**EFFECT OF DECISION MAKING ON SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS**

###### SHAHNA. A

### **Dissertation**

**Submitted to the University of Calicut**

**in partial fulfillment of the**

**requirements for the Degree of**

# MASTER OF EDUCATION

#### FAROOK TRAINING COLLEGE

UNIVERSITY OF CALICUT

**2009**

## DECLARATION

I, **SHAHNA. A**, do hereby declare that this dissertation, “**EFFECT OF DECISION MAKING ON SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS**”, has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook College **SHAHNA. A**

Date:

Dr. M.P. HASSAN KOYA,

Lecturer in Natural Science,

Department of Education,

Farook Training College,

Farook College P.O.

## CERTIFICATE

I, **Dr. HASSAN KOYA. M.P**, do hereby certify that this dissertation, “**EFFECT OF DECISION MAKING ON SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS”** is a record of bonafide study and research carried out by **SHAHNA. A,** under my supervision and guidance. The report has not been submitted by her for the Award of any Degree, Diploma, Title or Recognition before.

Farook Training College **Dr. HASSAN KOYA. M.P**

Date: (*Supervising Teacher*)

*Acknowledgement*

 At the very outset the investigator thanks to God, the most merciful and most gracious, who enabled her to complete the task successfully.

 The investigator express her greater regards and intellectual idebtedness to her supervising teacher, Dr. Hassan Koya. M.P, Lecturer in Natural Science, Farook Training College for his consistent encouragement, never failing inspiration and generous help. The successful completion of this work was the result of his meticulous scholarly and expert guidance.

 The investigator extends her extreme indebtedness to Prof. A. Faziluddin, Principal, Farook Training College, for providing necessary facilities for smooth conduct for the study.

 The investigator would like to acknowledge her indebtedness to Mr. Abdul Hameed Muktar Mahal, Lecturer, Farook Training College for providing the tool, *Social Maturity Scale* which is used in this study.

 The investigator further expresses her heartfelt thanks to the Heads, Teachers and Students of various institutions who have collaborated with the process of data collection for this study.

 The investigator remembers her friends for their moral support and suggestions for completing this work successfully.

 The investigator puts forth thanks to the other lectures and non-teaching staff of Farook Training College for their support and encouragement during the study.

 The investigator would like to express sincere gratitude to Mr. Jabir, Department of Journalism, University of Calicut for the computer processing and analysis of data.

 The investigator would like to express sincere gratitude to Mr. Raman, Infratec Computer Systems, Calicut University for the complete work of dissertation.

 Finally the investigator acknowledge with almost pleasure to her parents and family members who have whole heartedly support her to complete the study.

 **SHAHNA. A**

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

|  |  |
| --- | --- |
| Chapter  | **Page No.** |
| 1. | INTRODUCTION  | 1-14 |
| 2. | REVIEW OF LITERATURE  | 15-38 |
| 3. | METHODOLOGY  | 39-60 |
| 4. | ANALYSIS AND INTERPRETATIONS | 61-88 |
| 5. | SUMMARY, CONCLUSION AND SUGGESTIONS  | 89-100 |
|  | BIBLIOGRAPHY | 101-106 |
|  | APPENDICES  |  |

LIST OF TABLES

| **Table No.** | **Title** | **Page No.** |
| --- | --- | --- |
| 3.1 | Break-up of the Basal Sample on the Basis of Subsamples | 43 |
| 3.2 | The ‘t’ value Obtained on Item Analysis  | 48-50 |
| 3.3 | Component Wise Distribution of Item in the Decision Making Scale  | 51 |
| 3.4 | Example of the Items from all Dimensions  | 51 |
| 3.5 | Details of School Wise Distributions  | 55 |
| 3.6 | Break-up of the Final Sample | 57 |
| 4.1 | Statistical Characterization of the Variables for the Total Sample and Subsamples | 62 |
| 4.2 | Data and Results of the Test of Mean Scores of Decision Making and Social Maturity between Male and Female | 65 |
| 4.3 | Data and Results of the Test of Mean Scores of Decision Making and Social Maturity between Rural and Urban Students  | 67 |
| 4.4 | Data and Results of the Test of Mean Scores of Decision Making and Social Maturity between Government and Aided Students  | 68 |
| 4.5 | Details of Number of Cases Lying in the three Different Decision Making Groups for Male, Female, Rural, Urban, Government and Aided | 71 |
| 4.6 | Summary of One-Way ANOVA for Social Maturity by Decision Making in Total Sample  | 72 |
| 4.7 | Results of the Scheffe’s Test of Post-hoc Comparison Between Means of Decision Making for the Total Sample  | 74 |
| 4.8 | Summary of One-Way ANOVA for Social Maturity by Decision Making in Subsample Male  | 75 |
| 4.9 | Result of Scheffe’s Test of Post-hoc Comparison between Means of Decision Making for the Subsample Male | 76 |
| 4.10 | Summary of One Way ANOVA for Social Maturity by Decision Making in Subsample Female  | 78 |
| 4.11 | Result of Scheffe’s Test of Post-hoc Comparison between Means of Decision Making for the Subsample Female | 79 |
| 4.12 | Summary of One Way ANOVA for Social Maturity by Decision Making in Subsample Rural  | 80 |
| 4.13 | Results of Scheffe’s Test of Post-hoc Comparison between Means of Decision Making for the Subsample Rural  | 81 |
| 4.14 | Summary of One Way ANOVA for Social Maturity by Decision Making in Subsample Urban  | 82 |
| 4.15 | Results of Scheffe’s Test of Post-hoc Comparison between Means of Decision Making for the Subsample Urban  | 83 |
| 4.16 | Summary of One Way ANOVA for Social Maturity by Decision Making in Subsample Government  | 84 |
| 4.17 | Results of Scheffe’s Test of Post-hoc Comparison between Means of Decision Making for the Subsample Government  | 85 |
| 4.18 | Summary of One Way ANOVA for Social Maturity by Decision Making in Subsample Aided  | 87 |
| 4.19 | Results of Scheffe’s Test of Post-hoc Comparison between Means of Decision Making for the Subsample Aided  | 88 |

LIST OF FIGURES

| **Figure No.** | **Title** | **Page No.** |
| --- | --- | --- |
| 4.1 | Frequency Curve of Decision Making | 63 |
| 4.2 | Frequency Curve of Social Maturity | 64 |

LIST OF APPENDICES

|  |  |
| --- | --- |
| **Appendix No** | **Title** |
|  I  | Decision Making Scale – English Version (Draft) |
| II | Decision Making Scale – Malayalam Version (Draft) |
| III | Decision Making Scale – English Version (Final) |
| IV | Decision Making Scale – Malayalam Version (Final) |

## Chapter I

### Introduction



















## Chapter II

### Review of Literature













**Chapter III**

### Methodology

















**Chapter IV**

### Analysis and Interpretations







**Chapter V**

### Summary,

### Conclusion and Suggestions





















### Bibliography

### Appendices

**INTRODUCTION**

 Education is the process of developments which consists of the passage of the human being from infancy to maturity and the process where by he adopts himself gradually in various ways to his physical, social and spiritual environment,. But even in this social process, the child needs support and freedom from an economic pressure and that is why education requires long period of social as well as biological infancy when the young would live off the labour of others and be released from self support. However assistance will be partially discounted unless education at the same time encourages Decision Making ability.

 Thus education instills in the child a sense of maturity and responsibility. Education bestower immense benefits upon a person. On one hand education develops personality of an individual in all fields and making him intelligent, learned, bold, courageous and possessing strong good character. On the other hand, it contributes to growth and development of society. In the educational system proper guidance of children has great social significance.

 The higher secondary stage of education is confronted with many problems as the stage is characterized by the adolescent period. According to Weshler “Adolescence is the period of stress and strain, storm and strife”. In the adolescent period pupils looks every thing in a new way. For adolescence, the social and psychological factor play a vital role. These include the influences of their family, their peers and even themselves, their own sense of self esteem and self worth.

 Adolescence is a period of identity crisis where the individual looks for a image. They are marching towards the realities of life. In this process, **independent Decision Making** **is crucial**. The students are exposed to a number of situations where they have to make wise choices. The intensity is more severe due to globalization. They are pulled by different stimuli. The shift from dependence to independence is of particular importance here. Peers begin to replace the family as the main socializing agent. It is considered that identity formation occurs when the teenager disengages emotionally from the family and transfers the attachment to peers.

 Some studies have shown that adolescents used their peers when they have short-term, day-to-day, social decisions to make, and their parents for the longer-term, value based, ethical decisions. They also often favour their own evidence over others when considering the likelihood of consequence. It is considered that they often have a hard time interpreting the meaning or credibility of information, because they lack Decision Making ability.

 There are often many solutions to a problem and the decision makers task is to choose one of them. The task of choosing can be simple or as complex as the importance of the decision warrants, and the number and quality of alternatives can also be adjusted accordingly. So making a decision is liberating as well as constraining. It is importance to realize that every decision affects the decision stream and the collections of alternatives available both immediately and in the future. In other words, decisions have far reaching consequences.

 In the Decision Making process facts are very important. Collect as many facts as possible about a decision with in the limits of time imposed and the Decision Maker’s ability to process them, but remember that virtually every decision must be made in partial ignorance. Lack of complete information must not be allowed to paralyze a decision. A decision based on partial knowledge is usually better than not making the decision when a decision is really needed. The proverb that “any decision is better than no decision”, while perhaps extreme, shows the importance of choosing. For example, when you are racing toward a bridge support, you must decide to turn away to the right or to the left. Which way you turn is less important than the fact that you do indeed turn.

 Remember also that very few decisions are irrevocable. Don’t cancel a decision prematurely because many new plans require time to work but don’t hesitate to change directions if a particular decision clearly is not working out or is being somehow harmful. We can always make another decision to do something else.

 True education is individual as well social. According to Redden, “Education is the deliberate and systematic influence extended by the nature of a person upon he immature through instruction, discipline and harmonious development of the physical intellectual, aesthetic, social and spiritual power of the human being according to their essential hierarchy by and for the individual and social uses and directed towards the union of the educand with the creator as the final end”. The ultimate goal of life is the union of the individual with God. This union can takes place only when the various capacities of the child are developed for the good of the individual as well as that of society.

 Contemporary Indian philosophers also exhibit this tendency. Mahatma Gandhi Said “I value individual freedom, but you must not forget that man is essentially a social being. He has risen to his present status by learning to adjust his individuality to the requirement of social progress”.

 Social interaction is very essential for individual as well as social progress. Social Maturity which is an index of social interaction help people to make social connections instantly. People who are able to help others soothe their feelings have an especially valued Social Maturity; they are the souls, others turn to, when in greatest emotional needs.

 In the adolescent period pupil begin to take challenges. For this Social Maturity is essential. Also they have the tendency to take part in crimes, alcoholic, drug addictions, malpractices, etc. They need Decision Making ability in all these activities. If the concerns of youth reflect the social issues of a given time, then it might be expected that concerns vacillate according to social circumstance. Both families and institutions such as educational ones are required to be aware of developments with in each community and to understand how these influence affect young people inorder to be able to become responsive to the changing nature and need of adolescents.

**1.1 NEED AND SIGNIFICANCE OF THE STUDY**

 From the beginning of time there have been dangers, hopes and aspirations for people to deal with. Todays youth, like generations before them must have Decision Making ability and Social Maturity to cope.

 When youth are unable to deal effectively with worries, their behaviour can have an adverse effect not only on their own lives but also on those of their families and on the broader community. Adolescents under achievement, despair about their future, eating disorders; alcoholism, drug abuse, bullying and other forms of anti social behaviour are on the increase in many communities. It is for this reason that the community has a need to find out what concerns young people and how they manage their concerns in order to facilitate the development of sound coping strategies for adolescents to use when dealing with their worries.

 Since many new experiences and responsibilities are thrust upon individuals, young people need to learn to take decisions in a variety of settings including school, home, peer groups, workplace and with a range of life problems. Whether the concerns related to personal matters or the matters of social consequence beyond the subjective, personal world of the individual, they are important at any given time in an individual life.

 Decisions vary widely in importance for the decision maker. Many decisions are unimportant such as everyday purchases. Such choices are routine actions which need little thought. Other decisions are more important and evoke active reasoning aimed at acquiring a satisfactory representation of attractiveness of option. Decisions may be important for many reasons. For instance, decisions are important when high costs are involved (eg:- Buying a house) or when an outcome has far reaching consequences (eg:- the choice of a career).

 A decision may also be important when it relates to a significant opinion or emotional value (eg: voting for a political party). Motivation has received little attention in process approaches to Decision Making research and so has the role of involvement.

 The curricular and co-curricular programmes in school demands participation from the part of students. Here individual find difficult to make appropriate decisions. Similarly participation concern with religion, family morality, politics are challenging. They are expected to change from wide range of beliefs, customs, traditions and aspirations. Lack of proper strategy in Decision Making may leads to a haphazardious life.

 The significance of Decision Making is more important in day-to-day life. Concerned with clothes, stationeries, gifts, there are different options available. The speedy and appropriate choices provide satisfactory results. On the other hand **incorrect or inappropriate decisions lead to frustrations**.

 The Decision Making process is considered to be one that is extended in time. It involves a series of information search, judgement and evaluation process which are followed by further post decision process that serve to help people to adjust to the implications of their decisions and to understand their own goals and values. It is recognized that the decisions are made with in a social context and need to be justified to one self and to others. Thus everyman tries to adjust with the social environment. This process of adjustment is itself socialization.

 A matured individual from the social stand point, is one who co-operate with all those with whom he come in to contact and contradict them only when such a course of action become inevitable. His activities and conduct are suitable to his age and sex. A matured individual can manage his worries easily.

 Social Maturity helps to overcome shyness and anger. Feelings and ideas can be expressed in an honest way, which make the relationships more genuine. The socially okward student is likely to misrespond to teachers as well as to another student. The resulting anxieties and bewilderment can themselves interfere with their ability to learn effectively.

 Individuals influences each other by means of imitation, suggestion ad sympathy. It is occurred through social interaction such as praise and blame, co-operation and conflict, submission and ascending. Social Maturity is an index of social interaction. Thus, it is the basic ingredient of socialization.

 Along with the families, schools, as of the major agents for socialization are increasingly being calls upon by play their part in improving the health and psychological well being of the young. Examining the relationship between youth, education and society, is complicated by ever changing social circumstances. The concerns of youth are determined by Social Maturity and also by other sociological factors. Moreover, societal changes are reflected in the varying issues that pre occupy youth.

 For socialization or to become a good citizen, Social Maturity and Decision Making ability is very essential. From related studies the investigator found that there are so many studies in Decision Making and Social Maturity separately, but studies combining these two variable is very less. So the investigator was very interested to know the effect of Decision Making on Social Maturity ability of Higher secondary school students.

**1.2 STATEMENT OF THE PROBLEM**

 The present study is entitled as “Effect of Decision Making on Social Maturity of Higher secondary school students”.

**1.3 DEFINITION OF KEY TERMS**

1.3.1 EFFECT

 The term effect stands for the condition resulting when the impact of one factor is dependent on the presence or absence of another factor.

1.3.2 DECISION MAKING

According to Morris (1996) “Decision Making is a special kind of problem solving in which we already know all the possible solution (Choices). Therefore the task is not to come up with new solutions, but rather to **identify the best available solution or choice using a predetermined set of criteria**”.

 Decision Making can be regarded as an outcome of mental processes (cognitive processes) leading to the selection of a course of action among several alternatives. Output can be an action or an opinion of choice (Wikipedia, the free encyclopedia).

 Decision Making can be operationally defined as the ability to choose correct option or choice from different options independently.

1.3.3 SOCIAL MATURITY

 The degree to which an individual acquired the social and socialized behaviour that are usual and expected for his age and status or the social behaviour characteristics of the supposed typical adult member of a society.

 Social Maturity is an index of the level of social development including the acquisition of social behaviour and standards expected at a particular stage (Dictionary of behavioural science).

 Social Maturity is a measure of the development competence of an individual with regard to interpersonal relation, behavioural appropriateness, social problem solving and judgement (Madhu Raj).

1.3.4 HIGHER SECONDARY SCHOOL STUDENTS

 Higher secondary school students are the students studying in standard XI and XII. In the present study students of standard XI are taken as higher secondary school students.

**1.4 VARIABLES SELECTED FOR THE STUDY**

 The variables selected for this study are

1.4.1 INDEPENDENT VARIABLE

 Decision Making is selected as independent variable.

1.4.2 DEPENDENT VARIABLE

 Social Maturity is selected as dependent variable.

**1.5 OBJECTIVES OF THE STUDY**

 The objectives set forth for the study are the following.

1. To find out whether there exist any significant difference in Decision Making of the pupils in the subsamples based on
2. Gender
3. Locale of the school
4. Type of School Management
5. To find out whether there exist any significant difference in Social Maturity of the pupils in the subsamples based on
6. Gender
7. Locale of the school
8. Type of School Management
9. To find out the effect of Decision Making on Social Maturity of higher secondary school students for the total sample and subsamples based on
10. Gender
11. Locale of the School
12. Type of School Management

**1.6 HYPOTHESES OF THE STUDY**

 The hypothesis formulated for the study are the following:

1. There will be significant difference in Decision Making of the pupils in the subsamples based on
2. Gender
3. Locale of the school
4. Type of School Management
5. There will be significant difference in Social Maturity of the pupils in the subsamples based on
6. Gender
7. Locale of the school
8. Type of school management
9. There will be significant effect of Decision Making on Social Maturity of higher secondary school students, for the total sample and the subsamples based on
	1. Gender
	2. Locale of the school
	3. Type of School Management

**1.7 METHODOLOGY OF THE STUDY**

1.7.1 SAMPLE

 The present study was carried out on a representative sample of 623 higher secondary school students of Malappuram, Calicut and Kannur districts of Kerala state. The final sample taken for the analysis was 619 due to the elimination of incomplete data. The sample was drawn by stratified sampling method giving due representation to factors like sex, locale and type of management of the school.

1.7.2 TOOLS USED

 The tools used for the present study are

* 1. Decision Making scale (Koya and Shahna, 2009)
	2. Social Maturity scale (Hameed and Usman, 2003)

1.7.3 STATISTICAL TECHNIQUES

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

1. Preliminary analysis
2. Test of significance of difference between means for large independent sample.
3. One-way analysis of variance.

**1.8 SCOPE AND LIMITATIONS**

 The present study is intended to investigate the effect of Decision Making on Social Maturity of Higher secondary school students. It investigates the Social Maturity and Decision Making of Male and Female students, Rural and Urban students, and Government and Aided students. For the collection of data sample selected for the study was 619 higher secondary school students using stratified sampling techniques. Therefore the investigator hopes that the study will yield reliable result which can be generalized. The result of the present study will help educationists to reform teaching learning situations.

 To conduct the study, the investigator prepared the tool, Decision Making scale. This tool can be used further to find out the Decision Making ability of higher secondary school students studying for various courses, especially for professional courses and also for students in school classes.

 Eventhough the present study was conducted with maximum possible care and specification, certain limitations have crept in to the study. The following are some limitations of the present study.

1. The study is confined to three districts only.
2. The study has been conducted on students of Standard XI, assuming it to be the representative of higher secondary school students.
3. The study has not used any control over the intervening variable due to lack of time.
4. The investigator considered only gender, locale and type of management to stratify the sample.

**1.9 ORGANIZATION OF THE REPORT**

 The report has been presented in 5 chapters

**Chapter 1:**

 This chapter presents a brief introduction to the problem, its need and significance, definition of key terms, objectives, hypotheses, methodology and scope and limitations of the study.

**Chapter 2:**

 This chapter presents, the conceptual overview of the concerned variable and review of the related studies.

**Chapter 3:**

 This chapter gives an account of the methodology in detail used in the present study. It contains objectives, hypotheses, variables, description of tools employed for data collection, sample drawn, data collection procedure, scoring and statistical techniques used.

**Chapter 4:**

 This chapter describes the analysis part of the study as per the objective of the study.

**Chapter 5:**

 This chapter presents a summary of the study, major findings, tenability of hypotheses, educational implications of the study and suggestions for further research in this area.

**INTRODUCTION**

 Education is the process of developments which consists of the passage of the human being from infancy to maturity and the process where by he adopts himself gradually in various ways to his physical, social and spiritual environment,. But even in this social process, the child needs support and freedom from an economic pressure and that is why education requires long period of social as well as biological infancy when the young would live off the labour of others and be released from self support. However assistance will be partially discounted unless education at the same time encourages Decision Making ability.

