Chapter One

INTRODUCTION

* Need and Significance
* Statement of the Problem
* Definition of the Key Terms
* Variable Selected for the Study
* Objectives of the Study
* Hypothesis of the Study
* Methodology
* Scope and Limitations of the Study
* Organization of the Report

INTRODUCTION

Of all the creation of god, human life is the most sacred .It has two aspects the biological and sociological. While the biological aspect of human life is maintained and transmitted by nutrition and production, the social aspect of human life is maintained and transmitted by education. Education in a wider sense takes place from the womb to the tomb. That is from the conception to cremation. Education is a life-long process. There are several types of social institutions that impart education. There are active as well as passive agencies of education. Home is the first social institution where child learns his first lesson of mutual help and adjustment. According Froebel “mothers are the ideal teachers and the formal education given in home is the most effective and natural”.

Education is important for the preservation and transmission of culture, and it is vital instrument for accelerating development in all spheres-political, economic, and social of life. The national system of education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. These stages comprise primary education, secondary education, higher secondary education and university education.

The higher secondary stage is the stage of maximum challenge, as the students in this age group are passing through a critical phase of their lives. They have to take important decisions concerning their future career by choosing suitable course. Their belief or confidence in their own strength and capacities also signified in shaping their future. As it’s an age of storm and stress there is chance that adolescents may show the dinger signals such as irresponsible behavior and cocksure attitude. Social conformity refers to the tendency to agree with the opinion norms and behavior of a particular group such as social group. Individuals with moderate level of social conformity will fall in lie with the accepted standards or norms of specific group.

Pupils’ achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighborhood influences, schools and other bodies (e.g. churches, clubs) are all implicated in shaping children’s progress towards their self-Fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role informing and reforming their behavior, aspirations and achievements. The investigator from his personal experience witnessed that may of the adolescent are week in conforming to social norms .He could further understand that among those adolescents most of them are showing revelry to their mother . This in truer opinion is due to the lack of maternal support they experience that made the investigator assume that perceived maternal support is a deciding factor of social comfort.

 It is established fact that for the development of a nation social conformity of individuals is essential. As Jawaharlal Nehru said “we should not become parochial, narrow minded, provincial, communal and caste minded, because we have a great mission to perform; we have to build up this country in to a mighty nation, mighty not in the ordinary sense of the word, but mighty in thought, might in culture and might it is peaceful services of humanity”. To live in a society one should be accustomed to mutual help, tolerance, cooperation and adjustments among individuals. To meet this every member of the society should conform himself to group norms.

Lack of social conformity cause to develop evils such as crime, ruthlessness, envy and greed among the individual members of the society, nation and on the globe. The global issue of terrorism is the result of lack of social conformity.

Factors that cause lack of social conformity are;

1. Faulty or lacking socialization
2. Weak sanction
3. Indefinite range of the norm
4. Unjust or corrupt enforcement etc.

NEED AND SIGNIFICANCE OF THE STUDY

Parenting is the most essential and enduring profession acknowledged by society. A parent develops and uses the knowledge and skills required to plan for children, give birth to them and rear and care for them (Morrison, 1978)

 A great deal of research has been concentrated on the effect of perceived parenting and the consequences of different parental styles on a range of psychological outcomes (Buri,1989; Furnham & cheng, 2000 ; Klein et al,1996).The aggressive nature and irrespective behavior that an individual express during adolescence will affect his intellectual, social, moral and emotional development. Mastery of development tasks of adolescence will be difficult for them .It has to be remained. Adolescents brought up and trained in such a way as to conform to the social norms will turn to successful individuals in their lives

Hence it is every individual should be guided and trained to be observer of social norms. Adolescence being a crucial stage and the experiences of which have immediate and long term effects, special attention should be given to them during their secondary and higher secondary school stage.

 There are many causes which affect the social conformity of adolescents. Among which peer group influence is higher. The present day’s environment provides them with different ways either to conform to social norms or to be deviate from already established social norms.

This made the investigator assume that the children’s perception of lack of maternal support is one of the causes of the social conformity. From the review the investigator conducted, he could understand that no studies were conducted in this dimension. Hence the investigator realized the importance of this study and felt the urgent need to take up the study.

 By conducting this study, the investigator hopes that the lines of this research in this area can make a lot of significant contribution to guard the present education process, which is very competitive if it is found out any relation between perceived maternal support and social conformity experiences can be proved to students by compromising their maternal expectations. Further the provisions can be made to enhance the mothers’ involvement in their children’s activities and there make them aware of the importance of maternal support to help their wards to cope with social conformity . This signifies the study

STATEMENT OF THE PROBLEM

The present study entitled as “PERCEIVED MATERNAL SUPPORT AND SOCIAL CONFORMITY OF HIGHER SECONDARY SCHOOL STUDENTS IN KERALA”

DEFINITION OF KEY TERMS

The definition of key terms in the statement of problem is given in the following part.

Perceived Maternal Support

It refers to the perception of child about the availability of support from mothers. Perceived maternal support is the perceived or actual instrumental or emotional provision supplied by different individuals about the provision of understanding and assistance, demands, care, concern, and loving the nature or their mothers.

Social Conformity

Social conformity refers to the tendency to agree with the opinion, norms, and behavior of a particular group in which he lives. When individuals conform, they fall in line with the accepted standards or norms of specified group.

Higher Secondary Students

Higher secondary students refers to the students studying in class XI and XII

VARIABLES

The variables selected for the study are the following,

Independent Variables

Perceived maternal support is treated as the independent variable.

Dependent Variables

Social conformity is considered as the dependent variables

Classificatory Variable

Gender, educational status of mother, employment status of mother is treated classificatory variables.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out if the level of perceived maternal support and social conformity of higher secondary school students samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

2. To find out it there exists any significant relationship between perceived maternal support and social conformity of higher secondary school students.

3. To find out if there excites any significant relationship between perceived maternal support and social conformity of higher secondary school students. In the subsample based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

4. To find out if there exists any significant difference exists in the mean scores of perceived maternal support of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

5. To find out if there any exists any significant difference in the mean score of social conformity of higher secondary school students between relevant sub samples

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

HYPOTHESES OF THE STUDY

1. There exists significant relationship between perceived maternal support and social conformity of higher secondary school students.

2. There exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub samples based on,

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

3. There exists significant difference in the mean scores of perceived maternal of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

4. There exists significant difference in the mean score of social conformity of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

METHODOLOGY

The method of the study which involves the systematic procedure the researchers followed after the identification of the problem to reach final conclusion. The role of methodology carries out the research work in a scientific and valid manner. It deals with brief description of the methodology of the present study with the precise description of the sample used for the study tools and statistical techniques used.

Sample

The study will be conducted on a sample of 720 higher secondary students selected through stratified sampling technique from schools of three revenue district of Kerala.

Tools used for the study

1. Perceived maternal support Inventory

2. Social Conformity Scale

Statistical Techniques used for the analysis of data

 The following statistical technical will be utilized for and lying and interpretation of data collected as part of study.

1. Preliminary analysis-mean, median, mode and standard deviation
2. Person’s product moment coefficient of correlation(r)
3. Test of significant of difference between mean of the different categories-‘t’ test for the large independent samples.

SCOPE AND LIMITATIONS OF THE STUDY

The present study is a sincere venture to find out the maternal support and social conformity among the higher secondary school students in Malapuram, Calicut and Kannur district in Kerala. It investigates the maternal support and social conformity among the higher secondary school students with giving due weight age to gender, educational status and employment status of students in the schools.

 To assess maternal support of higher secondary schools students the investigator constructed a tool “maternal support assessment scale “which is one of the outcome of the study. It can be used to assess the level of maternal support of secondary school, higher secondary schools and college students and those in other fields. The result of the present study can be used to extend the study in other dimensions.

Even though present study was conducted with maximum possible attention and specificity, certain limitations, which could hardly be avoided, has crept into this study. They are:

1. Shortage of time has necessitated the investigator to confine the study to three districts only.
2. The study was conducted on higher secondary school students of Kerala syllabus. The investigator could not include the students from CBSE and VHSE schools
3. The investigator could not collect data only from either plus one or plus two students of the same school due to practical difficulties.

Though it has these limitations, the investigator has tried his best to make the study fruitful. The investigator hopes that the study will be useful to the educational world and policy makers.

ORGANISATION OF THE REPORT

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

Chapter 1 contains a brief introduction, need and significance of the study, definition of key terms, variable of the study, objectives, hypothesis and scope and limitations of the study.

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

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

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

Chapter 5 presents major findings, tenability of hypothesis, educational implications of the study and suggestion for research.

Chapter Two

REVIEW OF RELATED LITERATURE

* Theoretical overview
* Studies related to perceived parental support and social conformity

REVIEW OF RELATED LITERATURE

Review of related literature implies, locating, studying and evaluating reports of relevant researches, published articles, and related portions of encyclopedia and research abstracts. For any worthwhile study in field of knowledge the research worker needs an adequate familiarity with the work that has already been done in the area of his choice

Review of related literature is an important research effort as it provides comprehensive understanding of what is already known about the topic. The main functions of citing review of literature are to provide a basis for developing a frame work. Familiarity with research work of others provides up-to-date knowledge of the latest developments, findings, recommendations, tools and loop holes of researches. It helps to avoid duplication of what has already been done, and provides useful directions and helpful suggestions for research work. Thus an attempt has been made in this chapter to review the studies related to this investigation.

The present study is to find out if there exists any significant relationship between perceived maternal support and social conformity of higher secondary school students and if there exists any significant difference in perceived maternal support and social conformity between relevant sub samples. Theoretical outline of the variables and review of studies related to the variables evolved in the problem are presented under two headings viz;

A. Theoretical overview

B. Studies related to perceived parental support and social conformity

THEORETICAL OVERVIEW

Maternal Support Factors

*Quality time with young children***:** In general, it appears that mothers are spending more time with their children. According to one study, between 1981 and 1997, the proportion of weekly time that mothers spent with their children increased from 25.4 percent to 31.5 percent as mothers allocated less time to household work and leisure even as they increased work time. The main increase in time was experienced among mothers with young children (younger than age six), particularly in their quality time together, caring for and engaging in activities with them. The study also found that married mothers, particularly mothers with young children, tended to spend more quality time with their children than did unwed mothers.

*Parent–child relationship and reading and math achievement scores:* A study that examined children's achievement data from ages five to 14 found that several home and mother–child relationship factors were linked to their reading and math achievement.

*Mother's involvement was linked to children's academic success.* For example, children who tended to score higher on reading and math achievement tests did not perceive that their mothers missed a lot of important events in their lives; reported that their mothers knew their whereabouts when they were not home; and lived in higher-quality home environments as measured by the number of books in the house, availability of newspapers to the family, trips to museums and theaters, positive and nurturing communication between mother and child, and the home's physical condition. Recent studies also confirm earlier research that shows how mother–father relationship quality and, in particular, marital status and stability as well as mother's religious involvement may significantly affect children's well-being through childhood.

*Parental relationship quality and parental engagement with young children***:** Using data representative of parents and children born in the late 1990s in large U.S. cities, a 2011 study analyzed the relationship between parents' relationship quality and their engagement with their young children. It found that, for mothers, the quality of their relationships with the fathers was correlated with their parenting in the first three years of their children's lives, particularly how they engaged with their children: for example, how often they read and told stories, played games, played with toys, and sang songs or rhymes with them. Specifically, the research showed that it was the parents' relationship quality that tended to affect how mothers engage with their young children, rather than the mother–child interaction affecting the parents' relationship. This association diminished over time when the children were preschoolers.

