-§Ä Xpd¶v ]d-bm³ aSnbpÅ ImcWw H¶pw ]d-bn- Ã.

 c) AÑ-t\mSv Imcy-§Ä ]d-bm\mbn A½sb GÂ¸n-¡pw.

 d) At¸m-sgm¶pw ]d-bmsX ]n¶oSv ad¶p F¶v IÅw ]d-bpw.

12. Iq«p-Im-c³ \n§-fpsS hoSv kµÀin-¡m³ B{K-ln-¡p-¶p. ]s£ [mcmfw tPmen-bp-Å-Xn-\mÂ B kµÀi\w Hgn-hm-¡m³ \n§Ä B{K-ln-¡p-¶p. \n§Ä F´v sN¿pw?

 a) Imc-W-sam¶pw ]d-bmsX asämcp Znhkw hcm³ th­n ]d-bpw.

 b) \_p²n-ap-«p-IÄ ]dªv Iq«p-Im-c³ hcp-¶Xv CjvS-anÃ F¶v ]d-bpw.

 c) kplr¯v hcp-¶Xv \n§Ä¡v CjvS-anÃ F¶v ]d-bpw.

 d) \n§-fpsS tPmen- asämcp Znh-k-t¯¡v amän sh¨v kplr¯ns\

 ho«n-te¡v £Wn-¡pw.

13. \n§Ä ¢mkv Ignªv aS§n hcp-t¼mÄ Hcp hr²³ hoWp-In-S-¡p-¶Xv \n§Ä I­p. \n§Ä F´p sN¿pw?

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

 b) \n§fpw kplr¯p¡fpw tNÀ¶v hr²s\ ]cn-l-kn-¡pw.

 c) hr²s\ Fgpt¶Â-¸n-¨n-cp¯n \n§-sf-sIm­v Ign-bp¶ klm-b-§Ä

 sNbvXv sImSp-¡pw.

 d) hr²t\mSv klXm]w tXm¶n \n§Ä ho«n-te¡v t]mIpw.

14. \n§-fpsS AÑ³/ A½ AbÂhm-kn-bp-ambn hg-¡p-­m-¡p¶p F¶v Icp-Xp-I. \n§Ä F´p sN¿pw?

 a) \n§-fpw hg-¡nÂ ]¦m-fn-bm-Ipw.

 b) \n§Ä CS-s]«v {]iv\w ]cn-l-cn-¡m³ {ian-¡pw.

 c) {]tXy-In¨v H¶pw sN¿n-Ã.

 d) At¸mÄ {]Xn-I-cn-¡msX ]n¶oSv AÑ³/ A½bpambn kwkm-cn¨v {]iv\w D­m-¡-cp-sX¶v ]d-bpw.

15. \n§-fpsS kl-]m-Tn¡v AkpJw h¶-t¸mÄ t\m«v Fgp-Xn-sIm-Sp-¡p-hm³ Bhiys¸«p. \n§Ä F´p sN¿pw?

 a) t\m«v Fgp-Xn-sIm-Sp-¡pw

 b) t\m«v Fgp-Xn-sIm-Sp-¡mXn-cn-¡p-Ibpw ]cn-l-kn-¡p-Ibpw sN¿pw.

 c) AkpJw amdn-bn«v Fgp-Xm³ ]d-bpw.

 d) aäpÅ kplr-¯p-¡-tfmSv ]dªv c£-s¸-Spw.

16. kl-]m-TnIÄ ¢mÊnÂ A\m-h-iy-ambn Fs´-¦nepw sN¿p-¶Xv I­mÂ \n§Ä F´p sN¿pw?

 a) kl-]m-Tn-I-fpsS A¯cw {]hÀ¯n-Isf t{]mÕm-ln-¸n-¡pw.

 b) kl-]m-Tn-I-sf A¯cw {]hÀ¯n-IfnÂ \n¶pw ]n´n-cn-¸n¡pw

 c) Ah-cpsS IqsS \n§-fpw A¯cw {]hÀ¯n-IÄ sN¿pw.

 d) {]tXy-In¨v H¶pw sN¿n-Ã.

17. ]mTy-hn-j-b-§-fnepw ]mtTy-Xc hnj-b-§-fnepw \¶mbn Ignhv {]I-Sn-¸n-¡p¶ kplr-¯p-¡sf t{]mÕm-ln-¸n-¡p-¶-XnÂ \n§Ä¡v kt´mjw tXm¶m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

18. ]e PmXn, aX, hnizm-km-Nm-cm-\p-jvTm-\-§Ä ]peÀ¯p¶ Ip«n-I-fp-ambn CS-]-g-Im³ \n§Ä¡v {]bmkw A\p-`-h-s¸-Sm-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

19. \n§Ä Hcp Znhkw Sn.-Sn.-sF-bn-te¡v t]mhp-t¼mÄ t]\ FSp-¡m³ ad-¶p. ]s£ apä¯v \n¶pw Hcp t]\ hoWv In«n. \n§Ä F´p sN¿pw?

 a) Bcpw ImWmsX t]\ FSp¡pw

 b) Hcp t]\ hoWv In«nbn«p-s­¶v t\_mÀUnÂ FgpXn hbv¡pw.

 c) t]\ Ahn-sS-Xs¶ sh¡pw.

 d) BÀ¡pw D]-Im-c-s¸-S-cp-sX¶v IcpXn t]\ \in-¸n-¡pw.