 Thus education instills in the child a sense of maturity and responsibility. Education bestower immense benefits upon a person. On one hand education develops personality of an individual in all fields and making him intelligent, learned, bold, courageous and possessing strong good character. On the other hand, it contributes to growth and development of society. In the educational system proper guidance of children has great social significance.

 The higher secondary stage of education is confronted with many problems as the stage is characterized by the adolescent period. According to Weshler “Adolescence is the period of stress and strain, storm and strife”. In the adolescent period pupils looks every thing in a new way. For adolescence, the social and psychological factor play a vital role. These include the influences of their family, their peers and even themselves, their own sense of self esteem and self worth.

 Adolescence is a period of identity crisis where the individual looks for a image. They are marching towards the realities of life. In this process, **independent Decision Making** **is crucial**. The students are exposed to a number of situations where they have to make wise choices. The intensity is more severe due to globalization. They are pulled by different stimuli. The shift from dependence to independence is of particular importance here. Peers begin to replace the family as the main socializing agent. It is considered that identity formation occurs when the teenager disengages emotionally from the family and transfers the attachment to peers.

 Some studies have shown that adolescents used their peers when they have short-term, day-to-day, social decisions to make, and their parents for the longer-term, value based, ethical decisions. They also often favour their own evidence over others when considering the likelihood of consequence. It is considered that they often have a hard time interpreting the meaning or credibility of information, because they lack Decision Making ability.

 There are often many solutions to a problem and the decision makers task is to choose one of them. The task of choosing can be simple or as complex as the importance of the decision warrants, and the number and quality of alternatives can also be adjusted accordingly. So making a decision is liberating as well as constraining. It is importance to realize that every decision affects the decision stream and the collections of alternatives available both immediately and in the future. In other words, decisions have far reaching consequences.

 In the Decision Making process facts are very important. Collect as many facts as possible about a decision with in the limits of time imposed and the Decision Maker’s ability to process them, but remember that virtually every decision must be made in partial ignorance. Lack of complete information must not be allowed to paralyze a decision. A decision based on partial knowledge is usually better than not making the decision when a decision is really needed. The proverb that “any decision is better than no decision”, while perhaps extreme, shows the importance of choosing. For example, when you are racing toward a bridge support, you must decide to turn away to the right or to the left. Which way you turn is less important than the fact that you do indeed turn.

 Remember also that very few decisions are irrevocable. Don’t cancel a decision prematurely because many new plans require time to work but don’t hesitate to change directions if a particular decision clearly is not working out or is being somehow harmful. We can always make another decision to do something else.

 True education is individual as well social. According to Redden, “Education is the deliberate and systematic influence extended by the nature of a person upon he immature through instruction, discipline and harmonious development of the physical intellectual, aesthetic, social and spiritual power of the human being according to their essential hierarchy by and for the individual and social uses and directed towards the union of the educand with the creator as the final end”. The ultimate goal of life is the union of the individual with God. This union can takes place only when the various capacities of the child are developed for the good of the individual as well as that of society.

 Contemporary Indian philosophers also exhibit this tendency. Mahatma Gandhi Said “I value individual freedom, but you must not forget that man is essentially a social being. He has risen to his present status by learning to adjust his individuality to the requirement of social progress”.

 Social interaction is very essential for individual as well as social progress. Social Maturity which is an index of social interaction help people to make social connections instantly. People who are able to help others soothe their feelings have an especially valued Social Maturity; they are the souls, others turn to, when in greatest emotional needs.

 In the adolescent period pupil begin to take challenges. For this Social Maturity is essential. Also they have the tendency to take part in crimes, alcoholic, drug addictions, malpractices, etc. They need Decision Making ability in all these activities. If the concerns of youth reflect the social issues of a given time, then it might be expected that concerns vacillate according to social circumstance. Both families and institutions such as educational ones are required to be aware of developments with in each community and to understand how these influence affect young people inorder to be able to become responsive to the changing nature and need of adolescents.

**1.1 NEED AND SIGNIFICANCE OF THE STUDY**

 From the beginning of time there have been dangers, hopes and aspirations for people to deal with. Todays youth, like generations before them must have Decision Making ability and Social Maturity to cope.

 When youth are unable to deal effectively with worries, their behaviour can have an adverse effect not only on their own lives but also on those of their families and on the broader community. Adolescents under achievement, despair about their future, eating disorders; alcoholism, drug abuse, bullying and other forms of anti social behaviour are on the increase in many communities. It is for this reason that the community has a need to find out what concerns young people and how they manage their concerns in order to facilitate the development of sound coping strategies for adolescents to use when dealing with their worries.

 Since many new experiences and responsibilities are thrust upon individuals, young people need to learn to take decisions in a variety of settings including school, home, peer groups, workplace and with a range of life problems. Whether the concerns related to personal matters or the matters of social consequence beyond the subjective, personal world of the individual, they are important at any given time in an individual life.

 Decisions vary widely in importance for the decision maker. Many decisions are unimportant such as everyday purchases. Such choices are routine actions which need little thought. Other decisions are more important and evoke active reasoning aimed at acquiring a satisfactory representation of attractiveness of option. Decisions may be important for many reasons. For instance, decisions are important when high costs are involved (eg:- Buying a house) or when an outcome has far reaching consequences (eg:- the choice of a career).

 A decision may also be important when it relates to a significant opinion or emotional value (eg: voting for a political party). Motivation has received little attention in process approaches to Decision Making research and so has the role of involvement.

 The curricular and co-curricular programmes in school demands participation from the part of students. Here individual find difficult to make appropriate decisions. Similarly participation concern with religion, family morality, politics are challenging. They are expected to change from wide range of beliefs, customs, traditions and aspirations. Lack of proper strategy in Decision Making may leads to a haphazardious life.

 The significance of Decision Making is more important in day-to-day life. Concerned with clothes, stationeries, gifts, there are different options available. The speedy and appropriate choices provide satisfactory results. On the other hand **incorrect or inappropriate decisions lead to frustrations**.

 The Decision Making process is considered to be one that is extended in time. It involves a series of information search, judgement and evaluation process which are followed by further post decision process that serve to help people to adjust to the implications of their decisions and to understand their own goals and values. It is recognized that the decisions are made with in a social context and need to be justified to one self and to others. Thus everyman tries to adjust with the social environment. This process of adjustment is itself socialization.

 A matured individual from the social stand point, is one who co-operate with all those with whom he come in to contact and contradict them only when such a course of action become inevitable. His activities and conduct are suitable to his age and sex. A matured individual can manage his worries easily.

 Social Maturity helps to overcome shyness and anger. Feelings and ideas can be expressed in an honest way, which make the relationships more genuine. The socially okward student is likely to misrespond to teachers as well as to another student. The resulting anxieties and bewilderment can themselves interfere with their ability to learn effectively.

 Individuals influences each other by means of imitation, suggestion ad sympathy. It is occurred through social interaction such as praise and blame, co-operation and conflict, submission and ascending. Social Maturity is an index of social interaction. Thus, it is the basic ingredient of socialization.

 Along with the families, schools, as of the major agents for socialization are increasingly being calls upon by play their part in improving the health and psychological well being of the young. Examining the relationship between youth, education and society, is complicated by ever changing social circumstances. The concerns of youth are determined by Social Maturity and also by other sociological factors. Moreover, societal changes are reflected in the varying issues that pre occupy youth.

 For socialization or to become a good citizen, Social Maturity and Decision Making ability is very essential. From related studies the investigator found that there are so many studies in Decision Making and Social Maturity separately, but studies combining these two variable is very less. So the investigator was very interested to know the effect of Decision Making on Social Maturity ability of Higher secondary school students.

**1.2 STATEMENT OF THE PROBLEM**

 The present study is entitled as “Effect of Decision Making on Social Maturity of Higher secondary school students”.

**1.3 DEFINITION OF KEY TERMS**

1.3.1 EFFECT

 The term effect stands for the condition resulting when the impact of one factor is dependent on the presence or absence of another factor.

1.3.2 DECISION MAKING

According to Morris (1996) “Decision Making is a special kind of problem solving in which we already know all the possible solution (Choices). Therefore the task is not to come up with new solutions, but rather to **identify the best available solution or choice using a predetermined set of criteria**”.

 Decision Making can be regarded as an outcome of mental processes (cognitive processes) leading to the selection of a course of action among several alternatives. Output can be an action or an opinion of choice (Wikipedia, the free encyclopedia).

 Decision Making can be operationally defined as the ability to choose correct option or choice from different options independently.

1.3.3 SOCIAL MATURITY

 The degree to which an individual acquired the social and socialized behaviour that are usual and expected for his age and status or the social behaviour characteristics of the supposed typical adult member of a society.

 Social Maturity is an index of the level of social development including the acquisition of social behaviour and standards expected at a particular stage (Dictionary of behavioural science).

 Social Maturity is a measure of the development competence of an individual with regard to interpersonal relation, behavioural appropriateness, social problem solving and judgement (Madhu Raj).

1.3.4 HIGHER SECONDARY SCHOOL STUDENTS

 Higher secondary school students are the students studying in standard XI and XII. In the present study students of standard XI are taken as higher secondary school students.

**1.4 VARIABLES SELECTED FOR THE STUDY**

 The variables selected for this study are

1.4.1 INDEPENDENT VARIABLE

 Decision Making is selected as independent variable.

1.4.2 DEPENDENT VARIABLE

 Social Maturity is selected as dependent variable.

**1.5 OBJECTIVES OF THE STUDY**

 The objectives set forth for the study are the following.

1. To find out whether there exist any significant difference in Decision Making of the pupils in the subsamples based on
2. Gender
3. Locale of the school
4. Type of School Management
5. To find out whether there exist any significant difference in Social Maturity of the pupils in the subsamples based on
6. Gender
7. Locale of the school
8. Type of School Management
9. To find out the effect of Decision Making on Social Maturity of higher secondary school students for the total sample and subsamples based on
10. Gender
11. Locale of the School
12. Type of School Management

**1.6 HYPOTHESES OF THE STUDY**

 The hypothesis formulated for the study are the following:

1. There will be significant difference in Decision Making of the pupils in the subsamples based on
2. Gender
3. Locale of the school
4. Type of School Management
5. There will be significant difference in Social Maturity of the pupils in the subsamples based on
6. Gender
7. Locale of the school
8. Type of school management
9. There will be significant effect of Decision Making on Social Maturity of higher secondary school students, for the total sample and the subsamples based on
	1. Gender
	2. Locale of the school
	3. Type of School Management

**1.7 METHODOLOGY OF THE STUDY**

1.7.1 SAMPLE

 The present study was carried out on a representative sample of 623 higher secondary school students of Malappuram, Calicut and Kannur districts of Kerala state. The final sample taken for the analysis was 619 due to the elimination of incomplete data. The sample was drawn by stratified sampling method giving due representation to factors like sex, locale and type of management of the school.

1.7.2 TOOLS USED

 The tools used for the present study are

* 1. Decision Making scale (Koya and Shahna, 2009)
	2. Social Maturity scale (Hameed and Usman, 2003)

1.7.3 STATISTICAL TECHNIQUES

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

1. Preliminary analysis
2. Test of significance of difference between means for large independent sample.
3. One-way analysis of variance.

**1.8 SCOPE AND LIMITATIONS**

 The present study is intended to investigate the effect of Decision Making on Social Maturity of Higher secondary school students. It investigates the Social Maturity and Decision Making of Male and Female students, Rural and Urban students, and Government and Aided students. For the collection of data sample selected for the study was 619 higher secondary school students using stratified sampling techniques. Therefore the investigator hopes that the study will yield reliable result which can be generalized. The result of the present study will help educationists to reform teaching learning situations.

 To conduct the study, the investigator prepared the tool, Decision Making scale. This tool can be used further to find out the Decision Making ability of higher secondary school students studying for various courses, especially for professional courses and also for students in school classes.

 Eventhough the present study was conducted with maximum possible care and specification, certain limitations have crept in to the study. The following are some limitations of the present study.

1. The study is confined to three districts only.
2. The study has been conducted on students of Standard XI, assuming it to be the representative of higher secondary school students.
3. The study has not used any control over the intervening variable due to lack of time.
4. The investigator considered only gender, locale and type of management to stratify the sample.

**1.9 ORGANIZATION OF THE REPORT**

 The report has been presented in 5 chapters

**Chapter 1:**

 This chapter presents a brief introduction to the problem, its need and significance, definition of key terms, objectives, hypotheses, methodology and scope and limitations of the study.

**Chapter 2:**

 This chapter presents, the conceptual overview of the concerned variable and review of the related studies.

**Chapter 3:**

 This chapter gives an account of the methodology in detail used in the present study. It contains objectives, hypotheses, variables, description of tools employed for data collection, sample drawn, data collection procedure, scoring and statistical techniques used.

**Chapter 4:**

 This chapter describes the analysis part of the study as per the objective of the study.

**Chapter 5:**

 This chapter presents a summary of the study, major findings, tenability of hypotheses, educational implications of the study and suggestions for further research in this area.

**REVIEW OF LITERATURE**

 This chapter describes the underpinning theories of the variables and tries to provide the better understanding of the concept and explores between variables. An attempt is being made to trace the origin of variables and its development with special emphasis on current status.

 It is meaningful for an investigator to make a comprehensive survey of what has already been done on the problem and its related aspects. It is a valuable guide to defining the problem recognizing its significance, suggestions promising data-gathering devices, appropriate study design and sources of data.

 In the field of research, the investigator needs to collect up to date information about what has been thought and done in the particular area from which he/she intends to take up a problem for research. This past knowledge and experience will provide valuable information regarding the effectiveness of the research. Reviewing the related literature is the only means to collect the recorded knowledge of the past. The survey of related literature, though time consuming, is a fruitful phase as it serves the investigator a variety of background functions, preparatory to the actual collection of data.

 The present study is an attempt to find out the effect of Decision Making on Social Maturity of Higher secondary school students. For this purpose the investigator made an intense effort to review almost all the accessible literature from different source to get sufficient background for the study.

 The present study gives the review of the studies nutshell under two headings.

**2.1 THE BODY OF THEORY PERTAINING TO THE VARIABLES**

 This section of the review deals with the theoretical aspects related to variables.

2.1.1 THEORETICAL OVERVIEW OF DECISION MAKING

 Decision Making is an exciting new collection of recent research in to the actual process that people use when making decisions in their everyday lives. Rather than the use of more traditional mathematical theories that seldom match real behaviour, the contributors use cognitive psychological techniques to breakdown the constituent process and set them in their social context.

 The Decision process is regarded as extended in time. One way to construe this is to consider that the process can be divided in to number of phases or stages. These phases can be generated by task analysis. For eg: Decisions require information, so it is only a small step to propose an information acquisition phase. Alternatively the phase can be generated by theory. Prospect theory assumed that a problem formulation stage involving framing and editing proceeds an evaluation stage.

 Montgomery’s (1983) dominance structuring theory proposed that Decision Making is a search for a dominant structure, an attempt to find a representation of the decision problem such that one alternative is ‘dominant’. i.e., it is superior to all others on at least one attribute and is not inferior to any alternative on any of the other attributes. Search for dominance was hypothesized to go through four phases: Pre-editing-establishing relevant decision alternatives and attributes; finding a promising alternative; testing whether this promising alternative dominates the other alternatives; dominance structuring or transforming the psychological representation of alternatives so that dominance can be achieved.

 Svenson (1992, 1996) has developed differentiation and consolidation theory, which also proposed four stages in the Decision process: detection of the decision problem; process of differentiation of an initially chosen alternative from the other alternatives; the decision stage; the post-decision consolidation stage to support the implementation of the decision and to protect the Decision Maker from regret at having made the wrong decision.

**Phases in Differentiation and Consolidation Theory**

|  |  |  |
| --- | --- | --- |
|  **Phase**  | **Stage** | **Process**  |
| Recognition of Decision Problem | Identification of Alternatives  | Perceptual and cognitive Identification  |
| Goals Elicitation | Involvement Elicitation |
| Differentiation  | Screening  | Goal adaptation  |
| Editing  | Holistic differentiation  |
| Selection of reference and/ or preliminary alternative  | Problem restructuring  |
| Differentiation  | Problem restructuring |
| Decision Consolidation  | Post-decision consolidation  | Process and structural differentiation  |
| Implementation of decision  | Problem restructuring  |
| Post implementation consolidation  |
| Outcome  |  |
| Post-outcome consolidation |  |

 According to Morris (1996) “Decision Making is a special kind of problem solving in which we already know all the possible solution (choices). Therefore the task is not to come up with new solutions, but rather to identify the best available solution or choice using a predetermined set of criteria”.

 Every individual makes decisions based on four aspects: (1) Thinking which is an ideational and intellectual function. Humans try to comprehend the nature of the world and themselves.

 (2) Feeling is an evaluative function. It is the value of things whether positive or negative with respect to the subject.

 (3) Sensation is the perceptual or reality function which yields concrete facts or representations of the world.

 (4) Intuition is perception by way of unconscious process and sublimal contents. The intuitive person goes beyond facts and ideas in his search for the essence of reality.

 Jung also says that the above four functions, thinking, feeling, sensation and intuition produce a kind of totality. Sensation establishes which is actually present, thinking enables us to recognise its meaning, feeling tells us its value and intuition points to the possibilities as to when it came and whether it is going in a given situation.

**Thinking**

 Thinking is an Umbrella term used both in everyday and psychological contents to cover a diversity of phenomena. It refers to the process involved in reasoning, problem solving and creativity as well as to forms of symbolic mental representations.

 Cognitive biases coming under thinking includes

* Selective search for evidence-we tend to be willing to gather facts that support certain conclusions but disregard other facts that support different conclusions.
* Inertia-unwillingness to change thought patterns that we have used in the past in the face of new circumstances.
* Repetition bias – A willingness to believe what we have been told most often and by the greatest number of different sources.
* Role fulfilment (Self fulfilling prophecy)- we confirm to the Decision Making expectations that others have someone in our position.

**Feeling**

 Feeling is emotion, a subjective personal experience. Things happen which make us feel happy or sad, angry or afraid, jealous or contemptuous, and so on. Sometimes these feelings are powerful and intense, and last for a long time; sometimes they are weak, momentary flashes. But, however strong they are, they are important to us, they colour our general behaviour and, if they are abnormal, they interfere with our functioning in a deliberative maladaptive way.

 Emotional expression is an essential aspect of the process of cognition and must be considered in any adequate description of it. In common language emotional states are ‘affects’, ‘emotions’, ‘feelings’, ‘moods’, ‘sentiments’, ‘attitudes’ or ‘values’.

 The cognitive biases coming under feeling include

* Source credibility bias-we reject something if we have a bias against the person, organization or group to which the person belongs; we are inclined to accept a statement by someone we like.
* Incremental decision making and escalating commitment- we look at a decision as a small step in a process and tends to perpetuate a series of similar decisions.
* Group think-Peer pressure to confirm to the opinions held by the group.

**Sensation**

 Since we cannot observe the sensation that exists in another individuals world of experience, it would seem indeed that we can not measure sensation. On the other hand, we can twist the meaning slightly and define sensation in terms of events that we can measure. When a man says “I see red; we can not measure the redness of his visual sensation, nor even be sure that he has one, but we can observe his verbal behaviour “I see red”. The phenomena of hearing studied.

 The measurement of any sensory process involves the establishments of relations between the responses of individuals and the stimuli that give rise to such responses.

 The cognitive biases coming under sensation includes.

* Wishful thinking or optimism bias-we tend to want to see things in a positive light and this can distort our perception and thinking.
* Recency- we tend to place more attention on more recent information and either ignore or forget more distant information.
* Choice supportive bias-occur when we distort our memories of chosen and rejected options to make the chosen options seen relatively more attractive.

**Intuition**

 Intuition means immediate insight. It is an opinion of certainity, comes upon as quite suddenly like a flash. Precaution to be taken while taking decision by intuition are: Intuition sometimes conflict, here knowing how is a question. It tells is nothing about the validating procedure. It has to be admitted that behind this immediate insight contemplation upon a long period is there.

 The cognitive biases coming under intuition includes

* Attribution asymmetry – we tend to attribute our success to our abilities and talents, but we attribute our failure to bad luck and external factors. We attribute others success to good luck, and their failure to their mistakes.
* Premature termination of search for evidence-we tend to accept the first alternative that looks like it might work.
* Underestimating uncertainly and the illusion of control- we tend to underestimate future uncertainty because we tend to believe we have more control over events, than we really do. We believe we have control to minimize potential problems in our decisions.

**2.1.1.1 Decision Making Techniques in Day to Day Life**

 Some of the Decision Making techniques that we use in everyday life include.

