**INFLUENCE OF SOCIAL COMPETENCE ON THE INDISCIPLINE BEHAVIOUR AMONG HIGHER SECONDARY SCHOOL STUDENTS**

**RESHMA.T.S**

***Dissertation submitted to the University of Calicut***

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**DECLARATION**

 I, RESHMA.T.S, do hereby declare that this dissertation “**INFLUENCE OF SOCIAL COMPETENCE ON THE INDISCIPLINE BEHAVIOUR AMONG HIGHER SECONDARY** **SCHOOL STUDENTS**” has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College

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Date:

**CERTIFICATE**

I, **Manoj Praveen. G.,** do hereby certify that this dissertation “ **INFLUENCE OF SOCIAL COMPETENCE ON THE INDISCIPLINE BEHAVIOUR AMONG HIGHER SECONDARY SCHOOL STUDENTS**” is a record of bonafide study and research carried out by Reshma .T.S. under my supervision and guidance.

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**CHAPTER1**

**INTRODUCTION**

* Introduction
* Need and Significance of the Study
* Statement of the problem
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**INTRODUCTION**

 Nature endows human with unique organ, the brain unlike the features provided to other species. Moulding the humanity through the path of civilization and culture it is essential that there should be an education process as a cauldron. This process invented by the mankind is an important milestone in the journey from primitivism to the cultural refinement. It makes man different from other animals. Education plays the role of a magic wand that guides an individual in the right path. It transforms man from a mere “two legged “into “human”. According to Tagore,” Education is not only for imparting knowledge but also moulding of character and personality”. This is the crux of genuine education.

 Adolescence is the most crucial and delicate period in the life cycle of a man. It is the transitional period from childhood to adulthood, a period of abrupt changes and development. Adolescents are not consistent in the emotional expression. Their emotions fluctuate very frequently and quickly. They are often irritable, easily excited, and explode emotionally instead of trying to control his emotions. They react vigorously. At no stage the individual is as restless and emotionally perturbed and touchy as in adolescents at these stages of life most of the people have to face a number of psycho- social adjustment problems which leads to stress in human relations, triggering intolerance and conflict. It is a common characteristic of maladjusted children, that disciplinary actions are usually not effective at curtailing their negative behaviors. When we speak of maladjusted behavior, we refer to a habitual pattern of behaviors which are detrimental to the individual. They continue to misbehave in spite of - perhaps because of - the threat of punishment. It seems they are unable, or unwilling, to consider the consequences of their behavior student development may aversely influence by acts of disorderliness as bullying, aggression, verbal abuse, violent altercations etc. maladjusted behavior is frequent or habitual and is ultimately harmful to the individual, environment or other persons.

 Life lived in accordance with certain rules may be called discipline life. Discipline means training, learning and living in an organized way in accordance with rules and regulations which are constituted by human society and which are in the best interest of human life.

 Discipline is necessary for any nation, society or organization. An individual’s feelings and powers can be regularized to manifest into efficiency and economy of effort through it in order to attain aims. A disciplined society is the basis for any national development.

Nunn states “Discipline consists of submission of one’s impulses and power to regulation which brings efficiency and economy where there would otherwise be waste and ineffectiveness.”

 Indiscipline recedes a society and organization into inefficiency and digresses. Indiscipline is the condition in which there is a conflict between the needs of individuals and group or authority represented by him. Scientific and technological development has provided a rapid momentum to the process of modernization. It has widely affected the society and adolescent’s thinking and behavior. It displays clearly the temptation of getting rid from traditional values and customary behavior. Under such a situation, the number of students with similar type of thinking is increasing and some or the other incident pertaining to their temptation to not abide by school rules and thus emerge a situation of indiscipline which tremors the whole of the social system.

 An indiscipline person can neither make effective contribution to the completion of any scheme nor develop moral value of life. Discipline is need in every walk of life. According to Mudaliar Commission, no amount of improvement and reconstruction in education will bear fruit, if schools themselves are undermined by indiscipline.

 It can obviously be realized if by an observation in the talents of versatile people over them mankind is proud of would have been on the brim of divinity had they been harnessed their anarchic life.

 Indiscipline is often of the nature of a problem of the behavior in the school. It indicates more deeply causal factors. Teachers often feel troubled over their concern with the awkward matter of keeping order in the class room.

 Indiscipline problems may fall broadly under two classes 1) personal or psychogenic and 2) conduct or sociogenic problems. The two types may be basically interrelated. The first category is shown by withdrawal and the second by aggressive, destructive and descriptive behavior. The dimensions of personal or psychogenic problems include diffuse hyperactivity involving restlessness, disorderly behavior, compulsive talking and interfering with others work. It also involves many harmless but undesirable activities like nose picking, ear boring, nail biting etc. the second factor is overt derogation of others exhibited by tattling, jealousy, expression of contempt etc. a third factor is labeled as aggression which includes impertinence, defiance, resistance to authority, quarrelling, fighting and rudeness.

 Pupils exhibit a variety of unruly behavioral patterns, especially when they have to express their frustrations and disappointments. The behavioral adopted by them are unique, complex and individualistic which are usually beyond the levels. The pupils shout, scream, fight, kick and resort to a variety of temper tantrums. Some pupils misbehave or resort to several other methods of disruptive behavior often to get attention. When the pupils adopt such behavior in the class room it becomes a serious problem of maintaining discipline and order.

 Student development may adversely influenced by acts of disorderliness. Emotionally imbalanced behavior may be pronounced among them. Emotional, social and behavioral problems particularly aggression and oppositional behavior in young children are key risk factors or “red flags” that mark the beginning of escalating academic problems, grade retention, school drop outs and anti social behavior. Since emotional imbalance has a role in the expression of disorder behavior among students, it may be solved by the regulation or balancing of emotion or by developing emotional intelligence.

 Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing well in us and in our relationships. it may be learned or taught and may account for individual differences in many important human facets such as psychological well being, occupational and academic success, life satisfaction and the quality of interpersonal relation ship. Emotional intelligence provides a new way to understand and assess people’s behavior, management styles, attitudes, interpersonal skills and potentials.

 A historical analysis of the emergence of the concept ‘emotional intelligence’ would inevitably lead us to ‘social intelligence’ introduced and added by Thorndike. Thorndike defined social intelligence as “the ability to understand and manage men and women, boys and girls and act wisely in human relations” According to Daniel Goleman (1995) Emotional Intelligence consists of a number of competences. And he classified these competences under two broad categories in his emotional competence frame work. They are Personal competence and Social competence.

Personal competence determines how we manage ourselves. It is further divided into self- awareness, self- regulation and motivation while social competence consists of empathy and social skills.

The present study intends to concentrate on the social competence aspect of emotional intelligence and their influence on indiscipline behavior among students. Goleman defined social competence as the competence that determines how we handle relationships. Goleman’s model of emotional intelligence includes two basic social competencies they Empathy and social skills. Empathy is the awareness of other’s feelings needs and concerns and social skill is the adeptness at inducing desirable responses in others.

If the required social skills to work cooperatively and to possess empathy are taught it may be a great panacea for the indiscipline behavior among students. It is a noted point that youths who build social- emotional competencies will develop the values and attitudes that lead to safer, less risky life choices. Developing social and emotional competencies, indicating that these can be learned and that the school environment is an ideal context in which to do so.

 The present study is an attempt to find if there exists any significant relationship between social competence and indiscipline behavior among higher secondary school students.

**NEED AND SIGNIFICANCE OF THE STUDY**

 It would be very amusing as well as thought provoking being civilized man in a civilized society to ponder over thoughts on the emergence of present societal strata by gripping cluster by cluster of novel ideas came up in course of time. The external factors that led the humanity to be in the process refining them are only because of the deviations of thoughts from the prevailing systems. That deviation of thought emerged in the social psyche from those individuals assimilated themselves as revolutionaries in the evolutionary process. The groups of intelligentsia thus turned up had to undergo many bottle necks to wield influence their ideas in the society since the major portion of society kept paced with the indisciplinary path. Briefly saying the present world came to existence by the reason that indiscipline is overcome by discipline.

 Orderliness in schools is an asset for the students as well as institutions whereas disorderliness, in all probability, may obstruct and even lead to disruption of the entire process of learning.

 Class room discipline is important. In the absence of it, the teacher cannot function and fulfill his role and obligations. There are problems of discipline and one cannot shy away from them. They have to be recognized and dealt with understanding such that they are solved.

The case of school environment is not different students disruptive behavior has become almost a password now a days. Even though the curriculum prescribes the activity based education, at the delivery end education loses the importance of actions.

 In view of the multi dimensional nature and magnitude of school indiscipline the world over researchers have endeavoured to pay attention to the ever expanding problem of fundamental bearing. India too has its own history and experiences of student’s violence. Only recently in 2012 we are reported the killing of a school teacher by a student in Chennai because she wrote a few reformative remarks in his diary on his poor performance in class. Students of secondary schools are reported to have killed their classmates at Noida (UP). Similar incidents should not be ignored as isolated incidents in the world of school education. These incidents may or may not be representing an existing or a future trend but they are threats serious enough to demand an equally thoughtful attention for acquiring an insight into the causes and a logical solution, to begin with, at the level of the educators.

 The investigator herself observed the students causing disturbances in classroom which made the teacher failure in class room discipline and that might imbalance the teaching- learning process and the teacher could not lead the class in an effective manner.

So, the investigator has decided to measure the extent of indiscipline behavior in students of Kozhikode district.

 Strengthening young children’s capacity to manage their emotions and behavior, and to make meaningful interpersonal relation ship, may serve an important protective function for school success or life success.

 Development of character takes place at an accelerated rate during a student school or college career. So this is the key period for constructive character building. It is essential for children to be taught to be judges of character and school is a very good place for them to learn.

 The problem of social competence is more evidently reflected in the educational field because the relationship in the classrooms is the prototype of ex-classroom relations. The socially awkward child is likely to misrespond to teacher as well as to other children. Dropping out of school is a particular risk of children who are socially rejected. These problems are universal because the way a child handles relation ship in school years definitely reflect the way he would handle the relation ship in his adult hood.

 Today, the indiscipline problems and emotional problems of students is a serious concern in education. Therefore more and more exploratory studies are needed and have to find out a true solution for these problems. Due to this, the present study is highly significant to analyze both variables: indiscipline behavior and social competence and to find whether there exists any relationship between them in higher secondary school students.

 **STATEMENT OF THE PROBLEM**

 The present study is entitled as “Influence of social competence on the indiscipline behavior among higher secondary school students.”

**DEFINITION OF KEY TERMS**

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

**Indiscipline behavior:-** it is that condition in which there is opposition or conflict between the needs of individuals and group or authority.

 Indiscipline behavior for the present study is operationally defined as the sum total of the scores on the eight components of common danger signals of adolescent maladjustment which includes

1. Irresponsibility as shown in neglect of studies.
2. An overly aggressive, cocksure approval.
3. Feelings of insecurity, which cause the adolescent to conform to group standards in a slavishly conventional manner
4. Homesickness when away from familiar surrounding.
5. Feeling of martyrdom.
6. Excessive day dreaming to compensate for the lack of satisfaction the adolescent derives from daily life.
7. Regression to earlier levels of behavior in an attempt to win favor and recognition.
8. Use of defense mechanisms such as rationalization, projection, fantasizing, and displacement.