20. \n§fpsS amÀ¡ns\ \_m[n-¡p¶ Nne tcJ-IÄ A²ym-]-I³ ¢mÊnÂ sh¨v ad¶v t]mbXv \n§Ä am{Xw I­p F¶n-cn-¡-s«. \n§Ä F´p sN¿pw?

 a) Bcpw ImWmsX B tc-J-IÄ Xpd¶v t\m¡pw.

 b) H¶pw sN¿msX AXv A²ym-]-Is\ Xncn-t¨Â¸n-¡pw.

 c) AXv Xpd¶v t\m¡n Bcpw Adn-bmsX Nne Ir{Xn-aXzw hcp-¯pw.

 d) \n§fpsS kplr-¯n-s\-s¡m­v AXv Xpd¶v t\m¡n-¸n-¡pw.

21. Sn.-Sn.-sF-bn-te¡v hcp¶ hgn \n§fpsS Hcp ]gb kplr-¯ns\ I­p F¶n-cn-¡-s«. kplr-¯p-ambn kwkm-cn-¡p-I-bm-sW-¦nÂ IrXy-k-a-b¯v ¢mÊn-se-¯m³ ]än-Ã. \n§Ä F´p sN¿pw?

 a) kplr-¯nt\mSv \n§fpsS Xnc-¡n-s\-¡p-dn¨v ]d-bp-Ibpw ]n¶o-sSm-cn-¡Â ImWm-sa¶v hm¡v sImSp-¡p-Ibpw sN¿pw.

 b) ¢mÊn-se-t¯­ Imcyw ]cn-K-Wn-¡msX kplr¯p¡-fp-ambn Ipsd t\cw kwkm-cn-¨ncn¡pw

 c) kplr-¯ns\ Ku\n-¡msX ¢mÊnÂ t]mIpw.

 d) kplr-¯ns\ I­v Nncn¨v ¢mÊnÂ t]mIpw.

22. \n§Ä¡v ]co-£-bpÅ Znhkw \n§fpsS Hcp \_Ôphnsâ IeymWw Ds­¶v Icp-Xp-I. \n§Ä F´p sN¿pw?

 a) ]co-£ Fgp-XmsX Ieym-W-¯n\v t]mIpw.

 b) ]co-£mImcyw \_Ôphnsâ ho«nÂ ]d-bp-Ibpw ]co£ Ign-ª-Xn\v tijw IeymW¯n\v t]mIp-Ibpw sN¿pw.

 c) IeymWw Hgn-hm¡n ]co£¡v t]mIpw.

 d) Xte-Zn-hkw Ieym-W-ho-«nÂ t]mIpw.

23. A²ym-]-I³ ¢mknÂ CÃm¯ ka-b¯v GÂ¸n¨ tPmen-IÄ \n§Ä sN¿m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

24. kzmX-{´y-Zn-\w, KmÔn-P-b-´n, dn¸-»n¡vZn\w XpS-§nb kp{]-[m\ Zn\-§Ä \n§Ä Iq«p-Im-cp-sam¯v BtLm-jn-¡m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

25. aäp-Å-h-cpsS ap¼nÂ kz´w Bi-b-§Ä Ah-X-cn-¸n-¡m\pw AXn\v AwKo-Imcw t\SnsbSp-¡m\pw \n§Ä¡v {]bm-k-a-\p-`-h-s¸-Sm-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

26. ]T-\-hp-ambn \_Ô-s¸« {]hÀ¯-\-§Ä sN¿msX Ønc-ambn ¢mÊnÂ hcp-¶Xv ImcWw \n§sf A²ym-]-I³ iIm-cn-¨mÂ F´p sN¿pw?

 a) A²ym-]-Is\ i]n¨v {]hÀ¯n¡pw

 b) {]hÀ¯-\-§Ä sN¿m³ {ian-¡pw.

 c) ho­pw sN¿msX hcpw.

 d) X\n¡v F´p-sIm­mWv sN¿m³ ]äm-¯-sX¶v a\-Ên-em¡n AXn\v ]cn-lmcw ImWm³ {ian-¡pw.

27. \n§fpsS ktlm-Zcn \n§fpsS ¢mÊnÂ ]Tn-¡p-¶p-s­¶v Icp-Xp-I. ¢mÊn-\n-S-bnÂ AhÄ Xe Npän hoWp. \n§Ä F´p sN¿pw?

 a) Iq«p-Im-cp-sam¯v tNÀ¶v shÅw sIm­p-h¶v Ah-fpsS apJ¯v Xfn- ¡pw.

 b) H¶pw sN¿n-Ã.

 c) k¦Sw aqew H¶pw sN¿m-\m-hmsX Ccp¶v Ic-bpw.

 d) A²ym-]-It\mSv Imcyw ]d-bpw.

28. ]Tn-¡m³ \_p²n-ap-«pÅ Nne hnj-b-§Ä A²ym-]-I-cp-ambn NÀ¨ sNbvXv \nhm-cWw Is­-¯m³ \n§Ä {ian-¡m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

29. ]T\-hp-ambn \_Ô-s¸« {]iv\-§Ä A`n-ap-Jo-I-cn-t¡­n hcp-t¼mÄ ]cn-l-cn-¡m³ \n§Ä¡v {]bmkw tXm¶m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

30. \n§fpsS A²ym-]-I³/ A²ym-]nI AkpJw aqew Bip-]-{Xn-bn-em-sW¶v Icp-Xp-I. \n§Ä F´p sN¿pw?

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

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

 c) So¨sd kµÀin-¡p-I-bpw tcmK-im-´n-¡mbn {]mÀ°n-¡p-Ibpw sN¿pw.