* Listening the advantages and disadvantages of each option, popularized by Plato and Benjamin Franklin.
* Flipping a coin, cutting a deck of playing cards and other random or coincidence methods.
* Accepting the first option that seems like it might achieve the desired result.
* Astrology, augors, revelation or other forms of divination.

 In judging the quality of a decision, in addition to the concerns of logic, use of information and alternatives, three other considerations come into play.

1. The decision must meet the stated objectives most thoroughly and completely.
2. The decision must meet the stated objectives most efficiently, with concern over cost, energy, side effects.
3. The decision must take in to account valuable by-products or indirect advantages.

 The inferior method in Decision Making may produce greater result if the interior one has greater support. One of the most important considerations in Decision Making, then is the people factor. Always consider a decision in light of the people implementation.

2.1.2 THEORETICAL OVERVIEW OF SOCIAL MATURITY

 Children develop in the context of relationship in the family, in educational and child care settings, and with peers in a particular culture. At the starts, infants are equipped with behavioural mechanisms that immediately thrust them in to human interaction. In the context of relationships a child explores the physical and behavioural strides towards competence children who experience continued problematic social relationships in the family, school or peer context in their childhood appear to be at a disadvantage in achieving social competence.

 The infant can be observed to be socially capable of gazing at human faces, responding to human touch and sounds with physical activity and sounds such as laugher and crises. Throughout development, children continue to develop social competence, that is the ability to imitate and maintain interaction with adults and peers and to build relationships with others in group and dyadic contents. The process of social development involves changes, primarily in the affective, social cognitive and behavioural areas. In the area of social behaviour, children’s ability to interact with others includes a number of major categories of observable skills-communication, support, co-operation, conflict management, achievement, autonomous social help, inclusion and participation skills.

 Although some aspects of social development seen more social in meaning and function, the parameters of social development have not been strictly specified. Rather researches have typically considered biological, social, cognitive and language process to be interrelated.

 Ethnologists have focussed on biological processes, social learning theorists and behaviourists on the social environment, cognitive theorists on the construction of thought process and linguists on the acquisition of language.

 The child’s earliest primary relationships are with adults, most typically with maternal parents, although recent studies have found that infants often have important relationship with fathers, older siblings and other adults.

 Adults responded to the infants affective, motor, cognitive, language and social behaviour in social interchanges. This interchange process in which the infant’s early social mechanism become socialized into predictable patterns of accepted and understood behaviours appears to be a function.

 Fergusson referred to this social process an reciprocal matching in which adult and infant each engage in behaviour that seems to imitate or appoint more that of other.

 Similar mutual accommodation patterns in development have been observed in the communication process between older and younger peers in the school years and among primary school and mixed aged children.

 Childrens social development appears to be more affected by positive relationships at later points in infancy or early childhood than by limited or harmful interaction.

 Social Development like other development is a stage wise development with respect to each stage the desirable traits and characteristics should be achieved and children who achieve them are known as Socially Mature children.

 Childrens social development is a function of biological and social change. In the context of human relationship, both adult-child and peer relationship, the infant develops competence including social competence such as social affective, cognitive and behavioural skills.

 Social Maturity, the index of social development is dependent upon the proper social environment. There are certain special factors of the environment and organized social agencies such as the social order, health, the family environment, organized groups outside the school or home as clubs, camp, the gang, etc have definite and specific influence upon the direction of social development.

 Doll (1935) of the Training School at Vine Land categorised the components of social maturity for different chronological ages for which the various ‘steps’ are normal. It includes the following components.

1. Social help general - SHG
2. Self Help Eating - SHE
3. Self Help Dressing - SHD
4. Self Direction - SD
5. Occupation - O
6. Communication - C
7. Locomotion - L
8. Socialization - S

**2.2 THE BODY OF RESEARCH STUDIES PERTAINING TO VARIABLES**

 This section is combined to the body of research studies related to the variables.

2.2.1 STUDIES ON DECISION MAKING

 Flurry and Veeck (2009) examined childrens influence in Purchase Decision Making and to explore factors through to explain variation observed in childrens influence. A survey of 819 Urban Chinese families was conducted. The results found that the childrens influence on Family Decision Making was less dominant than would be suggested by the popular image of china’s only children.

 Xigo, *et al.* (2009) made a longitudinal study of 181 Chinese adolescents in Chengdu University, China in their 10th grade. These adolescents were asked for their Affective Decision Making ability using the IOWA gambling test and working memory capacity using the self ordered pointing test. Self report questionnaires were used to assess academic performance and drinking behaviours. Findings suggest that deficits in Affective Decision Making may be important independent determinants of compulsive drinking and potentially addictive behaviour in adolescents.

 Oldershaw, *et al.* (2008) studied Decision Making and problem solving in adolescents with current or past self harm. Decision Making and problem solving were assessed. Using IOWA Gambling Task in 133 adolescents. Results suggests no difference in performance of adolescents with self harm history in Decision Making that of currently self harm adolescents. Poor Decision Making is present in adolescents who currently self harm but not in those with previous history.

 Bubany, *et al.* (2008) studied college students approach to making Career Decisions. Brief telephone interviews were conducted with 20 college students. It was found that the views of participants in terms of how they thought decisions should be made and how they were approaching their own decisions, were consistent with models of Career Decision Making that include notions of interdependence, experience, intuition and emotion.

 Hollen, *et al.* (2007) studied substance use risk behaviour and Decision Making skill among cancer surviving adolescents. The aims of this study were to compare Decision Making and substance use risk behaviours of a cohort of cancer surviving adolescents to those of two earlier cohorts as well as adolescent in the US general population and to determine the relationship of Decision Making to substance use risk behaviour. This correctional study used a semistructured interview at the time of annual clinic visit to obtain the data. Adherence to quality Decision Making skills reported by different cancer surviving adolescent cohort appears to remain the same over time. However, reported substance use risk behaviour by these teen survivor cohorts have decreased over time.

 Das and Talreja (2006) studied Risk-Taking Levels and Decision Making Style of subjects. The sample comprised of 70 non-working subjects and 62 working subjects. They were assessed with Risk Taking and Decision Making Style questionnaires. Result show significant difference in risk taking levels of both the groups. Non working subjects take more risk than working subjects. Maximum subjects of both the groups have sensation and Thinking Decision Making Style, though both the groups did not differ significantly regarding Decision Making Style.

 Thamizharasi and Manickaraj (2006) assessed the essential psychological aspects such as interest, motivation and Decision Making skills of the Higher Secondary Students and to analyze whether they are interrelated and whether the training programme would enhance these skills. Data was collected from the sample of 50 XIth standard girls. Self directed search (Holland, 1970) for Interest, Achievement value Anxiety Inventory (Prayog Mehta, 1976) for motivation and Decision Making Questionnaire I and II (Reon Mann - 1982) for Decision Making skill were used in the present study. Students ‘t’ test and paired ‘t’ test were used to analyze the data. The findings revealed that there is significant correlation between interest and Decision Making, Motivation and Decision Making and there is no significant correlation between Interest and Motivation.

 Supple and Small (2006) studied adolescents perceptions of parental support, knowledge and Authoritative Decision Making in samples of Hmong and European Americans. The results suggested that Hmong American youth perceived less. Parental support and knowledge were less likely to report Authoritative Decision Making with parents than the European Americans.

 Deroma, *et al.* (2004) examined the influence of low, medium or high adolescent involvement in Discipline Decisions and parental versus adolescent focus of impact of behaviour problem.

 Okwamabua, *et al.* (2003) studied the association between depressive symptoms and Decision Coping Patterns among a non-referred non clinical community sample of 276 low income African American Adolescents. The students ranged in age from 12-17 years. The Flanders Decision Making Questionnaire was used for assessing participants Decision Coping Patterns. Findings indicates a significant association between depressive symptomatology and the use of Maladaptive Decision coping patterns.

 Ernst, *et al.* (2003) assessed the validity of the gambling task as a test of Decision-Making ability in adolescents and examined whether adolescents with behaviour disorders, who are at risk for substance abuse, have deficits in Decision Making similar to hose exhibited by adults with substance abuse. Sample included 64 12-14 year old adolescence and 52 adults. Result showed similar performance of healthy adults and adolescents on the gambling task. Testing with the gambling task revealed a deficit in Decision Making in adolescents with behaviour disorders, who are at risk for substance abuse.

 Mears and Sweency (2000) studied the factors that contribute to the process of Decision Making with in general practice, over and above evidence based information. Results suggest that five broad categories practitioner; patient; practitioner- patient relationship; verbal and non-verbal communication; evidence based medicine; and external factors influence clinical decision making.

 Ganzel (1999) studied the impact of mood, age, and gender on Decision Process of adolescents and adults. A total of 161 adolescents completed a computed administered decision task. Type of information processing was affected by mood. Age affected participants estimates of the probability of obtaining their desired job and pre-decision search strategy. Junior high females were more pessimistic about their chances and adults used more sophisticated decision strategies.

 Shim and Koh (1997) examined adolescents consumer Decision Making styles from the perspective of consumer socialization. Adolescent consumers from 29 high schools in a south western state referred usable survey questionnaires. As a result of cluster analysis and multi variable analysis of variance, three groups of consumers were identified and labelled as value maximising recreational shoppers, brand maximising non-utilitarian shoppers and apathetic shoppers. They are differently related with socialization agents. Social structural variables such as gender, ethnicity and job status were also different among all three groups.

 Jarvineu and Terav (1996) compared Social Decision Making strategies among adolescents who grew up in Finland and experienced western individualistic educational practices with adolescents who grew up in Estomia during the period of society of soviet collectivist culture. Subjects were provided three everyday social problems, namely mobbing, teasing and stealing. The fixed alternative solutions for these problems assessed aggressiveness, prosociability, social responsibility and withdrawing. The findings showed that Estonian adolescents were more aggressive and showed lower levels of social responsibility than their Finnish peers.

 Streeter (1992) studied the impact of electronic information systems on Decision Making. Indepth interviews with four farmers and one grain purchases currently using electronic information are used to explore information, key findings is that use of an electronic information system improved Decision Making.

 Wierson, *et al.* (1992). Studied parent-adolescent congruence on Decision-Making and its relation to adolescent adjustment. A modified version of the issues checklist was used to measure intrafamily agreement; the Revised Behaviour Problem Checklist and the Harter Scale of “Child’s Actual competence” were completed by adolescents social studies teachers to assess adolescent functioning. Relative to their parents, adolescents reported that they should make more decisions alone, while both mothers and fathers reported that decisions alone, while both mother and father reported that decisions should be made jointly among all family members. Only father-adolescent congruence was found consistently to be related to adolescent functioning.

 Dornbusch, *et al.* (1990) studied relation between Family Decision Making behaviours and academic performance as measured by students effort grades among a sample of youths from diverse family structures and socio economic and ethnic backgrounds. Youth and a subset of their parents reported on how families made decisions on adolescent issues. Parents and youths had quite different perceptions of their roles in Family Decision Making. Greater disagreement was associated with lower school grades.

2.2.2 STUDIES ON SOCIAL MATURITY

 Cruise, *et al.* (2008) studied the influence of psycho-social maturity on adolescent offenders delinquent behaviour. A total sample of 136 male and female juvenile offenders were recruited from two juvenile justice settings. Results indicated significant correlation between psycho-social maturity variables and self-reported delinquent behaviour, with the current results revealing a moderating effect of gender on these associations.

 Hogan and Roberts (2004) presented a Socio Analytic Model of Maturity. It rejects the popular assumption from humanistic psychology that maturity is a function of self actualization and stipulates that maturity is related to certain performance capacities-namely the ability form lasting relationships and to achieve one’s career goals.

 Galambos, *et al.* (2003) examined links among adolescents maturity status, their biological, social and psychological characteristics, and parents perception of their adolescents maturity. The participants were 430 Canadian adolescents in the sixth and ninth grades and a subsample of their parents. Pattern centered analysis confirmed the existence of three clusters of adolescents differing in maturity status. Pseudomature (25%), immature (30%), and mature (44%).

 Johnson and Collis (1988) studied adolescents Social Maturity, physical maturity, the degree to which perceptions of unacquainted adults and perceptions of parents and teaches correspond. Photographic slides of 6th through 9th graders were rated by unacquainted adults on a 7-point scales of physical maturity. Sub samples of these adolescents were rated by their parents and teachers on physical and Social Maturity. Parents and to a lesser extent teachers; physical maturity ratings contributed significant.

 Balaji and Saroj (1988) studied Social Maturity criterion with the physical and psycho social development of pre-school children in the age group 4-5 years from two different areas. Viz., integrated Child Development Services and without ICDS, with in the same community. It was revealed that children in the ICDS were significantly better nourished, better in preceptors of form, colour, maturity and scored better in total Social Maturity scores and the social sphere of self direction, communication socialization and occupation.

 Krasner and Silverstein (1976) studied Social Maturity in 27 multiply handicapped cerebral palsied children, whose mean age was three years and three months, were administered the pre school attainment record. The Vineland Social Maturity Scale and the Gessell Development Schedules were used for the collection of data. The result suggests that Pre School Attainment Record is a valid measure of Doll’s (1953) Social Maturity construct. Furthermore, when used with the neurobiologically impaired, the pre school attainment record affords a useful alternative to the Vineland Scale.

 Shastri (1974) conducted a study of assessment of social functioning of 56 mentally retarded children. The sample consists of 56 school going children with mild, moderate, borderline on intellectual impairment within the age range of 6-13 years. Vineland Social Maturity scale was used as the tool. Social functioning of the children was assessed on the basis of social interaction, level of communication, self responsibility and social behaviour. Result indicated that mildly retarded children function more in the lower level of social interaction, as the degree of impairment goes down, average or satisfactory level of social functioning is observed.

 Ram and Paulsane (1979) conducted a study on diagnosis of mental retardation, combining the measures of intelligences and Social Maturity. The sample consisted of 456 children. A new test of intelligence and a social maturity checklist were used for data collection; mean, range, D.E.Q.T. scores and ‘r’ were used for analysis. The major results were the D.E.Q. scores consistently increased with age. Social Maturity checklist had a test-retest reliability of 0.81 and a criterion validity of 0.53 was obtained.

 Chattopdhyay and Bhattcharya (1981) studied the development of Social Maturity in children, role of malnutrition and SES. Study consisted of 21 clinically diagnosed and 21 raechitic and 21 normal children of higher SES matched on age and sex were included. Vineland Social Maturity Scale were used; Mean, S.D. and t were calculated. Result showed that both generalized malnutrition and ricket, a specific type of it, as well as learning opportunities have impact on social development.

 Thongngamkhon (1983) conducted a study of Social Maturity as a function of some psycho-socio adjustment factors of B.Ed. college students of north-central region of Thailand. The major findings were (i) The B.Ed. students with major SES were found more socially matured than those coming from low SES (ii) students having dominant personality trust were more Socially Matured than those of having submissive personality trait (iii) students having high emotional maturity were more Socially Matured than those having law emotional stability.

 Beales and Brook (1990) studied the effects of high school drama on social maturity. The objective of the study was to examine the effect of participation in a high school drama programme on the Social Maturity and self-esteem. The sample consists of 40 high school students-20 high school drama students and 20 peers who were not enrolled in drama. Findings showed significant improvements in the areas of social presence, tolerance, and achievement via independence for drama students but did not demonstrate higher levels of self esteem.

 Prabha and Ashima (2003) conducted a comparative study of Social Maturity of girls (9-12 years) of working and non-working mothers. The sample consists of 240 girls. The result shows that Social Maturity was not significantly affected by the employment of the mothers.

 Angenent and De Man (1989) conducted a study on intelligence, gender, Social Maturity and school readiness in Dutch first graders. The objective of the study was to examine the relationship among intelligence, gender, social maturity and school readiness in first-grade elementary school students. Study consisted of 125 samples. Result indicated that (i) the determined school readiness was related to intelligence and sex but not to social maturity (ii) Social Maturity is related to sex and intelligence.

 Johnson, *et al.* (1993) studied the impact of co-operative and individualistic learning on high ability student’s achievement, self esteem and social acceptance. The sample consists of 34 randomly selected high ability fifth grade students. The study found that achievement was higher on recall and higher order reasoning measures and that the students demonstrated high academic self esteem and greater cohesion in the co-operative condition.

 Pattaramon and Jumpangern (1986) conducted a study of Social Maturity of college teachers-students in western region of Thailand. The major objectives were (i) To prepare a reliable and valid tool for SM (ii) to study SM to college teachers-students of different sex (iii) to study SM in the context of SES. For collecting data researchers constructed a Social Maturity scale.

 Major findings were (1) Teacher college students coming from urban areas were more matured than those coming from rural areas. (2) the male teacher student were more mature than female teacher-students (3) teacher students with high SES were more socially matured than low SES.

 Sabapathy (1986) studied the relationships of Manifest anxiety emotional maturity and Social Maturity of standard X students to their Academic Achievement. The findings of the study were

1. Emotional maturity was positively and significantly related to Achievement in Math, General Science , Social Studies and Total.
2. Social Maturity was significantly and positively related to achievement in General Science only but not to maths and total academic achievement.

**METHODOLOGY**

 The selection of research methods to be used has great importance in the research procedure. It refers to the general strategy followed in collecting and analyzing the data necessary for solving problem.

 The present study is an attempt to find out the effect of Decision Making on Social Maturity of Higher secondary school students. This warrants the description of the variables, tools, selection of sample for the collection of data and statistical techniques for analysing data. In this chapter the design of the study has been presented under the following headings.

3.1 Variables of the Study

3.2 Objectives of the Study

3.3 Hypotheses of the Study

3.4 Sample for the Study

3.5 Tools Used for the Study

3.6 Data Collection Procedure

3.7 Scoring and Consolidation of Data

3.8 Statistical Techniques Used for Analysis of Data

 The details of each of the above are given below:

**3.1 VARIABLES OF THE STUDY**

 As the intention of the study is to find out the effect of Decision Making on Social Maturity of Higher Secondary School students, the variables of the study are Decision Making (Independent) and Social Maturity (Dependent).

**3.2 OBJECTIVES OF THE STUDY**

 The objectives set forth for the study are the following.

1. To find out whether there exist any significant difference in Decision Making of the pupils in the subsamples based on
2. Gender
3. Locale of the school
4. Type of School Management
5. To find out whether there exist any significant difference in Social Maturity of the pupils in the subsamples based on
6. Gender
7. Locale of the school
8. Type of School Management
9. To find out the effect of Decision Making on Social Maturity of higher secondary school students for the total sample and subsamples based on
10. Gender
11. Locale of the School
12. Type of School Management

**3.3 HYPOTHESES OF THE STUDY**

 The hypothesis formulated for the study are the following:

1. There will be significant difference in Decision Making of the pupils in the subsamples based on
2. Gender
3. Locale of the school
4. Type of School Management
5. There will be significant difference in Social Maturity of the pupils in the subsamples based on
6. Gender
7. Locale of the school
8. Type of school management
9. There will be significant effect of Decision Making on Social Maturity of higher secondary school students, for the total sample and the subsamples based on
	1. Gender
	2. Locale of the school
	3. Type of School Management

**3.4 SAMPLE FOR THE STUDY**

 The study is carried out on a representative sample of 623 pupils studying in class XI of higher secondary schools of Malappuram, Calicut and Kannur districts of Kerala state.

3.4.1 SAMPLING TECHNIQUE

 More important than the size is the care with which the sample is selected. It is advisable to subdivide the population into smaller homogenous groups to get more accurate representation. This method results in stratified sampling. For the present study stratified sampling method was adopted. A stratified sample is one in which the members of the sample belong to the various strata of population are included. This technique is used to ensure the representatives of the whole population and to avoid bias.

3.4.2 FACTORS REPRESENTED IN THE SAMPLE

 For the present study the investigator considered the following factors as strata from which the necessary sample was drawn.

 3.4.2.1 Gender of the Pupils (Male/Female)

 3.4.2.2 Locale of the School (Rural/Urban)

 3.4.2.3 Type of school management (Government/Aided)

**3.4.2.1 Gender**

 It is a well established fact that institutional efficiency depend on the gender of the subject. The cognitive abilities and other characteristics may be different in boys and girls. In the present study the investigator included almost equal proportion of girls and boys.

**3.4.2.2 Locale**

 It is noted that the location of the schools (Rural/Urban) influence the students performance to a considerable extent. In the presented study the investigator took equal number of schools from Rural and Urban areas.

**3.4.2.3 Type of School Management**

 In Kerala there are schools run by both Government and Aided schools. In the present study the investigator took equal number of Government schools and Aided schools.