**Social Competence: -** It is the capacity to know another’s feelings and to act in such a way that further shapes those feelings. It is the measure of social competence quotient.

 Social Competence for the present study is operationally defined as the sum total of the scores on the eleven factors viz, understanding others, developing others, service-orientation, leveraging diversity, organizational awareness, influence, communication, conflict management, leadership, change catalyst and social co-ordination.

**Higher secondary school**: - In the present study students studying in the class 11th and 12th in Government, Aided and Unaided schools following state curriculum is included as Higher Secondary students.

**OBJECTIVES OF THE STUDY**

 Following are the objectives of the study

1. To find out the extent of indiscipline among higher secondary school students.
2. To find out whether there is any significant difference in indiscipline behavior in the sub samples based on
3. Gender
4. Type of management
5. Subject of study
6. To find out whether thee is significant relation between indiscipline behavior and social competence.
7. To find out whether there is any effect of social competence on indiscipline behavior among higher secondary school students.

**HYPOTHESES OF THE STUDY**

1. There will not be any significant difference in indiscipline behavior in the sub samples based on
2. Gender
3. Type of management
4. Subject of study
5. There will not be any significant relationship between indiscipline behavior and social competence.
6. There will not be any significant effect of social competence on indiscipline behavior among higher secondary school students.

**METHODOLOGY OF THE STUDY**

**Sample**

 The sample for the present study was selected using stratified sampling method giving due weightage to gender, type of management, subject of study. The study was conducted on a sample of 400 students of class 11th and 12th drawn from 9 schools of Kozhikode district.

**Variables**

 The variables used are;

1. Indiscipline behavior
2. Social competence

**Tools used**

 The tools used in the study were

1. Adolescent indiscipline scale
2. Social competence scale

**Statistical technique used**

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

1. Percentiles
2. Test of significance of Mean difference for large independent sample.
3. Pearson’s product moment correlation
4. One- way ANOVA.

**SCOPE AND LIMITATION OF THE STUDY**

 The present study is an attempt to find out the extent of indiscipline behavior among higher secondary school students in Kozhikode district. This study investigates the influence of social competence on indiscipline behavior.

 The investigator hopes that this study may throw light into the minds of educators to know the levels of indiscipline behavior among their students and may help them to adopt different strategies to tackle these adolescent indiscipline problems. It may also provide scope to conduct further research in the same area.

As the study attempts to find out the relationship between social competence and indiscipline behavior it would provide awareness about the importance of developing social competence among the students. And the investigator hopes that that the newly constructed tool will be of much use for the future investigations in the same area.

 Even though much precautions were taken to make the study as objective as possible, certain limitations had crept into the study. They are as follows.

1) The investigator selected the students of higher secondary school students (11th and 12th standard) only, instead of covering all adolescent age groups.

2) The investigator selected the students from Kozhikode district only.

3) The investigator limited the sample size to 400 students only.

4) In the construction of tool investigator had taken only a selected components (common danger signals of adolescent) to measure the indiscipline behavior among students.

**ORGANIZATION OF THE REPORT**

 Chapter 1 presents a brief introduction to the problem, need and significance of the study statement of the problem, definition of key terms objectives, hypothesis, methodology and scope and limitations of the study.

A brief description of the variable and studies in the area received by the investigator is attempted in chaper.2

In Chaper.3 the methodology of the study, describing in detail variable selected, tools employed selection of the sample, and procedure and statistical techniques used for analysis is presented.

Details of statistical analysis of the data and discussion of results are given in chapter 4.

Chapter 5 represents the summary of the study, major findings, educational implications and some suggestions for further research.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

* Theoretical overview of Indiscipline behaviour
* Studies related to Indiscipline behaviour
* Theoretical overview of Social Competence
* Studies related to Social Competence

**REVIEW OF RELATED LITERATURE**

 Success of any study in any field depends on the in depth analysis of the previous work done in that area. Only the past will help us to equip for the present. It enables the investigator to define the problem, recognizing its significance, suggesting appropriate study design and source of data.

 The present study is about the influence of social competence on indiscipline behavior among higher secondary school students. The review is presented under the following heads;

1. Theoretical overview of Indiscipline behavior
2. Studies related to indiscipline behavior
3. Theoretical overview of Social Competence
4. Studies related to Social Competence
5. Conclusion

**A.THEORETICAL OVERVIEW OF INDISCIPLINE BEHAVIOR**

Swami Vivekananda has defined discipline as the concentration of the mind, which may mean self- control undertaken willingly.

 T.P. Percy and Nunn defined ‘discipline consists in the submission of one’s impulses and powers to a regulation which imposes form upon chaos and beings efficiency and economy where there would otherwise be ineffectiveness and waste. Though, part of our nature may resist this control, etc, acceptance must, on the whole, be willing acceptance”.

 Indiscipline recedes a society and organization into inefficiency and digress therefore whichever the organization (including a school) discipline would have to be maintained for its progress and efforts should be made in this direction.

 Lipitt and White (1958) found evidence that the democratic approach was superior to other approaches in classroom management.

 O.S Neil (1960) opinioned that child will do a task willingly when he enjoys it, and then the question of any unsuitable or improper behavior would not arise.

 Erikson (1968) perceived that ‘crisis of identity’ and conflicts are characteristics of adolescent period and youth. Young people lack the sense of personal responsibility for the experiences and outcomes, and generally blame the external forces like luck, chance, etc. which are put of their own control.

 Havighurst (1972) defines developmental tasks which arise at about a certain period in the life of an individual, successful achievement of which may leads to happiness and success with the later tasks, while failure leads to unhappiness and difficulty with later tasks.

 Garden (1974) holded the opinion that a teacher should be prepared as an effective teacher, and then the solution to indiscipline problem can be located.

 Scarborough (1981), psychologically adolescence follows a set of physical, social, emotional and cognitive changes as well as changes relating to personality. If the adolescent cannot adjust to these changes problems are likely to arise.

 Lindahl (1994) proposed that education and learning are a kind of training and control. One of the goals of education is the development of self- control, which is to overcome authoritative control.

 Kaufman, Pianta and Cox (2002) states that the prevalence of aggressive behavior problems in preschool and early school- age children is about 10% and may be as high as 25% for socio- economically disadvantaged children.

 Fields and Fields (2006) reported that missing social skills is the single most common cause of discipline problems. Children’s squabbles over material and their unskilled efforts to make friends cause frequent disruption to both preschool and primary classrooms these children are risk as adults for social and emotional problems.

 John Locke said that education is such a process for realization of ultimate human aims in which it is necessary to maintain self- discipline and self- control.

 Sayyidin proposed the four chief causes of student indiscipline: feeling of dissatisfaction, lack of sufficient interest in studies, increasing number of students in schools and colleges, illustration of indecent examples by politicians.

 According to Psychologists each occurrence of indiscipline an incident or cause behind it. Individual dissatisfaction, tension, complexes produces revolt against those circumstances that he thinks to be the cause of dissatisfaction or tension. This feeling of revolt produces indiscipline in his external behavior.

 General Kariappa viewed the chief cause of indiscipline are due to present defective academic system, lack of leadership in teachers, increasing financial difficulties, lack of general idealism in the society.

 Self control is a problem that is intimately connected with the problem of character. An individual of good character is by implication a self- controlled individual with good habits and predictable behavior.

 In psycho analytical language the libidinal impulses of the ‘id’ which are pleasure seeking are subjected to control by the external environment. In this process of interaction between the libidinal urges of the ‘id’ and the environmental or societal prohibitions and restrictions, the ego develops as part of the personality which is in direct contact wit the reality. The ego works on the reality principle. There is constant conflict between the unconscious libidinal urges and the societal (parents and other adults, teachers etc.) restrictions and threats of punishment. In this transaction the superego develops which is the internalized external discipline.

 W.M. Ryburn states the true discipline should be mainly positive and constructive rather than negative and destructive.

 Carbin and Mandler consider that indiscipline is that condition in which there is opposition or conflict between the needs of individuals and group or authority.

 Self- perception theory, developed by psychologist Daryl Bem states that people develop their attitudes by observing their own behavior and concluding what attitudes must have caused it and the theory suggests that people induce attitudes without accessing internal cognition and mood states.

**B. Studies related to Indiscipline behavior**

 Kumar (1963) conducted study with adjustments of adolescent and pre adolescent. It has been revealed tat the maladjustment among thee students was related to home, social and school situations as well as their health and emotional adjustment.

 Kakkar (1964) studies the adjustment problems of adolescent using a sample of 150 adolescents. The major findings of the study are 1) School area posed greatest number of problems where in home area adolescent were over dependent of parents.2) adolescents were deeply concerned about their health, shyness, nail biting, day dreaming, lack of self confidence, sex and problems relating to nervousness. 3) in social area problem like how to be popular, how to get along with other worried adolescents.

 Kaungo, Pande and Chaudhary (1965) in the study Analysis of teenagers problem and their educational achievement on a sample of 269 teenagers found that adolescent boys tendent to be worried more about friendship, health and appearance, religion and vocational life while girls are worried about ill treatment by family members, getting punishments from parents and teacher.

Thripathi (1965) in the study “A study of personality problems of adolescents at high school stage observed that the largest problem of adolescents were found with social and social areas and less problems were found with home and health care.

 Mehotra (1966) conducted a study on adolescent problems in 400 adolescent of intermediate class revealed that boys have greater number of problems than girls. Girls are found to b better adjustment in home and school than boys.

 Joshi and Mohan (1968) studied the adjustment problems of high school students. The study revealed that adolescents have more problems relating to finance and employment, social and recreational activities, health and physical development, personal psychological relation, educational, home and family problems.

 Rao (1974) conducted a study on “Adjustment Problems of College students”. The study revealed that large number of students reported problems in the area of personal adjustment and adjustment to college works.

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

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

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

 Mohan, Mahajan and Kakkar (1999) attempted to study on the differences in the personality characteristics, values, adjustment patterns, self- esteem, and locus of control and academic achievement of adolescent. The study resulted that adolescent high on alienation differed significantly from those who are low on alienation on the all dimensions of personality viz, Home, Social, Emotional and Total adjustment and self- esteem.

 Schwartz et.al. (2002) studied the victimization in South Korean children’s peer groups. The participants of this cross- sectional investigation were 122 children from South Korea. The study indicated that peer victimization was associated with poor adjustment, loneliness. Aggression, submissive withdrawn behavior and low levels of assertive- pro social behavior.

 Veena and Khadi (2004) conducted a study on the “Influence of family functioning on Adolescent Adjustment”. The study showed that family functioning of adolescent was significantly related to adjustment.

 Gini and Pozzoli (2006) investigated on the topic “the role of Masculinity in children’s bullying”. The aim was to explore the association between gender role, in terms of attribution of masculine and feminine characteristic and children involvement in bullying problems during the elementary school years. Data showed that, irrespective of sex, masculine traits predicted active bullying behavior.

 Kokkinos and Georgia (2006) examined the association between parenting locus of control, discipline practices and bullying and victimization experiences of elementary school children. Results indicted that parental discipline practices were correlated with specific dimensions of parenting locus of control dimensions were significantly predictive of discipline practices.

