

**A STUDY OF SOCIAL ADJUSTMENT AND ITS EFFECT ON  
THE SELF-CONCEPT OF GRADE IX STUDENTS OF MALE'**

**Dissertation Submitted in Partial fulfilment of the Requirements  
for the Degree of**

**Master of Education (School Management)  
Of the University of Mysore, Mysore**

**Guide and Supervisor:  
Senior Lecturer in Education  
R.I.E., Mysore**

**Investigator:  
M. Ed. Student  
Reg. No.: 06SMG009**



**DEPARTMENT OF EDUCATION  
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(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING)**

**MYSORE -570 006**

**MAY 2008**

# Declaration

I hereby declare that dissertation entitled “**A study of School Adjustment and its Effect on the Self Concept of Grade IX Students of Male**” is the outcome of original research work undertaken and carried out by me in the Department of Education, Regional Institute of Education (NCERT), Mysore during the academic year 2007-2008 as partial fulfillment of the requirement for the Degree of Master of Education (School Management) , University of Mysore, Mysore.

I also declare that this dissertation has not been previously submitted by me or others for the award of any other degree or diploma either in this or any other University.

Place: Mysore

Date: 30<sup>th</sup> April 2008

Register No.: 06SMG009

# Certification

This is to certify that the dissertation entitled “**A study of School Adjustment and its Effect on the Self Concept of Grade IX Students of Male**” is a record of research work done by Register No.: 06SMG009 during the academic year 2007-2008 under my guidance and supervision in partial fulfillment of the requirements for the Degree of Master of Education (School Management), University of Mysore and that this dissertation has not been submitted for the award of any other degree.

Place: Mysore

Date: 30<sup>th</sup> April 2008

  
Guide

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Place: Mysore

Date: 30<sup>th</sup> April 2008

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# **CHAPTER I**

## **INTRODUCTION**

# CHAPTER I

## INTRODUCTION

### 1.1 Introduction

*“No man can live in isolation if he does he is either a beast or a god”*

*(Aristotle)*

Human beings do not thrive when isolated from others. Hence in order for us to succeed we have to learn to live together harmoniously. A successful society is one where there is a common understanding between people and where members of the society live in a cooperative manner. A lot of factors influence the manner in which one lives in the society and forms relationships within the society. This includes the child rearing practice to which the child was exposed, the cultural background of the child, socioeconomic status of the child and the type of education system to which the child was exposed to. The school has a lot of social functions and plays a major role in shaping up the individual in such a way that the individual is more socially accepted.



School is a place where students from different socioeconomic status, religion and cultures come together and learn the skill of living together as a one whole unit. How they communicate with each other is greatly influenced by how they feel about themselves. How an individuals feel about themselves is important for the interactions that they take part in this social setup. Which means the interactions that the students have among themselves are an important factor which shapes up their self image and influence their psychological well being and vice versa.

The importance of the social system to the overall development of the child is evident and self-concept is one aspect that is highly influenced by the type of relationship that the child has with his or her peers in a school. This relationship is more prominent at adolescence because this is the age at which peer acceptance is of great significance to the child. Another reason is that this is the stage in which the child is in search of his self identity. Therefore how well a child is adjusted to the social environment of the school can play an important role in shaping up the self-concept of the child.

### **1.1.1 Early adolescence and its significance**

Early adolescence is that part of life of an individual during which s/he steps out of childhood and steps into adulthood. For girls adolescence

occurs from 13 years of age and for boys 14 years of age (Hurlock, 1978). This is the most important time of an individual's life because s/he undergoes a lot of physical and emotional changes. This is the time when the child can no longer call himself or herself a child nor an adult. Because of all these changes that are happening in their lives it can highly influence how they mingle with others and socialise and this in turn can influence how they feel about themselves or their self concept.

### **1.1.2 Concept of Adjustment**

Adjustment, according to Hurlock (1978), is the extent to which an individual's personality functions efficiently with the people around and social adjustment, in general, refers to the success with which one adjusts to others and to the group with which they are identified. Teachers are concerned with the social adjustment because students who are socially well adjusted are less disruptive in the classroom than the students who are not well adjusted (Hurlock, 1978). Moreover there is a close association between the social adjustment of the child and success and happiness of the child both during childhood and adulthood.

### 1.1.3 What is Self concept?

Self-concept is an organized configuration of awareness of self and it is also the perceptions, beliefs, feelings attitudes and values which the individual views as part of his characteristics (Hurlock, 1974). It can also be considered as an organised collection of beliefs and self perceptions of oneself (Baron & Byrne, 2003). In short, self-concept is how one perceives him or herself and it includes the overall feelings that one have towards oneself. According to Hurlock (1974) self-concept can be categorised into four main types. First one is *The Basic Self-Concept*, which is the person's concept of what he actually is. Second is *The Transitory Self Concept*, which is the self-concept that a person hold for a time and gives up. The third one is *The Social Self Concept*, which is the self-concept based on the individuals belief of how others perceives him. The last one is *The Ideal Self Concept*, which is made up of what a person inspire to be or what he believes he should be.

Self-concept is dynamic and changes as one passes through the different developmental stages. Peer influence, family influence and sometimes media influences are factors that cause change in self-concept of an individual. Adolescence is known as a stage in which the individual

undergoes a lot of changes in self concept, especially the ones who are just entering the Adolescence stage (Dusek & Flaherty, 1981).

Self-concept influences the self esteem of the individual. According to Bocchino (1999), self esteem is the positive feelings a person has towards himself. Self-esteem is one of our most basic psychological needs and has profound effects on our thinking processes, emotions, desires, values, choices, and goals (Franken, 1994). Self-concept also plays an important role in personality development. Hence whether a person is highly introvert or extrovert can also be determined by the type of self-concept that the individual has.

## **1.2 Need and Significance of the Study**

Social adjustment is an important aspect as far as the adolescents are concerned. If a child is socially maladjusted then s/he may face a number of problems in the school context which may have a negative impact on the performance, as well as his or her behaviour.

When looking at the Maldivian context, after the Tsunami in 26<sup>th</sup> December 2004 a lot of people were relocated to other island because the island were so totally destroyed. Many people migrated to the capital Male’,

Villingili and Hulhumale. Figure 1.1 shows the close proximity of Villingili and Hulhumale to the capital and this is the reason why the schools of these two islands are considered as schools of Male' and are treated equally. After the Tsunami a lot of the people were relocated to temporary accommodations in Hulhumale by the government also. Hence all the

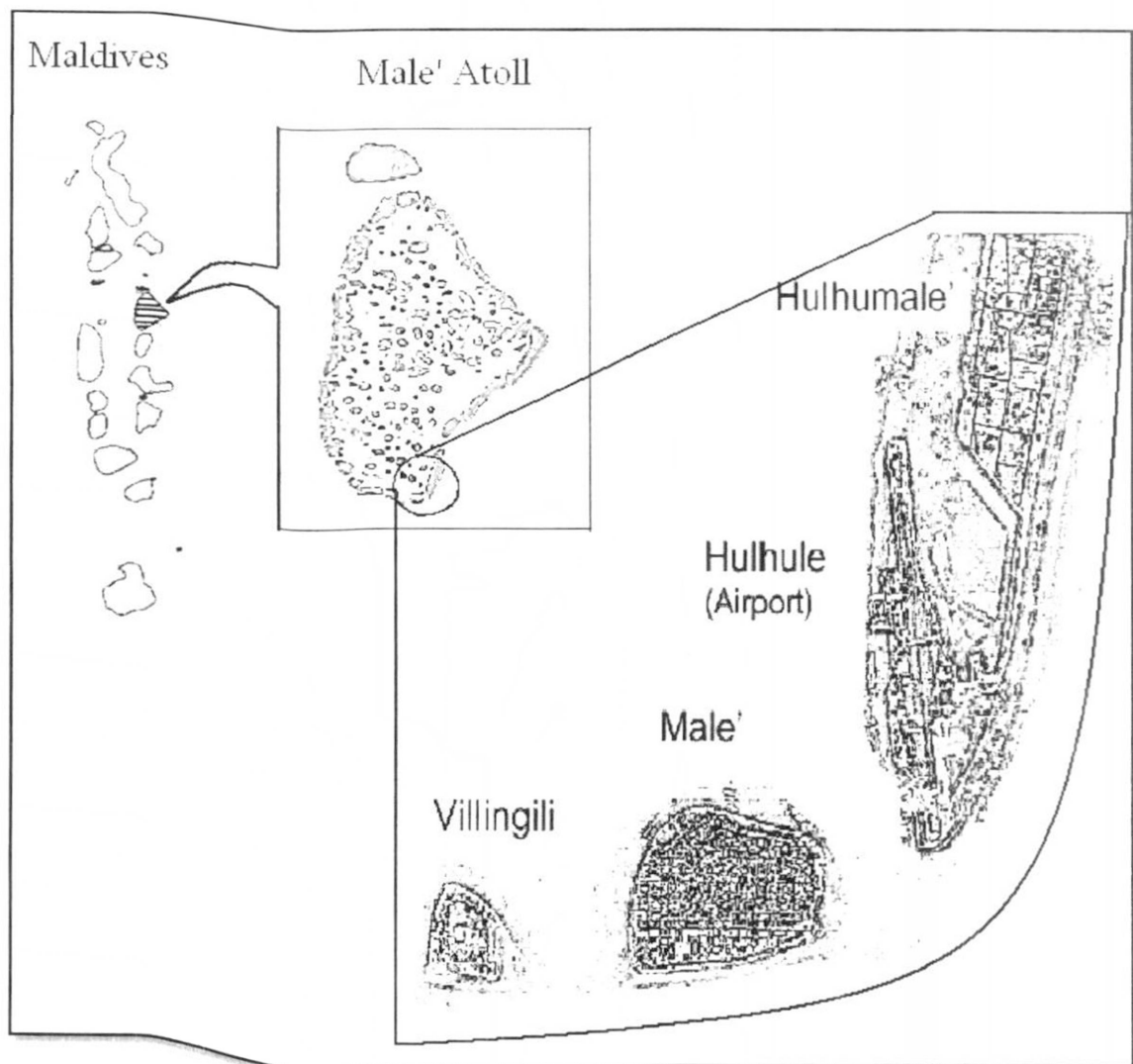


Fig. 1.1: Male', Hulhumale' and Villingili are very close

schools in Male now have a number of students from other islands, who are either living with their parents, relatives or friends.