3.4.3 SIZE OF THE SAMPLE

 The study was conducted on a representative sample of 623 pupils of Malappuram, Calicut and Kannur districts. The investigator selected 6 Government schools and 6 Aided schools out of which 6 schools were from Rural area and 6 were from Urban area. The details of the sample distribution considered for the study are given in Table 3.1.

**TABLE 3.1**

**Break-up of the Basal Sample on the Basis of Subsamples**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subsamples** | **Gender**  | **Local**  | **Type of School Management**  |
| **Male**  | **Female**  | **Urban**  | **Rural**  | **Government**  | **Aided**  |
| 283 | 340 | 315 | 308 | 318 | 305 |
| **Total** | **623** | **623** | **623** |

 The Table 3.1 shows the break up of the basal sample. The table further illustrates there are 283 males and 340 female in the sample. The sample under Urban and Rural areas include 315 and 308 respectively. The sample from Government schools contains 318 students and sample from Aided schools contains 305 students.

**3.5 TOOLS USED FOR THE STUDY**

 In the present study, Decision Making is the independent variable and to measure these variable no appropriate tool was available. The available tools is not suit for Indian conditions. Hence the investigator attempts to develop Decision Making scale with the help of supervising teacher.

 In this study dependent variable is Social Maturity. Social Maturity of higher secondary school students are measured by employing Social Maturity Scale developed by Hameed and Usman (2003).

3.5.1 CONSTRUCTION AND STANDARDIZATION OF DECISION MAKING SCALE

 The procedure of construction and standardization of Decision Making Scale is described under the following headings.

3.5.1.1 Planning of the Scale

3.5.1.2 Preparation of the Scale

3.5.1.3 Try out of the Scale

3.5.1.4 Finalization of the Scale

 **3.5.1.1 Planning of the Decision Making Scale**

 For the preparation of Decision Making Scale, the Investigator did an exhaustive review on the features of Decision Making and its components. The available literature shows that there are mainly four components for Decision Making. Every individual makes decisions based on four aspects.

* 1. Thinking
	2. Feeling
	3. Sensation
	4. Intuition

***Thinking***

 Thinking is an ideational and intellectual function. Humans try o comprehend the nature of the world and themselves.

***Feeling***

 Feeling is an evaluative function. It is the value of things whether positive or negative with references to the subject. This function gives humans their subjective experience of pleasure pain, anger, fear sorrow, joy and love.

***Sensation***

 Sensation is the perceptual or reality function which yields concrete facts or representations of the world.

***Intuition***

 Intuition is perception by way of unconscious process and sublimal contents. The intuitive person goes beyond facts, feelings and ideas in his search for the essence of reality.

**3.5.1.2 Preparation of Decision Making Scale**

 The test items were prepared in accordance with these four aspects of Decision Making. After preparing the test items the investigator has consulted with the supervising teacher and in accordance with his opinion, she avoided ambiguous and vague items and added some new items. Initially there was 60 items.

**3.5.1.3 Try out of the Scale**

 Try out of the first draft was done in order to select valid items for the final scale. For this the scale was administered to a selected group of 623 students of higher secondary schools.

***a. Sample Selected for Tryout Sample***

 The dependability of study is determined to great extent by the selection of the sample on which the study is administrated. It was impossible to cover the entire population and obtain a conclusion, which was called for the whole population. so small sample is selected from the population. The sample for the try-out was selected by stratified random sampling techniques.

***b. Scoring of Tryout of the Scale***

 The sheets were scored using scoring scheme. Statement of each item has 3 possible responses, viz., Always, Sometimes and Never. Scores 2, 1, and 0 were given to each positive item. For each negative item the scores were given in the order of 0, 1, and 2 respectively to Always, Sometimes and Never. The negative items are 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 49, 50, 52, 53, 55, 56, 58 and 59. The scores of the individual items were summed to give total scores of the students for the tryout section.

**3.5.1.4 Finalization of the Scale**

 370 response sheets were selected from the total response sheets by random selection giving almost equal importance to gender, locale and type of management of school. The scored response sheets were arranged in the descending order on the basis of scores obtained. Then the subjects having top 27 percent and low 27 percent scores were taken as high and low group respectively. The scores obtained by each individual for each item were calculated. Then by calculating mean and standard deviation, the ‘t’ value of each item were also calculated.

 The ‘t’ value of each statement was calculated by using the formula

 t = 

Where  –The mean response score obtained on a given statement for the High group

 –The mean response score obtained on a given statement for Low group

S2H – The variance of the distribution of the response scores on a given statement for the High group

S2L – The variance of the distribution of the response scores on a given statement for the Low group

nH – Number of subjects in the High group

nL – Number of subjects in the Low group

 The ‘t’ value obtained for each statement is given in Table 3.2.

**TABLE 3.2**

**The ‘t’ value Obtained on Item Analysis**

| **Sl. No.** |  |  | **S2H** | **S2L** | **‘t’value** |
| --- | --- | --- | --- | --- | --- |
| 1. | 1.45 | 1.08 | 0.50 | 0.39 | 5.81 |
| 2. | 1.68 | 1.3 | 0.51 | 0.52 | 5.21 |
| 3. | 1.11 | 0.86 | 0.57 | 0.49 | 3.33 |
| 4. | 1.49 | 1.19 | 0.63 | 0.60 | 3.46 |
| 5. | 0.96 | 0.96 | 0.51 | 0.53 | 0\* |
| 6. | 1.6 | 1.13 | 0.55 | 0.60 | 5.79 |
| 7. | 1.33 | 1.02 | 0.51 | 0.45 | 4.54 |
| 8. | 1.18 | 0.96 | 0.64 | 0.65 | 2.41\* |
| 9. | 1.09 | 0.9 | 0.51 | 0.48 | 2.70 |
| 10. | 1.54 | 1.38 | 0.58 | 0.71 | 1.81\* |
| 11. | 1.68 | 1.45 | 0.53 | 0.54 | 3.04 |
| 12. | 1.16 | 1.05 | 0.51 | 0.48 | 1.58\* |
| 13. | 1.54 | 1.21 | 0.52 | 0.54 | 4.41 |
| 14. | 1.67 | 1.53 | 0.53 | 0.59 | 1.75\* |
| 15. | 1.90 | 1.67 | 0.30 | 0.59 | 3.49 |
| 16. | 1.75 | 1.50 | 0.50 | 0.61 | 3.17 |
| 17. | 1.45 | 1.15 | 0.58 | 0.59 | 3.63 |
| 18. | 1.61 | 1.53 | 0.53 | 0.28 | 1.02\* |
| 19. | 1.42 | 1.05 | 0.52 | 0.50 | 5.15 |
| 20. | 1.88 | 1.69 | 0.33 | 0.53 | 3.07 |
| 21. | 1.29 | 0.91 | 0.52 | 0.40 | 5.78 |
| 22. | 1.90 | 1.69 | 0.30 | 0.51 | 3.56 |
| 23. | 1.80 | 1.44 | 0.40 | 0.59 | 5.03 |
| 24. | 1.83 | 1.45 | 0.43 | 0.59 | 5.20 |
| 25. | 1.12 | 0.81 | 10.69 | 0.60 | 3.41 |
| 26. | 1.75 | 1.66 | 0.50 | 0.55 | 1.21\* |
| 27. | 1.72 | 1.40 | 0.53 | 0.62 | 3.91 |
| 28. | 1.37 | 1.06 | 0.61 | 0.60 | 3.61 |
| 29. | 1.97 | 1.87 | 0.17 | 0.37 | 2.47\* |
| 30. | 1.20 | 0.94 | 0.60 | 0.61 | 3.01 |
| 31. | 1.77 | 4.56 | 0.53 | 0.54 | 0.78\* |
| 32. | 1.69 | 1.45 | 0.46 | 0.56 | 3.31 |
| 33. | 1.18 | 0.93 | 0.73 | 0.56 | 2.73 |
| 34. | 1.83 | 1.36 | 0.40 | 0.52 | 7.12 |
| 35. | 1.70 | 1.21 | 0.46 | 0.40 | 7.95 |
| 36. | 1.49 | 0.99 | 0.56 | 0.63 | 5.95 |
| 37. | 1.37 | 1.20 | 0.58 | 0.51 | 2.20\* |
| 38. | 1.94 | 1.69 | 0.28 | 0.56 | 3.98 |
| 39. | 1.05 | 0.79 | 0.64 | 0.69 | 2.77 |
| 40. | 1.84 | 1.48 | 0.47 | 0.64 | 4.53 |
| 41. | 1.79 | 1.54 | 0.48 | 0.61 | 3.23 |
| 42. | 1.54 | 0.97 | 0.63 | 0.66 | 6.27 |
| 43. | 1.43 | 1.14 | 0.56 | 0.57 | 3.65 |
| 44. | 1.71 | 1.54 | 0.52 | 0.61 | 2.12\* |
| 45. | 1.52 | 1.18 | 0.52 | 0.59 | 4.31 |
| 46. | 1.69 | 1.22 | 0.46 | 0.42 | 7.53 |
| 47. | 1.74 | 1.31 | 0.46 | 0.53 | 6.14 |
| 48. | 1.48 | 0.86 | 0.64 | 0.68 | 6.61 |
| 49. | 1.45 | 1.07 | 0.50 | 0.78 | 5.80 |
| 50. | 1.22 | 0.96 | 0.69 | 0.65 | 2.74 |
| 51. | 1.37 | 0.98 | 0.77 | 0.74 | 3.65 |
| 52. | 1.45 | 0.99 | 0.61 | 0.67 | 5.06 |
| 53. | 0.59 | 0.53 | 0.68 | 0.67 | 0.63\* |
| 54. | 0.98 | 1.20 | 0.62 | 0.62 | -2.51\* |
| 55. | 1.32 | 1.06 | 0.72 | 0.76 | 2.47\* |
| 56. | 0.84 | 0.43 | 0.85 | 0.69 | 3.76 |
| 57. | 0.89 | 0.74 | 0.78 | 0.68 | 1.46\* |
| 58. | 1.68 | 1.60 | 0.60 | 0.60 | 0.94\* |
| 59. | 1.83 | 1.44 | 0.45 | 0.69 | 4.75 |
| 60. | 1.51 | 1.01 | 0.66 | 0.66 | 5.37 |

*\* Represents rejected items.*

 The investigator selected statements with t-value equal to or greater than 2.58, for the scale. Thus 15 items were rejected. There were 45 items in the final Decision Making Scale. A copy of Decision Making Scale draft and final is given as Appendices. Dimension wise distribution of items of the scale are presented in the Table 3.3.

**TABLE 3.3**

**Component Wise**

**Distribution of Items in the Decision Making Scale**

|  |  |
| --- | --- |
|  **Components**  | **Item number**  |
| Thinking  | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 |
| Feeling  | 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 |
| Sensation | 34,35, 36, 37, 38, 39, 40 41, 42, 43, 44, 45, 46, 47, 48 |
| Intuition  | 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60. |

**TABLE 3.4**

**Example of the Items from all Dimensions**

|  |  |
| --- | --- |
| **Components**  | **Example**  |
| Thinking  | I think twice on any particular matter  |
| Feeling  | I change my opinions for the group that I included  |
| Sensation  | I can approach any situation realistically  |
| Intuition  | I am sure that all actions controlled by fate  |

***a. Reliability***

 Reliability refers to the extent to which the responses or behaviour made by individuals are consisted across items, settings, or time. The investigator used test-retest method to find out the reliability of the test.

 Repetition of a test is the simplest method of determining agreement between two test of scores. The test is given and repeated on the same group and the correlation is computed between the first and second set of scores (Garrett, 2005). The two set of scores thus obtained are tabulated and their statistical correlation determined. Higher the correlation the more the reliability.

 For determining the test-retest reliability the investigator selected 40 students who participates in the final test. The same test was administered to those students after 3 weeks. Reliability co-efficient was found by using the formula.

 r = 

Where

 r = coefficient of correlation

 X = scores obtained in the first test

 Y = scores obtained in the second test

 N = Total number of students

 The reliability of the test was found to be **0.72** which indicated that the test is reliable.

***b. Validity***

 An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criteria. “A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he was thought he was measuring” (Garrett, 2005).

 The tool was prepared and finalized in consultation with the experts. Hence it has face validity.

3.5.2 SOCIAL MATURITY SCALE

 Social Maturity scale was constructed by Hameed and Usman in 2003. the tool contains 50 items based on 3 components of Social Maturity. The tool consists of both positive and negative items. Each item has five alternative responses such as ‘Always’, ‘Mostly’, ‘Sometimes’, ‘Rarely’ and ‘Never’. The three components of Social Maturity included in the scale are mentioned below:

**3.5.2.1 Communication**

 Communication means the transmission of impressions from environment to organism or vice-versa or from one individual to another (mostly used in the latter sense, as the basal phenomenon of social psychology).

 This component includes two types of communication

i) Communication by letter

 eg: I avoid telephoning to my friends.

ii) Follows current events

 eg: I used to update my knowledge in science discoveries.

**3.5.2.2 Locomotion**

 Locomotion means the movement of an organism from place to place by means of its organic mechanism.

 Eg: I used to visit my classmates house.

**3.5.2.3 Self-direction**

 Self direction means the determination or guidance by an individual of his own conduct and behaviour through inner or personal initiatives as distinguished from determination by social norms or by the general environment.

 It contains three aspects.

1. Goes out unsupervised day time

Eg: I used to go picnic with my friends

1. Has own spending money

Eg: I used to buy study aids myself

1. Buys all own clothing

Eg: I used to select my new dress (myself)

***a. Reliability***

 Reliability of the scale was estimated by test-retest method on a sample of 40 students with a gap of three weeks between the two administrations. The reliability coefficient obtained was 0.68. Cronbach alpha coefficient was also calculated and the value was 0.672. These values indicate that the scale is reliable to measure Social Maturity.

***b. Validity***

 The investigator referred text books, reference books and other related materials to prepare the tool, discussed the tool with expert in psychology and established content validity.

**3.6 FINAL SAMPLE**

 Final sample comprises 619 students from 12 schools belongs to three districts, Malappuram, Calicut and Kannur. The details of the schools were shown in the Table 3.5.

**TABLE 3.5**

**Details of School Wise Distributions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Name of the School** | **Locality** | **Type of Management** | **Nos. of Students** | **Total** |
| **Male** | **Female** |
| 1. | G.B.H.S.S. Tirur | Urban  | Government | 21 | 34 | 55 |
| 2. | M.S.P.HS.S. Malappuram | Urban | Aided | 40 | 22 | 62 |
| 3. | G.H.S.S. Tirurangadi  | Rural | Government | 20 | 40 | 60 |
| 4. | O.H.S.S. Tirurangadi | Rural | Aided | 8 | 41 | 49 |
| 5. | G.M.H.S.S. Kozhikode | Urban | Government | 31 | 17 | 48 |
| 6. | R.K.M.H.S.S. Meenchantha | Urban | Aided | 17 | 30 | 47 |
| 7. | G.H.S.S. Cheruvannur | Rural | Government | 23 | 33 | 56 |
| 8. | F.H.S.S. Feroke | Rural | Aided | 18 | 26 | 44 |
| 9. | G.H.S.S. Kuthuparamba | Urban | Government | 12 | 39 | 51 |
| 10. | St. Joseph H.S.S. Thalassery | Urban | Aided | 21 | 27 | 48 |
| 11. | G.H.S.S. Kottayam Malabar | Rural | Government | 26 | 18 | 44 |
| 12. | M.H.S.S. Mambaram | Rural  | Aided  | 44 | 11 | 55 |

**3.7 DATA COLLECTION PROCEDURE**

 After fixing up the sample, the investigator forwarded a letter from the institution to the head of the selected schools requesting for permission to administer the test. Thus prior arrangements were made for collection of data. A time schedule was fixed accordingly for the administration of the tools. In administering the tool a uniform procedure was adopted throughout the period of 15th July to 15th August 2009.

 The investigator herself administered the tool after giving general instruction. The students were informed that the test have nothing to do with their classroom examination. This is done to eliminate the effect of anxiety and possible malpractice in their performance. Thus the investigator got his full support of students.

 First the score sheets were given to each student. The investigator explained and demonstrated how to fill-up the details and the answering. Then the data gathering tool was distributed. The instructions given were read out to the pupils to finalize them with the test. Also the time limit was strictly followed.

**3.8 SCORING AND CONSOLIDATION OF DATA**

 Before scoring the response sheets, the entire sheets with incomplete data were deleted. This resulted in a rejection of 4 answer sheets from the basal sample. The final sample of the study was thus reduced to 619 students of higher secondary schools.

 Scoring was done as per the scoring scheme as described earlier with each tool. The scores obtained from the sample on all tests were than consolidated and tabulated for further analysis. Data was consolidated separately for each stratum for convenience of further analysis. The break-up of the final sample is in the following Table 3.6.

**TABLE 3.6**

**Break-up of the Final Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subsamples** | **Gender** | **Local** | **Type of School Management**  |
| **Male**  | **Female**  | **Urban**  | **Rural**  | **Government**  | **Aided**  |
| 281 | 338 | 311 | 308 | 314 | 305 |
| **Total** | **619** | **619** | **619** |

**3.9 STATISTICAL TECHNIQUES USED FOR ANALYSIS FO DATA**

 The collected data were classified into six groups based on Gender, Locality and Type of management of schools. Then each of the divisions were tabulated and converted into frequency distribution. The statistical techniques used were the following.

3.9.1 PRELIMINARY ANALYSIS

 The important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis of independent and dependent variables were computed for the total sample and the subsamples based on Gender, Locale and Type of management.

3.9.2 TEST OF SIGNIFICANCES OF DIFFERENCE BETWEEN MEANS FOR LARGE INDEPENDENT SAMPLE

 Test of significance of difference between means was used to compare the relevant variables between Male and Female, Urban and Rural and Government and Aided pupils. As the sample is large the following formula was used.

 t = 

Where M1 and M2 were the men of two groups

 SD1 and SD2 were the standard deviations of two groups

 N1 and N2 were the sample size.

3.9.3 ONE-WAY ANALYSIS OF VARIANCE

 Analysis of variance is an effective way to determine whether the means of more than two samples are too different to attribute the sampling error. The procedure of one-way ANOVA is through the following stepwise calculation.

Step 1: Total sum of squares SSt = 

Step 2: Between groups sum of squares

 SSb = 

Step 3: Within groups sum of squares SSw = SSt - SSb

Step 4: Mean squares between MSb = SSb/dfb

Step 5: Mean squares within MSw = SSw/dfw

Step 6: F-ratio, F = MSb/MSw

**3.9.3.1 Scheffés Test of Post Hoc Comparison**

 Scheffés Test of Post Hoc Comparison (Scheffé, 1959) was applied to compare the mean scores of Social Maturity of pairs of different levels of selected independent variable i.e., Decision Making. This was attempted only for independent variable giving significant F-ratios. In one-way ANOVA Post hoc Comparison using Scheffés procedure (Ferguson, 1976) was done separately for the total sample and subsample based on Sex, Local and Type of management.

 To apply Scheffés procedure, F-value is calculated at first using within group variance estimate Sw2 and using the following formula

 F =  (Ferguson, 1976)

Where Xi = M1 = Mean of the first group

 Xj = M2 = Mean of the second group

 Sw2 = Within group variance estimate

 ni = Number of subject of group i

 nj = Number of subject of group j

 Second, consult table of ‘F’ and obtain the value ‘F’ requires for significance at 0.05 or 0.01 level of significance for df1= K-1 and df2=N-K. Third, calculate the quantity ‘F’ which is (k-1) time the f that is F’ (K-1) F. Fourth compare the value of f and F′ for any difference to be significant at the required level ‘F’ must be greater than or equal to F′ (Ferguson, 1976).

**3.9.3.2 Classificatory Technique**

The procedure of classification of the subjects in to High Decision Making Group (HDM), Average Decision Making (ADM) Groups, Low Decision Making (LDM) Group is described as follows.

 The sample categorized into three on the basic of scores obtained in Decision Making. For that whole sample was divided into the groups of High, Average and Low Decision Making using Mean scores in Decision Making and standard deviation as cut of point. The means of Decision Making was subjects M and standard deviation of Decision Making was σ. Those subjects who obtained scores above **M+1σ** were considered as High Decision Making group, who get below in **M-1σ** were considered as Low Decision Making group and those who obtained between the scores **M+1σ** and **M–1σ** were considered as Moderate Decision Making group.