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

31. ]mTy-{]-hÀ¯-\-§fnÂ ]pXnb ]co-£-W-§Ä ]cnioen-¸n¨v t\m¡p-¶-Xn\v A²ym-]-IcpsS ]n´pW \n§Ä¡v In«m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

32. ¢mÊvdqw {]iv\-§fpw ]T\{]iv\-§fpw A²ym-]-Icpambn ]¦phbv¡m-\pÅ kzmX{´yw tXm¶m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

33. kl-]m-Tn-Ifpw A²ym-]-Icpambn \Ã \_Ôw D­m-¡m³ {ian-¡m-dn-Ã.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

34. \n§-fpsS Øm]-\¯n\-Sp-¯pÅ IS-bnÂ \n¶v lm³kv, ]m³]-cmKv t]mse-bpÅ hkvXp-¡Ä Rm³ hm§n Ign-¡m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

35. \n§Ä¡v ]co-£-bnÂ \Ã CjvS-s¸-«Xpw Ffp-¸-ap-Å-Xp-amb hnj-b-¯nÂ amÀ¡v Ipdªv t]mbn. \n§Ä F´p sN¿pw?

 a) AXns\s¨mÃn A²ym-]-I-\p-ambn hg-¡n-Spw.

 b) F´p-sIm­v amÀ¡v Ipd-ªp-t]mbn F¶v hni-Z-ambn hne-bn-cp-¯p- Ibpw ]n¶oSv BhÀ¯n-¡m-Xn-cn-¡m³ {ian-¡p-Ibpw sN¿pw.

 c) In«n-b-amÀ¡v sIm­v Xr]vXn-s¸-Spw.

 d) {]tXy-In¨v H¶pw sN¿n-Ã.

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

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

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

 c) hmb\ \nÀ¯n-sh-bv¡pw.

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

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

 a) Ah-s\ / Ahsf ]pÑn¨v XÅpw.

 b) aäp-Å-h-tcm-Sp-IqSn NÀ¨ sNbvXv \Ã-Xm-sW-¦nÂ AXv AwKo-I-cn-¡p-Ibpw kplr-¯ns\ A`n-\-µn-¡p-Ibpw sN¿pw

 c) am\-kn-I-amb hntZz-j-t¯msS AXv AwKo-I-cn-¡pw.

 d) {]tXy-In¨v H¶pw sN¿n-Ã.

38. kmaq-lnI ¢ºp-I-fnÂ tNcm³ \n§Ä kplr-¯p-¡sf t{]mÕm-ln-¸n-¡m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

39. kl-]mTnIÄ NneÀ FXnÀ¯mepw Hcp ¢mÊveo-UÀ F¶ \ne-bnÂ \n§-fpsS A`n-{]m-b-¯nÂ Dd¨v \nev¡pw.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

40. \n§Ä Hcp amXrIm A²ym-]-I-\mI-W-sa¶v B{K-ln-¡p-Ibpw AXn\v th­n ]cn-{i-an-¡p-Ibpw sN¿m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

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

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

 b) `£Ww B Ip«n¡pw ]¦p-sh-bv¡pw.

 c) \n§Ä B Imcyw {i²n-¡n-Ã.

 d) Ahs\ ]cn-l-kn-¡pw.

42. \n§-fpsS ¢mknep-Å-h-tcmSv \Ã \ne-bn-emWv hÀ¯n-¡m-dp-Å-Xv.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

43. aäp-Å-h-cpsS hmZ-§-fp-ambn s]mcp-¯-s¸-«p-t]m-Im³ \n§Ä¡v {]bmkw tXm¶m-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

44. \nXy-Po-hn-X-¯n-ep-­m-Ip¶ {]iv\-§sf ]c-am-h[n ]cnl-cn-¡m³ \n§Ä¡v Ignbmdp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

45. \n§-fpsS Øm]-\-¯n\v D]-Im-c-{]-Zw F¶v \n§Ä Icp-Xnb Hcp \nÀtZiw A²ym-]-I-³ \ncp-Õm-l-s¸-Sp-¯n-bmÂ F´p sN¿pw?

 a) A²ym-]-It\mSv tZjy-s¸Spw

 b) \ymb-amb hmKzm-Z-§-fn-eqsS \n§-fpsS \nÀtZiw A²ym-]-Is\s¡m­v AwKo-I-cn-¸n-¡pw.

 c) A²ym-]-Is\Xnsc {][m-\m-²ym-]-I-t\mSv ]cmXn ]d-bpw.

 d) A²ym-]-Is\ am\n¨v \n§-fpsS \nÀtZiw ]n³h-en-¡pw.

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

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

47. Iq«p-Im-c³ hf-sc-b-[nIw {]bm-k-a-\p-`-hn-¡p-t¼mÄ \n§Ä, ImcWw At\z-jn-¨-dn-bm-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

48. \n§-fpsS Øm]-\-¯nte¡v ]pd-s¸-Sp¶ hgn-bnÂ \n§-fpsS kplr-¯n\v A]-ISw kw`-hn-¨p. \n§Ä F´p sN¿pw?

 a) kplr-¯nsâ AÑs\ hnfn¨p ]d-bpw.

 b) Npäp-]m-Sp-Å-hÀ t\m¡n-s¡mÅpw F¶v Icp-Xpw.

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

 d) H¶pw sN¿m-\mhmsX t\m¡n-\nÂ¡pw.