*Marriage and early literacy skills***:** Among children born to never-married mothers, by age four, those whose mothers later married tended to show higher levels of literacy skills than peers whose mothers lived unmarried with their biological fathers. This correlation between marriage and higher literacy skills was associated in part with household income. Married families tended to have higher incomes compared to cohabiting families, even biological ones. The study found that mothers' psychological well-being and engagement with their children were also correlated with early literacy skills. Children of mothers who indicated fewer depressive symptoms tended to show higher levels of literacy, as did children of mothers who frequently engaged them in cognitively stimulating activities such as reading stories and singing songs. Among never-married mothers, those who married after giving birth tended to provide more cognitive stimulation to their young children.

*Early mother transitions and adolescent schooling***:** The stability of mother's presence in the home during the early years (before age six) was significantly related to children's later schooling outcomes. Early transitions in mother's presence were associated with teens' lower GPAs, lower expectations of going to college, and greater likelihood of being suspended or expelled from school.

*Family structure, mothers' parenting and characteristics, and teen substance use:* Compared to teens in intact (married, biological) families, peers in married stepfamilies or in single-mother families had 34 percent greater likelihood of smoking, and those in cohabiting stepfamilies had 97 percent greater likelihood of smoking. The increased likelihood of drinking or doing both were similar, comparing teens in non-intact families to those in intact families.

Differences in mothers' parenting and own smoking and drinking behavior varied by mothers' marital status, which appeared to account for some of the association between family structure and teen smoking and drinking. Moreover, the study found that teens who reported feeling closer to their mothers or teen children of mothers who exercised greater control were less likely to smoke or drink or do both. Not surprisingly, when mothers smoked or drank or did both, their teens were more likely to smoke, drink, or do both as well.

Mothers ‘relationshipstability, parenting, and adolescent behavioral issues. A recent study examined the stability of mothers' union status and parenting quality and their impact on adolescent behavior among urban, low-income families. It found that the stability of mothers' marriages mattered. Compared to adolescents in intact married families since birth, adolescent children of initially unmarried biological parents who later married and had been married for at least two years, as well as those with mothers who recently married, tended to exhibit more delinquent behavior and tended to act out more.

The study also found that maternal psychological distress was correlated with adolescents' psychological distress levels, poorer emotional well-being, and behavioral problems. Additionally, adolescent children of mothers who reported feeling more stressed about being parents were more likely to exhibit delinquent behavior, poorer emotional well-being, and behavior problems. Regularly engaging in family-strengthening activities, however, was linked to lower levels of adolescent delinquency and behavioral problems. Importantly, family structure and stability were associated with mothers' parenting qualities that correlate with adolescents' behavior outcomes. Always-married mothers were, on average, less financially strained, more regular in engaging in positive family activities, less stressed about parenting, less distressed psychologically, and less harsh in their punishment toward children, compared with mothers who remained in cohabiting relationships.

Maternal sensitivity

Maternal sensitivity was first defined by Mary Ainsworth as "a mother's ability to perceive and interpret accurately her infant's signals and communications and then respond appropriately". It was later revised by Karl and Broom in 1995 as "a mother's ability to recognize infant cues consistently and act on those cues, and the ability to monitor and accurately interpret infant cues, as evidenced by mother–child interactions that are contingent, reciprocal and affectively positive". It can be generally defined as a broad concept combining a variety of behavioral care giving attributes.

The research on maternal sensitivity follows earlier work in psychoanalytic and is especially rooted in attachment theory. As the focus of psychoanalytic shifted from individuals (particularly adults) to children, research studies on mother–infant dyads, on the effects of early childhood on development, and on pregnancy became wider. A psychologist named John Bowlby eventually developed the attachment theory in 1969. Mary Ainsworth, who worked with Bowlby, along with her colleagues created the concept of maternal sensitivity in 1978 in order to describe early mother–infant interaction observed in her empirical studies. There are four important aspects of maternal sensitivity: dynamic process involving maternal abilities, reciprocal give-and-take with the infant, contingency on the infant's behavior, and quality of maternal behaviors. Maternal sensitivity is dynamic, elastic and can change over time. A sensitive mother needs to be able to perceive the cues and signals her baby gives her, interpret them correctly and act appropriately. The three most positive affecting factors for the baby are a mother's social support, maternal–fetal attachment and high self-esteem. The three most negative affecting factors are maternal depression, maternal stress, and maternal anxiety. Recent studies have shown that maternal posttraumatic stress disorder (PTSD) can negatively impact a mother's sensitivity during stressful moments with her child that serve as traumatic reminders and that this quite likely has a neural basis in the maternal brain.

Social Conformity

Conformity is a type of social influence involving a change in belief or behavior to fit within a group. This change is in response to real or imagined group pressure.

Conformity can also be defined as “yielding to group pleasure” (crutchfield, 1954). Group pressuremay take different forms-bullying, persuasion, teasing, criticism etc.

Conformity has been defined as “movement towards some norm or standard” (Walker and Heyns, 1962) and “acceptance or non acceptanceof some norm or standerd” (Secord and Backman, 1964)

The term conformity is often used to indicate an agreement to the majority position, brought about either by a desire to be linked or because of a desire to be correct or simply to conform to a social role. The first is a common aspect of daily life. The desire to be linked by others makes one, follow the norms and increases conformity. It has been found that conformity increases with increase in group size. When the group size increases the person is exposed to a social pressure so that they are not expressing individual views.

Conformity has a relationship with gender. It is found that women were more conforming than men. But recent research has yield mixed results. In the Indian set up women experience to follow the norms and thus exhibit greater conformity. With changing social scenario which includes urbanization, higher education for women and women’s employment this tendency is changing.

REVIEW OF RELATED STUDIES

Agarwal (1986) studies effect of parental encouragement upon educational development of secondary school students. The findings revealed that the high achieving group had been getting higher parental encouragement. There were differences in amount of parental encouragement received by students in the different regions

Anderson, et al., (2003) examined children’s perception of their parents’ involvement in all type of extracurricular activities. The findings suggested that perceived parental support positively predicted participant’s amount of extracurricular involvement and children’s affective experience of participation.

Gayathridevi (1985) investigated parent’s interest and its influence on children’s academic achievement at middle school. The result reveals that there is significant relationship between parental influence and academic achievement.

Andrew & Sandra (1995) investigated the independent and combined effects of perceived parental support and social problem solving skills on children’s adjustment.30 children served as samples. The result revealed that perceived parental support was significantly related to measures of competence and self- worth, but social problem solving skills were not significantly related to perceived parental support.

Essig and Morgan (1975) on comparing 500 daughters of working and non-working mothers found that the girls whose mothers did not work were better adjusted in the area of family life and expressed strong feelings of love towards their mothers. In contrast, there was a noticeable lack of love, understanding and interest between many of the working mothers and their daughters

Kaur (1986) in her study tried to see the impact of family relationship on personality adjustment and concluded that boys were in general preferred to girls by parents and there existed a relationship between personality adjustment and family relationship.

Muni and Panigrahi (1998) revealed that children of working mothers were better adjusted in the classroom setting than those of non-working mothers. Maternal employment was not a burden; rather it was an asset for children.

Margret, et al., (2007) examined the role of parenting behavior in adolescents peer group formatting using a sample of 238 African American adolescents. The study also assesses the moderating effects of age and gender on the relationship between parenting behaviorand peer affiliation. Girls reported significantly higher parental supervision than boys. No gender differences were detected for parental encouragement and support.

Sherifs experiment (1936) asked participants to look at all a small dot from a distance of 15 feet and estimate the amount if moved,(Actually auto kinetic effect experienced).Through the experiment he depicted how social norms develop in society Solomon.E.Asch conducted modification of Sherifs study its experiment with lines showed 74% of the participation of conformed on at least one trial. Stanley Milgram found that people from a collective culture exhibited a higher degree of conformity.

Gerad (1954) conducted a study and opinion conformity was greatest in groups with high mutual linking. Thibaut and Strickland (1956) conducted a study and emphasized that group affiliation leads to more social conformity occurs when the group is task oriented.

Harely (1957) hypothesized that individuals with strong affiliate motivation would be most susceptible to group pressure because of their strong need to be accepted and linked. He reasons further that group tends to reject people who deviate markedly from group norms and beliefs. He found no relationship between need affiliation and conformity in an initial analysis of his results based on a division of subjects into high and low need affiliation group. In reanalysis of data with a three- way division of the subject into high, medium and low group, it was found that medium need affiliation group was more conformity than either the high or low group.

Berry (1967) studied different population and compared the practice of conformity (Scholar. google.co.in)

Bond and Smith (1993) compared 134 studies in a meta analysis and found that there is difference in the degree of conformity among nations annual reviews (www.simply psychology.org)

Alice Eagly and Linda Carli performed a meta analysis, and found the influence of gender from 148 studies. They found that women are more persuadable and more conforming than men.

Tripathi (1996) conducted a study on children’s views on right and wrong. This study reveals that the main activities pertaining to schools were doing the home work, studying, cleaning the classroom, carrying out teacher’s request or orders, organizing a prayer meeting and similar other activities. Only two students wrote that they copied in the examination and one of them had asked forgiveness for it.

Vanaja (2005) conducted a study on opinion of primary school teachers of Guator city towards moral education. The result of the study revealed that more than 85% of the teachers opined that there should be special provision for moral education in the school time-table and moral education should be incorporated in school curriculum.

 Chapter Three

METHODOLOGY

* Variables selected for study
* Objectives if the study
* Hypothesis of the study
* Tools employed for data collection
* Samples selected for the study
* Data collection procedure
* Scoring and consolidation of data
* Statistical techniques used for analysis

METHODOLOGY

“Research is considered to be more formal, systematic, extensive procedure of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results or conclusion” (Best, 1977). Methodology discusses the procedure or technique adopted for the conduct of the study. The findings of a research to a great extent depend upon the method adopted and hence methodology has an important part in any type of research.

This chapter provides a detailed description of the variables of the study, tools employed for the collection of the data, selection of samples, data collection procedure, scoring and consolidation of data and statistical techniques used for analysis. Hence the methodology of the study “perceived maternal support and social conformity of higher secondary students” is presented under the following sections

* **Variables selected for study**
* **Objectives of the study**
* **Hypotheses of the study**
* **Tools employed for data collection**
* **Samples selected for the study**
* **Data collection procedure**
* **Scoring and consolidation of data**
* **Statistical techniques used for analysis**

VARIABLES SELECTED FOR STUDY

The independent variable selected for the study is “Perceived maternal support” and the dependent variable is “Social conformity”. Other in dependency variables are Gender, educational status of mothers’ and occupational status of mothers’.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the level of perceived maternal support and social conformity ofhigher secondary school students samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

2. To find out it there existsany significant relationship between perceived maternal support and social conformity of higher secondary school students in the sub sample based on

3. To find out if there excites any significant relationship between perceived maternal support and social conformity of higher secondary school students in the subsamplebased on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

4. To find out if there exists any significant difference exists in the mean scores of perceived maternal support of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

5. To find out if there any exists any significant difference in the mean score of social conformity of higher secondary school students between relevant sub samples

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

**HYPOTHESES OF THE STUDY**

1. There exists significant relationship between perceived maternal support and social conformity of higher secondary school students.

2. There exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub samples based on,

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

3. There exists significant difference in the mean scores of perceived maternal support of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

4. There exists significant difference in the mean score of social conformity of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

Tools Employed For Data Collection

For collecting the required data for the study of any problem, one may use various devices. For each and every type of research we need certain instruments to gather new factor or to explore new fields .The tools are of many kinds and are employed to collect distinctive and quality data. Accurate and reliable tools can supply correct data which is inevitable for a valid study. Thus the selection of suitable instruments or tool for collecting data is of vital importance for a successful research.