**ANALYSIS AND INTERPRETATIONS**

 The present study was intended to find out the effect of Decision Making on Social Maturity of Higher secondary school students

 The chapter analysis is organized in to the following major section

4.1 PRELIMINARY ANALYSIS

4.2 INVESTIGATION OF MEAN DIFFERENCE

4.3 INVESTIGATION OF MAIN EFFECT OF DECISION MAKING ON SOCIAL MATURITY.

**4.1 PRELIMINARY ANALYSIS**

 In preliminary analysis the important statistical constants such as arithmetic mean, medium, mode, standard deviation, skewness and kurtosis of the independent variable namely Decision Making and dependent variable namely Social Maturity were computed for the total sample and relevant subsamples on the basis of Gender, Locale and Type of management.

 Preliminary analysis was carried out to get an appropriate set of summary statistics which may provide a quick impression of the main features of the data, which in turn may provide guidance as how the analysis and interpretation should proceed.

 Details of statistical constant of two variables, Decision Making and Social Maturity for total sample and subsampels Gender, Locale and Type of Management of School are presented in Table 4.1.

**TABLE 4.1**

**Statistical Characterization of**

**the Variables for the Total Sample and Subsamples**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample**  | **Variable**  | **Mean** | **Median**  | **Mode**  | **SD** | **Skewness**  | **Kurtosis**  |
| Total sample N=69 | Decision Making  | 62.65 | 63 | 63 | 7.09 | -0.021 | 0.525 |
| Social Maturity  | 164.43 | 163 | 154 | 19.09 | 0.288 | -0.089 |
| Male N=281 | Decision Making  | 62.27 | 63 | 65 | 6.99 | 0.213 | 0.264 |
| Social Maturity  | 171.47 | 171 | 167 | 18.69 | 0.155 | -0.170 |
| Female N=338 | Decision Making  | 62.96 | 63 | 63 | 7.17 | -0.208 | 0.817 |
| Social Maturity  | 158.58 | 157 | 154 | 17.39 | 0.367 | 0.213 |
| Urban N=311 | Decision Making  | 62.79 | 63 | 65 | 7.24 | 0.212 | 0.556 |
| Social Maturity  | 164.21 | 163 | 151 | 19.98 | 0.331 | 0.019 |
| Rural N=308 | Decision Making  | 62.52 | 63 | 63 | 6.95 | -0.293 | 0.465 |
| Social Maturity  | 164.66 | 165 | 154 | 18.18 | 0.237 | -0.281 |
| Govt. N=314 | Decision Making  | 62.32 | 62.5 | 65 | 6.93 | -0.055 | 0.984 |
| Social Maturity  | 162.22 | 162 | 151 | 18.06 | 0.252 | -0.056 |
| Aided N=305 | Decision Making  | 63.00 | 63 | 63 | 7.26 | -0.003 | 0.142 |
| Social Maturity  | 166.72 | 165 | 159 | 19.87 | 0.265 | -0.182 |

 Table 4.1 shows the value of Arithmetic mean, median and mode for the variable Social Maturity are 164.43, 163 and 154 respectively. These value are almost equal which shows the possibility of normality of distribution. The obtained value skewness is 0.288 which is very close to zero indicating that the distribution s symmetrical. The value of kurtosis is -0.098 (<0.263) which suggest that the distribution is slightly lepto kurtic. The above discussion shows that, the distribution of the variable Social Maturity is almost normal.

 Graphical representation of the variable Decision Making and Social Maturity of higher secondary school students for the Total sample are presented in Figure 4-1, 4.2 respectively.

**FIGURE 4.1**

**Frequency Curve of Decision Making**



**Scale**

X-axis: 1Unit=10 Divisions

Y-axis: 1Unit=50 Divisions

**FIGURE 4.2**

**Frequency Curve of Social Maturity**



**Scale**

X-axis: 1Unit=20 Divisions

Y-axis: 1Unit=50 Divisions

 The statistical constants and the graphical representation of the variable Social Maturity of higher secondary school students follow approximately normal distribution.

 The second basic assumption of analysis of variance is the homogeneity of variance. Since samples are drawn from the normal population, we can assume that there is homogeneity of variance.

 The third basic assumption of ANOVA is that the sample drawn should be random and independent. The design of the present study ensures that the sample should be random and independent.

**4.2 INVESTIGATION OF MEAN DIFFERENCE**

 In this section of analysis, investigation of Gender, Locale and Management difference for the independent variable Decision Making and dependent variable Social Maturity were computed. The intension was to find out whether any significant difference in the mean scores of Decision Making and Social Maturity in Male and Female, Rural and Urban, Government and Aided sample. For this purpose mean and standard deviation of the variables were calculated separately and were subjected to two-tailed test of significance of difference. The whole samples were treated as large and independent sample.

4.2.1 GENDER DIFFERENCE IN DECISION MAKING AND SOCIAL MATURITY

 Data and result of ‘t’ test of the variables Decision Making and Social Maturity for the male and female are presented in the Table 4.2.

**TABLE 4.2**

**Data and Results of the Test of Mean Scores of**

**Decision Making and Social Maturity between Male and Female**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables Compared** | **Groups Compared**  | **‘t’ value** | **Level of Significance** |
| **Male**  | **Female**  |
| **N1** | **M1** | **SD** | **N2** | **M2** | **SD** |
| Decision Making  | 281 | 62.27 | 6.99 | 338 | 62.96 | 7.17 | 1.20 | NS |
| Social Maturity  | 281 | 171.47 | 18.69 | 338 | 158.58 | 17.39 | 8.87 | 0.01 |

*NS – Not significant*

 The ‘t’ value obtained fro Decision Making is 1.2 which is less than 1.96, the tabled value required for significance at 0.05 level. Hence it is **statistically not significant**. But the ‘t’ value obtained for Social Maturity is 8.87 which is higher than 2.58, the tabled value required for significance at 0.01 level. Hence **mean difference in Social Maturity** between Male and Female students is **statistically significant**.

**Discussion**

 The analysis of the above data shows that there is no significant difference is Decision Making between males and females. So it can be concluded that male and female higher secondary school students are almost equal in their Decision Making ability.

 But it is evident from the analysis that there is significant difference in Social Maturity between males and females. So it can be concluded that male and female higher secondary school students are not equal in their Social Maturity.

4.2.2 LOCALE DIFFERENCE IN DECISION MAKING AND SOCIAL MATURITY

 The basic data for test of significance and the obtained ‘t’-value for Rural and Urban pupils were presented in the Table 4.3.

**TABLE 4.3**

**Data and Results of the**

**Test of Mean Scores of Decision Making and**

**Social Maturity between Rural and Urban Students**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables Compared** | **Groups Compared**  | **‘t’ value** | **Level of Significance** |
| **Rural**  | **Urban**  |
| **N1** | **M1** | **SD** | **N2** | **M2** | **SD** |
| Decision Making  | 308 | 62.52 | 6.95 | 311 | 62.78 | 7.24 | 0.47 | NS |
| Social Maturity  | 308 | 164.66 | 18.18 | 311 | 164.21 | 19.98 | 0.29 | NS |

*NS – Not significant*

 The ‘t’ value obtained for Decision Making is 0.47 and that for Social Maturity is 0.29, which are less than 1.96, the tabled value required for significance at 0.05 level. Hence the mean difference in Decision Making and Social Maturity between Rural and Urban students are **not statistically significant**.

**Discussion**

 The analysis of the above data shows that there is no significant difference in Decision Making and Social Maturity between Rural and Urban students. So it can be concluded that Rural and Urban Higher secondary school students are almost equal in their Decision Making ability and Social Maturity.

4.2.3 DIFFERENCE IN TYPE OF SCHOOL IN DECISION MAKING AND SOCIAL MATURITY

 The basic data for test of significance and the obtained t value for Government and Aided students were presented in Table 4.4.

**TABLE 4.4**

**Data and Results of the**

**Test of Mean Scores of Decision Making and**

**Social Maturity between Government and Aided Students**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables Compared** | **Groups Compared**  | **‘t’ value** | **Level of Significance** |
| **Government**  | **Aided**  |
| **N1** | **M1** | **SD** | **N2** | **M2** | **SD** |
| Decision Making  | 314 | 62.32 | 6.92 | 305 | 63 | 7.26 | 1.20 | NS |
| Social Maturity  | 314 | 162.22 | 18.06 | 305 | 166.72 | 19.87 | 2.95 | 0.01 |

*NS – Not significant*

 The ‘t’ value obtained for Decision Making is 1.2 which is less than 1.96, the tabled value required for significance at 0.05 level. Hence mean difference in Decision Making between Government and Aided students is **statistically not significant**. But the tabled value obtained for Social Maturity is 2.95 which is higher than 2.58, the tabled value required for significance at 0.01 level. Hence the **mean difference in Social Maturity** between Government and Aided students is **statistically significant**.

**Discussion**

 The analysis of the above data shows that there is no significant difference in Decision Making between Government and Aided Students. So it can be concluded that Government and Aided Higher Secondary school students are almost equal in their Decision Making Ability.

 But it is evident from the analysis that there is significant difference in Social Maturity between Government and Aided students. So it can be concluded that Government and Aided Higher secondary school students are not identical in their Social Maturity.

**4.3 INVESTIGATION OF MAIN EFFECT OF DECISION MAKING ON SOCIAL MATURITY**

 This is the ‘Core Analysis’ which highlight the identification of the effect of independent variable Decision Making on the dependent variable Social Maturity. This part of the chapter is devoted for the detailed techniques of analysing the data. This is done with a view to investigate the effect of independent variable on the dependent variable. Since there is only one independent variable, One way ANOVA was used.

 Before proceeding to ANOVA, the data for analysis is subjected to thorough examination with a view to know whether the data is sufficient to satisfy the major assumptions necessary to carry over one way Analysis of Variance (ANOVA) procedure. These assumptions were

* + 1. The distribution of the dependent variable in the population from which the sample is drawn, should follow normality.
		2. The variance in the population from which the samples are drawn are equal.

 The preliminary analysis shows that the variables are following normal distribution.

 It is assumed that there exist homogeneity of variance. Since the sample is large (N=619), the basic assumption for employing ANOVA were satisfied.

4.3.1 CLASSIFICATION OF SAMPLE BASED ON INDEPENDENT VARIABLE

 On the basis of Decision Making scores, the whole sample was classified into 3 groups. High Decision Making (HDM) group. Average Decision Making (ADM) group and Low Decision Making (LDM) group. Subjects having scores of Decision Making, one standard deviation above the mean were treated as High Decision Making group- Those who have scores on Decision Making, one standard deviation below the mean were treated as Low Decision Making group and subjects having scores between mean plus one standard deviation and mean minus one standard deviation were considered as Average Decision Making group.

 In the present study the mean scores of Decision Making for the total sample is 62.65 and standard deviation is 7.09. Therefore subjects having scores 69.74 and above (M+1σ) were considered as High Decision Making group and those having score 55.55 and below (M–1σ) were considered as Low Decision Making group. Subject whose score comes between 69.74 and 55.55 were considered as having Average Decision Making. The details of number of cases lying in High, Average, and Low Decision Making group for Male, Female, Rural, Urban, Government and Aided are presented in Table 4.5.

**TABLE 4.5**

**Details of Number of Cases**

**Lying in the three Different Decision Making**

**Groups for Male, Female, Rural, Urban, Government and Aided**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sample** | **High Decision Making Group (HDM)** | **Average Decision Making Group(ADM)** | **Low Decision Making Group (LDM)** |
| Male  | 37 | 198 | 46 |
| Female  | 57 | 238 | 43 |
| Rural  | 44 | 217 | 47 |
| Urban  | 50 | 219 | 42 |
| Govt. | 39 | 230 | 45 |
| Aided  | 55 | 206 | 44 |

4.3.2 MAIN EFFECT OF DECISION MAKING IN TOTAL SAMPLE (N= 619)

 One way ANOVA was employed for subjects to study and find out the effect of Decision Making on Social Maturity of Higher secondary school students. The whole computation were done using computer software SPSS (Statistical Package for Social Sciences).

 By this technique the sum of squares, their degrees of freedom, the mean squares of variance and corresponding F ratios were obtained. In order to ascertain the significance tabled F value were taken from Table F.

 In one way ANOVA, three level of Decision Making were made use of to investigate the group difference in Social Maturity among three different Decision Making groups for Male, Female, Rural, Urban Government and Aided pupils. Follow up analysis were employed.

 The data and result of the effect of Decision Making on Social Maturity for the total sample is given in summary of one-way ANOVA Table 4.6.

**TABLE 4.6**

**Summary of One-Way ANOVA**

**for Social Maturity by Decision Making in Total Sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **Degrees of Freedom** | **Mean Squares of Variation** | **F-value** | **Level of Significance** |
| Between groups  | 27756.28 | 2 | 13878.14 | 43.27 | 0.01 |
| Within groups  | 197547.8 | 616 | 320.6945 |
| **Total** | **225304.1** | **618** |  |

 The F value obtained for the main effect of Decision Making on Social Maturity is 43.27. This value is above the tabled value 4.66 at 0.01 level of significance for degrees of freedom 2, 616. It suggest that Social Maturity is significantly different at three levels of Decision Making (i.e., HDM, ADM and LDM).

 It can be interpreted from the result that variation in Social Maturity is due to the effect of Decision Making. This indicates the influence of Decision Making on Social Maturity.

**4.3.2.1 Scheffés Test of Post-hoc Comparison**

 To determine which one of the three groups cause this difference Scheffés Test of Post-hoc comparison was calculated (Ferguson, 1976).

 Group difference in Social Maturity was investigated to find out where it is significant. Scheffe’s test of multiple comparison was used for comparing the different groups based on different levels of the Independent variable. To apply the method, these steps were followed.

* 1. First, calculate the ‘F’ ratio between pairs of means by using the within group variance estimate Sw2

 F = 

This is ‘t2’ because F = t2 for k =2

* 1. Second, consult a table of ‘F’ and obtain the value of ‘F’ required for significance at the 0.05 or 0.01 level or any desired level, for df1 = k-1 and df2 = N – K .
	2. Third, calculate the quantity ‘F’ which is K – 1 times the ‘F’ required for significance at the desired significance level that is F′ = (K-1) F
	3. Fourth, compare the value of F and F′. For any different to be significant at the required levels, ‘F’ must be greater than or equal to F′.

 Result of Scheffe’s test of Post-hoc comparison between means of Decision Making for the total sample is presented in the Table 4.7.

**TABLE 4.7**

**Results of the Scheffe’s Test of Post-hoc**

**Comparison Between Means of Decision Making for the Total Sample**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Groups compared** | **Mean** | **N** | **F** | **Value of F′** | **Level of Significance** |
| **0.05** | **0.01** |
| 1 | HDM | 178.30 | 94 | 26.26 | 3.01 | 4.63 | 0.01 |
| ADM | 163.54 | 436 |
| 2 | HDM | 178.30 | 94 | 41.42 | 3.01 | 4.63 | 0.01 |
| LDM | 154.19 | 89 |
| 3 | ADM | 163.54 | 436 | 10.06 | 3.01 | 4.63 | 0.01 |
| LDM | 154.19 | 89 |

 It can be interpreted from the Table 4.7 that there exist significant mean difference among three groups of Social Maturity (i.e., High, Average and Low). The largest mean associated with **High Decision Making group** suggest that the variation is due to that group.

 The F value obtained for HDM and ADM is 26.26 which is greater than the tabled value of F′ (4.63) at 0.01 level of significance. Hence this difference is significant. F value obtained for HDM and LDM is 41.42 which is greater than the tabled value of F′ (4.63) at 0.01 level of significance. Hence this difference is significant. F value obtained for ADM and LDM is 10.06 which is also greater than the table value of F′ (4.63) at 0.01 level of significance. Hence this difference is also significant.

4.3.3 MAIN EFFECT OF DECISION MAKING IN SUBSAMPLE MALE (N=281)

 The data and result of the effect of independent variable Decision Making on Social Maturity for the Subsample Male is given in summary of one way ANOVA Table 4.8.

**TABLE 4.8**

**Summary of One-Way**

**ANOVA for Social Maturity by Decision Making in Subsample Male**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **Degree of Freedom** | **Mean Sum of Squares** | **F value** | **Level of Significance** |
| Between groups  | 17452.63 | 2 | 8726.31 | 30.17 | 0.01 |
| Within groups  | 80401.42 | 278 | 289.21 |
| **Total**  | **97854.05** | **280** |  |

 The F value obtained for the main effect of Decision Making on Social Maturity for the subsample male is 30.17. This value is above the table value 4.71 at 0.01 level of significance for degrees of freedom 2, 278.

 This implies that Decision Making is able to discriminate significantly between the Social Maturity of three groups viz., High, Average an Low. This may be due to the effect of Decision Making on Social Maturity.

**4.3.3.1 Scheffe’s Test of Post-hoc Comparison**

 To determine which one of the three groups cause this difference, Scheffe’s test of Post-hoc comparison was calculated (Ferguson, 1976).

 Result of Scheffe’s test of Post-hoc comparison is presented in Table 4.9.

**TABLE 4.9**

**Result of Scheffe’s Test of Post-hoc Comparison**

**between Means of Decision Making for the Subsample Male**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Groups compared** | **Mean** | **N** | **F** | **Value of F′** | **Level of Significance** |
| **0.05** | **0.01** |
| 1 | HDM | 189.92 | 37 | 20.63 | 3.02 | 4.68 | 0.01 |
| ADM | 170.35 | 198 |
| 2 | HDM | 189.92 | 37 | 28.71 | 3.02 | 4.68 | 0.01 |
| LDM | 161.46 | 46 |
| 3 | ADM | 170.35 | 198 | 5.10 | 3.02 | 4.68 | 0.01 |
| LDM | 161.46 | 46 |

 Result of Scheffe’s test shows that there exist significant mean difference among three groups of Social Maturity of subsample male. The largest mean associated with **High Decision Making group** suggest that the variation as mainly due to that group.

 The F value obtained for HDM and LDM is 20.63 which is greater than the value of F′ (4.68) at 0.01 level of significance. Hence this difference is significant F value obtained for HDM and LDM is 28.71 which is greater than the tabled value of F′(4.68) at 0.01 level of significance. Hence this difference is significant. This F value obtained for ADM and LDM is 5.1 which is also grater than the value of F′ (4.68) at 0.01 level of significance. Hence this difference is also significant.

4.3.4 MAIN EFFECT OF DECISION MAKING IN SUBSAMPLE FEMALE (N=338)

The data and results obtained from the effect of Decision Making on Social Maturity for the subsample female is given in summary of one way ANVOA Table 4.10.

**TABLE 4.10**

**Summary of One Way ANOVA**

**for Social Maturity by Decision Making in Subsample Female**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **Degree of Freedom** | **Mean Sum of Square** | **F value** | **Level of Significance** |
| Between groups  | 14929.46 | 2 | 7464.72 | 28.73 | 0.01 |
| Within groups  | 87024.73 | 335 | 259.77 |
| **Total**  | **101954.19** | **337** |  |

 The F value obtained is 28.73 which is grater than the table value 4.71 at 0.01 level of significance for Degrees of Freedom 2, 335. it suggest that Social Maturity is significantly different at three levels of Decision Making (i.e., HDM, ADM and LDM).

 It can be interpreted from the result that variation in Social Maturity may be due to the effect of Decision Making. This indicates the influence of Decision Making on Social Maturity.

**4.3.4.1 Scheffe’s Test of Post Hoc Comparison**

 To determine which one of the three groups cause this difference Scheffe’s Test of Post-hoc comparison was calculated (Ferguson, 1976).

**TABLE 4.11**

**Result of Scheffe’s Test of Post-hoc Comparison**

**between Means of Decision Making for the Subsample Female**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Groups compared** | **Mean** | **N** | **F** | **Value of F′** | **Level of Significance** |
| **0.05** | **0.01** |
| 1 | HDM | 170.75 | 57 | 14.703 | 3.02 | 4.66 | 0.01 |
| ADM | 157.87 | 238 |
| 2 | HDM | 170.75 | 57 | 27.93 | 3.02 | 4.66 | 0.01 |
| LDM | 146.42 | 43 |
| 3 | ADM | 157.87 | 238 | 9.18 | 3.02 | 4.66 | 0.01 |
| LDM | 146.42 | 43 |

 It can be interpreted from Table 4.11 that there exist significant mean difference among three groups of Decision Making of female subsample. The largest mean associated with **High Decision Making group** suggest that variation is due to that group.

 The F value obtained for HDM and ADM is 14.703, which is greater than the tabled value of F′ (4.66) at 0.01 level of significance. Hence this difference is significant. The F value obtained for HDM and LDM is 27.93 which is greater than the table value of F′ (4.66) at 0.01 level of significance. Hence this difference is significant. The F value obtained for ADM and LDM is 9.18 which is also greater than the tabled value of F′ (4.66) at 0.01 level of significance. Hence this difference is also significant.