Moreover, in recent years the discipline level of the schools of Maldives has gone down remarkably. In a function held to mark the silver jubilee of Seenu Atoll Education Centre on 6<sup>th</sup> July 2007, Minister of Education requested the teachers to conduct special programs to improve the discipline of the students because the society demands that the schools produce well disciplined students (Haveeru, 2007). The discipline problems faced by the schools vary from fights in classrooms to gang fights outside schools in school uniforms.

There may be a number of factors influencing the behaviour of the children of Maldives. However, few studies are conducted regarding the psychological well being of the students of Maldives and their behaviour. It is unfortunate that no literature is found on the psychosocial development of the children in the schools of Maldives. Hence this study aims to investigate two of the psychological aspects that have profound influence on the behaviour of the students, that is, the social adjustment level of the students and their self concept. This will enable the teachers to understand their students' psychosocial needs better. Moreover this will also help teachers to

create a more favourable atmosphere in the classroom to enhance students self-concept to ensure that the child grows up with high self esteem and ultimately reach self actualisation with minimum difficulties.

### **1.3 Statement of the Problem**

The present study is stated as: “A study of the social adjustment and its effect on the self-concept of Grade Nine students of Male’.”

### **1.4 Operational Definition of the Terms**

#### **1.4.1 Social Adjustment**

Social Adjustment is defined as the success with which a student adjusts to others in the classroom or the school in general. In the present study social adjustment is viewed as a measure of score obtained by the students on the social adjustment component of the Adjustment Inventory for School Children by Sinha and Sing (1993).

#### **1.4.2 Self Concept**

Self -Concept refers to how one perceives himself or herself and it is comprised of set of values, beliefs and attitudes, that one believe as one’s own characteristics. In the present study self concept of the students is a measure of scores obtained on Children’s self-concept scale developed by Ahluwalia (2002).

### 1.4.3 Socioeconomic Status

This is considered as the individual's place within the social group based on income, education and occupation. Socioeconomic status (SES) of the student in this study is a measure of score obtained on the socioeconomic scale of Kuppuswami (1962) adapted to the Maldivian context by the investigator.

## 1.5 Objectives of the Study

The main objectives of this study are:

1. To find out the level of social adjustment among the students
2. To find out the level of self-concept among the students
3. To find out whether gender and socioeconomic status of the students have any influence on their self-concept
4. To find out whether gender and socioeconomic status of the students have any influence on their social adjustment
5. To find out whether the student is living with both parents or others (ie. separated parent or guardian) have any influence on their social adjustment
6. To find out whether the student is living with both parents or others have any influence on their self-concept



- 7. To find out if there is any correlation between social adjustment and self-concept of the students

## 1.6 Hypotheses

Based on the objectives and earlier research findings the following hypotheses are formulated.

1. There is no significant difference in social adjustment between boys and girls
2. There is no significant difference in social adjustment among different groups of SES
3. There is no significant difference in the social adjustment of students living with both parents or others (includes separated parents and Guardians)
4. There is no significant difference in self-concept between boys and girls
5. There is no significant difference in self-concept among different groups of SES
6. There is no significant difference in self-concept of students living with both parents or others

7. There is no significant correlation between social adjustment and self-concept of the students

## **1.7 Limitations and Delimitations**

There are some delimitations to this study and this included taking only two variables to study in this investigation. Hence this study is delimited to only two major variables those are social adjustment and self concept.

Use of only the social adjustment component of Adjustment Inventory for School Children by Sinha and Sing (1993) is also a delimitation in the study because another tool to collect this data on this aspect was not easily accessible.

This study is also delimited to 'Grade Nine students of all government school of male'. This is mainly because of time limitation and travelling difficulties this study is based only on the schools of the capital Male' so schools on other islands are not included in this study.

## 1.8 Overview

This dissertation comprises of six chapters. Chapter I is the Introduction and it includes need and significance of the study, statement of the problem, operational definition of the terms, objectives of the study, hypothesis to be tested and limitations and delimitations.

Chapter II consists of Literature Review, which includes researches conducted in the past that are related to the area being investigated in this study. Hence these researches support the basis of the present study.

Chapter III is the Methodology and it gives a clear and concise description of the procedure followed in this investigation. This is followed by Chapter IV, which is Data Analysis, Interpretation and Discussion. This Chapter includes the results of the statistical procedures and description of what it indicates. It also includes discussion of the results which is followed by the conclusion.

Chapter V consists of a summary of the study, major findings, implications of the study and suggestions for further studies

# **CHAPTER II**

## **REVIEW OF THE LITERATURE**

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## CHAPTER II

# REVIEW OF THE LITERATURE

### 2.1 Introduction



This section looks at the studies related to the adjustment, social adjustment and self concept. A total of 33 studies conducted from 1970 to studies done in 2008 were reviewed. Many of the recent studies included throw light on the relationship between the variables considered in the present study.

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Table 2.1 shows how many studies were reviewed that were related to secondary and higher secondary and how many were related to middle school and primary level. Studies which are not specific to either of these levels are put under “Other”. It can be seen that fewer studies are conducted at elementary level compared to secondary and higher secondary. Hence it shows that adolescents are the main focus group of most of these studies.

When the studies are categorised according to variables, studies related to social adjustment, self-concept and studies that look into both social adjustment and self-concept together are considered (Table 2.2). It can

be seen from Table 2.2 that this area of psychology is well researched upon. There are many Studies related to social adjustment and self-concept separately. However there are fewer studies that consider both the self-concept of the students and their adjustment collectively.

**Table 2.1**  
**Studies Categorised According to Levels**

Level	No. of Studies
Secondary/Higher secondary	17
Elementary	11
Other	6
<b>Total</b>	<b>34</b>

**Table 2.2**  
**Studies Categorised According to Variables**

Level	No. of Studies
Social Adjustment	15
Self Concept	12
Both	7
<b>Total</b>	<b>34</b>

## **2.2 Studies Related to Adjustment and Social Adjustment**

There are many studies that look into the factors which might influence the adjustment level of the student. Factors like sociometric status, creativity, scholastic ability, type of community (rural or urban) have been investigated. Asha (1978) looked into the adjustment level of creative students and found that there was no significant difference in adjustment level of creative and less creative students, boys and girls. Whereas Sharma (1972), who tried to find out the adjustment level of the under achievers and over achievers found that over achievers are better adjusted than under achievers in all areas of adjustment including social adjustment

Deopathak, (1970) compared adolescent boys and girls (ages from 14 years to 16 years) in their level of adjustment and found that boys are better adjusted than girls. This observation is consistent with Suhasini (1974) who also found that school adjustment level of boys is better than that of girls at elementary level.

On the other hand, Mehta, Gaur, Swadesh (1988) looked into the adjustment problem of boys. They compared the adjustment level of boys with superior scholastic ability and boys with average scholastic ability. They found that even though the superior group had fewer problems than the average group there was not much difference in the adjustment problems between the two groups.

Pathak (1971) studied the relationship between adjustment and sociometric status and found that sociometric status is significantly related to different components of adjustment, including social adjustment. Stanley, Comello, Edwards, & Marquart (2008) investigates the school adjustment level of students in rural and urban communities. They found that rurality (measure of rural) was not significantly related to school adjustment level of the students. This means there is no significant difference between the adjustment level of the students from rural and urban communities.

Pandey (1979) studies the adjustment problems of adolescent boys and found that there is a significant relationship between adjustment and level of aspiration and achievement and the rural students are better adjusted in school health and emotional areas while urban students were better adjusted in aesthetic areas. This contradicts the finding of Stanley, *et.al.* (2008), to some extent because they found no significant difference between



school adjustment of urban and rural children. Reasons for this could be that these two studies are conducted in two different countries and therefore socio cultural factors could have influenced the finding of these two studies.

Compared to studies on adjustment, fewer studies are found specifically on social adjustment. In most of the studies related to social adjustment factors that might influence social adjustment of children have been studied. National Institute of Child Health and Human Development Early Child Care Research Network (2004) looked into the association between the social adjustment of the children (at early elementary level) and their fathers' and mothers' parenting behavior and believes. The findings show that the children who are identified by teachers as socially well adjusted are children whose fathers are sensitive and supportive of their children's autonomy, whose mothers' parenting beliefs support self directed behavior and whose parents maintain an emotionally intimate relationship. Hence parenting style and parent child relationship has an influence on the social adjustment of the student.

Similar to the this finding, Caples & Barrera (2006) found that mothers' degrading parenting is a risk for adolescents' adjustment problems such as internalising and conduct problems, regardless of gender.

Nonetheless, joint family system may play an important role in social adjustment of adolescents because Gupta (1981) found that adolescents coming from joint family systems are better adjusted socially than adolescents from nuclear family.

Kuperminc, Leadbeater, Emmons and Blatt (1997) studied the effect of middle school climate on the social adjustment of the student and found that the social environment of the school affects the students' emotional and behavioural outcomes.

Graham, Bellmore and Mize (2006) studied peer victimization, aggression, and their co-occurrence in Middle School and different pathways to adjustment problems. Grade Six students were grouped as victims, aggressors, aggressive victims, and socially adjusted (neither aggressive nor victimized). They found that all three subgroups encountered more school adjustment problems when compared to their socially adjusted classmates. Hence their findings are in accordance with Hurlock's (1978) view that students who are socially well adjusted are far more likely to do work to their capacities and are far less disruptive in the classroom than the students who are not well adjusted.

In addition to this, how social adjustment of children changes has also been studied. Mayeux, Bellmore and Cillessen (2007) used repeated

measures of sociometric status to predict change in psychosocial adjustment of children. They found that children who are rejected by peer over multiple assessment had more social adjustment problems in the next school year than children who were rejected only at one time point.

## **2.3 Studies Related to Self-Concept**

Self-concept is one of the psychological aspects that are highly investigated. One of the reasons for this could be that self-concept is heavily influenced by the social context (Bachman and O'Malley, 1986). Self-concept begins to form at a very early age and the influence of parents and family is great on the developing child. This maybe the reason why studies are conducted to find out the influence of home environment on the self-concept of the children. Pal & Benerjee (2005) found that children from single child families had higher self-concept than children from families with siblings. Basavanna (1971) found that people with high self-concept had high self regard than people who lack self confidence.

In addition to home and family there are other factors that influence the self-concept of children. This includes factors related to academics and school. It is the school where the children spend a considerable amount of

their time. Hence researchers have also looked into the school factors that might influence the self-concept of children.

Gautam (1999) studied the effect of intelligence and self-concept on the academic motivation of Grade VII students and found that academic motivation is not significantly related to intelligence and self-concept even though student with higher self-concept tend to have a higher academic motivation.