For the present study, the investigator employed the following tools for the collection of data with regards to the variables selected.

1. Perceived maternal support assessment scale
2. Social conformity assessment scale

Description tools used

Perceived Maternal Support Scale

For the purpose of measuring perceived maternal support of higher secondary school students, the investigator prepared the scale with the help of his supervising teacher. The scale consists of40 items .each statement of the scale has five responses. The subjects have to respond to each of the items by choosing anyone of the alternatives viz always, very often, sometimes, rarely, and never. The order of scoring was reversed for the negative items. The maximum score possible is 200 and minimum score is being 40.

Parenting is a series of reciprocal interaction between the parents and their children with behavior of each participants effecting the behavior of the other (chamberlin & Patterson,1995). Perceived maternal support is recalled by an individual. Perceived maternal support is the individual of the availably of support from mothers or the perceived instrumental or emotional provisions supplied by different individuals about their parenting behavior.

Components of perceived maternal support

1. Demandingness:

Demandingness refers to the intensity of authority with which requirements are made by mothers to their children. This includes

* Maturity demands: it is the expectations of mothers for their children’s achievements and establishing high standers stressing social values and behavioral controls,
* Reasoning or induction: it is the explanations of consequences of their children’s behavior.
1. Loving:

Loving refers to the feeling or sharing of love or affection extended by parents to their wards. This includes

* Emotional wands: it is the individuals or feeling or emotions.
* Affections: it is the found attachments of parents to their children’s
* Acceptance: the positive audient attitude or favorable reception of parents to their children’s.
1. Protecting:

This refers to the shelterness, protection or concern mothers extended for their children’s. This includes

* Attention: it is the care or positions of concern mothers give for their children.
* Understanding: it is the familiarity of parents with
* Monitoring: The close observance of the child by their mothers in all actions and assistance with several life situation.
* Nurturing: Promoting the development of the child by their mothers by providing nourishment.
1. Rewarding:

This refers to the positive incentive or encouragement extended by parents to their children which are capable of arousing pleasure. This measure the extent to which the mothers provide.

* Inspiration: exalting the divine influence directly to the children by their parents.
* Encouragement: The act of being encouraged to do well in school activities.
* Foster indivisibly: The encouragement of particular or aggregate of qualities.
* Approval: The formal permission or sanction of mothers to their children for their activities.

Scoring procedure

Each statement of the scale has five possible responses. The subjects have to respond to each of the items by choosing anyone of the alternatives “Always”, “often”, “sometimes”, “rarely” and “never”, respectively. The order of scoring was reversed for the negative items. The maximum score possible score possible is 200 and minimum score being 40.

Pilot study

The first data of the perceived maternal support scale consists of 40 items, the tryout of which was done in order to select valid items for the final from by empirically testing the discriminative power of the each item.

For this the scale was administrated on a sample of 370 higher secondary school students, selected using stratified sampling techniques. The response sheets were scored according to scoring scheme.

Item analysis

The purpose of item analysis is to select item that have item characteristics. Items were analyzed in order to compute the discriminative power of each item. The procedure of items was discussed below.

From the 370 repose sheet in all respect were taken for item analysis. This response sheet was scored and the total scores of each sheet were calculated. Then this sheet was arranged in the descending order of total score. From this 27% percent of (100) number of the total sheet with the highest score and 27 percent (100 numbers) of the total sheet with the lowest score were separated.

The mean and standard deviation of the scores obtained for each item for the upper group and the lower group were calculated using the formula

 Critical ratio t = 

Where,

  = The mean of the upper group for an item

  = The mean of the lower group for the item

  = The SD of the upper group

  = The SD of the lower group

  = The sample size of the first group

  = The sample of the second group

Table 1

 Critical ratio (t value) with means and Standers deviation of the scores of the two groups

| Sl No | (X1) | (X2) | (S1) | (S2) | ‘t’ value |
| --- | --- | --- | --- | --- | --- |
| 1 | 4.97 | 4.49 | .22 | .83 | 5.55 |
| 2 | 4.03 | 3.22 | .93 | 1.17 | 5.40 |
| 3 | 4.52 | 3.82 | .01 | 1.21 | 4.42 |
| 4 | 3.29 | 2.77 | 1.14 | 1.36 | 6.33 |
| 5 | 4.82 | 3.61 | .62 | 1.34 | 8.18 |
| 6 | 4.79 | 3.77 | .60 | 1.16 | 7.77 |
| 7 | 3.44 | 2.53 | 1.40 | 1.269 | 4.837 |
| 8 | 3.71 | 2.673 | 1.312 | 1.20 | 5.827 |
| 9 | 2.606 | 1.564 | 1.315 | 1.135 | 5.995 |
| 10 | 2.61 | 1.7623 | 1.230 | 0.928 | 5.498 |
| 11 | 3.01 | 1.415 | 1.560 | .778 | 9.236 |
| 12 | 3.4 | 1.950 | 1.4633 | 1.283 | 7.446 |
| 13 | 3.31 | 2.1287 | 1.426 | 1.277 | 6.168 |
| 14 | 2.57 | 1.378 | 1.430 | .925 | 7.006 |
| 15 | 3.77 | 3.05 | 1.313 | 1.384 | 3.773 |
| 16 | 3.4 | 1.9507 | 1.4633 | 1.2835 | 7.4466 |
| 17 | 4.06 | 2.8316 | 1.2698 | 1.6128 | 5.9836 |
| 18 | 3.72 | 3.4752 | 1.4289 | 1.5072 | 1.178 |
| 19 | 1.54 | 1.0396 | 1.0290 | .313 | 4.651 |
| 20 | 1.86 | 1.247 | 1.214 | .829 | 4.164 |
| 21 | 2.02 | 1.514 | 1.435 | 1.237 | 2.767 |
| 22 | 4.03 | 3.22 | .93 | 1.17 | 5.40 |
| 23 | 2.58 | 1.735 | 1.215 | .870 | 5.66 |
| 24 | 3.77 | 3.05 | 1.313 | 1.384 | 3.773 |
| 25 | 4.78 | 4.09 | .73 | 1.26 | 4.72 |
| 26 | 4.9 | 4.08 | .36 | 1.12 | 6.93 |
| 27 | 4.97 | 4.49 | .22 | .83 | 5.55 |
| 28 | 4.14 | 3.23 | 3.24 | 1.24 | 2.71 |
| 29 | 4.52 | 3.82 | .01 | 1.21 | 4.42 |
| 30 | 3 | 2.029 | 1.490 | 1.152 | 5.509 |
| 31 | 4.11 | 3.09 | 1.03 | 1.31 | 6.10 |
| 32 | 3.31 | 2.1287 | 1.426 | 1.277 | 6.168 |
| 33 | 4.92 | 3.72 | .46 | 1.22 | 9.17 |
| 34 | 4.82 | 3.55 | .62 | 1.57 | 8.52 |
| 35 | 3.71 | 2.673 | 1.312 | 1.20 | 5.827 |
| 36 | 2.606 | 1.564 | 1.315 | 1.135 | 5.995 |
| 37 | 4.46 | 3.43 | .86 | 1.09 | 7.37 |
| 38 | 4.79 | 3.77 | .60 | 1.16 | 7.77 |
| 39 | 5.19 | 3.54 | 5.07 | 1.27 | 3.15 |
| 40 | 4.43 | 3.47 | .95 | 1.31 | 5.79 |

Preparation of the final data

Out of the 40items the critical ratio of 40 items are greater than 2.58, the table value of t at 0.01 level of significance. Hence the investigator selected all items for the final draft.

Reliability

Reliability refers to the extent to which responses or behavior made by individuals is consistent across items, setting or times. Reliability of the tool was established by test-retest method on a sample 700

Validity

The validity refers to degree to degree to which a test measures what it intended to measure, when compared with accepted criteria. The validity for the present scale was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, mainly what he has thought he was measuring (Garret,1973). The items in the present scale were phrased in the least ambiguous way and the meaning of all items was clearly defined. The scale was administrated to a tryout sample of 50 students.

SOCIAL CONFORMITY SCALE

In the study investigator assessed the social conformity of higher secondary school students, by adopting the social conformity scale constructed by Dr.Abdul Hameed Mukthar Mahal and Priya,T.(2006). The scale consists of 57 items. This scale includes both positive and negative items. Each statement has five responses viz, always, very often, sometimes, rarely, and never. For the positive items, score to the responses are 5, 4, 3, 2,1 respectively and for the negative items the scoring was done in the reverse order.

Samples Selected For the Study

A sample is a small portion of a population selected for observation and analysis. By observing the characteristics of a sample, one can make certain interfere about the characteristics of the population from which is drawn. According to Dawid S Fox, “in the social science, it is not possible to collect data from every respondent relevant to our study, but only from some fractional part of the respondents. The process of selecting fractional part is called sampling.

Selection of the sample is important in any type of research work. For the present study the population considered is the higher secondary school students of Calicut, Malapuram and Kannur district. The population of the present study is a heterogeneous group, so the sampling technique used is stratified sampling techniques .The different strata considered for the selection of the sample are

1. Gender
2. Educational status of mother
3. Occupational status of mother

The investigator proposed to have a basal sample of 720 higher secondary school students of Calicut Malapuram and Kannur district. The study was conducted on the sample of 720 higher secondary school students selected from various higher secondary schools of Calicut Malapuram and Kannur district. Some of these response sheets are found incomplete they were discarded. Thus finally a sample of 700 students was obtained. The completed response sheets for the final sample were consolidated for further analysis and all entries were coded using numbers for facilitating computer feeding. The breakup of the final sample is given in the following table.

**Breakup of the final sample**

Table No 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Occupational status | Organized sector employment | Unorganized sector employment | Nil | Total |
|  | Educational status | Educational status | Educational status |  |
| Gender | Up to SSLC | From SSLC to Graduation | Above Graduation | Up to SSLC | SSLC to graduation | Above graduation | Up to SSLC | From SSLC to graduation | Above graduation |  |
| Male | 25 | 45 | 30 | 25 | 35 | 20 | 21 | 81 | 30 | 312 |
| Female | 30 | 55 | 45 | 25 | 60 | 12 | 31 | 85 | 45 | 388 |
| Total | 55 | 100 | 75 | 50 | 95 | 32 | 52 | 166 | 75 | 700 |
| Total | 230 | 177 | 293 | 700 |

Data Collection Procedure

The program for administering the test was arranged after visiting the selected schools. The investigator met the head of the schools and class teachers and had discussion with them and a schedule was fixed for testing. In administering the tool the conditions prescribed in the tests were strictly followed. The investigator personally administrated the tools to all students.

The investigator addressed the students at their respective class and explained the nature and confidentiality of the study and made them convinced. After giving necessary instructions the investigator administered the perceived maternal support scale and social conformity inventory on higher secondary on higher secondary school students. They were given enough time to finish the tools. Uniform procedure was observed in administering the tests in different schools. After administering the tests, the responds sheets were collected from the students.

Scoring and consolidation of the data

Scoring of the response sheets was done separately using separate scoring keys. After rejecting the incomplete responds sheets, the investigator had 700 sheets for scoring. Each question has five alternative responses, viz, always, often, sometimes, rarely, and never. The score of 5, 4, 3, 2, 1 were given to the responds for the positive items and for negative items the scoring was done in the reverse order.