4.3.5. MAIN EFFECT OF DECISION MAKING IN SUBSAMPLE RURAL (N= 308)

 It is done with a view to find out the effect of Decision Making on Social Maturity in the Case of Pupil in rural areas. The results presented in summary is in the Table 4.12.

**TABLE 4.12**

**Summary of One Way ANOVA for**

**Social Maturity by Decision Making in Subsample Rural**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **Degree of Freedom** | **Mean Sum of Square** | **F value** | **Level of Significance** |
| Between groups  | 14492.85 | 2 | 7246.42 | 25.39 | 0.01 |
| Within groups  | 87018.35 | 305 | 285.30 |
| **Total**  | **10.1511.2** | **307** |  |

 The F vale obtained is 25.39. This value is above 4.71, tabled value at 0.01 level of significance for degrees of freedom 2,305. It suggest that Social Maturity is significantly different at three levels of Decision Making (ie., HDM, ADM, and LDM). This may be due to the effect of Decision Making on Social Maturity.

**4.3.5.1 Scheffe’s Test of Post-hoc Comparison**

 Group difference in Social Maturity was investigated to find out whether it is significant. Data and results obtained for comparison of mean scores of Social Maturity for the groups based on Decision Making Presented in the Table 4.13.

**TABLE 4.13**

**Results of Scheffe’s Test of Post-hoc Comparison**

**between Means of Decision Making for the Subsample Rural**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Groups compared** | **Mean** | **N** | **F** | **Value of F′** | **Level of Significance** |
| **0.05** | **0.01** |
| 1 | HDM | 178.75 | 44 | 13.59 | 3.02 | 4.67 | 0.01 |
| ADM | 164.19 | 217 |
| 2 | HDM | 178.75 | 44 | 25.11 | 3.02 | 4.67 | 0.01 |
| LDM | 153.64 | 47 |
| 3 | ADM | 164.19 | 217 | 7.53 | 3.02 | 4.67 | 0.01 |
| LDM | 153.64 | 47 |

 It can be interpreted from Table 4.13 that there exist significant mean difference among three groups of Social Maturity. The largest mean associated with **High Decision Making** **group** suggest that variation is due to that group.

 The F value obtained for HDM and ADM is 13.59 which is greater than the value of F′ (4.67) at 0.01 level of significance. Hence this difference is significant. The F value obtained for HDM and LDM is 25.11 which is greater than the tabled value of F′ (4.67) at 0.01 level of significance. Hence this difference is significant. The F value obtained for ADM and LDM is 7.53 which is also greater than the table value of F′(4.67) at 0.01 level of significance. Hence this difference is also significant.

4.3.6 MAIN EFFECT OF DECISION MAKING IN SUBSAMPLE URBAN (N=311)

 It is done with a view to find out the effect of Decision Making on Social Maturity in the case of pupils in urban areas. The results presented in summary of one-way ANOVA Table 4.14.

**TABLE 4.14**

**Summary of One Way ANOVA**

**for Social Maturity by Decision Making in Subsample Urban**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **Degree of Freedom** | **Mean Sum of Square** | **F value** | **Level of Significance** |
| Between groups  | 13463.65 | 2 | 6731.82 | 18.79 | 0.01 |
| Within groups  | 110298.3 | 308 | 358.11 |
| **Total**  | **123762** | **310** |  |

 Table 4.14 indicates that the obtained F value is 18.79, which is grater than the tabled value 4.71 at 0.01 level of significance for degree of freedom 2, 308. It suggests that Social Maturity is significantly different at three levels of Decision Making (i.e., HDM, ADM and LDM). It may be due to the effect of Decision Making on Social Maturity.

**4.3.6.1 Scheffe’s Test of Post-hoc Comparison**

 To determine which one of the three groups cause their difference, results of Scheffe’s test of Post-hoc comparison is presented in Table 4.15.

**TABLE 4.15**

**Results of Scheffe’s Test of Post-hoc Comparison**

**between Means of Decision Making for the Subsample Urban**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Groups compared** | **Mean** | **N** | **F** | **Value of F′** | **Level of Significance** |
| **0.05** | **0.01** |
| 1 | HDM | 177.9 | 50 | 12.804 | 3.02 | 4.67 | 0.01 |
| ADM | 162.89 | 219 |
| 2 | HDM | 177.9 | 50 | 16.99 | 3.02 | 4.67 | 0.01 |
| LDM | 154.81 | 42 |
| 3 | ADM | 162.89 | 219 | 3.21 | 3.02 | 4.67 | 0.05 |
| LDM | 154.81 | 42 |

 Table 4.5 shows that there exist significant mean difference among three groups of Social Maturity. The largest mean associated with **High Decision Making group** indicates that the variation is mainly due to that group.

 The obtained F value for HDM and ADM is 12.80 which is greater than the value of F′, 4.67 at 0.01 level of significance. Hence this difference is significant. The F value for HDM and LDM is 16.99 which is also greater than 4.67, the value of F′ at 0.01 level of significance. Hence this difference is also significant at 0.01 level. But the F value obtained for ADM and LDM is 3.21 which is less than 4.67, the value of F′ at 0.01 level of significance. It is greater than 3.02, the value of F′ at 0.05 level of significance. Hence this difference is significant at 0.05 level.

4.3.7 MAIN EFFECT OF DECISION MAKING IN SUBSAMPLE GOVERNMENT (N=314)

 It is done with a view to find out the effect of Decision Making on Social Maturity in the case of students in Government managed institutions. The data and result are given in Summary of One-Way ANOVA Table 4.16.

**TABLE 4.16**

**Summary of One Way ANOVA for**

**Social Maturity by Decision Making in Subsample Government**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **Degree of Freedom** | **Mean Sum of Square** | **F value** | **Level of Significance** |
| Between groups  | 11691.33 | 2 | 5845.66 | 20.108 | 0.01 |
| Within groups  | 90407.95 | 311 | 290.70 |
| **Total**  | **102099.3** | **313** |  |

 The F value obtained is 20.108, which is above 4.71, tabled value at 0.01 level of significance for degrees of freedom 2, 311. It suggest that Social Maturity is significantly different at three levels of Decision Making (HDM, ADM and LDM).

 It can be interpreted from the result that variation in Social Maturity may be due to the effect of Decision Making. This indicates the influence of Decision Making on Social Maturity.

**4.3.7.1 Scheffe’s Test of Post-hoc Comparison**

 To determine which one of the three groups cause the difference Scheffe’s test of Post-hoc comparison was calculated (Ferguson, 1976). Results of Scheffe’s test of Post-hoc comparison is presented in Table 4.17.

**TABLE 4.17**

**Results of Scheffe’s Test of**

**Post-hoc Comparison between Means of**

**Decision Making for the Subsample Government**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Groups compared** | **Mean** | **N** | **F** | **Value of F′** | **Level of Significance** |
| **0.05** | **0.01** |
| 1 | HDM | 174.18 | 29 | 7.87 | 3.02 | 4.67 | 0.01 |
| ADM | 162.47 | 230 |
| 2 | HDM | 174.18 | 39 | 20.01 | 3.02 | 4.67 | 0.01 |
| LDM | 150.58 | 45 |
| 3 | ADM | 162.47 | 230 | 3.21 | 3.02 | 4.67 | 0.01 |
| LDM | 150.58 | 45 |

 Table 4.17 shows that there exist significant mean difference among three groups of Social Maturity. The largest mean associated with **High Decision Making group** indicts that the variation is mainly due to that group.

 The F value obtained for HDM and ADM is 7.87, which is greater than 4.67, the table value of F′ for significance at 0.01 level. Hence this difference is significant. The F value obtained for HDM and LDM is 20.01 which is greater than 4.67, the tabled value of F′ for significance at 0.01 level. This difference is also significant. The F value obtained for ADM and LDM is 9.14 which is also greater than 4.67, the tabled value of F′ for significance at 0.01 level. Hence this difference is also significant.

4.3.8 MAIN EFFECT OF DECISION MAKING IN SUBSAMPLE AIDED (N= 305)

 This investigation is done with a view to find out the effect of Decision Making on Social Maturity of Aided Management School pupils. The results were presented in the Table 4.18.

**TABLE 4.18**

**Summary of One Way ANOVA**

**for Social Maturity by Decision Making in Subsample Aided**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **Degree of Freedom** | **Mean Sum of Square** | **F value** | **Level of Significance** |
| Between groups  | 15807.62 | 2 | 7903.81 | 22.89 | 0.01 |
| Within groups  | 104262.1 | 302 | 345.23 |
| **Total**  | **120069.8** | **304** |  |

The obtained F value is 22.89, which is greater than the table value 4.71, at 0.01 level of significance for degrees of freedom, 2, 302. It suggest that Social Maturity is significantly different at three levels of Decision Making (HDM, ADM and LDM).

 It can be interpreted from the result that variation in Social Maturity is due to the effect of Decision Making. This indicates the influence of Decision Making on Social Maturity.

**4.3.8.1 Scheffe’s Test of Post-hoc Comparison**

 To determine which one of the three groups cause this difference, Scheffe’s test of Post-hoc comparison was calculated (Ferguson, 1976).

 Result of Scheffe’s Test of Post-hoc Comparison is presented in Table 4.19.

**TABLE 4.19**

**Results of Scheffe’s Test of Post-hoc Comparison**

**between Means of Decision Making for the Subsample Aided**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Groups compared** | **Mean** | **N** | **F** | **Valu of F′** | **Level of Significance** |
| **0.05** | **0.01** |
| 1 | HDM | 181.22 | 55 | 17.08 | 3.02 | 4.67 | 0.01 |
| ADM | 164.73 | 206 |
| 2 | HDM | 181.22 | 55 | 19.27 | 3.02 | 4.67 | 0.01 |
| LDM | 157.89 | 44 |
| 3 | ADM | 164.73 | 206 | 2.46 | 3.02 | 4.67 | NS |
| LDM | 157.89 | 44 |

 Table 4.19 indicates that there exists significant mean difference among three groups of Social Maturity. The highest mean associated with **High Decision Making group** indicates that the variation is mainly due to that group.

 The F value obtained for HDM and ADM is 17.08 is grater than 4.67, the value of F′ at 0.01 level of significance. Hence this difference is significant. The F value obtained for HDM and LDM is 19.27 which is greater than 4.67, the value of F′ at 0.01 level of significance. Hence this difference is also significant. But the F value obtained for ADM and LDM is 2.46 which is less than 4.67, and 3.02, tabled value of F′ required for significance at 0.01 and 0.05 respectively. Hence this difference is not significant.

**SUMMARY, CONCLUSION AND**

**SUGGESTIONS**

 This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research in this area.

**5.1 STUDY IN RETROSPECT**

 The present study is entitled as “EFFECT OF DECISION MAKING ON SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS”

**5.2 VARIABLES**

 In the present study the investigator treated Decision Making as independent variable, Social Maturity as dependent variable, Gender, Locale and Type of Management as Demographic Variables.

**5.3 OBJECTIVES**

 The objectives set forth for the study are the following:

1. To find out whether there exist any significant difference in Decision Making of the pupils in the subsamples based on
2. Gender
3. Locale of the school
4. Type of School Management
5. To find out whether there exist any significant difference in Social Maturity of the pupils in the subsamples based on
6. Gender
7. Locale of the school
8. Type of School Management
9. To find out the effect of Decision Making on Social Maturity of higher secondary school students for the total sample and subsamples based on
10. Gender
11. Locale of the School
12. Type of School Management

**5.4 HYPOTHESES**

 The hypotheses formulated for the study are the following

1. There will be significant difference in Decision Making of the pupils in the subsamples based on
2. Gender
3. Locale of the school
4. Type of School Management
5. There will be significant difference in Social Maturity of the pupils in the subsamples based on
6. Gender
7. Locale of the school
8. Type of school management
9. There will be significant effect of Decision Making on Social Maturity of higher secondary school students, for the total sample and the subsamples based on
	1. Gender
	2. Locale of the school
	3. Type of School Management

**5.5 METHODOLOGY**

5.5.1 SAMPLE

 The study was conducted on a sample of 619 higher secondary school students from 12 schools in Malappuram, Calicut and Kannur districts. The sample selection was done using stratified sampling techniques giving due representation to factors like Gender, Locale and Type of Management of school.

5.5.2 TOOLS USED

 The investigator used the following tools for the study:

* + 1. Decision Making Scale (Koya and Shahna, 2009)
		2. Social Maturity Scale (Hameed and Usman, 2003)

5.5.3 STATISTICAL TECHNIQUES USED

 The collected data were analyzed using the following techniques.

* + - 1. Preliminary statistics
			2. Test of significance of Mean Difference of Independent Sample
			3. One-way Analysis of Variance (ANOVA).

**5.6 MAJOR FINDINGS**

5.6.1 In order to find out whether there exists any significant difference in the mean scores of Decision Making of Higher Secondary School Students between relevant subsample based on Gender, Locality and Type of Management of the school, ‘t’ values were calculated and the results obtained are.

1. Boys and girls do not differ significantly in the mean scores of Decision Making (t = 1.2, < 0.05).
2. Rural and Urban students do not differ significantly in the mean scores of Decision Making (t=0.476, <0.05)
3. Government and Aided students do not differ significantly in the mean scores of Decision Making (t=1.201, <0.05)
	* 1. In order to find out whether there exist significant difference in the mean scores of social maturity of higher secondary school students between relevant subsamples based on Gender, Locale and Type of Management of the school, t-values were calculated and the result obtained are.
4. **Boys and girls differ significantly** in the mean scores of Social Maturity (t = 8.873, > 0.05)
5. Rural and Urban students do not differ significantly in the mean scores of Social Maturity (t = 0.291, < 0.05)
6. **Government and Aided students differ significantly** in the mean scores of social maturity (t=2.951, > 0.05)
	* 1. Inorder to find out whether there is significant effect of Decision Making on Social Maturity on total sample and relevant subsamples based on Gender, Locale and Type of Management of School F ratios were calculated and the results obtained are:
7. The main effect of Decision Making on Social Maturity was found to be **significant for the Total sample** (F = 43.27, P> 0.01 for 2 and 616 degrees of freedom)
8. The main effect of Decision Making on Social maturity was found to be **significant for the subsample Male** (F=30.17, P>0.01 for 2 and 278 degrees of freedom)
9. The main effect of Decision Making on social maturity was found to be **significant for the subsample Female** (F= 28.73, P> 0.01 for 2 and 335 degrees of freedom).
10. The main effect of Decision making on Social Maturity was found to be **significant for the subsample Rural pupils** (F= 25.39, P>0.01 for 2 and 305 degrees of freedom).
11. The main effect of Decision Making on social maturity was found to be **significant for the subsample Urban pupils** (F = 18.79, P>0.01 for 2 and 308 degrees of freedom).
12. The main effect of decision making on Social Maturity was found to be **significant for the subsample Government** (F = 20.10, P> 0.01 for 2 and 311 degrees of freedom)
13. The main effect of Decision Making on Social Maturity was found to be **significant for the subsample Aided** (F= 22.88, P> 0.01 for 2 and 302 degrees of freedom)

 The main effect of Decision Making on Social Maturity was found to be significant for the total sample and all the sub samples based on Gender, Locale and Type of management of the school. Result of Scheffe’s Test of Post-hoc comparison revealed that there exist significant mean difference among three groups of Social Maturity. The largest mean associated with High Decision Making group suggest that the variation is due to that group.

 The Details of the Result of ANOVA are Presented as Follows in the Decreasing order of F values:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Sample**  | **N** | **F value**  |
| 1. | Total  | 619 | 43.27 |
| 2. | Male  | 281 | 30.17 |
| 3. | Female  | 338 | 28.73 |
| 4. | Rural  | 308 | 25.39 |
| 5. | Aided  | 305 | 22.89 |
| 6. | Government  | 314 | 20.11 |
| 7. | Urban  | 311 | 18.79 |

**5.7 TENABILITY OF HYPOTHESES**

 **Hypothesis (i)** states that there will be significant difference in Decision Making of the pupils in the subsample based on Gender, Locale and Type of Management of the school. The result of comparison of mean scores indicates that there is no significant difference in the Decision Making of male and female (t = 1.20) Rural and Urban (t = 0.476) and Government and Aided school pupils (t = 1.201). Therefore the hypotheses (i) is rejected.

 **Hypothesis (ii)** stated that there will be significant difference in the Social Maturity of the pupils in the subsample based on Gender, Locale and Type of Management of the school. The results of comparison of mean scores of Social Maturity of Male and Female (t = 8.873) and Government and Aided (t = 2.951) pupils indicates that there is significant difference in the Social Maturity of Male and Female; Government and Aided pupils.

 The result also revealed that Rural and Urban school pupils are identical (t = 0.291) in their social maturity. Therefore the hypothesis (ii) is partially accepted.

 **Hypothesis (iii)** states that there will be significant effect of Decision Making on Social Maturity of Higher secondary school students for the total sample and subsamples based on Gender, Locale of the school and Type of management of the school. The findings revealed that the main effect of Decision Making on Social Maturity is significant for the total sample and all the subsamples based on Gender, Locale of the school and Type of school management. Therefore the hypothesis (iii) is fully accepted.

**5.8 CONCLUSION**

In the present study two statistical techniques are employed for analysis. They are test of significance of difference between mean for large independent sample and one way ANOVA. From the result the following conclusions are formulated.

 In the case of independent variable, Decision Making, the t value obtained by all the subsamples such as Male and Female, Rural and Urban, and Government and Aided students are not significant. So it can be interpreted that there is no significant Difference in Decision Making among Male and Female students, Rural and Urban students and Government and aided students studying in Higher secondary classes. That means all the Higher secondary school pupils are almost equal in their Decision Making ability.

 In the case of Dependent variable social maturity, the ‘t’ value obtained by the Male and Female sample is significant. Hence Male and Female Higher secondary school students are different in their Social Maturity and also the t value obtained from the Government and Aided students also shows difference in Social Maturity. But the ‘t’ value obtained from Rural and Urban pupils showed that Rural and Urban Higher Secondary students are identical in their Social Maturity.

 One way ANOVA was used to find out the effect of Decision Making on Social Maturity. In the present study total sample and all the subsamples viz., Male and Female, Rural and Urban, Government and Aided school pupils shows significant ‘F’ ratio. It suggests that social maturity is dependent on Decision Making. Through Scheffe’s Test of Post hoc comparison, the effect of Decision Making on Social Maturity was confirmed. The results indicates that high Decision Making group shows high mean score in Social Maturity. Thus it can be interpreted that the students with high Decision Making ability have high Social Maturity.

**5.9 EDUCATIONAL IMPLICATIONS**

 The conclusions arrived at in the course of present study clearly established the effect of Decision Making in the enhancement of Social Maturity in the Higher secondary school students. These findings have **considerable implications for the students, teachers, parents, professionals**, managers, administrators, counsellors **and for the society at large**.

 Decision Making ability is fundamental to modern life in its individual, collective and corporate aspects. Individuals in the developed world are faced with personal decisions to an extend that previous generations would have found difficult to imagine. A combination of economic, social and technological developments has produced a situation where people have to make important decisions about their relationships, family style, health, education and careers.

 Decision making ability has big importance in the era of globalization. Students are exposed to a variety of options and have to make wise choice from these options. The findings of the study suggest that students with High Decision Making ability shows High Socially Matured behaviour. So that Decision Making ability must be increased to increase Socially Matured behaviour.

 For improving Decision Making ability the following steps are suggested by the investigator.

5.9.1 RECONSTRUCT THE LEARNING SITUATIONS

 The present learning situation is not conducive for Decision Making. Students rarely get opportunities to make their own choice. In this context there is a need to restructure the learning situation incorporate the following suggestions.

* Teacher should provide challenging and multiple opportunities to students which needs deep thinking or critical evaluation.
* Teacher can help students to improve their Decision Making ability by giving situations which demand wise/better choice.
* Teacher should provide verbal encouragements to learners which help to motive them to accomplish their goals.
* Teacher should provide correct feedback in proper time which will make students feel that their efforts are not in vain.

**5.9.2 Change in Methods**

* Parents should consider their child’s decisions in family matters.
* Seminar, Panel discussion, debates etc should be conducted in classrooms to increase Decision Making ability.
* Teacher should encourage co-operative learning methods in classrooms.
* Students should be trained to self evaluate their capabilities.
* Moreover teachers should be a role model in the mind of students as the ideal teacher touch the heart then teach the book. Teacher can facilitate the Decision Making ability through modelling, encouragement rewarding of goal setting and good strategy use which will enhance the confidence and ability of students.
* Curriculum should provide new challenges and opportunities which will enhance Decision Making Ability.