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

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

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

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

51. \n§-fpsS ]nd-¶m-fn\v AÑ³ hfsc \ÃXpw ImWm³ `wKn-bp-Å-Xp-amb Hcp {UÊv hm§n X¶p F¶v Icp-Xp-I. \n§Ä AXv kvIqfn-te¡v [cn-¡p-hm³ B{K-ln-¡p-Ibpw F¶mÂ kvIq-fnÂ bqWnt^mw \nÀ\_-Ô-am-sW-¦nÂ \n§Ä F´p sN¿pw?

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

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

 c) bqWnt^mw [cn-¡pIbpw A²ym-]-I\pambn NÀ¨ sNbvXv ]nd-¶mÄ Znhkw IfÀ {UÊv [cn-¡p-hm³ k½Xw hm§p-Ibpw sN¿pw

 d) At¶-Zn-hkw kvIqÄ eohm-¡pw.

52. \n§-fpsS ho«nse sNdnb Ip«n-bpsS P·-Zn-\-¯n\v hncp-s¶m-cp-¡m³ Xocp-am-\n¨p F¶v Icp-XpI. \n§Ä F´p sN¿pw?

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

 b) s]mXpsh Bcp-ambpw Iq«p-Iq-Sm³ CjvS-an-Ãm-¯-Xp-sIm­v Bscbpw £Wn-¡n-Ã.

 c) AXy-[nIw BËm-Z-t¯m-Sp-IqSn kplr-¯p-¡-tfbpw A²ym-]-I-tcbpw £Wn-¡pw.

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

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

 a) hnjaw kln¨v au\w ]men-¡p-Ibpw `£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) \jvS-s¸« km[\w In«m-s\-s´-¦nepw hgn-bpt­m F¶v At\z-jn-¡pw.

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

54. ]T-\-Im-cy-¯nepw ]mtTy-Xc Imcy-¯nepw \n§-fpsS amXm-]n-Xm-¡Ä {i²n-¡m-dn-Ã.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

55. Sn.-Sn.-sF-bnÂ \n¶v hcp-t¼mÄ \n§Ä¡v \_Êv \nÀ¯n-X-¶n-Ã. \n§-fpsS IqsS-bpÅ Iq«p-ImÀ \_Ên\v IsÃ-dn-bp¶p F¶v Icp-Xp-I. \n§Ä F´p sN¿pw?

 a) IsÃ-dnbp-¶-XnÂ \n¶v amdn \nÂ¡pw.

 b) IsÃ-dn-bp¶XnÂ \n¶v amdn \nÂ¡p-Ibpw Iq«p-Imsc ]n³Xn-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 A²ym-]-I-tcmSv ]cmXn ]d-bp-Ibpw sN¿pw.

56. am\-knI {]bmkw t\cn-Sp-t¼m-gpÅ {]iv\-§Ä XcWw sN¿m³ \n§Ä¡v Ign-bm-dp-­v.

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

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

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

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

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

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

 a) FÃm-bvt¸mgpw b) Nne-t¸m-sgms¡

 c) hÃ-t¸mgpw d) Hcn-¡-ep-anÃ

60. \n§Ä¡v ]pkvXIw hm§n-¡p-¶Xn\mbn ho«nÂ \n¶v X¶ ]Ww \jvS-s¸«p F¶v Icp-Xp-I. \n§Ä F´p sN¿pw?

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

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

 c) ]Ww \jvS-s¸-« hnhcw Adn-bn-¡msX ]pkvXIw hm§n-b-Xmbn ]d- bpw.

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

**APPENDIX III A**

**SOCIAL ADJUSTMENT SCALE**

**RESPONSE SHEET**

Name: ............................................................ Sex:......................

Class: .............................................................. Name of Institution: ..............

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question No. | a | b | c | d |  | Question No. | a | b | c | d |
| 1 |  |  |  |  |  | 31 |  |  |  |  |
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| 30 |  |  |  |  |  | 60 |  |  |  |  |

**APPENDIX III B**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE (PO)**

**SOCIAL ADJUSTMENT SCALE (2005)**

**(Modified Form)**

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

**Lecturer in Physical Science M.Ed. Student**

**Farook Training College Farook Training College**

Read each statements carefully and select the responses which you find most suited to you and put a (✓) mark in the appropriate box against the number of each item in the response sheet.

1. Your parents ambition is to see you become a teacher. But you are intersted to become a doctor. 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 interefere in your matters.

 (d) Do as your parent's wish.

2. 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 othe birthway party.

 (b) As 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.

3. Suppose your book was torn by your two year oldl brother/sister. You will;

 (a) Cane him/her due to anger.

 (b) Let to tear it because he/she isa baby.

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

 (d) Will feel relief because you don't want to study that part which is torn away.

4. You will obey teacher's suggestions however difficult they may be

 (a) Always (b) Sometimes

 (c) Occasionaly (d) Never

5. You will obey parents only if they get angry

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

6. 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.

7. 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.

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

10. 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.

11. Suppose you saw your father's friend while coming back from your institution. 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 like to talk with father.

 (c) Entrust your mother to convey the matter.

 (d) Say later that you forget to tell it then.

12. Suppose your friend wants to visit your home. But you want to cancel that visit because of having a lot of works. 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.

13. Suppose while you 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.

14. 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) Wouldn't respond them and talk with father/mother later and ask not to make any problem further.

15. 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.

16. What will you do if you see your classmates do some mischievous 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.

17. You feel happy in encouraging your friends who are good in curricular and co-curricularactivities

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

19. Suppose one day you forget to bring pen to your institution. You got a pen from the school ground. You will:

 (a) Secretly take that pen without noticing others.

 (b) Write on the school notice borad that you have got one pen.

 (c) Put the pen there itself.

 (d) Break the pen to make it useless to anyone.