Chauhan's (1982) study on Class XI students showed that the global self-concept of boys was different from that of girls. Boys had higher self-concept than girls. It was also found that the self-concept of rural students was higher than that of urban student and there was no relationship between sociometric structure and self concept.

Different aspects of self-concept have been studied in relation to its impact on the students' behaviour. Carroll, Houghton, Wood, Perkins, & Bower (2007) studied three multidimensional areas of self-concept (classroom, peer and confidence). Their findings show that students highly involved in delinquent activities have significantly lower classroom, peer and confidence self-concepts. Males reported significantly higher confidence self-concept while females scored significantly higher on peer self-concept.

There was decline in confidence self-concept with age but for classroom and peer self-concept, no clear age trends were evident.

Henderson, Dakof, Schwartz & Liddle (2006) conducted research to find the direct effect of family functioning and self concept, on the severity of adolescence externalising problems. They found direct relationships between problem behaviour and self concept. They also found that family partially mediated the relationship between self-concept and problem behaviour. Hence their finding shows that self-concept and family functioning exert direct and shared effects on externalising problems.

Academic self-concept of children seems to be an area that is frequently investigated upon. Guay, Boivin and Marsh (2003) evaluated the developmental trends between academic self-concept and academic achievement with a sample of elementary school children. They found that as children grow older their academic self-concept responses became more reliable more stable and more strongly correlated with academic achievement.

Chapman and Lambourne (1990) investigated the effect of several factors, including achievement, on the self-concept of the children. They found that at 11 years of age self-concept is greatly influenced by

achievement in reading skill and academic self-concept at age 9. Hence their findings suggest that academic self-concept is a product of school achievement and that any influence that home background can have on academic self-concept is likely to occur through means of their effect on school achievement.

Bachman and O'Malley (1986) set out to find whether the self-concept (of academic ability) of the students can be influenced by the ability level of the classmates. This study was conducted on high school boys and the researchers found that academic ability of the peers have a very slight negative effect on the self-concept of the students. This finding is different from that of Parker and Marsh (1984) who found that the academic ability of the peers and classmates has a highly negative influence on the self-concept (of academic ability) of the students (Marsh and Parker, 1984 cited in Bachman and O'Malley 1986).

Eshel and Kurman (1991) tried to find out the accuracy of the academic self-concept of the students and its effect on the academic achievement of the students. Their findings show that, for the overestimators, the larger the gap between the perceived academic self-

concept of the students and the teachers rating of their ability the lower is their academic attainment.

Preckel, Goetz, Pekrun, and Kleine, (2008) found that girls scored lower on measures of academic self-concept compared to boys and this gender difference was found larger in gifted than in average ability students.

## **2.4 Studies related to Adjustment and Self-Concept**

Some studies looked at self-concept and adjustment together. Buhs (2005) evaluated two process-oriented models linking peer rejection and negative peer treatment to children's self-concept, school engagement and adjustment of Fifth Grade students. The model evaluations indicated that peer rejection predicted both exclusion and victimization and that these forms of peer treatment, in turn, predicted academic self-competence.

Ray & Elliot (2006) examined the relationship between social adjustment and academic achievement of students with diverse academic and behavioural competencies. Their findings show that students with proficient academic and behavior competence have significantly greater levels of self-concept than those with undeveloped behavior competencies.

In addition to this they found all the groups (undeveloped academic competence, undeveloped behavior competence, and proficient academic and behavior competence) differed significantly in social skill and none of the groups differed in social support.

Ybrandt (2008) looked at the relation between self-concept and internalizing and externalizing problem behaviours in adolescence, they found that a positive self-concept was the most important factor for adjustment and for protection against common behaviour problems. They also found that adolescents of 15, 16 years of age had a stronger relationship between a negative self-concept and externalizing problem behaviour than younger and older adolescents.

Östgård-Ybrandt (2004) found that the self-concept of adolescence and their perception of parental behavior were positive and there was no age or gender difference. When she compared this finding with that of an antisocial adolescent group, it was found that girls show a more negative self-concept and a more negative perceptions of early parental behavior. In addition to this, she also found that an adolescent's positive self-concept was influenced by a mix of mother acting positively and father acting with control. One of the most important findings of this study is that a positive



self-concept was important for the adjustment and a negative self-concept combined with female gender was a risk factor for internalizing problems. This is consistent with Ochoa, Lopez & Emler (2007) findings. They found that adolescents' self concept, acceptance by peers and attitude toward authority is influenced by the quality of interaction that they have with their teachers and parents.

Bharathi (1984), in her study on children at early adolescent stage, found that there was no significant age differences in self-concept in relation to adjustment. In the ability aspect of self-concept she did not find any difference in gender. However, girls perceived themselves better adjusted than boys while boys perceived themselves to be more personality oriented than girls. She also found that the self-concept of ability was not affected by SES however low SES subjects perceived themselves less adjusted and felt greater dissatisfaction in this aspect. Middle SES group showed greater satisfaction with self in general.

Hurlock (1978) states that the kind of social adjustment that the child makes has an impact on their self concept. This means that self-concept can be influenced by how well the child is adjusted to the social system.

## 2.5 Conclusion

A number of studies investigate the problem of externalisation and internalisation among adolescents in relations to adjustment and self concept. Some of the studies are based specifically on boys and their problem. Few studies directly look into the relationship between adjustment and self concept.

Even though there are seven studies (Table 2.1) that looks into both adjustment and self concept, none of these studies look directly into the effect that social adjustment have on the self-concept of the children or adolescents. Hence the present investigation will put light on how social adjustment influences the self-concept of adolescents.

**CHAPTER III**  
**METHODOLOGY**

# CHAPTER III

## METHODOLOGY

### 3.1 Introduction

This chapter presents the general design of the study, tools used, including how it was administered. This will be followed by a description of how scoring was done and other related methodological details.

### 3.2 Design of the study

After contemplating on the type of method required for this type of study and with the suggestions received during the proposal presentation, it was decided that survey method would be most appropriate for this study. Especially considering the time limit, survey method was used in this investigation to find out the effect of social adjustment on self concept.

## **3.3 Tools**

### **3.3.1 Adjustment Inventory for School Students (Sinha and Singh, 1993)**

The adjustment inventory for school children was adopted for this study to find out the social adjustment level of the students. This tool looks at students' adjustment from three perspectives; social adjustment, educational adjustment and emotional adjustment. Only the social adjustment component was used to find out the level of social adjustment of the students by referring to the manual and also with consultation of Experts. A copy of the questionnaire, with the questions on social adjustment marked, is given in the Appendix II.

#### **Main features of the tool**

- A total of 20 questions related to social adjustment are given
- These questions were to be answered in “Yes” or “No”
- The items included questions that are related to how the student interacts with the other students in the classroom and how interactions between the student and teachers occur.
- There are also questions on how the students feel within the social context of the classroom

- This tool is designed for students between the age of 14 year to 18 years.

### **Reliability**

To test the reliability of the tool, 1950 students from IX to XI standard were selected, then the reliability was determined by:

- i) split half method
- ii) Test re-test method
- iii) K-R formula- 20

The reliability coefficient for social adjustment is 0.93 by split half test, 0.94 for test retest and by K-R formula 2 it is 0.92.

### **Validity**

Construct validity was obtained by correlating the inventory score of 60 students with the rating given by the Hostel Superintendent. The product moment coefficient of correlation between inventory and superintendent ratings was 0.51

## Norms

Percentile norms were computed for the male and female for the three areas of adjustment, separately was as also done for the whole inventory. The subjects can be classified into five categories in accordance with the raw scores obtained by them on the inventory. The five categories and their raw scores are given for social adjustment in Table 3.1. Meaning of the symbols and explanation of the social adjustment area indicates that individuals scoring high are submissive and retiring while low scores indicate aggressive behaviour. There is no specific time limits.

Table 3.1

### Classification of Adjustment in Terms of Categories in Social Adjustment

Category	Description	Range of Scores	
		Male	Female
A	Excellent	2 & below	2 & below
B	Good	3-4	3-5
C	Average	5-7	6-7
D	Unsatisfactory	8-10	8-10
E	Very unsatisfactory	11 & above	11 & above

## Development of the instrument

The 60 item inventory, in its final form were administered to a randomly selected representative sample of 1950 students from class IX to XII

### **Instruction for scoring**

The Inventory was scored by using the stencil provided. For answers indicative of adjustment zero is given, otherwise one is given. Hence higher the score greater is the lack of adjustment.

### **3.3.2 Children's Self-concept Scale (Ahluwalia, 1971)**

#### **Main features of the tool**

- This Children's self-concept scale was prepared after the well known Piers-Harris, Children's self-concept Scale (1969)
- Six sub scales which are considered to be important in the psychological world of childhood and adolescence are included.

These six sub scales are:

- i. Behaviour
- ii. Intellectual and School status
- iii. Physical appearance and attributes
- iv. Anxiety
- v. Popularity
- vi. Happiness and satisfaction



## Reliability

The Hindi version of this self-concept scale was administered to a random sample of 1060 students of mean age 14.5 years. The reliability coefficients obtained after conducting test-retest and split half reliability method are given in Table 3.2.

**Table 3.2**

**Description of reliability coefficient**

Sample	Age	Sex	No.	Index	coefficient
Middle school	12	M	330	Test-Retest	0.83
High school	14	F	380	Test-Retest	0.88
Higher secondary	15	M	470	Split half	0.74
Higher secondary	15	F	590	Split half	0.79

## Validity

Validity of the self-concept scale was determined in three ways: face validity, concurrent validity and factorial validity.

**Face Validity:** determined through “translation and back translation method”.

**Concurrent validity:** to ascertain concurrent validity of the self-concept scale, the scores from each sub scale were inter-correlated. The inter-correlation values range from 0.397 to 0.621. All subscales had statistically significant inter-correlations beyond 0.01 confidence level.

**Factorial validity:** the structure of the original scale was investigated on the 6<sup>th</sup> Grade level by means of multiple factor analysis. For this purpose a sample of 457 students from 6<sup>th</sup> Grade were used. Responses to the 80 items of the scale were placed in matrix and were inter-correlated. A principal component analysis was made using unities in diagonals. Ten factors were extracted and were rotated by means of the varimax method (Herman, 1960). Item with loadings of above 30 on each factor were inspected and the factor was named by considering the content of the items with the highest loadings. The factor accounted for 42% of the total common variance. Of these six were large enough to be interpretable. These factors are: Behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness and satisfaction.