 Bradshaw et. al., (2007) studied the influence of school context of social disorganization perspective on indiscipline behaviors. The hierarchical linear modeling analyses suggested that school level indicators of disorder were significant predictors of indiscipline behaviors.

 Slonge and Smith (2008) studied on the new form of bullying and harassment which is called Cyber bullying (C.B.). The result shows that gender difference were few. The impact of C.B. was perceived as highly negative for picture/ video clip bullying.

 Naqvi.T. (2009) conducted a study on Mental Discipline through Management of Emotions: An exercise in constructivism. The study revealed that the principal cause of indiscipline seems to be rooted in the sphere of emotions. the proper handling of emotions needs to be started at the nascent stage, most preferably, through constructivist approach.

 Sreepriya (2009) in her study “Role of Parents in Disciplining Children” found that though adolescents are capable of independent decision making and judgments they should know that there remain adult prerogatives to guide them. Parents could be a role model, to develop confidence in them, to develop creative thinking, trust and give them liberty

 Nabuzoka et.al*,* (2009) conducted a study on Exposure to Bullying, Reactions and Psychological Adjustment of secondary school students. The result revealed that girls reported being victimized significantly more than boys. Amongst victims, boys scored higher than girls on desire for retaliation/ vengeance and on externalizing behaviors, girls scored higher on internalizing behavior.

 Sreeja (2009) conducted a study on the relationship of Maternal Behavior with bullying and Victimization of adolescents. The sample was selected from higher secondary school students as the representative of Adolescent. The study revealed that the Maternal behavior is related with Bullying and Victimization experiences of adolescents.

 Bhan (2012) conducted a comparative study of adjustment of Destitute and Non- Destitute female adolescents. The study was conducted on 120 female adolescents studying in 9th standard. The study found that the destitute female adolescents are less adjusted as compared to non- destitute female adolescents on various areas of adjustment.

 Bowen K.N. and Bowen L.G (2012) conducted a study on the Effects of Crime and Violence in Neighborhoods and Schools Behavior and Performance of Adolescence. The study revealed that urban students tended to report higher exposures to environmental danger, measures of neighbourhood danger were slightly more predictive of outcomes than measures of school danger.

 Sheldon B.S. and Epstein L.J (2012) made a study on Improving student Behaviour and school discipline with Family and Community Involvement. The result of the study indicates that creating more connections and greater cooperation among the school, family, and community contents may be one way for schools to improve student behavior and school discipline.

 Lester et.al*.* (2012) conducted a study on Problem behaviors, Traditional bullying and Cyber bullying among Adolescents Longitudinal Analysis. The study examined the relationship between traditional bullying, cyber bullying and engagement in problem behaviors using longitudinal data from approximately 1500 students. The findings suggest that to reduce the clustering of cyber bullying behaviors with other problem behaviors it may be necessary to focus interventions on traditional bullying.

 **C.THEORETICAL OVERVIEW OF SOCIAL COMPETENCE**

 Thorndike (1920) defined social intelligence as “the ability to understand others and act wisely in human relations”. Social intelligence is the capacity of the individual to interact effectively, with his environment. The interpersonal relations in various works, environment as its reflection of intelligence.

 Piaget (1932) and others have proposed that it is the interaction that takes place between peers, highly similar in competence, that provides the children with further developmental experiences. Peer interaction has been found to promote over all developmental competence.

 Gardner (1953) a Howard psychologist, proposed a widely regarded model of “multiple intelligence” which includes inter and intra personal intelligences which in turn comprises social intelligence.

 Smitson (1974) states that Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra- physically and intra- personally. Emotional Maturity is the understanding and acceptance of all of one’s normal feelings and emotions and the appropriate response to those emotions in all circumstances.

 Principles of social competence: the development nature of social competence is based on the following principles (Scroufe, 1979)

Adaptation: the child is actively involved in both changing the environment and accommodating to the environment that is, the child can be viewed as a system in his/ her own right. Such a system does not simply react to the environmental stimulation, but organizes and selects its own behaviors in terms of its own goals.

The child as a coherent whole: there is logic to individual personality that can be understood when looking at the child’s total functioning. That is even though a child may not behave the same way in different situations, his / her behavior can still be viewed as a coherent whole across these situations.

Emotional and Effect as central to personality: Scroufe (1979) suggests that an emotional/ motivational duality in the form of security with familiar versus attraction to the unfamiliar is central to self development

Individual differences: individual differences are expressed on a number of personality dimensions, including the balance between exploration/ curiosity and awareness of potential danger.

Reorganization of self as Development: according to Scroufe (1979) “development does not proceed in a linear, incremental manner”. Rather, there are changes in behavioral/ cognitive organization or the addition of new skills that transform the ways in which the pre schoolers interest with his / her world. Each of these periods of reorganization constitutes the basis for a new series of developmental challenges.

 Sternberg’s (1985**)** triarchic theory, social intelligence is part of a large repertoire of knowledge by which the person attempts to solve the practical problems encountered in the physical and social world.

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

 The emotional Intelligence Frame work proposed by Goleman (1995) includes five dimensions, self- awareness, self- regulation and self- motivation come under the personal competence and the other two viz, and social skill and Empathy come under the Social Competence. Each of these dimensions includes a few sub components.

Emotional Competence Framework

1. Personal Competence

 These competencies determine how we manage ourselves.

1. Self -Awareness: Knowing one’s internal states, preferences, resources and institutions. It includes.
* Emotional Awareness
* Accurate self assessment
* Self confidence
1. Self-regulation: managing one’s internal states, impulses and resources
* Self-control
* Trust worthiness
* Conscientiousness
* Adaptability
* Innovation
1. Motivation: emotional tendencies that guide or facilitate reaching goals.
* Achievement drive
* Initiative
* Optimism

B. Social Competence

 These competencies determine how we handle relationships.

1. Empathy: awareness f others feelings, needs and concerns.
* Understanding others
* Developing others
* Service orientation
* Leveraging diversity
* Political awareness
1. Social skills: adeptness at inducing desirable responses In others.
* Influence
* Conflict management
* Communication
* Leadership
* Change catalyst
* Building bonds
* Collaboration and co-operation
* Team capabilities

 Mayer and Salovey (1997) defines “Emotional intelligence involves the ability to perceive accurately, appraise and express emotion, the ability to access or generate feeling when they facilitate thought, the ability to understand emotion and emotional knowledge, the ability to regulate emotions to promote emotional and intellectual growth”.

 Elias et.al., (1997) indicated that Youths who build social- emotional competencies will develop the values and attitudes that lead to safer, less risky life choices.

 Lickona (2004) proposed that when people have the knowledge and skills to make informed, positive, dependent choices regarding their social, Emotional and well- being, they will be more likely to make choices in line with their values, which are universal.

 Evertson, Emmer and Worsham (2005) proposed that training students in how to handle relationship contributes to greater ease in classroom management.

 The infant can be observed to be socially capable of gazing at human faces, responding to human touch and sounds with physical activity and sounds such as laughter and cries. Throughout development, children continue to develop social competence that is the ability to imitate and maintain interaction with adults and peers and to build relationship with others in group. The process of social development involves changes, primarily in the affective, social, cognitive and behavioral areas. In the area of social behavior, children’s ability to interact with others includes a number of major categories of observable skills.

 Children’s social development is a function of biological and social change. In the context of human relationship, both adult- child and peer relation ship the infant develops competence including social competence such as social affective, cognitive and behavioral skills.

**D. Studies related to Social Competence**

 Strain and Shores (1977) studied social interaction and development among behaviorally handicapped pre-school children. The result found that with respect to both quality and quantity of interaction, the child created hi sown social environment.

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

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

 Kiran and Lakshmi (1994) conducted a study on Emotional Competence among Bhang and Heroine users. The sample consisted of 100 drug addictors from Patna. The study revealed that normal person has greater adequate depth of feeling, adequate control and expression of emotion, ability to function with emotion in comparison of Bhang and Heroine users.

 Segrin and Kinney (1995) identified good and bad social skills. A socially skilled adolescent is friendly, possesses high self- esteem, seldom responds angrily and makes conversation easily. A socially unskilled individual tend to be shy. To have low self- esteem, and to be self- conscious when interacting with a stranger.

 Seghal (1999) conducted a study on emotional quotient, intelligence, personality and psychological well being of adolescents. The study revealed that emotional quotient and intelligent quotient dimensions show a moderate significant positive relationship, emotional quotient was related positively with psychological well being among adolescents.

Hark worth Carla (2001) in his PhD thesis ‘Understanding and managing others: The impact of Social Intelligence upon Social Influence reveals relevance of Social Intelligence to Social Influence. Consistent but extending past research, recognizing flexibility when considering influence tactics than individuals low in discriminative facility.

 Suecutts and Jeffsigafoos (2001) conducted a study, this reports descriptive information on the relationship between social competence, and the amount and type of peer interaction for nine adolescents with intellectual disability attending a regular high school. Social Competency was not consistently correlated with the amount of peer interaction. Results from naturalistic observation showed individual differences in patterns of peer interaction with a tendency towards a more frequent interaction with peers who also had intellectual disabilities. These data suggest that Social Competence did not significantly influence the amount and type of peer interaction

 Elizabeth c. Hair (2002) conducted a study on social competency in Adolescent and found that parents are strongly associated with teens’ healthy social development. In addition, she found that good parent- child relationship appear to influence the development of other social relationship, such as relation ship with friends and peers.

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

 Irfan et al., (2003) conducted a study entitled Adjustment, Achievement Motivation and Frustration among Rural Urban Muslim Students in Punjab and reported that there is significant difference in adjustment and frustration among rural and urban students.

 Poduthas (2003) conducted a study on the Social Competence in relation to academic achievement of secondary school pupils. Analysis of the data from 500 pupils of secondary schools reveals that low but significant relation ship exist between the variables, social competence and academic achievement for total sample and sub samples.

 Shylaja (2006) conducted a study on self- esteem and Social competence of Juvenile home inmates, orphans and normal children. Analysis of data from 300 sample revealed that the social competence of Normal children are higher than that of inmates of juvenile home and Social Competence between orphans and Normal Children have almost equal social competence..

 Geetha (2006) conducted a study on the Emotional Competence of school teachers of Malabar area. The investigator found that there exists significant relationship between Personal Competence and Social Competence.

 Sameer Babu (2007) conducted study on Social Intelligence and Aggression among senior secondary school students. A comparative sketch. Findings are 1) Social Intelligence among senior secondary school students is average2) senior secondary school students have a greater amount of aggression. 3) Relationship between Social Intelligence and aggression scores of senior secondary school students is found negative and negligible for the whole sample. The other important finding of the study is that gender plays a good role in Social Intelligence. Girls are more socially intelligent than boys.

 Shahna (2009) conducted a study on the effect of decision making on social maturity of higher secondary school students. The investigator found that high decision making group shows high mean score in social maturity.

 Shalini (2009) conducted a study on emotional Maturity and adjustment level of college pupils. For this study a sample of 160 female pupils of age range 18- 22 years studying in post graduate classes were selected from different colleges of Kanpur city. High positive correlation was obtained between Emotional Maturity and over all adjustment.

 Shaffer, et al., (2009) in the study The Relation of Emotional Maltreatment to Early Adolescent Competence :Developmental processes in a prospective study found that emotional maltreatment generally overlooked and unrecognized as compared to physical or sexual form of maltreatment and the study indicated that developmental processes and adjustment outcomes may vary according to the type of Emotional maltreatment.