Perceived maternal support scale contains 48 items. The students were instructed to respond to each item by putting tick mark in the appropriate columns representing the responds. The score of perceived maternal support were found out by adding the score of each item.

Social conformity inventory contains 57 items. The subjects were to respond them by choosing any of the alternatives, always often sometimes rarely and never. A score of 5, 4,3,2,1 and I were given to the positive items and the order is reversed for the negative items. For finding out the measure the invigilators added the scores.

Statistical techniques used for analysis

The invigilators used the following statistical techniques for the present study.

Preliminary analysis

 The statistical constants was computed for the total sample and the subsample

Pearson’s product moment co-efficient of correlation

 The most often used and most precise co- efficient of correlation is known as the Pearson’s product moment co-efficient of correlation (r). The degree of relationship is measured and represented by the co efficient of correlation

 Equation of Pearson’s product moment co-efficient of correlation (r)

Where

 ∑x = sum of x scores

 ∑y = sum of y scores

 ∑x2 = sum of square of x scores

 ∑Y2 = sum of square of y scores

 ∑xy = sum of the product of paired x and y scores.

 N = Number of paired scores.

In this study correlation coefficient ‘r’ is used to find if there exists any significant relationship between perceived maternal support and social conformity of higher secondary school students

Test of Significance of Differences Between Means (T- Test)

The statistical techniques, test of significance of difference between means for different categories t- test is used to find out. If there exists any significant difference in mean score of perceived maternal support and social conformity between relevant subsamples. Using the formula.

Critical ratio t = 

Where,

  = The mean of the upper group for an item

  = The mean of the lower group for the item

  = The SD of the upper group

  = The SD of the lower group

  = The sample size of the first group

  = The sample of the second group

Chapter Four

ANALYSIS AND
INTERPRETATION OF DATA

* Objectives
* Hypotheses
* Primary analysis
* Extent of perceived maternal support and social conformity of the sub samples
* Correlation of perceived maternal support and social conformity of the total sample and sub samples
* Comparison of the mean score of perceived maternal support and social conformity based on gender, educational status of mothers and occupational status of mothers

ANALYSIS AND INTERPRETATION OF DATA

The data collection was analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. The main purpose of the study was to investigate the extent of relation between perceived maternal support and social conformity of higher secondary students and to find out if any significant difference exists in between perceived maternal support and social conformity between sub samples. The analysis of data has been done to throw light on the major objectives formulated as follows.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out if the level of perceived maternal support and social conformity of higher secondary school students samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

2. To find out it there exists any significant relationship between perceived maternal support and social conformity of higher secondary school students.

3. To find out if there excites any significant relationship between perceived maternal support and social conformity of higher secondary school students. In the subsample based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

4. To find out if there exists any significant difference exists in the mean scores of perceived maternal support of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

5. To find out if there any exists any significant difference in the mean score of social conformity of higher secondary school students between relevant sub samples

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

HYPOTHESES OF THE STUDY

1. There exists significant relationship between perceived maternal support and social conformity of higher secondary school students.

2. There exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub samples based on,

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

3. There exists significant difference in the mean scores of perceived maternal of higher secondary school students between relevant sub samples based on,

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

4. There exists significant difference in the mean score of social conformity of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

LEVEL OF PERCEIVED MATERNAL SUPPORT AND SOCIAL CONFORMITY

Level of perceived maternal support and social conformity were found out using the norms of established for the purpose. The norms for the classification of perceived maternal support in to low, medium high level is as follows

In the case of perceived maternal support the norms is as follows

* Mean score above 160 - high perceived maternal support
* Mean score from 142-160 - medium perceived maternal support
* Mean score below 142 - low perceived maternal support

In the case of social conformity the norms is as follows

* Mean score above 189 - high social conformity
* Mean score from 171-189 - medium social conformity
* Mean score below 171 - low social conformity

THE MEAN SCORE OF PERCEIVED MATERNAL SUPPORT AND SOCIAL CONFORMITY OF HIGHER SECONDARY SCHOOL STUDENTS

TABLE 3

|  |  |  |
| --- | --- | --- |
| **Sub samples** | **Perceived maternal support** | **Social conformity** |
| Male | 151.25 | 178.08 |
| Female | 151.12 | 180.15 |
| Up to SSLC | 153.22 | 179.67 |
| SSLC to Graduation | 151.15 | 177.82 |
| Above Graduation | 149.43 | 179.68 |
| Organized sector employment | 149.17 | 180.84 |
| Unorganized sector employment | 152.65 | 178.66 |
| unemployment | 151.05 | 178.10 |

Interpretation of Result

From the table 3 it is seen that the mean score of perceived maternal support of ‘male’ students are 151.25, which it is between 160-142.This indicates that the level the of perceived maternal support of the male students is medium. The mean score of perceived maternal support of ‘female’ students is 151.12, which is in between the values of 142 and 160. So this shows that the level of perceived maternal support of female students is also medium.

The mean score of perceived maternal support for the students whose mothers’ educational status is ‘up to SSLC’ is 153.22 which is in between 142and 160. This indicates that the perceived maternal support of students whose mother’s educational status is ‘up to SSLC’ is medium. The mean score of perceived maternal support for the students whose mothers’ educational status ‘from SSLC to graduation’ is 151.15 which is in between 142and 160. This indicates that the perceived maternal support of students whose mothers’ educational status is ‘ from SSLC to Graduation’ is medium. The mean score of perceived maternal support for the students whose mothers’ educational status is ‘above Graduation’ is 149.43 which is in between 142and 160. This indicates that the perceived maternal support of students whose mother’s educational status is ‘above Graduation’ is medium.

The mean score of perceived maternal support for the students whose mothers’ occupational status is ‘organized sector employment’ is 149.17 which is in between 142and 160. This indicates that the perceived maternal support of students whose mother’s occupational status is ‘unorganized sector employment’ is medium. This indicates that the perceived maternal support of students whose mothers’ occupational status is ‘unorganized sector employment’ is medium. The mean score of perceived maternal support for the students whose mothers’ occupational status ‘unemployed’ is 151.05 which is in between 142 and 160. This indicates that the perceived maternal support of students whose mothers’ occupational status is ‘unemployed’ is medium.

Social Conformity

From the table 2 it is seen that the mean score of social conformity of ‘male’ students are 178.08, which it is between 171-189.This indicates that the level of social conformity the male students is medium. The mean score social conformity of ‘female’ students is 180.15, which is in between the values of 171and 189. So this shows that the level social conformity of female students is also medium.

The mean score social conformity of for the students whose mothers’ educational status is ‘up to SSLC’ is 179.67 which is in between. 171 and 189 This indicates that the social conformity of students whose mother’s educational status is ‘up to SSLC’ is medium. The mean score social conformity for the students whose mothers’ educational status on ‘from SSLC to graduation’ is 177.82 which is in between 171 and 189. This indicates that the social conformity of students whose mothers’ educational status is ‘from SSLC to Graduation’ is medium. The mean score of social conformity for the students whose mothers’ educational status is ‘above Graduation’ is 179.68 which is in between 171 and 189. This indicates that the social conformity of students whose mother’s educational status is ‘above Graduation’ is medium.

The mean score of social conformity for the students whose mothers’ occupational status is ‘organized sector employment’ is 180.84 which is in between 171 and 189. This indicates that the social conformity of students whose mother’s occupational status is ‘unorganized sector employment’ is medium. This indicates that the social conformity of students whose mothers’ occupational status is ‘unorganized sector employment’ is medium. The mean score of social conformity for the students whose mothers’ occupational status ‘unemployed’ is 178.10 which is in between. 171 and 189 This indicates that social conformity the students whose mothers’ occupational status is ‘unemployed’ is medium.

From the analysis, it was revealed that the levels of perceived maternal support for the sub samples are medium. The social conformity for these sub samples are also at medium level.

CORRELATION BETWEEN PERCEIVED MATERNAL SUPPORT AND SOCIAL CONFORMITY OF HIGHER SECONDARY SCHOOL STUDENTS STATUS FOR THE TOTAL SAMPLE AND SUB SAMPLES

The collected data was analyzed to find out the extent of relationship between perceived maternal support and social conformity of higher secondary school students. It is estimated using Pearson’s product moment co-efficient of correlation(r). The investigator could use Pearson’s product moment co-efficient of correlation as all the variables involved in the study are continuous and of interval type measurement.

Interpretation of the computed correlation co-efficient

 When we compute a correlation coefficient between two variables, the next thing is to consider what it tells us. First it shows that there is any correlation of variables and if any relationship exists, then to indicate the degree of significance of the relationship, the interpretation of correlation coefficient is presented in table.4

Interpretation of correlation co-efficient

Table 4

|  |  |
| --- | --- |
| Rage of computed correlation coefficient | Interpretation |
| 0 | Zero correlation |
| 0.0 to ± 0.2 | Slight; almost negligible |
| ± 0.21 to ± 0.4 | low correlation |
| ± 0.41 to ± 0.60 | Moderate correlation |
| ± 0.61 to ± 0.80 | High correlation |
| ± 0.81 to ± 0.99 | Very high correlation |
|  ± 1 | Perfect correlation |

Coefficient of correlation between perceived maternal support and social conformity for total sample and relevant sub samples are presented in the Table 5

**Co-efficient of correlation between perceived maternal support and social conformity for total sample (700) and sub samples based on gender, educational status and occupational status of mothers**

**Table No 5**

|  |  |  |
| --- | --- | --- |
| **Sl no** | **Samples** | **Correlation ‘r’** |
| 1 | Total sample | 0.312 |
| 2 | Male | 0.301 |
| 3 | Female | 0.324 |
| 4 | Up to SSLC | 0.324 |
| 5 | From SSLC To graduation | 0.304 |
| 6 | Above graduation | 0.298 |
| 7 | Organized sector employment | 0.289 |
| 8 | Unorganized employment sector | 0.321 |
| 9 | Unemployment | 0.319 |

Interpretation of Results

From the Table 5, it can be seen that, the coefficient of correlation between the variables perceived maternal support and social conformity of higher secondary school students is 0.312. The value obtained suggests that the relation between the variables is significant. The magnitude and direction ‘r’ indicates the existence of low and positive relationship between the variables, so, there is positive and low significant relation between the variables perceived maternal support and social conformity for the total sample.

The co-efficient of correlation between perceived maternal support and social conformity in the case of ‘male’ students is 0.301. The co-efficient of correlation suggests a low correlation between the variables. The positive sign of ‘r’ indicates that the, variables are positively related. Thus for the sub sample made students the variables perceived maternal support and social conformity are significantly related and the relationship is low.

The coefficient of correlation between perceived maternal support and social conformity in the case of ‘female’ students is 0.324. The coefficient of correlation obtained suggests moderate correlation between the variables. The positive sign of ‘r’ indicates that the variables are positively related. Thus for the female students, the variables of perceived maternal support and social conformity are significantly related and the relationship is moderate.

The coefficient of correlation between perceived maternal support and social conformity obtained for status whose mother’s educational status ‘Up to SSLC’ is 0.324.The obtained value is significant at 0.01 levels. The magnitude and direction of ‘r’ indicates the existence of moderate and positive relation between variables. So there is positive and moderate significant relation between the variables perceived maternal support and social conformity .For students whose mothers’ educational status ‘Up to SSLC’.

The coefficient of correlation between perceived maternal support and social conformity obtained for status whose mother’s educational status ‘From SSLC to graduation’ is 0.304 .The obtained value is significant at 0.01 levels. The magnitude and direction of ‘r’ indicates the existence of moderate and positive relation between variables. So there is positive and moderate relation between the variables .So there is positive and moderate significant relation between the variables perceived maternal support and social conformity. For students whose mothers educational status ‘From SSLC to graduation’.