### **Norms of the Self -Concept Scale**

Norms have been set for the self-concept scale with respect to age, class, sex and caste variables. Hence norms set for the different sub-scales

for 77 boys and 130 girls of 14 years of age (from U.P.) are given in table 3.3. Time required for the test is usually 15-20 minutes to administer the test but there is no specific time limit to this test.

**Table 3.3**  
Age wise means and SD for girls and boys of U.P. on  
different subscales of self-concept

Sub-scales of Self concept		I	II	III	IV	V	VI	Total self-concept
Girls	Mean	14.37	14.20	7.94	9.72	9.51	6.42	63.15
	SD	1.58	2.66	2.54	1.83	1.52	0.88	8.15
Boys	Mean	14.20	14.48	8.10	9.92	8.88	6.05	62.25
	SD	2.16	2.96	2.98	1.92	1.86	1.33	10.0

### Instructions for scoring

Scoring was done by using the stencils provided. One score was awarded to each statement either for “Yes” or “No” as described by the author. The scoring was done meticulously to prevent any errors in scoring. The sum of the scores for each subscale of the self-concept scale can be obtained by adding scores. The total self-concept score can be obtained by adding scores of all the six areas, which can be used as a total self-concept score. A copy of the questionnaire is given in Appendix I.

### 3.3.3 Socioeconomic status scale

Socioeconomic status scale by Kuppaswami (1962) was adapted to Maldivian context. Three dimensions, namely education, occupation and income are considered in making the tool.

This tool consists of questions related to the three aspects under consideration. First questions were asked regarding the parent's education qualifications to determine the education level of the parent.

Secondly questions related to the type of work they do are asked. This is to determine the occupation level of the parent. Finally question regarding the income were given to find out the total income obtained by the parent. Appendix III A contains the adapted SES scale.

The questionnaire was then translated into Dhivehi (Maldivian Language) and the translated version was shown to an Expert in Dhivehi Language to find out if there are any controversies from the original scale. Appendix III B contains the translated version of the SES scale.

#### Scoring

The scoring sheet was used to measure the SES of the students is given in Appendix III C. The tertiary studies' qualifications were

categorised according to the qualifications that are mainly accepted in the country. This includes certificates, diplomas, bachelor's degree, masters degree and Ph.D. Points were given separately to each dimension. The points were allocated to the education level from 1 to 10, with 1 being literate to 10 being Ph.D.

Occupations were categorised according to Kuppuswami (1962) SES scale into 7 dimensions. Scores are also given similarly to the Kuppuswami (1962) SES scale ranging from 1 to 10, with unemployed getting 1 and professional getting 10.

The income was divided into 5 levels according to the salary scheme of the Government of Maldives, with the assistance of a personnel working in the finance section of a Government Office in Maldives. Scores for income ranges from 2 to 12, less than 1000 getting 2 points and above 4500 getting 12 points.

Adding the scores for all the dimensions will give a single value that represents the socioeconomic status of the individual. Hence the total score obtained by an individual on this is 32.

### **Setting norms**

With the help of professional statistician the scores were distributed to Low, High and Medium SES. Any score below 9 is considered as Low SES and 9 to 24 considered as Medium SES and 25 and above is considered as High SES.

#### **3.3.4 Information Blank**

To collect personal information of the students, an Information Blank was given to the students together with the other questionnaires (Appendix IV).

### **3.4 Sampling Procedure**

The present study adopted random sampling procedure. After obtaining the class lists from all the schools the investigator used a random number generator from the internet (Daniels, 2001) to select 150 girls and 150 boys from the whole population of Grade Nine students in Male'. From the students selected some of them did not turn up for the administration of the tool. Therefore, the number of students who turned up for the administration of the tool is shown in Table 3.4.

**Table 3.4**

**Government Schools in Male' and Sample Size for each School**

School	No. of girls	No. of boys	Total
Aminiya School	44	-	44
Majeediyya School	-	45	45
Dharumavantha School	-	43	43
Gaazee School	33	22	55
Muhyiddin School	32	21	53
<b>Total</b>	<b>110</b>	<b>131</b>	<b>240</b>

### **3.5 Data Collection**

First of all permission was taken from the Ministry of Education (Maldives) to visit the concerned schools for investigation. Then the investigator met the School Heads and was directed to the appropriate supervisors for assistance. A plan of investigation was prepared with the consultation of these supervisors. The plan of action consisted of date and time at which the schools will be visited to administer the tools and collection of the tool (SES scale) (Table 3.5). At some instances

rescheduling had to be done since some schools were not able to organise the meeting according to the plan of action.

All the selected students were asked to come to a specified location at a particular time for the administration of the tool. The students were asked to answer the questions on self-concept first. The investigator herself administered the tools. Clear instructions were given as to how the forms need to be filled. Then each question was read to the students and they were asked to answer. This is done to ensure that all the students understood the questions accurately. The difficult words were read out to them and explained. They were given approximately 30 minutes to fill the questionnaire on self concept. Then a break of 14 minutes was given after which the students were asked to fill the other questionnaire on adjustment. The same procedure was followed for this question also in helping the students answer all the questions as accurately as possible. About 30 minutes were given to the students to complete the questionnaire. When collecting the forms the investigator ensured that all the questions in the questionnaires were answered by all the students. After collecting all the questionnaire the students were given the socioeconomic status forms to be filled by the parent and the students were requested to return it to the supervisor the next day.



The investigator had to visit the schools on several occasions after that to collect the forms from them, even then majority of the students failed to deliver the SES forms. Supervisors were requested to advise the students to return the forms but the response was poor. Only 71 students brought the questionnaire on SES back. This is why only 71 samples are included for analysing the data involved in SES.

**Table 3.5**

**Tentative Time Table for the Field Work**

School	Tool Administration	Time	Collection of SES tool	Collection of SES tool (2 <sup>nd</sup> visit)
Aminiya School	22/01/08	12.00pm	23/01/08	24/01/08
Majeediyya School	23/01/08	12.00pm	24/01/08	27/01/08
Dharumavantha School	24/01/08	12.00pm	27/01/08	28/01/08
Gaazee School	26/01/08	10.00am	27/01/08	28/01/08
Muhyiddin School	28/01/08	12.00pm	29/01/08	30/01/08

### **3.6 Statistical Techniques**

Statistical techniques adopted in this study to analyse the data collected includes t-test, Karl Pearson Ccorrelation and Oneway ANOVA. Details are given in the next section.

**CHAPTER IV**

**ANALYSIS, INTERPRETATIONS AND  
DISCUSSIONS**

## CHAPTER IV

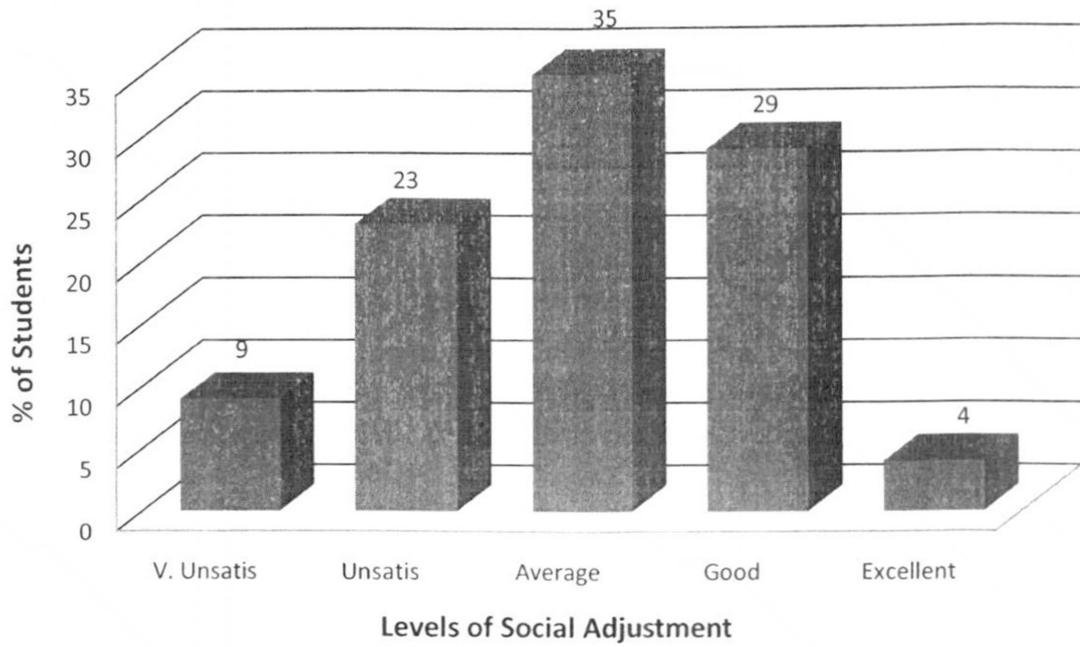
### ANALYSIS, INTERPRETATIONS & DISCUSSIONS

#### 4.1 Introduction

This chapter will look into how the data that was collected in the survey was analysed. In addition to this how the data was interpreted, together with all the statistical techniques used and the results obtained will be presented in this chapter. This will be followed by verification of hypothesis and what it indicated. At the end, a discussion of the findings and conclusion will follow.

#### 4.2 Levels of Social Adjustment

Figure 4.1 shows the level of social adjustment of all the students. Most of the students have Average level of social adjustment, which includes 35% of the students and next highest percentage is for Good level of social adjustment. The lowest level is excellent level to which 4% of the students belong and very unsatisfactory level with 9% of the data. Hence 33% of the students have above average level of social adjustment and 32% have below average level.



**Fig. 4.1:** *Social adjustment level of the students*

### **4.3 Level of Self-Concept**

When the level of self-concept of all the students are compared it can be seen that the largest percentage of students (20%) have a self-concept of 60-64 (Fig. 4.2). The average self-concept level for this group of students is 55-59. Moreover, 39 % of the students' self-concept scores lie below this score while 47% of the scores lie above this.