20. 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 teachers without opening it.

 (c) Opening it secretly and do some malpractices in it.

 (d) Open it with the help of your friends.

21. You happen, to see your old friend while going to your institution. 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.

22. 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.

23. 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

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

25. You feel difficulty while presenting and getting recognition of your ideas in front ofothers.

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

26. What will you do if teacher scolds you because you come to the class daily without doing learning activities?

 (a) Curse your teacher and do.

 (b) Try to do.

 (c) Come to the calss without doing.

 (d) Try to detect the reason for not doing the activities and find out the remedy for that by yourself

27. 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.

28. 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

29. You feel difficulty in solving problems confronted in your learning

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

30. Suppose you came to know that your class teacehr is hospitalised. You will;

 (a) Visit the teacehr'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.

31. You get teacher's help for expressing new things:

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

32. You feel the freedom to share classroom problems and academicproblems with teachers.

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

33. You don't try to make good relations with your friends and teachers.

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

34. You will have 'Hans' and 'Panparag' from the shops nearby school.

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

35. 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.

36. 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.

37. Suppose your friend presented a goodidea 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.

38. You encourage your friends to join in club at society.

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

39. 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

40. You wish to become a model teacher and try for it

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

41. 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 student 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.

42. You perform good manners with your classmates

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

43. You are not able to adjust with arugments made by others

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

45. Suppose teacher discouraged an idea which you felt to be good for your Institution:

 (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.

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

47. You used to enquire the cause of unhappiness of classmates:

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

48. Suppose your friend had an accident while your are going to your Institution. 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.

49. You are able to control temper

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

50. You feel empathy to handicapped and disabled students

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

51. Suppose your father brought a beautiful dress for your birthday. You wish to go to your institution putting on that dress but uniform is compulsory. 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.

52. 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 any one.

 (c) Invite friends and teachers happily.

 (d) Ask parents to invite everyone.

53. 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.

54. Your parents don't cared about your academic matters and non academic matters

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

55. 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 discade friends away from throwing stones.

 (c) Help friends to throw stones and lead it to a great issue.

 (d) Complaint to teacher against friends.

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

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

 (a) Always (b) Sometimes

 (c) Occasionally (d) Never

60. 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 relativesthat 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.

**APPENDIX I D**

**SCORING KEY OF**

**SCALE OF EMOTIONAL MATURITY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Question No. | ià-ambn tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hn-tbm-Pn¡p¶p | ià-ambn hn-tbm-Pn¡p¶p |  | Question No. | ià-ambn tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hn-tbm-Pn¡p¶p | ià-ambn hn-tbm-Pn¡p¶p |
| 1 | 1 | 2 | 3 | 4 | 5 |  | 36 | 5 | 4 | 3 | 2 | 1 |
| 2 | 5 | 4 | 3 | 2 | 1 |  | 37 | 1 | 2 | 3 | 4 | 5 |
| 3 | 5 | 4 | 3 | 2 | 1 |  | 38 | 1 | 2 | 3 | 4 | 5 |
| 4 | 1 | 2 | 3 | 4 | 5 |  | 39 | 1 | 2 | 3 | 4 | 5 |
| 5 | 5 | 4 | 3 | 2 | 1 |  | 40 | 5 | 4 | 3 | 2 | 1 |
| 6 | 1 | 2 | 3 | 4 | 5 |  | 41 | 1 | 2 | 3 | 4 | 5 |
| 7 | 1 | 2 | 3 | 4 | 5 |  | 42 | 5 | 4 | 3 | 2 | 1 |
| 8 | 5 | 4 | 3 | 2 | 1 |  | 43 | 1 | 2 | 3 | 4 | 5 |
| 9 | 1 | 2 | 3 | 4 | 5 |  | 44 | 5 | 4 | 3 | 2 | 1 |
| 10 | 1 | 2 | 3 | 4 | 5 |  | 45 | 1 | 2 | 3 | 4 | 5 |
| 11 | 5 | 4 | 3 | 2 | 1 |  | 46 | 1 | 2 | 3 | 4 | 5 |
| 12 | 5 | 4 | 3 | 2 | 1 |  | 47 | 5 | 4 | 3 | 2 | 1 |
| 13 | 5 | 4 | 3 | 2 | 1 |  | 48 | 5 | 4 | 3 | 2 | 1 |
| 14 | 1 | 2 | 3 | 4 | 5 |  | 49 | 5 | 4 | 3 | 2 | 1 |
| 15 | 1 | 2 | 3 | 4 | 5 |  | 50 | 5 | 4 | 3 | 2 | 1 |
| 16 | 5 | 4 | 3 | 2 | 1 |  | 51 | 5 | 4 | 3 | 2 | 1 |
| 17 | 5 | 4 | 3 | 2 | 1 |  | 52 | 1 | 2 | 3 | 4 | 5 |
| 18 | 5 | 4 | 3 | 2 | 1 |  | 53 | 1 | 2 | 3 | 4 | 5 |
| 19 | 1 | 2 | 3 | 4 | 5 |  | 54 | 1 | 2 | 3 | 4 | 5 |
| 20 | 1 | 2 | 3 | 4 | 5 |  | 55 | 1 | 2 | 3 | 4 | 5 |
| 21 | 1 | 2 | 3 | 4 | 5 |  | 56 | 5 | 4 | 3 | 2 | 1 |
| 22 | 1 | 2 | 3 | 4 | 5 |  | 57 | 5 | 4 | 3 | 2 | 1 |
| 23 | 1 | 2 | 3 | 4 | 5 |  | 58 | 5 | 4 | 3 | 2 | 1 |
| 24 | 1 | 2 | 3 | 4 | 5 |  | 59 | 1 | 2 | 3 | 4 | 5 |
| 25 | 1 | 2 | 3 | 4 | 5 |  | 60 | 5 | 4 | 3 | 2 | 1 |
| 26 | 1 | 2 | 3 | 4 | 5 |  | 61 | 5 | 4 | 3 | 2 | 1 |
| 27 | 5 | 4 | 3 | 2 | 1 |  | 62 | 5 | 4 | 3 | 2 | 1 |
| 28 | 5 | 4 | 3 | 2 | 1 |  | 63 | 5 | 4 | 3 | 2 | 1 |
| 29 | 1 | 2 | 3 | 4 | 5 |  | 64 | 1 | 2 | 3 | 4 | 5 |
| 30 | 5 | 4 | 3 | 2 | 1 |  | 65 | 1 | 2 | 3 | 4 | 5 |
| 31 | 1 | 2 | 3 | 4 | 5 |  | 66 | 1 | 2 | 3 | 4 | 5 |
| 32 | 5 | 4 | 3 | 2 | 1 |  | 67 | 5 | 4 | 3 | 2 | 1 |
| 33 | 1 | 2 | 3 | 4 | 5 |  | 68 | 5 | 4 | 3 | 2 | 1 |
| 34 | 1 | 2 | 3 | 4 | 5 |  | 69 | 1 | 2 | 3 | 4 | 5 |
| 35 | 5 | 4 | 3 | 2 | 1 |  | 70 | 1 | 2 | 3 | 4 | 5 |