 Ratheesh (2010) conducted a study on the influence of certain selected demographical variables on Social intelligence of higher secondary school students of Malappuram District. The study revealed that higher secondary school students have Social Intelligence at moderate level.

 Sheare, R.J.B., Dorminguez, X.Bell.E.R. Rouse, H.L., and Fantuzzo, J.W. (2010) assessed relations between behavior problems in classroom, social and learning situations and peer Social Competence were examined for a sample of 257 Head start children. The study revealed that early problems in peer and socially mediated learning situations consistently predicted lower peer Social Competence in pre- school kinder garten. Problems in pre- school peer situations directly and indirectly predicted greater disruptive play at the end of kinder garten and problems in structured learning situation predicted lower interactive play at the both time points.

 Janeke (2011) attempted to redefine trait models of Emotional Intelligence as measuring emotional competence. Comparison of ability versus trait Emotional Intelligence methodologies. This study seeks to examine the degree of convergence between a self-report and a performance based measure of Emotional Intelligence with an established measure of cognitive thinking styles. The study revealed that the performance based measure was observed to be unrelated to both the self-report measure of Emotional Intelligence thinking styles. Self- reported Emotional Intelligence on the other hand showed evidence of moderate relationship with thinking styles.

 Usha and Saritha (2012) attempted to find out the Relationship between Emotional Intelligence and selected psychological variables. The study was conducted on a sample 300 high school students and found out that there is significant relationship between Emotional Intelligence and the selected variables like self-concept, achievement motivation, stress management, and leadership quality among high school students.

 Bhardwaj P. and Raji singh attempted to conduct a study of Emotional stability in Relation to Family Environment among Secondary School Students. The study was conducted on a sample of 400 secondary school students. Findings of the study indicated that the secondary school students belonging to positive family environment have more emotional stability than that of students belonging to negative family environment. Female students have more emotional stability than their male counterparts.

 Lijy (2012) conducted a study to find relationship between English Language anxiety and Social Competence of secondary school students. The data were collected from 870 students. The study revealed that students having high English language anxiety have lower Social Competence.

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**CHAPTER III**

**METHODOLOGY**

* Variables
* Objectives
* Hypothesis
* Tools employed for collection of data
* Sample
* Data collection procedure, scoring and consolidation of data
* statistical technique used for analysis of data

**METHODOLOGY**

 Methodology is a way to systematically solve the research problem. It is helpful for the researcher to carry his work in a scientific and valid manner. The success of any study depends upon the adequacy of the method and also on the technique used for the collection of data

 The present study is an attempt to find out the influence of social competence on indiscipline behavior among higher secondary school students.

Methodology of the study is described in this chapter under the heading viz,

1. Variable
2. Objectives
3. Hypothesis
4. Tools employed for collection of data
5. Sample
6. Data collection procedure Scoring and Consolidation of data
7. Statistical technique used for analysis of data

**VARIABLES**

 The main objective of the study is to find out the influence of social competence on the indiscipline behavior among higher secondary school students.

The variables used are;

1. Indiscipline behavior
2. Social competence

**OBJECTIVES OF THE STUDY**

 Following are the objectives of the study

1. To find out the extent of indiscipline among higher secondary school students.
2. To find out whether there is any significant difference in indiscipline behavior in the sub samples based on
3. Gender
4. Type of management
5. Subject of study
6. To find out whether thee is significant relation between indiscipline behavior and social competence.
7. To find out whether there is any effect of social competence on indiscipline behavior among higher secondary school students.

**HYPOTHESES OF THE STUDY**

1. There will not be any significant difference in indiscipline behavior in the sub samples based on
2. Gender
3. Type of management
4. Subject of study
5. There will not be any significant relationship between indiscipline behavior and social competence.
6. There will not be any significant effect of social competence on indiscipline behavior among higher secondary school students.

**TOOLS EMPLOYED FOR DATA COLLECTION**

 To carry out the research data should be gathered so as to test the hypothesis. Many different methods and procedures have been developed to aid in the acquisition of data. But each tool is distinct for each particular research. So, the researcher has to select the tool that will provide adequate data she requires for testing the hypothesis.

 For the present study the investigator has to measure the variable indiscipline behavior since there is no appropriate tool available the investigator attempted to develop a scale on indiscipline behavior with the help of her supervising teacher.

 To measure the variable social competence the investigator adopted the tool ‘social competence scale’ developed by Poduthas,G. and Praveen, M.G. (2003).

 The procedure of constructing and standardizing the scale is described under the heading viz,

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

Planning of the scale

 For the preparation of the adolescent indiscipline scale, the investigator made a study on the features of maladjustment which could leads to indiscipline behavior. the investigator planned to prepare a tool of adolescent indiscipline behavior. Since it is difficult to bring the whole aspects of indiscipline to this study the investigator confined this study on the basis of common danger signals of adolescent maladjustment proposed by Elizabeth Hurlock. The eight common danger signals of adolescent maladjustment are

1. Irresponsibility as shown in neglect of studies.
2. An overly aggressive, cocksure approval.
3. Feelings of insecurity, which cause the adolescent to conform to group standards in a slavishly conventional manner
4. Homesickness when away from familiar surrounding.
5. Feeling of martyrdom.
6. Excessive day dreaming to compensate for the lack of satisfaction the adolescent derives from daily life.
7. Regression to earlier levels of behavior in an attempt to win favor and recognition.
8. Use of defense mechanisms such as rationalization, projection, fantasizing, and displacement.

Preparation

 The investigator made a thorough study on different aspects of indiscipline behavior shown by adolescents. In consultation with the supervising teacher the investigator prepared five questions for each of the eight components .

 The draft scale contained 40 statements from the eight components. The eight components of included in the scale are mentioned below.

*Component 1- Irresponsibility as shown in neglect of studies.*

 This means, the adolescent who are disinterested in education becomes truants and withdraw from school early or becomes drop outs.

*Example:*

 Your teacher asked you to appear for a model examination before commencing the public examination. How do you react to this decision?

1. Will appear with full preparation
2. Will appear the examination, but without preparation
3. Will prepare for public examination discarding the model examination
4. Will decide not to appear the examination

*Component- 2- An overly aggressive, cocksure attitude.*

Adolescent emotions are often intense and uncontrolled. They express their anger by, refusing to speak or loudly criticizing those who angered them.

*Example:*

Contrary to your request Principal ordered to wear school uniform in the school youth festival function. What would you do?

1. Will obey Principal’s order
2. Will not participate the function wearing uniform
3. Will avoid function deciding against the order
4. Will not obey Principal’s order

Component-3- feeling of insecurity, which cause the adolescent to conform to group standards in a slavishly conventional manner.

 Peers have a greater influence on adolescents. Adolescents are likely to do the same as their peers do, regardless of how they feel about these matters.

*Example:*

 Suppose your friends compel you to go for a film by cutting your favourite class. How will you respond to it?

1. Would not attend the class
2. Will convince friends some reasons, and attend the class, without going film.
3. Will entrust another to complete notes and will accompany them to film.
4. Certainly will be with them to the film.

*Component-4- Homesickness*

 They have to face homesickness when interfere with adaptation to new situation.

*Example:*

What would you do when your teacher shifts your intimate friend to another division in connection with the equalization of the number of the students in the class?

1. Will not make any stir on me
2. Will keep silent even though it worried me
3. Will try to accompany him in the leisure time
4. Will cut the class

Component -5- feeling of martyrdom.

 The adolescent are ready to devote even their lives for the sake of their friends.

*Example*:

. Suppose your friends take drugs and asked to have the same. What will be your reaction?

a. certainly not take it

b. will stay away

c. will act as taking it

d. will taste a little, for the sake of the friends

*Component- 6- excessive day dreaming to compensate for the lack of satisfaction the adolescent* derives *from daily life.*

*Example:*

What would you do if you are wanted by your friends to play while dream about your long cherished desire?

a. join with them

b. join them only for the sake of them

c. will say them to join later

d. with shout at them

Component – 7- regression to earlier levels of behavior in an attempt to win favor and recognition

*Example:*

. What would you do if you are ousted from the arts and sports competition with the reason other than you?

a. will not mind it

b. try to forget it

c. share despair with friends

d. will react against it

Component-8- Use of defense mechanisms such as rationalization, projection, fantasizing, and displacement

*Example:*

Suppose you fail in an examination and your friend scored high in it what would you do when your mother enquire about it?

a. will undertake the responsibility for failure solely

b. will praise about friend’s achievement

c. will worry on failure

d. will argue with mother presenting many justifications

Try out

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

 The scale was administered to representative sample of 370 higher secondary school students of Kozhikode district selected using stratified sampling technique, giving due representation to gender of the student, management of school, subject of study.

Item analysis

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

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

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

The formula used is *t* = 

Where = Mean of the upper group for an item

  = Mean of lower group for an item

  = Standard deviation of the upper group for an item

  = Standard deviation of the lower group for an item

 N1 = Sample size of upper group

 N2 = Sample size of lower group.

 The critical ratio (t- value) obtained for each item, are given below.

TABLE-1

**ITEM ANALYSIS**

**The critical Ratio obtained for the items**

|  |  |
| --- | --- |
| ITEM NO: | t- value |
| 1 | 3.5479 |
| 2 | 6.9514 |
| 3 | 5.1938 |
| 4 | 8.1745 |
| 5 | 6.8785 |
| 6 | 6.4735 |
| 7 | 5.1852 |
| 8 | 8.6714 |
| 9 | 8.4409 |
| 10 | 10.3943 |
| 11 | 8.0743 |
| 12 | 10.4577 |
| 13 | 7.4703 |
| 14 | 8.7737 |
| 15 | 9.948 |
| 16 | 4.7733 |
| 17 | 2.1119 |
| 18 | 3.9372 |
| 19 | 2.7147 |
| 20 | 7.7069 |
| 21 | 4.3278 |
| 22 | 8.6013 |
| 23 | 10.1117 |
| 24 | 9.2187 |
| 25 | 4.8587 |
| 26 | 1.7374\* |
| 27 | 8.7458 |
| 28 | 9.1118 |
| 29 | 11.9306 |
| 30 | 6.7519 |
| 31 | 8.3852 |
| 32 | 8.7198 |
| 33 | 8.5196 |
| 34 | 4.8189 |
| 35 | 9.0981 |
| 36 | 5.596 |
| 37 | 7.5522 |
| 38 | 8.0376 |
| 39 | 1.9229\* |
| 40 | 3.7692 |

\* indicates the rejected items.

Preparation of the final scale

 Items with critical ratio greater than 2.58, the tables value of‘t’ for 0.01 level of significance were selected for the final scale. Thus, from the total 40 items, 38 items were selected with 0.01 level of significance.

Reliability

 it refers to the degree of consistency and accuracy with ehich it measures what it intends to measure.

 Cron back alpha coefficient of the scale was calculated and obtained value is 0.84 indicating that the scale is reliable.

Validity

 Lindquist defines validity as “the accuracy with which it measures what it is intended to measure”

 The scale has face validity since the items are prepared in a direct and clear way and the scale is validated with the help of experts during the development od adolescent indiscipline scale and sought the approval of items.