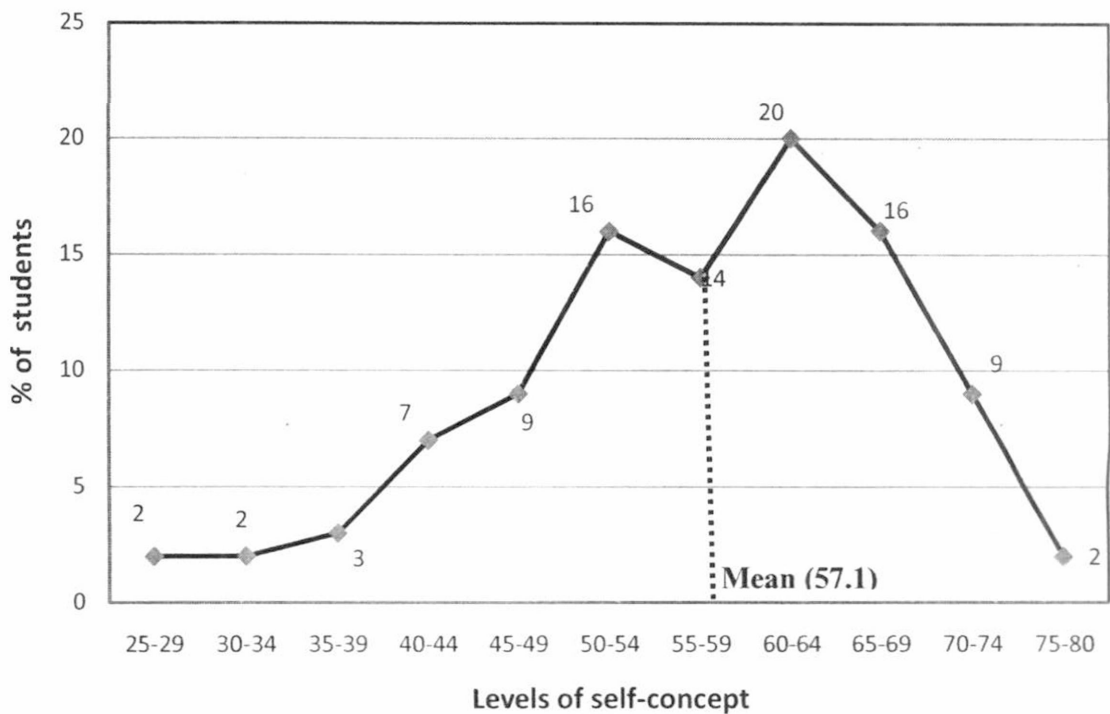


Fig. 4.2: Level of self-concept of the students

## 4.4 Testing of Hypotheses

**Hypothesis 1:** *There is no significant difference in social adjustment between boys and girls.*

To test the hypothesis that states there will not be a significant difference between the means of social adjustment score of boys and girls t-test was conducted. Table 4.1 shows the results obtained for t-test. Since the calculated t value is less than the critical t-value at 0.05 significant level the null hypothesis is accepted. Hence there is no significant difference between the social adjustment of boys and girls.

Table 4.1

t-test Result for Social Adjustment of Students with Gender

	Mean	SD	No. of Stu.	df	Obtained t- value	Critical t-value
Girls	6.87	2.816	109	238	1.90	1.96
Boys	6.18	2.776	131			

**Hypothesis 2: *There is no significant deference in social adjustment among different groups of SES***

Oneway ANOVA was conducted on the data collected for the socioeconomic status of the students to test whether there is any significance difference between the social adjustment of the students from various SES groups the F value obtained is 3.813 at  $F_{(2,68)}$  which is greater than the critical F value 3.15 (Table 4.2). Hence the null hypothesis is rejected at 5% significant level. This means there is a significant difference between the means of different socioeconomic status. Social adjustment level of high SES group is higher than medium and low SES and Medium SES has the lowest level of social adjustment (the higher the score for social adjustment higher is the lack of social adjustment according to the Adjustment Inventory for School Students (Sinha and Singh, 1993) that was used).

**Table 4.2**

**Oneway ANOVA results for Social Adjustment and Different groups of SES**

	Mean	SD	No. of Stu.	df	Obtained F- value	Critical F-value
<b>Low</b>	6.20	3.834	5	Btw grp: 2	3.813	3.15
<b>Medium</b>	7.02	2.378	50	Within grp: 68		
<b>High</b>	5.13	1.962	16	Total: 70		

**Hypothesis 3: *There is no significant difference in the social adjustment of students living with both parents and others***

Table 4.3 shows the results obtained for t-test done to compare the social adjustment level of students staying with both parents and others. Since the calculated t-value is less than the critical t-value at 0.05 significant level the null hypothesis is accepted. Hence there is no significant difference in the social adjustment of students staying with both parents and others.

The mean for the social adjustment score which indicates the lack of social adjustment is high for the ones who live with others compared to the ones who live with both parents (Table 4.3). For the same reason as mentioned before this indicates that the students living with both parents are slightly better socially adjustment than the ones living with others.

**Table 4.3**

**t-test Result for Social Adjustment of Students Living with Both Parents and Others**

	Mean	SD	No. of Stu.	df	Obtained t- value	Critical t-value
<b>Both Parents</b>	6.39	2.893	168	238	-0.867	1.96
<b>Others</b>	6.74	2.605	72			

**Hypothesis 4: *There is no significant difference in self-concept between boys and girls***

Table 4.4 shows the results obtained for t- test to compare the self-concept of boys and girls. The calculated t-value is greater than the critical t-value at 0.05 and also at 0.01 significant level, therefore the null hypothesis is rejected. Hence there is a significant difference between the social adjustment of boys and girls. Boys have a higher self-concept than girls.

**Table 4.4**

**t-test Result for Self-Concept of Students and Gender**

	Mean	SD	No. of Stu.	df	Obtained t- value	Critical t-value (at 0.05)	Critical t-value (at 0.01)
<b>Girls</b>	54.35	11.131	109	238	-3.769	1.96	2.576
<b>Boys</b>	59.47	9.890	131				

To find out in which sublevels of self-concept boys and girls differed most significantly t-test was carried out on different sublevels of self-



concept to compare boys and girls. The results obtained shows that at 0.05 significance level and 0.01 significance level there is a significant difference between boys and girls in intellectual and school status, physical appearance and attributes and anxiety (Table 4.5). In all these three aspect boys show a significantly higher self-concept than girls. Popularity, happiness and satisfaction and Behaviour are the three sublevels of self-concept that did not show any significant difference between boys and girls.

**Table 4.5**

**t-test Result for Different Sub-Levels of Self-concept for Girls and Boys**

Levels of Self Concept	Girls		Boys		Calculated t-value
	Mean	SD	Mean	SD	
<b>Behaviour</b>	13.40	2.152	13.23	2.547	0.567
<b>Intellectual &amp; school status</b>	11.70	3.460	13.32	3.310	-3.706**
<b>Physical appearance &amp; attributes</b>	7.24	2.464	8.39	2.544	-3.539**
<b>Anxiety</b>	7.02	2.642	9.18	2.169	-6.971**
<b>Popularity</b>	8.29	2.015	8.74	2.231	-1.614
<b>Happiness &amp; Satisfaction</b>	6.70	1.766	6.60	1.466	0.451

\*Significant at 0.05 level

\*\* Significant at 0.01 level

**Hypothesis 5: *There is no significant difference in self-concept among different groups of SES***

When Oneway ANOVA was conducted to test the hypothesis an  $F_{(2,68)}$  value of 4.55 was obtained which is greater than the critical F value 3.15 (Table 4.6). Hence the null hypothesis is rejected at 5% significant level. This means there is a significant difference among the different SES groups in their level of self concept. It can be seen from Table 4.6 that high SES group has a higher self-concept than the other two and the self-concept of medium SES group is slightly higher than that of low SES group.

**Table 4.6**

**Oneway ANOVA results for Self-Concept of Students and Different groups of SES**

SES	Mean	SD	No. of Stu.	df	Obtained F- value	Critical F-value
Low	54.00	13.892	5	Btw grp: 2	4.55	3.15
Medium	54.60	10.751	50	Within grp: 68		
High	63.75	9.740	16	Total: 70		

**Hypothesis 6: *There is no significant difference in self-concept of students living with both parents and others***

Table 4.7 shows the results obtained for t-test which was done to find out whether there is a significant difference in the self-concept of the students staying with both parents and others. Since the calculated t-value is less than the critical t-value at 0.05 significant level the null hypothesis is accepted. Hence there is no significant difference between the self-concept of students staying with both parents and others.

**Table 4.7**

**t-test Result for Self-Concept of Students Staying with Both Parents and Others**

	Mean	SD	No. of Stu.	df	Obtained t- value	Critical t-value
<b>Both Parents</b>	57.88	11.183	168	238	1.632	1.96
<b>Others</b>	55.42	9.543	72			

Even though there is no significant difference between the self-concept of students staying with both parents and others, when different sub-levels of self-concept was tested separately it was found that the happiness and satisfaction component of self-concept is significantly different for

students living with both parents and others at 0.05 significant level and at 0.01 level (Table 4.8).

**Table 4.8**

**t-test Result for Different Sub-Levels of Self-concept for Students  
living with Both Parents and Others**

Levels of Self Concept	Both Parents		Others		Calculated t-value
	Mean	SD	Mean	SD	
Behaviour	13.46	2.507	12.94	1.992	1.560
Intellectual & school status	12.68	3.518	12.36	3.362	0.649
Physical appearance & attributes	7.90	2.620	7.78	2.457	0.350
Anxiety	8.36	2.692	7.83	2.432	1.421
Popularity	8.61	2.158	8.38	2.113	0.768
Happiness & Satisfaction	6.87	1.523	6.13	1.686	3.358**

\*\* Significant at 0.01 level

**Hypothesis 7: *There is no significant correlation between social adjustment and self-concept of the students***

To test for the hypothesis Karl Pearson Correlation was done. The correlation between social adjustment and self-concept is -0.561 which indicates a significant correlation at 0.01 significant level (Table 4.9). Therefore the null hypothesis is rejected at 0.01 significant level and this indicate that there is a significant correlation between self-concept and social adjustment. This correlation is negative because the social adjustment scoring gives a lower score for students who are well adjusted and a higher score for the ones who lack social adjustment. Hence the correlation result indicates higher the lack of social adjustment lower the self-concept of the student. In other words it means that higher the level of social adjustment higher the self-concept of the students.

**Table 4.9**

**Karl Pearson Correlation Result for Social Adjustment and Self-Concept**

	Social Adjustment
Social Adjustment	1
Self Concept	-0.561**

**\*\*Significant at 0.01 level**

## 4.5 Findings and Discussions

The social adjustment level of the students is generally high. It can be seen from Figure 4.1 that most of the students have a social adjustment level on or above average. This can be due to the fact that in these schools there might be activities conducted which encourages social gatherings. As a result the bonds between the students are strengthened and they feel more adjust socially. Hence student cohesiveness is increased. However there are few students who has very high social adjustment level and according to Sinha and Singh (1994) these students who might have aggressive behavior and disrupt the classroom activities. Since the behavior of the student is not investigated in this study further enquiries are necessary to make a more precise conclusion on this aspect.