**5.9.3 Change in School Environment**

 School is a miniature society. The knowledge that gained from school has wide implications in the society. From the school itself the students must attain high Decision Making ability which is essential in their future life. The psychological and interpersonal atmosphere inside the classroom should be conducive and congenial.

**5.10 SUGGESTIONS FOR FURTHER RESEARCH**

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

1. A study of interaction effect of gender, locale and type of school management on Decision Making can be conducted.
2. A study of Interaction effect of gender, locale and type of school management on Social Maturity can be conducted.
3. A comparative study of Decision Making ability among different professionals can be conducted.
4. The same study can be conducted among students of professional colleges and other regular colleges.
5. The same study can be conducted among students of secondary school level.

**BIBLIOGRAPHY**

Angenent, H., and De Man, A. (1989). Intelligence, gender, social maturity and social readiness in Dutch First Graders. ERIC Document Reproduction Service, No. EJ 412845.

Balaji, L.N. and Saroj, A. (1988). Study of physical and psycho-social development of Pre-school children. *Journal of Tropical Paediatrics, 33(2)*: 107-109.

Beales, S.N. and Brook. (1990). *The effect of high school drama on social maturity*. (ERIC Document Reproduction Service No. EJ420984).

Bubany, S.T., Krieshok, T.S., Black, M.D., Mckay, R.A. (2008). College students perspectives on their career decision making.  *Journal of Career Assessment, 16(2)*, 177-197.

Chattopadhyaya and Bhattacharya. (1981). Development of social maturity in children: Role of Malnutrition and Socio Economic Status. *Child Psychology Quarterly*, *14(3)*, 43-46.

Cruise, K., McCog, W.K., Guy, L.S., Colwell, L.H., and Douglas, T.R. (2008). The influence of psychosocial maturity on adolescent offenders’ delinquent behaviour. *Youth Violence and Juvenile Justice, 6(2)*, 178-194.

Das, P.R., and Talreja, B. (2006). Risk taking and decision making of working and non working subjects. *Journal of psychological researches, 50(2)*, 95-100.

Deroma, V.M., Lassiter, K.S. and Davis, V.A. (2004). Adolescent involvement in discipline decision making. *Behaviour modification, 281(3)*, 420-437.

Doll, E.A. (1935). *Components of social maturity*. Training School at Vineland.

Dornbsch, S.M., Ritter, P.L., Mont-Reynaud, R., and Zeng-yin Chen. (1990). Family decision making and academic performance in a diverse high school population. *Journal of Adolescent Research, 5(2)*, 143-160.

Ernst, M., Grant, S.J., Contoreggi, C.S., Kimes, A.S., and Spargeon, L. (2003). Decision making in adolescents with behaviour disorders and adults with substance Abuse. *American Journal of Psychiatry*, 160: 33-40.

Ferguson, G.A. (1976). *Statistical analysis in psychology and education*. New York: McGraw Hill, p.295-297.

Flurry, L.A., and Veeck, A. (2009). Children’s relative influence in family decision making in urban China. *Journal of Macro Marketing, 29(2)*, 145-159.

Galambos, N.L., Barker, E.T. and Tilton Weaver, L.C. (2003). Who gets caught at maturity gap? A study of pseudomature, immature and mature adolescents. *International Journal of Behaviour Development, 27(3)*, 253-263.

Ganzel, A.K. (1999). Adolescent Decision Making. *Journal of Adolescent Research, 14(3)*, 289-318.

Garret, H.E. (2005). *Statistics in psychology and Education*. New Delhi: Paragon International Publishers, p. 345-355.

Hameed, A., and Usman, M. (2003). *Self esteem in relation to social maturity of higher secondary school students of Kerala*. Unpublished M.Ed. Dissertation, University of Calicut, Calicut.

Hogan, R., and Roberts, B.W. (2004). A socio analytic model of maturity. *Journal of Career Assessment*, *12(2)*, 207-217.

Hollen, P.J., Hobbie, W.L., Donnangelo, S.F., Shannon, S., and Erickson, J. (2007). Substance use risk behaviour and decision making skills among cancer surviving adolescents. *Journal of Paediatric Oncology Nursing, 24(5)*: 264-273.

Jarvineu, L.K., and Terav, T. (1996). Social decision making strategies in individualist and collectivist cultures. *Journal of cross cultural psychology*, *27(6)*, 714-732.

Johnson, B.M., and Collins, W.A. (1988). Perceived maturity as a function of appearance cues in early adolescence: Rating by unacquainted adults, parents and teachers. *The Journal of Early Adolescence*, *8 (4),* 357-372.

Johnson, David, W. (1993). Impact of co-operative and individualistic learning on high ability student’s achievement, self-esteem and social acceptance. US. (ERIC Document Reproduction Service No. EJ493940).

Koya, H.M.P. and Shahna, A. (2009). *Decision Making Scale*. Farook Training College, Feroke.

Krasner, P.R. and Silverstein, L. (1976). The preschool attainment record: A concurrent validity study with cerebral palsied children. *Educational and Psychological Measurement, 36(4)*, 1049-1054.

Means, R. and Sweeney, K. (2000). A preliminary study of the decision making process with in general practice. *Family practice, 17(5),* 428-429.

Montgomery, H. (1983). ‘*Decision rules and the search for a dominance structure: towards a process models of decision making*’– Amsterdam: North Holland.

Morris, G.C. (1996). ‘*Psychology on introduction: 9th edn*’. New Jersey: Prentice Hall, pp. 287-288.

Okwumabua, J.O., Wong, S.P., and Dureya, E.S.(2003). Depressive symptoms and decision-making among African American youth. *Journal of Adolescent Research, 18*(5), 436-453.

Oldershaw, A., Grims, E., Jollant, F., Richards, C., Simic, M., Taylor, L. and Schmidit, U. (2008). Decision making and problem solving in adolescents who deliberately self harm. *Psychological Medicine,39*, 95-104.

Pattermon., and Jumpangern. (1986). A study of social maturity of college teachers- students and western region of Thailand. M.B. Buch (Ed.). *Fourth Survey of Research in Education*. New Delhi: NCERT.

Prabha, J., and Ashima, P. (2003). A comparative study of social maturity of girls (9-12 years) of working and non working mother. *Recent Research in Education and Psychology, 8(1-1)*, 46-49.

Ram and Paulsane. (1979). Diagnosis of mental retardation combining the measures of intelligence and social maturity. *Indian Journal of Mental Retardation, 12(1-2)*, 18-23.

Shastri. (1974). Assessment of social function of 56 mentally retarded children. *Indian Journal of Mental Retardation*, *7(1)*, 31-35.

Shim, S., and Koh, A. (1997). Profiling adolescent consumer decision making styles: Effects of socialization agents and social structural variables. *Clothing and Textile Research Journal, 15(1)*, 50-59.

Streeten, D.H. (1992). Electronic information systems and former decision making: Five case studies. *European Review of Agricultural Economics, 19(1)*, 97-113.

Supple, A.J., and Small, S.A. (2006). The influence of parental support, Knowledge and authoritative parenting on Hmong and European American adolescent development. *Journal of Family Issues, 27(9),* 1214-1232.

Svenson, O. (1992). ‘Differentiation and consolidation theory of human decision making. A frame of reference for the study of pre and post-decision processes. *Acia Psychologia, 80*: 143-168.

Svenson, O. (1996). ‘Decision making and the search for fundamental psychological regularities: what can be learned from a process perspective? *Organizational Behaviour and Human Decision Process, 65*: 252-67.

Thamizharasi, K.E., and Manickaraj, S. (2006). Enhancement of interest, motivation and interest, motivation and decision making skills among higher secondary girls. *Journal of psychological researches, 50(2)*, 101-108.

Thongngamkhon, S. (1983). A study of social maturity as a function of some psycho-socio adjustment factors of B.Ed. college students of North-Central Region of Thailand. M.B. Buch (Ed.). *Fourth Survey of Research in Education*. New Delhi: NCERT.

Wierson, M., Nousiainen, S.D., Forehand, R. and Thomas, A.M. (1992). Parent-adolescent congruence on decision-making and its relation to adolescent adjustment. *Journal of Family Violence, 7(1)*, 97.

Xiao, L., Behara, A., Grenard, L., Stay, A.W., Palmer, A.C. (2009). Affective decision making, predictive of Chinese Drinking Behaviours. *Journal of the International Neuropsychological Society, 15(4)*, 547-557.

**APPENDIX I**

**FAROOK TRAINING COLLEGE**

**DEPARTMENT OF EDUCATION**

**DECISION MAKING SCALE-2009(DRAFT)**

**Dr. HASSAN KOYA. M.P SHAHNA. A**

Lecturer in Natural Science M.Ed Student

Farook Training College Farook Training College

Name: School:

Sex: M/F Locality: Rural/Urban

**INSTRUCTIONS**

 3 responses are given for the following statements. After reading each statement carefully decide how far it is correct as far of you are concerned. Put a tick mark (✓) towards your response. Please ensure your response for each statements. Your answer will be kept confidential and will be used for research purpose only.

| **Item** | **Statements** | **Always** | **Sometimes**  | **Never**  |
| --- | --- | --- | --- | --- |
|  | I think twice on any particular matter  |  |  |  |
|  | I try to locate the negative aspects of a decision |  |  |  |
|  | When go wrong, I feel guilty for my decision. |  |  |  |
|  | When I starts to consider on a particular thing I concentrate only that matter.  |  |  |  |
|  | Repeated suggestions will not affect my opinion. |  |  |  |
|  | I think that I cannot do anything without others help |  |  |  |
|  | I can do anything creatively. |  |  |  |
|  | Before taking a decision. I used to think what happens if another person is in my position. |  |  |  |
|  | I believe teachers words without another thought.  |  |  |  |
|  | I have concern over finding solutions to problems at home. |  |  |  |
|  | I change my habits according to new situations.  |  |  |  |
|  | I accept others suggestions when they claim my opinion is wrong.  |  |  |  |
|  | I thinks about anything positively.  |  |  |  |
|  | I try to find out the reasons behind the failure of my parents decision.  |  |  |  |
|  | I think, life has no meaning if I fail in exam.  |  |  |  |
|  | I ask the opinions of the experts, before I join to a new course.  |  |  |  |
|  | When I encounter different problems through the media, I try to find solutions to that problems.  |  |  |  |
|  | When participate in youth festivals, I imitate the programmes of previous years. |  |  |  |
|  | I analyze things on the basis of values.  |  |  |  |
|  | I react if anyone scold me for another person’s mistakes.  |  |  |  |
|  | I postpone many things because of not finding firm opinion.  |  |  |  |
|  | I have clear idea about my subject and its future possibilities. |  |  |  |
|  | I rectify my faults in accordance with the opinion of my friends. |  |  |  |
|  | I impose the responsibilities assigned to me on others  |  |  |  |
|  | I change my personal opinion for the group which I am associated.  |  |  |  |
|  | I am calm, when my parents punish for my faults, by thinking that it is for my benefit.  |  |  |  |
|  | I feel jealous when my friend scored higher mark than me. |  |  |  |
|  | I control myself in angry situation.  |  |  |  |
|  | I love my family sincerely.  |  |  |  |
|  | I have no self control during crisis. |  |  |  |
|  | I congratulate the students who excel in co-curricular activities.  |  |  |  |
|  | I console others in their sadness  |  |  |  |
|  | I change my viewpoints based on the repulsions in the beginning. |  |  |  |
|  | I am aware of the events happening around me. |  |  |  |
|  | I approach things realistically. |  |  |  |
|  | I feel that my life has no order.  |  |  |  |
|  | I believe that the things that said by others is not completely true. |  |  |  |
|  | I believe that my life has definite aim.  |  |  |  |
|  | I become restless when I wait for something.  |  |  |  |
|  | I am confident to achieve my aim by overcoming difficulties.  |  |  |  |
|  | I take responsibilities only for those works that I can do. |  |  |  |
|  | I do many things because of the fear of what others might think. |  |  |  |
|  | In the discussion at home, my opinion also considered.  |  |  |  |
|  | I enquire the achievements of the school when I joint to a new school. |  |  |  |
|  | I am not included in various committee formed at school. |  |  |  |
|  | I do my work within the stipulated time.  |  |  |  |
|  | I use the knowledge that got from the news media in my life. |  |  |  |
|  | I study on the last day of exam eventhough I decided to study early.  |  |  |  |
|  | When I decide a thing, I will consider if it is a ‘good day’. |  |  |  |
|  | I do according to the rituals. |  |  |  |
|  | I have no interest in deciding things by tossing coin. |  |  |  |
|  | I believe things that others believe as supernatural. |  |  |  |
|  | I feel, fortune and unfortune are the important factors of life. |  |  |  |
|  | I can control my mind when I think on a particular thing. |  |  |  |
|  | I believe it is better to pray than study to win exam. |  |  |  |
|  | I am sure that all actions are controlled by fate. |  |  |  |
|  | I believe only on things which I see directly. |  |  |  |
|  | I select dress that first seen, when I go for shopping without alternatives.  |  |  |  |
|  | I feel to go out from the class without any reason. |  |  |  |
|  | I believe that we can change our fate through our action.  |  |  |  |

**APPENDIX II**

**FAROOK TRAINING COLLEGE**

**DEPARTMENT OF EDUCATION**

**DECISION MAKING SCALE-2009(DRAFT)**

**Dr. HASSAN KOYA. M.P SHAHNA. A**

Lecturer in Natural Science M.Ed Student

Farook Training College Farook Training College

Name: School:

Sex: M/F Locality: Rural/Urban

**\nÀt±-i-§Ä**

*Xmsg sImSp-¯n-cn-¡p¶ {]kvXm-h-\-IÄ¡v aq¶v {]Xn-I-c-W-§Ä hoXw X¶n-cn-¡p-¶p. Hmtcm {]kvXm-h-\bpw {i²n¨v hmbn¨Xn\v tijw Ah \n§sf kw\_-Ôn-¨n-S-t¯mfw F{X-am{Xw icn-bm-sW¶v Xocp-am-\n-¡p-I. \n§-fpsS {]Xn-I-c-W-¯n\v t\sc Sn¡v () amÀ¡v tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸-Sp-¯m³ {]tXyIw {i²n-¡p-I. \n§Ä \ÂIp¶ hnh-c--§Ä ]T-\m-h-iy-¯n\v am{Xw D]-tbm-Kn-¡p-¶Xpw XnI¨pw cl-ky-ambn kq£n-¡p-¶-Xp-am-bn-cn-¡pw.*