The coefficient of correlation between perceived maternal support and social conformity obtained for status whose mother’s educational status ‘Above graduation’ is 0.298.The obtained value is significant at 0.01 levels .The magnitude and direction of ‘r’ indicates the existence of moderate and positive relation between variables. So there is positive and moderate relation between the variables .So there is positive and moderate significant relation between the variables perceived maternal support and social conformity. For students whose mothers educational status ‘Above graduation’.

The coefficient of correlation between the variables perceived maternal support and social conformity obtained for students whose mothers occupational status ‘organized sector employment’ is 0.289. The obtained value is significant at 0.1 levels .The coefficient of correlation obtained suggests a low relation between the variables. The sign of ‘r’ indicates that the variables are positively related.

The coefficient of correlation between the variables perceived maternal support and social conformity obtained for students whose mothers’ occupational status in an ‘unorganized sector employment’ is 0.321. The obtained value is significant at 0.1 levels. The co-efficient of correlation obtained suggests a moderate relation between the variables. The positive sign ‘r’ indicates that the variables are positively related

The co-efficient of correlation between perceived maternal support and social conformity obtained for students whose mothers’ occupational status ‘unemployment’ is 0.319. This indicates that the two variables are significantly related. The magnitude of ‘r’ indicates that the relationship is moderate. The positive sign of ‘r’ suggests that the two variables are positively related.

The magnitude and direction of ‘r’ indicates that the relation between the two variables is significant, low and positive for male students, educational status SSLC to graduation and organized sector employment mothers of higher secondary school students. The magnitude and direction of ‘r’ indicates that the relation between the two variables is significant, moderate and positive for total sample, female students, and educational qualification up to SSLC and above graduation and unemployed mother and unorganized sector employment mothers of higher secondary school students. The significant ‘r’ is indicative of true relationship between perceived maternal support and social conformity of higher secondary school students. This is for an increase in one variable, there will be an increase in the other variable, and vice-versa i.e. an increase in the score of perceived maternal support is associated with an increase in the rate of social conformity and decrease in the score of perceived maternal support is associated with decrease in the rate of social conformity of higher secondary school students.

COMPARISON OF THE MEAN SCORES OF PERCEIVED MATERNAL SUPPORT AND SOCIAL CONFORMITY BETWEEN SUB SAMPLES BASED ON GENDER, EDUCATIONAL STATUS AND OCCUPATIONAL STAUS OF MOTHERS

The mean score of perceived maternal support and social conformity were compared between relevant sub samples based on gender, faculty and type of management of schools using the statistical techniques ’t’ test , test of significant of mean difference of independent variables.

**Comparison of mean scores of perceived maternal support between male and female students**

TABLE 6

**Data and results of test of significance of difference in the perceived Maternal support between male and female students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | Male | 335 | 151.25 | 17.031 | .94 | NS |
| 2 | Female | 365 | 151.12 | 8.626 |

From Table 6, it is revealed that the mean scores of perceived maternal support obtained for male and female students are 151.25 and 151.12 respectively. The standard deviation obtained is 17.031 and 18.626 respectively. Here the ‘t’ value is .94 which is less than the table value, it can be inferred that there is no significant difference in perceived maternal support between male and female students.

Discussion

From the analysis of the mean scores of perceived maternal support of male and female students, it is found that there is no significant difference in perceived maternal support between male and female students. Hence it can be concluded that the perceived maternal support of both male and female students are almost equal.

**Comparison of mean scores of perceived maternal support between students whose mother’s educational status are ‘up to SSLC’ and ‘above graduation’**

**Table 7**

**Data and results of the test of significance of differences in perceived maternal support between students whose mothers’ educational status are ‘up to SSLC’ and ‘above graduation’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | Up to SSLC | 236 | 153.22 | 14.647 | 2.5 | .05 |
| 2 | Above graduation | 270 | 149.43 | 18.707 |

Table 7 suggests that the mean scores of perceived maternal support obtained for HSS students whose mothers’ educational status ‘up to SSLC’ and above Graduation” are 153.22 and 149.43 respectively. The standard deviation is 16.1 and 14.61. The calculated ‘t’ value is 2.5. The table value of ‘t’ at0.01 level of significance is 1.96. Since the obtained ‘t’ value is greater than the table value , it can be said that the mean difference of perceived maternal support between HSS students whose mothers’ educational status ‘up to SSLC’ and ‘above graduation’ is significant at 0.05 level.

Discussion

From the analysis it is found that the difference between the mean scores of perceived maternal support of students whose mothers’ educational status ‘up to SSLC’ and above Graduation” is significant in favour of students whose mothers’ educational status is ‘up to SSLC’. Hence it can be concluded that perceived maternal support of students whose mothers’ educational status ‘up to SSLC’ is higher than that of students whose mothers’ educational status is above graduation.

**Comparison of mean scores of perceived maternal support between students whose mothers’ educational status are ‘up to SSLC’ and ‘from SSLC to Graduation’**

TABLE 8

**Data and results of the test of significance of differences in perceived maternal support between students whose mothers’ educational status are ‘up to SSLC’ and ‘from SSLC to Graduation’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl no | Category | N | M | SD | ‘t’ | Level of significant |
| 1 | Up to SSLC | 236 | 153.22 | 14.647 | 1.21 | NS |
| 2 | From SSLC to Graduation | 194 | 151.15 | 19.947 |

Table 8 suggests that the mean scores of perceived maternal support obtained for HSS students whose mothers’ educational status ‘up to SSLC’ and ‘from SSLC to Graduation’ are 153.22 and 151.15 respectively. The standard deviation is 14.647 and 19.947 respectively. The calculated ‘t’ value is 1.21. The table value of ‘t’ at 0.05 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value , it can be said that the mean difference of perceived maternal support between HSS students whose mothers’ educational status ‘up to SSLC’ and ‘from SSLC to Graduation’ is not significant.

Discussion

From the analysis it is found that the difference between the mean scores of perceived maternal support students whose mothers’ educational status ‘up to SSLC’ and from SSLC to Graduation’ is not significant. . Hence it can be concluded that perceived maternal support of students whose mothers’ educational status ‘up to SSLC and from SSLC to Graduation that of students whose mothers’ educational status ‘above graduation’ are almost equal.

**Comparison of mean scores of perceived maternal support between students whose mothers’ educational status are ‘From SSLC to Graduation’ and ‘above graduation’**

TABLE 9

**Data and results of the test of significance of differences in perceived maternal support between students whose mothers’ educational status are ‘From SSLC to graduation’ and ‘above Graduation’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | From SSLC to graduation | 194 | 151.15 | 19.947 | .95 | NS\* |
| 2 | Above graduation | 270 | 149.43 | 18.707 |

Table 9 reveals that the mean scores of perceived maternal support of educational status ‘from SSLC to graduation’ and ‘above graduation’ are 151.15and 149.43 respectively. The standard deviations are 19.947 and 18.707 respectively. The calculated ‘t’ value is .95. This indicates that the mean difference in perceived maternal support between ‘from SSLC to graduation’ and ‘above graduation’ found to be statistically not significance at 0.01 levels The table value of ‘t’ at 0.05 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value, it can be said that the mean difference of perceived maternal support between HSS students whose mothers’ educational status ‘up to SSLC’ and ‘from SSLC to Graduation’ is not significant.

Discussion

From the analysis it is found that the difference between the mean scores of perceived maternal support of students whose mothers’ occupational status ‘organized sector employment’ and ‘unemployment ’is not significant. Hence it can be concluded that perceived maternal support of students whose mothers’ occupational status ‘organized sector employment’ and ‘unemployment’ is almost equal.

 **Comparison of mean scores of perceived maternal support between students whose mothers’ occupational status are ‘organized sector employment ’ and ‘ unemployment.**

TABLE 10

**Data and results of the test of significance of differences in perceived maternal support between students whose mothers’ occupational status are ‘organized sector employment ’ and ‘ unemployment.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | Organized sector employment | 209 | 149.17 | 20.105 | .97 | NS |
| 2 | Unemployment | 187 | 151.05 | 18.013 |

Table 10 shows that the mean scores of the perceived maternal support for mother working organized sector and ‘unemployment’ mothers in the higher secondary school students are 149.17 and 151.05 respectively. The standard deviations are 20.105 and 18.013 respectively. The calculated ‘t’ value is .971.The table value of ‘t’ at 0.05 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value , it can be said that the mean difference of perceived maternal support between HSS students whose mothers’ occupational status ‘organised sector employment’ and ‘unemployment’ is not significant.

Discussion

The mean scores of perceived maternal support of mothers working organized sector and no working were analyzed. It is found that the difference in perceived maternal support between mother working organized and ‘unemployment’ was statistically significant. Hence it can be found that the perceived maternal support ‘unemployment’ mother is significantly higher than that of mother working organized sector.

 **Comparison of mean scores of perceived maternal support between students whose mothers’ occupational status are ‘organized sector employment ’ and ‘ unorganized sector employment’**

TABLE 11

**Data and results of the test of significance of differences in perceived maternal support between students whose mothers’ occupational status are ‘organized sector employment’ and ‘ unorganized sector employment’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | Organized sector employment | 209 | 149.17 | 20.105 | 2.189 | .05 |
| 2 | Unorganized sector employment | 304 | 152.65 | 15.965 |

Table 11 shows that the mean scores of the perceived maternal support between students belong to occupational status of mothers ‘organized sector employment’ and ‘unorganized sector employment’ mothers of higher secondary students are 149.17 and 152.65 respectively. The standard deviations are 20.105 and 15.965 respectively. The calculated ‘t’ value is 2.189. The table value of ‘t’ at0.01 level of significance is 1.96. Since the obtained ‘t’ value is greater than the table value , it can be said that the mean difference of perceived maternal support between HSS students whose mothers’ occupational status ‘organised sector employment’ and ‘unorganised sector employment’ is significant at 0.05 level.

Discussion

From the analysis it is found that the difference between the mean scores of perceived maternal support of students whose mothers’ occupational status ‘organized sector employment’ and ‘unorganized sector employment’ is significant in favour of students whose mothers’ ocupational status is ‘unorganized sector working’ . Hence it can be concluded that perceived maternal support of students whose mothers’ ocupational status ‘‘unorganized sector working’ is higher than that of students whose mothers’ ocupational status is ‘organized sector working’

**Comparison of mean scores of perceived maternal support between students whose mothers’ occupational status are ‘unorganized sector employment’ and ‘ unemployment**

TABLE 12

**Data and results of the test of significance of differences in perceived maternal support between students whose mothers’ occupational status are ‘unorganized sector employment’ and ‘ unemployment’.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significant |
| 1 | Unorganized sector employment | 304 | 152.65 | 15.965 | 1.028 | NS |
| 2 | Unemployment | 187 | 151.05 | 18.013 |

Table 12 shows that the mean scores of the perceived maternal support between mothers ‘working unorganized sector employment’ and ‘unemployed’ mother in the higher secondary school students are 152.65 and 151.05 respectively. The standard deviations are 15.965and 18.013 respectively. The calculated ‘t’ value is 1.028.The table value of ‘t’ at0.01 level of significance is 1.96. Since the obtained ‘t’ value is greater than the table value , it can be said that the mean difference of perceived maternal support between HSS students whose mothers’ occupational status ‘unorganised sector employment’ and ‘unemployment’ is significant at 0.05 level.