**APPENDIX II B**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE (P.O)**

**Scale OF Emotional Maturity (2007)**

**(FINAL)**

**Dr. A. Hameed Thahira. K.K**

**Lecturer in Education M.Ed. Student**

**Farook Training College Farook Training College**

***Instructions***

Mark your response to the given statements in the response sheet provided with a cross mark (X) against any one of the five options given as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'.

1. I don't like the interference of others in my personal matters.
2. I never expect consideration from others.
3. As a member of society, I used to discharge my responsibilities.
4. As social life has become so deplorable, no individual can do things alone. Hence it is my obligation to help others.
5. I used to put blame on my parents when I come late to the class.
6. I reproach fate when I face hardships.
7. I used to do my assigned duty despite all difficulties.
8. I feel restless while I have to give priority to wishes of others.
9. I don't reproach my friends even if they disgrace me.
10. As I can, I help my fellow learners with regard to study works.
11. I have great pleasure in clearing my friend's doubts.
12. I have fear while acting as a leader in group activities.
13. For failure in learning activities I become furious with my fellow learners.
14. I am confident enough to take all the activities and make it successful.
15. I feel content whenever I think about my works.
16. I have a clear vision of my life.
17. I can't control my emotions.
18. When I face a trouble, I feel terribly sad and feel helpless to overcome it.
19. I feel sad whenever I taste failure in competition.
20. I confront many problems and feel restless whenever I engage in a group activity.
21. I give attention to the advices of the elders only if they are useful to me.
22. I feel restless when I am not given a chance to express my views.
23. I can easily overcome my anger.
24. I feel worry whenever I see orphans.
25. I don't used to give any importance to the difficulties ofo my classmates.
26. I can understand and live with the downtrodden classes in the society.
27. I pay back soon those who abuse me.
28. I rejoice making friendship with vivid people in the society.
29. I don't hesitate to seek the help of those people who are very helpful for solving others problems.
30. For personal reasons I am not ready to share my time with others.
31. I prefer individualised learning.
32. I disagree with the conduct of arts and sports meets at schools, as they spoil learning time.
33. I listen attentively to others suggestions.
34. I can't delight the jokes of others.
35. I feel hard when I see others difficulties.
36. I fail to share others happiness.
37. I am interested to work for clubs and social organisastions which indulge in social issues.
38. I am always tried to my level best to avoid contact with others.
39. I feel extremely happy when others praise my activities.
40. I could like to complete a task in great speed rather than proceeding slowly.
41. I cunningly avoids situations that makes me angry.
42. I used to escape deliberately from situations that hurt my ego.
43. I loose temper if somebody distracts me while working.
44. I feel happy when others views are not considered in classroom discussion.
45. I feel restless when the teacher instructs me to take part in group activities.
46. As each individual is grown up and self reliant, individualised learning and activities are better than group activities.
47. I am always interested in expressing my views and respecting other's views whenever necessary.
48. I believed that life has become almost a machine and one can't get time to do good for the society.
49. I believed that we shouldn't misbehave with others.
50. I am selfish only due to cultureless behaviour of others.
51. Old traditions should be accepted only after considering their utility.
52. My behaviour is condusive to successful life.
53. Sometimes I feel that man is slave of the circumstances and sometimes that circumstances are man's slave.
54. The thought that everyone can solve all the problems is foolishness.
55. I don't think about others because I am pre occupied with my own concerns from morning to evening.
56. I don't have time to spend for others.
57. I feel happy when the teacher abuses my friend.
58. I always try my best to listen to and solve other's problems.
59. Telling lies is not bad because it is the only easiest means of defense.
60. Self-praise is not bad while living in this selfish society.

**APPENDIX II C**

**SCALE OF EMOTIONAL MATURITY**

**RESPONSE SHEET**

Name: ............................................................ Sex:......................

Class: .............................................................. Name of Institution: ..............