Nonetheless, there are 32% of the students whose social adjustment level is below the average. These students maybe the ones who are withdrawn in the school and does not take part in class or school activities effectively. They are submissive and retiring in personality (Sinha and Sing, 1993). The main reason for the low social adjustment level of such a large percentage could be the fact that many of these student are from other islands and they migrated to Male for educational purposes. Hence this might affect how the students socialise in the classroom and school.

When the level of self-concept is considered it can be seen that the percentage of students who have self-concept above average is higher than the percentage of students below average (Fig .4.2). This indicates that most of the students have a higher self-concept level. There are so many factors that influence the self-concept of the individuals. This includes a favourable socio-cultural context, supportive parents, influence of a good family background, etc.

Even though a larger percentage of students has self-concept higher than the average percentage, 37%of students with a self-concept lower than the average is also a relatively large percentage. One reason for this maybe that a large number of students are there who have migrated to the Male', Vllingili and Hulhumale for education purposes. There will obviously be difficulties faced by them in getting adjusted to the new school, new home environment as well as the new physical environment etc. As a result of this their confidence level maybe have reduced and therefore they maybe having a lower self concept.

Other findings show that there is no significant difference between the social adjustment of boys and girls. This means that the extent to which boys and girls are adjusted to the social system of the class and school are almost similar. This finding contradicts the findings of Deopathak (1970) and

Suhasini (1974) who found that the adjustment level of boys was higher than that of girls. Since there is no gender difference in the education system and the parents usually give equal importance to their daughter as they do to their sons, both girls and boys are brought up in a social context where they are not discriminated. As a result girls are just as outgoing as boys and show equal competencies in educational as well as sports and other extracurricular activities. Especially in Male' there is rarely the situation where boys are given priority in place of girls. Hence equal gender treatment in Male' may be accounted for this observation in the Maldivian context.

However, it can be seen from Table 4.4 that there is a significant difference between boys and girls in their level of self concept. Boys have a higher self-concept than girls. This finding is consistent with Chauhan's (1982) finding. It can also be seen from Table 4.5 that the area in which girls have a significantly low self-concept are intellectual & school status, physical appearance & attributes and anxiety.

The impact of adolescence on girl may account for their low self-concept in physical appearance and attributes. Girls during adolescence tend to be a lot more self conscious than boys and they worry more about their looks hence this maybe the reason for the low self-concept in this area. Due to the physical changes that occur during adolescence a lot girls experience



dissatisfaction with their newly acquired body image. This may also lead to increase in anxiety level in girls (Worell & Goodheart, 2006).

It is also found that girls have a lower self-concept in the area of intellectual & school status and even Preckel, *et. al.* (2008) found that girls' self-concept about academics is lower than that of boys. This indicates that maybe girls are more concerned with their performance and role in the school than the boys. On the other hand, it maybe that a sense of inferiority is affecting the girls perception of their intellectual level and school status. There might be other factors influencing the of girls' perception of themselves in this area and therefore it need to be further studied to make a more accurate statement about the causes behind the low self-concept in the area of intellectual & school status.

When the social adjustment levels of the student living with both parents were compared with the ones who live with others it was found that there was no significant difference between the two groups. This may be because there other factors influencing the level of social adjustment of the students like the size of the family and the day to day interactions that the students have at home. Whether the students live with both the parents or others if they normally come into contact with a number of people at home and interact with them it will have a positive impact on the social adjustment

of the students. They will learn the techniques of effective communication through these interactions and practice these techniques even in the classroom situation, which will help in increasing the level of social adjustment of the student. Current situation in Male', Villingilli and to some extent in Hulhumale, is such that a number of families live together (sometimes extended family) in close proximity. This may have positive effect on the social adjustment of the child because even Gupta (1981), discovered that adolescents from extended families are better socially adjusted than the ones from nuclear family.

The self-concept of student who are living with both parents is also not significantly different. However when the different sublevels of self-concept were compared it was found that the students who are living with both their parents have a significantly higher self-concept in the happiness and satisfaction area than the students who are living with others. This maybe mainly due to the fact that the support and encouragement that these students are getting from their parents leads to higher level of satisfaction and happiness, and therefore they perceive themselves as happy and satisfied.

In contrast to this the students who are living with either Guardians or separated parents maybe facing more unfavourable conditions at home as a

result of which their happiness level and satisfaction may go down. Especially since the situation is such that students who are either staying with Guardians have to help out at home in household chores. This may sometimes even affect their studies also. Moreover, students who are living separated parents will have psychological as well as emotional problems to deal with, which may reduce their happiness and level of satisfaction.

The social adjustment of the students is influenced by the socioeconomic status of the students. High SES group had higher social adjustment and medium SES group had lowest social adjustment level. This contradicts the findings of Bharathi (1984), who found that the low SES groups perceived themselves less adjusted. Since the context is totally different such controversies in the findings are possible. However, since the sample size of low SES group is very much less this factor has to be taken into consideration before making a comment on this. Mainly since other research findings also does indicate that children, from low SES group does have problems socialising and face psychosocial stress (Neugarten, 1946; Gad & Johnson, 1980; Gore, Aseltine and Colton, 1992). Hence this factor needs to be investigated further to give a more valid explanation for the observed difference.

Findings also indicate that the self-concept of the students from the different SES levels differ significantly. The high SES group has a higher self-concept compared to the other two and the lower SES group has the lowest self concept. There is disagreement between this finding and findings of Bharathi (1984) because her findings show that medium SES had a better self-concept than the high SES group.

Nonetheless, the current finding is justifiable because the parental role is highly significant in the formation of self-concept of the students (Coopersmith, 1967). Moreover parents play an important role in maintaining the SES of the family. If the parents from the high SES group are able to have a very good and supportive relationship with their children and meet the demands of their careers then the parents' role in the lives of their children can be optimised. This will ensure that the children do not feel any rejection and grows in an atmosphere where they are appreciated, accepted and made responsible for their own behaviour. This can enhance the self-concept of the children.

There is a significantly positive correlation between social adjustment and self-concept of the students. Hence it can be concluded that as social adjustment increases their level of self-concept also increases. How self-concept influences the adjustment level of the students has been studied

(Bharathi, 1984; Östgård-Ybrandt, 2004; Ybrandt, 2008). However none of these studies have looked at how the self-concept in turn is influenced by the adjustment level of the student. Self-concept is dynamic and it keeps on changing as one proceeds through the stage of adolescence. Since these students from Grade Nine are just entered the stage of adolescence this impact is greater on them.

Therefore when they interact with others and when they are able to work harmoniously together with others it boost up their confidence level and increases students self esteem. As a result they feel good about themselves because they know they are accepted by the others and their company is also welcomed. Repeated interactions of this nature will ensure that students become more confident about their social skills and abilities. This will elevate the level of self-concept in the student because peer acceptance at this age is a very important factor for them.

## **4.6 Conclusion**

The findings indicate that there is no significant difference in the social adjustment level of boys and girls. However self-concept of boys was found higher than that of the girls. The areas of self-concept in which the

difference existed most prominently are intellectual and school status, physical appearance and attribution and anxiety. Students living with both parents had a higher self-concept in the area of happiness and satisfaction compared to the students living with friends, relatives or separated parents. SES of the students affects the self-concept of the students. It was found that the students from low SES had low self-concept and students from high SES had higher self concept. Findings also indicate that the level of SES also influences the social adjustment of the students. High SES group had better social adjustment and the middle SES had the lowest social adjustment. A positive correlation was found between social adjustment and self-concept of the students indicating increase in self-concept as social adjustment increases.

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x

# **CHAPTER V**

## **SUMMARY, FINDINGS AND SUGGESTIONS**

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x

# CHAPTER V

## SUMMARY, FINDINGS AND SUGGESTIONS

### 5.1 Summary of the Study

#### 5.1.1 Statement of the Problem

The present study is stated as “A study of social adjustment and its effect on the self-concept of Grade Nine students of Male’.”

#### 5.1.2 Objectives of the study

The main objectives of this study are:

- To find out the level of social adjustment among the students
- To find out the level of self-concept among the students
- To find out whether gender and socioeconomic status of the students have any influence on their self-concept
- To find out whether gender and socioeconomic status of the students have any influence on their social adjustment
- To find out whether the student is living with both parents or others have any influence on their social adjustment



- To find out whether the students is living with both parents or others have any influence on their self-concept
- To find out if there is any correlation between social adjustment and self-concept of the students

### 5.1.3 Hypotheses

Based on the objectives and earlier research findings the following hypotheses are formulated.

- There is no significant difference in social adjustment between boys and girls
- There is no significant deference in social adjustment among different groups of SES
- There is no significant difference in the social adjustment of students living with both parents or others
- There is no significant difference in self-concept between boys and girls
- There is no significant difference in self-concept among different groups of SES
- There is no significant difference in self-concept of students living with both parents or others

- There is no significant correlation between social adjustment and self-concept of the students

#### **5.1.4 Methodology of the Study**

Survey method is used in this investigation to find out the effect of social adjustment on self concept. Students of Grade Nine from five government schools of Male were randomly selected for this study. A random selection of 150 girls and 150 boys were made out of this 240 students turned up for the administration of the tool. The tools were administered by the researcher. The tools used in this study are:

- Children's Self-concept Scale by Ahluwalia (2002)
- Adjustment Inventory for school children by Sinha and Sing (1993)
- Adapted Socioeconomic Status scale by Kuppaswami (1962)
- Information Blank for the students



### 5.1.5 Analysis of Data:

The data was collected and analysed using statistical methods. The statistical methods used were:

- t-test
- correlation
- Oneway ANOVA

## 5.2 Major Findings

- Most of the students have a high self-concept as well as high social adjustment level.
- There is no significant difference between girls and boys in their level of social adjustment
- Boys have a higher self-concept compared to girls
- Students living with both parents have a higher self-concept in the area of happiness and satisfaction compared to the students living with Guardians or separated parents
- Students from low SES have low self-concept and students from high SES have higher self concept.

- Students from high SES group have better social adjustment and the middle SES have the lowest social adjustment.
- A positive correlation is found between social adjustment and self-concept of the students indicating increase in self-concept as social adjustment increases

### **5.3 Implications of the Study**

This study has great implication for parents as well as the teachers. First of all it should be understood that adolescence is a difficult period for the students. Findings show that girls have a lower self-concept than boys so they should be encouraged more by parents and teachers to enable them to develop a better self-concept especially in areas where they have lower self concept.