Discussion

From the analysis it is found that the difference between the mean scores of perceived maternal support of students whose mothers’ occupational status ‘unorganized sector employment’ and ‘unemployment’ is significant in favour of students whose mothers’ occupational status is ‘‘unorganized sector employment’’ . Hence it can be concluded that perceived maternal support of students whose mothers’ occupational status ‘‘unorganized sector employment’’ is higher than that of students whose mothers’ occupational status is ‘unemployment’

**Comparison of mean scores of social conformity between male and female students**

TABLE 13

**Data and results of test of significance of difference in the social conformity between male and female students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | Male | 335 | 178.08 | 22.698 | 1.35 | NS |
| 2 | Female | 365 | 180.15 | 17.695 |

From Table 13, it is revealed that the mean scores of social conformity obtained for male and female students are 178.08 and 180.15 respectively. The standard deviation obtained is 22.698 and 17.695 respectively. Here the ‘t’ value is 1.35.The table value of ‘t’ at 0.05 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value, it can be said that the mean difference in the social conformity between male and female higher secondary students not significant.

Discussion

From the analysis of the mean scores of perceived maternal support of male and female students, it is found that there is no significant difference in perceived maternal support between male and female students. Hence it can be concluded that the perceived maternal support of both male and female students is almost equal.

**Comparison of mean scores of social conformity between students whose mothers’ educational status are ‘up to SSLC’ and ‘above graduation**

**Table 14**

**Data and results of the test of significance of differences in perceived social conformity between students whose mothers’ educational status are ‘up to SSLC ’ and ‘above graduation’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | Up to SSLC | 236 | 179.67 | 14.647 | .005 | NS |
| 2 | Above graduation | 270 | 179.68 | 18.707 |

Table 14 suggests that the mean scores of social conformity obtained for students whose mothers’ educational status ‘up to SSLC’ and ‘ above Graduation’ are 179.67 and 179.68 respectively. The standard deviation is 14.647 and 18.707 respectively. The calculated ‘t’ value is .005 .The table value of ‘t’ at 0.05 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value , it can be said that the mean difference in social conformity between HSS students whose mothers’ educational status ‘up to SSLC’ and ‘above Graduation’ is not significant.

Discussion

From the analysis it is found that mean difference in social conformity between students whose mothers’ educational status ‘up to SSLC’ and ‘above Graduation’ is not significant. Hence it can be concluded that social conformity of students whose mothers’ educational status ‘up to SSLC’ and ‘above graduation’ is almost equal.

**Comparison of mean scores of social conformity between students whose mothers’ educational status are ‘up to SSLC’ and ‘from SSLC to Graduation’**

**TABLE 15**

**Data and results of the test of significance of differences in social conformity between students whose mothers’ educational status are ‘up to SSLC’ and ‘ from SSLC to Graduation’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl no | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | Up to SSLC | 236 | 179.67 | 16.843 | 0.99 | NS |
| 2 | From SSLC to Graduation | 194 | 177.82 | 21.217 |

Table 15 suggests that the mean scores of social conformity obtained for students whose mothers’ educational status ‘up to SSLC’ and ‘‘from SSLC to Graduation’ are 179.67 and 177.82 respectively. The standard deviation is 16.843 and21.217 respectively. The calculated ‘t’ value is 0.99. The table value of ‘t’ at 0.05 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value , it can be said that the mean difference in social conformity between HSS students whose mothers’ educational status ‘up to SSLC’ and ‘above Graduation’ is not significant

Discussion

From the analysis it is found that mean difference in social conformity between students whose mothers’ educational status ‘up to SSLC’ and ‘from SSLC to Graduation’ is not significant. Hence it can be concluded that social conformity of students whose mothers’ educational status ‘up to SSLC’ and ‘from SSLC to Graduation’ is almost equal.

**Comparison of mean scores of social conformity between students whose mothers’ educational status are ‘from SSLC to graduation and ‘ above graduation’**

TABLE 16

**Data and results of the test of significance of differences in perceived social conformity between students whose mothers’ educational status are ‘from SSLC to graduation and ‘above graduation’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | From SSLC to graduation | 194 | 177.82 | 21.217 | 0.91 | NS |
| 2 | Above graduation | 270 | 179.68 | 22.215 |

Table 16 suggests that the mean scores of social conformity obtained for students whose mothers’ educational status ‘ from SSLC to Graduation and ‘ above Graduation’ are 177.82 and 179.68 respectively. The standard deviation is 21.217 and 22.215 respectively. The calculated ‘t’ value is .0.91 .The table value of ‘t’ at 0.91 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value , it can be said that the mean difference in social conformity between HSS students whose mothers’ educational status ‘‘ from SSLC to Graduation’ and ‘above Graduation’ is not significant.

Discussion

From the analysis it is found that mean difference in social conformity between students whose mothers’ educational status ‘‘ from SSLC to Graduation’ and ‘ above Graduation’ is not significant. Hence it can be concluded that social conformity of students whose mothers’ educational status ‘‘ from SSLC to Graduation’ and ‘ above Graduation’ is almost equal.

**Comparison of mean scores of social conformity between students whose mothers’ occupational status are ‘‘organized sector employment’ and ‘ unemployment**

**TABLE 17**

**Data and results of the test of significance of differences in perceived social conformity between students whose mothers’ occupational status are ‘organized sector employment and‘ unemployment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significant |
| 1 | Organized sector employment | 209 | 180.84 | 14.164 | 1.32 | NS |
| 2 | Unemployment | 187 | 178.10 | 25.935 |

Table 17 shows that the mean scores of the social conformity for mother working organized sector and non working mothers in the higher secondary school students are 180.84 and 178.10 respectively. The standard deviations are 14.168 and 25.935respectively. The calculated ‘t’ value is 1.32.The table value of ‘t’ at 0.91 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value , it can be said that the mean difference in social conformity between HSS students whose mothers’ occupational status ‘organized sector employment’ and ‘unemployment’ is not significant.

Discussion

From the analysis it is found that mean difference in social conformity between students whose mothers’ occupational status ‘organized sector employment’ and ‘unemployment’ is not significant. Hence it can be concluded that social conformity of students whose mothers’ occupational status ‘‘organized sector employment’ and ‘unemployment’ is almost equal.

**Comparison of mean scores of social conformity between students whose mothers’ occupational status are ‘organized sector employment ’ and ‘unorganized sector employment’**

**TABLE 18**

**Data and results of the test of significance of differences in perceived social conformity between students whose mothers’ occupational status are ‘organized sector employment’ and ‘unorganized sector employment’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl no | Category | N | M | SD | ‘t’ | Level of significant |
| 1 | Organized sector employment | 209 | 180.84 | 14.164 | 1.41 | NS |
| 2 | Unorganized sector employment | 304 | 178.66 | 19.823 |

Table 18 shows that the mean scores of the social conformity between students belong to occupational status of mothers working organized sector and unorganized sector working mothers of higher secondary students are 180.84 and 178.66 respectively. The standard deviations are 14.164 and 19.823 respectively. The calculated ‘t’ value is 1.41.The table value of ‘t’ at 0.91 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value , it can be said that the mean difference in social conformity between HSS students whose mothers’ occupational status ‘Organized sector employment ’ and ‘Unorganized sector employment’ is not significant

Discussion

From the analysis it is found that mean difference in social conformity between students whose mothers’ occupational status ‘‘organized sector employment’ and ‘unorganized sector employment’ is not significant. Hence it can be concluded that social conformity of students whose mothers’ occupational status ‘‘organized sector employment’ and ‘unorganized sector employment’ is almost equal.

**Comparison of mean scores of social conformity between students whose mothers’ occupational status are ‘‘unorganized sector employment’ and ‘unemployment’**

TABLE 19

**Data and results of the test of significance of differences in perceived social conformity between students whose mothers’ occupational status are ‘‘unorganized sector employment’’ and ‘‘unemployment’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Category | N | M | SD | ‘t’ | Level of significance |
| 1 | Unorganized sector employment | 304 | 178.66 | 19.823 | .26 | NS |
| 2 | Unemployed | 187 | 178.10 | 25.935 |

Table 19 shows that the mean scores of the social conformity between mothers working ‘unorganized sector’ and ‘unemployment’ mother in the higher secondary school students are 152.65 and 151.05 respectively. The standard deviations are 15.965and 18.013 respectively. The calculated ‘t’ value is .26.The table value of ‘t’ at 0.91 level of significance is 1.96. Since the obtained ‘t’ value is less than the table value , it can be said that the mean difference in social conformity between HSS students whose mothers’ occupational status ‘‘ unorganized sector employment’ and ‘ unemployment’ is not significant.

Discussion

From the analysis it is found that mean difference in social conformity between students whose mothers’ occupational status ‘‘organized sector employment’ and ‘unorganized sector employment’ is not significant. Hence it can be concluded that social conformity of students whose mothers’ occupational status ‘unorganized sector employment’ and ‘unemployment’ is almost equal.

Chapter Five

SUMMERY, CONCLUSIONS AND SUGGESTIONS

* Study in retrospect
* Variables
* Objectives of the study
* Hypothesis of the study
* Methodology
* Major findings of the study
* Tenability of hypothesis
* Educational implication of the study
* Suggestions for farther research

SUMMERY, CONCLUSIONS AND SUGGESTIONS

This chapter provides retrospective view of the study, major findings, tenability of hypothesis, and educational implication of the study suggestions for farther research.

STUDY IN RETROSPECT

The present investigation was entitled “PERCEIVED MATERNAL SUPPORT AND SOCIAL CONFORMITY OF HIGHER SECONDARY SCHOOL STUDENTS IN KERALA.”

VARIABLES

The independent variable selected for study is “Perceived maternal support” and the dependent variable is “Social conformity”. Other in dependent variables are Gender, educational status of mothers’ and employment status mothers’.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the level of perceived maternal support and social conformity of higher secondary school students in the sample based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

2. To find out if there exists any significant relationship between perceived maternal support and social conformity of higher secondary school students.

3. To find out if there excites any significant relationship between perceived maternal support and social conformity of higher secondary school students in the subsample based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

4. To find out if there exists any significant difference exists in the mean scores of perceived maternal support of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

5. To find out if there any exists any significant difference in the mean score of social conformity of higher secondary school students between relevant sub samples

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

HYPOTHESES OF THE STUDY

1. There exists significant relationship between perceived maternal support and social conformity of higher secondary school students.

2. There exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub samples based on,

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

3. There exists significant difference in the mean scores of perceived maternal of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

4. There exists significant difference in the mean score of social conformity of higher secondary school students between relevant sub samples based on

A. Gender

B. Educational status of mothers

C. Occupational status of mothers

METHODOLOGY

The method of the study which involves the systematic procedure the researchers followed after the identification of the problem to reach final conclusion. The role of methodology carries out the research work in a scientific and valid manner. It deals with brief description of the methodology of the present study with the precise description of the sample used for the study tools and statistical techniques used.

Sample

The study was conducted sample of 720 higher secondary school students from 21 higher secondary school in Kerala. The sample selection was done using stratified random sampling technique.

Tools used for the study

1. Perceived Maternal Support Scale

2. Social Conformity Scale

Statistical Techniques used for the analysis of data

 The following statistical technical will be utilized for and lying and interpretation of data collected as part of study.

1. Preliminary analysis-mean, median, and standard deviation
2. Person’s product moment coefficient of correlation(r)
3. Test of significant of difference between mean of the different categories-‘t’ test for the large independent samples.