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question No. | Strongly Agree | Agree | Undecided | Dis sgree | Strongly Disagree |  | Question No. | Strongly Agree | Agree | Undecided | Dis sgree | Strongly Disagree |
| 1 |  |  |  |  |  |  | 31 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 32 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 33 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 34 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 35 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 36 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 37 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 38 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 39 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 41 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 42 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 50 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 51 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 52 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 24 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 26 |  |  |  |  |  |  | 56 |  |  |  |  |  |
| 27 |  |  |  |  |  |  | 57 |  |  |  |  |  |
| 28 |  |  |  |  |  |  | 58 |  |  |  |  |  |
| 29 |  |  |  |  |  |  | 59 |  |  |  |  |  |
| 30 |  |  |  |  |  |  | 60 |  |  |  |  |  |

**APPENDIX I C**

**SCALE OF EMOTIONAL MATURITY**

**RESPONSE SHEET**

Name: ............................................................ Sex:......................

Class: .............................................................. Name of Institution: ..............

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question No. | Strongly Agree | Agree | Undecided | Dis sgree | Strongly Disagree |  | Question No. | Strongly Agree | Agree | Undecided | Dis sgree | Strongly Disagree |
| 1 |  |  |  |  |  |  | 36 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 37 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 38 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 39 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 41 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 42 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 50 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 51 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 52 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 56 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 57 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 58 |  |  |  |  |  |
| 24 |  |  |  |  |  |  | 59 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 60 |  |  |  |  |  |
| 26 |  |  |  |  |  |  | 61 |  |  |  |  |  |
| 27 |  |  |  |  |  |  | 62 |  |  |  |  |  |
| 28 |  |  |  |  |  |  | 63 |  |  |  |  |  |
| 29 |  |  |  |  |  |  | 64 |  |  |  |  |  |
| 30 |  |  |  |  |  |  | 65 |  |  |  |  |  |
| 31 |  |  |  |  |  |  | 66 |  |  |  |  |  |
| 32 |  |  |  |  |  |  | 67 |  |  |  |  |  |
| 33 |  |  |  |  |  |  | 68 |  |  |  |  |  |
| 34 |  |  |  |  |  |  | 69 |  |  |  |  |  |
| 35 |  |  |  |  |  |  | 70 |  |  |  |  |  |

**APPENDIX II D**

**SCORING KEY OF**

**SCALE OF EMOTIONAL MATURITY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question No. | Strongly Agree | Agree | Undecided | Dis sgree | Strongly Disagree |  | Question No. | Strongly Agree | Agree | Undecided | Dis sgree | Strongly Disagree |
| 1 | 1 | 2 | 3 | 4 | 5 |  | 31 | 1 | 2 | 3 | 4 | 5 |
| 2 | 5 | 4 | 3 | 2 | 1 |  | 32 | 1 | 2 | 3 | 4 | 5 |
| 3 | 5 | 4 | 3 | 2 | 1 |  | 33 | 5 | 4 | 3 | 2 | 1 |
| 4 | 5 | 4 | 3 | 2 | 1 |  | 34 | 1 | 2 | 3 | 4 | 5 |
| 5 | 1 | 2 | 3 | 4 | 5 |  | 35 | 5 | 4 | 3 | 2 | 1 |
| 6 | 1 | 2 | 3 | 4 | 5 |  | 36 | 1 | 2 | 3 | 4 | 5 |
| 7 | 5 | 4 | 3 | 2 | 1 |  | 37 | 5 | 4 | 3 | 2 | 1 |
| 8 | 1 | 2 | 3 | 4 | 5 |  | 38 | 1 | 2 | 3 | 4 | 5 |
| 9 | 5 | 4 | 3 | 2 | 1 |  | 39 | 5 | 4 | 3 | 2 | 1 |
| 10 | 5 | 4 | 3 | 2 | 1 |  | 40 | 5 | 4 | 3 | 2 | 1 |
| 11 | 5 | 4 | 3 | 2 | 1 |  | 41 | 5 | 4 | 3 | 2 | 1 |
| 12 | 1 | 2 | 3 | 4 | 5 |  | 42 | 5 | 4 | 3 | 2 | 1 |
| 13 | 1 | 2 | 3 | 4 | 5 |  | 43 | 1 | 2 | 3 | 4 | 5 |
| 14 | 5 | 4 | 3 | 2 | 1 |  | 44 | 1 | 2 | 3 | 4 | 5 |
| 15 | 5 | 4 | 3 | 2 | 1 |  | 45 | 1 | 2 | 3 | 4 | 5 |
| 16 | 5 | 4 | 3 | 2 | 1 |  | 46 | 1 | 2 | 3 | 4 | 5 |
| 17 | 1 | 2 | 3 | 4 | 5 |  | 47 | 5 | 4 | 3 | 2 | 1 |
| 18 | 1 | 2 | 3 | 4 | 5 |  | 48 | 4 | 5 | 3 | 2 | 1 |
| 19 | 1 | 2 | 3 | 4 | 5 |  | 49 | 5 | 4 | 3 | 2 | 1 |
| 20 | 1 | 2 | 3 | 4 | 5 |  | 50 | 1 | 2 | 3 | 4 | 5 |
| 21 | 1 | 2 | 3 | 4 | 5 |  | 51 | 5 | 4 | 3 | 2 | 1 |
| 22 | 1 | 2 | 3 | 4 | 5 |  | 52 | 5 | 4 | 3 | 2 | 1 |
| 23 | 5 | 4 | 3 | 2 | 1 |  | 53 | 5 | 4 | 3 | 2 | 1 |
| 24 | 5 | 4 | 3 | 2 | 1 |  | 54 | 5 | 4 | 3 | 2 | 1 |
| 25 | 1 | 2 | 3 | 4 | 5 |  | 55 | 1 | 2 | 3 | 4 | 5 |
| 26 | 5 | 4 | 3 | 2 | 1 |  | 56 | 1 | 2 | 3 | 4 | 5 |
| 27 | 1 | 2 | 3 | 4 | 5 |  | 57 | 1 | 2 | 3 | 4 | 5 |
| 28 | 5 | 4 | 3 | 2 | 1 |  | 58 | 5 | 4 | 3 | 2 | 1 |
| 29 | 5 | 4 | 3 | 2 | 1 |  | 59 | 1 | 2 | 3 | 4 | 5 |
| 30 | 1 | 2 | 3 | 4 | 5 |  | 60 | 1 | 2 | 3 | 4 | 5 |