Parents can play a major role in improving the self-concept of the children because self-concept begins to form at a very early age. So the influence parents and family on the self-concept is very prominent as the child grows up. Even though other factors also influence the self-concept once the children start going to school parents can be highly supportive and

✧ understanding especially when the child is going through adolescence. This will reduce the effect of other factors on the self-concept of the students.

✧ Teachers and parents should understand the difficulties of students who are living with either relatives, friends or separated parents and try to encourage them to lead a happier life despite their difficulties. Teachers should especially understand the impact of this on the psycho-social development of the child and should provide a more cordial atmosphere in the classroom for better psycho-social development.

✧ This can be done through the use a variety of strategies in the classroom and school to encourage the children to work in group situations in order to build up their capabilities of working together and improving their social adjustment and consequently their self concept. In other words, teachers can try to build up the self-concept of the students indirectly through improving their social adjustment.

✧ There are students with very high levels of social adjustment who may have aggressive behavior and might be causing problems in the class as well as school. So teachers need to be aware of this aspect of social adjustment and also very vigilant in identifying such cases and taking proper action on time. Some of students may need help to modify their behavior.

There is a large percentage of students who are having either unsatisfactory or very unsatisfactory social adjustment level and they might be showing signs of internalizing problems including withdrawal. Hence the teachers need to organize class activities to involve all of them and encourage participation of all. Moreover encouraging such students to take part in co-curricular activities will also ensure that they mingle with others and socialise to some extent. This can be the stepping stone for better socialisation and hence a better social adjustment level.

## **5.4 Suggestions for Further Studies**

- Effect of other psycho-social factors on the self-concept and social adjustment can be investigated
- Comparative study on the effect of social adjustment on self-concept can be undertaken for demographic variables like urban and rural
- An exploration into the effect of sociometric status on the social adjustment of the students can be conducted
- How academic achievement influences social adjustment of the students as well as the self-concept of the students can be undertaken
- Effect of social adjustment on externalizing and internalizing problems can also be studied

- How school adjustment of the students affect the self-concept can be investigated
- How the behavior of the students with very high level of social adjustment is influenced
- Impact of school atmosphere on the self-concept and social adjustment of the students can be studied
- Home factors that affect the self-concept of the students can be investigated
- Factors that influence the self concept of adolescent girls

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# APPENDICES

## Appendix I

### Children's Self-concept Scale (By: Dr. S.P.Ahluwalia)

Here are a set of statements. Some of them are true of you, you will circle YES. Some are not true of you and so you will circle NO. Answer every question even if some are hard to decide, but **do not** circle both yes and no.

Remember circle the YES if the statement is generally like you or circle the NO if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope will mark the way you really feel inside.

S. N.	STATEMENTS	YES	NO
1.	My classmates make fun of me.	<input type="checkbox"/>	<input type="checkbox"/>
2.	I am a happy person.	<input type="checkbox"/>	<input type="checkbox"/>
3.	It is hard for me to make friends.	<input type="checkbox"/>	<input type="checkbox"/>
4.	I am often sad.	<input type="checkbox"/>	<input type="checkbox"/>
5.	I am smart.	<input type="checkbox"/>	<input type="checkbox"/>
6.	I am shy.	<input type="checkbox"/>	<input type="checkbox"/>
7.	I get nervous when the teacher calls on me.	<input type="checkbox"/>	<input type="checkbox"/>
8.	My looks bother me.	<input type="checkbox"/>	<input type="checkbox"/>
9.	When I grow up, I will be an important person.	<input type="checkbox"/>	<input type="checkbox"/>
10.	I get worried when we have tests in school.	<input type="checkbox"/>	<input type="checkbox"/>
11.	I am unpopular.	<input type="checkbox"/>	<input type="checkbox"/>
12.	I am well behaved in school.	<input type="checkbox"/>	<input type="checkbox"/>
13.	It is usually my fault when something goes wrong.	<input type="checkbox"/>	<input type="checkbox"/>
14.	I cause trouble to my family.	<input type="checkbox"/>	<input type="checkbox"/>
15.	I am strong.	<input type="checkbox"/>	<input type="checkbox"/>
16.	I have good ideas.	<input type="checkbox"/>	<input type="checkbox"/>

S. N.	STATEMENTS	YES	NO
17.	I am an important member of my family.	<input type="checkbox"/>	<input type="checkbox"/>
18.	I usually want my own way.	<input type="checkbox"/>	<input type="checkbox"/>
19.	I am good at making things with my hands.	<input type="checkbox"/>	<input type="checkbox"/>
20.	I give up easily.	<input type="checkbox"/>	<input type="checkbox"/>
21.	I am good in my school work.	<input type="checkbox"/>	<input type="checkbox"/>
22.	I do many bad things.	<input type="checkbox"/>	<input type="checkbox"/>
23.	I can draw well.	<input type="checkbox"/>	<input type="checkbox"/>
24.	I am good in music.	<input type="checkbox"/>	<input type="checkbox"/>
25.	I behave badly at home.	<input type="checkbox"/>	<input type="checkbox"/>
26.	I am slow in finishing my school work.	<input type="checkbox"/>	<input type="checkbox"/>
27.	I am an important member of my class.	<input type="checkbox"/>	<input type="checkbox"/>
28.	I am nervous.	<input type="checkbox"/>	<input type="checkbox"/>
29.	I have fine eyes.	<input type="checkbox"/>	<input type="checkbox"/>
30.	I can give a good report in front of the class.	<input type="checkbox"/>	<input type="checkbox"/>
31.	In school I am a dreamer.	<input type="checkbox"/>	<input type="checkbox"/>
32.	I tease my brother (s) and sister (s)	<input type="checkbox"/>	<input type="checkbox"/>



S. N.	STATEMENTS	YES	NO
33.	<b>My friends like my ideas.</b>	<input type="checkbox"/>	<input type="checkbox"/>
34.	I often get into trouble.	<input type="checkbox"/>	<input type="checkbox"/>
35.	I am obedient at home.	<input type="checkbox"/>	<input type="checkbox"/>
36.	I am lucky.	<input type="checkbox"/>	<input type="checkbox"/>
37.	I worry a lot.	<input type="checkbox"/>	<input type="checkbox"/>
38.	My parents expect too much of me.	<input type="checkbox"/>	<input type="checkbox"/>
39.	I like being the way I am.	<input type="checkbox"/>	<input type="checkbox"/>
40.	I feel left out of thing.	<input type="checkbox"/>	<input type="checkbox"/>
41.	I have good hair.	<input type="checkbox"/>	<input type="checkbox"/>
42.	I often volunteer in school.	<input type="checkbox"/>	<input type="checkbox"/>
43.	I wish I were different.	<input type="checkbox"/>	<input type="checkbox"/>
44.	I sleep well at night.	<input type="checkbox"/>	<input type="checkbox"/>
45.	I hate school.	<input type="checkbox"/>	<input type="checkbox"/>
46.	I am among the last to be chosen for games.	<input type="checkbox"/>	<input type="checkbox"/>
47.	I am sick a lot.	<input type="checkbox"/>	<input type="checkbox"/>
48.	I am often mean to other people.	<input type="checkbox"/>	<input type="checkbox"/>

S. N.	STATEMENTS	YES	NO
49.	My classmates in school think I have good ideas.	<input type="checkbox"/>	<input type="checkbox"/>
50.	I am unhappy.	<input type="checkbox"/>	<input type="checkbox"/>
51.	I have many friends.	<input type="checkbox"/>	<input type="checkbox"/>
52.	I am cheerful.	<input type="checkbox"/>	<input type="checkbox"/>
53.	I am dumb about most things.	<input type="checkbox"/>	<input type="checkbox"/>
54.	I am good looking.	<input type="checkbox"/>	<input type="checkbox"/>
55.	I have energy.	<input type="checkbox"/>	<input type="checkbox"/>
56.	I get into a lot of fights.	<input type="checkbox"/>	<input type="checkbox"/>
57.	I am popular with boys.	<input type="checkbox"/>	<input type="checkbox"/>
58.	People blame unjustly or tease me.	<input type="checkbox"/>	<input type="checkbox"/>
59.	My family is disappointed in me.	<input type="checkbox"/>	<input type="checkbox"/>
60.	I have agreeable face.	<input type="checkbox"/>	<input type="checkbox"/>
61.	When I try to make something, everything seems to go wrong.	<input type="checkbox"/>	<input type="checkbox"/>
62.	I am nagged at home.	<input type="checkbox"/>	<input type="checkbox"/>
63.	I am a leader in games and sports.	<input type="checkbox"/>	<input type="checkbox"/>
64.	I am clumsy.	<input type="checkbox"/>	<input type="checkbox"/>

S. N.	STATEMENTS	YES	NO
65.	In games and sports, I watch instead of play.	<input type="checkbox"/>	<input type="checkbox"/>
66.	I forget what I learn.	<input type="checkbox"/>	<input type="checkbox"/>
67.	I am easy to get along with.	<input type="checkbox"/>	<input type="checkbox"/>
68.	I lose my temper easily.	<input type="checkbox"/>	<input type="checkbox"/>
69.	I am popular with girls.	<input type="checkbox"/>	<input type="checkbox"/>
70.	I am a good reader.	<input type="checkbox"/>	<input type="checkbox"/>
71.	I would rather work alone than with a group.	<input type="checkbox"/>	<input type="checkbox"/>
72.	I like my brother (sister).	<input type="checkbox"/>	<input type="checkbox"/>
73.	I have a good figure.	<input type="checkbox"/>	<input type="checkbox"/>
74.	I am often afraid.	<input type="checkbox"/>	<input type="checkbox"/>
75.	I am always dropping or breaking things.	<input type="checkbox"/>	<input type="checkbox"/>
76.	I can be trusted.	<input type="checkbox"/>	<input type="checkbox"/>
77.	I am different from other people.	<input type="checkbox"/>	<input type="checkbox"/>
78.	I think bad thoughts.	<input type="checkbox"/>	<input type="checkbox"/>
79.	I cry easily.	<input type="checkbox"/>	<input type="checkbox"/>
80.	I am a good person.	<input type="checkbox"/>	<input type="checkbox"/>

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Children's Self Concept Scale (CSCS) (English Version).

## Appendix II

### Adjustment Inventory for School Students

(By: Prof. A.K.P. Sinha & Prof. R.P. Singh)

Here are some questions covering your school problems, which have two responses YES and NO. Read every question carefully and decide whether you want to answer it with YES or NO. If your answer is in YES then cross(X) the box under YES and if NO cross(X) the box under NO. Remember your answer will not be told to anyone so please give the correct answer without hesitation. You may take your own time but try to finish it as soon as possible.