MAJOR FINDING OF THE STUDY

The major findings of the study are the following

1. There exists positively significant relation between perceived maternal support and social conformity of higher secondary school students in the total sample (r=.312)
2. There exists low and positive relation between perceived maternal support and social conformity of male higher secondary school students.(r=.301)
3. There exists positively moderate relation between perceived maternal support and social conformity of female higher secondary school students(r=.324)
4. There exists medium and positive relation between perceived maternal support and social conformity of higher secondary school students belong to the educational status of mother up to SSLC
(r= .324)
5. There exists positively moderate relation between perceived maternal support and social conformity of female higher secondary school students belong to the educational status of mother from SSLC to graduation (r=.341)
6. There exists positively moderate relation between perceived maternal support and social conformity of female higher secondary school students belong to the educational status of mother is above graduation (r=.299)
7. There exists low and positive relation between perceived maternal support and social conformity of male higher secondary school students whose mothers’ occupational status in organized sector employment.(r=.289)
8. There exists medium and positive relation between perceived maternal support and social conformity of higher secondary school students whose mothers’ occupational status in unorganized sector employment.(r=.321)
9. There exists positively moderate relation between perceived maternal support and social conformity of higher secondary school students whose mothers’ occupational status unemployment.(r=.310)
10. There is no significance difference in perceived maternal support between male and female students(t=.94)
11. There is significance difference in perceived maternal support between higher secondary school students whose mothers’ educational status ‘up to SSLC’ and ‘above graduation’. (t=.2.5)
12. There is no significant difference in perceived maternal support between higher secondary school students whose mothers’ educational status ‘up to SSLC’ and ‘from SSLC to graduation’. (t=.21)
13. There is no significant difference in perceived maternal support between higher secondary school students whose mothers’ educational status ‘from SSLC to graduation’ and ‘above graduation’. (t=.95)
14. There is no significant difference in perceived maternal support between higher secondary school students whose mothers’ occupational status ‘organized sector employment’ and ‘unemployment’. (t=.97)
15. There is significant difference in perceived maternal support between higher secondary school students whose mothers’ occupational status ‘organized sector employment’ and ‘unorganized sector employment’. (t=2.189)
16. There is no significant difference in perceived maternal support between higher secondary school students whose mothers’ occupational status unorganized sector employment’ and ‘unemployment’. (t=1.02)
17. There is no significant difference in social conformity between male and female students(t=1.35)
18. There no significant difference in social conformity between higher secondary school students whose mothers’ educational status ‘up to SSLC’ and ‘above graduation’. (t=.05)
19. There is not significant difference in social conformity between higher secondary school students whose mothers’ educational status ‘up to SSLC’ and ‘from SSLC to graduation’. (t=.99)
20. There is no significant difference in between higher secondary social conformity school students whose mothers’ educational status ‘from SSLC to graduation’ and ‘above graduation’. (t=.91)
21. There is not significant difference in between higher secondary social conformity school students whose mothers’ occupational status ‘organized sector employment’ and ‘unemployment’. (t=1.32)
22. There is no significant difference social conformity between higher secondary school students whose mothers’ occupational status ‘organized sector employment’ and ‘unorganized sector employment’. (t=1.41)
23. There is no significant difference between social conformity higher secondary school students whose mothers’ occupational status unorganized sector employment’ and ‘unemployment’. (t=.26).
24. The level of perceived maternal support of male higher secondary school students is medium
25. The level of perceived maternal support of ‘female’ higher secondary school students is medium
26. The level of perceived maternal support of higher secondary school students whose mothers’ educational status’ ‘up to SSLC’ is medium
27. The level of perceived maternal support of higher secondary school students whose mothers’ educational status’ from SSLC to graduation’ is medium
28. The level of perceived maternal support of higher secondary school students whose mothers’ educational status ‘above graduation’ is medium
29. The level of perceived maternal support of higher secondary school students whose mothers’ occupational status ‘organized sector employment’ is medium
30. The level of perceived maternal support of higher secondary school students whose mothers’ occupational status ‘unorganized sector employment’ is medium
31. The level of perceived maternal support of higher secondary school students whose mothers’ occupational status ‘unemployment’ is medium
32. The level of social conformity of male higher secondary school students is medium
33. The level of social conformity of female higher secondary school students is medium
34. The level of social conformity of higher secondary school students whose mothers’ educational status’ ‘up to SSLC’ is medium.
35. The level of social conformity of higher secondary school students whose mothers’ educational status’ ‘from SSLC to graduation’ is medium
36. The level of social conformity of higher secondary school students whose mothers’ educational status’ ‘above graduation’ is medium.
37. The level of social conformity of higher secondary school students whose mothers’ occupational status ‘organized sector employment’ is medium.
38. The level of social conformity of higher secondary school students whose mothers’ occupational status ‘unorganized sector employment’ is medium
39. The level of social conformity of higher secondary school students whose mothers’ occupational status ‘unemployment’ is medium.

TENABILITY OF HYPOTHESIS

 Hypothesis 1 states that there exists significant relationship between perceived maternal support and social conformity of higher secondary school students. The findings revealed that there exists significant relationship between perceived maternal support and social conformity of higher secondary school students. The correlation coefficient obtained for the variables shows that the correlation is significant. Therefore hypothesis 1 is fully accepted.

Hypothesis 2(a) states that there exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub sample based on Gender .The findings revealed that there exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub sample based on Gender. The coefficient of correlation obtained for male students shows that the relationship is significant at low level and the female student’s shows that the relationship is significant at moderate level. Therefore the hypothesis 2 (a) is fully accepted.

Hypothesis 2(b) states that there exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub sample based on educational status of mothers. The findings revealed that there exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub sample based on educational status of mothers. The correlation coefficient obtained for educational status up to SSLC is low, and correlation coefficient obtained for educational status from SSLC to Graduation is high and correlation coefficient of above graduation level is medium. Therefore the hypothesis 2 (b) is fully accepted.

Hypothesis 2(c) states that there exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub sample based on occupational statusof mothers. The findings revealed that there exists significant relationship between perceived maternal support and social conformity of higher secondary school students in sub sample based on occupational status of mothers. The correlation coefficient obtained for unorganized sector employment is medium, and correlation coefficient obtained for unemployed mother is medium and correlation coefficient of organized firm employment is low. Therefore hypothesis 2 (c) is fully accepted.

Hypothesis 3(a) states that there exists significant relationship mean score of perceived maternal support of higher secondary school students in sub sample based on Gender .The findings revealed that there exists significant relationship between mean score of perceived maternal support of higher secondary school students in sub sample based on Gender. The coefficient of correlation obtained for male students shows that the relationship is significant at moderate level and the female student’s shows that the relationship is significant at low level. Therefore the hypothesis 3 (a) is fully accepted.

Hypothesis 3(b) states that there exists significant relationship between perceived maternal supports of higher secondary school students in sub sample based on educational status of mothers. The findings revealed that there exists significant relationship between perceived maternal of higher secondary school students in sub sample based on educational status of mothers. The correlation coefficient obtained for educational status up to SSLC is low, and correlation coefficient obtained for educational status from SSLC to Graduation is high and correlation coefficient of above graduation level is low. Therefore the hypothesis 3 (b) is fully accepted.

Hypothesis 3(c) states that there exists significant relationship between perceived maternal supports of higher secondary school students in sub sample based on occupational status of mothers. The findings revealed that there exists significant relationship between perceived maternal supports of higher secondary school students in sub sample based on occupational status of mothers. The correlation coefficient obtained for unorganized sector employment is medium, and correlation coefficient obtained for unemployed mother is medium and correlation coefficient of organized firm employment is low. Therefore hypothesis 3(c) is fully accepted.

Hypothesis 4(a) states that there exists significant relationship mean score of social conformity of higher secondary school students in sub sample based on Gender .The findings revealed that there exists significant relationship between mean score of perceived maternal support of higher secondary school students in sub sample based on Gender. The coefficient of correlation obtained for male students shows that the relationship is significant at low level and the female student’s shows that the relationship is significant at moderate level. Therefore the hypothesis 4 (a) is fully accepted.

Hypothesis 4(b) states that there exists significant relationship between social conformity of higher secondary school students in sub sample based on educational status of mothers. The findings revealed that there exists significant relationship between social conformity of higher secondary school students in sub sample based on educational status of mothers. The correlation coefficient obtained for educational status up to SSLC is low, and correlation coefficient obtained for educational status from SSLC to Graduation is high and correlation coefficient of above graduation level is low. Therefore the hypothesis 4 (b) is fully accepted.

Hypothesis 4(c) states that there exists significant relationship between social conformity of higher secondary school students in sub sample based on occupational status of mothers. The findings revealed that there exists significant relationship between social conformity of higher secondary school students in sub sample based on occupational status of mothers. The correlation coefficient obtained for unorganized sector employment is medium, and correlation coefficient obtained for unemployed mother is medium and correlation coefficient of organized firm employment is low. Therefore hypothesis 4(c) is fully accepted.

CONCLUSION

Findings of the study show that the level of perceived maternal support and social conformity of higher secondary students in all the subsamples considered is medium. It also shows that there exists a low and positive relationship between perceived maternal support and social conformity of higher secondary school students for the total sample and sub samples male students, students whose mothers educational status is ‘above graduation’ and students whose mothers occupational status is “unorganized sector employment”. It further shoes that the relationship is moderate in the sub samples female students, students whose mothers educational status is ‘up to SSLC’ and ‘from SSLC to graduation’ and students whose mothers occupational status is “organized sector employment” and ‘unemployment’

There is no significant difference in perceived maternal support and social conformity between subsamples based on gender, educational status of mothers and occupational status of mothers except between students whose mother’s educational status are “up to SSLC” and “Above graduation” and between students whose mother’s occupational status are “organized sector employment” and “unorganized sector employment”. It is found that students whose mothers educational status ‘up to SSLC’ perceive maternal support better than students whose mothers’ educational status ‘above graduation’. It is also revealed that the students whose mothers’ occupational status ‘unorganized sector employment’ perceive maternal support better than students whose mothers’ occupational status ‘organized sector employment. In the case of social conformity students belong to all subsamples are almost the same. The result shows that as the education of mothers increase their children’ perceived maternal support decrease and as the education of mothers decrease their children’s perceived maternal support increase.

EDUCATIONAL IMPLICATION

The major intension of the study is to find out if there exists any significant relationship between perceived maternal support and social conformity of higher secondary school students and if there exists any difference in perceived maternal support and social conformity of higher secondary school students between relevant subsample based gender, mothers’ educational status and mothers’ occupational status. Findings of the study revealed that there is significant relationship between perceived maternal support and social conformity of higher secondary school students in the total sample and subsamples. Findings also show that, there is relationship between perceived maternal support and social conformity between students whose mothers’ employment status is “unorganized sector employment” organized sector employment”,unfavour of students whose mothers’ employment status is unorganized sector employment.

Based on the findings the investigator put forward the following suggestions.

1. Awareness class may be organized for mothers’ of higher secondary school students to make them aware of the importance of maternal support for fostering social conformity in their children.
2. Counseling classes may be organized for mothers of higher secondary school students to train them offer maximum maternal support to their children.
3. Cancelling classes may be organized to higher secondary school students to train them understand their mothers’ efforts to bring them up and efforts to bring them up and perceive their mothers’ anxious attention positively.
4. Special cancelling programme may be organized for mothers’ higher secondary school students, whose mothers’ are employed in organized sector, in order to make them more committed to their children.
5. Higher secondary school students whose mothers’ are working in organized sector may attend the Counseling classes to make them aware the specific done by their mothers to bring them up open them their maternal duties at home.