 The scale has content validity since the investigator covered all the procedure in the preparation of the scale itself, i.e eight components were determined and compared the structure of the scale with the structure of the content.

**2) Social competence scale**

 The scale was prepared and standardized by Praveen, M.G. and Poduthas, G. (2003), for assessing the social competence of secondary school students. There are 41 items in the scale which are classified under three heads viz, relationship with parents, relationship with classmates and relationship with teachers.

 Scoring procedure

 The questions framed in such a way that the possible responses fall on a three point scale to which scores assigned as 3, 2, 1 for the most appropriate, the less appropriate and the least appropriate response respectively.

Reliability

 Reliability of the scale is estimate by test- retest method. The reliability coefficient obtained is 0.81. The value indicates that the scale is reliable to measure social competence.

Validity

 The scale has face validity and constructs validity. The coefficient of correlation obtained is 0.73, which suggests that the scale has construct validity.

**SELECTION OF THE SAMPLE**

 The population of the study is higher secondary school students. The sample was selected using stratified sampling. The strata considered during the selection are gender, type of management, subject of study. Schools were selected from Kozhikode district.

Details of the basal sample are given in the table.

TABLE- 2

**BREAK-UP OF THE BASAL SAMPLE**

|  |  |  |
| --- | --- | --- |
| GENDER | TYPE OF MANAGEMENT | SUBJECT OF STUDY |
| MALE | FEMALE | AIDED | UNAIDED | GOVERNMENT | SCIENCE | COMMERCE | HUMANITIES |
| 195 | 205 | 152 | 53 | 195 | 172 | 125 | 103 |
|  400 |  400 |  400 |

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

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

Data collection procedure

 To administer the tool, the investigator first selected the sample then sought permission from the principals of the selected higher secondary schools of Kozhikode district for collecting data. The investigator explained the nature of the study and gave necessary instructions to the students. After that the investigator administered the indiscipline behavior scale and scale of social competence on students of higher secondary schools and collected data.

**Scoring procedure and consolidation of data**

Scoring procedure

 The questions are so framed that the possible response fall on a four point scale. Here the highest score given is four that denotes the response of a highly indiscipline students. the score one mark represents the respond of the least indiscipline student. Three and two scores are given to almost indiscipline and almost discipline groups respectively.

The scores on all the items were added to get the total score on indiscipline behavior.

 The social competence scale involve 41 items. Each one has three responses. The investigator scored each response using scoring key of the social competence scale.

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

**STATISTICAL TECHNIQUES USED FOR ANALYSIS**

 The raw scores obtained for 400 students were subjected to different statistical treatments. The various statistical technique used for analyzing data are given below.

1. **PERCENTILES**

 The percentile norms for the total sample to find the extent of indiscipline behavior.

 It can be calculated using the formula

 Pp = L + [ pN – F/f ] x i (Garrett, 1981)

Where,

P = percentage of the distribution wanted

L = exact lower limit of the class interval upon which Pp lies.

pN = part of N to be counted off in order to reach Pp.

F = sum of all scores up on intervals below L.

f = number of scores within the interval upon which Pp falls.

I = length of the class interval.

1. **TEST OF SIGNIFICANC OF MEAN DIFFERENCE FOR LARGE INDEPENDENT SAMPLE**

 The statistical technique test of significance of mean difference for large independent samples is used to find out if there exists any significant difference in indiscipline behavior in relevant sub sample.

The test of significance of difference between two means is known as t- test. The following formula was used.

 *t* = 

Where = Mean of the upper group for an item

  = Mean of lower group for an item

  = Standard deviation of the upper group for an item

  = Standard deviation of the lower group for an item

 N1 = Sample size of upper group

 N2 = Sample size of lower group.

 The difference between means is said to be significant, depending upon whether the t- values exceeds the table value set for 0.01 and 0.05 level of significance.

**3. PEARSON’S PRODUCT MOMENT COEFFICIENT OF CORRELATION(r)**

 The most often used and most precise coefficient of correlation is Pearson’s product moment coefficient of correlation. The degree of relationship between the variables social competence and indiscipline behavior was measured and represented by the coefficient of correlation which can be calculated using the formula.

 $ N∑X Y-\left(∑X\right)(∑Y)$

r =

$$ N [ ∑X^{2}-(∑X )^{2}] [ N ∑Y^{2}-(∑Y^{2})] $$

 (Garrett, 1981)

$∑$X= sum of the X scores

$∑$Y= sum of the Y scores

$∑$X2= sum of the squared X scores

$∑$Y2= sum of the squared Y scores

$∑$XY= sum of the product X and Y scores

N = Number of paired scores

**4.ONE- WAY ANOVA**

 Analysis of variance is used to test the significance of difference between the means of number of different populations.

ANOVA is used to find out whether there exists any significant difference in indiscipline behavior based on the sub- samples type of management, and subject of study and to find out whether there exists any significant difference in social competence and indiscipline behavior.

**CHAPTER IV**

**ANALYSIS**

* Estimation of the extent of Indiscipline behavior
* Estimation of Indiscipline behavior with respect to Gender, Type of management and Subject of study
* Estimation of the relationship between Indiscipline behavior and Social Competence

**ANALYSIS AND INTERPRETATION OF DATA**

 The main purpose of the present study was to find out the influence of social competence on the indiscipline behavior among higher secondary school students of Kozhikode district. This chapter deals with the analysis and interpretation of the data with regard to the following objectives.

**OBJECTIVES OF THE STUDY**

 Following are the objectives of the study

1. To find out the extent of indiscipline among the higher secondary school students.
2. To find out whether there is any significant difference in indiscipline behavior in the sub samples based on
3. Gender
4. Type of management
5. Subject of study
6. To find out whether there is any significant relation between indiscipline behavior and social competency.
7. To find out whether there is any effect of social competence on indiscipline behavior among higher secondary school students.

**HYPOTHESES OF THE STUDY**

 1. There will not be any significant difference in indiscipline behavior in the sub samples based on

 a) Gender

 b) Type of management

 c) Subject of study

2. There will not be any significant relationship between indiscipline behavior and social competence.

3. There will not be any significant effect of social competence on indiscipline behavior among higher secondary school students.

PRELIMINARY ANALYSIS

 To know the nature of distribution of indiscipline scores and social competence scores for total sample, the descriptive statistics like the mean, median, mode, standard deviation; skewness and kurtosis of the variables were computed.

TABLE-3

**Descriptive statistics of the variables indiscipline and Social Competence of higher secondary school students.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Variables | Mean | Median | Mode | Standard deviation | Skewness | Kurtosis |
| 1 | Indiscipline | 71.42 | 69.00 | 68.00 | 13.10 | 0.80 | 1.40 |
| 2 | Social competence | 97.69 | 99.00 | 99.00 | 6.78 | -0.50 | 0.20 |

 The table reveals that the measures of central tendency viz, mean, median, mode of the variable indiscipline and that of social competence of total sample are almost equal with slight variation only. The median and mode value is same (i.e.99.00) in the case of the variable, social competence.

The extent of skewness for the variable indiscipline is 0.80. This shows that the distribution is positively skewed. The measure of kurtosis is obtained as 1.40.

The extent of skewness for the variable social competence of total sample is -0.50 this shows that the distribution is negatively skewed. The value of kurtosis is 0.20.

MAJOR ANALYSIS

**(I)EXTENT OF INDISIPLINE OF HIGHER SECONDARY SCHOOL STUDENTS**

**PERCENTAGE ANALYSIS**

 In the study the investigator estimated the extents of indiscipline using, Mean and Standard deviation. The high indiscipline group was categorized on the basis of mean + standard deviation. And the lower indiscipline group on the basis of mean – standard deviation. That group who came between the high and low was categorized as average indiscipline group. Here, in this study those students who scored 85 and above were grouped as highly indiscipline category and those who scored 58 and below as low indiscipline group. And categorized as average group who scored between 85 and 58.

Percentage of students under the extents of indiscipline for the total sample is shown in the table below.

TABLE- 4

**Percentage of students under the extents of indiscipline behavior.**

|  |  |  |
| --- | --- | --- |
| extents | No: of students | percentage |
| high | 56 | 14 |
| low | 53 | 13 |
| moderate | 291 | 73 |
| total | 400 | 100 |

DISCUSSION OF THE RESULT

 From the table above it is understood that 14% of the students of higher secondary school students are having high indiscipline, 13% are having the least indiscipline behavior whereas 73% shows moderate level of indiscipline behavior.

 The extent of indiscipline behavior in the total sample was established by calculating the mean score and the percentiles.

TABLE – 5

**Percentiles for the total sample**

|  |  |
| --- | --- |
| Percentiles |  |
| 10 | 56 |
| 20 | 60 |
| 30 | 64 |
| 40 | 67 |
| 50 | 69 |
| 60 | 73 |
| 70 | 77 |
| 80 | 82 |
| 90 | 89 |

The above table shows 10% of the 400 students scored below 56 in the distribution of indiscipline scores. The percentile value also shows 50% of the 400 students scored below 69. It also shows that 90% of the 400 students score below 89 in the distribution of indiscipline scores.

**(II) TO FIND OUT WHETHER THERE IS ANY SIGNIFICANT DIFFERENCE IN INDISCIPLINE BEHAVIOR IN THE SUB SAMPLES BASED ON**

1. Gender
2. Type of management
3. Subject of study

COMPARISON OF THE MEAN SCORES OF INDISCIPLINE WITH RESPECT TO GENDER

 To find out if there is any difference in indiscipline of higher secondary school students with respect to gender. Test of significance of difference between mean was employed. t-value obtained for the sub sample gender is presented in table.

TABLE- 6

**Critical ratio obtained for subsamples based on Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl No: | gender | Size of thesample | Mean score | Standard deviation | t-value |
| 1 | male | 195 | 73.91 | 15.06 | 3.76\* |
| 2 | female | 205 | 69.05 | 10.42 |  |

* Significant at 0.05 level

DISCUSSION OF THE RESULT

The table shows that t-value obtained for the variable indiscipline with respect to gender is 3.76 which is greater than 1.96, the required value of t for significance at 0.05 levels. This suggests that there is significant difference (at 0.05 levels) between male and female students, with respect to indiscipline.

 The high mean score associated with the male students show that they are having higher indiscipline behavior than the female students.

**(II) b. TO FIND OUT WHETHER THERE IS ANY SIGNIFICANT DIFFERENCE IN INDISCIPLINE BEHAVIOR IN THE SUB SAMPLE BEASED ON THE TYPE OF MANAGEMENT (AIDED/GOVT/UNAIDED**

**ONE-WAY ANOVA**

A one way ANOVA was conducted to compare the effect of indiscipline behavior on type of school management for aided, govt. and unaided schools.

TABLE-7

**F- value obtained for subsamples based on Type of Management**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Sum of squares | df | Meansquares | F | Sig. |
| Between groups | 224.30 | 2 | 112.15 | 0.65 | 0.52 |
| Withingroups | 68335.29 | 397 | 172.12 |  |  |
| total | 68559.6 | 399 |  |  |  |

DISCUSSION OF THE RESULT

There was not a significant difference of indiscipline behavior on type of management at the 0.05 level of significance for the three conditions [ [F(2,397) = 0.65, P=0.52]

 This result indicates that there is no effect of indiscipline behavior with respect to the type of management.