Sr. No.	STATEMENTS	YES	NO
1. (a)	Are you always afraid of something in your school ?	<input type="checkbox"/>	<input type="checkbox"/>
②. (b)	Do you avoid meeting your classmates ?	<input type="checkbox"/>	<input type="checkbox"/>
3. (c)	Do you forget soon what you have read ?	<input type="checkbox"/>	<input type="checkbox"/>
4. (a)	Suppose, your classmates do something unreasonable unknowingly, do you immediately get angry with them ?	<input type="checkbox"/>	<input type="checkbox"/>
⑤. (b)	Are you of a shy nature ?	<input type="checkbox"/>	<input type="checkbox"/>
6. (c)	Are you afraid of examinations ?	<input type="checkbox"/>	<input type="checkbox"/>
7. (a)	Do you worry your teacher scolding you for your mistakes ?	<input type="checkbox"/>	<input type="checkbox"/>
⑧. (b)	Do you hesitate in asking a question when you don't understand something ?	<input type="checkbox"/>	<input type="checkbox"/>
9. (c)	Is it difficult for you to understand the lessons taught in the class ?	<input type="checkbox"/>	<input type="checkbox"/>
10. (a)	Are you jealous of those friends whom teachers appreciate very much ?	<input type="checkbox"/>	<input type="checkbox"/>
⑪. (b)	When some of your teachers are together, do you go there without any complex ?	<input type="checkbox"/>	<input type="checkbox"/>
12. (c)	Can you note down the lessons taught in class correctly ?	<input type="checkbox"/>	<input type="checkbox"/>
13. (a)	Do you envy those classmates whom you think better than you ?	<input type="checkbox"/>	<input type="checkbox"/>
⑭. (b)	Do you feel sometimes, as if you have no friend in your school ?	<input type="checkbox"/>	<input type="checkbox"/>
15. (c)	Do you yawn when lesson is taught in your class ?	<input type="checkbox"/>	<input type="checkbox"/>
16. (a)	When you see, some students talking themselves, do you think they are gossiping about you ?	<input type="checkbox"/>	<input type="checkbox"/>
⑰. (b)	Are you able to get friendly with everyone easily ?	<input type="checkbox"/>	<input type="checkbox"/>
18. (c)	Are you satisfied with the method of teaching of your teachers of this school ?	<input type="checkbox"/>	<input type="checkbox"/>
19. (a)	Do you express your anger to others when you are not asked to come forward in any programme in your school ?	<input type="checkbox"/>	<input type="checkbox"/>
⑳. (b)	When some students are talking together, do you join them freely.	<input type="checkbox"/>	<input type="checkbox"/>



*Indicates questions related to social adjustment*

Sr. No.	STATEMENTS	YES	NO
21. (c)	Do you think that the teachers in the school do not pay any attention to your problems ?	<input type="checkbox"/>	<input type="checkbox"/>
22. (a)	Are you often sad and distressed in the school ?	<input type="checkbox"/>	<input type="checkbox"/>
23. (b)	Do you like to join your classmates working together ?	<input type="checkbox"/>	<input type="checkbox"/>
24. (c)	Are you satisfied with the progress in your studies ?	<input type="checkbox"/>	<input type="checkbox"/>
25. (a)	Do you feel the teachers neglect you ?	<input type="checkbox"/>	<input type="checkbox"/>
26. (b)	Do you try to attract the attention of your teacher to yourself in the class ?	<input type="checkbox"/>	<input type="checkbox"/>
27. (c)	Is it a burden for you to study something ?	<input type="checkbox"/>	<input type="checkbox"/>
28. (a)	Do you get yourself worked up and try to harm a student when he complains against you ?	<input type="checkbox"/>	<input type="checkbox"/>
29. (b)	Do you often like to be alone ?	<input type="checkbox"/>	<input type="checkbox"/>
30. (c)	Are your teachers always ready to solve your problems concerning your studies ?	<input type="checkbox"/>	<input type="checkbox"/>
31. (a)	Are you often dissatisfied with your school ?	<input type="checkbox"/>	<input type="checkbox"/>
32. (b)	Do you establish a friendly relationship with the students in the school ?	<input type="checkbox"/>	<input type="checkbox"/>
33. (c)	Do your teachers in the school praise you ?	<input type="checkbox"/>	<input type="checkbox"/>
34. (a)	Do you try to rationalise your mistake ?	<input type="checkbox"/>	<input type="checkbox"/>
35. (b)	Do you like to sit in the front seats in the class ?	<input type="checkbox"/>	<input type="checkbox"/>
36. (c)	Do you often get less marks in examination ?	<input type="checkbox"/>	<input type="checkbox"/>
37. (a)	Do you resent it when your teachers ask you a question in the class ?	<input type="checkbox"/>	<input type="checkbox"/>
38. (b)	Do you have a friendly association with your fellow students ?	<input type="checkbox"/>	<input type="checkbox"/>
39. (c)	Do you like the idea of having more holidays in the school ?	<input type="checkbox"/>	<input type="checkbox"/>
40. (a)	Do you get wild when one of your classmates jokes with you ?	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	STATEMENTS	YES	NO
41	(b) Do you openly take part in the school assemblies ?	<input type="checkbox"/>	<input type="checkbox"/>
	42. (c) Do you often quarrel with your classmates ?	<input type="checkbox"/>	<input type="checkbox"/>
	43. (a) Do you sometimes go home before the schools closes ?	<input type="checkbox"/>	<input type="checkbox"/>
44	(b) Do you take part in the school sports ?	<input type="checkbox"/>	<input type="checkbox"/>
	45. (c) Do some of your teachers often keep on scolding you for the studies ?	<input type="checkbox"/>	<input type="checkbox"/>
	46. (a) Do you often have doubt on others in the schools ?	<input type="checkbox"/>	<input type="checkbox"/>
47	(b) Are you shy of talking to the senior students in school ?	<input type="checkbox"/>	<input type="checkbox"/>
	48. (c) Do you look at your teachers respectfully ?	<input type="checkbox"/>	<input type="checkbox"/>
	49. (a) Do you show impertinance (arrogance) towards something good sent by a mate with whom you don't get along well ?	<input type="checkbox"/>	<input type="checkbox"/>
50	(b) Do you have some intimate friends in this school ?	<input type="checkbox"/>	<input type="checkbox"/>
	51. (c) Do you pay attention to the lesson being taught in class ?	<input type="checkbox"/>	<input type="checkbox"/>
	52. (a) Do you develop resentful feelings towards your teachers when you get less marks ?	<input type="checkbox"/>	<input type="checkbox"/>
53	(b) Are you always ready to help your classmates in everyway ?	<input type="checkbox"/>	<input type="checkbox"/>
	54. (c) Do you borrow books and magazines from the school library and read them ?	<input type="checkbox"/>	<input type="checkbox"/>
	55. (a) Are you often afraid meeting the senior students ?	<input type="checkbox"/>	<input type="checkbox"/>
56	(b) Do you enjoy irritating other students in the school ?	<input type="checkbox"/>	<input type="checkbox"/>
	57. (c) Do you take part in the debates ?	<input type="checkbox"/>	<input type="checkbox"/>
	58. (a) Do you feel mentally depressed when you meet the senior students ?	<input type="checkbox"/>	<input type="checkbox"/>
59	(b) Do you lend your books or note-books gladly when your classmates ask for it ?	<input type="checkbox"/>	<input type="checkbox"/>
	60. (c) Are you interested in the things regarding education ?	<input type="checkbox"/>	<input type="checkbox"/>

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Consumable Booklet of Adjustment Inventory for School Students (A I S S) English Version.

## Appendix III A.

### Socio Economic Status Scale (For the parents to fill)

Name of student/Index: ..... School: .....

Relation to the student: Father  Mother  Other  If other specify .....

---

#### Education

1. Are you literate? Yes  No
2. If Yes:  
Did you attend any school? Yes  No
3. If Yes:  
Last School attended ..... Last Grade.....
4. Did you do any further studies? Yes  No
5. If Yes, what type?
  - Certificate course
  - Diploma
  - Bachelors Degree
  - Masters degree
  - PhD
  - Other  If other specify.....

#### Occupation

1. Are you employed? Yes  No
2. If Yes, which sector do you work? Government  Private
3. What is the exact position you have in the office or place of work?:  
.....
4. What is the nature of work? .....  
.....

#### Income

1. Monthly salary: .....
2. Other monthly allowances: .....
3. Do you have any other sources of income? Yes  No:
4. If Yes, how much per month? .....

Appendix III B.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

سوالنامہ - C

پہلے درجے کی امتحان کی صورت (مختصر اور طویل جوابی)

1. کوئی دو سے لے کر:  مہنگے  سستا  گھٹا  زیادہ  کم

مختصر جواب

1. جہت سے بہتر ہے؟  آسان  مشکل

2. جہت سے بہتر ہے؟  زیادہ  کم

3.  زیادہ  کم

4.  زیادہ  کم

5.  زیادہ  کم

مختصر اور طویل جوابی

1.  آسان  مشکل

2.  زیادہ  کم

3.  زیادہ  کم

4.  زیادہ  کم

5.  زیادہ  کم

طویل جواب

1.  آسان  مشکل

2.  زیادہ  کم

3.  زیادہ  کم

4.  زیادہ  کم

مختصر جواب

1.  آسان  مشکل

2.  زیادہ  کم

3.  زیادہ  کم

4.  زیادہ  کم

( - سے لے کر - )



## Appendix III C

### Scoring

#### Education

Literate	1
Primary	2
Middle school	3
Secondary school	4
Higher secondary school	5
Certificate	6
Diploma	7
Bachelors Degree	8
Masters degree	9
Ph.D.	10

#### Occupation

Professional	10
Semi professional	6
Clerical/own business etc	5
Skilled worker	4
Semi skilled work	3
Unskilled work	2
Unemployed	1

#### Income

Less than 1000	2
1001-1500	4
1501-3000	6
3001-4500	10
Above 4500	12

## Appendix IV

### Information Blank

Please fill up the following information

Name OR Index: .....
Age:.....
Sex: F <input type="checkbox"/> M <input type="checkbox"/>
Grade:.....
Date:.....
School:.....
Are you living with: Father and mother <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other <input type="checkbox"/>
If other specify: .....

#### Instructions

- There are three sections in this questionnaire. Section A and B has to be filled by the student and section C has to be filled by the parents.
- The information provided in this questionnaire will not be revealed to any other person
- Please answer all the questions as honestly as possible

Thank you for the time and effort you have put in to answer all the questions.