SUGGESTIONS FOR FURTHER RESEARCH

1. The present study can be replicated on college graduate students.
2. The same study can be conducted on secondary school students.
3. A study can be conducted to find out the influence parented support on social conformity of higher secondary school students.
4. A study can be conducted to compare the influence of maternal support and parental support on social conformity of higher secondary school students.
5. A study can be conducted to find out the factors which influence social conformity of higher secondary school students.

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APPENDICES

APPENDIX I

**PERCIEVED MATERNAL SOPPORT
ASSESMENT SCALE**

**Dr. ABDUL HAMEED MUKTHAR MAHAL Abdul Latheef M**

Lucture Senior Scale M.Ed Student

Farook Traning Collage Farook Traninig College

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**\nÀ-t±-i-§Ä**

 \n§-sf kw-\_-Ôn-¡p-¶ Nn-e {]-kv-Xm-h-\-I-fmWv Xm-sg sIm-Sp-¯n-cn-¡p-¶-Xv.H-tcm-{]-kv-Xm-h-\-bv-¡pw ‘FÃm-bv-t¸m-gpw’, ‘an-¡-t¸m-gpw’, ‘Nn-e-t¸mÄ’, ‘A-]qÀ-Æ-am-bn’, ‘H-cn-¡-epanÃ’ F-¶n§-s\ A-©v {]-Xn-I-c-W-§Ä D-¯-c-I-S-em-ÊnÂ Htcm {]-kv-Xm-h-\-bp-tSbpw \-¼-dn-\p-t\-sc tc-J-s¸-Sp-¯n-bn-cn-¡p-¶p.Htcm {]-kv-Xm-h-\-bv¡p-ap-f-f \n-§-fp-sS {]-Xn-Ic-Ww Kp-W-Nn-Ów (X) D-]-tbm-Kn-¨v D-¯-c I-S-em-kn-se tIm-f-¯nÂ tc-J-s¸-Sp-¯p-I.{]-kv-Xm-h-\-]-{X-¯nÂ H¶pw X-s¶ F-gp-X-cpXv.

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|  |

1. F-sâ ]T-\-¯n-\m-h-iram-b FÃm ku-I-cy-§fpw A-½ sN-bv-Xv X-cm-dp-­v.

2. F-\n-s¡-s´-Inepw k-t´m-j-I-cam-b Im-cy-§Ä D-­m-Im-dp-f-f-t¸mÄ A-½-bp-sS apJ-¯v k-t´m-jw D-­m-Im-dp­v.

3. F-sâ ]-co-jm^-ew A-dn-bm³ A-½ XmÂ-]cyw Im-Wn-¡m-dp­v.

4. F-sâ kp-lr-¯p-¡Ä ho-«nÂ h-cp-t¼mÄ A-½ A-h-tcm-Sv \Ã co-Xn-bnÂ s]-cp-am-dm-dp­v.

5. F-sâ I-gn-hn-s\-¡p-dn-¨v A-½ A-Ú-bmWv.

6. ho-«nÂ H-s¯m-cp-a-tbm-sS Po-hn-¡m³ A-½ \n-jv-IÀ-jn-¡m-dp­v.

7. F-s¶ t\c-s¯ hn-fn-¨p-WÀ-¯m³ A-½-¡v a-Sn-bmWv.

8. A-½ F-t¶m-Sv sh-dp-t¸m-sS kw-km-cn-¡m-dp-­v.

9. F-\n-¡v A-kp-Jw h-cp-t¼mÄ A-½ D-Xv-I-WvT-s¸-Sm-dp­v.

10. F-sâ ]-co-£m k-ab-¯v A½-¡v sS-j³ D-­m-hm-dp­v.

11. F-s¶ F-s´-¦nepw h-g-¡vv ]-d-tb-­n h-cp¶-Xv A½-¡v hn-j-a-ap-­m-¡m-dp­v.

12. F-\n-s¡-Xn-sc B-sc-¦n-epw ]-cm-Xn ]-d-ªmÂ A-½ F-\n-¡v ]-d-bm-\p-ff-Xv tIÄ-¡m-dp­v.

13. B-tcm-Ky--I-c-aÃm-¯ `£Ww I-gn-¡p-¶-XnÂ \nv-¶v A-½ F-s¶ hn-e-¡m-dp­v.

14. kv-¡qÄ \n-b-a-§Ä ]m-en-¡m³ A½ \n-jv-IÀ-jn-¡m-dp­v.

15. A½-¡v F-s¶ hn-izm-k-amWv.

16. Rm³ ]-d-bp-¶ Im-cy§Ä A-½ {i-²n-¡m-dp­v.

17. F-\n-¡v A-kp-Jw h-¶mÂ A-½ F-s¶ ip-{iq-jn-¡m-dp­v.

18. k-aq-l-¯nÂ \-S-am-Sp-¶ ]-e Xn-·-I-fp-tSbpw Zq-jr-^-e-§Ä A-½ F-\n-¡v ]-d-ªp-X-cm-dp­v.

19. A-½ F-s¶ k-Xyk-´-X io-en-¸n-¡m-dp­v.

20. apXnÀ¶-h-tcm-Sv \_-lp-am-\-]qÀ-Æw C-S-s]-Sm³ A-½ F-t¶m-Sv \nÀ-t±-in-¡m-dp-­v.

21. C-fb-h-tcm-Sv \_-lp-am-\-]qÀ-Æw C-S-s]-Sm³ A-½ F-t¶m-Sv \nÀ-t±-in-¡m-dp-­v.

22. ho-«nÂ sh-dp-sX-bn-cn-¡p-t¼mÄ D-]-tbm-K-{]-Zam-b Im-cy-§Ä A-½ sN-¿n-¡m-dp--­v.

23. F-\n-¡v th-­n A-½ H-gn-hv ka-bw I-s­-¯m-dp­v.

24. ho-«nÂ A-Xn-Yn-IÄ h-cp-t¼mÄ F-s´m-s¡ sN¿-Ww F-¶v A-½ F-s¶ ]Tn-¸n-¨v X-cm-dp-­v.

25. ho-«nÂ F-s´-¦nepw ]-¦v sh-¡p-t¼mÄ A-½ A-Xv Xp-ey-am-bn ho-Xn-¡m-dp-­v.

26. ho-«nÂ \Ã {]-hÀ-¯n-IÄ sN-¿p-t¼mÄ A-`n-\-µn-¡m³ A½-¡v a-Sn-bm-Wv.

27. F-sâ ]T-\ Im-cy-s¯-Ip-dn-¨v A-½ A-t\z-jn-¡m-dp­v

28. Hmtcm hn-j-b-¯nepw D-bÀ-¶ amÀ-¡v hm-§m³ A-½ F-s¶ \n-jv-IÀ-jn-¡m-dp-­v.

29. F-\n-¡v C-ã-ap-ff tPm-en-IÄ sN-¿m³ A-½ F-s¶ Np-a-X-e-s¸-Sp-¯m-dp­v.

30. `-£-W-Im-cy-¯nÂ A½-¡v F-sâ A-`n-{]m-bw tNm-Zn-¡m³ a-Sn-bmWv.

31. F-sâ kp-lr-¯p-¡-sf-¡p-dn-¨v ]-d-bp-t¼mÄ A-½ A-h-K-Wn-¡m-dp­v.

32. A-½ F-s¶ a-X-]-cam-b Im-cy-§Ä sN-¿m³ \n-jv-IÀ-jn-¡m-dp-­v.

33. Rm³ a-X-]-cam-b Im-cy-§Ä \nÀ-Æ-ln-¡m-dpt­m F-¶v A-½ {i-²n-¡m-dp­v.

34. ]Tn-¨v \Ã \n-e-bnÂ F-¯m³ A-½ F-s¶ t{]m-Õm-ln-¸n-¡m-dp-­v.

35. F-\n-¡v cm-{Xnk-a-b ]T-\-¯n-\v FÃmhn-[ ]n-³-Xp-Wbpw A-½ X-cm-dp-­v.

36. B-tLm-j-Zn-h-k-§-fnÂ sX-än-e-I-s¸-Sm-Xn-cn-¡m³ A-½ F-s¶ {]-tXyIw HmÀ-½n-¸n-¡m-dp-­v.

37. ]pXn-b Iq-«p-sI-«p-IÄ D-­m-Ip-t¼mÄ \Ã-XÃm-¯ Ip-«n-I-fp-am-bn F§-s\ {]-hÀ-¯n-¡-W-sa-¶v A-½ F-\n-¡v ]-d-ªv X-¶n-«p-­v.

38. kv-Iq-fnÂ \n-¶v h-cm³ ssh-In-bmÂ A-½ F-s¶ A-h-K-Wn-¡m-dp-­v.

39. A-½ F-sâ Iq-«p-Im-sc Ip-dn-¨v A-t\z-jn-¡m-dp-­v.

40. A-\p-k-c-W-t¡-Sv Im-Wn-¨mÂ A-½ F-s¶ im-kn-¡m
-dp-­v.

APPENDIX II

**RESPONSE SHEET OF PERCEIVED MATERNAL SUPPORT ASSESMENT SCALE**

Name of the Student: Name of the School:

Gender : Male/female Educational Status of Mothers:

Group: Science/Commerce/Humanities Occupational Status of Mothers:

Type of Management: Govt./Aided/Un-aided

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **{Ia \¼À** | **FÃmbv t¸mgpw** | **an¡-t¸mgpw** | **Nne-¸Ä** | **A]qÀÆambn** | **Hcn-¡-ep-anÃ** |  | **{Ia \¼À** | **FÃmbv t¸mgpw** | **an¡-t¸mgpw** | **Nne-¸Ä** | **A]qÀÆambn** | **Hcn-¡-ep-anÃ** |
| 1 |  |  |  |  |  | 21 |  |  |  |  |  |
| 2 |  |  |  |  |  | 22 |  |  |  |  |  |
| 3 |  |  |  |  |  | 23 |  |  |  |  |  |
| 4 |  |  |  |  |  | 24 |  |  |  |  |  |
| 5 |  |  |  |  |  | 25 |  |  |  |  |  |
| 6 |  |  |  |  |  | 26 |  |  |  |  |  |
| 7 |  |  |  |  |  | 27 |  |  |  |  |  |
| 8 |  |  |  |  |  | 28 |  |  |  |  |  |
| 9 |  |  |  |  |  | 29 |  |  |  |  |  |
| 10 |  |  |  |  |  | 30 |  |  |  |  |  |
| 11 |  |  |  |  |  | 31 |  |  |  |  |  |
| 12 |  |  |  |  |  | 32 |  |  |  |  |  |
| 13 |  |  |  |  |  | 33 |  |  |  |  |  |
| 14 |  |  |  |  |  | 34 |  |  |  |  |  |
| 15 |  |  |  |  |  | 35 |  |  |  |  |  |
| 16 |  |  |  |  |  | 36 |  |  |  |  |  |
| 17 |  |  |  |  |  | 37 |  |  |  |  |  |
| 18 |  |  |  |  |  | 38 |  |  |  |  |  |
| 19 |  |  |  |  |  | 39 |  |  |  |  |  |
| 20 |  |  |  |  |  | 40 |  |  |  |  |  |

APPENDIX III

LIST OF SCHOOLS

* GVHSS Meppayur
* MUM HSS Vadakara
* BTM HSS Thurayur
* Salafy HSS Kuluppa
* GVHSS Payyoli
* NHSS vattoli
* GHSS Kuttiady
* Cresent HSS Adakakundu
* Presentation HSS Perinthalmanna
* GHSS Vaniyambalam
* Sir Sayed HSS Kannur
* Kannur Municipal HSS