 (**II) c. TO FIND OUT WHETHER THERE IS ANY SIGNIFICANT DIFFERENCE IN INDISCIPLINE BEHAVIOR IN THE SUB SAMPLE BASED ON THE SUBJECT OF STUDY.**

**ONE -WAY ANOVA**

A one- way ANOVA was conducted to compare the effect of indiscipline behavior on the subject of study for science, commerce and humanities groups

TABLE-8

**F-value obtained for subsamples based on Subject of study**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Sum of squares | df | Meansquares | F | Sig. |
| Between groups | 1039.66 | 2 | 519.82 | 3.056 | 0.048 |
| Within groups | 67519.94 | 397 | 170.07 |  |  |
| total | 68559.6 | 399 |  |  |  |

DISCUSSION OF THE RESULT

 There was a significant difference of indiscipline behavior on the subject of study at the significance of 0.05 level for the three conditions.[F(2,397) = 3.056, P= 0.048]

 It is found to be statistically significant and this prompts for a post hoc test. The investigator conducted Scheffe test. This test is designed to compare each of one condition to every other condition. This test will compare science with commerce and humanities subjects, commerce with science and humanities subjects and also compare humanities with science and commerce subjects.

 Details of the post hoc test (Scheffe test) of indiscipline behavior with respect to the subject of study.

TABLE-9

**Post- hoc test (Scheffe test) for the Subject of study**.

|  |  |  |
| --- | --- | --- |
| Group sampleSubject(I) | Group compared(J) | Mean Difference(I-J) |
| science | Commercehumanities | 3.7484\*1.03522 |
| commerce | Sciencehumanities | -3.7484\*-2.71324 |
| humanities | Sciencecommerce | -1.035212.7132 |

* The mean difference is significant at 0.05 levels.

 Post hoc comparisons using the Scheffe test indicated that the mean difference for the science and commerce groups (3.7484) shows significant difference in indiscipline behavior. However, the subjects science and humanities having mean difference (1.0352) shows no significant difference and also shows no significant difference for commerce and humanities groups with mean difference (2.7132).

 These results suggest that the subjects science and commerce do have an effect on indiscipline behavior.

 Scheffe post hoc criteria for significance indicated that the science group has significantly higher indiscipline behavior (M= 77.01) than commerce group (M= 73.40)

 **(III) TO FIND OUT WHETHER THERE IS SIGNIFICANT RELATION BETWEEN INDISCIPLINE BEHAVIOR AND SOCIAL COMPETENCE**

COMPARISON OF PEARSON’S ‘r’ BETWEEN INDISCIPLINE BEHAVIOR AND SOCIAL COMPETENCE:

 The collected data has been analyzed to find out whether there is any significant relationship between indiscipline behavior and social competence. This was done using Pearson’s product moment coefficient of correlation between two variables are given below Pearson’s ‘r’ for the variable indiscipline behavior and social competence

The details regarding Pearson’s ‘r’ is given in the table below

TABLE-10

**Pearson’s ‘r’ for the variables Indiscipline behavior and Social Competence for Total Sample**

|  |  |  |
| --- | --- | --- |
| sample | Coefficient of correlation Between indiscipline behavior &Social competence | significance |
| 400 | -0.41 | 0.01 |

DISCUSSION OF THE RESULT

The co efficient of correlation between the variables indiscipline behavior and social competence for the total sample is -0.41, which is significant at the 0.01 level. This indicates that the two variables are significantly related for the total sample. The magnitude of ‘r’ indicates that the relationship is moderate. The negative sign of ‘r’ suggests that the two variables are negatively related.

 That is, an increase in indiscipline behavior may result for the decrease in social competence of the total sample.

**(IV) TO FIND OUT WHETHER THERE IS ANY EFFECT OF SOCIAL COMPETENCE ON INDISCIPLINE BEHAVIOR AMONG HIGHER SECONDARY SCHOOL STUDENTS.**

**ONE-WAY ANOVA**

A one way ANOVA was conducted to find out the effect of social competence on indiscipline behavior for high social competence category, average social competence category and low social competence category.

TABLE-11

**F-value obtained for the effect of indiscipline behavior and social competence category**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Sum of squares | df | Mean squares | F | Sig. |
| Between groups | 552.078 | 2 | 276.039 | 1.547 | 0.214 |
| Within groups | 70817.099 | 397 | 178.381 |  |  |
| total | 71369.178 | 399 |  |  |  |

 DISCUSSION OF THE RESULT

 There was not a significant effect of social competence on indiscipline behavior at 0.05 level significance [F (2,397) = 0.65, P = 0.52]

This indicates that there is no significant effect of high social competence, average social competence and low social competence on the indiscipline behavior of higher secondary school students.

COMMENTS

 In the present study the investigator attempts to find out the extent of indiscipline behavior among higher secondary school students and the result reveals that majority of the students are having an average level of indiscipline (73%). Almost same percentages lie at the extreme ends of highly indiscipline (14%) and low indiscipline (13%).

 Comparison of mean score of indiscipline based on gender reveals that male students are having higher indiscipline behavior than female students. Based on the type of management of school, it is found out that there is no significant difference in indiscipline behavior. But the result reveals that there is significant difference between indiscipline behavior and the subject of study and it is found that science group and commerce group are having high indiscipline.

 To find out the relation between indiscipline behavior and social competence the investigator used the Pearson’s ‘r’ and found out that the two variables are significantly related for the total sample and indicates that increase in indiscipline behavior may result for the decrease in social competence.

 The present study revealed that there is no significant effect of social competence on indiscipline behavior.

**TENABILITY OF HYPOTHESES**

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

The first hypothesis states that “there will not be any significant difference in indiscipline behavior in the sub samples based on a) gender b) type of management c) subject of study.”

The findings reveal that,

1) There is significant difference in indiscipline behavior in the sub sample based on gender.

2) There is no significant difference in indiscipline behavior in the sub sample based on type of management.

3) There is significant difference in indiscipline behavior in the sub sample based on subject of study.

 Thus the first hypothesis is almost rejected.

The second hypothesis states that “there will not be any significant relationship between indiscipline behavior and social competence.”

 The study reveals that there is significant relationship between indiscipline behavior and social competence.

Therefore, the second hypothesis is rejected.

The third hypothesis states that “there will not be any significant effect of social competence on indiscipline behavior “

The study reveals that there is no significant effect of social competence on indiscipline behavior.

Therefore, the third hypothesis is accepted.

**CHAPTER V**

**SUMMARY, CONCLUSION AND SUGGESTIONS**

* STUDY IN RETROSPECT
* VARIABLES
* OBJECTIVES
* HYPOTHESES
* METHODOLOGY
* MAJOR FINDINGS
* EDUCATIONAL IMPLICATIONS
* SUGGESTION FOR FURTHER STUDY

**SUMMARY, FINDINGS AND SUGGESTIONS**

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

**STUDY IN RETROSPECT**

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

**RESTATEMENT OF THE PROBLEM**

 The present study was entitled as “Influence of social competence on the indiscipline behavior of higher secondary school students”.

**VARIABLES OF THE STUDY**

 The variables selected for the study were the following.

1. Indiscipline behavior
2. Social competence

**OBJECTIVES OF THE STUDY**

 The objectives formulated for the present study are as follows.

1. To find out the extent of indiscipline among higher secondary school students.
2. To find out whether there is any significant difference in indiscipline behavior in the sub samples based on
3. Gender
4. Type of management
5. Subject of study
6. To find out whether thee is significant relation between indiscipline behavior and social competence.
7. To find out whether there is any effect of social competence on indiscipline behavior among higher secondary school students.

**HYPOTHESES OF THE STUDY**

1. There will not be any significant difference in indiscipline behavior in the sub samples based on
2. Gender
3. Type of management
4. Subject of study
5. There will not be any significant relationship between indiscipline behavior and social competence.
6. There will not be any significant effect of social competence on indiscipline behavior among higher secondary school students.

**METHODOLOGY**

 The methodology of the present study is outlined as the following.

**SAMPLE**

 The study was conducted on a sample of 400 higher secondary school students. The sample selection was done by stratified random sampling technique giving due representation to the factors like gender of students, type of management, subject of study.

**TOOL**

 The tools used in the study were

1. Adolescent indiscipline scale.
2. Social competence scale.

**STATISTICAL TECHNIQUE USED**

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

1. Percentiles
2. Test of significance of Mean difference for large independent sample.
3. Pearson’s product moment correlation
4. One- way ANOVA.

**MAJOR FINDINGS OF THE STUDY**

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

1. The extent of indiscipline behavior in the total sample was found using percentiles.

The percentile for the total sample is given below in the table.

|  |  |
| --- | --- |
| Percentiles |  |
| 10 | 56 |
| 20 | 60 |
| 30 | 64 |
| 40 | 67 |
| 50 | 69 |
| 60 | 73 |
| 70 | 77 |
| 80 | 82 |
| 90 | 89 |

b). Comparison of Mean scores of indiscipline behavior of students with respect to gender, type of management and subject of study.

Findings of the study revealed that there is significant difference between male and female students and males are having higher indiscipline than female students. And there is not a significant difference of indiscipline behavior on type of management and there is a significant difference of indiscipline behavior on the subject of study in which students of science group are having high indiscipline.

c). Comparison of Pearson’s ‘r’ between indiscipline behavior and social competence:

This study indicates that the two variables are negatively related. That is, an increase in indiscipline behavior may result for the decrease in social competence of the total sample.

d). To find out the effect of social competence on indiscipline behavior

The study reveals that there is not a significant effect of social competence on indiscipline behavior This means that there is no significant effect of high social competence, average social competence and low social competence on the indiscipline behavior of higher secondary school students.

**CONCLUSION**

 Generally, we may conclude that there is a significant negative relation between the variables indiscipline behavior and social competence. the mean scores obtained for the boys and girls reveal that boys have higher indiscipline than girls. Among different subject of study student studying science and commerce groups have high indiscipline behavior than humanities.

 Thus it can be conclude that the there is an influence of social competence on the indiscipline behavior among higher secondary school students.

**EDUCATIONAL IMPLICATIONS**

Following are some of the educational implications of this study.

1. Indiscipline among students is a crucial class room problem. It should be rightly understood so as to adopt some strategies to reduce the indiscipline behavior.
2. The teacher should find out the circumstances on which the student become indiscipline instead of adopting harsh punishments.
3. By knowing the extents of indiscipline it can be corrected from the school itself and thus can stop the child from anti social behavior.
4. Teacher should recognize those students who are totally maladjusted in the classroom and give special attention and care.
5. The curriculum should be framed in such a way that it satisfy the needs of each student and provide them with number of creative activities.
6. Since the study reveals that those students who have higher indiscipline behavior have lower social competence, so steps should be taken to increase the social competence level of students.
7. Programs like project, social activities and club activities will lead to develop social skills and empathetic understanding of others. Therefore such activities should be given more importance in the school programs.
8. Classroom should provide students chances for learning and practicing discipline behavior

**SUGGESTIONS FOR FURTHER RESEARCH**

 As the study has its own limitations there is enough chance or a future research on the same area .the investigator like to put forward some suggestions for future research.