| **C\w** | **{]kvXm-h\** | FÃm-bvt¸mgpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| --- | --- | --- | --- | --- |
|  | GsXmcp Imcy-s¯-¡p-dn¨pw Rm³ c­v h«w Nn´n-¡m-dp-­v. |  |  |  |
|  | Hcp Imcyw Dd-¸n-¡p-¶-Xn\v ap¼v AXnsâ No¯ hi-§Ä Is­¯m³ Rm³ {ian-¡m-dp-­v. |  |  |  |
|  | A\_-²§-fnÂ sN¶p-Nm-Sp-t¼mÄ, FSp¯ \ne-]m-Sn-s\-¡p-dn¨v F\n¡v Ipä-t\_m[w tXm¶m-dp-­v. |  |  |  |
|  | Hcp Imcy-s¯-¡p-dn¨v Btem-Nn-¡m³ XpS-§n-bmÂ Rm³ AXn\v am{Xta {i² tI{µo-I-cn-¡m-dp-Åq. |  |  |  |
|  | BhÀ¯n-¨p-tIÄ¡p¶ Imcy-§Ä Fsâ A`n-{]m-bs¯ kzm[o-\n-¡m-dn-Ã. |  |  |  |
|  | aäp-Å-h-cpsS A`n-{]m-b-§Ä A\p-k-cn-¡m-\-ÃmsX kzbw Nn´n¨p {]hÀ¯n-¡m³ F\n¡v Ign-bmdn-Ã. |  |  |  |
|  | GsXmcp Imcyhpw {Inbm-ß-I-ambn Ah-X-cn-¸n-¡m³ F\n¡v Ign-bmdp-­v. |  |  |  |
|  | \ne-]m-Sp-IÄ FSp-¡p-¶-Xn\v ap¼v asäm-cm-fm-bn-cp¶p Fsâ Øm\s¯¦nÂ F´p-sN-¿p-am-bn-cp¶p F¶v Nn´n-¡m-dp-­v. |  |  |  |
|  | So¨À Hcp Imcyw ]d-ªmÂ Rm³ AtX-]Sn hniz-kn-¡m-dp-­v. |  |  |  |
|  | ho«nse {]iv\-§Ä ]cn-l-cn-¡-W-sa¶ Nn´ Fs¶ Ae-«m-dp-­v. |  |  |  |
|  | ]pXnb kml-N-cy-¯n-\-\p-k-cn¨v ]gb ioe-§sf amän-sb-Sp-¡m-dp-­v. |  |  |  |
|  | Rm³ ]d-bp-¶-XÃ icn, F¶v aäm-sc-¦nepw ]d-ªmÂ k½-Xn-¨p-sIm-Sp-¡m-dp-­v. |  |  |  |
|  | GsXmcp Imcy-s¯-¡p-dn¨pw t]mkn-äo-hmbn Nn´n-¡m³ F\n¡v Ign-bm-dp-­v. |  |  |  |
|  | AÑ-\-½-amÀ hm¡v ]men-¡m-Xn-cp-¶mÂ AXn\p ]n¶n-epÅ Imcy-Im-c-W-§-sf-¡p-dn¨v Rm³ Nn´n-¡m-dp-­v. |  |  |  |
|  | ]co-£-bnÂ tXmäp-t]m-bmÂ ]ns¶ Pohn-X-¯n\v AÀ°-anÃ F¶mWv Rm³ Nn´n-¡p-I. |  |  |  |
|  | Hcp ]pXnb tImgvkn\v tNcp-¶-Xn\v ap¼v Rm³ hnZ-Kv[-cpsS A`n-{]mbw tNmZn-¡m-dp-­v. |  |  |  |
|  | am[y-a-§-fn-eqsS hnhn[ {]iv\-§-sf-¡p-dn¨v Adn-bp-t¼mÄ Ahbv¡v ]cn-lm-c-amÀ¤w ImWp-¶-Xns\ Ipdn¨v Rm³ Nn´n-¡m-dp-­v. |  |  |  |
|  | Iem-a-Õ-c-§-fnÂ ]s¦-Sp-¡p-t¼mÄ Rm³ ap³hÀj-§-fnÂ sNbvX ]cn-]m-Sn-IÄ AXp-t]mse A\p-I-cn-¡m-dp-­v. |  |  |  |
|  | Rm³ aqeym-[n-jvTn-X-ambn Imcy-§Ä hni-I-e\w sN¿m-dp-­v. |  |  |  |
|  | sN¿m¯ Ipä-¯n\v Bsc-¦nepw hg¡v ]d-ªmÂ Rm³ {]Xn-I-cn-¡m-dp-­v. |  |  |  |
|  | ]e Imcy-§fpw Rm³ A`n-{]mbw Dd-¸n-¡m³ Ign-bmsX \o«n-sh-bv¡m-dp-­v. |  |  |  |
|  | Rm³ ]Tn-¡p¶ hnj-b-§-sf-¡p-dn¨pw AXnsâ `mhn-km-[y-X-I-sf-¡p-dn¨pw F\n¡v hyà-amb [mc-W-bp-­v. |  |  |  |
|  | kplr-¯p-¡-fpsS hnaÀi-\-§Ä DÄs¡m­v Fsâ sXäp-IÄ Xncp-¯m-dp-­v. |  |  |  |
|  | So¨À Fs¶ GÂ¸n¨ D¯-c-hm-Zn-¯-§Ä aäp-Å-h-cpsS taÂ Npa-¯m-dp-­v. |  |  |  |
|  | Rm\pÄs¸-Sp¶ {Kq¸n\v th­n Fsâ A`n-{]mbw amän sh¡m-dp-­v. |  |  |  |
|  | sXäv sNbvX-Xn\v AÑ-\-½-amÀ in£n-¨mÂ, Fsâ \·-¡-sÃ-sb¶v IcpXn kam-[m-\n-¡m-dp-­v. |  |  |  |
|  | Fsâ Iq«p-Im-c³ Ft¶-¡mÄ amÀ¡v hm§n-bmÂ Ah-t\mSv Akqb tXm¶m-dp-­v. |  |  |  |
|  | Aan-X-ambn tIm]w h¶mepw Rm³ Bß-\nb-{´Ww ]men-¡m-dp-­v. |  |  |  |
|  | Fsâ ho«p-Im-tcmSv F\n¡v BßmÀ°-amb kvt\l-ap-­v. |  |  |  |
|  | {]Xn-k-Ôn-L-«-§-fnÂ Rm³ XfÀ¶p-t]m-Im-dp-­v. |  |  |  |
|  | ]mtTy-Xc hnj-b-§-fnÂ Xnf-§p¶ Ip«nsb A`n-\-µn-¡m³ Rm³ aSn-¡m-dn-Ã. |  |  |  |
|  | aäp-Å-h-cpsS ZpxJ-§-fnÂ ]¦v tNÀ¶v Ahsc Biz-kn-¸n-¡m³ F\n¡v Ign-bm-dp-­v. |  |  |  |
|  | XpS-¡-¯nÂ Xs¶-bpÅ Xncn-¨-Sn-I-fpsS ASn-Øm-\-¯nÂ Fsâ \ne-]m-Sp-IÄ amäm-dp-­v. |  |  |  |
|  | Fsâ Npäp-]m-Sp-I-fnÂ \S-¡p¶ Imcy-§-sf-¡p-dn¨v Rm³ t\_m[-hm\m-Wv. |  |  |  |
|  | bmYmÀ°y-t\_m-[-t¯msS Imcy-§sf kao-]n-¡m³ F\n¡v Ign-bm-dp-­v. |  |  |  |
|  | Fsâ Pohn-X-¯n\v ASp¡pw Nn«-bp-anÃ F¶v tXm¶m-dp-­v. |  |  |  |
|  | aäp-Å-hÀ ]d-bp¶ Imcy-§-sfÃmw icn-bm-bn-s¡m-Å-W-sa-¶nÃ F¶ hnizmkw F\n-¡p-­v. |  |  |  |
|  | Fsâ Pohn-X-¯n\v hyà-amb e£y-ap-s­-¶v Rm³ hniz-kn-¡p-¶p. |  |  |  |
|  | F´n-s\-¦nepw th­n Im¯n-cn-t¡-­n-h-cp¶ kµÀ`-§-fnÂ Rm³ A£-a-bm-Im-dp-­v. |  |  |  |
|  | GXv {]Xn-k-Ônsb t\cn«pw e£y-¯n-se-¯m-sa¶ Bß-hn-izmkw F\n-¡p-­v. |  |  |  |
|  | F\n¡p sN¿m³ Ignbpw F¶v t\_m[y-apÅ Imcy-§Ä am{Xta Rm³ Gsä-Sp-¡m-dp-Åq. |  |  |  |
|  | aäp-Å-hÀ F´v hnNm-cn-¡p-sa¶ `b-amWv Fs¶ ]e Imcy-§fpw sN¿m³ t{]cn-¸n-¡p-¶-Xv. |  |  |  |
|  | ho«nÂ Hcp {]iv\w h¶mÂ AXv ]cn-l-cn-¡p-¶-Xn-\mbn Fsâ A`n-{]mb§fpw ]cn-K-Wn-¡m-dp-­v. |  |  |  |
|  | ]pXnb Hcp kvIqfnÂ tNcp-t¼mÄ Rm³ B kvIqfnsâ t\«-§Ä At\z-jn-¡m-dp-­v. |  |  |  |
|  | kvIqÄ I½n-än-IÄ cq]-s¸-Sp-¯p-t¼mÄ Fs¶ DÄs¸-Sp-¯m-dn-Ã. |  |  |  |
|  | \nÀ±njvS ka-b¯v Xs¶ Rm³ Imcy-§Ä `wKn-bmbn sNbvXp-XoÀ¡m-dp-­v. |  |  |  |
|  | hmÀ¯m-am-[y-a-§Ä hgn In«p¶ Adn-hp-IÄ Rm³ Pohn-X-¯nÂ {]tbm-P-\-s¸-Sp-¯m-dp-­v. |  |  |  |
|  | t\cs¯ ]Tn-¡-W-sa¶v a\-Ên-ep-d-¸n-¨mÂ t]mepw ]co-£-bpsS Xte¶v am{Xta Rm³ ]Tn-¡m-dp-Åq. |  |  |  |
|  | Hcp Imcyw Dd-¸n-¡p-t¼mÄ \Ã Znh-k-amtWm F¶v Rm³ t\m¡m-dp-­v. |  |  |  |
|  | BNm-c-§Ä¡-\p-k-cn¨v am{Xta Rm³ {]hÀ¯n-¡m-dp-Åq. |  |  |  |
|  | tImbn³ C«p-t\m¡n Imcy-§Ä Xocp-am-\n-¡p-¶-Xn-t\mSv F\n¡v XmÂ]-cy-an-Ã. |  |  |  |
|  | aäp-Å-hÀ AÔ-hn-izm-k-sa¶v ]dªv XÅp-¶ Imcy-§Ä bYmÀ°-am-sW-¶mWv Rm³ hniz-kn-¡p-¶-Xv. |  |  |  |
|  | `mKy-\nÀ`m-Ky-§Ä Pohn-X-¯nse Hcp {][m\ LS-I-amsW¶mWv F\n¡v tXm¶p-¶-Xv. |  |  |  |
|  | Hcp Imcyw Nn´n-¨p-sIm-­n-cn-¡p-t¼mÄ s]s«¶p­m-Ip¶ tXm¶-ep-Isf \nb-{´n-¡m³ F\n¡v Ign-bm-dp-­v. |  |  |  |
|  | ]co-£-bnÂ Pbn-¡m³ ]Tn-¸n-t\-¡m-fp-]cn {]mÀ°-\-bmWv ^e-{]-Z-sa¶mWv Rm³ hniz-kn-¡p-¶-Xv. |  |  |  |
|  | hn[n-¡-\p-k-cnt¨ Imcy-§Ä \S¡q F¶v F\n-¡p-d-¸m-Wv. |  |  |  |
|  | I¬ap-¶nÂ ImWp-¶Xv am{X-amWv icn-sb-¶mWv Rm³ hniz-kn-¡m-dp-Å-Xv. |  |  |  |
|  | hkv{X-§Ä sXc-sª-Sp-¡p-t¼mÄ IqSp-XÂ sXc-bmsX Gähpw BZyw ImWp-¶-XmWv Rm³ FSp-¡m-dp-Å-Xv. |  |  |  |
|  | {]tXy-In¨v Imc-W-sam-¶p-an-sÃ-¦nepw ¢mknÂ \n¶pw Cd-§n-t¸m-Im³ F\n¡v tXm¶m-dp-­v. |  |  |  |
|  | \½psS {]hÀ¯n-sIm­v ]e hn[n-tbbpw amän adn-¡m-sa-¶mWv Rm³ hniz-kn-¡p-¶-Xv. |  |  |  |

**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**DEPARTMENT OF EDUCATION**

**DECISION MAKING SCALE-2009 (FINAL)**

**Dr. HASSAN KOYA. M.P SHAHNA. A**

Lecturer in Natural Science M.Ed Student

Farook Training College Farook Training College

Name: School:

Sex: M/F Locality: Rural/Urban

**INSTRUCTIONS**

 3 responses are given for the following statements. After reading each statement carefully decide how far it is correct as far of you are concerned. Put a tick mark (✓) towards your response. Please ensure your response for each statements. Your answer will be kept confidential and will be used for research purpose only.

| **Item** | **Statements** | **Always** | **Sometimes**  | **Never**  |
| --- | --- | --- | --- | --- |
|  | I think twice on any particular matter  |  |  |  |
|  | I try to locate the negative aspects of a decision |  |  |  |
|  | When go wrong, I feel guilty for my decision. |  |  |  |
|  | When I starts to consider on a particular thing I concentrate only that matter.  |  |  |  |
|  | I think that I cannot do anything without others help |  |  |  |
|  | I can do anything creatively. |  |  |  |
|  | I believe teachers words without another thought.  |  |  |  |
|  | I change my habits according to new situations.  |  |  |  |
|  | I thinks about anything positively.  |  |  |  |
|  | I think, life has no meaning if I fail in exam.  |  |  |  |
|  | I ask the opinions of the experts, before I join to a new course.  |  |  |  |
|  | When I encounter different problems through the media, I try to find solutions to that problems.  |  |  |  |
|  | I analyze things on the basis of values.  |  |  |  |
|  | I react if anyone scold me for another person’s mistakes.  |  |  |  |
|  | I postpone many things because of not finding firm opinion.  |  |  |  |
|  | I have clear idea about my subject and its future possibilities. |  |  |  |
|  | I rectify my faults in accordance with the opinion of my friends. |  |  |  |
|  | I impose the responsibilities assigned to me on others  |  |  |  |
|  | I change my personal opinion for the group which I am associated.  |  |  |  |
|  | I feel jealous when my friend scored higher mark than me. |  |  |  |
|  | I control myself in angry situation.  |  |  |  |
|  | I have no self control during crisis. |  |  |  |
|  | I console others in their sadness  |  |  |  |
|  | I change my viewpoints based on the repulsions in the beginning. |  |  |  |
|  | I am aware of the events happening around me. |  |  |  |
|  | I approach things realistically. |  |  |  |
|  | I feel that my life has no order.  |  |  |  |
|  | I believe that my life has definite aim.  |  |  |  |
|  | I become restless when I wait for something.  |  |  |  |
|  | I am confident to achieve my aim by overcoming difficulties.  |  |  |  |
|  | I take responsibilities only for those works that I can do. |  |  |  |
|  | I do many things because of the fear of what others might think. |  |  |  |
|  | In the discussion at home, my opinion also considered.  |  |  |  |
|  | I am not included in various committee formed at school. |  |  |  |
|  | I do my work within the stipulated time.  |  |  |  |
|  | I use the knowledge that got from the news media in my life. |  |  |  |
|  | I study on the last day of exam eventhough I decided to study early.  |  |  |  |
|  | When I decide a thing, I will consider if it is a ‘good day’. |  |  |  |
|  | I do according to the rituals. |  |  |  |
|  | I have no interest in deciding things by tossing coin. |  |  |  |
|  | I believe things that others believe as supernatural. |  |  |  |
|  | I am sure that all actions are controlled by fate. |  |  |  |
|  | I feel to go out from the class without any reason. |  |  |  |
|  | I believe that we can change our fate through our action.  |  |  |  |

**APPENDIX IV**

**FAROOK TRAINING COLLEGE**

**DEPARTMENT OF EDUCATION**

**DECISION MAKING SCALE-2009 (FINAL)**

**Dr. HASSAN KOYA. M.P SHAHNA. A**

Lecturer in Natural Science M.Ed Student

Farook Training College Farook Training College

Name: School:

Sex: M/F Locality: Rural/Urban

**\nÀt±-i-§Ä**

*Xmsg sImSp-¯n-cn-¡p¶ {]kvXm-h-\-IÄ¡v aq¶v {]Xn-I-c-W-§Ä hoXw X¶n-cn-¡p-¶p. Hmtcm {]kvXm-h-\bpw {i²n¨v hmbn¨Xn\v tijw Ah \n§sf kw\_-Ôn-¨n-S-t¯mfw F{X-am{Xw icn-bm-sW¶v Xocp-am-\n-¡p-I. \n§-fpsS {]Xn-I-c-W-¯n\v t\sc Sn¡v () amÀ¡v tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸-Sp-¯m³ {]tXyIw {i²n-¡p-I. \n§Ä \ÂIp¶ hnh-c--§Ä ]T-\m-h-iy-¯n\v am{Xw D]-tbm-Kn-¡p-¶Xpw XnI¨pw cl-ky-ambn kq£n-¡p-¶-Xp-am-bn-cn-¡pw.*

| **C\w** | **{]kvXm-h\** | FÃm-bvt¸mgpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| --- | --- | --- | --- | --- |
|  | GsXmcp Imcy-s¯-¡p-dn¨pw Rm³ c­v h«w Nn´n-¡m-dp-­v. |  |  |  |
|  | Hcp Imcyw Dd-¸n-¡p-¶-Xn\v ap¼v AXnsâ No¯ hi-§Ä Is­¯m³ Rm³ {ian-¡m-dp-­v. |  |  |  |
|  | A\_-²§-fnÂ sN¶p-Nm-Sp-t¼mÄ, FSp¯ \ne-]m-Sn-s\-¡p-dn¨v F\n¡v Ipä-t\_m[w tXm¶m-dp-­v. |  |  |  |
|  | Hcp Imcy-s¯-¡p-dn¨v Btem-Nn-¡m³ XpS-§n-bmÂ Rm³ AXn\v am{Xta {i² tI{µo-I-cn-¡m-dp-Åq. |  |  |  |
|  | aäp-Å-h-cpsS A`n-{]m-b-§Ä A\p-k-cn-¡m-\-ÃmsX kzbw Nn´n¨p {]hÀ¯n-¡m³ F\n¡v Ign-bmdn-Ã. |  |  |  |
|  | GsXmcp Imcyhpw {Inbm-ß-I-ambn Ah-X-cn-¸n-¡m³ F\n¡v Ign-bmdp-­v. |  |  |  |
|  | So¨À Hcp Imcyw ]d-ªmÂ Rm³ AtX-]Sn hniz-kn-¡m-dp-­v. |  |  |  |
|  | ]pXnb kml-N-cy-¯n-\-\p-k-cn¨v ]gb ioe-§sf amän-sb-Sp-¡m-dp-­v. |  |  |  |
|  | GsXmcp Imcy-s¯-¡p-dn¨pw t]mkn-äo-hmbn Nn´n-¡m³ F\n¡v Ign-bm-dp-­v. |  |  |  |
|  | ]co-£-bnÂ tXmäp-t]m-bmÂ ]ns¶ Pohn-X-¯n\v AÀ°-anÃ F¶mWv Rm³ Nn´n-¡p-I. |  |  |  |
|  | Hcp ]pXnb tImgvkn\v tNcp-¶-Xn\v ap¼v Rm³ hnZ-Kv[-cpsS A`n-{]mbw tNmZn-¡m-dp-­v. |  |  |  |
|  | am[y-a-§-fn-eqsS hnhn[ {]iv\-§-sf-¡p-dn¨v Adn-bp-t¼mÄ Ahbv¡v ]cn-lm-c-amÀ¤w ImWp-¶-Xns\ Ipdn¨v Rm³ Nn´n-¡m-dp-­v. |  |  |  |
|  | Rm³ aqeym-[n-jvTn-X-ambn Imcy-§Ä hni-I-e\w sN¿m-dp-­v. |  |  |  |
|  | sN¿m¯ Ipä-¯n\v Bsc-¦nepw hg¡v ]d-ªmÂ Rm³ {]Xn-I-cn-¡m-dp-­v. |  |  |  |
|  | ]e Imcy-§fpw Rm³ A`n-{]mbw Dd-¸n-¡m³ Ign-bmsX \o«n-sh-bv¡m-dp-­v. |  |  |  |
|  | Rm³ ]Tn-¡p¶ hnj-b-§-sf-¡p-dn¨pw AXnsâ `mhn-km-[y-X-I-sf-¡p-dn¨pw F\n¡v hyà-amb [mc-W-bp-­v. |  |  |  |
|  | kplr-¯p-¡-fpsS hnaÀi-\-§Ä DÄs¡m­v Fsâ sXäp-IÄ Xncp-¯m-dp-­v. |  |  |  |
|  | So¨À Fs¶ GÂ¸n¨ D¯-c-hm-Zn-¯-§Ä aäp-Å-h-cpsS taÂ Npa-¯m-dp-­v. |  |  |  |
|  | Rm\pÄs¸-Sp¶ {Kq¸n\v th­n Fsâ A`n-{]mbw amän sh¡m-dp-­v. |  |  |  |
|  | Fsâ Iq«p-Im-c³ Ft¶-¡mÄ amÀ¡v hm§n-bmÂ Ah-t\mSv Akqb tXm¶m-dp-­v. |  |  |  |
|  | Aan-X-ambn tIm]w h¶mepw Rm³ Bß-\nb-{´Ww ]men-¡m-dp-­v. |  |  |  |
|  | {]Xn-k-Ôn-L-«-§-fnÂ Rm³ XfÀ¶p-t]m-Im-dp-­v. |  |  |  |
|  | aäp-Å-h-cpsS ZpxJ-§-fnÂ ]¦v tNÀ¶v Ahsc Biz-kn-¸n-¡m³ F\n¡v Ign-bm-dp-­v. |  |  |  |
|  | XpS-¡-¯nÂ Xs¶-bpÅ Xncn-¨-Sn-I-fpsS ASn-Øm-\-¯nÂ Fsâ \ne-]m-Sp-IÄ amäm-dp-­v. |  |  |  |
|  | Fsâ Npäp-]m-Sp-I-fnÂ \S-¡p¶ Imcy-§-sf-¡p-dn¨v Rm³ t\_m[-hm\m-Wv. |  |  |  |
|  | bmYmÀ°y-t\_m-[-t¯msS Imcy-§sf kao-]n-¡m³ F\n¡v Ign-bm-dp-­v. |  |  |  |
|  | Fsâ Pohn-X-¯n\v ASp¡pw Nn«-bp-anÃ F¶v tXm¶m-dp-­v. |  |  |  |
|  | Fsâ Pohn-X-¯n\v hyà-amb e£y-ap-s­-¶v Rm³ hniz-kn-¡p-¶p. |  |  |  |
|  | F´n-s\-¦nepw th­n Im¯n-cn-t¡-­n-h-cp¶ kµÀ`-§-fnÂ Rm³ A£-a-bm-Im-dp-­v. |  |  |  |
|  | GXv {]Xn-k-Ônsb t\cn«pw e£y-¯n-se-¯m-sa¶ Bß-hn-izmkw F\n-¡p-­v. |  |  |  |
|  | F\n¡p sN¿m³ Ignbpw F¶v t\_m[y-apÅ Imcy-§Ä am{Xta Rm³ Gsä-Sp-¡m-dp-Åq. |  |  |  |
|  | aäp-Å-hÀ F´v hnNm-cn-¡p-sa¶ `b-amWv Fs¶ ]e Imcy-§fpw sN¿m³ t{]cn-¸n-¡p-¶-Xv. |  |  |  |
|  | ho«nÂ Hcp {]iv\w h¶mÂ AXv ]cn-l-cn-¡p-¶-Xn-\mbn Fsâ A`n-{]mb§fpw ]cn-K-Wn-¡m-dp-­v. |  |  |  |
|  | kvIqÄ I½n-än-IÄ cq]-s¸-Sp-¯p-t¼mÄ Fs¶ DÄs¸-Sp-¯m-dn-Ã. |  |  |  |
|  | \nÀ±njvS ka-b¯v Xs¶ Rm³ Imcy-§Ä `wKn-bmbn sNbvXp-XoÀ¡m-dp-­v. |  |  |  |
|  | hmÀ¯m-am-[y-a-§Ä hgn In«p¶ Adn-hp-IÄ Rm³ Pohn-X-¯nÂ {]tbm-P-\-s¸-Sp-¯m-dp-­v. |  |  |  |
|  | t\cs¯ ]Tn-¡-W-sa¶v a\-Ên-ep-d-¸n-¨mÂ t]mepw ]co-£-bpsS Xte¶v am{Xta Rm³ ]Tn-¡m-dp-Åq. |  |  |  |
|  | Hcp Imcyw Dd-¸n-¡p-t¼mÄ \Ã Znh-k-amtWm F¶v Rm³ t\m¡m-dp-­v. |  |  |  |
|  | BNm-c-§Ä¡-\p-k-cn¨v am{Xta Rm³ {]hÀ¯n-¡m-dp-Åq. |  |  |  |
|  | tImbn³ C«p-t\m¡n Imcy-§Ä Xocp-am-\n-¡p-¶-Xn-t\mSv F\n¡v XmÂ]-cy-an-Ã. |  |  |  |
|  | aäp-Å-hÀ AÔ-hn-izm-k-sa¶v ]dªv XÅp-¶ Imcy-§Ä bYmÀ°-am-sW-¶mWv Rm³ hniz-kn-¡p-¶-Xv. |  |  |  |
|  | hn[n-¡-\p-k-cnt¨ Imcy-§Ä \S¡q F¶v F\n-¡p-d-¸m-Wv. |  |  |  |
|  | {]tXy-In¨v Imc-W-sam-¶p-an-sÃ-¦nepw ¢mknÂ \n¶pw Cd-§n-t¸m-Im³ F\n¡v tXm¶m-dp-­v. |  |  |  |
|  | \½psS {]hÀ¯n-sIm­v ]e hn[n-tbbpw amän adn-¡m-sa-¶mWv Rm³ hniz-kn-¡p-¶-Xv. |  |  |  |