**APPENDIX III C**

**SOCIAL ADJUSTMENT SCALE**

**RESPONSE SHEET**

Name: ............................................................ Sex:......................

Class: .............................................................. Name of Institution: ..............

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question No. | a | b | c | d |  | Question No. | a | b | c | d |
| 1 |  |  |  |  |  | 31 |  |  |  |  |
| 2 |  |  |  |  |  | 32 |  |  |  |  |
| 3 |  |  |  |  |  | 33 |  |  |  |  |
| 4 |  |  |  |  |  | 34 |  |  |  |  |
| 5 |  |  |  |  |  | 35 |  |  |  |  |
| 6 |  |  |  |  |  | 36 |  |  |  |  |
| 7 |  |  |  |  |  | 37 |  |  |  |  |
| 8 |  |  |  |  |  | 38 |  |  |  |  |
| 9 |  |  |  |  |  | 39 |  |  |  |  |
| 10 |  |  |  |  |  | 40 |  |  |  |  |
| 11 |  |  |  |  |  | 41 |  |  |  |  |
| 12 |  |  |  |  |  | 42 |  |  |  |  |
| 13 |  |  |  |  |  | 43 |  |  |  |  |
| 14 |  |  |  |  |  | 44 |  |  |  |  |
| 15 |  |  |  |  |  | 45 |  |  |  |  |
| 16 |  |  |  |  |  | 46 |  |  |  |  |
| 17 |  |  |  |  |  | 47 |  |  |  |  |
| 18 |  |  |  |  |  | 48 |  |  |  |  |
| 19 |  |  |  |  |  | 49 |  |  |  |  |
| 20 |  |  |  |  |  | 50 |  |  |  |  |
| 21 |  |  |  |  |  | 51 |  |  |  |  |
| 22 |  |  |  |  |  | 52 |  |  |  |  |
| 23 |  |  |  |  |  | 53 |  |  |  |  |
| 24 |  |  |  |  |  | 54 |  |  |  |  |
| 25 |  |  |  |  |  | 55 |  |  |  |  |
| 26 |  |  |  |  |  | 56 |  |  |  |  |
| 27 |  |  |  |  |  | 57 |  |  |  |  |
| 28 |  |  |  |  |  | 58 |  |  |  |  |
| 29 |  |  |  |  |  | 59 |  |  |  |  |
| 30 |  |  |  |  |  | 60 |  |  |  |  |

**APPENDIX III D**

**SCORING KEY OF SOCIAL ADJUSTEMENT SCALE**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | 1 | 2 | 3 | 4 |  | No | 1 | 2 | 3 | 4 |
| 1 | c | a | d | b |  | 31 | d | c | b | a |
| 2 | c | d | a | b |  | 32 | d | c | b | a |
| 3 | a | b | d | c |  | 33 | a | c | b | d |
| 4 | d | c | b | a |  | 34 | a | b | c | d |
| 5 | a | c | b | d |  | 35 | a | d | c | b |
| 6 | a | c | d | b |  | 36 | c | a | b | d |
| 7 | d | b | a | c |  | 37 | a | d | c | b |
| 8 | d | c | b | a |  | 38 | d | c | b | a |
| 9 | a | b | c | d |  | 39 | d | c | b | a |
| 10 | b | d | c | a |  | 40 | d | c | b | a |
| 11 | d | b | c | a |  | 41 | d | c | a | b |
| 12 | c | a | b | d |  | 42 | d | c | b | a |
| 13 | b | a | d | c |  | 43 | a | b | c | d |
| 14 | a | c | b | d |  | 44 | d | c | d | a |
| 15 | b | c | d | a |  | 45 | a | d | c | b |
| 16 | c | a | d | b |  | 46 | a | b | c | d |
| 17 | d | c | b | a |  | 47 | d | c | b | a |
| 18 | a | c | b | d |  | 48 | d | b | a | c |
| 19 | d | a | c | b |  | 49 | d | c | b | a |
| 20 | c | d | a | b |  | 50 | d | c | b | a |
| 21 | c | b | d | a |  | 51 | c | d | a | b |
| 22 | a | c | d | b |  | 52 | b | a | d | c |
| 23 | d | c | b | a |  | 53 | b | d | c | a |
| 24 | d | c | b | a |  | 54 | d | b | c | a |
| 25 | a | c | b | d |  | 55 | c | a | d | b |
| 26 | c | a | b | d |  | 56 | d | c | b | a |
| 27 | b | c | d | a |  | 57 | d | c | b | a |
| 28 | d | c | b | a |  | 58 | d | c | b | a |
| 29 | a | b | c | d |  | 59 | a | d | c | b |
| 30 | b | d | a | c |  | 60 | a | d | c | b |

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