1. Study can be extended to other states
2. Study can be replicated either at secondary or at college levels.
3. Since the investigator measured student indiscipline on the basis of a limited components there is a chance to widen the components in different dimensions.
4. A study can be conducted on how the school systems is restructured so as to promote the disciplinary behavior among students.
5. The role of a teacher in maintaining discipline in school can be studied.

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APPENDICES

**FAROOK TRAINING COLLEGE, CALICUT**

**ADOLESCENT INDISCIPLINE SCALE**

**Dr. Manoj Praveen. G. Reshma T.S.**

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**PART- A**

Name of the Student :

Name of the School :

Gender: male/ female:

Subject of study :

**PART-B**

 Read the following statements carefully. For each statement four responses are given. You select the most suitable response and put a tick mark against it in the box provided.

1. Your teacher asked you to appear for a model examination before commencing the public examination. How do you react to this decision?
2. Will appear with full preparation
3. Will appear the examination, but without preparation
4. Will prepare for public examination discarding the model examination
5. Will decide not to appear the examination
6. You are asked to lead a peer group in the class by your teacher. How do you respond to it?
7. Will take it up with interest
8. Will take up with least interest
9. Will suggest a name of your classmate
10. Oppose the decision of making groups.
11. Your teacher decided you to bring materials for the purpose of forming study materials. Will you obey it?
12. Will collect maximum
13. Will adjust with the things others brought
14. Will face punishment
15. Will not attend the class
16. How do you respond if you are asked to find out library references related with your text book?
17. Utilize library references
18. Help of friends will be sought
19. Will make use library for other uses.
20. Cut the class next day
21. If asked by the teacher to participate in the environmental day possession. Will you co-operate with it?
22. Certainly
23. Attend yielding teacher’s compulsion
24. Find out reason to avoid the function
25. Would not attend
26. Contrary to your request Principal ordered to wear school uniform in the school youth festival function. What would you do?
27. Will obey Principal’s order
28. Will not participate the function wearing uniform
29. Will avoid function deciding against the order
30. Will not obey Principal’s order
31. Suppose, one of your usual bus did not stop in your bus stop what would you do?
32. Wait for another bus
33. Complaint it to the police / school authority
34. Make threaten against them
35. Will stop it forcefully
36. What would you do if your mother asked to do some work when you are busy with your own work of your own?
37. Obey mother
38. Obey her but with hesitation
39. Proceed with my own work
40. Will not obey mother
41. If one of your friend giggled and speak against you when you are talking. What will be your reaction?
42. Go on with talking
43. Stop the talk
44. Respond aggressively
45. Challenge him
46. Suppose you are punished by your teacher for a problem in which you are not involved and shout at you without ready to hear your arguments. What will be your response?
47. Accept teacher’s punishment
48. Do not give attention to her words
49. Challenge the teacher angrily
50. Oppose with arguments
51. Suppose your friends compel you to go for a film by cutting your favourite class. How will you respond to it?
52. Would not attend the class
53. Will convince friends some reasons, and attend the class, without going film.
54. Will entrust another to complete notes and will accompany them to film.
55. Certainly will be with them to the film.
56. What would you do when you are with the assignment completed as told by your teacher and could not submit it before him due to the compulsion of your friends?
57. Certainly will submit it
58. Will submit it without the notice of the friends
59. Will not submit it arguing odd justifications
60. Will avoid the submission for the sake of friends
61. What would you do when your close friend demands you to hand over your answer paper for copying the same, amidst fear in your mind?
62. At no cost will hand over the answer sheet
63. Will lie that all the answers are wrong
64. Will tell all the answers without handing over it
65. Will hand over it in one or other way.
66. What would you do when your friend asks you to wait until his bus comes, while your mother has already advised you to reach home early?
67. Will reach home soon as told by mother
68. Will go to home assigning some reasons or other to him
69. Will wait for him making mother believe that have to attend a special class.
70. Certainly will wait for him
71. What would you do when you are forced to attend a protest rally against the teachers even though you are not interested to participate it?
72. Will not participate in the protest rally
73. Abstain from it assigning some reasons or other
74. Will attend the rally without giving room to the attention of my teachers
75. Certainly will participate in it
76. What would you do when your teacher shifts your intimate friend to another division in connection with the equalization of the number of the students in the class?
77. Will not make any stir on me
78. Will keep silent even though it worried me
79. Will try to accompany him in the leisure time
80. Will cut the class
81. What would you feel when you come to know the sudden transfer of your favourite teacher from your school?
82. Will await for the new teacher
83. Will bid farewell whole heartedly
84. Will always try to maintain contact with the teacher
85. Avoid the class frequently
86. What would you do when you come to know that your school is shifted to another premises due to some technical problems?
87. Will join the new school building
88. Will attend class dissatisfactory
89. Will visit the old school building frequently
90. Avoid school hours by giving some reasons
91. What would you do if you have to attend a 20 days school camp staying away from home?
92. Will attend the camp
93. Will attend, only due to compulsion
94. Say some lie and stay away from the camp
95. Will not attend the camp at any cost

20 .What would you do if your playground is fenced or denied the right to play?

1. Will find another place to play
2. Understand the reason behind it
3. Will play from there without the notice of others
4. Break the fence and play
5. Suppose your friends compel you to hand over your home work done sincerely as asked by your teacher?
6. Will not hand over to them
7. Say lie that all the answers are wrong
8. Tell the answers in another way
9. Certainly will hand over the home work

 22. What would you do if your friends compel you to go for an outing while you are preparing for your coming public examination?

 a. will not accompany them

 b. convince some reasons and escape from them

 c. postpone the study to next day

 d. certainly will accompany them

23. What would you do if you see your close friend attacked by some other students?

 a. inform to the teachers

 b. enquire the reason

 c. argue for the friend

 d. attack them

24. what would you do if your friends compel you to join in a political party, while your parents warned you to stay away from school politics?

a. will not join them

b. escape from them by assigning some reasons or others

c. join them temporarily

d. will join them without the knowledge of parents

25. Suppose your friends take drugs and asked to consume the same. What will be your reaction?

a. certainly not take it

b. will stay away

c. will act as consuming it

d. will taste a little, for the sake of the friends

26. What would you do if you are wanted by your friends to play while dream about your long cherished desire?

a. join with them

b. join them only for the sake of them

c. will say them to join later

d. with shout at them

27. What would you do when your mother changes the channel of the T.V. while you are viewing the movie of your favourite actor?

a. will allow to change

b.will allow to change for a while

c. will diverse off her attention telling some lies

 d. certainly will not allow to change

28. How you spend your leisure hours?

a. never involve in day dreams

b. concentrate to some works

c. dream a little and enjoy with friends

d. would have dreamt of becoming a star

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b. will listen to her

c. will pretend to be sick and lie in the class

d. will dream in the class

30. How you are influenced by the villain characters in films and computer games?

a. not influenced by the villain characters

b. used to listen their deeds keenly

c. will cope up with them in some of the aggressive behaviours

d. influenced by villain characters

31. What would be your reaction if you are not allowed by your father to go for a school excursion?

a. will not go for the excursion

b. tell lie that you are not interested to participate in it

c. will decide to participate in the next excursion

d. will seek consent at any cost

32. Suppose you quarrel with your younger brother and mother supports your brother. What would you do?

a. will not respond to it

b. will stay away from there

c. will give no attention to mother’s words

d. quarrel again with him

33. What would you do if you are ousted from the arts and sports competition with the reason other than you?

a. will not mind it

b. try to forget it

c. share despair with friends

d. will react against it

34. What would you do if you are not able to answer the question of your teacher and at the teasing of your friend?

a. will not respond

b. will not express feeling

c. sit desperately in the class

d. get provoked for the pain felt

35. What would you do to get attention in the class room?

a. try to become topper in the class

b. talk with all friends

c. ask irrelevant questions frequently

d. play tricks in the class

36. Suppose you perform well in studies but cannot perform well in other co curricular activities. What would you do?

a. try to participate well

b. will make preparation to participate

c. will worry about it

d. will criticize such competitions

37. Suppose you fail in an examination and your friend scored high in it what would you do when your mother enquire about it?

a. will undertake the responsibility for failure solely

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38. What would you do when your teacher nominates you as a leader in the class where you are reluctant to become a leader?

a. obey the teacher

b. will become the leader as fear of the teacher

c. suggest another name

d. will argue against the group system

39. Suppose you did not get your favourite subject in your higher studies what would you do to overcome this situation?

a. find satisfaction in the subject obtained to me

b. will love the subject

c. will worry about the subject not obtained to me

d. Ignore other subjects

40. what would you do in the situation where you continue with the failure in the examination while your brother continue with success in it in the same school and had to face the teasing from friends

 a. Will win with high score in the coming examination

b. Seek his help in the studies

 c. Will not appear for the coming examinations

 d. Will make efforts to discourage him in studies.

**FAROOK TRAINING COLLEGE, CALICUT**

**ADOLESCENT INDISCIPLINE SCALE**

**Dr. Manoj Praveen. G. Reshma T.S.**

Associate Professor M.Ed Student

Farook Training College Farook Training College

**PART- A**

Name of the Student :

Name of the School :

Gender: male/ female:

Subject of study :

**PART-B**

 Read the following statements carefully. For each statement four responses are given. You select the most suitable response and put a tick mark against it in the box provided.

1. Your teacher asked you to appear for a model examination before commencing the public examination. How do you react to this decision?
2. Will appear with full preparation
3. Will appear the examination, but without preparation
4. Will prepare for public examination discarding the model examination
5. Will decide not to appear the examination
6. You are asked to lead a peer group in the class by your teacher. How do you respond to it?
7. Will take it up with interest
8. Will take up with least interest
9. Will suggest a name of your classmate
10. Oppose the decision of making groups.
11. Your teacher decided you to bring materials for the purpose of forming study materials. Will you obey it?
12. Will collect maximum
13. Will adjust with the things others brought
14. Will face punishment
15. Will not attend the class
16. How do you respond if you are asked to find out library references related with your text book?
17. Utilize library references
18. Help of friends will be sought
19. Will make use library for other uses.
20. Cut the class next day
21. If asked by the teacher to participate in the environmental day possession. Will you co-operate with it?
22. Certainly
23. Attend yielding teacher’s compulsion
24. Find out reason to avoid the function
25. Would not attend
26. Contrary to your request Principal ordered to wear school uniform in the school youth festival function. What would you do?
27. Will obey Principal’s order
28. Will not participate the function wearing uniform
29. Will avoid function deciding against the order
30. Will not obey Principal’s order
31. Suppose, one of your usual bus did not stop in your bus stop what would you do?
32. Wait for another bus
33. Complaint it to the police / school authority
34. Make threaten against them
35. Will stop it forcefully
36. What would you do if your mother asked to do some work when you are busy with your own work of your own?
37. Obey mother
38. Obey her but with hesitation
39. Proceed with my own work
40. Will not obey mother
41. If one of your friend giggled and speak against you when you are talking. What will be your reaction?
42. Go on with talking
43. Stop the talk
44. Respond aggressively
45. Challenge him
46. Suppose you are punished by your teacher for a problem in which you are not involved and shout at you without ready to hear your arguments. What will be your response?
47. Accept teacher’s punishment
48. Do not give attention to her words
49. Challenge the teacher angrily
50. Oppose with arguments
51. Suppose your friends compel you to go for a film by cutting your favourite class. How will you respond to it?
52. Would not attend the class
53. Will convince friends some reasons, and attend the class, without going film.
54. Will entrust another to complete notes and will accompany them to film.
55. Certainly will be with them to the film.
56. What would you do when you are with the assignment completed as told by your teacher and could not submit it before him due to the compulsion of your friends?
57. Certainly will submit it
58. Will submit it without the notice of the friends
59. Will not submit it arguing odd justifications
60. Will avoid the submission for the sake of friends
61. What would you do when your close friend demands you to hand over your answer paper for copying the same, amidst fear in your mind?
62. At no cost will hand over the answer sheet
63. Will lie that all the answers are wrong
64. Will tell all the answers without handing over it
65. Will hand over it in one or other way.
66. What would you do when your friend asks you to wait until his bus comes, while your mother has already advised you to reach home early?
67. Will reach home soon as told by mother
68. Will go to home assigning some reasons or other to him
69. Will wait for him making mother believe that have to attend a special class.
70. Certainly will wait for him
71. What would you do when you are forced to attend a protest rally against the teachers even though you are not interested to participate it?
72. Will not participate in the protest rally
73. Abstain from it assigning some reasons or other
74. Will attend the rally without giving room to the attention of my teachers
75. Certainly will participate in it
76. What would you do when your teacher shifts your intimate friend to another division in connection with the equalization of the number of the students in the class?
77. Will not make any stir on me
78. Will keep silent even though it worried me
79. Will try to accompany him in the leisure time
80. Will cut the class
81. What would you feel when you come to know the sudden transfer of your favourite teacher from your school?
82. Will await for the new teacher
83. Will bid farewell whole heartedly
84. Will always try to maintain contact with the teacher
85. Avoid the class frequently
86. What would you do when you come to know that your school is shifted to another premises due to some technical problems?
87. Will join the new school building
88. Will attend class dissatisfactory
89. Will visit the old school building frequently
90. Avoid school hours by giving some reasons
91. What would you do if you have to attend a 20 days school camp staying away from home?
92. Will attend the camp
93. Will attend, only due to compulsion
94. Say some lie and stay away from the camp
95. Will not attend the camp at any cost

20 .What would you do if your playground is fenced or denied the right to play?

1. Will find another place to play
2. Understand the reason behind it
3. Will play from there without the notice of others
4. Break the fence and play
5. Suppose your friends compel you to hand over your home work done sincerely as asked by your teacher?
6. Will not hand over to them
7. Say lie that all the answers are wrong
8. Tell the answers in another way
9. Certainly will hand over the home work

 22. What would you do if your friends compel you to go for an outing while you are preparing for your coming public examination?

 a. will not accompany them

 b. convince some reasons and escape from them

 c. postpone the study to next day

 d. certainly will accompany them

23. What would you do if you see your close friend is attacked by some other students?

 a. inform to the teachers

 b. enquire the reason

 c. argue for the friend

 d. attack them

24. what would you do if your friends compel you to join in a political party, while your parents warned you to stay away from school politics?

a. will not join them

b. escape from them by assigning some reasons or others

c. join them temporarily

d. will join them without the knowledge of parents

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**FAROOK TRAINING COLLEGE, CALICUT**

**SOCIAL COMPETENCE SCALE**

**MANOJ PRAVEEN.G. GLADWIN PODUTHAS**

 **ASSOCIATE PROFESSOR M.Ed STUDENT**

 For the following statements, three responses are given go through the statements carefully and put a tick mark against the letter you would find most appropriate. The information provide by you will be used only for the study purpose and will be kept confidential.

Name of the student: Gender: male/ female

Subject of study: Religion: H/I/C/others

**RELATION WITH PARENTS**

1 supposing that your mother comes home agitated and starts scolding you for silly reasons. You would…

1. Ask her why she is angry and talk to her in a peaceful way.
2. Get angry with her for scolding you
3. Keep quiet till she is in a good mood

2. Suppose that you have been punished by the teacher and you are very much upset about it. Your father asks the reason for your mood off. You would…

a. evade answering

b. explain what has happened

c. say him that you would tell when you feel o.k.

3. Suppose you need some money for your personal purpose. But you know that the financial situation of your parents is not good. You would..

a. insist on getting the money

b. politely present your need and leave the matter to their decision

c. drop hints.

4 You would get angry with a class mate who complains to your parents about something you have done to him/her

a. always b. sometimes c. never

5 You always make it a point to do things that would make your parents happy.

1. Always b. sometimes c. never

6. Whenever your parents lays down rules for your behavior you obey even if you feel that they are bit harsh.

1. Always b. sometimes c. never

7. You would tell everything freely to your parents.

a. always b. sometimes c. never

 8. You would suggest your parents new ways of doing something (for eg. Celebrating birthday)

 a. always b. sometimes c. never

9. You and your parents enjoy sharing jokes.

 a. always b. sometimes c. never

**RELATIONSHIP WITH CLASSMATES**

1. Suppose that you find that one of your friend does not bring lunch because of his/her poor financial background. So you would

a. Keep quiet/do nothing

b. Talk to your friends and arrange food for him/her everyday

c. Talk to your teacher about the matte

 11 Suppose that your friend calls and says she’d like to come over. But u have lots of work to do and would prefer that she not visit now. So you would.

1. Tell her the truth
2. Tell a lie that u have to go out
3. Tell her to come

 12. You find that your close friend is upset because he has failed in one of the subjects. You…

 a. suggest him/her to go for a tuition

 b. console him/her and offer u help to fare this exam well next time

 c. criticize him/her

 13. Suppose you find that two of your classmates are quarrelling over something. You would..

a.try to reconcile them

b. Watch it and enjoy it

c. Persuade others to interfere and settle the problems

 14. Suppose as a class leader, one of your classmates put forward to u a new idea which appears good. You would

a. discourage him/her

b. appreciate and accept his/her idea

c. reluctantly accept his/her idea, but do not appreciate him/her.

 15.A s a class leader you would stick to your own opinion even if some of your classmates oppose to it.

 a. always b. sometimes c. never

 16. you help your classmates in their activities and get their help in all the thing you do

 a. always b. sometimes c. never

 17. you feel happy that you are studying with friend of different religion and caste

 a. always b. sometimes c. never

 18. you would not join with your classmates if you find them doing some work in the classroom( for eg. Cleaning your classroom)

a. always b. sometimes c. never

19.you would obey your class leader even if you have some disagreement with him.

 a. always b. sometimes c. never

20. You would criticize your friends when they fail to perform well

 a. always b. sometimes c. never

21. Your friend help you at any cost when you are in need

 a. always b. sometimes c. never

22. You would encourage your friends in their good works

 a. always b. sometimes c. never

23. When your friend is going through a difficult time you know and understand what he/ she is experiencing

 a. always b. sometimes c. never2

 24. You find it difficult to present your ideas before others in the class and get it accepted

a. always b. sometimes c. never

 25. You would encourage your friends in joining different clubs in your school

 a. always b. sometimes c. never

 26. You always find it difficult to mingle with pupils of other faith, customs and caste

 a. always b. sometimes c. never

27. You step forward to help your friends without being asked for

 a. always b. sometimes c. never

 **RELATIONSHIP WITH TEACHERS**

28. Suppose that your teacher asks for a personal help when you are all set to start a play. You would

 a. Do it immediately

 b. Refuse it

 c. Promise to do it after the play

29. Suppose u find that your science teacher has not awarded you marks which, you think, should have got. You would

 a. request him/her to revalue your paper

 b. criticize him/ her

 c. keep quiet thinking that u can score well next time

30. Suppose that your teacher scolds you very much without any apparent reason you would

 a. get angry with him/her

 b. keep quiet thinking that u can sort out the problems later

 c. ask her the reason and clarify your stand

31. Suppose you find that your teacher forgets and leaves on the table a report (for example project marks report) that may badly affect your school grade. You would..

 a. give it to the teacher

 b. try to destroy it

 c. leave it as such.

32.Suppose that your teacher discourages a suggestion which you thought would be beneficial to the class. you would

 a. Develop a negative attitude to her

 b. Accept the suggestion thinking that your teacher knows better

 c. Reluctantly accept the of your teacher

 33. Suppose you believe in certain superstitions (e.g. considering 13 as a bad number) and your teacher says it to be wrong. You would

 a. continue your belief

 b. accept and correct your belief

 c. reluctantly accept teacher’s suggestion.

34. Suppose you come to know that your class teacher is sick and is admitted to the hospital. You would…

 a. make a personal visit.

 b. encourage your classmates to visit your teacher.

 c. inform your class leader and leave decisions for him.

 35 supposing that you are celebrating your birthday would invite your teacher?

 a. always b. sometimes c. never

 36. You would say many excuse if your teacher asks you to write notes for your classmate who is sick.

 a. always b. sometimes c. never

 37. You would suggest your teacher new ways of celebrating important days like children’s day, Gandhi jayanthi, independence day etc.

 a. always b. sometimes c. never

 38. You would not take up the leadership of your class if your teacher asks u you so

 a. always b. sometimes c. never

 39. You are afraid to present your ideas to the teacher

 a. always b. sometimes c. never

 40. You do not get the support of your teacher to try new methods of doing things

 a. always b. sometimes c. never

 41. You are afraid to meet your principal.

 a. always b. sometimes c. never

|  |
| --- |
| **SOCIAL COMPETENCE- SCORING KEY** |
| ITEM NO: | a | b | c |
| 1 | 3 | 1 | 2 |
| 2 | 1 | 3 | 2 |
| 3 | 1 | 3 | 2 |
| 4 | 1 | 2 | 3 |
| 5 | 3 | 2 | 1 |
| 6 | 3 | 2 | 1 |
| 7 | 3 | 2 | 1 |
| 8 | 3 | 2 | 1 |
| 9 | 3 | 2 | 1 |
| 10 | 1 | 3 | 2 |
| 11 | 3 | 1 | 2 |
| 12 | 2 | 3 | 1 |
| 13 | 3 | 1 | 2 |
| 14 | 1 | 3 | 2 |
| 15 | 1 | 2 | 3 |
| 16 | 3 | 2 | 1 |
| 17 | 3 | 2 | 1 |
| 18 | 1 | 2 | 3 |
| 19 | 1 | 2 | 3 |
| 20 | 3 | 2 | 1 |
| 21 | 3 | 2 | 1 |
| 22 | 3 | 2 | 1 |
| 23 | 3 | 2 | 1 |
| 24 | 1 | 2 | 3 |
| 25 | 3 | 2 | 1 |
| 26 | 1 | 2 | 3 |
| 27 | 3 | 2 | 1 |
| 28 | 3 | 1 | 2 |
| 29 | 3 | 1 | 2 |
| 30 | 1 | 2 | 3 |
| 31 | 3 | 1 | 2 |
| 32 | 1 | 3 | 2 |
| 33 | 1 | 3 | 2 |
| 34 | 1 | 3 | 2 |
| 35 | 3 | 2 | 1 |
| 36 | 1 | 2 | 3 |
| 37 | 3 | 2 | 1 |
| 38 | 1 | 2 | 3 |
| 39 | 1 | 2 | 3 |
| 40 | 1 | 2 | 3 |
| 41 | 1 | 2 | 3 |